

# Boston Promise Initiative Narrative

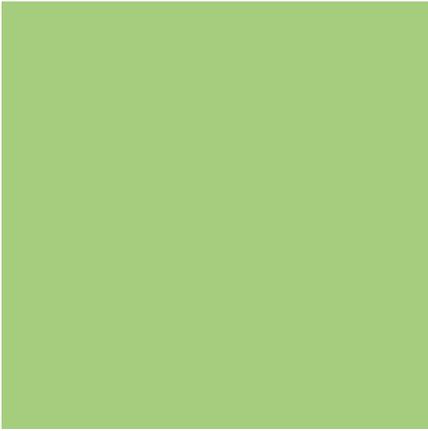


Dudley Street Neighborhood Initiative  
applicant

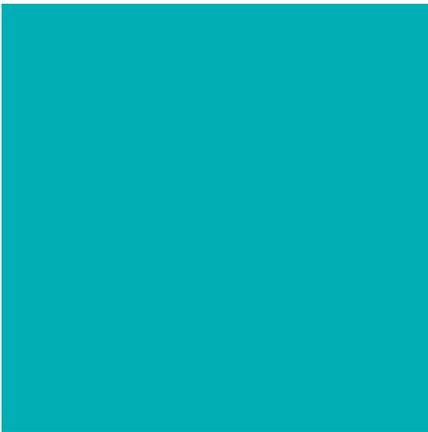
Implementation Grant Priorities  
1, 4 and 7

Submitted to the  
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Boston  
Promise  
Initiative



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## A GUIDE TO THE ACRONYMS USED IN THIS PROPOSAL

- ABE: Adult Basic Education
- ACT: Achieving, Connecting, Thriving; Boston's framework for assessing the results of our work with children and youth
- ANet: The Achievement Network; a data gathering and analysis partner for our schools
- AT: Accountability Team; the group which will routinely analyze our progress and report on what's working and what is not
- BASB: Boston After School and Beyond; a citywide intermediary supporting access and quality in out-of-school time programming for all children and youth
- BPD: Boston Police Department
- BPI: Boston Promise Initiative; Boston's approach to neighborhood transformation with schools as the anchor institutions
- BPS: Boston Public Schools
- BRA: Boston Redevelopment Authority
- C2K: Countdown to Kindergarten, Mayor Thomas M. Menino's citywide school readiness campaign and programming
- CAP: Community Anti-Poverty Agency
- CoP: Circle of Promise; a geographic area surrounding the Dudley neighborhood in the heart of Boston which is home to 160,000 residents and the majority of the city's underperforming schools.
- CPI: Composite Performance Index; a Massachusetts algorithm for scoring school performance; The Composite Performance Index (CPI) is a measure of the extent to which students are progressing toward proficiency in English language arts (ELA) and mathematics, respectively. The CPI is a 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment (MCAS-Alt) (the MCAS-Alt Index).
- DT: Data Team; a group, including DSNI staff, which will help collect, analyze, and disseminate data on the impact of the complete continuum of solutions in the BPI.
- DESE: Massachusetts Department of Elementary and Secondary Education
- DIBELS: Dynamic Indicators of Basic Early Literacy Skills; a standard assessment tool for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.
- DPAC: Dearborn Partnership Advisory Council
- DSNI: Dudley Street Neighborhood Initiative; the lead agency for the Boston Promise Initiative
- DSNCS: Dudley Street Neighborhood Charter School; the BPI Innovation School (an in-district charter school) set to open in September, 2012 to serve grades K1-5
- DVC: Dudley Village Campus; the vision for what the Dudley neighborhood will become in order to support all children.
- DWC: Dudley Workforce Committee, a multi-stakeholder group seeking new ways to link physical development within the community to economic development opportunities for residents and local businesses

EFC: Early Childhood Foundations: one of the continuum components  
ELA: English Language Arts  
ELL: English Language Learners  
ESOL: English (instruction) for Speakers of Other Languages  
FCOC: Family and Community Outreach Coordinator; a full-time staff position at each BPI school  
FG: Funders Group: the group of investors who support and who will continue to help leverage resources for neighborhood transformation in alignment with the BPI plan.  
HUD: United States Department of Housing and Urban Development  
IEP: Individualized Education Program  
ILT: Instructional Leadership Team  
K0, K1, K2: Early care and kindergarten programs offered at Boston Public Schools for 3-year olds, 4-year olds and 5-year olds, respectively.  
LEP: Limited English Proficient  
MCAS: Massachusetts Comprehensive Assessment System; MCAS meets the requirements of the Education Reform Law of 1993 by testing all public school students in Massachusetts, including students with disabilities and English Language Learner students; measuring performance based on the Massachusetts Curriculum Framework learning standards; and reporting on the performance of individual students, schools, and districts.  
NAEYC: National Association for the Education of Young Children  
OA: Opportunity Agenda; a funder collaborative supporting improved college matriculation and graduation for all BPS students.  
OST: Out-of-school time (after school and summer programming)  
PSC: Post-Secondary Completion: Continuum component  
RDI: Resident Development Institute, DSNI's training entity for capacity building with residents  
RTT: The Massachusetts Race to the Top plan  
S2: Smart from the Start, Boston's award-winning school readiness initiative for young children living in public housing  
SFC: Strong Families and Community: Continuum component  
SG: Strategy Group; the group of Boston Promise Initiative partners who collectively set strategy for the solutions and data management to guide work in the Dudley Village Campus  
SPED: Special Education; the services offered to students with disabilities  
SSS: Successful Schools and Students: Continuum component  
STEM: Science, Technology, Engineering and Mathematics  
SUN: Stabilizing Urban Neighborhoods; a refinancing partnership between nonprofits and banks which helps homeowners facing foreclosure to get affordable new mortgages  
SWD: Students with Disabilities  
US DOJ: United States Department of Justice  
US ED: United States Department of Education

## PROJECT OVERVIEW

Twenty-eight years ago, Dudley residents came together to form a collaboration with businesses, non-profits, and faith-based organizations to halt the devastation that had resulted from decades of policies and practices such as redlining, discriminatory federal housing policy, urban renewal, arson, disinvestment, and neglect. At that time, fully half of the land in the center of the neighborhood was vacant, filled with the rubble of burnt homes and the region's illegally dumped garbage (please see Appendix G for more on the causes and conditions).

In 1984, those neighbors founded **Dudley Street Neighborhood Initiative (DSNI)** as a 501(c) 3 organization dedicated to the revitalization of this underserved Boston neighborhood. Residents led, and continue to lead, a highly successful neighborhood revitalization process. DSNI's work has resulted in reclaiming physically devastated areas; rebuilding housing in the context of an urban village; developing permanent housing affordability, and protections against foreclosure (also referred to as "development without displacement"). Today, those devastated lots are cleaned up and home to more than 225 families living in *permanently* affordable housing as well as parks and a greenhouse. We have a track record in supporting early childhood development, youth leadership, and substantive school partnerships; we employ multiple successful strategies in our work including community engagement, resident and youth leadership development, public-private partnership formation, and multi-stakeholder collaboration. As Dudley's planning vehicle, DSNI continues to support neighborhood transformation, creating synergy among economic, social, and physical development strategies and organizations. In this role, we received a Promise Neighborhood Planning Grant in 2011 and used that grant to convene over 800 neighborhood stakeholders and partners to plan for the first

year of pilot programming for the BPI. That work and those pilots informed the development of the Implementation Plan offered here.

This proposal outlines our plan for the *Boston Promise Initiative (BPI)*. Despite decades of lessons learned, relationships built, and physical improvements, Dudley remains an extremely high-needs, underserved neighborhood with a quantifiable opportunity gap. BPI outlines a breakthrough strategy with a near-term goal of high student achievement for all Dudley students and a long term goal of education reform and neighborhood transformation across the city of Boston. Department of Education funding would make full implementation of BPI possible.

BPI details a child-centered place-based strategy that focuses on improving low-performing schools. Our strategy is phased, starting with the creation of the *Dudley Village Campus (DVC)*, expanding to a larger area of Boston known as the *Circle of Promise (CoP)*, and then reaching the entire City. BPI works by bringing to Dudley assets from which it is now systemically isolated. Boston is well-positioned for success within the Promise Neighborhood Initiative as well as serve as a learning laboratory for the Promise Neighborhood movement. Boston has a civic culture and history that encourages problem-solving and invests in social programs. As a gateway city constantly refreshed by new immigrants, a hub of a regional economy, a home to dozens of colleges and universities and hundreds of non-governmental organizations, Boston is a center for both social and civic entrepreneurship. Boston boasts a tremendous array of services for families, many of which are evidence-based and already serving as national models.<sup>1</sup> Due to fragmentation among providers and constraints on service delivery models imposed by funding, contracts and public policy, the many high-quality programs of Boston are provided to some

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<sup>1</sup> Such as City Year, Citizen Schools, Health Leads, Bottom Up and Operation Nite Lite.

children, in some places, some of the time. And, despite this city’s abundance of wealth, talent and creativity, shameful inequities and disparities persist<sup>2</sup>.

To address this, the BPI has catalyzed a very high level of both public and private sector involvement including over ██████████ in aligned investments and the participation of people from across the spectrum of expertise and influence in the city. Coupled with resident leadership, this involvement and these investments are sparking innovative strategies through alignment of plans, people, and resources.

Today, we bring this together under the BPI, and through the national community of practice, we share lessons with and learn from other Promise Neighborhoods. DSNI, as the BPI lead agency, is fostering new approaches to solving chronic problems.

Like a university campus, the Dudley neighborhood is a geographic area with infrastructure, institutions, people, buildings, and technology that provide the physical places and resources for the highest quality of education for all

residents. BPI partners link their success to the progress and achievements of our students and to the degree that it engages all elements of the community in planning, organizing, and evaluating that success and reducing inequities across the city. We use both hi-tech and hi-touch strategies to reach residents. By leveraging technology, partners and institutions ranging from churches and youth groups, to corner stores and social service agencies, we ensure authentic participation across the spectrum of residents.

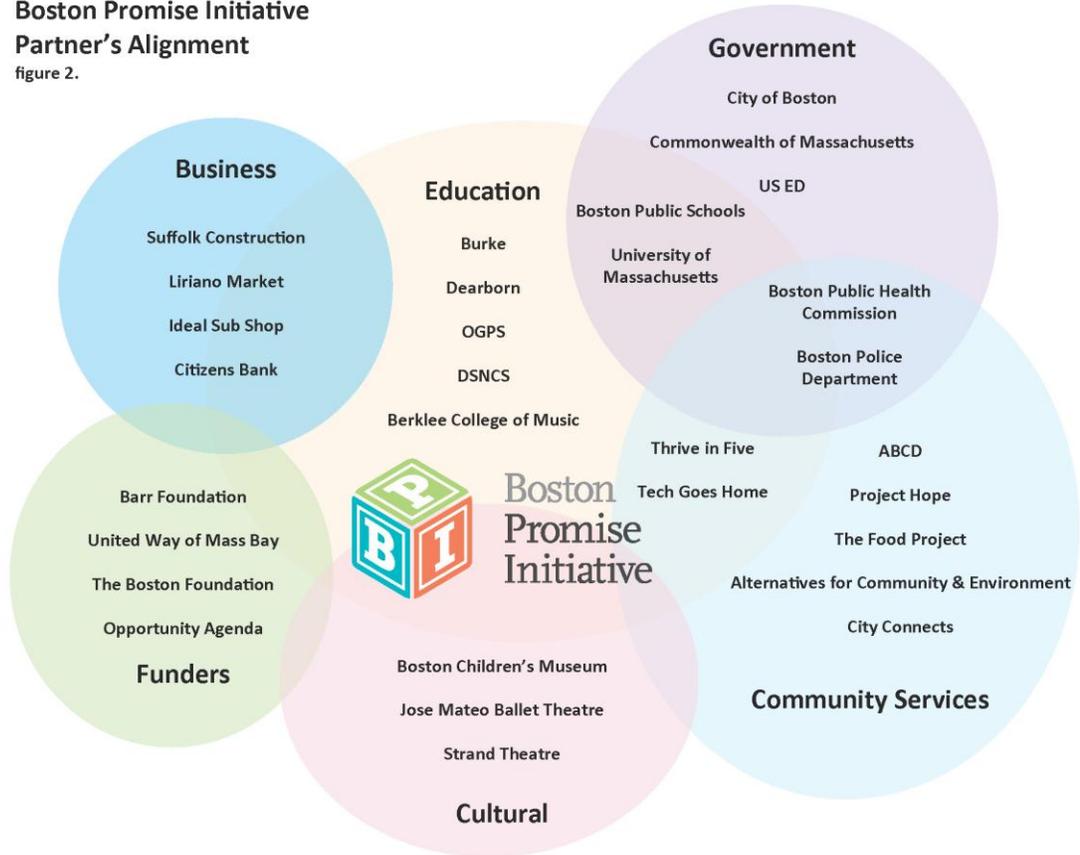
*Resident engagement monitoring and directing smart work by our anchor institutions will lead us directly to the best use of our limited resources and to the best outcomes for all of our kids.*

-Judith Kurland, Center for Community Democracy and Democratic Literacy

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<sup>2</sup> 22.5% of all Black families in Boston live in poverty, compared to 7.1% for White families. Latino families have a poverty rate of 30.9% . Further, 22% of Blacks, 37% of Latinos, and 27% of Asians over 25 years of age report not having a high school diploma. And, Blacks report relative low homeownership rates and the highest unemployment rates. (State of Black Boston, 2010).

**Boston Promise Initiative  
Partner's Alignment**  
figure 2.



## PROJECT NARRATIVE

### A. Need for Project

*A1) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.*

BPI youth share the demographics of many low-income urban neighborhoods: 93% are youth of color; 40% of these children live in single parent households, Many children are children of immigrants and 32% of those children have resident parents who are not us citizens; many have or have had an incarcerated parent; and almost all of the school aged students go to an underperforming school (Level 3 and Level 4). 30.3% live in poverty.

BPI youth get off to a poor start with low birth weights when compared to their Boston peers. In the BPI catchment area

approximately 12% are born with low birth rates. These odds worsen, as nearly 700 of our 1,992 0-5 year olds live in poverty. These youngest residents lack high-quality early care, with only 8% of early education providers rating at the second highest quality level by the Commonwealth

### Year One Accomplishments

#### Extensive Needs Assessment

- We engaged Dr. James Jennings (Tufts University) as Principal Investigator for BPI , and with his leadership and the help of a cadre of staff and interns from local universities, we completed a Needs Assessment for the Dudley neighborhood, followed by a Segmentation Analysis. (Please see Appendix G for the full **Needs Assessment** and **Segmentation Analysis**). Dr. Jennings also conducted research on Dudley families' consumer profiles (See *Profiles of Consumer Expenditures and Household Finances* in Appendix G).
- We engaged nearly 600 residents through Community Dialogues (See *Community Dialogue Findings* in Appendix G).
- We engaged over 300 residents in the Vision 2020 Charrette, a neighborhood process which engages residents in imagining the neighborhood of the future and helping to set priorities for development of the physical, cultural, educational and social components of our neighborhood.

of Massachusetts; not one of these local providers are rated at the highest level. A full 46% of our children enter kindergarten “unready” for success in school.

These students are then entering a stressed public school system where the majority of students enter unready, struggle to catch up, often don’t graduate, and if they progress to higher education opportunities they seldom succeed. The geographic area of BPI is all located within the attendance zone of the low-performing, Level 4 Turnaround Burke High School

BPI is home to one parochial and ten Boston Public School (BPS) schools after two of the very lowest performing public schools closed at the end of the SY 2010-11. Three of the ten are persistently underperforming (Level 4) and currently using the Turnaround Model for school improvement (noted with asterisks below). We have chosen to work with these three (Burke High School, Dearborn School, Orchard Gardens Pilot School) as well as the Dudley Street Neighborhood Charter School. There are 1,782 students attending these four focus schools. We will also work, as part of Choice Neighborhoods, with 129 families from Woodledge /Morrant Bay, and their children, regardless of which school they attend.

*BPI Schools, Population and Key Indicators, School Year 2011-12*

School	Grades	# of students [SY 2011-12]	Graduation Rate [2011]	Attendance [SY 2011-12]
<a href="#"><u>The Burke High School*</u></a>	9-12	638	34.4%	88.2%
<a href="#"><u>Dearborn School*</u></a>	6-8	246	NA	93%
<a href="#"><u>Orchard Gardens Pilot School* (OGPS)</u></a>	K1-8	766	NA	92.4%
Dudley St. Neighborhood Charter School	K1-5*	132*	NA	NA

\*DSNCS is opening in September, 2012. This is the projected enrollment for SY 2012-13.

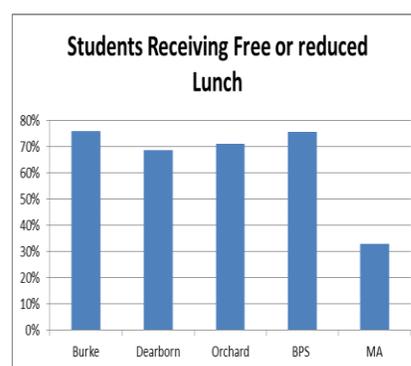
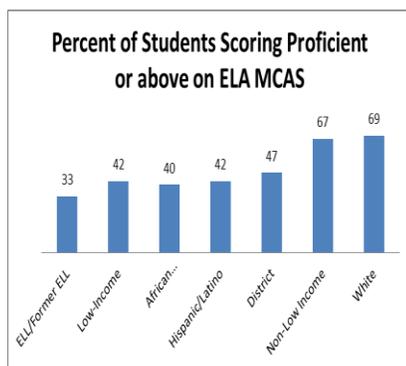
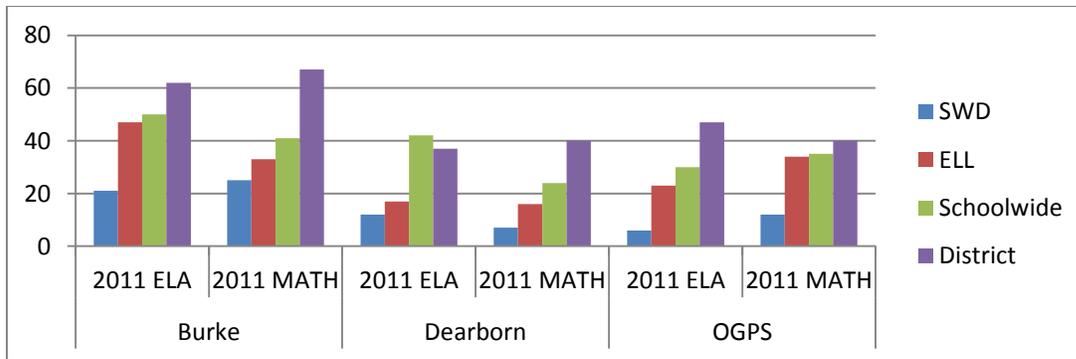
A high percentage of BPI youth are demographically associated with the groups that have persistently failed at BPS schools. BPI youth are mostly low-income, many have diagnosed disabilities, and a large number are learning English as their second language. In their schools they do worse than their peers in almost all cases in both numeracy and literacy (see highlights)

Overview of Challenge Indicators: BPI Schools

Challenge Indicators	Burke	Dearborn	OGPS	Boston (District)	State
Free /or reduced lunch <sup>3</sup>	75.9%	68.7%	71.1%	75.6%	33%
Special Education	20.4%	13%	15.7%	19.6%	17%
Truancy	.7%	.7%	2.5%	1.7%	2.1%
Suspension rate	6.2%	26%	.2%	5.8%	5.3%
First language not English (ELL)	38.7%	52.8%	59.7%	38.8%	15.6%
Performance rating (English)	Low	Very Low	Very Low	Moderate	NA
Performance rating (Math)	Low	Very Low	Critically Low	Low	NA

[note: all figures are from SY 2011-12 except the Performance Ratings, which are based on MCAS and not finalized until August, 2012].

MCAS performance for African American/Blacks, Latinos, ELL, SWD, and Low-income students lag well behind the district average, and significantly behind the averages for white students and students who are not low-income. As children in Dudley move to higher grade levels, the disparities in academic achievement continues, and often increases.



<sup>3</sup> As Turnaround schools, all students at OGPS, Burke & Dearborn receive free school lunch.

Children living in Dudley are typically *much* more likely than their peers elsewhere to face these challenges, which in turn make the achievement gap even wider. In addition to the school-based indicators of need outlined above, Dudley has significant community-based indicators of need, as outlined below. Research shows that these out-of-school factors have a powerful effect on school achievement (Berliner, 2009).

*Community-based Indicators of Need*

Indicator	Dudley	Boston	State
Asthma	17%	10%	9.9%
Food insecurity	25.4%	20%	6.7%
Violent crime	54%	40%	NA
Teen birth ratio	4.2%	2.4	<1
Student mobility rates	42.05%	24.3%	9.7%
% of children in single-parent or no-parent families	50%	48%	29%
Poverty rates	30.3%	15%	11%

Children who have lived in poverty *and* are not reading proficiently in 3<sup>rd</sup> Grade are *four times more likely* to dropout or fail to graduate from High School than those who have never been poor (Hernandez, 2011). This national data is borne out in our local high school as most Burke students do not plan to attend four-year colleges.

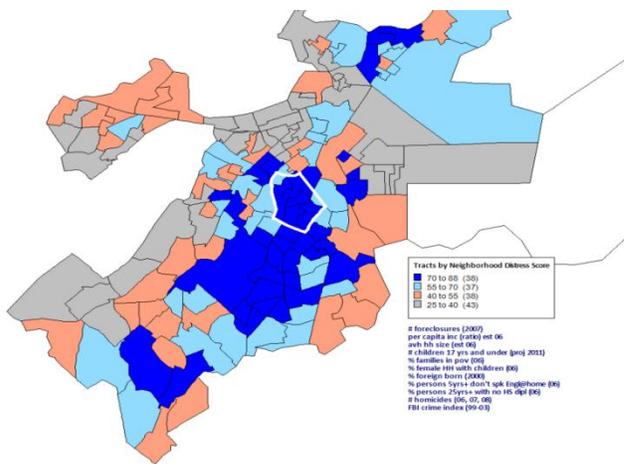
Neighborhood poverty is a critical factor in explaining why some children are more likely to have lower incomes as adults than their parents. Evaluation of reading and mathematics outcomes of elementary students found that even when controlling for individual poverty, there is a significant negative association between *school level poverty* and student achievement<sup>4</sup>.

This matters to us: ***Dudley is one of the poorest neighborhoods of Boston and our schools have extremely high school level poverty rates.*** At 30.3%, the poverty rate for Dudley residents is more than twice that of Boston as a whole (14%); 38% of BPI children live below the Federal poverty line. In 2009, the Barr Foundation supported the development of a “distress index” for

<sup>4</sup> From the White House Neighborhood Revitalization Initiative [http://www.whitehouse.gov/sites/default/files/nri\\_description.pdf](http://www.whitehouse.gov/sites/default/files/nri_description.pdf)

Boston to enable comparisons of data across the City. Dr. James Jennings created the index (please see resume in Appendix B) and then analyzed the data. The map below shows Boston census tracts by their distress score based on these variables (dark blue indicates areas of high distress). Dudley (marked by a white boundary) ranks **the highest** in terms of neighborhood distress, revealing the close correlation between poverty and other challenges which work against our children’s chances of success in school.

**Dudley by Neighborhood Distress Indicators**



*Community Health:* Dudley families live squarely at the intersection of multiple gaps –not only in quality education, but also in living wage jobs, stable housing, quality health care, healthy affordable food, and transportation.

*Unemployment:* Greater Boston has lost more than 33,400 jobs in the past decade. Unemployment rates in parts of Dudley are *over 25%*. The Massachusetts Office of Labor and Workforce Development estimates that 45% of all jobs with growth through 2016 will require at least a Bachelor’s Degree.<sup>5</sup> But 17% of Dudley residents 25 and older have less than a 9<sup>th</sup> grade education. Moreover, only 13.8% of residents have a Bachelor’s or higher degree.

*Housing:* The lack of sufficient secure and affordable housing in the Dudley area poses a major challenge to efforts to improve the academic performance of children. The number and concentration of foreclosure petitions over a period of several years remain disproportionately high compared to other parts of Boston. There has been a dramatic increase in rates of family

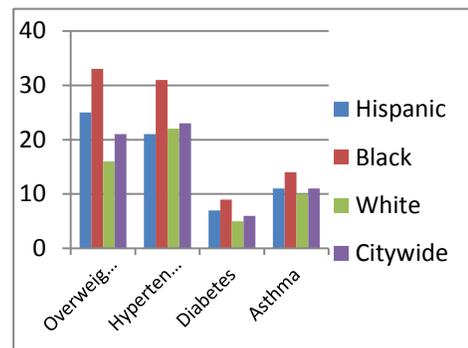
<sup>5</sup> The Boston Indicators’ Project, Indicators 2008.

homelessness, statewide. The largest percentage of homeless families in Massachusetts comes from Boston. **Within Boston, 59% of homeless families in shelter came from Roxbury and Dorchester** . A particular challenge facing our community is the rapid growth in number of homeless families with a head of household between the ages of 18-24 years of age.

*Safety:* Community peace and safety are important for healthy family and child development. According to the Boston Police Department (BPD), feelings of safety are lowest in the police district that includes Dudley, with the percent of residents who feel “unsafe” at 42%. **Nearly 90% of youth report that they have witnessed violence** or been a victim of violence in the past year.

*Health:* Social and environmental issues have resulted in poor health outcomes for Dudley families. These conditions include low income, reduced access to high quality foods, an

increased presence of fast food outlets and (corner markets/ liquor stores), the presence of contaminating industrial uses (e.g. auto repair), a disproportionate share of the region’s solid waste facilities, and vehicular traffic. While asthma, high blood pressure, heart



disease, and diabetes are common chronic diseases that affect the lives of many, differences exist across neighborhoods and by race/ethnicity (see chart below). **We are the only neighborhood in Boston that is higher than average on all four disease indicators.** For 2005-2007, the average asthma hospitalization rate for children under the age of five was highest among residents in and around Dudley, where the rate was approximately 73% higher than the overall Boston rate. A recent study found that Dudley and adjacent areas accounted for 53% of all Boston Emergency Medical Services for asthma. Asthma is not only chronic but it is persistent: hospitalizations due

to asthma continue to be problematic for our children through their teenage years and often well into adulthood, but the same trend does *not* persist for youth in other neighborhoods. This has an extremely detrimental effect on student attendance.

## *A2) Description of the Geographic Area*

BPI is being implemented in our home neighborhood of Dudley – where our expertise is proven and need remains severe. A laser-like focus on Dudley allows us to test, improve, and calibrate our systems and strategies prior to expansion to the entire Circle of Promise and City.



### *Primary Geographic Area: Dudley*

“Dudley” refers to a neighborhood which encompasses part of the Roxbury and North Dorchester areas of Boston, MA and spans approximately 1.3 square miles in the heart of Boston’s communities of color and in the center of the Circle of Promise (see below). Dudley is a racially and ethnically diverse neighborhood: 39% African American, 28% Latino, 25% Cape Verdean and 7% White. Half the residents speak a language other than English at home.

Less than two miles from downtown, **Dudley is both centrally located and poorly served.** Our central location means that during better economic times, we face development pressures. It also means that we are on the path of many commuters headed downtown, creating traffic and poor air quality. But we are *not* on the rapid transit system, making the distance between residents and the region’s jobs, cultural institutions, hospitals, universities, and stores, much greater. **Many neighborhood adults (14.5% vs. 8.8% citywide) spend an hour or more getting to work.** Residents rely on buses that are slow, unreliable and poorly connected to other

areas. As outlined above, families live squarely at the intersection of multiple gaps –not only in quality education, but also in living wage job opportunities, stable housing, quality health care, healthy affordable food, and transportation. The absence of services, programs, jobs, museums, stores, and other resources *within* the Dudley neighborhood adds to this gap in opportunity.

**Geographic Area for Expansion:** Designated in 2010 by Mayor Thomas M. Menino, the Circle of Promise (CoP) is a 5 square mile geographic area in the heart of the City of Boston. The CoP is comprised of Boston’s most disadvantaged communities and contains a vast majority of the city’s Level 3 and Level 4 schools. These failing and underperforming schools serve the majority of Boston’s students.

## B. Quality of the Project Design

*B1) To what extent is the continuum aligned with an ambitious, rigorous, and comprehensive strategy for improving the BPI schools?*

Our vision for BPI emerged from an extensive community planning process conducted in 2010-2011, with funding provided by a Promise Neighborhoods planning grant. We developed a place-based, child-centered strategy without gaps in time or resources. This strategy is based on three key elements: a) **An Integrated and Aligned High Quality Service Delivery System** with a rich and comprehensive set of services and programs, b) **Six Critical Management Capacities** which ensure high performance and continuous improvement and c) **Four Strategic Components** that assure an integrated continuum of solutions. Already underway, this strategy is moving the needle on the indicators which measure children’s ability to achieve sustained success in school and beyond. Through this approach, the BPI will change the trajectory of thousands of young lives by ensuring academic success for all of our children.

This section provides an overview of these coordinated solutions and shows how they will support the development of Dudley families, improve the health of our community, and construct

a community-owned platform of high expectations as well as excellent developmental and educational opportunities for all our young people. In addition, measurement and evaluation will ensure that residents have the information they need to evaluate progress.

### *An Overview of Continuum Design and Management*

Below, please see a graphic depiction of the major elements of the BPI system, all designed to ensure children's sustained school success. The provider examples at the bottom show the numerous and diverse partners who have aligned in support of this overarching goal, whose work is now shifting and changing shape to better meet this goal, and who have agreed to track progress on the same indicators (using common tools) as adopted by BPI. They are part of the **Aligned and Integrated High Quality Service Delivery System** that supports and is accountable to the residents, DSNI, and the BPI partners. In the lower right, our **Six Critical Management Capacities** are depicted. These together form our **Performance-Focused Management System** that is described in detail in D: Quality of the Management Plan. In the lower left are our **Four Continuum Components** which focus and organize services which are most strongly interfering with student success in our schools, and while ensure that solutions cover the continuum without time or resource gaps. **Early Childhood Foundation** covers our 1,992 0-5 year olds, **Successful Schools and Students** covers our four BPI schools and the 1,782 students attending them, **Post-Secondary Education and Career Readiness** covers high school aged youth through career entry, and **Strong Families and Community** covers cradle-to-career, and systems and community level concerns. Following the graphic, Section B also offers a description of the role Resident Leadership in our design and provides a discussion of our ambitious, rigorous strategy for school transformation, highlighting **Successful Schools and Students** as the central concern of BPI. Section B also offers a review of how we align solutions around the Needs Assessment, and address the priorities from the Segmentation Analysis.

# Continuum Design & Management for Boston Promise Initiative

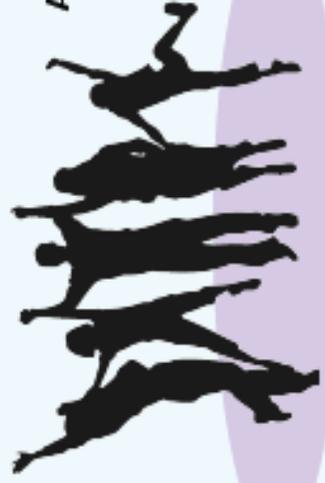
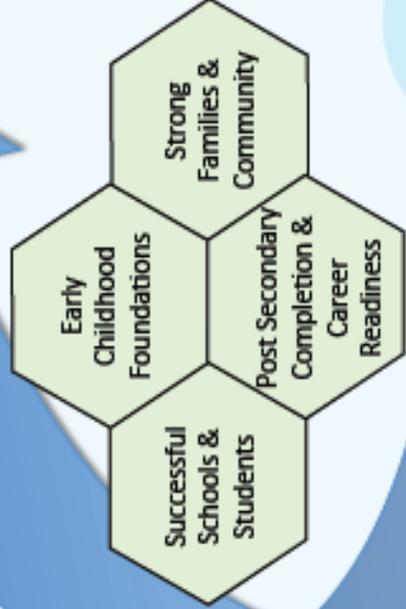


**Creating a shared community vision**  
 building our Dudley Village Campus

**Meeting BPI Goals**  
 moving the needle on indicators that matter

## Design

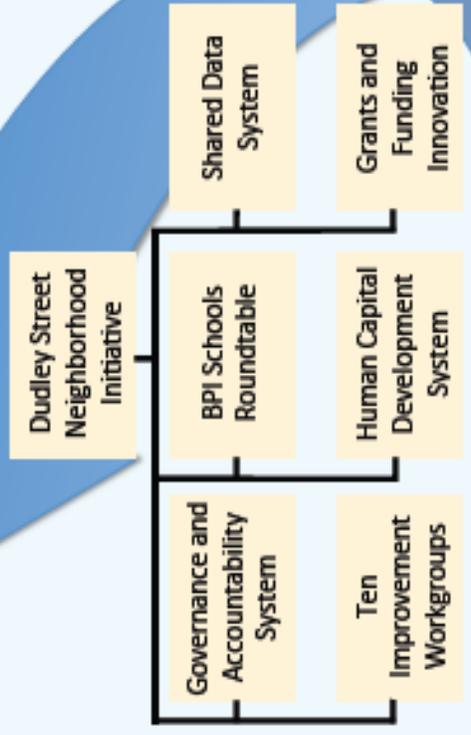
**Four Strategic Components**  
 integrating continuum programs and solutions



**Aligned & Integrated High Quality Service Delivery System**

Built on the pivotal role of resident leadership

**Management**  
 Six Critical Capacities & high performance & continuous improvement



**100+ Partners & Providers**

- Early childhood
- Health
- Housing
- Employment
- Financial
- Internet
- Mentoring
- Etc.

## The Pivotal Role of Resident Leadership



Resident leadership is guiding the work of aligning services and supports in Dudley. The story of DSNI is one of residents having the wisdom, vision, and resilience to turn liability after liability into assets. The people of this community are our greatest asset. As resident board member Paul Bothwell often says, “Together, we find the way.”

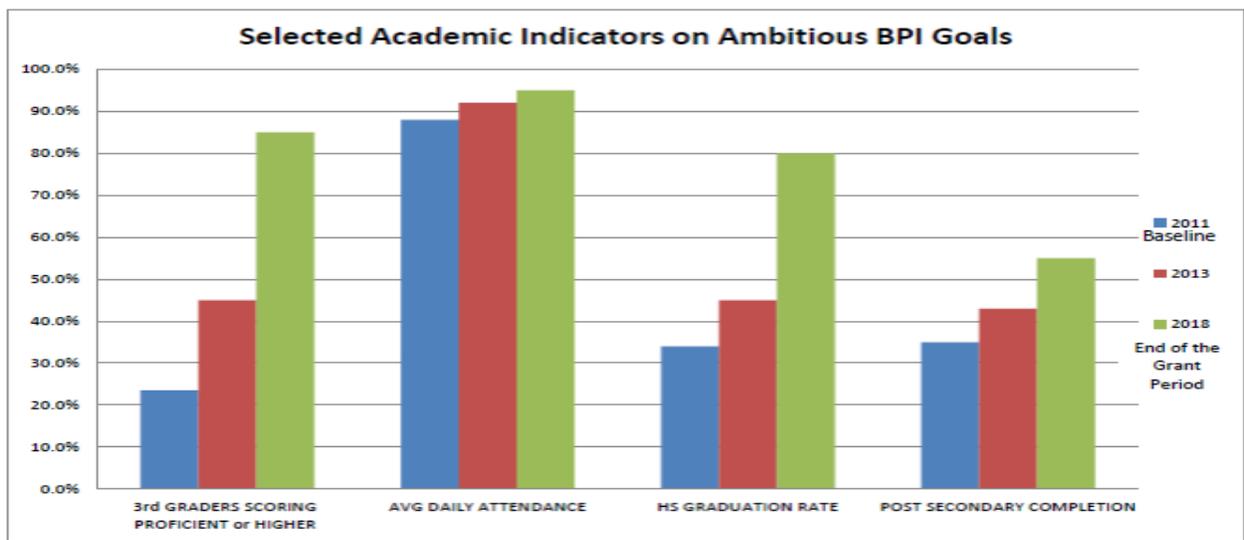
DSNI’s approach places decision-making into the hands of the community, forging a collective view of leadership. Over the years, and in spite of what seemed like insurmountable obstacles, we have *repeatedly* taken responsibility for and control of our shared destiny, envisioning a vibrant urban village (to become the Dudley Village Campus), and step-by-step, taken all the steps necessary to bring it to reality.

We are a diverse community. Many are immigrants. Many are young, bringing their energy and creativity to serve the community change process. The building of a sense of community and of shared destiny is one of the social assets that we have **built** through our twenty-eight years. Our Board is elected by the community and comprised of a resident-majority, with an equal number of seats designated for the main ethnic groups regardless of their proportion in the population, as well as seats for resident youth. In addition, neighborhood stakeholders are represented with seats for community development corporations (CDCs), human service agencies, businesses, and religious institutions. DSNI’s own community process has catalyzed a network of working committees, community meetings (which play the function of the Town Hall Meeting), community events, activist members, many leaders, and neighbors *who know each other*. To implement our resident decision-making approach, DSNI continuously nurtures a base of community information, planning tools, community assessment criteria, and sophisticated

group thinking and decision-making processes. **It is this reliance on resident leadership that makes the BPI sustainable.**

The Aspen Institute has studied generations of comprehensive community change initiatives, and in a recent review of the common elements of those that have had the most impact and transformative effect, the authors note that, “(these six successes) are all deeply committed to resident leadership and ownership (economic or political) of the work, and their legitimacy and power derive from this commitment. **They are clear that their locus of accountability is the community.** They have developed governance and management structures that reflect and operationalize this value. They are willing to take the time required to ensure that the community owns the work, and they never short-circuit that process.” (Kubisch et al, 2010). This is precisely the value that DSNI’s history of resident leadership and governance structure brings to our school transformation work in BPI.

Successful Schools & Students CONTINUUM INITIATIVE 2 Successful Schools & Students



In 1996, *Education Week* did a feature story on the youth and adult organizers at DSNI and their amazing success in neighborhood transformation. Within the body of the story, the reporter noted that, "The group's leaders, in fact, have backed away from launching a formal plan to address school reform...(new) strategies for schools, they say, will emerge out of a wide-ranging plan to design an 'urban village.'" (Cohen, 1996) **Today, we have that plan for an urban village and our education strategies have, in fact, emerged.**

**We call it the Dudley Village Campus.**

The village-as-campus is a model of a Complementary Learning System: using community supports to link to the school day and support that learning in out of school hours. This is a proven strategy for supporting student success (Hong, and Keahiolalo-Karasuda, 2011). The BPI strategy is to re-shape the urban village-as-campus, using a way of thinking, planning and operating programs/services which place *schools at the center* of community transformation efforts and align all solutions and service delivery

partners to those schools and the day-to-day activities within them. There are four elements of this transformation, each of which integrates school-based work with community partner work:

1. Cluster of High Performing Schools
2. Developing Human Capital
3. Ensuring Progress of the Most Vulnerable
4. Opportunities for Students to Pursue Interests and Build Skills

**Cluster of High Performing Schools:**

BPI is investing in the turnaround of three failing schools and the startup of one new school as a model for high performing public schools. We work

**Year One Accomplishments**

**We opened the Dudley Street Neighborhood Charter School**  
The Boston Teacher Residency program and DSNI partnered to open a new Boston Public Schools (BPS) elementary school on Dudley Street in Sept 2012. In Implementation Year 1, we successfully received the charter. DSNCS will be a BPS "in-district charter," and its principal has broad power to implement a re-imagined school structure including an extended day and new ways of grouping students.

**We Expanded Participation in Extended Learning Time**  
BPI school Orchard Gardens K-8 enrolled 80% of all middle-schoolers in their extended day programming (through a partnership with Citizen Schools and City Year). A SY 2012-13 partnerships with BELL Foundation will enable an additional 250 OGPS 3rd-5th graders to enroll in afterschool tutoring, resulting in a total of nearly 2/3 of the entire school population having access to high-quality programming which supports academic goals/progress.

with each school to set mission, vision, and goals and to develop strategic partnerships to support their ability to meet those goals. We also leverage the strengths of each to benefit the others, and use the village-as-campus to create complementary learning systems to support progress for all.

**Developing Human Capital:** Our new school, DSNCS, is a *Teacher Residency School*. This provides a forum for Boston's best teachers to come and work in a setting dedicated to continuous learning and to share best practices with new and seasoned teachers who will come through the school (adding capacity while sharpening their own skills). We are committed to providing or ensuring access to needed professional development activities at DSCNS as well as at the three BPI turnaround school, to ensure that our neighborhood's teachers are qualified to meet the needs of the students in those schools: a) Triple Certification (general, ELL and SWD), b) Training in Best Practices for teaching African American male students and c) access to participation in a teacher/leader community of practice at the neighborhood level.

**Ensuring Progress of the Most Vulnerable:** Our students and schools are already making progress as a result of our initial investments in SY 2011-12 (Year 1 of BPI Implementation). However, not all groups of students are advancing at the same rate. As noted in our needs assessment, three groups of students are the most vulnerable to continued achievement gaps: ELL, African American males and SWDs. Our strategy for addressing the needs of these groups centers on a) creating high quality inclusive settings for SWD students, b) adopting an evidence-based system for ELL assessments, c) incorporating best practices in teaching African American males as well as ELLs, and d) expand extended learning time at all four BPI schools.

**Create Opportunities for Students to Pursue Interests and Build Skills:** The literature on the importance of non-academic pursuits and the connection to academic excellence is clear; students who spend time in art, music, sports, and other skill-building interests do better on

standardized tests (Wilkins et. al 2003). Through BPI partnerships, we will restore these opportunities for *all* of the 1,782 children in our four schools, and align our community resources with what these youth need to be successful.

All of the solutions proposed within the BPI plan closely *align* with the BPS Acceleration Agenda<sup>6</sup> and the state’s Race to the Top plan, but they also *amplify* the anticipated impacts of these reform efforts by activating the network of community partners in a set of shared goals,

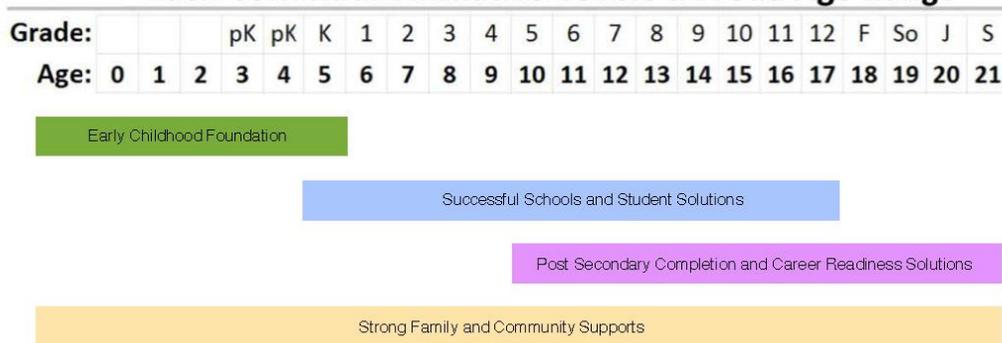
measurement methods and other connected activities, as in other successful models across the country (e.g. Harlem Children’s Zone, STRIVE). **Please see Appendix F for the full descriptions of Successful School and Student Solutions.**

**The BPI Amplifying Effect!**

The Dearborn School was a seriously underperforming middle school with 250 students in 2009. In 2010, DSNi supported the parents and administrators in expanding and aligning the school’s partnerships with BPI CBOs. By 2011, they had developed a menu of aligned learning opportunities and by the end of 2012, they’d served nearly 150 youth in extended learning time, vacation schools, weekend tutoring and summer programs. We lessened summer learning loss, and added enrichment programs but most of all, deepened engagement for students and parents alike. **In 2012, thanks to BPI partnerships, Dearborn was Boston’s only school to meet all 12 of its academic school year goals.**

*B2) To what extent does the Implementation Plan create a complete continuum of solutions, including early learning through grade 12, college and career readiness and family and community supports, without time and resource gaps?*

**Each Continuum Initiative Covers a Broad Age Range**



<sup>6</sup>The Acceleration Agenda is the Boston Public Schools five-year strategic vision developed in partnership with families, students, staff and community members. The Acceleration Agenda sets ambitious targets for rapidly improving student achievement across all grade levels and communities across the BPS system. Because student success depends on great schools as well as a supportive community, the Acceleration Agenda also calls for deepening our ties with neighborhood groups and after-school partners. The five-year plan also holds BPS administrators, headmasters and principals accountable for student success.

## **B2a) COMPETITIVE PREFERENCE PRIORITY 4: Local Early Learning Network AND Early Childhood Foundation**

Recognizing that a child’s brain grows most rapidly during the first three years of life and that early experiences create the brain’s architecture, BPI has identified Early Childhood Foundation as a priority area. Children who enter school behind have an extremely difficult time catching up. Often the gap gets larger as a child progresses through school. The number of words and encouragements heard by a child during the first three years of life can dramatically affect language development as well as IQ. (Hart and Risley, 1995). Research shows that environmental stress, even among infants and toddlers, can interfere with the proper development of neural connections inside the brain essential to a child's proper social and emotional development. (Shonkoff and Phillips, 2000).

BPI’s Local Early Learning Network has been established and is expanding within the context of significant state and city commitments to the importance of early childhood. “In 1998, the MA Department of Education made accreditation and improving the quality of early education and care programs a funding priority. In 2005, Massachusetts established the Department of Early Education and Care to increase the availability, affordability, and quality of early education and care services across the state.”<sup>7</sup>

Earlier this year, DEEC received a [REDACTED] Race to the Top Early Learning Challenge grant. The BPS offers K1 seats for 4 year olds in 85% of Boston’s elementary schools, Early Learning Centers and K-8 schools (the majority of these programs are NAEYC accredited); as part of Superintendent Johnson's Acceleration Agenda, BPS is implementing uniform math and literacy programs across K1, including teacher training and coaches. Despite these efforts and

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<sup>7</sup> Thrive in 5, Boston’s School Readiness Roadmap (2008), p. 28

alignment of public will, universal school readiness remains elusive for Dudley children as shown in our Needs Assessment.

In 2008, Mayor Menino, in partnership with United Way of Massachusetts Bay and Merrimack Valley, convened a public-private School Readiness Action Planning Team that used cutting edge science to issue a call to action around this vision:

*Young children’s healthy development and love of learning will be a top civic priority for our city. We will ensure that Boston’s children have a strong foundation for educational success, essential for productive, satisfying and contributing lives. We will see them supported by families, educators, health care and human service providers, and communities that are well prepared for their unique and crucial roles in helping children reach their full potential, and that work together to achieve the best results for each child, from birth throughout the early years and early school grades, and then beyond.*

As a result, they established Thrive in 5, with a strategic roadmap built on this equation:



Since January 2010 DSNI has served as Thrive in 5’s “hub” agency for building a comprehensive local early learning network in the Dudley neighborhood. DSNI has mobilized all community stakeholders to achieve universal school readiness. Dudley parents, private early care providers, education programs (center and home-based) licensed by the state Department of Early Care and Education (EEC), school-based pre-kindergarten programs (including IDEA Part B services), the Boston Public Health Commission’s Healthy Baby Healthy Child home visiting program, Boston Medical Center’s Pediatrics Department, the Upham’s Corner Health Center, the Boston Children’s Museum, The Food Project, ABCD (Boston’s CAP agency), and City Connects. DSNI has also engaged FFNCs (family, friend, and neighbor care), small businesses, churches, teachers, community youth, and local ethnic media. The neighborhood-based

Roundtable and the citywide Thrive in 5 partnerships provide the learning opportunities across sectors, programs, and stakeholder groups.

The Dudley Children Thrive School Readiness Roundtable began its planning process with extensive “community dialogues” with parents (in three languages), early educators, services providers, families in shelter. DCT has grounded its work in this process. It identifies and addresses gaps in availability and quality of services.

BPI’s Early Childhood Foundation strategies grow out of this multi-stakeholder Early Learning Network’s efforts and are aligned with DEEC’s Race to the Top Early Learning Plan.

Highlights include:

- 1. Families as Caretakers, Educators, Advocates, Leaders and Organizers:**  
Our families want the best for their children, but often don’t have access to information about the crucial learning and brain development that occur during the early years. They aren’t connected to resources and enrichment opportunities for their children. They themselves are often isolated from supportive networks, information, and life opportunities. As deeply rooted community organizers, DSNI is uniquely positioned to identify, reach, and connect families to existing resources as well as create new opportunities and supports. Our goal is to ensure that families have the skills, confidence, knowledge and well-being they need to be leaders in their children’s healthy development.
- 2. Quality Formal Early Education Programs:** BPI and Thrive in 5 engage in multiple efforts to improve the quality of early learning programs and services, including the state’s establishment of a Quality Rating Improvement System. BPI will learn from and build on the current Thrive in 5 pilots to improve quality through an enhanced professional development model. Associated Early Care and Education is establishing an Early Learning Center, with support from a HUD community facilities grant, in a public housing development in an adjacent neighborhood.
- 3. Strong Early Language & Literacy Development:** Knowing that the vocabulary gap at age 3 is predictive of 3<sup>rd</sup> grade language scores, and that the BPI demographic enters kindergarten with a significant vocabulary gap, DCT has launched a community-wide campaign to support early language and literacy development.
- 4. Child Screening and Support System:** DSNI and Thrive in 5 are engaged in efforts to implement a robust system of school readiness assessments that cover all the developmental and learning domains.

Working with Thrive in 5's external evaluators from UMass Boston's Center for Social Policy, data on the activities of the hub agency, the Roundtable, and Roundtable members are captured. Quarterly reports are used to engage in continuous quality improvement. With a Promise Neighborhood award, we can link this data infrastructure with those of EEC, BPS, and community health centers, among others, to provide a comprehensive data infrastructure to support the early learning network, better serve children and families, and track and analyze progress toward universal school readiness.

DSNI and Thrive in 5 are engaged in multiple efforts to improve the quality of early learning programs and services. Working with Thrive in 5's external evaluators from UMass Boston, data on the activities of the hub agency, the Roundtable, and Roundtable members are captured. Quarterly reports are used to engage in continuous quality improvement. With a PN grant, we will work to link this data infrastructure with those of EEC, BPS, and community health centers, among others, to provide a comprehensive data infrastructure to support the early learning network, better serve children and families, and track and analyze progress toward universal school readiness.

DSNI and Thrive in 5 are engaged in efforts implement a robust system of school readiness assessments that cover all the developmental and learning domains. At age 2, DSNI and Thrive in 5 will work with providers and parents to administer the Ages and Stages Questionnaire, including the Social-Emotional component. We will work with EEC to implement assessments of 3 and 4 year olds, primarily in licensed early care and education settings. And we are working with the Boston Public Schools (BPS) to implement a comprehensive set of school readiness assessments at school entry. BPS already administers the DIBELS measure of early language and literacy and will expand its assessment to include social-emotional and executive function

measures. These assessments will be used to evaluate and improve programming and track progress toward universal school readiness.

DSNI will work with EEC-licensed providers to encourage and support participation in EEC’s quality initiatives: 1) to use EEC’s Quality Rating Improvement System (QRIS); 2) to enroll in EEC’s professional registry and professional development activities. The BPI’s continuum of solutions includes increasing quality of care, filling gaps in services, parent leadership development, and community-based efforts to connect families and the informal sector. The neighborhood-based Roundtable and the citywide Thrive in 5 partnerships provide the learning opportunities across sectors, programs, and stakeholder groups.

**Please see Appendix F for the full descriptions of Early Childhood Foundation Solutions.**

## Post Secondary Completion & Career Readiness

CONTINUUM INITIATIVE 3



The Post-Secondary Completion and Career Readiness Solutions play a critical role in addressing the wide range of barriers to our young people’s successful completion of higher education and preparation for a career. Obtaining a high school diploma is no longer enough for youth who hope to participate in the 21st century economy yet too many young people who are finishing high school need remedial classes in college and get derailed by higher education debt. This solution supports both individual access to family sustaining wage jobs and the longer term goal of building more equitable opportunities for Dudley residents in accessing employment. The solutions address having pathways, family support, youth groups to connect with, exposure to higher education institutions, older youth like them who have or are on their way to higher education completion, and opportunities for employment and career exposure and experience.

The solutions are organized to:

- Engage the youth and their family with high expectations for post-secondary completion
- Strengthen the vocational and post-secondary pathways
- Connect youth to colleges, college students and to each other
- Link jobs and career readiness with different fields in the real world

**Please see Appendix F for the full descriptions of Post Secondary Education and Career Readiness Solutions.**

**Strong Family & Community**

CONTINUUM INITIATIVE 4



Strong  
Families &  
Community

**B2d) COMPETITIVE PREFERENCE PRIORITY 7: Quality Affordable Housing**

The BPI partnership builds on the belief that the success of children in schools is directly linked to the creation of strong family and community supports that address the numerous challenges facing young people in our neighborhood. BPI partners- service agencies, community organizations, religious institutions, governmental and institutional partners, and businesses- are

*Hunger, poverty and economic insecurity are a toxic mix for America's low-income families.*

Food and Research Action Center

coming together to build a network that supports the achievement of all children in Dudley. BPI partners are working on systems changes in the area of housing, economic development, and food access to ensure that all

students have their basic needs met.

## Year One Accomplishments

### **Housing Families**

Launched the No Child Goes Homeless initiative in partnership with Orchard Gardens K-8 School, Dearborn Middle School, and Burke High School and BPS Homeless Education Resource Network to identify students at risk of homelessness and provide support and referrals. BPI identified 48 homeless students in the BPI partner schools and provided information, referrals, and support to those families with the goal of helping them obtain permanent housing.

### **Expanding Access to Healthy Food**

Established the Dudley Real Food Hub to expand access for children and families to healthy, affordable food choices. Year 1 accomplishments included: Partnership between City Sprouts, Orchard Gardens K-8, and Dearborn Middle Schools to build raised vegetable gardens at the schools, collaboration between Project Bread and Boston Public Health Commission to implement Farm to School and Chefs in the Schools programs at BPI schools, and youth-led initiative to build 25 raised bed vegetable gardens.

As indicated in Part A, our neighborhood has one of the highest concentrations of homeless families in the State. We know that *many* children in our neighborhood schools are homeless or at risk of homelessness, creating instability with profoundly deleterious effects on learning as well as in other areas. With student mobility rates as high as 43% in some schools, academic achievement and school improvement is impossible without new solutions to child and youth housing insecurity.

To address these problems, BPI has launched the *No Child Goes Homeless* campaign aimed at providing school-aged children in the neighborhood with stable housing throughout their school experience. The initiative is creating a strong network of neighborhood partners, institutions, schools, and city agencies to provide crisis intervention, resources, and organizing support to

ensure that no child in target area goes homeless. Last year, in collaboration with Boston Public Schools and the City of Boston we identified 48 homeless students in BPI schools and are linking these families to housing and economic resources with the goal of moving their families into permanent housing. Other elements of this campaign include:

- Scaling up Project Hope’s successful Eviction Prevention pilot program with large property management companies that provide early intervention, emergency rental assistance, counseling, and advocacy to neighborhood families.
- Implementing organizing and development strategies developed by the Dudley Anti-Foreclosure Roundtable, chaired by DSNI. This includes integrating Boston Community Capital’s “Stabilizing Urban Neighborhoods” Initiative in neighborhood schools to ensure early identification of families at risk of housing loss<sup>8</sup>.
- Focusing on housing stability for 18-24 year-olds, including design of a housing program model for young people in that age group that would include life-bridging opportunities and supports.
- Increasing protection of current housing stock affordability and advocate for new affordable housing in Dudley. DSNI’s Community Land Trust is a proven example of a strategy to prevent both foreclosure and homelessness by insuring that housing is permanently affordable. DSNI will build on the success of our Land Trust model to maintain a stock of affordable housing and will also advocate for new permanently affordable housing to be built in the neighborhood.

**Choice Neighborhoods Implementation Grant Priority 7 (Quality Affordable Housing)**

DSNI serves as Lead Neighborhood Partner (Please see the Partnership MOU – City of Boston / DND Choice Neighborhood Implementation Grant in *Appendix H*), in partnership with the City of Boston Department of Neighborhood Development and Dorchester Bay Economic Development Corporation, for the Choice Neighborhoods Initiative, a [REDACTED] initiative that will revitalize homes in the Quincy Street Corridor and provide services and economic supports for hundreds of additional families in a geographic area that overlaps significantly with the BPI area (Please see HUD Press Release in *Appendix H*). The specific set of distressed HUD-supported housing (11 buildings) that will be rebuilt through Choice, Woodledge/Morant Bay, has 129 families with 209 children. These children are part of the BPI’s initial cohort, who will be served regardless of the school they attend. The student and school support, family

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<sup>8</sup> SUN works with banks and attorneys to stop the eviction process, purchase foreclosed properties at current market values, and resell those properties to their current occupants at a significant discount off the prior mortgage value, and provides foreclosed homeowners with a new 30-year, fixed rate mortgage allowing owners to repurchase their homes and dramatically reducing average monthly housing payments.)

support, and economic development elements of the Choice plan are aligned with the BPI continuum of solutions and work seamlessly to achieve outcomes for children. (See *Appendix F*)

DSNI has also signed a Partnership MOU with the Boston Housing Authority for the educational services component of the Whittier Choice Neighborhood Initiative planning application submitted in April 2012 (See the Partnership MOU- Boston Housing Authority Choice Neighborhood Planning Grant in *Appendix H*, April 24, 2012).

In addition to addressing housing instability, BPI partners are also working to stabilize the economic situation of neighborhood families by scaling up successful programs and models and creating new initiatives to help families build their income and assets. The high-leverage strategies that will be used to accomplish these goals include:

- Launch a Comprehensive Local Jobs initiative that connects residents with quality jobs in construction, health, child care, food services and other sectors.
- Connect families in the Quincy Street Corridor neighborhood to economic opportunities, including free tax preparation, FAFSA applications, youth summer jobs, and pre-employment skills training, as part of the Choice Neighborhoods Initiative.
- Increase opportunities for local residents to gain employment in the construction field by securing agreements with developers to increase job opportunities for local residents, minorities, and women.
- Partner with the Family Independence Initiative to increase the number of residents working together to increase family income and secure financial stability.
- Through a partnership with LIFT Boston’s Financial Opportunity Center, provide one-on-one support and coaching around job readiness, employment search, and education and job training resources.
- Partner with local universities, health care institutions, and other businesses to create internships and career opportunities for students so that young people have the opportunity to build the skills and networks they will need to succeed.

BPI addresses food insecurity and lack of healthy,

<p><b>Year One Accomplishments</b></p> <p><b>Expanding Access to the Internet</b></p> <p>We designed and have started to build a wireless zone for Dudley (in partnership with the City of Boston Department of Innovation and Technology (DOIT), The Mayor's Office of New Urban Mechanics and the Harvard Kennedy School of Government), and expanded Tech Goes Home (gives computers and technology training to students and their parents) to the Dearborn and OGPS.</p>
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affordable food choices for children and families through the “Dudley Real Food Hub,” a partnership between DSNI, The Food Project, and Alternatives for Community and Environment. First, we have improved the *quality* of food served at schools through a new BPS school food contract (requiring healthy, local and fresh foods offered system-wide) and through Project Bread’s Chef’s Program<sup>9</sup> at two of our BPI turnaround schools. Second, we are improving family *access* to affordable fresh food through the following programs:

- The City of Boston’s Bounty Bucks program doubles the value of SNAP and WIC assistance when used at a Farmer’s Market;
- The Food Project’s program to offer locally grown food at below-market costs coupled with widespread distribution of farmer’s market coupons; and
- Early education centers are offering five-dollar farm shares through a partnership with The Food Project

Third, we are increasing the ability of Dudley families to grow their own food. The Food Project’s “Build-a-Garden” program is partnering with local families to build 50 raised bed vegetable gardens in the neighborhood over the next year. School partnerships with CitySprouts have resulted in the creation of raised vegetable beds at Orchard Gardens K-8 and Dearborn Middle Schools, with additional gardens planned at those schools and the Dudley Street Neighborhood Charter School in the coming year.

The BPI partners are working to improve the safety of all youth, with a special emphasis on those traveling to and from school and whose attendance is impacted by safety concerns., Project RIGHT is matching adult walkers with young students traveling to and from bus stops and is organizing walking groups for older youth. BPHC’s Defending Childhood Initiative is creating

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<sup>9</sup> The Chefs in Schools Initiative was created through a pioneering collaboration between Project Bread, Mayor Thomas M. Menino, the Boston Public Health Commission, and the Harvard School of Public Health. The program supports professionally trained chefs to work directly with staff in the cafeterias of low-income Boston schools, training them to prepare appealing and cost-effective healthy breakfasts and lunches that met the kid’s taste test. The Chefs in Schools Initiative is grounded in Project Bread’s mission to protect food-insecure children from hunger. It’s located in schools because the school meal program is a reliable and predictable system that provides a federally reimbursed breakfast and lunch to the most vulnerable children. *School meals are a primary source of nutrition for low-income children, providing more than 55 percent of their daily caloric intake.*

programming designed to reduce the trauma caused by community and household violence. The MBTA has just received approval for funding to overhaul transit security (crucial for students who ride MBTA buses to middle and high schools) with a [REDACTED] federal investment redesign and equipment for improved safety on buses.

**Please see Appendix F for the full descriptions of Strong Family and Community Supports.**

<b>Indicators Served by BPI Continuum Initiative</b>	Academic Indicators						Family/Community					
TableXX	Have a Medical Provider	Age Appropriate Functioning	Participation in Early Learning	Proficiency in Core Subjects	Attendance Rate in Grades 6-9	Graduation Rate	Ready for College	Daily Exercise & Healthy Diet	Students feel safe	Student Mobility Rate	Caring Adult at Home & School	Access to Internet & Computer
<b>MAJOR BPI INITIATIVES THAT INTERGRATE PROGRAMS</b>												
<b>Early Childhood Foundation Solutions</b> Key Program: Talk, Read, Play; Dudley Children Thrive; Smart from the Start; Word Build; StoryMobile; Boston Healthy Start Initiative; Countdown to Kindergarten	★	★	★	★								
<b>Successful Schools and Student Solutions</b> Key Program: Project Bread Chef's Program; Building Educated Leaders for Life; MathPower; BPS Arts Expansion; 10 Boys Initiative; Tech Goes Home			★	★	★	★		★	★	★	★	★
<b>Post Secondary Completion and Career Readiness Solutions</b> Key Program: Youth Build; Success Boston; Project REACH; GOTCHA; PIC College to Career; Connections to College; L.O.V.E.			★	★	★	★				★	★	
<b>Strong Family and Community Supports</b> Key Program: Tech Goes Home Program; No Child Goes Homeless; Wireless Hot Spots in DVC; Boston Healthy Homes and Schools Collaborative; Dudley Workforce Collaborative; Let's Move Campaign; Hub Way; Real Food Hub; Build-a-Garden program;	★							★	★	★		★

*B3) To what extent does the applicant identify existing neighborhood assets and programs supported by Federal, State, local and private funds that will be used to support a continuum of solutions?*

There are significant neighborhood assets in Dudley, and the BPI partners have spent many months creating a full catalogue of them including resident organizations, non-traditional community partners such as arts organizations, faith-based organizations, and small business. These partners have created an inventory of hundreds of neighborhood institutions, programs, initiatives, and partners who serve the students living in the BPI. Many are city and statewide, others are based in the neighborhood or even on a single city block. A summary follows:

Type of Asset	#	Notes
Developmental	20	11 schools (4 the focus of this Project in Year 1,) 2 Libraries, 7 Early Education and Care Centers
Commercial	3 Districts	2 neighborhood “Main St” areas and one major industrial area
Recreational	12	3 community centers, 6 playgrounds, 1 greenhouse, 2 major arts organizations
Social	124	Most streets have block associations, there are three merchant/business associations in the neighborhood, and there are many faith based communities which come together around houses of worship.
Community Based Family and Youth Programs Serving Dudley	261	There are hundreds of youth-serving programs for school aged children. Not all of these programs are high-quality, few are aligned with the academic agenda of schools. Through the partnership councils at the BPI schools, BPI has helped to vet them, link the successful and impactful programs with student populations who need them most, and support alignment with the school day, as part of our village-as-campus complementary learning system

A more complete *BPI Program and Asset Map*, with detailed information on all institutional and organizational assets can be found in Appendix H.

In addition to all outlined above, the Barr Foundation and the United Way of Mass Bay and Merrimack Valley are our cornerstone funders; offering both match for this request and ongoing support for many programs in the continuum (totally an anticipated [REDACTED] total additional investment in services in the continuum annually within Dudley).

Clearly, the challenge we face in the BPI is not just a shortage resources per se: investments in children are already being made by both public and private funders<sup>10</sup> (despite some obvious gaps: residents often note the absence of a bookstore, grocery store and health center). We have myriad strong, diverse, and successful programs and organizations are active in the BPI as well as throughout the city. **These efforts are neither aligned nor accountable for producing the high quality results we desire and our children deserve.**

The BPI implementation plan calls for solutions to maximize the use of existing resources while positioning the partners to take a more active role in the management and oversight of service delivery within those programs. Here is one teams' explanation of what emerged:

*The vision for the transformation from service delivery to family supports emerged from focus groups/community conversations. We need culturally affirming, family-centered, holistic and quality resources, which are grounded in mutuality and accountability and decided on by families who advocate effectively (for themselves and others) as engaged leaders and organizers.*

This approach is well-supported by evidence (Espe-Sherwendt, 2008) as well as informed by the data gathered from partners and residents. In another example, we learned that while many students have very specific needs for support and remediation, these needs are not well understood by the partners seeking to support them. In response, BPI aligns the work of partners with the needs of our schools, convening partnership summits and creating forums for engaging partners and training them on how best to offer their support. One example is the development of a charter for the Dearborn Partnership Advisory Council (DPAC) with the purpose of “ensuring partner alignment with Dearborn’s values and goals in service of accelerating and increasing student achievement.” In addition the charter articulates criteria for membership, how decisions will be made, and roles and responsibilities. Chief among the responsibilities is

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<sup>10</sup> Annual investments in the BPI from our core funding partners total approximately █████ annually, and through Choice Neighborhoods, Byrne Grants, and other public programs, annual investments top █████

analyzing data, monitoring and evaluating the work, and holding all partners accountable for results. The DPAC has been able to marshal new resources to the school, and integrate those resources using the BPI Implementation Plan as a supplemental guide to the school's own plan for transformation.

***B4) To what extent does the applicant describe its Implementation Plan including clear annual goals for improving systems and leveraging resources?***

### **Phasing Within the Continuum of Solutions**

While our vision for the BPI is truly comprehensive, we recognize that we cannot do everything at once. Trying to do so would be a recipe for failure. Our approach to resolving this strategic dilemma is to roll out our strategy for the BPI in phases that follow in the footsteps of the child. By this, we mean ***starting as early as possible in a child's life and focusing on the points where critical institutional systems intersect most powerfully with our children and youth and their families.***

We are being realistic and disciplined about what we can do in the near term, while also carefully putting in place building blocks that will allow us to have greater impact in the future. We started with a planning year (SY 2010-11) and are now concluding our first year of implementation (SY 2011-12). Our next phase will be Implementation Years 2-6, starting with SY 2012-13 and continuing through 2018. During this time we will focus on the priorities identified below and lay the groundwork for expanding the scale and scope of our work from 2018 forward.

With more than 15,000 young people (ages 0 to 24 years, 2010) living in Dudley, we have had to make hard choices about where to focus our efforts, especially in the near term. In the next five years, we will focus on:

- Needs prioritized by our community during our extensive planning process (e.g., the shortage of high-quality and affordable child care and early educational opportunities);
- Opportunities where research shows that targeted efforts can make a big and potentially lasting difference (e.g., high-quality developmental opportunities for the very youngest children);
- Opportunities where there is potential to maximize the use of existing resources, while positioning DSNI to take a more active role in coordinating and/or managing the delivery of services and monitoring outcomes (e.g., turnaround schools, housing); and
- Areas where there is a real window of opportunity for making significant progress (e.g., to effect systems and policy change on a critical issue or to acquire additional resources to support essential programs or activities).

Applying these criteria leads us to focus intensively on children (and their families):

- Ages 0 – 5 throughout our neighborhood
- Grades K-8 attending BPI schools

Within these initial segments, we will further focus on African American male students, English language learners and students with disabilities, because we know that improvements targeted to these young people also benefit all the students in the school. In this early phase of the BPI, we will serve youth and young adults (high school age through 24) primarily through existing as opposed to new efforts, such as the Dudley Youth Council and GOTCHA. We will also build relationships and capabilities in this first phase to enable us to work more deeply at the high school and post-secondary level in the next phase of the BPI.

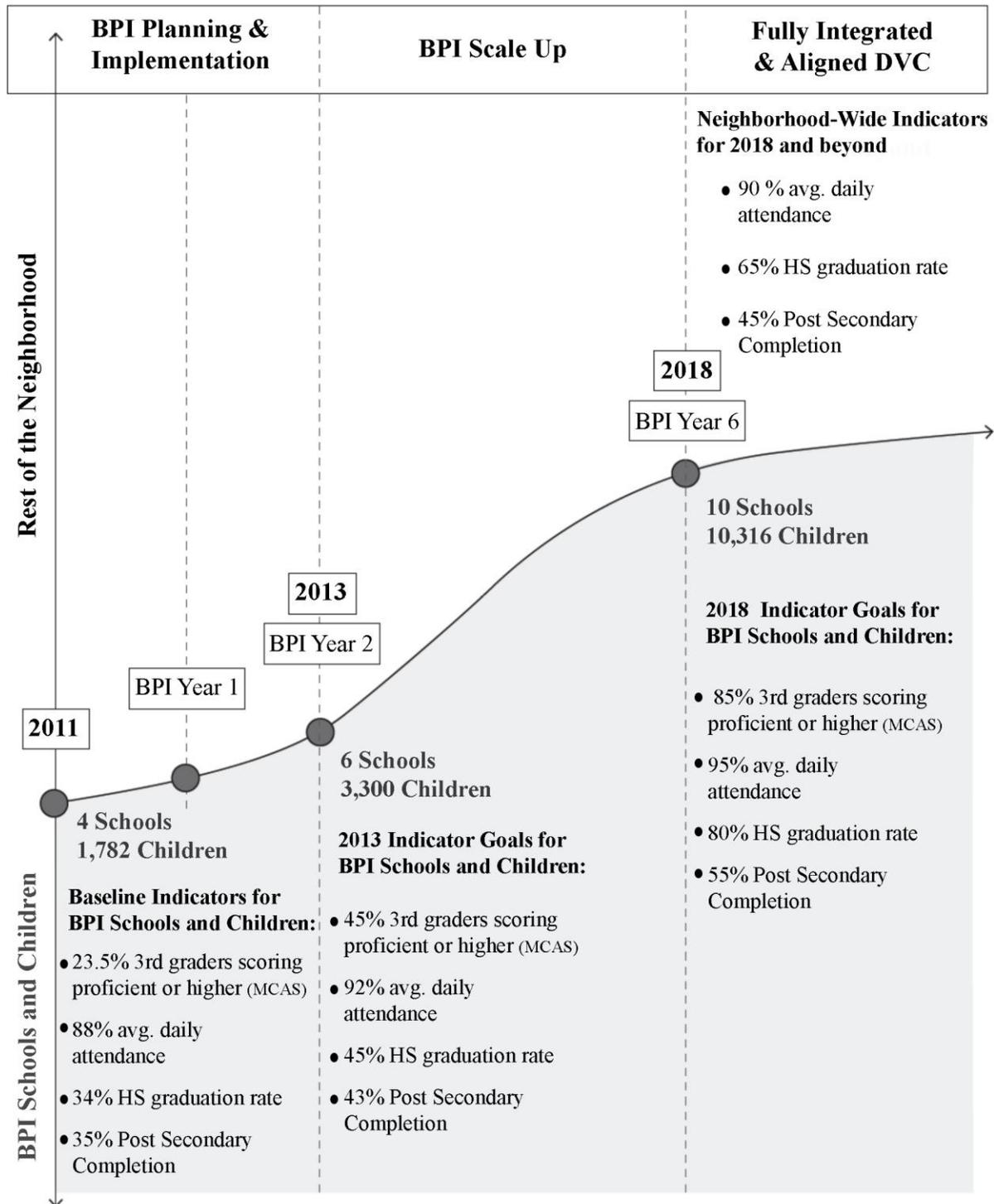
Through the work of our nearly 800 stakeholders over the course of the Promise Neighborhood Planning Grant, we created a work plan which provided a road map for our roll-out of the complete continuum of solutions to stabilize families and the larger community. Some of the solutions expand our existing successful – but too small - initiatives, bringing them into alignment with the overall plan and with new solutions planned for launch such as our new school (DSNCS) and the expansion of offerings at our existing school (Dearborn’s STEM school). **Please see Appendix F for solutions, and the implementation plans for each.**

In our first year, DSNI engaged in a six month planning project with the Bridgespan Group, a leading national nonprofit strategy consulting firm with expertise in neighborhood revitalization and K-12 education reform, including work with several clients whose initiatives helped to inform the design of the Promise Neighborhoods Program. In our work with Bridgespan, we made important decisions to clarify and focus the BPI strategy, while staying true to the community's vision for the Dudley Village Campus. In this planning, which was guided by the BPI Strategy Planning Group, we:

- Crystallized our theory of change, clarifying how “walking in footsteps of the child” will lead to transformation of our neighborhood
- Used that theory of change to sequence the rollout of the BPI strategy, focusing initially on solutions for our young people in the early childhood and K-8 years
- Developed a three year blueprint, with performance measures, for implementing the highest impact, evidence-based solutions for those young people
- Set strategic priorities for our next three years of implementation
- Designed the DSNI management structure required to implement the BPI

## BPI Model for Scaling Up

10 Schools with 10,316 Children 0-19 years



Our Bridgespan colleagues continue to be strategic advisors as we refine and implement the BPI strategy. Our work together resulted in the identification of Six Critical Management Capacities for this Implementation Plan and established to ensure that DSNI can

1. Support growth and expansion of BPI within Dudley and within the Circle of Promise,
2. Provide oversight and an accountability mechanisms to ensure that investments in the 100+ providers actively delivering services in the continuum are effective in moving the needle on our selected indicators, and
3. To provide a forum for sharing data, learning, collaborative fundraising and other initiatives which are necessary to continuous system improvement and growth of the services in the continuum as well as the partnerships behind them.

These systems are described below. Together, they establish the base operating capacity for the management of BPI and the scale up of the initiative over five years (as illustrated below).

**Six Critical Management Capacities**

*High Performance and Continuous Improvement*

<b>Governance, Operations, Accountability</b>	DSNI has strong operations systems in place; a function of managing the country’s largest urban land trust, with over 100 contractual agreements and 50 organizational partners. DSNI’s ED, John Barros, routinely convenes neighborhood organizations to chart future shared action plans, as well as provides oversight and accountability mechanisms. He, and the BPI project director, will do the same within the BPI partnerships. John will work with May to convene the Strategy Group (please see Section D2 for more on Strategy Group).
<b>Shared Data System</b>	Schools and Partners have signed agreements (See MOU) to report on data that are relevant to performance indicators. The system will support program evaluation, case management, and continuous improvement efforts. DSNI’s Director of Data and Quality Assurance, Sunday Taylor, will manage all aspects of the Shared Data System (see diagram on Data Workflow). The primary data software for our short term reporting and maintaining a longitudinal data system is Social Solution’s Efforts to Outcomes software package designed specifically for promise neighborhoods initiatives. Additionally, Sunday will convene the Data Team (please see Section D2 for more on the Data Team).
<b>BPI Schools Roundtable</b>	The four BPI schools have MOUs with DSNI which spell out each parties’ roles and responsibilities within this Implementation Plan. Each school leader will participate, sharing best practices in both instruction and school

	<p>management. BPI schools have agreed on evaluation tools as well, and as part of their work will be comparing rates of improvement in different settings and with focus on different combinations of strategies; pinpointing where acceleration is most likely. All school leaders have also agreed to participate in the Community of Practice convened by the Center for Participatory Community Democracy.</p>
<p><b>Human Capital Development System</b></p>	<p>Beyond DSNI’s excellent record for high level talent recruitment and professional development, we are using three proven programs to form our human capital development system: 1. DSNI’s Resident Development Institute; 2. The Boston Teacher Residency (BTR) Program; and 3. Associated Early Learning Center. DSNI’s Resident Development Institute has successfully developed resident leaders and youth activists to advocate for quality programs and services in our schools and neighborhood. BTR recruits talented college graduates, career changers and community members of all ages and gives them the tools to make an immediate impact in the classrooms of the Boston Public Schools (BPS). Combining a year-long classroom apprenticeship with targeted master’s-level coursework, BTR offers much more than just an affordable route into teaching. BTR provides BPI School a cohort of Resident and ongoing support essential to any successful career in teaching.</p>
<p><b>Ten Improvement Groups</b></p>	<p>We have grouped our partners and service providers into Ten Improvement Workgroups [<i>0-5, K-12, Youth Development, Higher Education to Career, Health and Environment, Family Resources, Housing, Safety, Economic Development, Community Technology</i>] dedicated to coordinating, guiding and improving services in their respective areas. Modeled after other projects such as Buffalo Promise Neighborhood and STRIVE in Cincinnati, each group will work closely with advocates and organizers to leverage difference existing service and push for additional coordination. Each work group will be convened by a DSNI staff member and report to the BPI Project Director, May Louie. Our Director of Data and Quality Assurance will work closely with each workgroup to use data informed practices and innovations.</p>
<p><b>Grants and Funding Innovation</b></p>	<p>BPI has fostered the needed relationship with funders and the staffing capacity to position the initiative for sustainability and vitality. Core partners that make this are strong includes The United Way of Mass Bay and Merrimack Valley, the Boston Opportunity Agenda, The Barr Foundation and the members of the BPI Funder Group. BPI Director of Resource Development, Liz O’Connor, will continue working closely with our core philanthropic partners to raise, align and integrate funding streams. Liz will also convene the BPI Funders Group.</p>

Annual Goals for Improving Systems and Leveraging Resources	2013	2014	2015	2016	2017
<b>Early Childhood Foundation</b>					
Improve professional development system(s)					
Standard screening Tool adopted for 0-3s in BPI					
New pre-K slots added to community programs					
<b>Successful Schools and Students</b>					
CBOs gain permission to use unique student IDs					
Dearborn School renovation and re-opening as STEM					
Create dual enrollment program for ESL and SPED certifications					
Three BPI schools retain autonomies, post Turnaround					
Schools adopt English Language Proficiency Assessment					
<b>Post-Secondary Education and Career Pathways</b>					
Alignment of HS grad. requirements with college course entry requirements					
<b>Strong Family and Community Supports</b>					
Create Flexible Emergency Assistance System to prevent displacement					
Scale up Eviction Prevention Program					

[Resource partners for these systems change initiatives include Thrive in Five, BPS, Opportunity Agenda, Success Boston, the Barr Foundation, the Hyams Foundation, the United Way and the City of Boston. Please see MOUs and Leveraged Funding in Section D for more detail. Please see Appendix F for additional information.]

### C. Quality of Project Services

#### *CI) Describe how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum*

The creation of schools that work for the success of all children impacts the future of the entire community. Our continuum of solutions and our selection of partners respond to and build on the racial, ethnic, and language diversity of our families. Through our Needs Assessment and Segmentation, Community Dialogues, asset inventory, and other data efforts, we learned that approximately 23% of Dudley residents are foreign born, with 51% speaking a language other than English at home.

We have focused solutions on the most vulnerable students, as shown in the NA/SA, including non-English speakers, young males of color, public housing residents, low-income families, families who are housing and food insecure (including, but not limited to, homeless

families), and families headed by young parents. The early phases of our work will focus on the very young children in each of these sub-groups.

Our partnerships with Smart from the Start, ABCD Head Start, Countdown to Kindergarten and the informal early education sector were created in response to the overwhelming body of local data showing a shortage of licensed early care slots and the absence of sufficient quality programs. Similarly, our emphasis on solutions that address access to healthy food, to reducing asthma triggers, to increasing housing stability are all data-informed. There is a direct connection between the “needs” and “description of the geographic area” as detailed in A.1 and A2 and the priority solutions that are detailed in B2. In addition, the inventory of resources and the working groups’ analysis of successful pilots have shaped our understanding of the necessary next steps in building the supports we need for all children to succeed. Our continuum of solutions is built to

- *Leverage and expand* what is working now but on too small a scale, and
- *To create new solutions* where existing work is either failing or absent.

Below are the specific indicators which informed the selection of the solutions described in Part B and detailed in Appendix F.

# BPI Summary of How Solutions Are Informed By Our Needs

## SEGMENTATION DECISIONS

## SOLUTION IMPLICATIONS



Poor Early Childhood Foundation

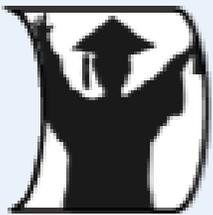
Dudley is home to more than 1990 children under five years old; a percentage that is 50% greater than the citywide percentage

Almost half (46%) of all BPI children enter kindergarten "unready."

More than 1/3 of BPI children under 5 live in poverty (compared to % citywide)

Equip parents to be child's first teacher and connect families to services and resources; Mobilize community-wide campaign around early language & literacy; Increase availability of affordable licensed care; Increase quality of both licensed and informal care; Prenatal health and new parent support; Increase family housing stability, access to healthy food, and wellness.

Early Childhood Foundations



Low Performing Schools

Of the 10 Public Schools in the Dudley neighborhood, three are level 4 turnaround schools and five are low performing

BPI schools have MCAS results up to 40% lower than district average

Work with the 3 turnaround schools on their strategic plans to come out of turnaround status by the end of the third year, to develop the pathways and to achieve 95% attendance, and students at grade level in ELA and math.

Successful Schools & Students



Underachieving Students

Students at the Burke have a retention rate (17.2) that is three times higher than the District and 8 times higher than the State average.

Dearborn students are suspended at a rate (26%) approximately five times higher than the city and the state averages.

To engage student in enriching learning opportunities that motivate them about their education and develop their employment and leadership skills.

Successful Schools & Students



At-Risk Youth

While overall city dropout rate is about 7%, the rate for the neighborhoods surrounding Dudley is 10.3 %. In reality, many Dudley youth experience higher rates based on increased numbers of foreign born/immigrant

25% of youth in Dudley are unemployed

Focused strategies to work with English Language Learners, students with disabilities and African-American males at school, outside of school and at employment to support their academic achievement.

Successful Schools & Students

Post Secondary Completion & Career Readiness



Low-income and High-need Families

40% of Dudley children live single parent families (vs 23% citywide)

Dudley families tend to be large; More than 25% of Dudley households consist of 4 or more persons (citywide rate is 15%)

Increase family income and stability by connecting families to quality jobs, expanding financial literacy and asset development programs, and increasing access to public benefits and supports.

Strong Families & Community

Post Secondary Completion & Career Readiness



Unstable Housing

More than 27% of Boston renters paid over 50% of their income on housing. For Black and Latino renters, the rate is markedly increased.

Immigrant families are 50% more likely to live doubled up (crowded housing) than native born

Less than one fourth of all housing units in the Dudley are owner-occupied.

Identify children in BPI schools who are homeless and link their families to housing and economic resources with the goal of moving their families into permanent housing.

Strong Families & Community

***C2) Describe how proposed solutions are based on the best available evidence, including, where available, strong or moderate evidence***

During the planning and first year of implementation, the BPI partners selected strategies and crafted solutions based on a) resident demand, b) evidence based practice and c) identified leverage or “tipping” points. The Project Director, supported by a team of consultants, researchers and data analysts, reviewed the evidence supporting various programs, including those already in place within Dudley as well as those proposed for future investment. Working with our funding partners, we selected a set of strategies with the best available evidence base, and for which we identified the local capacity for implementation to be sufficient to ensure fidelity to the model(s) we’ve adopted.

Studies cited here can also be found in the Bibliography and under each individual solution in *Appendix F*. Here we highlight the nature and strength of the evidence base behind the core of our strategies within each element of the continuum. In each case, the strategies and solutions within them are based on the core ideas of a) improving access to resources for our students (whether resources are arts instruction or healthy foods), b) improving quality and/or skills of available resources (including teachers and caretakers as resources) and c) ensuring that families are equipped to support success (addressing basic needs like housing and health care services).

**Early Childhood Foundation Evidence**

Our priority on Early Childhood Foundation is based on **strong** evidence (please see *Appendix F* for detail on evidence for all solutions) showing that children’s earliest experiences actually shape the architecture of the brain – the foundation of neural circuits upon which future learning, behavior and health depend. While this does not pre-determine a child’s future, this period will create either a resilient or fragile foundation for learning and for health (Shonkoff and Phillips,

2000). Each of the solutions within the continuum component also has moderate or strong evidence, or in some cases, local data demonstrating promise. .

BPI is building the knowledge, skills and connectedness of parents. “Studies have indicated that when mothers have higher knowledge of infant and child development, they show higher levels of parenting skills, their children have higher cognitive skills, and there are fewer child behavior problems. (Sanders MR, Morawska A 2005). Similarly, BPI’s early language and literacy campaign recognizes the crucial importance of this domain, as well as the strong evidence of what works - , “three aspects of the home literacy environment promote children’s learning and language: learning activities (e.g., daily book reading), parenting quality (e.g., responsiveness), and learning materials (e.g., age-appropriate toys and books).”( Tamis-LeMonda CS, Rodriguez ET 2009). Data from Smart from the Start’s three year external evaluation show that they are highly effective at reaching populations most at risk and at having significant impact.

### Successful Schools and Students Evidence

Our Successful Schools and Students Solutions as a group are based on strong to moderate evidence showing the importance of people, data and time (please see *Appendix F* for detail on evidence for all solutions). The solutions represent a cluster of high performing schools (effective leadership, data-informed instruction, pathways, high expectations, aligned partnerships and family and community engagement) (Kutash, Nico, Gorin, Rahmatullah & Tallant 2010) (Henderson & Berla, 1994; Ballen & Moles, 1994; Epstein, 1995; Henderson & Mapp, 2002) developing the school’s human capital, focusing on best practices with the most vulnerable students (Tapasak, R. & C. Walther-Thomas, 1999) (Marston, D. 1996) (Gillies, 2004) (Rosann, Diez, Gagnon, Uriarte, Stazesky, de los Reyes, & Bolomey, 2011) (Baruti

Kafele, 2012) and expanding time and enriching learning opportunities (Deschenes & Malone, 2011) (Rocha, 2007). Each of the solutions within the continuum component also has **moderate or strong evidence**, or in some cases, local data demonstrating promise.

### Post Secondary Education Evidence

Our Post-Secondary Completion and Career Readiness Solutions are **moderate to strong** evidence showing the importance of addressing the wide range of barriers to our young people's successful completion of higher education and preparation for a career (please see *Appendix F* for detail on evidence for all solutions). The solution supports both individual access to family sustaining wage jobs and the longer term goal of building more equitable opportunities for residents in accessing employment. The solutions address having pathways (Lekes, Bragg, Loeb, Oleksiw, Marszalek, Brooks-LaRaviere, Zhu, Kremidas, Akukwe, Lee & Hood, 2007) (Engle & Theokas, 2010), family support (Turner, Chandler & Heffer, 2009), youth groups to connect with, exposure to higher education institutions (Tierney, Bailey, Constantine, Finkelstein & Hurd, 2009), older youth like them who have or are on their way to higher education completion (Jekielek, Moore, Hair & Scarupa, 2002) and opportunities for employment and career exposure and experience (Holgate & Stazinski, 2011). The key solutions are organized to: Engage the youth and their family with high expectations for post-secondary completion; strengthen the vocational and post-secondary pathways; Connect youth to colleges, college students and to each other; and Link jobs and career readiness with different fields in the real world.

### Strong Families and Communities Evidence

The evidence for our solutions in this area is **moderate** (please see *Appendix F* for detail on evidence for all solutions). As noted by the Aspen Institute, "... community change efforts have applied best practices from social services and human development programs; they have

taken advantage of government incentives and private sector development expertise to undertake housing and other kinds of physical development; they have been both pragmatic and creative as they seek strategies to increase assets, income, employment, and economic activity; and they have benefited from decades of experience in effective community building, organizing, and engagement.... ***The efforts that stand out as exemplary have been the ones that managed to align all pieces of their work and ensure that they reinforce each other.***” (emphasis added) (Kubisch et al, 2010). The study cited here goes on to identify the key elements of alignment and reinforcement that provide the underpinning for exceptional and successful community change work. Each of these elements is factored into both the BPI solutions (programmatic) through the Complementary Learning Systems and Aligned and Integrated Service Delivery Systems.

Affordable and Stable Housing has emerged as a cornerstone of our Strong Families and Community Supports component because of the overwhelming evidence (Attles, Henrietta 1997, Goux & Maurin, 2005; Maxwell, 2003, (Gruman et al., 2008; South et al., 2007). Pettit and McLanahan (2003), Pribesh and Downey (1999), Alexander et al., 1996; Lash & Kirkpatrick, 1994; Mehana & Reynolds, 2003; Nelson et al., 1996; Schwartz et al., 2007; Xu et al., 2009) showing the negative impact of unstable housing (homelessness, frequent moves due to housing instability, foreclosure, eviction) on student’s educational performance. BPI deploys multiple solutions that stabilize students’ housing situations – eviction prevention, anti-foreclosure measures, HUD’s Choice Neighborhood. Numerous studies (Emily Thaden, 2010 & 2011) show that one of the solutions, Community Land Trust (CLT) housing, such as the Dudley Neighbors Inc. Community Land Trust, provide families with more stable housing than the traditional homeownership model, especially in light of the foreclosure crisis. Our Family Income and Wealth solution leads with a

promising local entry-level job effort built on strong employer partnerships (Brandyann Holgate and Tessa Stazinski, December, 2010).

***C3) Describe clear annual goals for improvement on indicators.***

BPI partners have worked together in our first year of implementation toward improvements in areas which are reflected in changes to key indicators of progress. The goals in this chart are informed by both our ambition and our realization that some of the changes we seek require work over the longer term. Our scale up model (please see B4) shows our goals in terms of selected indicators also represented below. The targets in the chart here reflect our goals in terms of the numbers of youth 0-19 across the BPI schools who will achieve this goal.

	Planning Year [baseline]	First Year of Implementation [Current Year]*	Goals for years covered by this request				
	2011	2012	2013	2014	2015	2016	2017
Has Medical Provider	92%	94%	97%	99%	99%	99%	99%
Age Appropriate Functioning	34%	40%	45%	55%	65%	72%	80%
Participation in Early Learning	31%	36%	40%	45%	45%	45%	45%
Academic Proficiency (3 <sup>rd</sup> -8 <sup>th</sup> )	23.5%	35%	45%	55%	65%	75%	85%
Attendance Rate (6 <sup>th</sup> -12 <sup>th</sup> )	88%	90%	92%	93%	94%	94%	95%
Graduation Rate	43%	43%	47%	50%	60%	70%	80%
Complete Post-Secondary	35%	40%	43%	45%	50%	52%	55%
Daily Activity	2%	10%	15%	20%	35%	45%	50%
Healthy Diet	3%	5%	10%	15%	25%	30%	35%
Safety In and Around School	67%	70%	75%	80%	85%	90%	95%
Student Mobility	59%	45%	40%	35%	30%	25%	10%
Caring Adults (Reading)	20%	25%	30%	35%	40%	45%	50%
Caring Adults (College/Career)	30%	35%	40%	45%	50%	55%	60%
Broadband Access	52%	60%	65%	70%	70%	99%	99%

\*In some cases these are estimates to be confirmed later in the year as data is published.

## D. Quality of the Management Plan

### SUMMARY OF DSNI'S ORGANIZATIONAL MANAGEMENT CAPACITY

	<b>Criteria</b>	<b>DSNI</b>
☑	<i>Working with the neighborhood and its residents</i>	DSNI is a membership organization with over 4000 members. Majority of DSNI's board members are residents of the neighborhood. Their neighbors elect them every two years. Over 800 residents were engaged in the Promise planning process. DSNI draws most of its staff and volunteers directly from the neighborhood. The Executive Director was born, raised and currently lives in the neighborhood.
☑	<i>Working with Schools and LEA</i>	The Executive Director is a member of the Boston School Committee. BPS Superintendent is a member of the BPI Exec Board. DSNI staff and Board members serve on a number of school boards. DSNI facilitated the design and successfully submitted the applications for the Orchard Garden's Pilot School and the Dudley Street Neighborhood Charter School.
☑	<i>Working with Federal, State and Local Government</i>	The Director of Intergovernmental Relations for the City of Boston and the Commissioner of Agriculture for the State of Massachusetts are members of the BPI Exec Board. DSNI convenes a youth-jobs collaborative with over 400 jobs provided by the City of Boston. DSNI manages tax payments for over 110 property owners on behalf of the City of Boston. DSNI is the lead neighborhood partner for Boston's Choice Neighborhoods 2011 Implementation Grant. DSNI's Exec Dir and the lead partners for BPI work regularly with government leaders at all levels.
☑	<i>Working with service providers</i>	DSNI has 28 years of history working with other service providers. All of DSNI's neighborhood revitalization projects are done in partnership with other non-profits. Six heads of service agencies sit on the DSNI board of directors. They provide a strong leadership team as DSNI partners with other agencies.

DSNI is the Dudley Street community's vehicle for transforming our neighborhood and improving our schools. The community elects DSNI's board, sets our direction, and has empowered us to do this work. More than 800 people participated in the planning process for the DVC (See *BPI Planning Year Engaged Residents and Community Chart* in *Appendix H*), which is the first of the campuses for BPI. Our implementation plan is designed to sustain and expand this kind of active engagement throughout the neighborhood, particularly among our youth. With nearly 40% of the neighborhood 18 or younger, youth development *is* community development.

DSNI's leadership of the BPI is the natural extension of our decades-long work in comprehensive community revitalization, including our participation in other national place-based initiatives.<sup>11</sup> Thirty years ago, we learned the power of coming together to identify common needs and then organizing, planning, and advocating for the resources and policies required to achieve the physical transformation of our neighborhood.<sup>12</sup> Today, we are applying this same successful approach, evolved to include a strong culture of management and data-driven learning and accountability, to achieve higher quality educational and developmental outcomes for Dudley's children and families.

DSNI leaders bring a wealth of experience and skills to ensure that this plan can be implemented. Often their connection with DSNI goes back to when they, themselves, were young people growing up in the neighborhood. Now educated and grown, they have chosen to come back and use their professional skills and knowledge to improve the opportunities available to others in the community.

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<sup>11</sup> DSNI participated in the Annie E. Casey's Rebuilding Community Initiative, 1993-2001; Center for Community Builders, 1999-2003; and Aspen Institute Roundtable on Comprehensive Community Change 2001-2006;

<sup>12</sup> Dudley Neighbors, Incorporated Community Land Trust

## DSNI SENIOR MANAGEMENT TEAM

### *Building on an experienced management team*

Title	Name	Experience and Responsibility	Management Experience
<b>Chairman</b>	Glenn Knowles	Award winning architect with a Degree from Harvard Graduate School of Design, Glenn worked in one of Boston's most recognized firms. Today he is President and CEO of a growing local design firm. Glenn chairs the 34-member DSNI Board of Directors as a resident representative and Co-Chairs the BPI Executive Board.	18yrs
<b>Vice Chairman</b>	Chris Jones	Having earned dual master's degrees in nuclear engineering and technology and policy from MIT, today Chris is Assistant Dean for Graduate Students at MIT. Chris is a neighborhood resident, Parent, & Board member of the Dudley Street Neighborhood Charter School. Chris is a member of the DCT and BPI Exec Board.	11yrs
<b>Executive Director</b>	John Barros	Trained in finance, John brings corporate experience into non-profit management. He is responsible for the operation and effective execution of all DSNI programs, including BPI. John sits on numerous boards and commissions including The Skillman Foundation Policy Committee and the Boston School Committee.	13yrs
<b>Deputy Director</b>	Ros Everdell	Co-founder of the Boston Parent Organizing Network, Ros has been in leadership positions in neighborhood improvement non-profits since 1979. She is responsible for partnership development and brings extensive experience in schools partnerships. She is a member of the Board of Directors for the Orchard Garden Pilot School and Dudley Street Neighborhood Charter School. Ros oversees the BPI School Roundtable.	33yrs
<b>Director of BPI</b>	May Louie	May has directed numerous neighborhood revitalization initiatives. She brings years of experience in leadership of national organizations including the Center for Community Builders and the National Community Land Trust Network. May oversees all aspects of BPI operations, including hiring and contractual compliance.	24yrs

The challenge the Dudley neighborhood faces is not lack of resources per se: Substantial investments in children are now being made by both public and private funders. There are also many nonprofit organizations, child-focused programs, and reform-minded schools operating within the neighborhood and throughout the city. Yet, as the planning showed, these efforts are neither aligned nor accountable for producing high quality results. The current collection of programs is simply not having the kind impact they intend and that our children deserve.

DSNI is well equipped to break down the “silos” and meet this challenge of collective impact, thanks to the diverse skills and competences of our leadership, as well as the lessons learned through decades of community work. We do this two ways. First, DSNI provides the structure, coordination, training, strategic direction and community will needed to bring these efforts into alignment around a common set of outcomes; ensure that the work stays on track; and hold BPI partners accountable for results. Second,, we work directly with resident families and youth to accelerate the growth of a virtuous cycle, driven by high expectations and authentic demand, in which everyone —parents and families, students, nonprofit service providers, and schools—is expected to strive for continuous improvement.

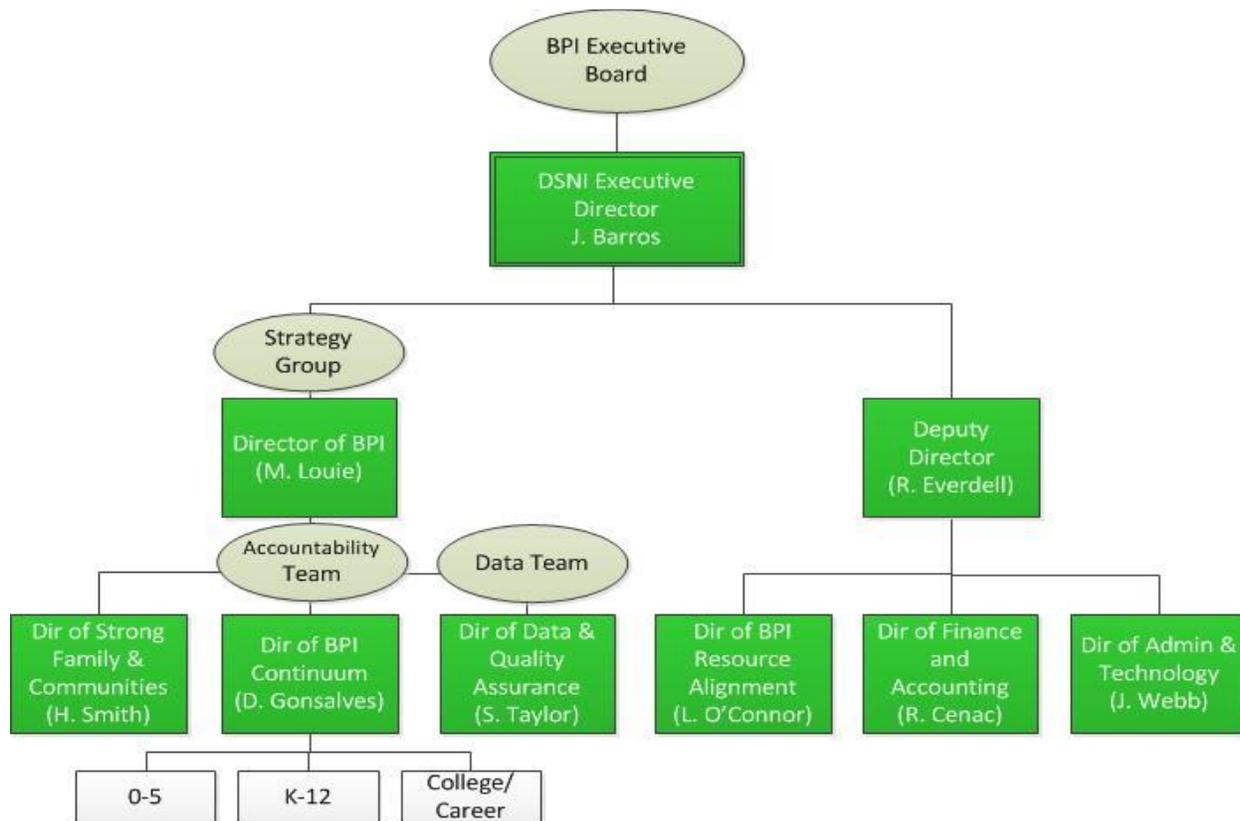
To do this work, we are applying the same core management practices and roles that have enabled us to develop and operate the largest urban land trust in the country, engage successfully in public-private partnerships and multi-stakeholder collaboratives, and develop a steady stream of resident and youth leaders. Specifically:

- As **organizers**, we mobilize the community to get involved, plan, and push for change. We bring together the partners and financial resources required to turn the community’s visions and plans into realities. We join with residents and other community members to advocate for the policy changes to support and institutionalize change.
- As **conveners and collaborators**, we, both, initiate collaboratives and communities of practice in the Dudley neighborhood, and we participate in city-wide collaboratives designed

to scale best practices and evidence-based programs in Boston's neighborhoods. In these collaboratives, we facilitate goal setting and the development of aligned strategies for improving results. We promote a culture of results by regularly bringing partners together to share and reflect on their data and practices.

- As **quality managers**, we shine a spotlight on our own performance and that of our partners. We collect data from all the members of the BPI continuum and report the results once a quarter to the BPI Executive Board, twice annually to the DSNI Board, and annually to the community, via a public report card. This transparency enables the community to celebrate shared successes and to demand better performance when partners fall short or programs fail to produce results.
  
- As **leadership developers and capacity builders**, we provide supports and training for Dudley residents, including our youth, which enable them to appreciate and embrace their own power to drive change, think strategically, and advocate for themselves and their neighbors. We partner with the BPI schools and neighborhood organizations to help them integrate families and residents into their governance and decision making processes. We help service providers build proven practices into their programs.

We have a management structure for the BPI, which establishes clear roles and accountabilities, organized around the main strategic priorities of the implementation plan.



Resumes and bios for key management personnel are found in Appendix B

## KEY PARTNERS ON THE BPI EXECUTIVE BOARD

*Fostering quality assurance and continuous improvement*

Title	Name	Organization
<b>Director of Intergovernmental Relations</b>	Maria St. Fleur	City of Boston
<b>Superintendent</b>	Carol Johnson	Boston Public Schools
<b>Chancellor</b>	Keith Motley	University of Massachusetts Boston
<b>Executive Director</b>	Patricia Brandes	Barr Foundation
<b>Senior Vice President</b>	Peg Sprague	United Way Mass Bay
<b>Sheriff</b>	Andrea Cabral	Suffolk County
<b>Commissioner of Agriculture</b>	Greg Watson	State of Massachusetts

## *D1a) Capacity to work effectively with the neighborhood and its residents*

Resident empowerment is at the core of the BPI approach. Creating a community constituency through leadership development and community organizing is the platform for community change. For BPI, it began early in the planning process and continues as the implementation progresses. This is one of the most profound and enduring lessons learned from previous generations of community change.<sup>13</sup>

Our management plan builds upon DSNI's deep capacity to empower residents to be agents of change. Mobilizing the neighborhood to achieve positive change by developing resident leaders and youth activists has been DSNI's core work for nearly three

decades. For example, this capacity is codified in the training modules and delivered through the work of our Resident Development Institute (RDI), a grassroots capacity development initiative, which facilitates adult and youth learning covering skills ranging from visioning and understanding power bases, to strategic thinking and planning, to public policy advocacy and meeting facilitation. All of DSNI's board members go through RDI training, as do interested

### **Developing young leaders through collaborative partnerships**

Residents are developed to play leadership roles in all major initiatives at DSNI. For example, our youth-jobs initiative is led by a steering committee that includes young people and heads of partnering organizations.

In 2003, youth and seven local youth-serving nonprofits convened to tackle the problem of declining jobs for youth in the neighborhood. Out of this initial convening, we developed GOTCHA (Get Off the Corner Hanging Around), a collaborative to engage youth and advocate for youth-employment opportunities, in which DSNI is the lead partner

The result is the steady increase of meaningful jobs that this year has totaled over 400 summer positions in a variety of sectors and another 50 or so 10-hour-per-week jobs that continue through the year. Dudley young leaders play a key role in this initiative including organizing an annual rally where hundreds of teens descend on the Boston State House to visit their representatives and advocate for broader public support.

<sup>13</sup> Annie E. Casey Rebuilding Communities' Lessons Learned, 2009, page 8.

members of the community and all staff members. As a result of these trainings, everything DSNI does is infused by an asset-based approach in which *everyone* has the potential to develop further, regardless of how many—or how few—credentials he or she may possess.

May Louie, the BPI Project Director, has led the design and creation of RDI in 2001. Her experience and expertise in this area are invaluable in informing and guiding the work we do, not only with neighborhood residents, but also with partners who, often, are significantly less skilled in incorporating the concerns and ideas of community members into their work. Based on the strength of this work, the Ford Foundation is funding the creation of the Dudley Learning Center, which will serve as a capacity building resource for the field.

***D1b) Capacity to work with the BPI schools and with our LEA, the Boston Public Schools***

Improving educational outcomes requires that students have access to high quality instruction and that families have opportunities to interact in substantive ways with their children’s teachers and schools. DSNI’s capacity to address both requirements is rooted in our longstanding partnerships at the school and district level, as well as in formal contractual agreements with key institutional partners and school leaders, and trusting personal relationships with neighborhood families, and youth.

Each of the four BPI schools (DSNCS, OGPS, Dearborn, and The Burke) has signed an MOU with DSNI agreeing to be a core partner in the BPI implementation plan and to align their goals with the plan's outcomes,

and indicators. School leaders are committed to collecting and using comparable data for continuous improvement and to sharing best practices in instruction and school management through their participation in a Community of Practice convened by DSNI.

These relationships are built on a long history of partnership with the schools. DSNI provided the backbone organizing capacity the OGPS, Burke and Dearborn principals needed to align their school partners to their turnaround plans. As part of this work, DSNI piloted Partnership

**DSNI's partnership with the Boston Teachers Residency to create the Dudley Street Neighborhood Charter School**

In 2011, DSNI and the Boston Teachers Residency (BTR) submitted a joint proposal to establish an in-district, K-8 charter school in a vacant neighborhood elementary school. During the 2011-12 school year, DSNI convened monthly community meetings with families and youth to flesh out the design of the new school. In concert with presenting the plan to the State, DSNI also mobilized parents and youth to testify in support of the plan. Once the charter was granted in February 2012, DSNI began a sustained outreach campaign to interest families in applying and to inform neighborhood residents about job opportunities. As a result of these efforts, when the Dudley Street Neighborhood Charter School welcomes its first cohort of K1, K2, and first graders this September, 40-45 percent of the slots will be filled by Dudley neighborhood children. DSNCS's new principal, Christine Landry, comes from the Aspire Public School in Oakland, California, which has shown that performance and socio-economic status are not related; she has already begun working with the staff and community, and introduced Aspire's highly-regarded performance dashboard to the school community. Going forward, DSNI will continue to active in school governance—DSNI Deputy Director, Ros Everdell, who has been a key player in the development of DSNCS from its inception, is a member of the board, as is DSNI's vice-chairman, Chris Jones.

Councils with high accountability standards for student results at both schools. Partnership Councils are a vehicle for people working with students in and out of school to convene, develop shared goals, share best practices and skills, and compare notes on successes and challenges.

These councils also create a formal mechanism for school personnel and parents to communicate and engage with partners around data analysis, quality assurance and accountability.

Under the leadership of its principal, Andrew Bott, Orchard Garden Pilot School (OGPS) is being transformed from a persistently underperforming turnaround school to one that families from around the city are actively seeking out for their children. After only one year of his principal-ship, OGPS students achieved double digit gains in reading and math proficiency. OGPS also received NAEYC accreditation for its kindergarten program. With support from the President’s Committee on Arts & Humanities <sup>14</sup> and in partnerships with organizations such as Boston’s Berklee School of Music, OGPS is developing an integrated arts curriculum that will support a comprehensive K-8 pathway for full immersion in all the arts that will have the added benefit of linking to the city’s specialty high schools. As Secretary of Education Arne Duncan noted, when he cited OGPS in a speech at the Harvard Graduate School of Education, “Change is possible—if you are willing to do things differently.”<sup>15</sup>

DSNI has been an essential partner in OGPS’s transformation from the very first: as a designated member of the committee to redesign the school’s previous, failed turnaround plan; as the facilitator of the school’s mission and vision process with staff and the community; as the convener of a partnership to align some 30 organizations (encompassing a wide range of activities from teacher and student supports to funders and content experts) with the redesign plan; as a member of the OGPS board; and as activist for family outreach and engagement (for example, the creation of walking groups to address chronic tardiness and absenteeism). DSNI’s deep relationships in the community were particularly helpful in easing the transition to OGPS of

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<sup>14</sup> The Orchard Gardens K-8 pilot school was selected by the President’s Committee on the Arts and Humanities to take part in a federal education initiative designed to help turn around schools through the arts.

<sup>15</sup> Remarks of Secretary Duncan at the Askwith Forum, Harvard GSE, February 7, 2012.

a large number of ELL students whose former school had been closed and in ensuring that OGPS would provide a proven program, Sheltered English Instruction, for these students.

DSNI's capacity to work with the Boston Public Schools is strengthened by deep relationships with the district, including DSNI's Executive Director, John Barros, being an appointed member of the Boston School Committee, which is the governing body of the Boston Public Schools. Along with representatives from the state's Department of Elementary and Secondary Education, BPS Superintendent Dr. Carol Johnson serves on the BPI Exec Board and is a full partner in the design and implementation of the BPI plan.

***D1c) Capacity to work with Federal, State and local government leaders***

As noted above, DSNI has well-developed relationships with BPS and the Massachusetts DESE. DSNI recently worked with the Department of Education to successfully meet requirements in our Promise Neighborhoods Planning grant. Over the years we have been involved in a number of grants from Federal agencies. Currently, DSNI is the lead neighborhood partner for HUD's Choice Neighborhoods grant to Boston and we are partnering with Boston Public Health Commission on DOJ's Defending Childhood grant. However, DSNI's most innovative and long-standing partnership with government leaders is the Dudley Neighbors, Incorporated (DNI) Community Land Trust.

DSNI created DNI as a nonprofit conduit to control land use and to ensure that the Dudley neighborhood would always have a stock of permanently affordable quality housing. DNI is a partnership with government as is reflected in the composition of its board of directors with seats for the Mayor, our City Councilor, our State Senator, and our State Representative.

In 1988, the Boston Redevelopment Agency granted DNI the power of eminent domain over privately owned vacant land in the most devastated portion of the neighborhood. Today, DSNI remains the only community entity in the country to have been entrusted with eminent domain

authority. With nearly 32 acres of land, DNI is the largest urban land trust in the U.S. This public private partnership has used city, state, and federal funds to create 225 permanent units of affordable housing, a 10,000 square foot commercial green house, more than 40,000 square feet of affordable commercial space, three playgrounds, and many other open and green spaces. DNI has been a strong protective force against foreclosure during this recession (much as it earlier protected the neighborhood from displacement, when the Boston real estate market was hot). In all, DNI manages more than 100 contractual agreements and 50 community partners.

DSNI's reputation and relationships in the housing arena provide the platform on which we are implementing No Child Goes Homeless, a new partnership with the City, designed to address the problem of housing instability in the Dudley Neighborhood. With student mobility rates as high as 43 percent in some BPI schools, academic acceleration is impossible without new solutions to child and youth housing insecurity. Together with other partners such as Project Hope and Boston Community Capital, DSNI Director of Sustainable and Economic Development Harry Smith is focusing on reducing the number and rate of evictions, enlisting teachers and other school personnel as partners in implementing strategies developed by the Dudley Anti-Foreclosure Roundtable which DSNI convenes, and developing a housing program for 18-24 year olds.

#### *D1d) Capacity to work with nonprofit service providers*

Providing a vehicle for residents to work in partnership with other nonprofit organizations in the work of revitalizing our community is a critical part of our mission. Just as DSNI is designed to work with the neighborhood and its residents, it is also designed to work with nonprofit service providers. Some 98 organizations participated in our Promise Neighborhoods planning

process (See *BPI Planning Year Engaged Practitioners Chart* in Appendix H), and many continue to work with us in some partnering capacity to implement our plan.

DSNI's capacity to engage in partnerships and collaboratives with other nonprofits has been and continues to be developed in two primary ways: through our governance structure and through the creation and codification of effective practices for managing collaborative work effectively. The DSNI Board includes designated seats for 11 nonprofit partners. Six of the nine agencies elected to our board are currently represented by their executive directors; the leadership capacity they provide contributes significantly to DSNI's capacity to be an effective partner with other nonprofits. In addition, we are able to draw on tools, techniques and business practices developed over the past three decades. DSNI's partnership to maximize the economic benefits from the construction of a new community center in our neighborhood offers an example of this work.

In 2005 The Salvation Army (TSA) and DSNI joined together in response to a competitive national process to bring a Ray & Joan Kroc

## Year One Accomplishments

### Building a longitudinal data system that integrates student level data

#### *System Design*

- Signed ETO Contract for 11 user licenses
- Traveled to Baltimore to Social Solutions Headquarters for a three day ETO administrator training
- Created new data flow schematic
- Joined PolicyLink Promise Neighborhood Institute and adopted National Score Card and Results Framework

#### *Management*

- Established a Data Team
- Hired a Director of Data and Quality Assurance

#### *Data Sharing Policies and Practices*

- Convened a BPS Data Workgroup to establish clear and updated data sharing policies for how the LEA, School and Partners will share data
- School Committee voted to accept policy changes according to workgroup recommendations

Community Center to the neighborhood. At the end of 2006, TSA was awarded [REDACTED] for the construction of a world-class 90,000 square foot community center that opened its doors in March of 2011.

The partnership between TSA and DSNI resulted in a key agreement on goals for construction jobs that brought economic vitality to the Dudley Street Community and the City of Boston. Job goals set by the Roxbury Master Plan Oversight Committee (which are higher than the city of Boston standards) were adopted for the construction portion of the project.<sup>16</sup> Immediately DSNI convened the Kroc Workforce Committee was formed to engage the multiple nonprofit partners engaged in the project and coordinate their efforts to ensure that the construction workforce goals were met. In the end, the goals were met and over [REDACTED] remained in the community through employment and small business contracts. This process has been documented in a best practice manual, *For the People, By the People* (See *For the People, By the People* in Appendix J).

The Kroc Workforce Committee was comprised of political officials, representatives from the City of Boston, and six nonprofit service providers, including The Salvation Army, YouthBuild Boston, Sisters at Work, The Roxbury Builders Guild, W.A.I.T.T. House Adult Education Program, and Mass Minority Contractors Association. The consistent use of data and transparent reporting at every meeting ensured that the challenges we faced were managed and our ambitious goals were met. The business practices and partnership agreement tools we used on this project are now being used to meet job goals across the city.

***D2) Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt or expand a longitudinal data system that integrates student level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.***

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<sup>16</sup> The agreement stipulated that 51 percent of the jobs be filled by local residents, 51 percent by minorities, and 15 percent by women.

## **Using data to drive decisions**

BPI is implementing a case management and longitudinal data system, based on Social Solutions' Efforts to Outcomes (ETO) software<sup>17</sup> (see *The Policy Link Score Card Site Agreement* in Appendix J). This comprehensive data hub will integrate the data systems of the BPI partners allowing us to assess and improve as we implement our plan. It will also provide information to guide the individual and collective efforts of our students, families, teachers, principals, service partners, policy makers, and community. Lastly, it will create a shared platform to hold everyone involved in BPI accountable.

BPI has made some progress in the our capacity build a data sharing systems, however we still need to invest in this area of our management plan. If selected as a recipient, would invest the greatest portion of a Promise Neighborhood implementation grant in the follow plan to improve our data system because we believe it is critical to our success.

During our first year of implementation we formed the BPI Data Team (DT). Members of the DT are experts in a variety of content and technical areas and will help us collect, store, analyze and utilize data in the ways outlined above. The DT is led by DSNI's Senior Researcher Dr. James Jennings who will also be BPI's Principle Investigator. James is joined by our systems change analyst (Greg Watson) and software developers from The Jones Payne Group, Inc. (JPG) The DT is supported by DSNI's Director of Admin and Technology. Lastly, as part of our year-one accomplishments, DSNI has hired a new staff member responsible for directing all the data and quality assurance efforts of BPI, Sunday Taylor.

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<sup>17</sup> Social Solutions, with over 2,300 clients including the Harlem Children's Zone, is the leading provider of case management software for the human services sector.

## BPI DATA TEAM

<i>James Jennings</i>	<b>BPI Principal Investigator</b>	Define goals for data gathering and methods for gathering and analyzing data; assistance with trouble-shooting as the data management system is established
<i>The Jones Payne Group, Inc.</i>	<b>Software developer</b>	Produce models, structures, methods, processes, education, strategy, and technology for leading, and expanding the Dudley Village Campus partnerships.
<i>Greg Watson*</i>	<b>BPI Systems Advisor</b>	Examine synergies and unanticipated/unintended consequences of working within the many moving parts on the project.
<i>Sunday Taylor</i>	<b>DSNI Data and Quality Assurance Director</b>	Coordinate work with DSNI staff, and DSNI Senior Researcher and others, to help ensure that appropriate capacity of DSNI data and quality assurance functions. Take a leadership role in the design and implementation of evaluation strategies and research plans for DSNI-school and community based initiative
<i>Jason Webb</i>	<b>Director of Admin and Technology</b>	Provides the technical capacity needed to operate our shared data system. Working on a community technology plan to ensure that families, partners, and school have access to the software and training need to effectively use data.

\*Greg Watson is the former Executive Director of DSNI and current Commissioner of Agriculture for the State of Massachusetts. He continues to support the work of DSNI in multiple roles. He is a trained and experienced systems analyst and key member of the Data Team and BPI Executive Board.

DSNI's Data and Quality Assurance Director and Director of Administration and Technology are lead staff members working with others on our shared data system. System development and monitoring is being led by JPG, a consulting firm specializing in system integration. JPG provides system design and integration assistance and expertise in data analysis and strategic decision-making.

The BPI Data Team (DT), is responsible for ensuring the system meets the needs of the community and the BPI partners. BPI works with other Promise Neighborhoods, through the

Promise Neighborhood Institute and the National Evaluator to share solutions and results, and to develop common standards where appropriate.

### *System Design*

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 (APIs) for data communication between systems. Our BPI data system, based on ETO, is being designed to have API integration with Boston Public Schools and other partner agencies' systems. Direct and indirect data sharing will ultimately be established with all BPI partners and providers<sup>18</sup>. Our customized ETO database will create a robust longitudinal database system that will be accessible (including to parents/guardians), usable and relevant; compliant with privacy best practices; supported through high-quality training for program and IT staff including the areas of data visualization and mining; and have the potential to be implemented first in the DVC, then on additional campuses, and finally citywide.

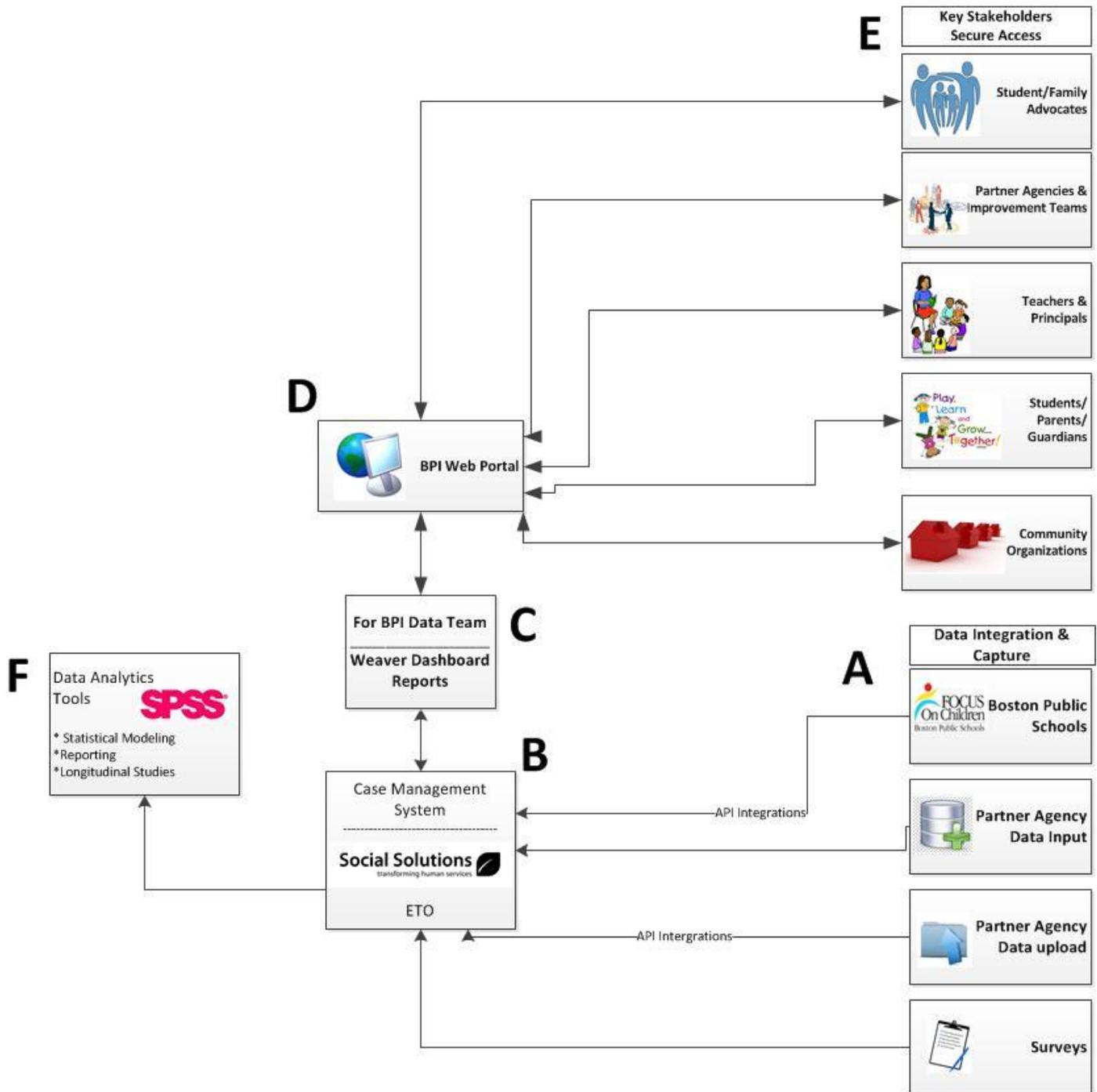
A schematic of the BPI data system is shown below.

- ETO sits at the center. Data integration and capture (A) will upload data from BPI partners to ETO using methods that fit the needs of each organization. The BPI system will not require partners to abandon their existing systems.
- Once data is collected, ETO (B) supports case management and a wide range of reporting and dissemination needs. Weaver Dashboard Reports will work with the ETO software enabling easy design and configuration of dashboards and reports (C). In addition, BPI will build a Web portal layer (D) over ETO enabling customized web pages and data access to key stakeholders via secure access.

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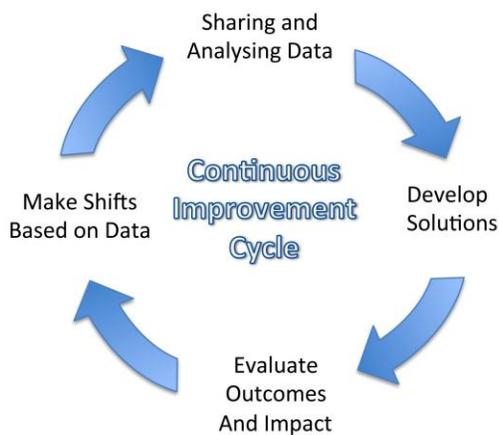
<sup>18</sup> Data can be submitted into ETO through form submission (assessments, demographic intake, etc.), swipe cards, batch upload, data import, and via Web services. In addition, customers can upload demographic information, as well as assessments, referrals, attendance, case notes, and client history. ETO is expandable and scalable—key criteria in our planning, and it meets current HUD DV, HMIS, Social Security Administration (SSA) and HIPAA data management and security protocols.

- A wide range of stakeholders (E) can be served cost-effectively, including Student/Family Advocates and partner/provider agencies, teachers and principals, and students and parents. The system is a two-way connection with stakeholders using the web portal to input data into the system. The final piece of the BPI system is a robust suite of Data Analytics Tools (F)



### ***Data-Driven Decision Making***

Using the BPI data system to assess our progress, adjust our plans, and hold the BPI partners accountable is essential to achieving our goals. Data analysis will support continual improvements in programming and in selection of the right solutions. Our system will allow for analysis of data for specific and high priority subgroups of our work including English Language Learners, students with



### **Using ELL Data at Burke High School to Improve Instructional Support**

#### *Sharing and Analyzing Data*

At the beginning of this past school year DSNI and other partners join the leadership team at Burke High School to review data and devise strategies for students failing the MCAS.

#### *Develop Solutions*

Based on the information we had we decided to support ELL sophomores before they took the exam because we realized those who failed on the first time often dropped out and/or their grades dropped. We created a Saturday School curriculum for ELL sophomore students.

#### *Evaluate Outcomes and Impact*

The Saturday Schools attracted many students, including some seniors and juniors who had failed the MCAS and were planning to re-take the exam. We found that 100% of re-takers who attended more than 50% of the Saturdays passed the MCAS the second time around.

#### *Make Shifts Based on Data*

We have now decided to specifically target re-takers for Saturday School in the fall, given the high level of unexpected success.

special needs, and boys of color. Subgroups will be coded for tracking and special reports will be generated

to keep track of priority areas. Formative and summative evaluation data will support semi-annual and annual evaluation, modification, and proposing of effective solutions that meet the specific and related academic and social well-being needs of specific youth and families.

Sub-indicators (ANet data, program participation data, and other priority indicators) will be collected monthly, and service providers, schools and DSNI staff will review these data together.

Progress on indicators toward stated goals will inform needed changes in strategy. Ultimately, the Director of Data and Quality Assurance will prepare a BPI Report Card for BPI management and our partners based on quarterly data collection cycle.

Having already embarked upon the journey to strengthen our organizational capacity to use data during our first year of implementation, we recognize the benefits of using data effectively with our partners and have learned that we need to further invest in our ability to collect more accurate and timely data with-in a complex changing initiative.

***Data Sharing Policies and Practices***

Our data gathering strategies are both high-tech and “high-touch.” Our outreach strategies are successful because of our expertise in engaging and building relationships with all residents. Our strategies for data gathering are built from our understanding of organizing principles and work with residents as partners for change, rather than subjects of research.

<b>Information Gathering Method</b>	<b>Rationale and Notes</b>
<b><i>Door Knocking</i></b>	This is critical because many DVC families are not on the radar of any other data systems (e.g. formal care, BPS, or the Department of Children and Families).
<b><i>Community Surveys</i></b>	Through electronic and paper surveys (often conducted with help from resident volunteers and distributed via small local businesses like the sub shop and the convenience stores as well as through email and Facebook), we will gather information from youth and caregivers about practices and programs that children and families find helpful to them and supportive of their children’s academic success.
<b><i>Parent Surveys</i></b>	Through the BPS, we will build on the annual School Climate Surveys to gather data on student and parent experiences and perceptions of safety and supportive programs inside and connected to schools
<b><i>Institutional Alignment</i></b>	DVC funders have agreed to align investments with our strategy, and to ask their grantees to report on indicators which are part of the DVC Annual Report Card.

We are making data more interesting, understandable, and useful to residents and partners who may find it intimidating. The opportunities for creative, accurate use of data that shows value in our work are considerable, and the value of this tactic is significant. The BPI data process is one that values short term and long-term data use. The process<sup>19</sup> we have designed to use this data is based on: a clear set of indicators that are directly linked to the solutions of each partner; a rigorous evaluation linking data to decisions to help adjust strategies that aren't working; and a timely, efficient and responsive communications process.

The crucial tools for communicating our data will be the use of the individual ACT Plans, based on the ACT framework, (see *ACT Results Framework Map* in Appendix H); the BPI Quarterly Report for program alignment; an annual report to the community (The BPI Annual Report Card) addressing movement on the federal indicators. All three communication tools will include ways that families and partners can use to let us know how well we're doing, and used to identify areas in which we are ineffective or worse, counterproductive.

DSNI has developed solid protocols over the years for ensuring and respecting the personal concerns or rights of residents involved with a myriad of issues. Commitment to confidentiality has allowed DSNI to expand its planning and organizing capacities through the trust we have built in the neighborhood. In order to respect the privacy laws and regulations that protect individuals in the Dudley Neighborhood we will have a single release form for partners to share data directly from each family. Each family that signs the release form will be to receive and use the data themselves. There will be regular trainings for all partners on the privacy laws and agreement around the use of DVC data. This is critical in continuing to build relationships of trust where parents are willing to share information and partners feel protected. The BPI Data

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<sup>19</sup> Adapted from the 2008 Centers for Disease Control and Prevention, Strategic Planning Kit

privacy practices (below) have been developed to ensure that parents and youth are not concerned that their rights or privacy are potentially compromised:

Data sharing authority will be given by parents and reconciled with the right to know;

- Privacy policy and data sharing forms will be standardized across BPI partners;
- Protecting privacy is a shared responsibility of all those involved, administrators and users. DSNI and partners have a duty to protect individual information whether digital or on paper;
- Trust and anonymity will be built into computers and other communications devices;
- We will define the different levels of privacy protection and the corresponding trade-off in tracking information and opportunities; and

We will provide training and education for all involved including DSNI staff, BPI partners, parents, and for young people (engaging in social networking, information exchanges, reports, and evaluations). We believe the full potential of BPI can be unlocked with this “high-tech, high-touch” approach—using data to help teachers, Advocates, BPI partners, and others working with our children to coordinate, assess, and improve in real time.

*D3) Creating and strengthening formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in Memorandum of Understanding, and creating a system for holding partners accountable for performance in accordance with the MOU*

DSNI was created as a multi-stakeholder collaborative to transform a neighborhood.

Forming, convening, and supporting partnerships has been DSNI’s business ever since. As DSNI and others have learned first-hand, building complex partnerships with the public sector, private funders, and community nonprofit agencies is complex, conflict-producing work. It is as difficult to establish and maintain effective partnerships within communities as it is with external groups.<sup>20</sup>

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<sup>20</sup> Annie E. Casey Rebuilding Communities Lessons Learned paper, 2009, page 26.

Building on these lessons, we have learned to be conscious and intentional about how we manage the work of relationship building, including understanding when to step back and allow others to take the lead. Our formal partnerships, including those with our core strategic partners, are codified in MOUs (See MOUs in Appendix J). In addition, we have grouped our partners and service providers into ten Improvement Workgroups (as described above in section B4) aligned to the BPI plan and dedicated to coordinating, guiding, and improving programs and services in their respective areas.<sup>21</sup> Each workgroups will be convened by a DSNI staff member and report to the BPI Project Director, May Louie. Our Director of Data and Quality Assurance, Sunday Taylor, will work closely with each of the workgroups to ensure the use of data-informed practices and innovations, including regular “consumer” feedback on the quality of the programs and services being offered, as well as whether true demand for them exists.

Dudley Children Thrive (DCT) is a good example of how DSNI is building the capacity of partners, families, and itself to ensure that all the DVC children enter school prepared to succeed. DCT is a collaborative that includes parents of young children, early education programs, family service providers, home visitors, experts in early childhood, and public systems (including OGPS). The collaborative is focused on planning and coordinating efforts to reach and connect families (especially the least connected) with essential services and opportunities to develop their own parenting skills. DCT has also identified service gaps and advocated to address them, coordinated efforts among members to create innovative new programs, and worked with partners (such as The Food Project) to develop ways to use existing resources and programs to promote family health.

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<sup>21</sup> The 10 content areas are: 0-5, K-12, College-to-Career/Higher Education, Family Services, Housing, Health and Environment, Safety, Transportation, Economic Development, and Workforce Development. These groups are modeled after those being used successfully by others engaged in developing cradle-to-college and career continuums such as Strive in Cincinnati and the Buffalo Promise Neighborhood.

DCT itself is in a partnership with other neighborhoods, together, forming Thrive in Five, a 10-year, city-wide, public-private, early childhood and school readiness initiative. Through our partnership in Thrive in Five, we are able to bring proven programs to the neighborhood; the first of these, Smart from the Start, which promotes readiness among very low-income children through community-customized programming, is already offering services to public housing residents in the Dudley Neighborhood. Since there are no resources to support new Head Start programs at this time, we were also able to advocate successfully with another Thrive-in-Five partner (Action for Boston Community Development) for relocating two existing Head Start classrooms in the Dudley Neighborhood. We also serve as an “innovation lab” for Thrive in Five: for example, by piloting a Parent Leadership Program, which will be scaled through Thrive in Five as well as incorporated into our Resident Development Institute.

***Governance Structure for the BPI: Partnership, Alignment, Performance and Accountability***

DSNI is governed by a democratically elected, resident-majority board, which is truly representative of the diversity of our community. Elections for the full board are held bi-annually. The major population groups—African-American, Cape Verdean, Latino, and White—are equally represented. There are designated seats for youth (ages 15-18). Other seats are reserved for community members from neighborhood nonprofits, faith-based organizations, local businesses, and community-development organizations. The DSNI Board has been fully engaged in developing the BPI strategy, will be deeply engaged in its execution, and holds overall accountability for its success.

Over the past 28 years DSNI has established a rigorous ***Governance, Operations and Accountability System*** (this is described in section B4 above). DSNI’s Executive Director, John Barros, who is also a Dudley resident and a former Board vice-chair, is responsible for overall

leadership of the implementation plan and reports directly to the Board. The BPI Project Director, May Louie will report to John.

The DSNI Board conducts its work via committees. As part of the implementation planning process, the Board authorized the creation of three functional committees to support the work of the BPI. Together with a funders' group, these bodies advise DSNI and will help us monitor the execution of the plan and its expansion throughout the city.

- The **Strategy Group (SG)** oversee the development of strategies, and will monitor progress of schools, programs and service, guide the implementation of the plan.
- The **Data Team (DT)** (as describe above) has identified the information architecture to ensure that partners have accurate, complete information on solutions and their impact.
- The **Accountability Team (AT)** will analyze the results of the work and help to make the difficult, but necessary determinations about future allocations of resources, including BPI members' time, attention, and funding, should partners consistently fail to deliver results.

In addition, the **Funders' Group (FG)** will invest in and help us leverage new resources to support our complete continuum of resources. The Funders' Group comes together under the leadership of the Opportunity Agenda, a funding collaborative dedicated to supporting Boston's education pipeline from 0-5, through K-12, and on to graduation and increasing college completion rates across the city.

All Board and committee meetings are publicized and open to the public. DSNI also convenes general community meetings for updates and to provide a forum for discussion on important neighborhood decisions. All board members serve as ambassadors of DSNI's work and, in turn, ensure that the diverse voices of the neighborhood are represented in the Board's decision making. Close relationships between residents and board members, as well as between residents and DSNI staff, ensure that the channels of communication stay open between community meetings.

*D4) Integrating funding streams from multiple public and private sources; and leveraging funds to integrate high quality programs into the continuum*

DSNI currently manages multiple funding streams from public, private sources as well as earned and contract income. BPI partners are engaged in a wide range of efforts, which together leverage over ██████████ for Dudley's neighborhood revitalization work. All of our local private funders have agreed to use the BPI plan (as understood through the continuum of solutions in *Appendix F*). Major investments support the BPI in three ways:

- The funder/investors have aligned desired outcomes with BPI and are tracking data to that support those outcomes.
- The funders/investors and/or their local program partners are part of BPI Committees
- The funders/investors have agreed to work with BPI and/or have signed an MOU with DSNI.

Below is an overview of the funding that the BPI is leveraging to ensure that the full array of solutions – across the complete continuum – can be provided in the Campus, despite a universe of finite resources and expanding demand. A Promise Neighborhood Implementation Grant, if awarded, will support the coordination and management costs associated with providing the direct solutions in close collaboration with public and private partners. The solutions, in turn, will be supported by our partners and the funding we have secured. It is also important to note that DSNI will be tracking both new and current investments using a process developed by the City of Boston and heralded by the General Accounting Office as the best practice nationwide for monitoring the use of public funds.

<b>Leveraged Federal Investments in the BPI (Annually)</b>		
CDC	Communities Putting Prevention to Work	Dudley Greenhouse Expansion
HHS	Healthy Start	Healthy Families
DOJ	Boston Re-Entry Initiative (Second Chance Act Offender Reentry Demonstration Projects)	Offender Management
	Defending Childhood Initiative	Trauma Response
DOL	ARRA Job Training	Technology for Public Housing Residents
ED	Race to the Top	Turnaround Grants
	Race to the Top Early Learning Challenge	Early Care Systems Improvements
	21 <sup>st</sup> Century Community Learning Centers and Full Service Community Schools	High Quality OST Programming, Family Engagement and School-Community Partnerships
HUD	Choice Neighborhoods	Housing Revitalization
<i>Total Federal Investments Supporting BPI Goals</i>		

The private investments in BPI below are either a) documented through our MOUs (see *Appendix J*) or b) aligned investments by BPI key partners around goals we have established together for the BPI.

<b>Partners</b>	<b>Amount</b>	<b>Component</b>	<b>Sources</b>
BPS	██████████ █	SSS	US ED / MA DESE, Massachusetts School Building Authority, Title I, Title III, McKinney Vento, EdVestors, The Wallace Foundation, IDEA, City of Boston Capital Budget, The Barr Foundation
GBIO	██████████	SFC	Citizens Bank and Mellon bank
Playworks	██████████	SSS	Private Foundations
Children's Services of Roxbury	██████████ █	SFC	Department of Early Education and Care, Mass Health, BPHC, CDC, and Private Foundations
Boston Natural Areas Network	██████████	SFC	City of Boston, BPHC, Private Foundations
LIFT	██████████	SFC	Americorps, National Direct, Private Foundations
Project Hope	██████████	ECF	Commonwealth of MA, Private Foundations, Individual Donors
Food Project	██████████	SFC	CDC, Private Foundations
ABCD	██████████	SFC	ACF, CDBG, HHS, City of Boston, Commonwealth of Massachusetts

Success Boston	████████	PSC	Opportunity Agenda
<b>Total Aligned Investments</b>	████████████████████		

**COMPETITIVE PRIORITIES**

*Implementation Grant Priority 4: Comprehensive Early Learning Network*  
 For Competitive Priority 4, please see Section B2 above.

*Implementation Grant Priority 7: Quality Affordable Housing*  
 For Competitive Priority 7 please see Section B2 above.

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# APPENDIX C. MEMORANDUMS OF UNDERSTANDING



Dudley Street Neighborhood Initiative  
applicant

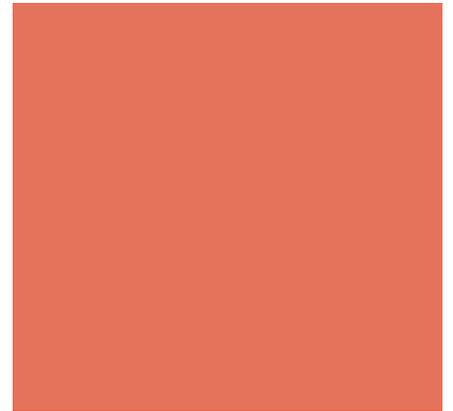
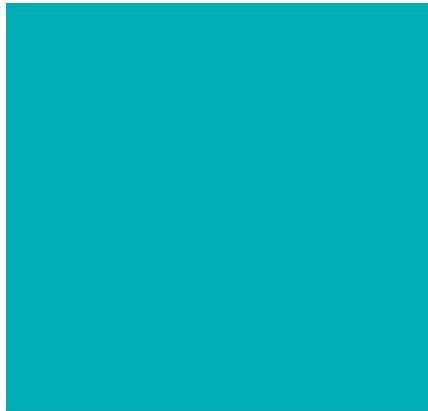
Implementation Grant Priorities  
1, 4 and 7

Submitted to the  
Office of Innovation and Improvement, ED

27 July 2012



Boston  
Promise  
Initiative



## Dudley Street Neighborhood Initiative| Boston Promise Initiative

Proposal to the US Department of Education, Office of Innovation and Improvement for the Promise Neighborhood Implementation Grants Program: A Plan to Create the Dudley Village Campus

The Campus Compact: Partner Commitments / Memorandum of Understanding

Boston Promise Initiative's Vision is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.

Overall commitment to solutions in the Boston Promise Initiative/Dudley Village Campus plan :

The named partner is committed to demonstrate progress on goals for improving systems, by making changes in policies and organizations, and by leveraging resources to sustain and scale up what works.

Data commitment to the Dudley Village Campus: The named partner is committed to collect and share data on the following indicators at least annually, and use and improve a longitudinal data system for learning, continuous improvement, and accountability. The named partner agrees that the national evaluator and the US Department of Education will have access to relevant program and project data sources (e.g., administrative data and program and project indicator data), including data on a quarterly basis if requested by the US Department of Education.

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**Name of Partner:** The City of Boston - Circle of Promise

**Vision:** A neighborhood that is student centered and focuses on high student achievement as a means toward creating sustainable wealth and opportunity within the community.

**Theory of Change:** (how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results.) By utilizing the Boston Public Schools (BPS) Academic Achievement Framework (AAF) as the means to assess students' needs, the Circle of Promise initiative leverages public and private resources and partnerships to conduct targeted intervention and non-academic service delivery.

Inputs	Intermediate Outcomes	Long Term Results
Liaisons advocate for and	1. Children enter school ready to	1. Close school readiness

<p>coordinate the delivery of non-academic services for students and families. Core areas for assistance to date:</p> <ol style="list-style-type: none"> <li>1. After/Summer school placements</li> <li>2. Homelessness</li> <li>3. Food/Nutrition</li> <li>4. Health – physical and emotional</li> <li>5. Clothing (winter coats/jackets)</li> <li>6. Jobs</li> </ol>	<p>succeed</p> <ol style="list-style-type: none"> <li>2. Reading by the end of Grade 1</li> <li>3. Reading to learn in Grade 3</li> <li>4. Skillful, analytical writing in Grades 4-12</li> <li>5. Algebra 1 in Grade 8</li> <li>6. English Language Learners acquire academic language mastery and fluency</li> <li>7. Significant academic growth for students with disabilities</li> <li>8. "On-track" to graduate by the end of Grade 10</li> <li>9. High school graduation</li> <li>10. College-ready and success-bound</li> </ol>	<p>gap</p> <ol style="list-style-type: none"> <li>2. Ensure all students achieve MCAS proficiency</li> <li>3. Close access and achievement gaps</li> <li>4. Graduate all students from high school prepared for college and career success</li> </ol>
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**Theory of Action:** *(strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results)*

The Circle of Promise strategy is to connect the pieces of Boston’s birth to college education pipeline, aligning the many organizations, institutions, and agencies that serve youth and families, and uniting across sectors around a single objective: High student achievement. By focusing on this specific area, we can test and improve our systems and strategies, which can then be expanded to serve families city-wide.



Mayor Thomas M. Menino  
City of Boston

9/12/11  
Date

**Name of Partner:** Boston Public Schools

**Vision:** The Boston Public Schools Graduate; Succeeds academically in college-level courses across content areas, Masters verbal and written expression in English, with emerging proficiency in a second language, Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems, Exhibits growth, self-discipline, and reflection through innovative expression and artistry, Acknowledges and respects people with diverse backgrounds, histories, and perspectives, Assumes personal responsibility for physical and emotional wellbeing by making healthy choices, Contributes confidently and positively in professional and social settings, both independently and as a member of a team, Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals, Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it, and finally participates actively in a democratic society as a responsible, courageous leader who challenges injustice.

**Theory of Change:** (how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results.)

Inputs	Intermediate Outcomes	Long Term Results
<ol style="list-style-type: none"> <li>1. Provide school readiness and school registration/entry programs</li> <li>2. Strengthen teaching and school leadership</li> <li>3. Replicate success and turn around low-performing schools</li> <li>4. Deepen partnerships with parents, students, and the community</li> <li>5. Redesign district services for effectiveness, efficiency, and equity</li> </ol>	<ol style="list-style-type: none"> <li>11. Children enter school ready to succeed</li> <li>12. Reading by the end of Grade 1</li> <li>13. Reading to learn in Grade 3</li> <li>14. Skillful, analytical writing in Grades 4-12</li> <li>15. Algebra 1 in Grade 8</li> <li>16. English Language Learners acquire academic language mastery and fluency</li> <li>17. Significant academic growth for students with disabilities</li> <li>18. "On-track" to graduate by the end of Grade 10</li> <li>19. High school graduation</li> <li>20. College-ready and success-bound</li> </ol>	<ol style="list-style-type: none"> <li>5. Close school readiness gap</li> <li>6. Ensure all students achieve MCAS proficiency</li> <li>7. Close access and achievement gaps</li> <li>8. Graduate all students from high school prepared for college and career success</li> </ol>

**Theory of Action:** (strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results)

We partner with the community, families and students to develop within every learner the knowledge, skill, and character to excel in college, career, and life.

  
 Dr. Carol Johnson  
 Superintendent of Boston Public Schools

9/9/11  
 Date

  
 Linda McIntyre  
 Principal, Burke High School  
 Boston Public Schools

9/1/2011  
 Date

  
 Andrew Bott  
 Principal, Orchard Gardens Pilot K-8 School  
 Boston Public Schools

8/31/11  
 Date

  
 Jose Duarte  
 Principal, Dearborn Middle School  
 Boston Public Schools

\_\_\_\_\_

Date

**Name of Partner:** Boston Public Health Commission

**Vision:** We are working, along with many others in the Boston community, toward a future where all communities, neighborhoods and residents of Boston have equal opportunities for being healthy and have quality and affordable housing, clean air and water, equitable access to safe neighborhoods, healthy food, excellent education, accessible transportation and other resources that enhance health and quality of life. All systems of oppression, in particular racial oppression, have been dismantled and we have achieved health equity

**Theory of Change**

Inputs	Intermediate Outcomes	Long-Term Results
Anti- Tobacco Initiative -Prevention Messaging and Cessation Programs	Decrease in smoking rates	Drastic reduction in smoking for all of Boston residents, indoor smoking eliminated and the effects of second –hand smoke eliminated
Asthma Initiative	decrease in reported cases of asthma	Environmental triggers eliminated and the phenomena of asthma reduced exponentially
Anti-obesity campaigns Healthy eating social marketing	Increased quality of nutrition in BPS food and increased access to healthy food in the neighborhoods corner stores and farmers markets	Reduce obesity rates among Boston residents and reduce the gap between White and Black/Latino combined obesity/overweight rates by 30% for children and youth and by 20% for adults.
Violence Prevention and Intervention	Youth connected to opportunities; conflict resolution skills; Increased # of interventions with known risk youth; increased programs and summer jobs for at-risk youth.	Young adults in Boston are more healthy and economically secure and engaged in civic life
Healthy Baby Healthy Child	infant survival, positive birth outcomes, oral health, and family unity	Young children have a healthy start

**Theory of Action**

Public service and access to quality health care are the cornerstones of our mission - to protect, preserve, and promote the health and well-being of all Boston residents, particularly those who are most vulnerable. The Commission’s more than 40 programs are grouped into six bureaus: Child,

Adolescent & Family Health; Community Health Initiatives; Homeless Services; Infectious Disease; Addictions Prevention, Treatment & Recovery Support Services; and Emergency Medical Services. We provide a wide range of clinical and chronic disease management services, prevention (primary, secondary and tertiary), and make referrals for social services. We support broader community efforts to transform social determinants of health such as housing, transportation, environment, and racism that impact the health of Bostonians. We also pursue health equity by focusing resources on reducing the inequities in health outcomes experienced by people of color in the city.

\_\_\_\_\_  
 CEO/President/Executive Director's Signature

9/2/11  
 Date

Barbara Ferrer  
 CEO/President/Executive Director's Name

**Name of Partner:** The Suffolk County Sheriff's Department

**Vision:** A safe and enhanced quality of life in the various neighborhoods of the county through a variety of programs and services.

**Theory of Change:** *(how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results.)*

Inputs	Intermediate Outcomes	Long Term Results
1. Meeting and exceeding state and national corrections standards for all Department operations; and 2. Becoming an accessible public resource by identifying shared goals between the Sheriff's Department and Suffolk County's communities and working to achieve them. 3. Providing consistent, high quality training and support for all staff; 4. Making merit-based promotions based upon objective evaluation of exemplary job performance; and 5. Increasing diversity and appreciation for its internal and external benefit to the Department.	21. Safe and secure custody and control of inmates and pre-trial detainees; and 22. Enhanced public safety and reduced offender recidivism. 23. Improved relationship with both the public and other institutions.	The citizens of the Suffolk County are safe and protected.

**Theory of Action:** *(strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results)*

To enforce the laws of the Commonwealth and to serve and protect the citizens of Suffolk County.

[REDACTED]  
Sheriff Andrea J. Cabral, Esq.  
The Suffolk County Sheriff's Department

Date: 8/31/11

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**Name of Partner:** Action for Boston Community Development

**Vision:** *To initiate programs and make recommendations concerning the activities of agencies responsible for education, social services, youth employment, and related programs so that Boston can more effectively and efficiently satisfy the educational, economic and social needs of its people and to assist Boston's disadvantaged people to make their full contribution to the community*

**Theory of Change:** Since the agency's founding in 1967, ABCD's focuses on supporting self-sufficiency and community self-help and helping to lift families and individuals out of poverty in the Boston area.

**Theory of Action :** ABCD empowers disadvantaged people by providing them with the tools to overcome poverty, live with dignity, and achieve their full potential. It emphasizes education, skilled job-training, asset development, social services, youth employment, child care and education.

[REDACTED]  
[REDACTED]  
John J. Drew  
President and CEO  
ABCD

9/2/11  
Date

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**Name of Partner:** City Connects: Optimized Student Support

**Vision:** To have every child engage and learn in school by connecting each student to a tailored set of intervention, prevention and enrichment services that he or she needs to thrive.

**Theory of Change:** We help students come to school ready and engaged to learn. Each student's ability to thrive in the classroom depends on a unique set of academic, social/emotional, health and family factors. We address each child's strengths and needs across four dimensions: academic, family, social/emotional and health.

**Theory of Action:** A fulltime School Site Coordinator works with classroom teachers and other school staff to assess each child's strengths in academic, family, social/emotional and health so that each child is connected to a tailored set of school- and community-based services.

[REDACTED]  
Mary Walsh, Executive Director

Boston College, Lynch School of Education

8/29/11  
Date

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**Name of Partner:** Success Boston

**Vision:** Success Boston aims to transform the college completion rates of Boston Public School students, and answer Mayor Menino's call for a 50% increase in the college graduation rate for college enrollees from the BPS class of 2009 and a doubling of the college graduation rate for college enrollees from the BPS class of 2011.

**Theory of Change/Theory of Action:** Getting Ready - The [Boston Public Schools](#) are committed to preparing all students for college by expanding Advanced Placement and dual enrollment opportunities and offering new academic programs such as International Baccalaureate and credit recovery courses. Getting In - Area nonprofit partners are helping Boston's high school students make the transition to two-year and four-year colleges. Beginning with the Class of 2009, nonprofit partners are providing summer preparation for college, ongoing financial aid advising, and year-long transition coaching and

mentoring. Nonprofit partners include [ACCESS Boston](#), the [Boston Private Industry Council \(PIC\)](#), [Bottom Line](#), [Freedom House](#), [Hyde Square Task Force](#) and Education Resources. Getting Through - Boston area colleges and universities are offering BPS graduates the support they need to earn a higher education degree, including setting measurable goals and encouraging students to use on-campus services that are known to be effective in helping them get through college. Higher education partners include 38 colleges and universities mostly in the Boston area, including the [University of Massachusetts Boston](#), [Benjamin Franklin Institute of Technology](#), [Bunker Hill Community College](#), [Massachusetts Bay Community College](#), and [Roxbury Community College](#).



Executive Director, Boston Opportunity Agenda  
Member Success Boston Working Group

September 2, 2011

Date

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**Name of Partner:** Boston Plan for Excellence/Boston Teacher Residency/Dudley Street Neighborhood School

**Vision:** The vision of the Dudley Street Neighborhood School (DSNS) helps realize the promise of our country – that a quality education be guaranteed basic human right: all children in the Dudley area, from pre-K through high school, should be able to receive a world class education.

**Theory of Change:** The DSNS will ensure that the children of the Dudley neighborhood enter and graduate from college and serve as responsible members of their community and that the embedded Boston Teacher Residency (BTR) program produce the highest-quality, best-prepared teachers to drive excellent student outcomes throughout Boston Public Schools. The DSNS will serve as a partner in catalyzing improvement of all schools in the Dudley area.

**Theory of Action:** To plan, design and open a school with partners to ensure that a shared framework of essentials for an excellent school. The essentials are ambitious instruction, professional capacity of teachers, student centered learning climate, instructional guidance system, strong community and family relationships and building leadership on every level. This will develop within every learner the knowledge, skill, and character to excel in school, higher education, career, and life.



Jesse Solomon

September 2, 2011

Date

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**Name of Partner:** Thrive in 5

**Vision:** Young children’s healthy development and love of learning will be a top civic priority for our city. We will ensure that Boston’s children have a strong foundation for educational success, essential for productive, satisfying and contributing lives. We will see them supported by families, educators, health care and human service providers, and communities that are well prepared for their unique and crucial roles in helping children reach their full potential, and that work together to achieve the best results for each child, from birth throughout the early years and early school grades, and then beyond.

**Theory of Change:**

**Boston’s School Readiness Equation: Ready Families + Ready Educators + Ready Systems + Ready Systems = Children Ready for Sustained School Success**

Inputs	Intermediate Outcomes	Long Term Results
<p><b>1. Ready Families:</b>            Boston Children Thrive supports neighborhood-based School Readiness Roundtables (including DSNI) to connect families with resources            Develop The On-Line Advocate as family and case manager referral resource            Parent Leadership Program</p> <p><b>2. Ready Educators:</b>            High quality early care and education:            Coaching &amp; professional development for early educators            Enroll licensed providers in PD registry and for QRIS</p> <p><b>3. Ready Systems:</b>            Pregnant women connected to prenatal care            Connect children to medical home            Vehicles for screening and referral to Early Intervention Services            Improve transitions for families            Piloting of Ages &amp; Stage Questionnaire Social Emotional tool for assessments at 2, 3, and school entry</p>	<p>Families / young children accessing play groups, early literacy programs, information and training about early childhood, museums, services, etc.            Early detection and accessing of early intervention services            Parents are leaders in advocating for their children            Adoption and institutionalization of ASQSE tool in ECE and pediatrics            Data system for accountability, continuous improvement, and evaluation            High quality early learning &amp; care            Children with age appropriate functioning            Reduce low-birth weight babies            Children have medical home</p>	<p>Children of all races, ethnicities, incomes, abilities and languages in Boston enter kindergarten ready for success in school and beyond</p>

**Theory of Action:** Thrive in 5 is co-sponsored by the City of Boston and the United Way of Massachusetts Bay and Merrimack Valley. It grew out of a significant multi-sector process to create a research-based roadmap to “even the playing field” and to make a call to action that would galvanize public and private will to invest in early childhood. Thrive partners with public and private entities to

coordinate efforts to close the school readiness gap. It invests significantly in neighborhood-based efforts.

  
 CEO/President/Executive Director's Signature

8/31/11  
 Date

**Name of Partner:** Boston After School & Beyond

**Vision:** Boston After School & Beyond is a public-private partnership dedicated to supporting, strengthening, and expanding Boston's after-school sector. By fostering strategies that link education and enrichment efforts, Boston Beyond seeks to improve outcomes for Boston's youth

**Theory of Change:** Boston After School & Beyond catalyzes partnerships among program providers, philanthropy, business and higher education, and the City of Boston, especially the Boston Public Schools. Boston Beyond advances student learning by leveraging the strengths of program providers, both large and small, through a coordinated approach to school and community partnerships. This coordinated approach is at the core of every Boston Beyond initiative.

**Theory of Action:** Boston Beyond approaches its work through strategic functions: Convening and Communication, Policy Development and Coordination, Research and Analysis, and Program Demonstration and Partnerships.

  
 Chris Smith, Executive Director  
 Boston After School & Beyond

8-29-11  
 Date

**Name of Partner:** Suffolk Construction

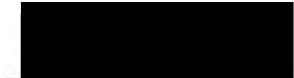
**Vision:** Suffolk is one of the most successful privately held construction management firms in the entire country. It is a company that delivers quality construction in every industry sector, from every region and is a beacon in communities.

**Theory of Change:** (how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results.)

Inputs	Intermediate Outcomes	Long Term Results
1. Full design-build delivery	Quality construction and development projects.	Transformed communities with higher quality of life.
2. General contracting services	Jobs that help sustain and improve the lives of families.	
3. Renovations	Increase skilled workers and project managers	
4. Professional Development		

**Theory of Action:** *(strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results)*

Suffolk Construction focuses on providing clients with the most skilled, knowledgeable construction professionals in the country. Suffolk's Red & Blue University training courses develop the many different skills necessary to consistently deliver quality building projects. Suffolk's technical training coursework teaches the construction management skills necessary to construct buildings on time and on budget. People management skills training puts emphasis on collaboration and communication skills.



Mark L. DiNapoli, President and General Manager, NE Region  
Suffolk Construction

8/31/11

**Name of Partner:** Tech Goes Home

**Vision:** *Many schoolchildren and families who lack financial resources, non-English speakers, and seniors lack access to the hardware, Internet connections, and the skills and knowledge of broadband's life-relevance to maximize the use of technology. These deficits impact education, job opportunities, good health care and more.*

**Theory of Change:** *Providing residents with hardware, training, and Internet access will lead to the acquisition of 21st century skills, will increase engagement with on-line and community resources, will improve student achievement, and will increase the sense of empowerment that will allow residents to advocate for themselves and their community*

**Theory of Action:** *The City of Boston recently adopted the TGH 2.0 Model developed at Lilla G Frederick Pilot Middle School in Grove Hall. This next-generation model has been designed as a wonderful opportunity for families and participants to come to the school or community site, learn some new and exciting technology skills, and purchase a netbook at an incredibly low price. Areas of focus for the training sessions include using an online office suite, effective communication techniques, Internet resources for both students and families, job search resources, and a new section on financial literacy. All those that complete the program could also be eligible for significantly discounted Internet. In the school-based model, a family member and student of the school must attend all required training sessions together in order to complete the program. TGH@School is open to students in grades 5 and higher. All participants must be residents of Boston.*



Deb Socia  
Executive Director, Tech Goes Home

Date

# APPENDIX F. DETAILS ON CONTINUUM PROGRAMS

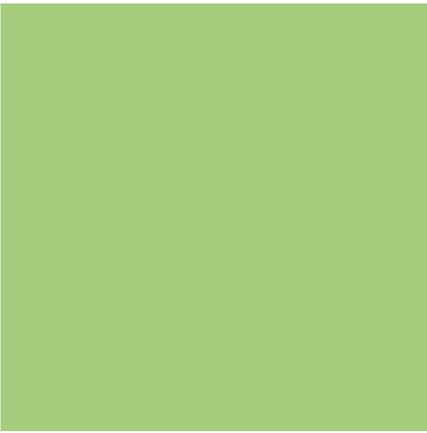


Dudley Street Neighborhood Initiative  
applicant

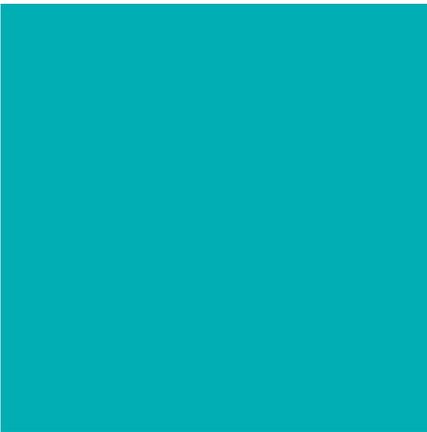
Implementation Grant Priorities  
1, 4 and 7

Submitted to the  
Office of Innovation and Improvement, ED

27 July 2012



Boston  
Promise  
Initiative



## CONTENTS

**A. Early Childhood Foundation Solutions**

**B. Successful Schools and Student Solutions**

**C. Post Secondary Completion and Career Readiness Solutions**

**D. Strong Family and Community Supports**





Boston  
Promise  
Initiative

## **Early Childhood Foundation Solutions**

## EARLY CHILDHOOD FOUNDATION SOLUTIONS

<b>ECF. 1</b>	Families as Caretakers, Educators, Advocates, Leaders and Organizers
<b>ECF. 2</b>	Collaborative Community Efforts to Promote School Readiness
<b>ECF. 3</b>	Strong Early Language & Literacy Development
<b>ECF. 4</b>	Positive, Healthy Social and Emotional Outcomes for Young Children
<b>ECF. 5</b>	Early Childhood Transitions
<b>ECF. 6</b>	Access to High Quality Early Education and Care
<b>ECF. 7</b>	Quality Formal Early Education Programs
<b>ECF. 8</b>	Quality Family, Friend and Neighbor Care
<b>ECF. 9</b>	Prenatal Health and Parental Support
<b>ECF. 10</b>	Access to Health Care
<b>ECF. 11</b>	Child Screening and Support System

### Programs Supporting Early Childhood Foundation Described in Other Chapters

<b>SSS.</b>	Dudley St. Neighborhood Charter School
<b>SFC. 1</b>	Affordable and Stable Homes for Children
<b>SFC. 2</b>	Healthy and Safe Housing
<b>SFC. 3</b>	Family Income and Wealth
<b>SFC. 5</b>	Access to Community Resources & Family Supports
<b>SFC. 6</b>	Social, Emotional, and Mental Health Supports
<b>SFC. 7</b>	Safe Spaces
<b>SFC. 8</b>	Daily Physical Activity
<b>SFC. 9</b>	Family Access to Healthy Food

EARLY CHILDHOOD FOUNDATION

**ECF. 1 Families as Caretakers, Educators, Advocates, Leaders and Organizers**

TARGETED INDICATORS

- % of 1-year-olds who have age-appropriate functioning
- % of 2-year-olds who have age-appropriate functioning
- % of 3-year-olds who have age-appropriate functioning at the beginning of the year
- % of 4-year-olds who have age-appropriate functioning at the beginning of the year
- % of 5-year-olds who have age-appropriate functioning at the beginning of the year
- % of children participating in high-quality early learning programs (birth to age 5)
- – % of children who meet benchmarks in multiple domains of early learning (entering kindergarten)
- # of families enrolled in DCT
- DCT families reflecting target populations with risk of entering school not ready?
- # of families knowledgeable about ECE quality
- # of families with improved ece knowledge/parental efficacy
- # of families connecting to resources (& frequency?)

PRIMARY PARTNERS

- Dudley Children Thrive School Readiness Roundtable
- Thrive in 5
- Countdown to Kindergarten
- Families First
- Family Nurturing Center?
- Smart from the Start
- Early education and care providers
- Boston Medical Center Dept. of Pediatrics
- Horizons for Homeless Children

**Description**

Our families want the best for their children, but often don't have access to information about the crucial learning and brain development that occur during the early years. They aren't connected to resources and enrichment opportunities for their children. They themselves are often isolated from supportive networks, information, and life opportunities. As deeply rooted community organizers, DSNI is uniquely positioned to identify, reach, and connect families to existing resources as well as create new opportunities and supports. Our goal is to ensure that families have the skills, confidence, knowledge and well-being they need to be leaders in their children's healthy development.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	████	████	████	████	████	████
Est. # of Children served by age	400	598	797	996	1195	1195
Percent of all Children, same age	20%	30%	40%	50%	60%	
Annual goal to increase proportion	10	10	10	10	10	
Projected all children	1992	1992	1992	1992	1992	

**Source of Funding:**

Thrive in 5: ████████

Countdown to Kindergarten [REDACTED]  
Boston Children's Museum (in-kind)

### **Year 1 Accomplishments**

- 112 families enrolled in DCT, with 92% people of color and 60% speaking a language other than English; 67% with a high school degree or less; 60% receiving income-based benefits.
- 11 issues of Monthly trilingual newsletters published and distributed.
- Launched Word Build early language and literacy campaign.
- Three parents trained through Thrive in 5 Parent Leadership Program; parents organized a Family Fun Fair focused on home safety and asthma management.
- Organized 3 family events to promote bonding, "Talk, Read, Play," and early literacy
- Established relationship with Radio Nha Terra to begin weekly radio shows in March 2012

### **Implementation Plan:**

[AR – add summary paragraph]

#### **2013-2017:**

Dudley Children Thrive will continue its successful work to reach and connect families with young children.

1. We will continue to engage in extensive outreach to find and connect families with young children to resources and to DCT. We deploy a combination of traditional organizing methods and social networks.
  - Door-knocking
  - Community networks
  - Outreach workers at places families frequent – eg WIC office, Laundromat, community centers, churches
  - DCT partners, including family shelters, teen parent group home, center & home-based providers

2. In this diverse community, we will continue to innovate and find ways to provide information and resources in culturally appropriate and user-friendly ways, including:
  - Monthly colorful trilingual (Spanish, Cape Verdean, English) DCT newsletter  
[Three partners are writing monthly sections: The Food Project on Nutrition, Boston Medical Center on Wellness, Countdown to Kindergarten.]
  - Talk, Read, Play posters and growth charts (Spanish, Cape Verdean, Haitian, English, Portuguese) throughout neighborhood and in homes
  - Weekly Cape Verdean language Dudley Children Thrive radio show (with call-in)
  - Facebook, Twitter, and cell phone texts
3. We introduce, share and model child development practices, early language and literacy practices, stress management, good nutrition, asthma management, etc. through fun family events, field trips, etc.
4. Boston is a city rich with cultural, educational, recreational and other resources. But our families are often isolated from those resources or cannot afford them. DCT is connecting families to resources.
  - a. Resources include:
    - o Boston Children’s Museum [The Museum has raised the resources to open up access by sponsoring \$1 Fridays as well as monthly School Readiness Fridays.]
    - o Farmers market coupons
    - o Countdown to Kindergarten Play to Learn Groups
    - o StoryMobile
    - o Public Library programs
    - o Word Build “starter kit”

The DCT enrollment form includes this section:

*Which of the following resources, if any, would you like information about? (Check all that apply)*

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> Job Training             | <input type="checkbox"/> GED                    | <input type="checkbox"/> Computer Classes          | <input type="checkbox"/> Higher Edu. / College |
| <input type="checkbox"/> Special Needs / Ed info. | <input type="checkbox"/> ESL/ESOL               | <input type="checkbox"/> Food Source Hotline       | <input type="checkbox"/> Clothing Pantry       |
| <input type="checkbox"/> SNAP (Food Stamps)       | <input type="checkbox"/> Housing                | <input type="checkbox"/> Domestic Violence Support | <input type="checkbox"/> Support Groups        |
| <input type="checkbox"/> Immigration information  | <input type="checkbox"/> Legal Services/CORI    | <input type="checkbox"/> Counseling                | <input type="checkbox"/> DTA                   |
| <input type="checkbox"/> WIC                      | <input type="checkbox"/> DCF(DSS)               | <input type="checkbox"/> Substance abuse treatment | <input type="checkbox"/> Early Intervention    |
| <input type="checkbox"/> Unemployment             | <input type="checkbox"/> SSI for Child or Adult | <input type="checkbox"/> Kindergarten Registration | <input type="checkbox"/> Childcare             |
| <input type="checkbox"/> Library Services         | <input type="checkbox"/> Mass Health            | <input type="checkbox"/> Children’s activities     | <input type="checkbox"/> Other _____           |

b. DCT is working with Thrive in 5 to pilot and implement a swipe card that incentivizes families accessing multiple public and private resources (Boston Center for Youth & Families Community Centers, Boston Public Library, museums?) that support their child’s development, that tracks effectiveness of our outreach and connection efforts, and that provides data about programs and dosage.

5. DCT is sponsoring and recruiting families for Family Education Workshops  
 - Families First workshops cover transition to kindergarten with a focus on BPS kindergarten curriculum, appropriate age development, & advocating for your child.  
 -Recruit parents to be in BPS Parent University’s early childhood “track”

6. DSNI is committed to nurturing parent leadership, so that parents can grow in their ability to advocate for their children and families, and for the community as a whole. As parents learn about what constitutes quality in various types of services, they will create greater demand for that quality.

A number of efforts support this building of community leadership infrastructure:

a. Thrive in 5 has piloted a Parent Leadership Program with a combination of seminars and practical experience. DSNI will adapt the curriculum to be bicultural & bilingual to help make it relevant & relatable to all our families. We will also integrate content from our own community leadership modules to train and support more parent leadership.

- b. DSNI’s Resident Development Institute offers a set of trainings in a set of core community leadership competencies. DCT families and partners are encouraged to participate.
- c. Opportunities to practice leadership through DCT, DSNI committees, etc.

*7. Smart from the Start:*

DCT will partner with Smart from the Start to establish a Smart from the Start program in the DVC. Smart works with and serves families in subsidized housing with a continuum of services including prenatal and post-natal support, Welcome Baby visits, family nurturing programs, Play to Learn Groups, screening and assessments, English as a Second Language classes, adult basic education, financial literacy. Orchard Gardens Housing Development – Boston Housing Authority Hope VI; Morant Bay / Quincy Heights – HUD Choice; Cottage St. Apartments and Dudley Village)

2013 Plan with residents, identify location, & raise resources

2014 Begin Core Program

2015 Full Program

Starting in 2013:

1. Through a partnership with Horizons for Homeless Children, provide supports and enrichment for homeless children and their families.
2. Create a supportive network of “parent ambassadors” to promote early learning and to support parents. Provide training. Each year, increase the geographic areas and populations groups supported through this infrastructure.
3. Host online forum/network/community for parents

**Accountability:**

Dudley Children Thrive’s work is part of the external evaluation put in place by Thrive in 5 for all five neighborhood efforts. This learning partnership holds the DCT to performance targets in number and demographics of families enrolled, early childhood champions deployed, ....

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

*Evidence:*

While more research needs to be done, overall, research supports the importance of parenting programs and parental knowledge of child development. It also supports the effectiveness of modeling core parenting skills. DSNI’s own neighborhood experience and rootedness allows us to develop culturally relevant applications.

Evidence on Parenting Programs:

Sanders MR, Morawska A. Can changing parental knowledge, dysfunctional expectations and attributions, and emotion regulation improve outcomes for children? In: Tremblay RE, Barr RG, Peters RDeV, eds. Encyclopedia on Early Childhood Development [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2005:1-12. Available at: <http://www.childencyclopedia.com/documents/Sanders-MorawskaANGxp.pdf>. Accessed July 26, 2012.

“Studies have indicated that when mothers have higher knowledge of infant and child development, they show higher levels of parenting skills, their children have higher cognitive skills, and there are fewer child behaviour problems. Furthermore, a positive association has been found between parental self-efficacy and parenting competence when knowledge of child development is high. However, mothers who report high parental self-efficacy but low knowledge are least sensitive in their interactions with their infants...

Although parenting programs based on social learning models have been remarkably successful in assisting parents to change their children's behaviour and improve their relationships with their children, there is still a great deal to learn about how to promote concurrent change across the cognitive, affective and behavioural domains of parenting. Greater understanding of the cognitive and affective mechanisms that may underpin parents becoming more positive and less negative with their children is needed...

The use of modelling and demonstration of core parenting skills is likely to be a core feature of any effective intervention on parenting. Research on the value of observation learning and video-based modeling validates the importance of this approach.”

**Smart from the Start:** Data from external evaluation conducted by Goodman Research Group and Theodore P. Cross and Associates show that Smart from the Start is highly effective at reaching populations most at risk (pregnant teens, unemployed, less than high school education, non-English speakers) and having significant impact (less isolation, accessing community resources, adopting new parenting practices including interaction and talking with children, enrolling in educational opportunities.)

Cherie Craft and Laurie Sherman, “Change You Can See,” *Smart from the Start Three Year Report*, (December 2010).

EARLY CHILDHOOD FOUNDATION

**ECF. 2 Collaborative Community Efforts to Promote School Readiness**

TARGETED INDICATORS

- % of 3-year-olds who have age-appropriate functioning at the beginning of the year
- % of children participating in high-quality early learning programs (birth to age 5)
- – % of children who meet benchmarks in multiple domains of early learning (entering kindergarten)

PRIMARY PARTNERS

- Boston Children’s Museum
- Children’s Services of Roxbury
- Project Hope
- BPHC Healthy Baby Healthy Child
- Countdown to Kindergarten
- ABCD
- Sunnyside Day Care/Associated Early Care & Education
- Community Partnerships for Children
- Orchard Gardens K-8 School
- The Food Project
- Boston Medical Center

**Description:**

A wide variety of early childhood programs and agencies have come together in Dudley Children Thrive with a common commitment to closing the school readiness gap and to better reach, serve, and engage neighborhood families with young children. Through DCT, we are able to develop common strategies, integrate our efforts and maximize our resources for greater impact.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	NA					
Est. # of Children served by age	NA					
Percent of all Children	NA					
Annual goal to increase proportion	NA					
Projected all children	NA					

**Source of Funding:**

Thrive in 5 ████████

**Year 1 Accomplishments:**

Since January 2010, DSNI has served as Thrive in 5’s “hub” agency for building a comprehensive local early learning network in the Dudley neighborhood. DSNI has convened and facilitated a School Readiness Roundtable. With the goal of mobilizing all community stakeholders to achieve universal school readiness, Roundtable members include parents, private early care, and education programs (center and home-based) licensed by the state Department of Early Care and Education (EEC), school-based pre-kindergarten programs (including IDEA Part

B services), the Boston Public Health Commission's Healthy Baby Healthy Child home visiting program, the Boston Children's Museum, the Family Nurturing Center, the Upham's Corner Health Center, The Food Project, ABCD (Boston's CAP agency), and City Connects. DSNI has also engaged FFNCs (family, friend, and neighbor care), small businesses, churches, teachers, community youth, and local ethnic media.

Met shared goals around school readiness, activities' attendance, and activity effectiveness as it relates to our top categories: Nutrition, Word Build objectives, wellness & parent leadership/networking. In addition to these members, community-based organizations and residents have been enlisted to be part of the effort. DCT has met monthly since fall of 2010.

DCT partners have used their own resources and competencies on behalf of families with young children. For instance, The Food Project has utilized its land and food-based youth development program to promote family health through 1) offering very affordable farm shares to Head Start families; 2) providing market coupons to families signing up for DCT and 3) prioritizing local families with children in their Build-A-Garden program. Countdown to Kindergarten and Families First use their expertise to provide school readiness workshops. Healthy Baby Healthy Child's early literacy expert has brought literacy programs.

DCT identified the absence of play groups for local families. Through an advocacy campaign, we were able to have a Countdown to Kindergarten Play to Learn classroom established at Orchard Gardens Pilot School for families with children one to three years old.

As part of the citywide Thrive in 5 effort, DCT was also able to have two ReadBoston Story Mobile sites in child care centers during the summer of 2011. The previous summer, local Story Mobile sites at community centers were geared towards five to 12 year olds.

### **Implementation Plan:**

[Described in more detail in ECF 1 Families as Caretakers, Educators, Advocates, Leaders and Organizers]

We will continue to convene and expand the Dudley Children Thrive (DCT) collaborative. We will increase parent participation as well as recruit more organizational partners. DCT will also engage community stakeholders who may not attend meetings.

Activities include support for outreach workers to enroll families in DCT, monthly trilingual newsletters, regular family events and field trips, design and implementation of Word Build early language campaign. DCT identifies service gaps and advocates to address these. It coordinates efforts among members to create new innovative programs – e.g. the Boston Children’s Museum and DCT is organizing twice weekly “pop-up” museums in conjunction with The Food Project’s Dudley Farmers’ Market to promote early language and literacy and healthy eating. Key DCT partners are working out a streamlined referral process to ensure continuity in quality care.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

*Evidence – Play to Learn Groups:*

Play to Learn Evaluation, 2008-2009, accessed September 1, 2011,

<http://www.countdowntokindergarten.org/playtolearn.html>.

- Parent/Caregiver Level:
  - 100% felt the playgroup was helpful to them as a parent/caregiver
  - 100% learned something at playgroup that they tried at home
  - At the end of the playgroup year:
    - 94% read to their children most days or every day
    - 85% had visited the local public library with their children
  - 91% increased their social support system by making at least 1 new friend at playgroup
- Child Level:

- 95% of parents/caregivers reported that their child changed as a result of attending playgroup.
- At the end of the playgroup year:
  - 84% of families reported that their child was ‘good’ or ‘very good’ at controlling his/her own behavior in a group
  - 78% of families reported that their child was ‘very comfortable’ or ‘usually comfortable’ trying new things at playgroup
  - 74% of families reported that it was ‘very easy’ or ‘easy’ for their child to transition from one activity to another
  - 63% of families reported that it was ‘always easy’ or ‘usually easy’ for their child to share with other children
- By the end of the playgroup year, a statistically significant number of children were:
  - More able to follow playgroup leader’s directions
  - More apt to ask the playgroup leader for help
- School Level:
  - 64% reported that they knew how to register for BPS by the end of the playgroup year (vs. 46% at the beginning of the year) and another 26% knew something about registration
  - At the end of the playgroup year:
    - 70% of families have a positive impression of the host school
    - 74% of families would consider sending their children to a BPS School
- Demographics:
  - 51% of families earn less than \$40,000/yr
  - 16% of parents/caregivers are single

EARLY CHILDHOOD FOUNDATION

**ECF. 3 Strong Early Language & Literacy Development**

TARGETED INDICATORS

- Developmental benchmarks for three year olds
- % of 3-year-olds who have age-appropriate functioning at the beginning of the year
- – % of children who meet benchmarks in multiple domains of early learning (entering kindergarten)
- # of families who engage in Early Literacy activities with young children

PRIMARY PARTNERS

- DCT School Readiness Roundtable
- Boston Children’s Museum
- Betty Bardige
- Countdown to Kindergarten’s Talk, Read, Play
- Boston Public Health Commission Healthy Baby Healthy Child
- Reach Out and Read

**Description:** Knowing that the vocabulary gap at age 3 is predictive of 3<sup>rd</sup> grade language scores, and that the DVC demographic enters kindergarten with a significant vocabulary gap, DCT has launched a community-wide campaign to support early language and literacy development. The Word Build campaign mobilizes an entire community effort to appreciate the importance of and to support early literacy. DCT generates fun interactive literacy-based activities and events and embeds them in public spaces as well as in day-to-day family and community life. It encourages everyone to “talk, read, and play” with children and to take advantage of daily activities as opportunities to support a child’s language development. It encourages shared book reading, and highly engaging interactions with children. Word Build joins other efforts like Reach Out and Read in putting more age appropriate books into homes.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	██	██	██	██	██	
Est. # of Children served by age	285	357	375	437	500	
Percent of all Children 0-5	14%	18	19	22	25	
Annual goal to increase proportion	4%	1%	3%	3%	5%	
Projected all children	1992	1992	1992	1992	1992	

**Source of Funding:**

- Thrive in 5 / DCT
- Boston Children’s Museum (in-kind)
- Betty Bardige (in-kind)
- Countdown to Kindergarten (in-kind)
- Boston Public Health Commission (in-kind)

**Year 1 Accomplishments:**

DCT consulted early literacy experts to design the Word Build campaign. Using a strength-based approach, DCT crafted a program that is culturally relevant to families, allowing them to feel more strongly connected to the concept of the campaign. We encourage them to bring to the table the pride they have in their own traditions & heritage, which allows for a higher degree of receptivity in positive pattern-changing behaviors that cross generations. DCT began some programming, integrating language and literacy activities into family events and holding an April 2012 Word Build Children’s Party launch.

### **Implementation Plan:**

The Word Build early language and literacy campaign has 4 objectives:

1. Vocabulary building
2. Development of critical thinking stepping stones
3. Encouragement of family bonding
4. Development of high self-esteem

Campaign components:

1. Through a partnership with the Boston Children’s Museum, we are currently piloting use of *“pop up” museums* in the community. This summer, mini-museums will “pop up” at the Dudley Town Common in conjunction with The Food Project’s Farmers’ Market. This temporary play space places child development activities into a central public space, and demonstrates ways to incorporate language development and interaction with children into day-to-day activities. They incorporate letters and words with art, physical activity, storytelling, and nutrition. Giant blocks, bubbles, a giant checkers game & nutritional twister and double-dutch are some of the instructional materials, tying in critical thinking, vocab, & play. “Juicy words” support the use of descriptive language through sensory interactions at the market. Descriptive language can then be utilized to better help define, express, & convey messages about oneself.

2. We are using the full complement of DCT activities (newsletters, events, radio) and partners to promote early language development in culturally appropriate, fun and engaging ways. In this diverse community, with many non-English speakers, and the full range of educational attainment, we are encouraging native language “Talking, Reading, and Playing” as well as use of a variety of books that meet the family at their comfort level. This includes the use of child age appropriate, higher level, and wordless books. DCT is modeling and encouraging shared book-reading (reading outloud with children). DCT is modeling and encouraging talking interactively with children, allowing the child the opportunity to think creatively / critically and respond. We are encouraging parents to listen in order to understand. This helps them share knowledge, bond & assess their child’s vocabulary and critical thinking ability. Word Build starter kits, book bags, t-shirts, and book giveaways are all part of the program.
3. Enlisting local businesses to post and use words to encourage talking with children. Every activity in a family’s day can reinforce learning.
4. Fully utilize and connect families to existing resources including Talk, Read, Play and ReadBoston’s StoryMobile, public library programs, Reach Out and Read.
5. DCT’s collaboration includes BPHC’s Healthy Baby Healthy Child’s (HBHC) home visiting program’s early literacy expert. This staff person supports HBHC home visitors including Public Health Nurses and Public Health Advocates to infuse their visits with families in the DVC area and throughout Boston with teaching, modeling and resources that align with the primary goals of the Word Build Campaign. The Early Childhood Educator from HBHC also directly works with families identified as benefitting from more targeted support.

**Accountability:**

DCT’s swipe card system will allow us to track families accessing various activities. This helps us assess effectiveness of our outreach and program efforts.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Based on 2007 NCHS data, there are wide discrepancies in concerns about speech and language development based on ethnicity and income. 17% of MA parents have concerns regarding their young child's speech development, vs 26% of Black parents. 12% of families with incomes at least 400% of the poverty level have concerns about their child's speech and language development, vs up to 25% of poorer families.

*Evidence:* Strong

Through consultation with early language and literacy experts, combined with our own deep knowledge of the DVC community and its cultures, we have designed a campaign whose key components are based in strong evidence. We model and encourage family practices while supplementing with an enriching community environment.

Tamis-LeMonda CS, Rodriguez ET. Parents' role in fostering young children's learning and language development. Rev ed. In: Tremblay RE, Barr RG, Peters RDeV, Boivin M, eds. *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2009:1-9. Available at: [http://www.child-encyclopedia.com/documents/Tamis-LeMonda-RodriguezANGxp\\_rev-Language.pdf](http://www.child-encyclopedia.com/documents/Tamis-LeMonda-RodriguezANGxp_rev-Language.pdf). Accessed [July 24, 2012].

“There exists irrefutable evidence for the importance of children's early language and learning for later school readiness, engagement and performance. Children's experiences at home are critical to early language growth and learning. In particular, three aspects of the home literacy environment promote children's learning and language: learning activities (e.g., daily book reading), parenting quality (e.g., responsiveness), and learning materials (e.g., age-appropriate toys and books).”

E. Duursma, M. Augustyn, and B. Zuckerman, “Reading aloud to children: the evidence,” *Arch Dis Child*, 93(7), (2008).

- Reading aloud to children or shared book-reading has been linked to young children’s emergent literacy ability, which can be defined as the skills or knowledge that children develop before learning the more conventional skills of reading and writing which affect children’s later success in reading.
- During shared book reading, children learn to recognize letters, understand that print represents the spoken word, and learn how to hold a book, turn the page and start at the beginning. Shared book reading is also associated with learning print concepts and exposing children to the written language register, which is different from spoken language, as well as story structure (e.g., stories have a beginning, middle, and end) and literacy conventions such as syntax and grammar which are essential for understanding texts. These emergent literacy skills are important for later success in reading.

EARLY CHILDHOOD FOUNDATION

**ECF. 4 Positive, Healthy Social and Emotional Outcomes for Young Children**

TARGETED INDICATORS

- % of 3-year-olds who have age-appropriate functioning at the beginning of the year
- % of children who meet benchmarks in multiple domains of early learning (entering kindergarten)
- % of Children receiving Behavioral health Screening
- % of ECE Providers with ongoing access to high quality ECMH services
- % of Families participating in preventive services
- % of high need children receiving evidence based services/supports.

PRIMARY PARTNERS

- DCT School Readiness Roundtable
- Children’s Services of Roxbury
- Project LAUNCH
- MYCHILD
- Boston Public Schools
- DEEC
- FSGB
- Smart From the Start
- Vital Village- BMC

**Description:**

Many children and families in the community are facing adversities, trauma, and toxic stress. BPI / DCT is developing a range of partnerships and programs to build community/family capacity for wellness, self-care and positive self-worth. BMC Vital Village Initiative uses a trauma-informed model and existing infrastructure of community resources to prevent child maltreatment by emphasizing wellness and self-care to families. A wellness component has been added to the DSNi newsletter, radio show, and at events to model tools for stress reduction that can be easily implemented into everyday life. Harvard Achievement Support Initiative (HASI) is rolling out a new social emotional development curriculum. The Boston Public Health Commission currently oversees two early childhood mental health initiatives funded by SAMHSA, Project LAUNCH, which serves families with children 0-8.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL	
Program Cost	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████	██████████	██████████	██████████
Estimated per-child cost	██████	██████	██████	██████	██████		
Est. # of Children served by age	150	170	137	150	150		
Percent of all Children	7%	8	6.8	7	7		
Annual goal to increase proportion	3%	-1%	-1	0	0		
Projected all children	1992	1992	1992	1992	1992		

**Source of Funding:**

SAMSHA (LAUNCH/MyChild) (until Sept. 2015): ██████████

Boston Medical Center / Doris Duke Foundation: ██████████

## Year One Accomplishments:

### Implementation Plan:

1. BMC Vital Village is an innovative effort to develop a sustainable, multi-sector partnership for trauma-informed practice through collaborations with community partners in health, education, and public service. DSNI, and more specifically DCT, will play a role as a partner in public service.

Experts have become aware that negative forces within a community can overwhelm even well-intentioned parents. Therefore, focuses are shifting to creating more positive, healthy environments that are less overwhelming and stress-inducing for parents. To achieve such community efforts, agencies include enhancement of community resources and instilling collective responsibility for child development. These neighborhood-level preventative child maltreatment measures will be carried out by Vital Village through the collaboration with DSNI.

2. As part of Thrive in 5, Dudley Children Thrive is invited to participate in a Training of Trainers around a new social emotional development curriculum. Harvard Achievement Support Initiative (HASI) took Mind in the Making, BPS's Second Step character development curriculum and the nurtured heart approach and turned it into a 10 session class for parents of young children, focused on social emotional development. They piloted it with great success at the Marshall School this spring. Thrive is partnering with them and BPS Parent University to build neighborhood capacity to deliver these classes.
3. The Boston Public Health Commission currently oversees two early childhood mental health initiatives funded by SAMHSA, Project LAUNCH, which serves families with children 0-8 by providing prevention and wellness promotion practices in primary care and early childhood settings, and by providing mental health screening and prevention services, as well as MYCHILD, which provides early identification and treatment

coordination for children up to grade 1 with, or at eminent risk for developing, serious emotional disturbances.

Many DVC families have access to these programs via 3 community health centers and a major pediatric clinic that serves a (large number) of DVC families. DSNI has a strong partnership with the Boston Public Health Commission, and through data collection, analysis and planning will collaborate with designated BPHC staff to ensure that eligible DVC families are made aware of and have access to these services.

4. DSNI, in conjunction with its collaboration with Ti5, will provide/support the implementation of evidence based prevention and intervention programming by fostering and supporting connections and relationships of local partner programs with several key ECMH resources in the state, including (Connected Beginnings), BMC, DEEC, Associated Early Education and Care, FSGB (Strong Start/Teen Parent Residential/Helping Fathers be father) . Through these relationships, with DSNI acting as a key catalyst, programs will be developed and implemented to ensure that community based prevention, intervention, early identification and care coordination services are available to all families in the DVC.

- Parent Child Interaction Therapy services through licensed clinics
- Mental health consultant/clinicians available to early care centers and family providers
- The implementation of evidence based Parent and or Child groups via program partners.

Trauma prevention, intervention, and treatment services for children families and providers

Prompted by recent legislation that requires PCPs to offer a standardized behavioral-health screening to children served under the public payer (MassHealth), the majority of health care

(provider groups OR payers), are authorized to offer this service as part of routine health care visits for children under 21. The state has approved the use of six screening tools, each of which relies on parent report of child behaviors. DCT will maximize the effectiveness of this initiative by educating families about the existence of the screening tool and process, the importance of accurately responding to questions, and on following up with PCP on outcomes and next steps. Through DCT outreach, families will be provided with culturally appropriate information regarding the screening process. The DCT Roundtable will identify a partner deliver training and support for parents and caregivers on identifying warning signs for social/emotional and mental health issues, and for navigating the relevant systems and accessing ongoing support when addressing mental health issues in young children.

#### 2013: Planning Phase – Vital Village

4. Work with Boston Medical Center’s emerging Vital Village program to build on neighborhood assets to integrate family stress reduction / child abuse and neglect prevention into ongoing community infrastructure and activities. DCT is part of a collaborative effort led by BMC’s Dept. of Pediatrics to apply for a grant from the Doris Duke Foundation for Vital Village.
5. Participate in the Vital Village planning phase to collaborate with existing community agencies to build institutional capacities, identify opportunities to promote family and community engagement, and improve the quality of community systems to promote positive socio-emotional development.

#### **DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Daro, D., & Dodge, K. A. (2009). Creating community responsibility for child protection: Possibilities and challenges. *The Future of Children*, 19(2), 67-93. Retrieved from [http://futureofchildren.org/futureofchildren/publications/docs/19\\_02-04.pdf](http://futureofchildren.org/futureofchildren/publications/docs/19_02-04.pdf)

**EARLY CHILDHOOD FOUNDATION**  
**ECF. 5 Early Childhood Transitions**

<p><b>TARGETED INDICATORS</b></p> <ul style="list-style-type: none"> <li>• % of Families with infants who report accessing new parent/infant support services (within XX mos of birth?)</li> <li>• % of children exiting Early Intervention Programs with 6 month transition plan.</li> <li>• % of 3-year-olds who have age-appropriate functioning at the beginning of the year</li> <li>• % of Children Have had Structured Early learning Experiences upon K1/K2 entry</li> <li>• % of Families actively engaged in IEP Development for children entering Kindergarten and below</li> <li>• % of children participating in high-quality early learning programs (birth to age 5)</li> <li>• % of children who meet benchmarks in multiple domains of</li> </ul>	<p><b>PRIMARY PARTNERS</b></p> <p>Countdown to Kindergarten  Head Start  Mass. Department of Early Education and Care  Action for Boston Community Development  Associated Early Care &amp; Education  DPH EIP  BPS Parent University  BPS  Smart from the Start  Boston Children’s Museum</p>
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**Description:** Major transition points in early childhood include integrating newborns into home / family life, transition into a care setting, and transition to school. Transition supports are important for parents/families and for children. BPI is connecting parents to preparation for and integration of newborns; providing families with tools to identify options and make good choices around child care options, and preparing for the larger scale institutional setting of school, including the school enrollment and school choice / assignment process.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	<b>TOTAL</b>
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	██	██	██	██	██	
Est. # of Children served by age	600	600	600	600	600	
Percent of all Children	30	30	30	30	30	
Annual goal to increase proportion						
Projected all children						

**Source of Funding:**

- Thrive in 5
- Mass State Department of Public Health
- Mass State Department of Education
- Boston Public Schools / Countdown to Kindergarten
- Boston Children’s Museum
- Boston Public Health Commission
- Urban Pride

### **Year 1 Accomplishments:**

- Piloted Transition to Kindergarten session with Countdown to Kindergarten

### **Implementation Plan:**

1. Connect families to new parent/home visiting programs and services through DCT outreach and follow up. (is there any way to do this targeted (e.g. identify newborns in the neighborhood?))
2. Work with partner agencies to increase availability of and access to support programs for families with infants and toddlers. (MCTF/Health Baby/HealthyStart etc)
3. Through DCT outreach efforts, increase family and community knowledge of MA Department of Early Education and Care resources, including program types and quality assessment and implications. Work with families to utilize *Best Practices in Early Childhood Transition Guide for Families*, the result of a collaborative project of MA Department of Early Education and Care, Public Health, and Education.
4. Partner with MA Department of Public Health, and advocacy organizations (Federation for Children with Special Needs/Urban Pride) to increase awareness of Early Intervention program eligibility, and operational standards (especially with regard to school transition).
5. Promote and facilitate Countdown to Kindergarten's Get Ready for Kindergarten 5-4-3-2-1 activities and campaign in the DVC via DCT and partnerships with key community resources. This includes outreach to and supporting parents through the kindergarten registration process, and the school selection process.
6. Tools and training for parents in selection of appropriate child care program.
7. DCT campaign to school for their child. Training and assistance in kindergarten registration schedule and process.

**DSNI's Role:**

Organize/Advocate    Convene/Collaborate    Data/Reporting    Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Given the current system for school choice and school assignment, it is crucial for families to register during the first round (of three) of registration in order to have any choice of school. First round closes in February, making it important for families to focus in the fall, a full year before their child enters school. Our families are less familiar with this process and schedule, not able to access on-line resources, and therefore end up with little choice on their child's school assignment. More than twice as many immigrant families miss first round registration deadlines for the BPS.

The average age of entrance into early intervention for children of color and low income children lags behind their counterparts.

**Bailey, D, et al, 2004 Jr, PhD\***, **First Experiences With Early Intervention: A National Perspective.** *Pediatrics* Vol. 113 No. 4 April 1, 2004

*Evidence:*

Love JM, Raikes HH. Transitions begin early. In: Tremblay RE, Barr RG, Peters RDeV, eds. *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2004:1-4. Available at: <http://www.child-encyclopedia.com/documents/Love-RaikesANGxp.pdf>. Accessed July 24, 2012.

“ When the National Education Goals Panel defined the first education goal in the United States, the Goal One Technical Planning Group broke new ground by defining not only what the important dimensions of “readiness” are, but also what conditions are critical for supporting those dimensions.<sup>4</sup> The five dimensions of early development and learning (physical and motor development, social and emotional development, approaches toward learning, language, and cognition and general knowledge) have become widely accepted, in one form or another. The

three supporting conditions identified include having access to quality preschool programs, parents as children’s first teachers, and appropriate nutrition and health care...

### **Implications**

Parents, teachers, program managers and policy-makers need to think about the transition process beginning in the first years of life in order to build the FOUNDATION for future success in school. Further research is needed to understand this process in more detail.”

EARLY CHILDHOOD FOUNDATION

**ECF. 6 Access to High Quality Early Education and Care**

TARGETED INDICATORS

- % of children participating in high-quality early learning programs (birth to age 5)
- # of licensed programs serving DVC community
- #/% of 5-year-olds exiting licensed programs who have age-appropriate functioning at the beginning of the year

PRIMARY PARTNERS

Mass. Department of Early Education and Care  
 Action for Boston Community Development  
 Associated Early Education & Care  
 Boston Public Schools  
 Dudley St. Neighborhood Charter School

**Description:** With no anticipated increase in DEEC child care vouchers and long waiting lists, supply falls very short of demand. We are using other avenues to increase affordable access to licensed and / or accredited early education.

Program Costs and Activity	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	████████ ██████ ██████	████████ ██████ ██████	████████ ██████ ██████	████████ ██████ ██████	████████ ██████ ██████	
Est. # of Children served by age	60	60	60	60	60	
Percent of all Children	5	5	5	5	5	
Annual goal to increase proportion						
Projected all children	1200	1200	1200	1200	1200	

**Source of Funding:**

Boston Public Schools ██████████  
 ABCD ██████████

**Year 1 Accomplishments:**

Orchard Gardens Pilot School received accreditation for their kindergarten programs (K0-K2).

**Implementation Plan:**

Our overall goal is to maintain the current level of state funding for subsidized care and to increase the number of licensed / accredited early education slots available to Dudley children. Affordable quality care is in severe shortage. According to Boston EQUIP, there are X infant toddler slots located in Roxbury, with a population of... There are X pre-school slots, with a pre-school population of...

- a. Open Dudley St. Neighborhood Charter School with K1 classrooms. [see SSS...]

- b. Work with Action for Boston Community Development to bring Head Start classrooms to neighborhood. Currently there are no Head Start classrooms. There are 17 Head Start slots in AECE’s Sunnyside Day Care.
- c. Support Boston Public Schools’ commitment to improve early education through its own Early Learning Centers (K0 to Grade 1), through an [REDACTED] investment to expand pre-kindergarten programs for four year-olds, including a new pilot program to serve families in a community-based setting. And advocate for an equitable share of these investments serve DVC children and families.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

In most neighborhoods in Boston, a major percentage of early education and care capacity is provided by Head Start Programs (40 -70%) (Equip, 2010). There are currently no Head Start programs or classrooms in the DVC

*Evidence: Strong*

Barnett WS. Child care and its impact on children 2–5 years of age. Commenting: McCartney, Peisner-Feinberg, and Ahnert and Lamb. Rev ed. Bennett J, topic ed. In: Tremblay RE, Boivin M, Peters RDeV, eds. *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Child Development; 2011:1-6. Available at: <http://www.child-encyclopedia.com/documents/BarnettANGxp2.pdf>. Accessed July 24, 2012.

“To date, the immediate and lasting positive effects of quality care on language, cognitive development, and school achievement have been confirmed by converging findings from large, reasonably representative longitudinal studies and smaller, randomized trials with long-term follow-ups.<sup>1,2,9-13</sup> Contributors to this knowledge base include meta-analytic reviews of interventions and large longitudinal studies conducted in several countries.<sup>1,2,14,15</sup> Comprehensive meta-analyses now establish that effects of early care decline, but do not disappear, and when initial effects are large, long-term effects remain substantial.<sup>1,2</sup>

Researchers found that Early Head Start children had a higher than average cognitive development score than those in the control group. In addition, the Early Head Start participants had larger vocabularies at age 3 than children in the control group.

<sup>1</sup> W.S. Barnett, “The Battle over Head Start: What the Research Shows,” Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences, (2002, September 13).

- Reliable studies have found resoundingly favorable long-term effects on grade repetition, special education, and high school graduation rates for Head Start children.

<sup>1</sup> U.S. Department of Health and Human Services, “Head Start FACES: Longitudinal Findings on Program Performance, Third Progress Report,” (2001, January): iii.

- Head Start children are “ready to learn,” as by the spring of their kindergarten year, they showed substantial increases in word knowledge, letter recognition, math skills, and writing skills in comparison to national norms.

<sup>1</sup> E. Garces, D. Thomas, and J. Currie, “Longer-Term Effects of Head Start,” *The American Economic Review* 92, 4 (2002, September): 999-1012.

- Head Start children are significantly more likely to complete high school and attend college than their siblings who did not attend Head Start.

<sup>1</sup> J. Meier, “Kindergarten Readiness Study: Head Start Success, Interim Report, Preschool Services Department of San Bernardino County, (June 20, 2003).

- The preliminary results of a randomly selected longitudinal study of more than 600 Head Start graduates in San Bernardino County, California, showed that society receives nearly \$9 in benefits for every \$1 invested in these Head Start children. These benefits include increased earnings, employment, and family stability, and decreased welfare dependency, crime costs, grade repetition, and special education.

<sup>1</sup> F. Zhai, J. Brooks-Gunn, and J. Waldfogel, “Head Start and urban children’s school readiness: a birth cohort study in 18 cities,” (2011).

- We used longitudinal data from a birth cohort study, the Fragile Families and Child Wellbeing Study, to investigate the links between Head Start and school readiness in a large and diverse sample of urban children at age 5 (N = 2,803; 18 cities). We found that

Head Start attendance was associated with enhanced cognitive ability and social competence and reduced attention problems but not reduced internalizing or externalizing behavior problems. These findings were robust to model specifications (including models with city-fixed effects and propensity-scoring matching). Furthermore, the effects of Head Start varied by the reference group. Head Start was associated with improved cognitive development when compared with parental care or other nonparental care, as well as improved social competence (compared with parental care) and reduced attention problems (compared with other nonparental care). In contrast, compared with attendance at pre-kindergarten or other center-based care, Head Start attendance was not associated with cognitive gains but with improved social competence and reduced attention and externalizing behavior problems (compared with attendance at other center-based care). These associations were not moderated by child gender or race/ethnicity.

<sup>1</sup> W. Barnett, “The Battle Over Head Start: What the Research Shows,” Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences, Garces, E., Thomas, D. and Currie, J., “Longer-Term Effects of Head Start.” *American Economic Review*, 92(4), (September 13, 2002): 999.

EARLY CHILDHOOD FOUNDATION

**ECF. 7 Quality Formal Early Education Programs**

TARGETED INDICATORS

- % of children participating in high-quality early learning programs (birth to age 5)
- %/# of providers engaged in MA QRIS System
- #/% of providers “moving up” in QRIS rating
- # of licensed programs serving DVC community
- #/% of 5-year-olds exiting licensed programs who have age-appropriate functioning at the beginning of the year
- 

PRIMARY PARTNERS

Thrive in 5  
 Associated Early Care & Education  
 Mass. Department of Early Education and Care  
 Dudley St. Neighborhood Charter School  
 Action for Boston Community Development  
 Boston Public Schools

**Description:** There is wide variation in the quality of licensed home care as well as center-based care. BPI will learn from and build on the current Thrive in 5 pilot to improve quality through an enhanced professional development model. Associated Early Care and Education’s upcoming Early Learning Center will offer significant models.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	NA					
Est. # of Children served by age	NA					
Percent of all Children	NA					
Annual goal to increase proportion	NA					
Projected all children	NA					

**Source of Funding:**

DEEC Race to the Top Early Learning Challenge Grant

With ██████████/year to ABCD to set up regional QRIS support, professional development

**Year 1 Accomplishments:**

OGPS accredited.

PH Center was in re-accreditation process

**Implementation Plan:**

According to Thrive in 5’s School Readiness Roadmap, “In 1998, the MA Department of Education made accreditation and improving the quality of early education and care programs a

funding priority. Since then, more than 1,100 programs in MA have earned accreditation, making the state the first in the nation in accredited programs, which...is the national standard of quality. In 2005, Massachusetts established the Department of Early Education and Care to increase the availability, affordability, and quality of early education and care services across the state.”

DEEC adopted a Quality Rating Improvement System in 2010. 145 of 173 licensed providers in DVC are registered. None of DVC registered providers are rated at the highest level, and only 8 (5%) are rated at the 2<sup>nd</sup> highest quality level.

1. DEEC funds ABCD (Boston’s cap agency) as an EPS (Educator and Provider Support) grantee for the region to work with providers to enter and move up QRIS. They do this through an enhanced professional development model which includes 1) Educator & Provider Planning, 2) coaching and mentoring, and 3) competency development.
2. Associated Early Care & Education’s planned Early Learning Center will provide state-of-the-art early education and care, professional development for early educators, education and support for families.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Of the 145 licensed EEC providers in the Dudley neighborhood engaged in the MA QRIS system, none are rated at the highest level, and only 8 (5%) are rated at the 2nd highest quality level.

*Evidence: Strong*

According to Massachusetts' Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Report (2011), "Early education and care programs include a mixed system, which is defined as —any person providing early education and care including, but not limited to, public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools, Head Start programs and independent and system affiliated family child care homes. See G.L.c. 15D, § 1A.

The system is designed to articulate increasing levels of quality for programs in community settings that provide early education and care and after school care for children in the Commonwealth. The QRIS was designed as one important tool, among many, that Massachusetts developed to help families, communities, and policymakers understand what constitutes quality.

The QRIS was also developed as a path for professionals working in early education and care and after school and out of school time programs to view quality, recognizing that higher expectations of programs are matched with higher supports for those programs, including better articulated career lattices, financial incentives, education and training that is grounded in the science of child development, and extensive technical assistance.

The QRIS standards developed for the state are research evidence-based.

EARLY CHILDHOOD FOUNDATION						
<b>ECF. 8 Quality Family, Friend and Neighbor Care</b>						
TARGETED INDICATORS •				PRIMARY PARTNERS Thrive in 5 Project Hope		
<b>Description:</b> Limits on access to affordable care as well as parents’ cultural preferences mean that a significant number of Dudley children are in informal care. This sector of caregivers is generally culturally competent, but under resourced and isolated. Through our Promise effort, we will develop a culturally-based program to provide education, skills, access to resources and programs to the informal sector, similar to those to families.						
<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	<b>TOTAL</b>
Program Cost	██████████ ██████████	██████████	██████████	Tbd	Tbd	
Estimated per-child cost	NA					
Est. # of Children served by age	NA					
Percent of all Children	NA					
Annual goal to increase proportion	NA					
Projected all children	NA					

**Source of Funding:**

Thrive in 5/Dudley Children Thrive: ██████████

Proposals for private foundation funding for planning phase

**Year 1 Accomplishments:**

As part of DCT external evaluation, DCT recruited seven FFNCs to participate in a focus group to understand conditions, resources, challenges.

DCT outreach workers have identified X FFNCs and included them in outreach and educational materials.

**Implementation Plan:**

Project Hope is the lead partner to plan, pilot, and implement a program to increase quality of care and access to resources for Family, Friend and Neighbor Care providers.

Project Hope will help promote the healthy social and academic development of young children in the neighborhood by extending its work with licensed family child care providers to include

informal child care providers. Project Hope has operated a Family Child Care system since 1998. From 2007 to 2008?, it partnered with Cambridge College to create Dudley College which offered six credit courses in early childhood development. Project Hope hosted and coordinated the effort, recruited and coached the participants, and ensured the cultural competency of the instructors. Through this process, many informal caregivers were able to become licensed providers. They continue to be supported through Project Hope's Family Child Care network.

*Phase 1 Planning (2013):*

Leveraging its expertise and relationships with multi-cultural family child care providers, Project Hope plans to launch the first phase of work with informal providers starting April 2013. This planning and pilot phase will last between 6-8 months. Through a participatory process, Project Hope will identify and engage a cohort of 7-12 informal providers and other local groups (e.g. Dudley Children Thrive/Thrive in Five, Boston's Children's Museum) to help create a plan to increase the quality of care of, resources for, and opportunities available to children in the providers' care. Phase One will consist of direct outreach in the neighborhood by mail and door-to door, focus groups and/or roundtables, and home visits to identified informal providers.

The specific accomplishments of this phase will include:

- Identifying a cohort of 7-12 informal providers (estimate 25-40 children) in the neighborhood who have children under the age of six in their care, and creating a detailed census of the children in their care, the backgrounds of the providers, and major environmental challenges. Specific information gathered will include: the number, ages, linguistic and other needs of the children; informal providers' language, literacy, and educational levels; and safety challenges and age appropriate resources currently available within the home settings.
- Creating a concrete plan with specific strategies and a timeline for helping the informal providers improve their knowledge about child development and age-appropriate activities,

provide safer home environments, access local resources such as parks, libraries and museums, and obtain additional resources (e.g. books, educational toys) as needed. We anticipate the plan will include the following strategies: training, home visits, assisting with access to educational opportunities outside the home, and building a peer support network.

During Phase One, staff will also provide financial and other resources to help informal providers address immediate and serious health and safety issues, such as lack of smoke detectors, unsafe cribs, door locks, or window screens.

- Supporting the development of a peer network among the informal providers. This network will become a source of information, resource sharing, and support for the providers. During Phase One, we will explore with the providers which formal and informal strategies will best help them maintain their connections to one another. By the end of Phase One, we would expect to see gatherings or other contact initiated directly by the informal providers.
- Developing an evaluation plan including pre- and post-surveys.

*Phase 2 - Implementation of FFNC Program (2014):*

Starting in January of 2014, Project Hope will learn from and build upon the accomplishments of Phase One to implement the plan developed and strengthen the peer network of providers. Again, we anticipate that Phase Two (implementation phase) will consist of a series of trainings on child development and safety issues, periodic home visits to more closely assess and advise on home environments, financial assistance in purchasing educational toys and activities, and providing individualized activity suggestions and resources to support the trainings. This phase will also focus on increasing the children's access to educational and recreational opportunities. In addition to sharing information about local resources and opportunities, we envision organizing periodic field trips to visit local museums, providing back up care to enable providers to visit Storymobile, BPS' Countdown to Kindergarten, and other activities, and helping providers strategize about how to better utilize the resources that exist in the community.

After 9-12 months working with the original cohort, we plan to identify and begin work with a second cohort of informal providers, bringing the total number of informal providers to 14-24 by the fall of 2014 ( approximately 50-80 children). During 2016, we will determine demand for an additional cohort.

**Accountability:**

Project Hope’s work will be informing not just DCT but the entire Thrive in 5 network of hub neighborhoods, parents, and major early childhood agencies, the City of Boston, and the field overall. Phase 1 will include the development of an evaluation plan to determine what and how to measure progress and the impact on child development.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

- 45% of young children are not ready for school based on data gathered by Boston Public Schools

In this neighborhood with a significant immigrant population, cultural preferences for a home-based setting especially for infants and toddlers, high rates of poverty, distrust of public systems, a very young population, and declining resources for child care vouchers, Family Friend and Neighbor Care continues to be common.

[Statewide, the waiting list for subsidized care is 26,000 children.]

*Evidence:*

Generally speaking, It is accepted within the field that increased education, knowledge and skills of educators translates into higher quality of care and better academic success of children. An additional factor for improving quality for home-based care is the safety and health of the physical home care environment.

There is not a sufficient body of research to inform strategies for improving quality in the informal sector. But the prevalence of informal care and the mixed picture of quality create an urgency in developing and learning from such programs.

According to D. Paulsell, T. Porter, and G. Kirby, “Supporting quality in home-based child care: Final brief,” Mathematica Policy Research, Inc., (2010):

- Existing research shows substantial variation in the quality of home-based child care, in part because studies use a wide range of measures to assess quality. Studies based on observations conducted using the Family Day Care Rating Scale (FDCRS); (Harms & Clifford, 1989) or the updated version, the Family Child Care Environment Rating Scales (FCCERS) (Harms, Cryer, & Clifford, 2007), point to a mixed picture of quality. Some studies indicate that average quality is minimal to good, with scores between 3 and 5 (on a 7-point scale) on the FDCRS or FCCERS (Paulsell, Boller, Aikens, Kovac, & Del Grosso, 2008; Shivers, 2006). Other studies find that average quality is inadequate, with scores of 1 to 3 on the FDCRS (Elicker et al., 2005; Fuller, Kagan, Loeb, & Chang, 2004). Despite different samples across studies, the research consistently shows that the quality of regulated family child care tends to be higher than that of family, friend, and neighbor care (Coley, Chase-Landsdale, & Li-Grining, 2001; Elicker et al., 2005; Fuller et al., 2004).
- Home-based care settings, however, may have relatively low levels of cognitive stimulation. A significant proportion of the children’s activities involve routines, and little time is spent on learning activities such as reading. Caregivers often do not engage children in higher-level talk, and television use is common (Layzer & Goodson, 2006; Paulsell et al., 2006; Tout & Zaslow, 2006; Fuller & Kagan, 2000).
- In sum, because of the lack of rigorous methods to isolate the effects of the initiatives and small sample sizes, the research team could not draw conclusions about the effectiveness of different strategies for improving the quality of home-based care.

Additional research on strategies for supporting quality in home-based child care is essential for moving the field forward to ensure quality child care for our nation’s youngest and most vulnerable children. A full range of research and development activities is urgently needed to develop well-specified initiatives grounded in detailed logic models that link services to expected

outcomes; adapt initiatives to meet the needs of this highly diverse group of caregivers; and identify the strategies, dosage of services, and staffing configurations needed to improve quality, support caregivers and parents, and promote children’s optimal development in home-based child care settings.

EARLY CHILDHOOD FOUNDATION

**ECF. 9 Prenatal Health and Parental Support**

**TARGETED INDICATORS**

- % of Childbearing women receiving adequate prenatal care
- % of families with infants engaged in support and/or enrichment programs
- Families accessing pre- and post-natal nutritional information and support

**PRIMARY PARTNERS**

Dudley Children Thrive School Readiness Roundtable  
 BPHC  
 Boston Medical Center (Grow Clinic)  
 Uphams Corner Health Center  
 Children’s Services of Roxbury  
 Project Hope  
 Project Bread  
 FSGB  
 MA Children’s Trust Fund  
 Boston Housing Authority

**Description:** Rates of low-birth weight babies and infant mortality remain higher among the DVC populations. According to the BPHC, this is not primarily due to lack of prenatal health care, but also because of environmental conditions that cause stress and instability. Ensuring full connection with prenatal services, supportive networks and services, as well as stable housing and good nutrition are all important for good maternal health and healthy babies.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	<b>TOTAL</b>
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	NA					
Est. # of Children served by age	NA					
Percent of all Children	NA					
Annual goal to increase proportion	NA					
Projected all children	NA					

**Source of Funding:**

Thrive in 5 ██████

BPHC ██████

Medicaid, MassHealth: ██████

**Implementation Plan:**

1. DCT will add a component to its current outreach and education efforts by working to reach and connect pregnant women and families with newborns. Working with Boston Medical Center, Boston Children’s Hospital, and local community health centers, we will provide training

to DCT parent outreach workers about resources and referrals for pregnant women, and ensure that connections are made.

2. BPHC's Healthy Baby Healthy Child has a collaboration with Boston Housing Authority to fast track unstably housed pregnant women fast-tracked into public housing.

3. *Ensure that DVC families are connected to prenatal, postpartum, and related family support services.* DCT will connect families to support programs for families with infants, including new parent home visiting programs and services. Through this effort, DSNI will reduce the number of pregnant and postpartum women who experience social isolation and decrease the incidence of (morbidity/mortality) related to postpartum depression.

4. *Increase access to and the effectiveness of programs encouraging and supporting male involvement in the perinatal period.* DCT will work with the BPHC to expand access to father friendly parenting initiatives, and support the adoption of "father friendly" approaches within partner agencies. DSNI will work with FSGB to identify and develop opportunities for Helping Fathers be Fathers to engage local program partners and families in workshops, support groups, and ongoing services.

5. We will integrate new educational components into our outreach and workshops, including:

1. the importance of early and ongoing prenatal care and wellness, as well as information and anticipatory guidance around welcoming a new infant into the family.
2. prenatal/postnatal nutrition
3. the benefits of breastfeeding

*Increase the number of women who choose to breastfeed:* The DCT collaboration will increase awareness of DVC families and service providers. DCT will work with BMC/BPHC to support development of community based breastfeeding support systems.

- DCT will work with the State’s Department of Transitional Assistance to address barriers to enrollment in SNAP and WIC, and to work towards full enrollment of eligible families. We will increase enrollment in WIC, SNAP, and other nutrition support programs during the prenatal and postpartum periods, as well as work with The Food Project and other partners to increase access to healthy food. [See SFC. 9Family Access to Healthy Food.]

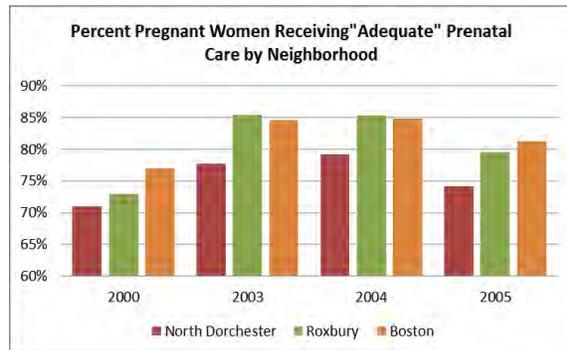
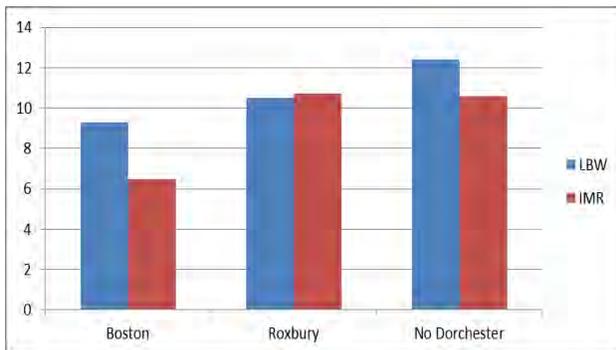
**DSNI’s Role:**

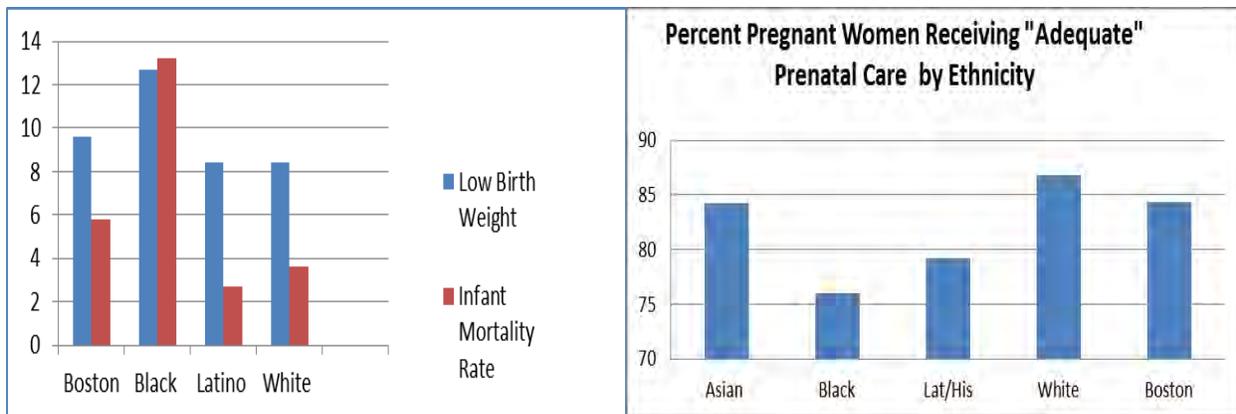
Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Evidence**

Infant mortality rate and rates of low birth weight for the area surrounding the Dudley neighborhood are the amongst the highest in the city. The mortality rate for black infants is higher than all other racial/ethnic groups, and has been a persistent challenge for boston over the past 20 years.

The percent of women receiving adequate prenatal care in the areas surrounding the Dudley neighborhood continues to lag behind citywide rates.





*Evidence:*

Case studies by the Department of Health and Hospitals in the early 90s showed that other conditions - those that raise cortisol levels such as homelessness, abuse, violence - and substance abuse and poor nutrition were more important than access to prenatal care.

HOWEVER, ensuring that women get pre-natal care *by the second trimester if not before* can trigger the support services - including housing and WIC - and connections to programs that address these non-clinical issues. Pre-natal care is a means not the end.

**Strong Evidence**

Access to prenatal care and related support services has been associated with improved birth weights and the amelioration of the risk of preterm delivery. Inadequate use of prenatal care has been associated with increased

risks of low-birth-weight births, premature births, neonatal mortality, infant mortality, and maternal mortality (CDC, 1995) FROM DATA TO ACTION • CDC'S PUBLIC HEALTH SURVEILLANCE FOR WOMEN, INFANTS, AND CHILDREN

**STRONG FAMILIES AND COMMUNITIES**

**ECF. 10 Access to Health Care**

**TARGETED INDICATORS**

- % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room when they are sick or in need of advice about their health

**PRIMARY PARTNERS**

Boston Public Health Commission  
 Boston Medical Center  
 Orchard Gardens K – 8 Pilot School  
 Dudley Children Thrive  
 Uphams Corner Health Center  
 Local Wellness Council

**Description:** Because of the state’s safety net health care insurance program, Massachusetts has the most extensive coverage of children and poor families of any state. In addition, Massachusetts requires a pediatrician to examine every newborn born in a hospital and to schedule the first well-child visit before discharge. Therefore, every newborn in our area has a pediatrician. So having insurance and having a health provider are not the central issues that account for significant disparities in health outcomes. BPI is working to increase connections between health providers and children/families, and support BPHC efforts to move towards a medical home model of holistic care. BPI’s continuum of solutions addresses the full range of components that contribute to family, community, and child wellness and health.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	██	██	██	██	██	
Est. # of Children served by age	500	600	700	800	900	
Percent of all Children	25	30	35	40	45	
Annual goal to increase proportion	5	5	5	5	5	
Projected all children	1992	1992	1992	1992	1992	

**Source of Funding:**

Outreach: Thrive in 5 ██████  
 Boston Medical Center, MassHealth, Medicaid

**Implementation Plan:**

- a) Incorporate health care and insurance information into Dudley Children Thrive’s outreach to families.

- b) Pilot a project with Orchard Gardens K – 8 Pilot School, the Boston Public Health Commission, and the Boston Medical Center to ensure every student has a medical home
  
- c) Work with Boston Medical Center and community partners to implement a comprehensive public health approach to social and economic concerns, such as safety, housing, school attendance, and student mobility.
  
- d) DSNI and DotWell participate in the Boston Place-Based Community of Practice. DotWell is also part of BPI’s Strategy Committee. DotWell, a federation of both Codman Square and Dorchester Community Health Centers, has pioneered patient-centered care for low-income populations and is using the locus of health provider to reach out *and enroll* families in a wide range of preventive services. This is consistent with Boston Public Health’s promotion of a pediatric medical home model (as required by their SAMHSA grant). While these centers are outside the Dudley neighborhood, BPI will learn from and promote these models.

**Segmentation Analysis and Supporting Evidence:**

The Boston Public Health Commission is initiating a Family Health Survey that will cover Dudley. This will provide data that will inform our strategies.

The Group Health Medical Home At Year Two: Cost Savings, Higher Patient Satisfaction, And Less Burnout For Providers

Robert J. Reid<sup>1</sup>,Katie Coleman, Eric A. Johnson, Paul A. Fishman, Clarissa Hsu, Michael P. Soman, Claire E. Trescott, Michael Erikson and Eric B. Larsonm Health Affairs

EARLY CHILDHOOD FOUNDATION	
<b>ECF. 11 Child Screening and Support System</b>	
<b>TARGETED INDICATORS</b> <ul style="list-style-type: none"> <li>• % of 3-year-olds who have age-appropriate functioning at the beginning of the year</li> <li>• % of Formal EEC Providers offering Screening</li> <li>• % of children screened needing services enrolled in services</li> </ul>	<b>PRIMARY PARTNERS</b> Action for Boston Community Development Project Bread Boston Public Health Commission Thrive in Five Smart from the Start FSGB?

**Description:**

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost		██████	██████	██████	██████	██████
Estimated per-child cost		███	███	███	███	
Est. # of Children served by age		75	150	225	300	
Percent of all Children		15	30	45	60	
Annual goal to increase proportion		15	15	15	15	
Projected all children		500	500	500	500	

**Source of Funding:**

Thrive in Five

**Year 1 Accomplishments:**

**Implementation Plan:**

1. Thrive in 5 is currently working with 1-2 neighborhoods to pilot the 1st phase of the pipeline by working with providers who are already using the ASQ/ASQ SE at age 2 on what it would take to aggregate their data
2. Recruit a cohort of parents interested in peer-to-peer ASQ coaching who would then conduct ASQs in places people go in their neighborhood as a tool to talk with parents about early childhood development and as part of that aggregate data count.
3. In year 2 and beyond we will work to get more providers using the ASQ.

4. Through Thrive in 5, establish an ASQ advisory/work group to oversee citywide implementation of the pipeline.
5. DCT will engage partners who provide relevant prevention, intervention, and treatment/therapeutic services in an early childhood response/services group to match service needs to providers and to develop/modify approaches to meeting child and family needs. DCT will maintain a resource and referral bank of DVC partner agencies invested in supporting children who are identified through screening. the needs of children ongoing assistance providers in interpreting results and facilitate.
6. Engage parents, early care and education providers, and community partners to ensure families have access to the full use of early intervention resources. Dudley Children Thrive will incorporate a campaign and outreach materials with information parents need to obtain assessments and appropriate referrals.

**DSNI's Role:**

Organize/Advocate  
  Convene/Collaborate  
  Data/Reporting  
  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

In 2007, less than 20% of children 5 and under received Developmental and Behavioral screenings during routine pediatric healthcare visit (NSCH, 2007). Children in the DVC are less likely to receive routine preventive care services than children in other neighborhoods across the city (TBF).

***Strong Evidence:***

Developmental delays and conditions are common in early childhood, and are predictive of later learning and behavioral difficulties. Early intervention and treatment improves outcomes (AAP, 2011)

Shonkoff, et al, (2012).Early Childhood Adversity, Toxic Stress, and the Role of the Pediatrician: Translating Developmental Science Into Lifelong HealthPediatrics Vol. 129 No. 1 January 1, 2012

Evidence shows that early assessments with subsequent interventions can prevent reading delay:

S Rvachew, R Savage. Preschool FOUNDATION of early reading acquisition. Paediatr Child Health 2006;1



Boston  
Promise  
Initiative

## **Successful Schools and Student Solutions**

## SUCCESSFUL SCHOOLS AND STUDENTS SOLUTIONS

### **Schools: Cluster of High Performing Schools**

- SSS. 1 Demand for high quality schools (Campaign for High Expectations)
- SSS. 2 Family Engagement for School Improvement and Student Achievement
- SSS. 3 Dudley Street Neighborhood Charter School
- SSS. 4 Turnaround School Success
- SSS. 5 DSNI as a Strategic School Partner
- SSS. 6 Student-Centered, Results-Focused, School-Aligned Partnerships
- SSS. 7 3rd grade reading proficiency
- SSS. 8 Arts Pathway
- SSS. 9 Science Technology Engineering Mathematics (STEM) Pathway
- SSS. 10 College Prep Pathway
- SSS. 11 Data Work Group

### **Adults: Developing Human Capital**

- SSS. 12 Teacher Residency School
- SSS. 13 Triple Certification Teacher Model
- SSS. 14 All Teachers Certified in ESL
- SSS. 15 Community of Practice for BPI Schools

### **Students: Ensuring Progress of the Most Vulnerable**

- SSS. 16 High quality Inclusive settings for SWD students
- SSS. 17 Evidence-based system to assessing ELL Students
- SSS. 18 Best Practices for Academic Achievement of ELL Students
- SSS. 19 Best Practices for Academic Achievement of Black Males
- SSS. 20 Increase Extended Learning Time

### **Opportunities: Pursue Interests and Build Skills**

- SSS. 21 Access to Enriching Learning Opportunities
- SSS. 22 Boston Scholar Athletes program
- SSS. 23 Holistic Child Development
- SSS. 24 Meaningful Leadership Development Opportunities for Youth
- SSS. 25 Youth as Change Agents

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 1 Campaign for High Expectations**

**TARGETED INDICATORS**

- Parents/family report that they encourage their child(ren) to read outside of school (K-8)
- Attendance rates
- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school

**PRIMARY PARTNERS**

DSNI and community partners, Orchard Gardens K – 8 School, Dearborn Middle School, Dudley Street Neighborhood Charter School, Burke High School

**Description:** A community-wide organizing campaign to engage all community stakeholders to increase ownership of success, share accountability, and raise expectations of children’s potential. Awareness campaigns can be highly effective but take time to sink in and change behavior.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	200 (5-19)	350 (5-19)	500 (5-19)	650 (5-19)	1000 (5-19)	
Percent of all Children	2%	4%	6%	7%	12%	
Annual goal to increase proportion		2%	2%	1%	5%	
Projected all children	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	

**Source of Funding:**

DSNI ██████████

**Year 1 Accomplishments:**

- Definition of a community campaign - grounded in community values and guided by the community vision; engages people and gains community power; builds resident leadership; involves entire DSNI family; has long and short term impact; has large scale impact; has attractive, catchy and visible features; involves internal and external policy development; and builds DSNI and makes it stronger
- Defined community campaign as L.O.V.E. (Learning Our Value in Education) to increase ownership of success, shared accountability, and expectations of children’s potential.

The campaign highlights the value of education and elevates the significant and visible role of parents, families, neighbors, businesses, agencies and religious organizations in children's education. Three goals of the campaign are to mobilize the community to reach 3rd grade reading proficiency, to reach 95% attendance and to make sure every child has a caring adult and/or mentor. Identified campaign goals.

### **Implementation Plan:**

Launch a communitywide campaign (L.O.V.E./Learning Our Value in Education) to increase ownership of success, shared accountability, and expectations of children's potential. Three goals of the campaign are to mobilize the community to reach 3<sup>rd</sup> grade reading proficiency, to reach 95% attendance and to make sure every child has a caring adult and/or mentor.

The Dearborn Middle School, Orchard Gardens K – 8 School, Burke High School and the Dudley Street Neighborhood Charter School are engaging families in the school and reach for students to be on grade level while DSNI is collaborating with partners to spread the campaign messages across the community.

Each school is focusing on strategies to reach 95% attendance with three schools working with City Year on attendance support, marketing and publicizing attendance rates and goals. Other school partners are aligning their work with the school to reach the 95% attendance goal.

Recruitment and training mentors for school age children.

Continue to identify mentoring organizations to partner with BPI schools.

A 3rd grade reading proficiency network is emerging to engage stakeholders across the city to reach the goal of 3rd grade reading proficiency.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Henderson, Anne T. and Karen L. Mapp, "A New Wave of Evidence: the Impact of School, Family, and Community Connections on Student Achievement, Southwest Educational Development Laboratory Annual Synthesis (National Center for Family & Community Connections with Schools: 2002).

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation by Hernandez, Donald J. The Annie E. Casey Foundation; Center for Demographic Analysis, University at Albany, State of New York; Foundation for Child Development, 2012. This study finds that students who don't read proficiently by third grade are 4 times more likely to leave without a diploma than proficient readers. It is notable in breaking down for the first time the likelihood of graduation by different reading skill levels and poverty experiences.

**Additional Evidence:**

Certified mentoring programs in Boston focus on 5 main areas: self -esteem, general education/academic support, social competence, promoting community/civic involvement, and education/academic support for youth who are academically behind. Mass Mentoring survey shows that 42.9% of youth living in poverty with a single parent in Boston are being served by a mentoring program. Most prevalent reason for youth on the waiting list for a mentor is that mentors are not available to be matched.

<http://www.massmentors.org/sites/default/files/Mass%20Mentoring%20Counts%202010%20-%20%20Final%20Report.pdf>

MENTOR believes that the guidance of an adult mentor can help each child discover and unlock his or her full potential. Research demonstrates that youth who participate in mentoring relationships experience a multitude of positive benefits.

[http://www.mentoring.org/about\\_mentor/value\\_of\\_mentoring/closing\\_the\\_mentoring\\_gap](http://www.mentoring.org/about_mentor/value_of_mentoring/closing_the_mentoring_gap)

Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research. May 2011. A new study commissioned by Attendance Works suggests that attendance in the early grades is critical to sustaining the school readiness skills that preschool or Head Start programs can help children to develop. The report found that students who arrived at school academically ready to learn— but then missed 10 percent of their kindergarten and first grade years—scored , on average, 60 points below similar students with good attendance on third-grade reading tests. <http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ASR-Mini-Report-Attendance-Readiness-and-Third-Grade-Outcomes-7-8-11.pdf>

Barriers to attendance – A careful analysis can reveal pockets of chronic absence that can be addressed with tailored responses. If absences are clustered in one neighborhood, consider a school bus or safe walking route; if asthma or other chronic illness is the problem, beef up health services. If parents don't understand the consequences of absence in the early grades, educate them. If chronic absence is clustered in a particular classroom, examine whether the teacher needs help developing stronger partnerships with parents and a more engaging curriculum

Targeted community responses – If the broader strategies don't work, bring together schools, health and social services to reach out to children and families on a case by case basis. Use attendance clerks and volunteer mentors to check regularly with families and use public and nonprofit agencies to provide transportation, counseling or other needs

Systemic reform – Baltimore cut its middle school chronic absence rate in half in large part due to structural changes. The city shut down its most troubled middle schools and created, instead, kindergarten-to-eighth grade campuses that kept sixth graders more engaged or sixth-to-12th grade schools that could serve older students retained in lower grades. At the same time, officials actively reviewed their discipline policy and took a strong stance against suspending students for minor, non-violent offences. For example, they ceased suspending students for truancy

Research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994; Ballen & Moles, 1994; Epstein, 1995).

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 2 Family Engagement for School Improvement and Student Achievement**

<p><b>TARGETED INDICATORS</b></p> <ul style="list-style-type: none"> <li>• Parents/family report that they encourage their child(ren) to read outside of school (K-8)</li> <li>• Attendance rates</li> <li>• % of students performing at or above grade level in math</li> <li>• % of students performing at or above grade level in English</li> <li>• Youth are engaged in enriching educational opportunities outside of school</li> <li>• #% of families participating in school/school-related events</li> <li>• # % of families making direct school contact</li> </ul>	<p><b>PRIMARY PARTNERS</b></p> <p>Burke High School Orchard Gardens K-8 School DSNCS Dearborn Middle School</p>
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**Description:** Increase parents and family engagement in BPI partner schools for the improvement of student achievement.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of children served by age	1782	1,782	1,782	1,782	1,782	
Percent of all Children	100%	100%	100%	100%	100%	
Annual goal to increase proportion		0%	0%	0%	0%	
Project all children	1,782	1,782	1,782	1,782	1,782	

**Source of Funding:** DSNI, BPS Office of Family Engagement, Burke, DSNCS, Dearborn, Orchard Gardens

**Year 1 Accomplishments:**

The Burke high school implemented a welcome cookout to parents of the incoming freshman and rising sophomores to introduce families to the new freshmen and sophomore academies structure at the school. Burke also had a holiday dinner to invite parents to meet staff, teachers and other parents at the school. This year there was also a portfolio day where seniors presented their work over the course of the year to teachers, administrators and parents.

This year Orchard Gardens K-8 School developed parent committees on two areas of involvement for students, which were attendance and events. Parents in the attendance committee met to strategize around attendance issues to reduce tardiness in student attendance. Parents in the events committee met to develop activities for students in and outside of school time. Parents are the leaders of the meetings and are supported by the Family Engagement Administrator and partner staff of Citizen School, City Year and DSNI. This year there was also a focus on Cape Verdean parents at Orchard Gardens. This school had taken in a large population of Cape Verdean students due to the closing of a neighboring school. These parents were brought together to learn more about the structure of the school and gain more information on the SEI (Sheltered English Immersion) program.

At the Dudley Street Neighborhood Charter School DSNI worked with the Boston Plan for Excellence to bring potential new families and interested community members together once a month to discuss what elements they want to see in the new school

### **Implementation Plan:**

In the upcoming year DSNI will work closely with all of our partner schools to engage parents in their child's academic success in an ongoing role. This year the Burke High School lost their Family and Community Outreach Coordinator position. The FCOC was responsible for doing family outreach and planning family events. Due to this loss the Burke High School is particularly interested in receiving support for DSNI in this area of work. DSNI will work with the Burke High School to get creative in the ways to get parents into the building. Burke High School has requested that we become a thought partner on the types of resources that parents would find useful that they could receive at the school as well as assist in direct outreach to parents and coordination of family events. We will also work closely with the family engagement administrator at the DSNCS school to plan family events to keep the stamina that has been built in the planning phases of the school alive through out the school year. This includes continued opportunities for families to give feedback on what they want from the school, engagement opportunities to observe the progress of their student and opportunities to celebrate the schools culture and successes.

We will also work with our partner schools to implement strategies for parents to get involved in the School Site Councils (SSC). SSC are a school based decision making entity in which families have a seat. DSNi would organize methods to outreach to parents and disseminate information on the function of the SSC and the process and responsibility of becoming a member of the governing board.

Parents of students with disabilities often have trouble navigating the system for their child's education particularly when transitioning from one level of schooling to the next. We will advocate for our partner schools to keep parents informed of the process of creating and updating their child's Individual Education Plan (IEP) and of their right to be inclusive in that process. In addition it can be difficult to transition a child from primary school to secondary school when you are not sure which schools have the supports that your child needs. We will work with the BPS office of Special Education to make the process of determining which schools support specific special education codes clearer for parents to navigate. This dilemma is true for ELL students as well and we will work with BPS to make that process more clear as well. Also often immigrant families in which English is not their first language have difficulty enrolling their children in appropriate programs for their language needs. We will advocate for more support at the BPS Family Resource Centers to make this process seamless and straight forward for parents. We also want to work with families in killing the stigma that may arise by being labeled a student with disabilities or ELL student. This is important in increasing the confidence and self-esteem of this population which correlate to academic success.

Create a seamless system of reconnecting students that have disengaged from school to the re-engagement center to restart their educational journey and receive the support that they need to graduate.

Launching two campaigns, a youth-led Get Hyped campaign and the L.O.V.E. (Learning Our Value in Education). These two campaigns are modeled to promote the idea that academic achievement is not only the responsibility of teachers and schools but is the responsibility of

students, families and the greater community. These campaigns will be linked to the 4 BPI schools to generate more involvement from caring adults at each school. Specific strategies for families are encouraging parents of young children to read to their kids to support 3<sup>rd</sup> grade reading proficiency, educating all parents on the importance of attendance in school achievement to support 95% attendance rate at all partner schools, and support relationship building between parents, other caring adults and students to increase self-esteem and responsibility of students in our partner schools.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Bolivar, J. & Chrispeels, J. (2011). Enhancing parent leadership through building social and intellectual capital. *American Educational Research Journal*, 48(1), pp. 4-38.

**Additional Evidence:**

Bloom, D. (2010). Programs and policies to assist high school dropouts in the transition to adulthood. *Future of Children*, 20(1), pp. 89-108.

A Cord of Three Strands: A New Approach to Parent Engagement in Our Schools", Soo Hong, Harvard Education Press, 2011.

A Match on Dry Grass: Community Organizing for School Reform, by Mark R. Warren, Karen L. Mapp, Oxford University Press, 2011.

Beyond the Bake Sale: The Essential Guide to Family/school Partnerships, by Anne T. Henderson, Vivian Johnson, Karen L. Mapp, Don Davies, 2007

The Impact of School, Family, and Community Connections on Student Achievement, Anne Henderson & Karen Mapp, National Center for Family and Community In Connection with School, 2002.

Research indicates that family involvement in schools increases student achievement (Henderson & Berla, 1994; Ballen & Moles, 1994; Epstein, 1995).

Espe-Sherwendt, M. (2008). Family Centered Practice: Collaboration, Competency and Effectiveness. Journal Compilation, NASEN .

Jeynes, William H. "Parental Involvement and Student Achievement: A Meta-Analysis," *Harvard Family Research Project* (Harvard Graduate School of Education, December 2005).

Warren, M., Hong, S., Rubin, C.L., & Uy, P.S. "Beyond the bake sale: A community-based relational approach to parent engagement in schools," *Teachers College Record* 111 no. 9, 2009: 2209-2254.

A three-year study of 1,200 urban students in a New England district by Charles Izzo and his colleagues (1999) found that parent involvement, both at home and at school, was related positively to student achievement. They followed randomly selected students in 27 schools from kindergarten to third grade. Each year, teachers rated the parents' involvement using these measures: • the frequency of parent-teacher contacts each year: constructive working relationships with parents (agree/disagree), parent participation in activities at school (yes/no), and parents' educational activities at home (yes/no). Parents' home activities were related to the widest range of gains on math and reading tests, compared with the other forms of parent involvement. The researchers also found that involvement at home remained steady, while involvement at school declined over time. This consistency, they concluded, may explain why the home activities had a stronger influence (Izzo et al., 1999).

A study compared students whose parents are more highly involved with students whose parents are less involved. Rebecca Marcon (1999) looked at 700 African-American preschoolers in Washington, D.C. Using teacher reports of parent involvement, she compared students' grades and skill ratings. Parents with high involvement ratings, compared with those with low or median ratings, tended to have children with higher grades and scores. This finding held across all family income levels and backgrounds.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 3 Dudley Street Neighborhood Charter School**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- # of Children engaged in physical activity
- # of arts/culture program/events offered
- % of children attending arts/culture events
- Parents/family report that they encourage their child(ren) to read outside of school (K-8)
- School Climate
- % of parents/guardians attending school based activities

**PRIMARY PARTNERS**

BPE/BTR, DSNI, InSource, Playworks, The Food Project, Technology Goes Home  
 Learn Through Dance (Hyde Square Task Force)  
 Jose Mateo Dance Theatre, Isabel Steward  
 Gardner Museum, Family Services of Greater Boston, Boston Partners In Education

**Description:** Boston Plan for Excellence/Boston Teacher Residency in partnership with DSNI is opening an in district charter school in September 2012 which will start with grades K1-1 and extend to grade 5 by September 2017. The Dudley Street Neighborhood Charter School is founded with the belief that excellent schools are a crucial part of strong vibrant urban communities. DSNCS is committed to engaging families in the education of their children and the life of the school. DSNCS works in partnership with others to catalyze school improvement throughout the Dudley community. The school is governed by a board with strong ties and commitment to the community.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████████	██████████	██████████	██████████	██████████	
Estimated per-child cost	██████████	██████████	██████████	██████████	██████████	
Est. # of Children served by age	132 (4-6)	176 (4-7)	220 (4-8)	264 (4-9)	308 (4-10)	
Percent of all children	3%	4%	5%	6%	7%	
Annual goal to increase proportion						
Projected all children	3,858 (5-14)	3,858 (5-14)	3,858 (5-14)	3,858 (5-14)	3,858 (5-14)	

**Source of Funding:**

BPS ██████████

BPS Capital Improvements = ██████████

MADESE

**Year One Accomplishments:**

- Established mission and vision for DSNCS
- Submitted charter application to MADESE for DSNCS

- Formed Board of Directors, met monthly, elected officers, approved bylaws, enrollment policy, financial policies and procedures, MOU with BPS, budget, and CORI policy.
- Outreach to families through trilingual flyers, brochures, exhibits, radio shows, speaking engagements, open houses and showcases
- Organized 10 community design and informational meetings with over 200 different people attending
- 20 families and youth testified and wrote letters to MADESE in support of DSNCS
- BPS granted the Emerson building to DSNCS
- Launched website [www.dudleystreetschool.org](http://www.dudleystreetschool.org)
- MA Charter was granted to DSNCS for K-5<sup>th</sup> grade
- 264 families submit applications to DSNCS
- March 7, 2012 lottery held and 132 students selected for K1, K2 and 1<sup>st</sup> grade
- Raise funding for DSNCS including building renovation funds
- Hired principal Christine Landry
- Hired staff with all teachers having triple certification and assisted in each classroom by a teacher in training (BTR)
- Established instructional guidance system with key assessments: STEP for literacy 3 times per year; MA Common Core-aligned math benchmarks 3 times per year; and a math interview twice a year.
- Conducted professional development for staff on community exploration curriculum and family and community engagement

### **Implementation Plan:**

DSNCS will open with 132 students in K1, K2 and 1<sup>st</sup> grade on September 5, 2012. The principal has experience working with a cluster of school, starting up a school and working in an urban environment. The school has new and experienced teachers working together to learn together and advance their practice. The school day and calendar are lengthened with an afterschool program opening on site.

The DSNCS Board is meeting regularly to establish and monitor policies and procedures.

All 132 students will be assessed prior to starting school.

The school staff have 3 weeks of orientation, professional development and community building during August 2012.

School staff and families will have a family night and a scavenger hunt in August 2012.

Building renovations for SY 2013 completed.

The data dashboard will be finalized by the fall 2012 and then publicized on a regular basis.

On the first day of school 132 people with their college garb on will greet the students and families as they come in the first day.

The PTA and the School Site Council will be organized as a group in the fall 2012.

There will be family and community events throughout the summer and the school year.

All teachers at DSNCS are tripled certified with their general teaching certification as well as ELL and Special Education certification. This will ensure that teachers will be able to efficiently and consistently support the needs of all students in the schools inclusion model.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Teaching is a complex profession, and you learn the most by experience and observation. This calls for preparation programs that respect that complexity through experiential learning.... And it is important that a residency program also focus on cultural competency in addition to theory and classroom practice." Better Teacher Retention Can Start with How We Prepare Teachers, Sarah Bever, Educators 4 Excellence, July 25, 2012

<http://www.educators4excellence.org/news/2012-07-e4e-ny-teacher-sarah-bever-better-teacher-retention>

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 4 Turnaround plans for school success**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- Attendance Rate
- % of students who are suspended or receive discipline referrals during the year
- Student Mobility Rate

**PRIMARY PARTNERS**

Orchard Gardens (BPE/BTR, City Year, Citizens School, Bell, Playworks, Thompsons Island, Mass2020)  
 Dearborn (City Year, MathPower/NEU, RPC, Fidelity, WEATOC, Mass2020, Achievement Network, Teach Plus)  
 Burke (City Year, BPE/BTR, UMass/Boston, PIC, BSA, BPHC)

**Description:** Turnaround schools\* are the lowest performing schools in Boston, and some in Massachusetts, with 3 years to get out of the “level 4” or turnaround designation. The turnaround strategies, or redesign plans, are built around key leverage points: experienced transformational leadership; effective teaching and additional time to support student and staff learning; culturally competent staff with high expectations for all students; regular monitoring and accountability for results; strategies to directly address persistent achievement gaps; active engagement and partnership with families and the community; and full services to support students’ social and emotional.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████████	██████████	██████████	██████████	██████████	
Estimated per-child cost	██████████	██████████	██████████	██████████	██████████	
Est. # of children served by age	1,617 (4-19)	1,617 (4-19)	1,617 (4-19)	1,694 (4-19)	1,771 (4-19)	
Percent of all children	19%	19%	19%	20%	21%	
Annual goal to increase proportion						
Projected all children	8,324 (5-19)	8,324	8,324	8,324	8,324	

\*Level 4 schools are the state's most struggling schools based on an analysis of four-year trends in absolute achievement, student growth, and improvement trends as measured by MCAS. On January 18th, 2010, Governor Patrick, Senate and House leaders enacted landmark education reform legislation to intervene in these schools. Level 4 schools are allowed flexibilities to accelerate student achievement and are given priority to receive ESE targeted assistance.

**Source of Funding:**

MA DESE

BPS

### **First Year Accomplishments:**

- OGPS and Dearborn wrote their turnaround redesign plans in 2010 and are going into their 3rd year of turnaround status with the goal to come out of turnaround in June 2013. Burke wrote their turnaround redesign plan in 2011 and are going into their 2nd year of turnaround with the goal to come out of turnaround in June 2014.
- All 3 schools had successful annual state monitoring visits with school leadership, teachers, students, families and partner organizations.
- OGPS strategic redesign plan is organized around three core strategies – people, data and time: 1) Strong instructional leadership; 2) Significantly more time for teaching and learning, enrichment and teacher collaboration; 3) Relentless use of data to drive continuous improvement, inform differentiate instruction; 4) Consistently high school-wide expectations for a peaceful school climate and culture; and 5) A multi-tiered system of student support to ensure timely responses that address student social, emotional, health and family needs.
- OGPS's new leadership team replaced 80% of the previous staff and invested heavily in recruiting experienced teachers from across the city and country who have demonstrated significant gains in student achievement. The % of students scoring Proficient or Advanced increased by 84% in Math and 55% in English Language Arts (ELA). OGPS students showed more growth on the MCAS test than 78% of their academic peers across the state in Math and 62% of their academic peers in ELA. Some highlights: The % of our students reading at grade level increased from 18% at the beginning of the year to 53% at the end of the year. The median student growth in Math was in the 91<sup>st</sup> percentile in 7<sup>th</sup> grade, the 85<sup>th</sup> percentile in 6<sup>th</sup> grade, and the 70<sup>th</sup> percentile in 8<sup>th</sup> grade. The % of our 3<sup>rd</sup> graders who scored proficient or advanced in Math increased from 39% to 64% (just 2 percentage points from the state average). OGPS kindergarten is now nationally accredited. Partnerships with Citizen Schools and City Year, more than 80% of our students in 6<sup>th</sup> through 8<sup>th</sup> grade remain in school Monday to Thursday from 7:30am to 5:30pm. This year OGPS new partnership with BELL (Building Educated Leaders for Life) provided 250 of our students in grades K–3 and

Grade 5 with high quality extra learning time. Through OGPS extended learning and after-school partners, over 550 of the 800 OGPS students have the opportunity to stay at OGPS for an extended day. OGPS is providing Mandarin language instruction to all students in pre-K through 2<sup>nd</sup> grade. OGPS hosted a Sheltered English Instruction program for 100 Cape Verdean students who are learning English in grades pre-K through 5. Selected OGPS welcomed 3 additional classrooms of autistic students totaling 40 student in K0-8<sup>th</sup> grade.

- Dearborn strategic plan is organized on the big three: 1) Strengthening core instruction by providing curricular or instructional professional development to teachers; 2) Improving teacher collaboration - professional development that develops the team effectiveness and develops leadership skills; and 3) Social, emotional and academic supports and interventions provided by partner, teachers or community that work in unity and alignment to support student academic and/or social and emotional needs in order to improve student achievement.
- After the first year of turnaround Dearborn students hit 12 of 12 achievement targets. Student's CPI targets achieved for ELA and Math MCAS. CPI targets were achieved by students with high needs. Fewer students in lowest performance category in ELA and Math MCAS and fewer students with needs in lowest performance category in ELA and Math. In order to strengthen core instruction Dearborn Successful week-long summer institute held for staff, Recruited and hired 12 new highly qualified staff members, Modified the Instructional Focus Statement to reflect trends in data, and held professional development session held on a common instructional practice. In order to work better together New partnership with Teach Plus for new teacher leadership training and structure, Made improvements to the master schedule to allow for greater teacher collaboration, Full time administrator hired to serve as Teacher Leader Coach and support improving ELL instruction, Recruited and hired an experienced Director of Instruction to strengthen teacher collaboration time and focus on curriculum, and Partners collaborate to develop Saturday Tutoring (Fidelity, DSNI, and Roxbury Presbyterian) and Dearborn After School Program (NEU and City Year). In order to

improve social, emotional and academic interventions Dearborn 150 Dearborn students participated in engaging summer programming, School-wide implementation of Positive Behavioral Incentive System (PBIS) and establishment of core values, and Joining Boston After School and Beyond and the Barr Foundation to pilot a project aimed at measuring program effectiveness.

- Burke's redesign plan is underway to 1) Use data informed instructional practices to provide rigorous education each day, in every classroom, for every student to accelerate gains in student learning at all grade levels; 2) Establish 4 academies to create smaller learning communities where academic achievement and school citizenship are highly valued; 3) Address related barriers to learning including mobility, attendance, and social/emotional needs of the students; 4) Engage students, families and community partners to improve attendance and support learning at home, at school and in the community; 5) Work in close partnership with the District to ensure that Burke has the proper authority and resources to implement and sustain the redesign plan.
- BPS has stronger teacher evaluation systems in place in the 3 BPI turnaround schools. These evaluations are tied in part to measures of student performance as required by MA DESE guidelines which are required at turnaround schools and are now becoming state policy.

### **Implementation Plan:**

To continue to be a strategic partner with 3 turnaround schools (Burke, Dearborn, OGPS) to support their redesign plan, process and raise resources to implement and sustain the turnaround plans.

To prepare sustainability plans for each school as it goes out of turnaround status and loses the additional funding.

Advocate with partners for some of the best practices and autonomies that have helped the schools to turnaround particularly around inclusion strategies for students with disabilities and those that are ELL.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:** Emerging Practices Among MA Level 4 Rapid Achievement Gain schools: 1)

The school has an instruction- and results-oriented principal who has galvanized both individual and collective responsibility for the improved achievement of all students through a variety of deliberate improvement structures, expectations, practices, and continuous feedback; 2) The school has created instruction-specific teaming and teacher-specific coaching for pursuing ongoing instructional improvement; and 3) The school has developed a well-orchestrated system of ongoing data collection and analysis that informs a continuously responsive and adaptive system of tiered instruction directly attentive to students' specific academic needs. Foundation Elements are robust systems for assessing student progress and analyzing student data and developing and maintaining a safe and respectful school climate. The MCAS data suggests that schools that implemented a responsive tiered instructional system, combined with extensive teaming structures that bring together ELL teachers and regular education teachers, were able to make significant gains in ELL academic performance. A safe, orderly, and respectful school environment for students and teachers is critically important for turnaround efforts to be successful. Improving Level 4 schools are predominately characterized by a safe and respectful school climate, which is actively managed by clear behavioral expectations and deliberate attention by leadership. *Emerging Practices in Rapid Achievement Gain Schools An Analysis of 2010-2011 MA Level 4 Schools to Identify Organizational and Instructional Practices that Accelerate Students' Academic Achievement*, February 2012, Developed for the Massachusetts Department of Elementary and Secondary Education by INSTLL, LLC.

Turning Around Low-Performing Schools in Chicago, M de la Torre, E Allensworth, S Jagesic, J Sebastian, & M Salmonowicz The University of Chicago Consortium on Chicago School Research, February 2012

Dounay, J. (2009). Race to the Top: Promising State Models, Education Commission of the States, Tools, Resources, Education Commission of the States, ECS. [www.ecs.org](http://www.ecs.org)

Turning Around Schools: A Review of What Works from the Research and Reality, Dossett & Sauer, August 28, 2008.

<http://www2.ed.gov/programs/racetothetop/performance/massachusetts-year-1.pdf>

**Additional Evidence:**

Institute for Education Sciences. (2008). *Turning around chronically low-performing schools*. Washington, DC: U.S. Department of Education.

The School Turnaround: Field Guide, Kutash, J., Nico, Gorin, Rahmatullah & Tallant, FSG Social Impact Advisors, September 2010

The Wallace Foundation (2008) A mission of the heart: what does it take to transform a school? The Wallace Foundation by Public Agenda

Mastery Charter School Organization, Pickett Charter Middle School, Philadelphia, PA, Close and Re-open Charter Model, Mass Insight Education and Research Institute, 2009

Kim, W.C., & Mauborgne, R. (2003, April). *Tipping point leadership*. Harvard Business Review (80). 60-69.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 5 DSNI As a Strategic School Partner**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- Attendance Rate
- % of students who are suspended or receive discipline referrals during the year
- Student Mobility Rate

**PRIMARY PARTNERS**

Orchard Gardens School, Dearborn School  
 Burke High School, Dudley Street  
 Neighborhood Charter School

**Description:** DSNI is a strategic partner with the BPI schools in order to ensure that all children growing up in the Dudley Promise Neighborhood have access to effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and career.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	1,782	1,826	1,870	1,991	2,112	
Percent of all Children	21%	21%	22%	23%	25%	
Annual goal to increase proportion		<1%	1%	1%	2%	
Projected all children	8,324(5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	

**Source of Funding:**

Barr Foundation grant to OGPS and Dearborn

**First Year Accomplishments:**

- Established strategic partnership with DSNCS, Dearborn, OGPS and Burke. Defined strategic partner as a partner with a long-term agreement is reached for sharing of resources in achievement of defined common objective. DSNI is a strategic partner with the BPI schools in order to ensure that all children growing up in the Dudley Promise Neighborhood have access to effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and career.

- DSNI selected to be on the Turnaround/Redesign Committee with OGPS, Burke and Dearborn. Turnaround redesign plans were submitted to BPS and to MADESE for funding. OGPS and Dearborn are going into their 3rd year of turnaround status with the goal to come out of turnaround in June 2013. Burke submitted a redesign plan a year later and are going into their 2nd year of turnaround with the goal to come out of turnaround in June 2014.
- Planned, designed and facilitated the development and completion of a mission and vision statement with OGPS and Dearborn School. New mission and vision statements are posted in the school, in the classrooms and on their websites.
- DSNI participated in all 3 schools successful annual state monitoring visits with school leadership, teachers, students, families and partner organizations.
- Worked with principals at OGPS and Dearborn to developed process for aligning and coordinating with school partners. Organized partner summits at each school to share strategic plan, build team and share data. Worked with each school to craft their process for partnership management. Worked with OGPS to submit and be granted a partnership grant from the Barr Foundation to support a part-time partnership coordinator. Worked with Dearborn to facilitate the development of a Partnership Council with a representative structure accountable to the principal and the School Site Council. Worked with Dearborn to submit and be awarded a STEM partnership grant from Barr Foundation.
- As a member of the Dearborn Partnership Advisory Council organized twice a year partner summits, conducted a partner audit, added partner information to the school website and developed an RFP packet for new partners for the Dearborn.
- Worked with Dearborn to pilot a program with partners to develop and run an expanded learning opportunity for 65 students who need more academic tutoring, mostly ELL students.
- Active in Dearborn 6-12 Stem Early College Academy planning with consultant New Vista: Designs for the 21st Century Learning facilitating the Dearborn design charette and visioning workshops
- Worked with OGPS on reaching about 100 incoming Cape Verdean families, translation of both written and oral presentations, and helped organize tours for families.

- On governance of the schools, DSNI is on the OGPS Board and on the Dearborn Partnership Advisory Council.

### **Implementation Plan:**

Convene Dearborn Partnership Advisory Council to organize 2 partner summits during the school year and align student data with the partner programming.

Participate in the Dearborn 6-12 Stem Early College Academy planning with consultant New Vista: Designs for the 21st Century Learning facilitating the Dearborn design charette and visioning workshops.

Coordinate with Dearborn and partners to organize 2 annual sessions of Saturday School to develop and run an expanded learning opportunity for students who need more academic tutoring, mostly ELL students. Recruit and train tutors to have a 3 to 1 ratio with the students.

Coordinate with Burke and partners to organize 2 annual sessions of Saturday School to develop and run an expanded learning opportunity for students who need more academic tutoring, mostly ELL students. Recruit and train tutors to have a 3 to 1 ratio with the students.

DSNI is represented on the OGPS Board which is focusing on developing a K-8 arts pathway, teacher recruitment and retention and resource development in preparation for coming out of turnaround status.

Develop community wide family engagement plans at each school which are aligned with the L.O.V.E. campaign goals: 1) all children are proficient readers by grade 3; 2) goal of 95% attendance in school; and 3) every child has a mentor and/or caring adult.

Meet annually with the principals to evaluate partnership, review needs and make a plan for each school year.

Advocate for the policy issues that best address the needs of the students (i.e. dropout prevention legislation, support for expanded learning time, more kindergarten seats, etc.)

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Moderate Evidence:**

Joyce L. Epstein, director of the Center on School, Family, and Community Partnerships at Johns Hopkins University in Baltimore, Maryland, talks about the reasons for developing school, family, and community partnerships. from "School/Family/Community Partnerships: Caring for the Children We Share," by J.L. Epstein, 1995, Phi Delta Kappan, 76 (9), p. 701.

A partnership approach gives families and community members greater opportunities to determine options for school involvement, to participate in the wide range of involvement activities, and to assume key roles and responsibilities in school-improvement efforts, including participation in the school's decision-making processes. If a partnership is to succeed, it must be based on "mutual trust and respect, an ongoing exchange of information, agreement on goals and strategies, and a sharing of rights and responsibilities" (Ballen & Moles, 1994). Schools must be willing to involve parents, families, and the community at deeper levels and to support their participation.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 6 Student-Centered, Results-Focused, School-Aligned Partnerships**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- Attendance Rate
- # of Students served by student audit process

**PRIMARY PARTNERS**

Orchard Gardens School (see list of partners), Dearborn School (see list of partners), Burke High School (see list of partners), Dudley Street Neighborhood Charter School (see list of partners)

**Description:** Significant efforts to support the academic success and healthy development of children have been undertaken in Boston. Yet, many children still fall through the cracks. Student centered, results-focused and school aligned partnerships build upon existing efforts, increasing alignment, integration and coordination maximizing impact. Integrated school partnerships will better serve children by ensuring that in-school and out-of-school learning activities are mutually reinforcing, knowledge and best practices are shared, and students’ academic, social and emotional needs are identified and addressed in a holistic way.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	1,782	1,826	1,870	1,991	2,112	
Percent of all Children	21%	21%	22%	23%	25%	
Annual goal to increase proportion		<1%	1%	1%	2%	
Projected all children	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	

**Source of Funding:**

Barr Foundation – partnership coordinator/OGPS

Barr Foundation – STEM partner coordinator

**Year One Accomplishments**

- Worked with principals at OGPS and Dearborn to developed process for aligning and coordinating with up to 30 school partners.
- Organized partner summits at each school to share the school’s strategic plan, align partner’s work, build team and review and share data.
- Worked with each school to craft their process for partnership management.
- Worked with OGPS to submit and be awarded a partnership grant from the Barr Foundation to support a part-time partnership coordinator. [www.orchardgardens8.org](http://www.orchardgardens8.org)

- Worked with Dearborn to facilitate the development of a Partnership Council with a representative structure that meeting twice a month and is accountable to the principal and the School Site Council. A Partnership Council charter was adopted.
- Worked with Dearborn to submit and be awarded a STEM partnership grant from Barr Foundation.
  - As a member of the Dearborn Partnership Advisory Council organized twice a year partner summits, conducted a partner audit, added partner information to the school website and developed an RFP packet for new partners for the Dearborn. [www.dearbornmiddleschool.org](http://www.dearbornmiddleschool.org)
  - Dearborn Partnership Advisory Council invited the school partners to the teacher professional development to understand the instructional approach on literacy to better align their work with students.

### **Implementation Plan:**

Work with each school's leadership to develop a system to align school partners with the turnaround plan and/or strategic plan. At OGPS and Dearborn, the partnerships are organized in the following areas: strategic, student support, health and wellness, teacher support, funders and corporate sponsors, sports and clubs, mentoring and family engagement. DSNCS is developing its partnerships in preparation for opening in the following areas: strategic, student supports, health and wellness, family engagement and sports, clubs and art.

Burke partners with ACCESS, Boston College, Boston Public Health Commission, Boston Rising, Catholic Charities/St. Peters Teen Center, Boston Student Athletes, Boston Teacher Residency, City Year, Dorchester Youth Collaborative, Dudley Street Neighborhood Initiative, PEN New England Writers, Private Industry Council, Project R.I.G.H.T and UMass Boston.

Dearborn partners with Achievement Network, Boston After School & Beyond, Boys & Girls Club/Yawkey Center, Catholic Charities/St Peters Teen Center, City Sprouts, City Year, Dimock Health Center, DSNi, Farm School, Fidelity Investments, GBIO, Goodwill,

LIFT Communities, Mass 2020, Math Power/NEU, Museum of Science, Partners for Youth with Disabilities, Pine Manor College, Roxbury Presbyterian Church, South End Community Health Center, Teach Plus, UMass/Boston, and Vine Street Community Center.

DSNCS partners with Boston Teacher Residency, Boston Partners in Education, DSNI, Family Services of Greater Boston, Gardner Museum, Hyde Square TF/Learn Through Dance, InSource, Museum of Science, Jose Mateo Dance Theatre, Playworks, Schoolzilla, Technology Goes Home and The Food Project.

OGPS partners with Achievement Network, BELL, Berkeley School of Music, Bird St Center, Boston After School & Beyond, Boston Ballet, Boston Medical Center, Boston Partners in Education, Boston Teacher Residency, Celebrity Series, Citizen School, City Connects, City Sprouts, City Year, DSNI, Fidelity, Generations, Inc, Goodwill, Home for Little Wanderers, Mass 2020, New England SCORES, Newmarket Business Association, Paul Revere Transportation, Playball, Playworks, Teach for America, Teach Plus, Technology Goes Home, Thompson Island, and Trinity Church.

Each school has a multitude of partners which need to be aligned with the school's strategic focus, with strong communication, accountability and management structures that are linked to the school. Each school has different partnership and governance structures that need to be responsive to the changing needs of the students, families, and school staff and status.

Annually document what each partner offers to the school through the annual partner audit. Develop annual MOU with each partner.

Develop a student audit that encourages school and partners share information on the student. Align partners that can support the needs of ELL and SWD students in their programs.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

## **Segmentation Analysis and Supporting Evidence:**

### **Strong Evidence:**

Joyce L. Epstein, director of the Center on School, Family, and Community Partnerships at Johns Hopkins University in Baltimore, Maryland, talks about the reasons for developing school, family, and community partnerships. from "School/Family/Community Partnerships: Caring for the Children We Share," by J.L. Epstein, 1995, Phi Delta Kappan, 76 (9), p. 701.

The Impact of School, Family, and Community Connections on Student Achievement, Anne Henderson & Karen Mapp, National Center for Family and Community In Connection with School, 2002.

### **Additional Evidence:**

"Afterschool programs that are aligned with the school day curriculum can support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom" -

[http://www.afterschoolalliance.org/issue\\_50\\_schoolDay.cfm](http://www.afterschoolalliance.org/issue_50_schoolDay.cfm)

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 7 3<sup>rd</sup> Grade Reading Proficiency**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- Parents/family report that they encourage their child(ren) to read outside of school (K-8)
- Attendance rate
- Number of hours spent in intensive literacy instruction

**PRIMARY PARTNERS**

Boston Opportunity Agenda, Orchard Gardens School (BELL), Dudley Street Neighborhood Charter School, 3rd Grade Literacy Proficiency Network

**Description:** Third grade reading proficiency has shown to be an early indicator of student success into their future. Schools, families and the community will work together to support student to achieve 3<sup>rd</sup> grade reading proficiency.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████████	██████████	██████████	██████████	██████████	
Estimated per-child cost	██████████	██████████	██████████	██████████	██████████	
Est. # of Children served by age	572 (5-14)	616 (5-14)	660 (5-14)	660 (5-14)	660 (5-14)	
Percent of all children	15%	16%	17%	17%	17%	
Annual goal to increase proportion		1%	1%	<1%	<1%	
Projected all children	3,858	3,858	3,858	3,858	3,858	

**Source of Funding:**

Boston Opportunity Agenda

MA DESE

**Year One Accomplishments:**

- OGPS partners with BELL (Building Educated Leaders for Life) for 3-5<sup>th</sup> grade extended time intensive individualized literacy instruction
- OGPS students reading at grade level increased from 18% at the beginning of the year to 53% at the end of the year
- Dudley Street Neighborhood Charter School makes a school wide commitment to every student being proficient in reading by third grade.
- DSNCS adopts STEP Literacy Assessment

**Implementation Plan:**

Conduct L.O.V. E. campaign to train and support families in helping their children reach reading proficiency in 3<sup>rd</sup> grade.

Identify and align literacy partners with DSNCS.

Volunteers are recruited, trained and reading with elementary students at BPI schools.

Participate in a citywide effort to establish a network to increase the 3<sup>rd</sup> grade literacy proficiency in Boston.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:****Strong Evidence:**

Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation by Hernandez, Donald J. The Annie E. Casey Foundation; Center for Demographic Analysis, University at Albany, State of New York; Foundation for Child Development, 2012. This study finds that students who don't read proficiently by third grade are 4 times more likely to leave without a diploma than proficient readers. It is notable in breaking down for the first time the likelihood of graduation by different reading skill levels and poverty experiences.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 8 Arts Pathway**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- # % of students engaged in school art programming
- # of hours of art programming offered through schools

**PRIMARY PARTNERS**

Orchard Gardens K-8 School (BPE/BTR, City Year, Citizens School, Bell, Berklee School of Music, Playworks, Thompsons Island, Mass2020, Boston Arts Academy, Celebrity Series of Boston’s Ailey Camp), BPS, President’s Committee on Arts & Humanities (PCAH)

**Description:** An art pathway will boost the robust arts programming already underway at Orchard Gardens and help staff and leadership integrate it more fully and intentionally into the curriculum. Through these efforts, student will be engaged in enriching activities, have the opportunity to gain experience and, for some, mastery in an art and to have opportunities to develop those skills in high school and beyond.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████████	██████████	██████████	██████████	██████████	
Estimated per-child cost	██████████	██████████	██████████	██████████	██████████	
Est. # of Children served by age	843 (4-14)	843 (4-14)	843 (4-14)	843 (4-14)	843 (4-14)	
Percent of all Children	22%	22%	22%	22%	22%	
Annual goal to increase proportion						
Projected all children	3,858 (5-14)	3,858 (5-14)	3,858 (5-14)	3,858 (5-14)	3,858 (5-14)	

**Source of Funding:**

BPS

Arts Expansion ██████████ over 3 years (Edvestors)

President’s Committee on Arts & Humanities

**First Year Accomplishments:**

The BPS Arts Expansion Initiative is expanding arts education citywide with a focus on access, equity, and quality arts learning experiences for all students. This effort is expanding direct arts instruction for students during the school day while building the capacity of the district to strengthen school-based arts instruction and coordinate partnerships with arts and cultural groups. The Initiative is guided by the BPS Arts Advisory Board of local philanthropic, civic, and

public sector leaders chaired by BPS Superintendent Carol R. Johnson. At the outset of the Initiative three-part strategy was launched focused on the following:

- Expanding direct arts education: The team set goals of reaching 100% of all students in grades pre-K through Grade 8 through once weekly, year-long arts instruction and developing targeted strategies to meet the needs of high school students.
- Building capacity: The team identified the need to build capacity at both central office and school levels to support systematic expansion of arts education throughout the district.
- Strengthening coordination: Recognizing the importance of strong and sustainable partnerships between schools and the rich and diverse arts, cultural, and higher education institutions, the team prioritized coordination among these sectors.

The Initiative has three main activities to date in pursuit of the goals outlined above: 1) accelerating expansion of direct arts instruction through grants from the BPS Arts Expansion Fund; 2) annual progress measurement against the overall goals; and 3) the planning process to develop a long-term plan to expand and sustain high-quality arts education.

In SY2010-2011, an additional 9,000 BPS elementary, middle, and high school students experienced the arts during their school day. The initial SY2008-09 arts inventory indicated that 67% of Pre-K-8 students received weekly arts instruction. Only 26% of all high school students were receiving any arts instruction. As of the current SY2010-2011, 4 out of 5 pre-kindergarten through grade 8 students receive arts instruction at least once a week for the whole year. In high schools, the number of students accessing arts instruction during the school day nearly doubled to 47%. Half of all schools now offer weekly arts instruction to 100% of their students and every high school is now providing at least some arts.

A snapshot of arts access for students at 3 BPI schools, including arts instruction provided by BPS Arts Specialists in schools, individual teaching artists hired by schools, as well as nonprofits

and arts organizations working in partnership with schools to provide arts instruction during the school day. IN SY 2010-11 OGPS 100% weekly, Dearborn 56% weekly, and Burke 65% weekly.

The Arts are a critical component of Orchard Gardens' vision for success. Every Orchard Gardens student participates in a minimum of 4 hours per week of art, including visual arts, dance, theatre and music (instrumental and choral). OGPS has 2 full-time Visual Arts teachers, a full-time Dance teacher, a full-time Theatre teacher, a Library Media teacher, and one full-time and one part-time Music teacher.

The Arts allow OGPS students access to multiple disciplines and provide the opportunity to build connections between content areas which allows students to better understand and retain what they are learning. Most critically, the Arts provide students safe venues to take risks, to push themselves in areas they have never experienced (the stage, the studio, etc) and in which they are often uncomfortable. The Arts helps OGPS teach the students that by working through the uncertainty and taking on the most daunting of challenges they can and will succeed. The Arts provide a new perspective for students, one in which they see themselves in a world where effort, not innate ability, leads to high levels of achievement.

An Arts education allows students structured opportunities to take risks; teaching students how to see the world from different perspectives; supports opportunities for students to learn about themselves; and – when linked to and integrated with multiple disciplines – structures learning in a way that enables students to better understand what they are learning and become more adept at applying what they have learned in new situations.

OGPS is proud of its Arts program, and celebrate students' artwork and performances during 2 annual School-Wide Arts Showcases held at the school in the fall and spring. Students also performed at the White House for President Obama in May, 2012 (see below).

In 2012 Orchard Gardens was selected by the President's Council on the Arts and Humanities to be part of the Turnaround Arts Initiative. The Turnaround Arts Initiative highlights 8 schools around the country for their incorporation of the arts into their successful turnarounds.



This recognition is a testament to the amazing arts team assembled at OGPS, and to the over 800 artists-in-residence at Orchard Gardens. This is an amazing honor that will help OGPS students to further their artistic talents with the resources of the White House behind them. World renowned cellist Yo-Yo Ma and dancer Damian Woetzel are partnered with OGPS for the next 2 years to support arts instruction, integration, and opportunities.

DSNCS has hired one art teacher to work with the K1-1<sup>st</sup> grade students and will continue to grow that area as the size of the school grows.

### **Implementation Plan:**

OGPS is developing its arts pathway with support from the President's Committee on Arts & Humanities. The goal of the next 2 years is to develop an arts integrated curriculum that supports a comprehensive K-8 arts pathway for full immersion in all arts disciplines. Turnaround Arts will boost the robust arts programming already underway at OGPS and help their staff and leadership integrate it more fully and intentionally into the curriculum. Through these efforts, Turnaround Arts will help shine a spotlight on OGPS's innovative approach and allow it to be a beacon for other schools to follow.

### **DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

## **Segmentation Analysis and Supporting Evidence:**

### **Strong Evidence:**

Arts Education In Public Elementary and Secondary Schools 1999–2000 and 2009–10, National Center for Education Statistics, US DOE, 2012. <http://nces.ed.gov/pubs2012/2012014.pdf>

NEA Research Report Shows Potential Benefits of Arts Education for At-Risk Youth, Youth Have Better Academic Outcomes, Higher Career Goals, and Are More Civically Engaged, The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, NEA, March 30, 2012.

Deasy, R., ed, Critical Links: Learning in the Arts and Student Academic and Social Development, Washington, D.C. Arts.Education Partnership, 2002

### **Additional Evidence:**

“Arts programming can pull entire communities together - teachers and artists, nonprofit partners and private sponsors - to support student learning and provide children with valuable enrichment opportunities.” Boston Mayor Thomas Menino, 2009

Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

“It is long past time that we broaden the range of high-quality pathways that we offer to our young people, beginning in high school. The lessons from other countries strongly suggest that this might be the single most promising strategy for greatly increasing the percentage of young adults who earn a post-secondary degree or credential that prepares them to embark on a meaningful career.” In Boston, we helped convene a meeting of key stakeholders with The Boston Foundation, which then led an effort to map and analyze programs that support post-secondary pathways in the Boston region, which will help to inform the new Boston Opportunity Agenda.

[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways to Prosperity Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 9 STEM (Science, Technology, Math & Engineering) Pathway**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- # of students exposed to STEM careers/activities outside of school
- Students performing at or above proficient in MCAS STEM
- Children enrolled in STEM classes

**PRIMARY PARTNERS**

Dearborn Middle School (GBIO/Roxbury Presbyterian Church, Museum of Science, City Sprouts City Year, NEU/Math Power, Fidelity, Mass2020), Boston STEM Network (PIC & UWMB), BPS

**Description:** STEM education is the preparation of students in competencies and skills in 4 disciplines (science, technology, engineering, and math). A successful STEM education provides students with science, math, and engineering/technology in sequences that build upon each other and can be used with real-world applications. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████████	██████████	██████████	██████████	██████████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	233 (11-14)	233 (11-14)	233 (11-14)	310 (11-15)	387 (11-16)	
Percent of all Children	6%	6%	6%	8%	10%	
Annual goal to increase proportion						
Projected all children	3,858 (5-14)	3,858	3,858	3,858	3,858	

**Source of Funding:**

MADESE

MA School Building Authority

BPS

Barr Foundation – STEM Partner Coordinator

**Year 1 Accomplishments:**

- BPS has received approval from the MSBA to start feasibility studies for major renovations to the Dearborn Middle School, ultimate MSBA contribution is 75%-80% of renovation costs
- MA DESE awards grant to BPS for Early College planning at Dearborn
- Applied and received a [REDACTED] planning grant to develop a 6-12 STEM (Science, Technology, Engineering, Mathematics) school modeled after METRO in Ohio
- Dearborn STEM team visited 3 STEM schools in OH to learn best practices in successful STEM schools
- Signed feasibility study agreement for Dearborn to become 6-12 Early College STEM Academy
- MASBA and BPS agree to 2014 groundbreaking for Dearborn 6-12 Early College STEM Academy
- Selected STEM Consultant – New Vista: Designs for 21<sup>st</sup> Century Learning  
[www.newvistadesign.net](http://www.newvistadesign.net)
- Started Dearborn 6-12 STEM Academy design charrette and visioning workshops
- Identified Dearborn design principles: Operate on a mastery-based learning system; Focus on high quality instruction and standards based transdisciplinary curriculum; Provide design-focused learning and graduate students with the ability to engineer solutions to real world problems; Empower and support students through personalized learning; Engage in thoughtful collaboration with partners and as members of the school community; and Provide an intimate school with a large footprint.
- In 2011, Massachusetts Education Secretary Reville and Higher Education Commissioner Freeland asked the Boston Private Industry Council to organize the Boston STEM Network, co-chaired by the United Way of Massachusetts Bay and Merrimack Valley, BPS and the PIC. The Network is comprised of representatives from the public education system, STEM businesses, after school programs, labor organizations, philanthropic partners and others from the community. The Network analyzes what effective instruction and excellent partnership must look like in order to increase student interest and achievement in STEM subjects. The group also builds the STEM Network in Boston,

inventories partnerships and programs, submits a plan that develops local initiatives, and promotes an education campaign of inspiring STEM professionals and accomplishments as tasked by the Commonwealth. The STEM Network set goals to: 1) increase student STEM interest (measured by the SAT Questionnaire); 2) increase STEM achievement by increasing the number of students scoring Proficient/Advanced on the MCAS in 5th and 8th grades by 20% by 2016, by increasing the number of students scoring Proficient/Advanced on MCAS in 10th grade by 20% by 2016, by reducing the achievement gap by 25% between 2010-2014 and by another 25% between 2014-2016, and by reducing the number of students unable to pass the high school Science MCAS; 3) increase the percentage of students who demonstrate college readiness for post-secondary STEM courses by Mass Core completion (4 math; 3 lab science), by gender gap in course selection (SAT registration), and by STEM-course taking by underrepresented race/ethnic (SAT registration); 4) increase college completion with degrees in STEM, increase the number of STEM degrees granted in public and private institutions by 50% between 2008 and 2016 (IPEDS); and 5) increase the number of STEM classes led by effective educators.

**Implementation Plan:**

The Dearborn Middle School is becoming a STEM (Science, Technology, Engineering and Math) 6-12 Early College Academy in a renovated building. Ground breaking for the renovation of the Dearborn building starts in 2014. New Vista: Designs for the 21<sup>st</sup> Century Learning will continue to facilitate the Dearborn design charette and visioning workshops. School staff and partners will sharpen the STEM curriculum offerings and connect students with STEM out of school activities and opportunities. The math and science partners will prepare for the growth to become a 6-12 STEM Early College Academy.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

## **Segmentation Analysis and Supporting Evidence:**

### **Strong Evidence:**

Most jobs of the future will require a basic understanding of math and science—10-year employment projections by the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2014, 15 of them require significant mathematics or science preparation. Carnevale, Anthony P., Michelle Melton, and Nicole Smith. “STEM.” Georgetown University Center on Education and the Workforce. October 2011. Available at [www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/stem-complete.pdf](http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/stem-complete.pdf).

According to the National Center for Education Statistics, about one-third of the fourth-graders and one-fifth of eighth-graders cannot perform basic mathematical computations, and U.S. high school seniors recently tested below the international average for 21 countries in mathematics and science. As a result, fewer American students than ever are graduating from college with math and science degrees. National Center for Education Statistics.

### **Additional Evidence:**

Many of the fields with the most job vacancies require training in the so-called STEM disciplines, an acronym for science, technology, engineering, and mathematics. But encouraging students to pursue those fields after high school has been difficult, workforce analysts say, and meeting the challenge may require significant educational reform. “Mass. focuses on skills needed for today’s jobs”, Dan Adams, Boston Globe, June 26, 2012 [http://articles.boston.com/2012-06-26/business/32407627\\_1\\_baby-boomers-worker-training-workforce](http://articles.boston.com/2012-06-26/business/32407627_1_baby-boomers-worker-training-workforce)

300,000 = the number of STEM-related jobs Massachusetts will need to fill by 2018.

Between 2008 and 2018, new jobs in Massachusetts requiring postsecondary education and training will grow by 148,000 while jobs for high school graduates and dropouts will grow by 25,000. Between 2008 and 2018, Massachusetts will create over 1 million job vacancies both from new jobs and from job openings due to retirement. 707,000 of these job vacancies will be for those with postsecondary credentials, 277,000 for high school graduates and 80,000 for high school dropouts.

Massachusetts ranks 1st in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 39th in jobs for high school dropouts. 68% of all jobs in Massachusetts (2.4 million jobs) will require some postsecondary training beyond high school in 2018.

300,000 = the number of STEM-related jobs Massachusetts will need to fill by 2018.

Other important educational elements go beyond funding, such as the fact that nearly 70 percent of U.S. middle school students are taught math by teachers with neither a major nor certification in this critical subject. Internationally, the average is 29 percent. U.S. Department of Education, Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-field Teaching 1987-88 to 1999-00. Statistical Analysis Report, Table 1

“It is long past time that we broaden the range of high-quality pathways that we offer to our young people, beginning in high school. The lessons from other countries strongly suggest that this might be the single most promising strategy for greatly increasing the percentage of young adults who earn a post-secondary degree or credential that prepares them to embark on a meaningful career.” In Boston, we helped convene a meeting of key stakeholders with The Boston Foundation, which then led an effort to map and analyze programs that support post-secondary pathways in the Boston region, which will help to inform the new Boston Opportunity Agenda.

[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways to Prosperity Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 10 College Prep Pathway**

**TARGETED INDICATORS**

- Attendance rate
- # and % of parents or family members who report talking with their child about the importance of college and career
- (4 yr) Graduation rate
- # and % of students who graduate with a regular high school diploma
- #/% of students who obtain post-secondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation
- # and % of Students directly engaged in SAT prep
- # and % of Students directly engaged in application support/preparation

**PRIMARY PARTNERS**

Burke High School, UMass/Boston, Bird Street Community Center, Boston Teacher Residency, Dorchester Youth Collaborative, St Peters Teen Center, Private Industry Council, Boston Scholar Athletes, Success Boston, Boston Opportunity Agenda

**Description:** Creating a college pathway for students means improving student achievement, connecting academics to real-world applications, directing students to consider a full range of postsecondary opportunities and then preparing students for postsecondary education and career.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████████	██████████	██████████	██████████	██████████	
Estimated per-child cost	██████████	██████████	██████████	██████████	██████████	
Est. # of Children served by age	135 (15-19)	270 (15-19)	405 (15-19)	541 (15-19)	541 (15-19)	
Percent of all Children	1 ½%	3%	5%	7%	7%	
Annual goal to increase proportion		1 ½%	2%	2%	0%	
Projected all children	8,324 (15-19)	8,324 (15-19)	8,324 (15-19)	8,324 (15-19)	8,324 (15-19)	8,324 (15-19)

**Source of Funding:** UMass Boston, Bird Street Community Center, BTR, BPS, Red and Blue Foundation

**Year One Accomplishments:**

This year we implemented various strategies during school and outside of school time to support students in this area. Currently the Burke High school has a close relationship with UMass/Boston through such programs such as Project REACH and AGP. These programs support students in their discovery of college and the requirements they need to fulfill in order

to get into college. These programs include college fairs, tours and tutoring. The tutoring is available for students that may be falling behind in class as well as students with disabilities. The Burke High School is also partnering with the Boston Teacher Residency to improve instruction for students to increase rigor in academics and become more competitive candidates when applying for college. These programs function during school hours.

In out of school time we implement college trips on Saturdays for high school students in the neighborhood and Burke High School students this is done in partnership with Bird Street Community Center. Via Bird Street Community Center a Connections to College program is implemented during the summer for rising juniors and seniors in the city. This program is done in partnership with Suffolk University. Students spend 6 weeks on the campus of Suffolk University and go home for the weekends. UMass/Boston does a similar program with rising freshman and sophomores.

DSNI in partnership with Project REACH piloted a SAT program for 25 juniors which included an in school and afterschool component. Staff from DSNI and Project REACH were trained in SAT Preparation by Russell Tutors a local tutoring service in Boston. The program was held twice a week for 8 weeks with one in school class session a week and an afterschool session each week. At the end of the sessions students were given the opportunity to take a practice SAT test on a Saturday at DSNI. Results were given to students to show their areas of weakness to continue to work on before the official SAT in June. Juniors were strongly encouraged to sign up for the June SAT as a first take at it before their senior year and then encouraged to take it again in October as seniors.

This year we invited college graduates of color from the neighborhood to speak to high school students about their college experience including their transition from a public high school to college. This experience gave students anecdotal information from adults that looked like them and had a similar high school experience with all but one panelist being a graduate of Boston Public Schools.

**Implementation Plan:**

A pathway prepares students for the full range of post-secondary opportunities ranging from universities, four-year colleges, community colleges, apprenticeships, to formal employment training, A pathway connects challenging academic courses to real-world experiences, A pathway exhibits significant student accomplishments in academics, critical thinking, problem solving, communications, technological literacy, and cross-disciplinary fields necessary for success in the highly competitive global economy of the 21st century.

Burke High School will work with Boston Teacher Residency to improve academic instruction for students. Added rigor and support in instruction will improve student performance in statewide testing (MCAS) and lead to prevention of the need for remediation in later grades in high school as well as in college.

Although DSNI and Project REACH piloted a SAT program this year work is underway to solidify a strong SAT partner for juniors in our partner high school. This would entail having that SAT rooted in the school building.

DSNI will create a more cohesive partnership with University of Massachusetts Project REACH to add capacity to the existing college exploration programs.

Burke wants to move to a more official and seamless partnership with a college. There is already a strong relationship between the Burke and UMASS Boston but we want to work towards creating a more intentional pathway that leads to more Burke students being accepted into the university.

Implement Accuplacer Preparation for Students to avoid taking remediation classes in college. The majority of high school seniors are not familiar with the Accuplacer or its importance in

their education future. Accuplacer preparation helps increase student’s familiarity and success with the test. If students do well on this assessment when entering colleges they will be able to begin their college careers with college classes that count towards their graduation.

Connect ELL students and students with disabilities and their families with appropriate post graduate options that suit the needs of their child depending on their IEP and/or ELL level. This included letting parents and students know what services various colleges offer for these populations and their right to have them if a student has a specific need. We are also exploring having a partnership with Pine Manor College in getting more students into their accelerated ELL college program.

More ongoing partnerships with college students from the neighborhood and high school students.

Provide mentoring for students by recent high school graduates who enrolled in college or other college-educated adults.

**DSNI’s Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

“Low-income, Hispanic and African-American students are more likely to need remediation than their wealthier, white peers. Forty-one percent of Hispanic students and 42 percent of African-American students require remediation, compared to 31 percent of white students. Students are not testing at college-ready levels on national assessments. Only 24 percent of students who took the ACT met the test’s readiness benchmarks in all four subjects (English, reading, math and science) in 2010. A mere 4 percent of African Americans and 11 percent of Hispanics met the readiness benchmarks in all four subjects” –National conference of State

Legislatures <http://www.ncsl.org/issues-research/educ/improving-college-completion-reforming-remedial.aspx>

**Additional Evidence:**

“It is long past time that we broaden the range of high-quality pathways that we offer to our young people, beginning in high school. The lessons from other countries strongly suggest that this might be the single most promising strategy for greatly increasing the percentage of young adults who earn a post-secondary degree or credential that prepares them to embark on a meaningful career.” In Boston, we helped convene a meeting of key stakeholders with The Boston Foundation, which then led an effort to map and analyze programs that support post-secondary pathways in the Boston region, which will help to inform the new Boston Opportunity Agenda.

[http://www.gse.harvard.edu/news\\_events/features/2011/Pathways\\_to\\_Prosperty\\_Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf)

Students need more than high aspirations to go to college. Low-income students require greater access to structured social support, including peer support, mentoring, and personalized support, parental involvement, and early college preparation and planning (Pathways to College Network, 2007).

School counselors are among the best and most easily accessible sources of information about postsecondary preparation. High school students report wanting more individual time with their school counselor for college planning. (Students as Allies in Improving their School, 2004)

Low-income and first generation college students do not have the same access to the guidance, information, and support needed to effectively navigate the college application process as their more advantaged peers. This lack of information and support may be as important a barrier to enrolling in college as academic qualifications and financial resources (Consortium on Chicago School Research, 2008).

For many students, a lack of academic preparedness is exacerbated by a lack of academic and financial guidance, information, and resources necessary to understand and plan for getting into and succeeding in college (Alliance for Excellent Education, 2008).

92% of high school counselors consider themselves the primary source of information for their students about paying for college. 65% of public secondary school counselors at low-income schools believe that students and parents are discouraged from considering college as an option due to lack of knowledge about financial aid (NACAC, 2006).

Counseling services can have a dramatic effect on students' education plans. Access to information about college and financial aid is a strong predictor of postsecondary education choices and college enrollment (The College Board, 2006).

The neediest students lack one-on-one guidance with a knowledgeable adult. Often their teachers and counselors are the only college-educated adults they have access to. The single most consistent predictor of whether students took action to prepare for college was whether their school maintained a college-going culture (Consortium on Chicago School Research, 2008).

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can do: A practice guide (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Students often believe that getting accepted into college is the biggest challenge they will face in their college lives (Venezia, Kirst, & Antonio, 2003).

They soon realize that they must adjust to increased expectations from faculty, develop strategies to meet greater academic demands, and learn how to manage the newfound freedoms of college (Kirst, 2004; Roe Clark, 2005; Smith & Wertlieb, 2005; Venezia et al.).

Many students experience difficulties transitioning from high school to college because they are unaware of the expectations placed on them and aren't equipped with strategies for success on campus (Alexson & Kemnitz, 2004; Roe Clark, 2005; Venezia et al., 2003).

In one study on the topic, college students reported they had to change their "high school ways to college ways" in order to meet the demands of college (Roe Clark, p. 305).

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 11 BPS Data Work Group**

**TARGETED INDICATORS**

- # and % of students at or above grade level according to MCAS in 3<sup>rd</sup>-8<sup>th</sup> grade and in high school
- # and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment
- Attendance rate
- Graduation rate
- # and % of students who graduate with a regular high school diploma and obtain a post-secondary degrees, vocational certificates or other industry-recognized certificates or credentials without the need for remediation

**PRIMARY PARTNERS**

BPE/BTR, Burke High School, Dearborn Middle School, Dudley Street Neighborhood Charter School, Orchard Gardens K-8 School, Boston After School & Beyond, Boston Opportunity Agenda

**Description:** The BPS Data Work Group will provide overall guidance on the vision and objectives, will seek alignment between BPS priorities and its external partners, and ensure project is addressing the objectives.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost						
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	NA	NA	NA	NA	NA	
Percent of all Children						
Annual goal to increase proportion						
Projected all children	1,782	1,782	1,782	1,782	1,782	

**Source of Funding:**

Barr Foundation

BPS

**Year 1 Accomplishments:**

- BPS convened Data Work Group
- Hire consultant, Parthenon Group, to assess challenges and opportunities for data sharing with BPS and external partners
- Parthenon Group reported recommendations to the Boston School Committee “Developing a Vision and Plan to Use Data to Drive Academic Success” February 2012.
- The vision for BPS data and analytical capabilities are 1) define and promote key measure of success, 2) support a consistent intentional inquiry process to schools

throughout BPS, 3) make robust ongoing evaluation part of BPS culture, 4) develop a focused strategic research agenda and 5) improve data access while maintaining security and consistency. BPS began with a vision of the capabilities required to achieve academic goals and both BPS and partners can support the vision to directly impact student learning.

- BSC adopted the student directory recommendations.

### **Implementation Plan:**

Continue discussion on a system for sharing data that distinguishes appropriately between types of partners and their purpose, upholds BPS' responsibilities to protect student privacy, and makes the process for sharing data more transparent, standardized and rules-based.

Advocate for standardized and streamlined process for parent consent, the criteria for reaching non-disclosure agreement with BPS, and providing access to unique student IDs through directory information.

### **DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

### **Segmentation Analysis and Supporting Evidence:**

[www.media.hoover.org/documents/ednext\\_20071\\_36.pdf](http://www.media.hoover.org/documents/ednext_20071_36.pdf)

[www2.ed.gov/rschstat/eval/data/inform-instruction/report.doc](http://www2.ed.gov/rschstat/eval/data/inform-instruction/report.doc)

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 12 Teacher Residency School**

<p><b>TARGETED INDICATORS</b></p> <ul style="list-style-type: none"> <li>• % of students performing at or above grade level in math</li> <li>• % of students performing at or above grade level in English</li> <li>• Teacher Turnover Rates</li> <li>• Teacher Qualifications</li> </ul>	<p><b>PRIMARY PARTNERS</b></p> <p>BPE/BTR DSNCS OGPS Burke</p>
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**Description:** Teacher residency schools are developing new teachers alongside master teachers which place more teachers in the classroom and lower the teacher student ratio. The teacher residency model establishes a learning environment in which both adults and students are learning.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	1,516 (5-19)	1,560 (5-19)	1,604 (5-19)	1,648 (5-19)	1,692 (5-19)	
Percent of all children	18%	18%	19%	19%	20%	
Annual goal to increase proportion		<1%	1%	<1%	1%	
Projected all children	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	

**Source of Funding:**

- BPS
- BTR

**Year One Accomplishments:**

- Developed teacher residency model
- Started a new school with a teacher residency model
- Hired the teacher residents for the DSNCS
- Hired and placed teacher residents at OGPS and Burke
- Started curriculum for BTR residents to be placed at DSNCS, OGPS and Burke
- Piloted community curriculum for 66 BTR residents to be placed at DSNCS, OGPS and Burke

**Implementation Plan:**

Hire cadre of exceptional committed teachers who work as master faculty in the Boston Teacher Residency Program

Every DSNCS classroom will have a new teacher in training: 6 classrooms in SY13, 8 classrooms in SY14, 10 classrooms in SY15, 12 classrooms in SY16 and 14 classrooms in SY17

Establish a coherent system for ambitious instruction that helps all adults work towards the same goals.

Share best practices from teacher residency model

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Teaching is a complex profession, and you learn the most by experience and observation. This calls for preparation programs that respect that complexity through experiential learning.... And it is important that a residency program also focus on cultural competency in addition to theory and classroom practice." Better Teacher Retention Can Start with How We Prepare Teachers, Sarah Bever, Educators 4 Excellence, July 25, 2012 <http://www.educators4excellence.org/news/2012-07-e4e-ny-teacher-sarah-bever-better-teacher-retention>

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 13 Triple Certification Teacher Model**

<p><b>TARGETED INDICATORS</b></p> <ul style="list-style-type: none"> <li>• % of students performing at or above grade level in math</li> <li>• % of students performing at or above grade level in English</li> <li>• ELL students performing at or above grade level</li> <li>• SWD students performing at or above grade level</li> </ul>	<p><b>PRIMARY PARTNERS</b></p> <p>BPE/BTR</p> <p>DSNCS</p>
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**Description:** A high percentage of students in the BPI schools and in the DVC are the most vulnerable students including ELL and SWD students. Matching student needs with teacher certifications makes for more appropriate instruction. Serving the most vulnerable students effectively makes a school a better learning environment and increases student outcomes.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost						
Estimated per-child cost						
Est. # of Children served by age	132 (4-6)	176 (4-7)	220 (4-8)	264 (4-9)	308 (4-10)	
Percent of all children	7%	9%	12%	14%	17%	
Annual goal to increase proportion		2%	3%	2%	3%	
Projected all children	1,782	1,782	1,782	1,782	1,782	

**Source of Funding:**

**Year One Accomplishments:**

- Establish goal of triple certification for all teachers at Dudley Street Neighborhood Charter School
- Complete staff hiring with all Dudley Street Neighborhood Charter School teachers having triple certification

**Implementation Plan:**

To convene school leaders and teachers to share best practices

To advocate for more triple certification opportunities

To advocate for more school to hire triple certified teachers

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

There are 17,000 BPS students identified as ELL students, which represents more than 30% of the BPS student population. BPI schools have a high percentage of ELL students in SY2011-12: 52.8% of the Dearborn students are Limited English Proficient students; 52.6% of the OGPS students are Limited English Proficient students; 25.1% of the Burke High School students are Limited English Proficient students; and DSNCS does not yet know the number of ELL students but all teachers are triple certified.

18.7% of BPS students are identified as Special Education, which represents more than 10,000 students. BPI schools have a substantial percentage of SWD: 20.4% of students at Burke High School are Special Education students; 15.7% of students at OGPS are Special Education students; 13% of the students at Dearborn are Special Education students; and DSNCS does not yet know the number of Special Education students but all teachers are triple certified.

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers. Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. *Exceptional Children*, 64.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 14 All Teachers Certified in ESL**

<b>TARGETED INDICATORS</b>	<b>PRIMARY PARTNERS</b>
<ul style="list-style-type: none"> <li>• % of BPS teachers certified in ESL</li> <li>• % of BPS teachers undergoing Category 1, 2, and 4 training</li> <li>• ELL students performing at or above grade level</li> </ul>	BPS English Language Learners Task Force BPE/BTR, Dearborn, Burke, OGPS, DSNCS

**Description:** The lack of teachers with ESL (English as a Second Language) certification or category training has resulted in thousands of BPS ELL (English Language Learners) students being taught by teachers without proper credentials. The Department of Justice Settlement Agreement states that classrooms enrolling ELL students must be staffed by teachers who have been trained in Categories 1, 2 and 4. DSNi participates on the BPS English Language Learners Task Force to monitor BPS progress in training and supporting teachers working with ELL students.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	N/A	NA	NA	NA	NA	
Est. # of Children served by age	300 (5-19)	400 (5-19)	500 (5-19)	600 (5-19)	700 (5-19)	
Percent of all Children	3%	4%	6%	7%	8%	
Annual goal to increase proportion		1%	2%	1%	1%	
Projected all children	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	

**Source of Funding:**

BPS

**Year One accomplishments:**

- BPS signed a final settlement agreement with US Department of Justice regarding systems and policies for educating English language learners.
- Since March 2011, BPS has hired or trained 2,261 teachers with ESL licenses or Category 1, 2, and 4 training. The number of ESL-certified teachers has increased from 776 to 1,264. 28% of active BPS teachers are licensed for ESL. As a result, the number of ELL students receiving SEI (Sheltered English Immersion) or ESL instruction from a qualified teacher has risen dramatically.
- BPS central office staff from the Curriculum and Instruction and Professional Development offices attended the administrator training for SIOP (Sheltered Instruction Observation Protocol) in May 2012 to learn how to integrate language needs with academic content.
- 480 teachers and principals have completed SIOP training since summer 2011.
- More than 200 teachers are participating in BPS ESL Institute summer 2012.

**Implementation Plan:**

BPS is seeking to build the competency and experience of teachers and staff to serve ELL students through targeted training. To this end they have helped thousands of BPS teachers to complete category training over the past year as well as provided a variety of other relevant professional development. BPS will expand opportunities for teachers to complete category training during 2012-13 in order to increase the number of teachers qualified to teach ELL students.

Category training is now considered the minimum standard for teachers working with ELL students. Therefore, BPS will continue to expand its offerings to teachers beyond category trainings. Professional development offerings will include: ELL Summer Institute, Sheltered English Instruction Observation Protocol, WIDA (World-Class Instructional Design and Assessment) training for summer school teachers, WIDA training for Language Assessment Facilitators, and ESL for elementary school teachers. In all more than 1,600 teachers will participate in these professional development opportunities in 2012-13.

In order to recruit more bilingual teachers and school leaders, BPS will identify specific strategies and goals regarding recruitment and retention of a diverse pool of teachers and school leaders.

DSNCS is hiring teachers with triple certification.

**DSNI’s Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

There are 17,000 BPS students identified as ELL students, which represents more than 30% of the BPS student population. BPI schools have a high percentage of ELL students:

52.8% of the Dearborn students are Limited English Proficient students

52.6% of the OGPS students are Limited English Proficient students

25.1% of the Burke High School students are Limited English Proficient students.

DSNCS does not yet know the number of ELL students but all teachers are triple certified.

**Strong Evidence:**

Rosann Tung, Virginia Diez, Laurie Gagnon, Miren Uriarte, Pamela Stazesky, Eileen de los Reyes, and Antonieta Bolomey. "Learning from Consistently High Performing and Improving Schools for English Language Learners in Boston Public Schools" 2011.

Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools (with Faye Karp, Laurie Gagnon, Rosann Tung, Sarah Rustan, Jie Chen, Michael Berardino, Pamela Stazesky, Eileen de los Reyes, and Antonieta Bolomey), Gastón Institute Publications, 2011

**Additional Evidence:**

Mauricio Gaston Institute report, May 2010, Improving the Performance of English Language Learners in Boston Public Schools

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 15 Community of Practice for BPI Schools**

**TARGETED INDICATORS**

- # and % of students at or above grade level according to MCAS in 3<sup>rd</sup>-8<sup>th</sup> grade and in high school
- # and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment
- Attendance rate
- Graduation rate
- # and % of students who graduate with a regular high school diploma and obtain a post-secondary degrees, vocational certificates or other industry-recognized certificates or credentials without the need for remediation

**PRIMARY PARTNERS**

- BPE/BTR
- Burke High School
- Dearborn Middle School
- Dudley Street Neighborhood Charter School
- Orchard Gardens K-8 School
- Boston After School & Beyond
- Boston Opportunity Agenda

**Description:** A community of practice will bring together people engaged in the education of students at BPI schools who share a concern or a passion for education and want to learn how to do it better as they interact regularly with each other, students and the education system.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	1,782 (5-19)	1,826 (5-19)	1,870 (5-19)	1,991 (5-19)	2,068 (5-19)	
Percent of all Children	21%	21%	22%	23%	25%	
Annual goal to increase proportion		<1%	1%	1%	2%	
Projected all children	8,324 (5-19)	8,324	8,324	8,324	8,324	

**Source of Funding:**

Barr Foundation funding

**Year 1 Accomplishments:**

- School leaders agree to launch a BPI schools community of practice

**Implementation Plan:**

- 1) Convene school leaders to form a BPI cluster of school's Community of Practice

- 2) Learn about network theory & characteristics of effective network
- 3) Chart each school's profile, mission, vision, core strategies, instructional practice, student population, key partners,
- 4) Identify topics and issues to learn about from each other and/or from external resource people
- 5) Develop statement of purpose for the Community of Practice
- 6) Develop a shared set of indicators around common outcomes so that the Community of Practice can help to leverage the work of each school and build a case about the effectiveness of strategies
- 7) Map assets and knowledge and identify gaps
- 8) Develop a process that builds on experience, brings in new ideas and approaches, provides room for collaboration and problem-solving and encourages synergy
- 9) Identify policy/system reform priorities and support the advocacy and implementation of the desired reform
- 10) Develop plan to convene other school staff
- 11) Visit each other's schools, and other schools the groups is interested in seeing and other experiences
- 12) Document the process and the best practices

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

**Additional Evidence:**

Cultivating communities of practice: a guide to managing knowledge. By Etienne Wenger, Richard McDermott, and William Snyder, Harvard Business School Press, 2002.

Communities of practice: the organizational frontier. By Etienne Wenger and William Snyder. Harvard Business Review. January-February 2000, pp. 139-145.

Knowledge management is a donut: shaping your knowledge strategy with communities of practice. By Etienne Wenger. Ivey Business Journal, January 2004

Social capital is said to be a multi-dimensional concept, with both public and private facets Template: (Bourdieu, 1991). That is, social capital may provide value to both the individual and the group as a whole. Through informal connections that participants build in their community of practice, and in the process of sharing their expertise, learning from others, and participating in the group, members are said to be acquiring social capital - especially those members who demonstrate expertise and experience.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 16 High quality inclusive settings for SWD students**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- % of students with disabilities who are in inclusive settings
- % SWD who rate School climate positively
- Attendance rate of SWD
- Promotion rates for SWD students
- # % of SWD with current IEPs
- # and % of students who graduate with a regular high school diploma

**PRIMARY PARTNERS**

Boston Plan for Excellence/BTR  
 BPS Office of Special Education and Student Services (OSESS)  
 DSNCS  
 Dearborn  
 OGPS  
 Burke  
 BPS Special Education Parents Advisory Committee (SpedPAC)  
 BPS OSESS Inclusion Task Force

**Description:**

Inclusive education, according to its most basic definition, is the process by which educators provide appropriate supports and services to students with disabilities in the least restrictive environment, namely the general education classroom. There are many children and young people who don't fit in, or feel as though they don't, and a school that fully includes all disabled students feels welcoming to all. A diversified student body has an impact on the general education population. Inclusive education can be beneficial to all students in a class, not just students with special needs.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served in w/SWD age 5-19	50	125	200	276	276	
Percent of all SWD children	18%	45%	.73%	100%	100%	
Annual goal to increase proportion		27%	30%	27%	0%	
Projected all children all SWD Children	18%	45%	73%	100%	100%	

**Source of Funding:**

BPS

**Year 1 Accomplishments:**

- Boston Public School's Office of Special Education has begun the roll out of the inclusion model in multiple schools in the district which includes the 4 BPI schools.
- Formation of BPS Inclusion Task Force to develop and recommend to BPS a list of critical features that the group will recommend based on case studies and research.
- Creation of the *Boston Inclusive Schools Network* which brings together and supports 20 schools that are developing and expanding their inclusive educational practices.
- Development of models for inclusive practices at each of the four BPI partner schools.
- 100% of the teachers at DSNCS are triple certified.

### **Implementation Plan:**

In Year 2, DSNi will work at a district and school level to help BPS address issues associated with creation of more inclusive settings, including:

- How to provide a continuum of services and support a student's transition from substantially separate into inclusion
- How to develop inclusive classrooms properly so that all students can benefit and make educational progress
- How to promote collaboration at both the school and district level
- Providing professional development needed to support teachers and other school staff
- Funding and/or other resources needed to be successful with inclusion

At a district level, DSNi will work with partners to advocate for more effective inclusion options for middle and high school students. Although BPS has some positive examples of inclusion for students in the younger grades there are few good inclusion models for middle and high school students, resulting in a situation where placements in Boston become more restrictive in the later grades.

BPS also must hold principals accountable for taking responsibility for effectively educating and integrating students with disabilities as full members of their school community. Provide more effective professional development for teachers and staff (including principals) and create joint

training opportunities for special and general education teachers. We will advocate for BPS and the Boston Inclusive Schools Network to develop a core curriculum of professional development offerings for school staff in inclusive schools, including: Differentiated Instruction, Universal Design of learning, Creating Positive School Culture, Anti-Bullying/Anti-Violence, and Cultural Competence. These offerings would be mandatory for all school staff in inclusive schools, including lunchroom and bus monitors, so that students are in inclusive settings with trained staff throughout the school day.

Also during Year 2, the BPS Office of Special Education and Student Services (OSESS) will finalize and disseminate *Guidelines for Practice for Inclusive Schools*, which will describe BPS policies and best practices for creating inclusive practices in schools. These guidelines will be used to clarify and strengthen models of inclusion at existing inclusive schools and further expand the inclusive model to at least ten additional schools in Year 2.

At a school level we will work with the four BPI partner schools, all which an inclusion model for their students with disabilities population, with Orchard Gardens also having a separate strand for their autistic students. The inclusion model includes an overriding school philosophy that all children can learn to high levels and assessments that reflect this belief system. The model includes co-teaching, plentiful use of technology and assistive technology; use of universal design, differentiated instruction, interventions, and progress and monitoring.

Strategies to improve inclusion are creating a model at the Dudley Street Neighborhood Charter School. In this school all teachers will have certification to teach students that have disabilities as well as students that are English Language Learners. There will also be two teachers in every classroom to provide support in accommodating the various learning levels in the classroom.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

## **Segmentation Analysis and Supporting Evidence:**

### **Strong Evidence:**

18.7% of BPS students are identified as Special Education, which represents more than 10,000 students. BPS schools have a substantial percentage of SWD: 20.4% of students at Burke High School are Special Education students; 15.7% of students at OGPS are Special Education students; 13% of the students at Dearborn are Special Education students; and DSNCS does not yet know the number of Special Education students but all teachers are triple certified.

A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension and preferential for the special education teachers delivering the services. Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996).

Some research shows that inclusion helps students understand the importance of working together, and fosters a sense of tolerance and empathy among the student body. Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2),197-213.

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers. Bennett, T., Deluca, D., & Bruns, D. (1997). *Putting inclusion into practice: perspectives of teachers and parents*. *Exceptional Children*, 64.

### **Additional Evidence:**

Inclusion gives students with disabilities skills they can use in and out of the classroom, “Students learn the importance of individual and group contributions and develop valuable life skills that are often unexplored in less inclusive settings” (Tapasak 216). Tapasak, Renee and Christine Walther-Thomas. “Evaluation of a First-Year Inclusion Program: Student Perceptions and Classroom Performance.” *Remedial and Special Education* 20 (1999): 216-225

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed. Sale, P., & Carey, D. (1995). *The Sociometric status of students with disabilities in a full-inclusion school*. *Exceptional Children*, 62.

Another study shows the effect on inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation. Banerji, M., & Dailey, R. (1995). *A Study of the effects of an inclusion model on students with specific learning disabilities*. *Journal of Learning Disabilities*, 28(8), 511-522.

The Boston Public Schools (BPS) Acceleration Agenda provides the vision for how BPS will offer the best education possible for *all* students. It sets ambitious targets for rapidly improving student achievement across all grade levels, school communities, and selected categories of diverse learners within the district. BPS adopted the Academic Achievement Framework (AAF), aligned with the Acceleration Agenda, to realize this vision. The AAF is intended to show how preventive and intervention structures can support current programs and resources, and how learning support services can be delivered effectively and efficiently to all students. The Office for Special Education and Student Services (OSESS) has clarified its goals and restructured its

department to shift from primarily a compliance focus to one of improving academic outcomes for *all* students. An underlying thread of the goals of OSESS is the commitment to support the development of inclusive settings and services and to contribute to building the capacity of general education settings to support the success of students with disabilities.

Researchers and authors define inclusion as a philosophy that children with disabilities should be educated with their non-disabled peers. Inclusion is a practice that involves bringing services to the child rather than removing children for services.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 17 Evidence-based system for assessment of ELL Students**

**TARGETED INDICATORS**

- % of students correctly identified as ELL students
- % of ELL families rating their experience with Newcomers Assessment Center as good to excellent
- # of ELL students progressing to higher proficiency levels
- Proficiency level progression rate

**PRIMARY PARTNERS**

- BPS Office of English Language Learners
- BPS Newcomers Assessment Center
- BPS Family Resource Centers
- BPS English Language Learners Task Force

**Description:** For many years BPS lacked standardized assessment tools to properly assess ELL students. A key recommendation of the BPS English Language Learners Task Force was for BPS to implement consistent and accurate language proficiency testing using validated and standardized instruments for assessment and assignment. BPS has made progress in this area, however there is still a need to monitor progress and ensure that ELL students and families are receiving accurate information about the assessment process and that Newcomers Assessment Center staff have adequate training and resources to conduct accurate and timely assessments.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	50	100	200	300	400	
Percent of all Children	7%	14%	28%	42%	56%	
Annual goal to increase proportion		7%	14%	14%	14%	
Projected all children in ELL	698 (in ELL)	698	698	698	698	

**Source of Funding:**

BPS

**Year 1 Accomplishments:**

- Adoption of Language Assessment Scales (LAS), an English language proficiency assessment system used by other school districts with ELL student demographics similar to Boston. The LAS has helped BPS to ensure more consistent and accurate student assessment.
- BPS Newcomers Assessment Center assessed 7,000 additional students between 2010-12, with 5,000 additional students identified as Limited English Proficient, bringing the total # of ELL students to approximately 17,000

- BPS hired 10 parent liaisons to provide guidance and support for families of newcomers in their first year in BPS
- Developed intake reports that are available to schools electronically on the Data Warehouse

### **Implementation Plan:**

In 2012-13 BPS will implement a new intake assessment system as required by the World-Class Instructional Design and Assessment (WIDA) Consortium. Membership in the consortium requires all participating districts to adopt and use the WIDA English Language Proficiency (ELP) standards and assessments.

DSNI will work through the BPS English Language Learners Task Force and other vehicles to advocate for BPS to inform ELL students and families about changes to the assessment system and to ensure that there is greater alignment between the ELL assessment process and the district-wide student assignment system. With BPS embarking on a process to dramatically change the student assignment system, we will inform and advocate with ELL families to make sure that these changes do not limit access to quality schools and programs for ELL students. We will advocate ensuring that once students are assessed that they are placed in programs that are appropriate for them and that schools are properly equipped to teach these students. Given the high number of ELL students who do not register in the initial rounds of school selection, we will collaborate with BPS on an information campaign to help them access these programs.

School-based strategies are to outreach to ELL students and their families about the assessment system by holding information sessions, doorknocking, phoning and Cape Verdean and Spanish radio stations. Monitoring at each school to make sure students are assessed, that they are placed in programs that are appropriate for them and that schools are properly equipped to teach these students. Data will be shared , students experiences will be shared to improve system and the implementation.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

46% of BPS students speak a language other than English as their first language. BPS students' families are from over 100 countries. BPS students speak over 80 different first languages. 40% of BPS students are either currently learning English or mastered academic English while attending BPS schools. (BPS data, April 2012)

ELL students with English Language Development levels 1, 2 and 3 perform lower on standardized testing than General Education students (BPS Office of English Language Learners).

Rosann Tung, Virginia Diez, Laurie Gagnon, Miren Uriarte, Pamela Stazesky, Eileen de los Reyes, and Antonietta Bolomey. "Learning from Consistently High Performing and Improving Schools for English Language Learners in Boston Public Schools" 2011.

Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools (with Faye Karp, Laurie Gagnon, Rosann Tung, Sarah Rustan, Jie Chen, Michael Berardino, Pamela Stazesky, Eileen de los Reyes, and Antonietta Bolomey), Gastón Institute Publications, 2011.

**Additional Evidence:**

Mauricio Gaston Institute report, May 2010, *Improving the Performance of English Language Learners in Boston Public Schools*

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 18 Best practices for academic achievement of ELL students**

**TARGETED INDICATORS**

- % of ELL students performing at or above grade level in math
- % of ELL students performing at or above grade level in English# of ELL students progressing to higher proficiency levels
- Proficiency level progression rate
- ELL students are engaged in enriching educational opportunities outside of school
- Attendance Rate
- ELL dropout rate

**PRIMARY PARTNERS**

BPS English Language Learners Task Force  
 BPS Office of English Language Learners  
 Dearborn (DSNI, RPC & Fidelity)  
 Burke (DSNI)  
 OGPS (City Year, Citizen School & BELL)  
 DSNCS

**Description:**

Academic English proficiency is the strongest predictor of educational outcomes for ELL students in the Boston Public Schools. BPS has made dramatic improvements to their systems for identifying and assessing ELL students and in increasing and improving certification and professional development for teachers. However, there are many district and school-wide improvements that need to be made in order to support higher academic outcomes for ELL students.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	50	100	200	300	400	
Percent of all Children	7%	14%	28%	42%	56%	
Annual goal to increase proportion		7%	14%	14%	14%	
Projected all children (in ELL)	698	698	698	698	698	

**Source of Funding:**

BPS

**Year 1 Accomplishments:**

- Completion of study by Mauricio Gaston Institute to identify where ELL students are succeeding academically and identify those practices that contribute to their success. The study documented the link between academic English proficiency and academic

performance, highlighted by the finding that ELL students with MEPA levels 4 and 5 have MCAS scores on Math and ELA that equal or surpass native English speakers.

- OGPS takes in 100 Cape Verdean students to develop the SEI program (Sheltered English Immersion)
- Afterschool programs at 15 sites serving over 400 students
- Summer programming serving 1,200 at 19 different sites
- Announced opening of the Margarita Muniz Academy Bilingual High School in Sept. 2012
- Saturday School offered to 90 Dearborn and Burke students focusing on literacy with ELL students

### **Implementation Plan:**

At a district level, we will advocate for BPS to implement recommendations and best practices described in the Gaston report as well as the recommendations approved by the BPS ELL Task Force related to ELL student academic performance. These include:

- Recruitment of bilingual, bicultural ESL teachers
- Hiring and support of Language Acquisition Team facilitators in all BPS schools
- Implement strategies to promote cultural competence at a district and school level
- Create professional learning communities across schools and district
- Creation of coherent, standards-based curriculum for ELL students
- Hiring school leaders and staff with experience in teaching ELL students
- Augment the 4-category training with support for teachers to apply the practices and strategies from the training
- Develop and implement joint strategy between Office of English Language Learners and Office of Special Education to address specific needs of ELL students with disabilities
- Expansion of summer and afterschool programming for ELL students

We will also monitor BPS efforts to expand dual language programs and distribute programs for ELL students in high-performing schools throughout the district, in order to give ELL families greater choice in the school selection process.

**School-based strategies:**

Implement extended learning time strategies (Saturday School, Reading Buddies, etc.) we will provide Saturday School Programs at the Burke High School and the Dearborn Middle School. These programs are twice a year for 6 weeks and focused on English Language Learners who have to pass high stakes testing.

The curriculum for this program is done either by the school staff or in close consultation with school teachers. The curriculum focuses on reading and writing strategies for students. The program is done at the DSNI office and our other partner office Roxbury Presbyterian Church. We give students exposure to safe spaces in the community and avoid the cost of opening up the school building on a weekend. This program is on a volunteer basis, students choose to participate and the tutors volunteer their time. Snacks are provided for participants and training is provided for the tutors. Dr. Holly Carter a professor in education at Northeastern University who has taught education strategies to teachers in many different countries for many years conducts the training.

We also support extended learning time with our partner schools by providing college trips on Saturdays for high school students in the neighborhood or at the Burke High School in partnership with Bird Street Community Center.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Accountability:** Efforts to promote academic achievement of ELL students and improvements to ELL systems will be monitored through the BPS English Language Learners Task Force. DSNI Executive

Director John Barros is a member of the Task Force and will serve as the liaison between district-wide and school-based improvement efforts.

### **Segmentation Analysis and Supporting Evidence:**

#### **Strong Evidence:**

46% of BPS students speak a language other than English as their first language. BPS students' families are from over 100 countries. BPS students speak over 80 different first languages. 40% of BPS students are either currently learning English or mastered academic English while attending BPS schools. (BPS data, April 2012).

ELL students with English Language Development levels 1, 2 and 3 perform lower on standardized testing than General Education students (BPS Office of English Language Learners).

Rosann Tung, Virginia Diez, Laurie Gagnon, Miren Uriarte, Pamela Stazesky, Eileen de los Reyes, and Antonieta Bolomey. "Learning from Consistently High Performing and Improving Schools for English Language Learners in Boston Public Schools" 2011.

Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools (with Faye Karp, Laurie Gagnon, Rosann Tung, Sarah Rustan, Jie Chen, Michael Berardino, Pamela Stazesky, Eileen de los Reyes, and Antonieta Bolomey), Gastón Institute Publications, 2011.

#### **Additional Evidence:**

Mauricio Gaston Institute report, May 2010, *Improving the Performance of English Language Learners in Boston Public Schools*

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 19 Best practices for academic achievement of Black males**

**TARGETED INDICATORS**

- % of Black male students performing at or above grade level in math
- % of Black male students performing at or above grade level in English
- % of Black male students performing at or above grade level in STEM
- Attendance rate of Black male students
- Retention/promotion rates of Black male students
- Suspension rates of Black male
- School climate ratings of Black male students
- 4 yr graduation rates of Black male students

**PRIMARY PARTNERS**

Burke High School  
10 Boys Initiative

Description: Strategies to improve the engagement and achievement of black males in our partner schools.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children that are black males in partner schools	50	100	150	200	250	
Percent of all Children	6%	11%	17%	23%	28%	
Annual goal to increase proportion		5%	8%	6%	5%	
Projected all children that are black males in partner schools	883	883	883	883	883	

**Source of Funding:** BPS, Cost for Mentors (ask Denise/Ros)

**Year 1 Accomplishments:**

The Burke High School is implementing a program called the 10 Boys Initiative in which a group of males of color are brought together to be developed as leaders. There is an aspect of peer to peer encouragement amongst participants. Students are also exposed to different experiences. Students traveled to Pittsburg for a conference about the education of black males in the United States and North Carolina for a Black Engineers conference. These students meet on a regular basis with a counselor at the school learning various skills for leadership and are given opportunities to exhibit that leadership by assisting in organizing and manning school events.

These students are then used as an example for other male students of color to encourage leadership in their peers.

**Implementation Plan:**

We plan on expanding the 10 Boys initiative at the Burke high school to continue to develop a new cohort of leaders.

We will incorporate a community wide effort to recruit males of color that have graduated college or accomplished another stable post graduate credential (i.e. completed a trade school program, have a sustained career) to mentor high school and middle school students.

We will enhance academic strategies for black males in afterschool setting and will advocate for the use of these strategies in the school day. The identified strategies are having culturally competent and empowering curriculum (Tatum) and embracing and guiding conversations about positive ideals of masculinity (Tatum).

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation analysis and evidence:**

**Strong Evidence:**

Gallegos, Joseph S, Cherie Tindall and Sheila A. Gallegos. "The Need for Advancement in the Conceptualization of Cultural Competence." *Advances in Social Work* 9 vol.1 (Spring 2008).

"Low-income, Hispanic and African-American students are more likely to need remediation than their wealthier, white peers. Forty-one percent of Hispanic students and 42 percent of African-American students require remediation, compared to 31 percent of white students. Students are not testing at college-ready levels on national assessments. Only 24 percent of students who took the ACT met the test's readiness benchmarks in all four subjects (English,

reading, math and science) in 2010. A mere 4 percent of African Americans and 11 percent of Hispanics met the readiness benchmarks in all four subjects” –National conference of State Legislatures <http://www.ncsl.org/issues-research/educ/improving-college-completion-reforming-remedial.aspx>

Statistically black males perform 36% lower on state proficiency exams than white male populations in the US (Council of Great City Schools, 2010). This exhibits that there is a strong need for specific strategies to address the academic needs of this population.

### **Additional Evidence:**

Having positive male role models that reflect the culture of students is important in improving the self-esteem of Black males which lends improvement to academic improvement of students. In New Jersey at Newark Tech, Principal Baruti Kafele, (a highly regarded teach for 20 years and principal for 14 years) used Black men as mentors for his male students. The school was majority black but he also offered the benefit of mentors to other male students as well. These Black men were able to motivate and help males students evolve particularly through their “Power Monday’s” In which students came in dressed up and attended an assembly to hear from Black men they could related to on the adversity they overcame to reach success. Within 2 years the low performing school gained national recognition for student achievement levels. – (<http://www.good.is/post/how-one-principal-recruited-role-models-to-motivate-his-black-male-students/> - Baruti Kafele, 2012). This is a promising model for effective mentoring for Black males in urban schools in Boston to improve academic achievement.

Culturally responsive practices are a needed method of instruction and engagement to closing the achievement gap between Black males and others. Often education for Black males is geared toward learning a skill and becoming “functional” in academic settings rather than developing intellectual empowerment. This can lead to low expectations on the part of the teacher and students and a lack of development for the metacognition of Black male students. (Alfred Tatum, Teaching reading to black adolescent males: closing the achievement gap, 2005).

**SUCCESSFUL SCHOOLS AND STUDENTS**

**SSS. 20 Increase Extended Learning Time**

**TARGETED INDICATORS**

- % of students performing at or above grade level in math
- % of students performing at or above grade level in English
- Youth are engaged in enriching educational opportunities outside of school
- Attendance Rate
- # of hours students engage in expanded learning time activities
- % of students participating in Book Buddies Program

**PRIMARY PARTNERS**

Mass 2020  
 Dearborn (DSNI, RPC & Fidelity)  
 Burke (DSNI)  
 OGPS (City Year, Citizen School & BELL)  
 DSNCS (?)  
 BASB

**Description**

Expanding the school schedule/day for every student helps improve academic performance and reintroduces students to enrichment programs and activities that are essential for whole child development and have often been taken away from the school day because of budget constraints.

<b>Program Costs and Activity</b>	1/1/2013- 12/31/2013	1/1/2014- 12/31/2014	1/1/2015- 12/31/2015	1/1/2016- 12/31/2016	1/1/2017- 12/31/2017	<b>TOTAL</b>

**Source of Funding:**

DSNI (ASOST grant)  
 BPS (Burke High School, Dearborn Middle School & OGPS)  
 BPS at DSNCS

**Year One Accomplishments**

Bell  
 Citizen Schools  
 City Year

This year we partnered with Roxbury Presbyterian Church and Fidelity to provide Saturday School Programs at the Dearborn Middle School. We also had a Saturday School Program at the

Burke High School in partnership with the English Language Coordinator at the School. These programs are twice a year for 6 weeks and focused on English Language Learners who have to pass high stakes testing.

The curriculum for this program is created either by the school staff or in close consultation with school teachers. The curriculum focuses on reading and writing strategies for students. The program is done at the DSNI office and our other partner office Roxbury Presbyterian Church. We did to give students exposure to safe spaces in the community and avoid the cost of opening up the school building on a weekend. This program is volunteer based, students choose to participate and the tutors volunteer their time. Snacks are provided for participants and training is provided for the tutors. Dr. Holly Carter a professor in education at Northeastern University who has taught education strategies to teachers in many different countries for many years conducts the training.

We also support extended learning time with our partner schools by providing college trips on Saturdays for high school students in the neighborhood or at the Burke High School in partnership with Bird Street Community Center.

### **Implementation Plan:**

BPS will continue its highly successful vacation-week Acceleration Academies, designed to connect students with great teachers in intensive academic programs at Dearborn, OGPS and Burke. BPS will continue to expand summer learning opportunities for OGPS, Dearborn students.

DSNI in partnership will organize 2 sessions of Saturday School at Dearborn and at Burke to incorporate more students particularly ELL and students with disabilities students and expand the number of students with additional tutoring time in the fall and the spring.

DSNI will partner with DSNCS to coordinate a reading buddies program. This program would entail volunteers reading books to k1, k2, and 1<sup>st</sup> grade students. This activity will firstly contribute to increasing reading proficiency of students and relationship building with caring adults. This is also a prevention strategy to avoid delays in student education as well as give students with disabilities extra support.

DSNI will also continue to support Mass 20/20 in their campaign to increase quality expanded learning time for schools in Massachusetts and across the nation, particularly programs that are appropriate for students with disabilities.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation analysis and Evidence:**

**Strong Evidence:**

Time as a core characteristic of high-performing schools - The researchers identify schools that have produced high student performance over several years and then try to unpack the characteristics that make these schools successful. In study after study, both expanded time and the particular ways in which it is deployed and managed are pinpointed as essential elements of creating an effective school. Key sources:

1) Farbman, D. and Kaplan, C. (2005). Time for a change: The promise of extended-time schools for promoting student achievement. Boston, MA: Massachusetts 2020.

2) Hoxby, C. M., Murarka, S. and Kang, J. (2009, September). How New York City's charter schools affect achievement, August 2009 Report. Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project.

3) Merseeth, K. et al. (2009). Inside urban charter schools: Promising practices and strategies in five high-performing schools. Cambridge, MA: Harvard Education Press.

<http://www.hepg.org/hepg/book/94/InsideUrbanCharterSchools>

4) Shields, R.A. and Miles, K.H. (2008). Strategic designs: Lessons from leading edge small urban high schools. Watertown, MA: Education Resource Strategies.

[http://www.educationresourcestrategies.org/documents/FINALREPORTSTRATEGICDESIGNERS\\_5-19\\_000.pdf](http://www.educationresourcestrategies.org/documents/FINALREPORTSTRATEGICDESIGNERS_5-19_000.pdf) (See esp. pp. 38-52.)

Connecting learning time to outcomes - Several scholars have conducted experiments to identify the link between time spent learning in schools and academic outcomes more precisely. These studies have shown that the amount of time students spend learning is clearly related to how much they learn, both in terms of content knowledge and application of knowledge (i.e., “knowledge transfer”). In addition, some researchers have shown that time out of school can have a negative effect on student performance. For instance, a meta-analysis of studies on summer learning loss found that all students experience a loss of approximately one month in math, while in reading, losses were limited to students of lower socio-economic status. Key sources:

- 1) Berliner, D. (1990). What’s all the fuss about instructional time? in *The Nature of Time in Schools: Theoretical Concepts, Practitioner Perceptions*. New York: Teacher College Press.
- 2) Clark, D., and Linn, M.C. (2003). Designing for knowledge integration: The impact of instructional time. *The Journal of Learning Sciences*, 12(4): 451-493.
- 3) Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research*, 66 (3), 227-268.
- 4) Gettinger, M. (1985). Time allocated and time spent relative to time needed for learning as determinants of achievement. *Journal of Educational Psychology*, 77(1), 3-11.
- 5) Marcotte, D. E. (2007). *Unscheduled school closings and student performance* (IZA Discussion Paper 2923). Bonn, Germany: The Institute for the Study of Labor.

Lazarin, M. (2008). A race against the clock: The value of expanded learning time for English Language Learners. Washington D.C.: Center for American Progress. Indicates that expanded learning time facilitates greater language development for English Language Learners (ELL) and could be a key step in closing the achievement gap between ELL and non-ELL students. Also suggests that the greatest results would come from whole-school implementation of an expanded time program.

National Academy of Education. (2009). Time for learning: Education policy white paper. Washington, D.C. This summary of research describes the current state of expanded-time programming, both within and after the traditional school day. Emphasizes that more learning time will only produce positive results if time is spent well, and points out that more research needs to be done, especially in school contexts.

Deschenes, S. and J. Malone, "Year-round learning: Linking school, afterschool, and summer learning to support student success," Harvard Family Research Project, (2011).

Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Arch Dis Child*, 93(7), pp. 554-557.

**Additional Evidence:**

Miles, K.H. and Frank, S. (2008). The Strategic School: How To Make the Most of People, Time and Money

National Research Council. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: The National Academies Press, 2012.

Patall, E., H. Cooper, and A. Allen, "Expanding the school day or school year: A systematic review of research (1985-2009)," *Review of Educational Research*, 80(3), (2010): 401-436.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 21 Access to Enriching Learning Opportunities**

**TARGETED INDICATORS**

- # and % of youth enrolled/engaged in enriching educational opportunities outside of school
- # of hours youth are engaged in enriching educational opportunities outside of school
- # of parents/families engaging Boston navigator

**PRIMARY PARTNERS**

Boston After School & Beyond  
Boston Opportunity Agenda

**Description:** Year-round learning consists of intentional, community-based efforts to connect school, afterschool, and summer learning. Institutions involved in these efforts are committed to working together to support positive youth outcomes, develop continuous learning pathways, and provide equitable opportunities for both students and families.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	500 (5-19)	600 (5-19)	750 (5-19)	900 (5-19)	1,000 (5-19)	
Percent of all Children	6%	7%	9%	10%	12%	
Annual goal to increase proportion		1%	2%	1%	2%	
Projected all children	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	8,324 (5-19)	

**Source of Funding:**

**Year One Accomplishments:**

- Boston Navigator, Boston After School and Beyond’s online tool to assist parents and students in getting information about all of youth programs in the city, upgraded the website to create a more user-friendly experience where families could easily access information about enriching opportunities in their community and participant feedback ([www.bostonnavigator.org](http://www.bostonnavigator.org)).
- Boston After School and Beyond (BASB) increased the number of summer learning loss prevention opportunities by increasing the number of programs to 40 BPS schools and 17 community partners serving 1,600 high need students. BPI schools served 221 students: Dearborn worked with MathPower and BELL serving 100 students in grades 6-8; OGPS

worked with Thompson Island Outward Bound serving 81 students in grades 3, 5-6; and Burke worked with PIC and Freedom House serving 40 students in grades 9-11.

**Implementation Plan:**

Connect families to the Boston Navigator and BPS “Summer Stuff” through the annual GOTCHA Youth Job Fair and Resource Fairs and Parent Nights at each BPI school so they can identify enrichment opportunities that match the needs and interests of their child. Additional outreach will be done to link families to scholarship opportunities and sites that offer free programming.

Organize two additional community resource fairs, in the fall and spring, to make families aware of out-of-school opportunities.

Translate summer enrichment opportunity guides to provide families that do not speak English access to materials and resources.

Provide parents with information, through the Boston Navigator, about the quality of programming at sites they are interested in sending their child.

Increase summer learning loss prevention slots and recruit multilingual staff members to support the increased capacity that will be built.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Deschenes, S. and J. Malone, "Year-round learning: Linking school, afterschool, and summer learning to support student success," Harvard Family Research Project, (2011).

"After comparing time spent in art, music, and physical education, and controlling for variance in capital resources, researchers uncovered a positive trend suggesting that students in schools who have art, music, and physical education taught by specialists may do better on state standardized tests. The researchers did not find an inverse relationship between allotting time for art, music and physical education and achievement on state standardized test scores, disproving the notion that schools should direct time away from untested subjects to increase student scores." Wilkins, J.L.M., Graham, G., Parker, S., Westfall, S., Fraser, R.G., & Tembo, M. (2003). Time in the arts and physical education and school achievement. *Journal of Curriculum Studies*, 35(6): 721-734.

**Additional Evidence:**

National Research Council. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: The National Academies Press, 2012.

SUCCESSFUL SCHOOLS AND STUDENTS

**SSS. 22 Boston Scholar Athletes Program**

**TARGETED INDICATORS**

- # and % of students at or above grade level according to MCAS in 3<sup>rd</sup>-8<sup>th</sup> grade and in high school
- # and % of students who participate in at least 60 minutes of moderate to vigorous physical activity daily
- Attendance rate
- Graduation rate
- # of students who regain sports eligibility

**PRIMARY PARTNERS:**

Burke High School, Red & Blue Foundation  
Private Industry Council

**Description:** Boston Scholar Athletes (BSA) program strives to increase opportunities for public school students to succeed on the court, in school and in life. By leveraging and encouraging athletic participation, which is often a key motivator for many youth to stay in school, BSA is able to provide the support students need to thrive academically.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	200 (15-19)	250 (15-19)	300 (15-19)	350 (15-19)	400 (15-19)	
Percent of all Children	4%	5%	6%	7%	9%	
Annual goal to increase proportion		1%	1%	1%	2%	
Projected all children	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	

**Source of Funding:**

Red & Blue Foundation commits ██████████ over 3 years

**Year One Accomplishments:**

- BSA established a dedicated, staffed learning center called The Zone inside each of Boston's 19 high schools. It's a safe, quiet space for scholar-athletes to study during and after school, with access to workstations, computers and the Internet – things often unavailable elsewhere.
- In SY2011-12, BSA worked with over 80 graduate and undergraduate students with tutors averaging approximately 500 hours of tutoring per month.

- Boston Scholar Athlete program currently provides SAT preparation through a comprehensive curriculum to approximately 400 BPS scholar-athletes. The program's multiple components, which are taught by certified BSA Facilitators and volunteer teachers during the school day, include: Early Edge - Reinforces basic foundational skills and introduces scholar-athletes to standardized test preparation; SAT Test Preparation - Prepares scholar-athletes with strategies and techniques to take the spring SAT test; College Readiness - Provides scholar-athletes with tips from admissions experts on the college process, including financial aid awareness and information; and Scholar-athletes are administered 4 Practice SAT Tests throughout the school year, proctored by BSA Facilitators, to further prepare them for success on the actual test.
- BSA is a partner with the Boston Private Industry Council (PIC) and during the summer, 178 BSA members were placed in employment by the PIC.
- 172 teams (baseball, basketball, cheerleading, football, soccer, softball, swimming, track, volleyball) with 4,350 uniformed athletes (2,370 males and 1,980 females) participated in sports activities during SY2011-12.
- 92% of active Zone members maintain eligibility, BSA Zone members are 25% more likely to graduate from high school and SAT scores have increased by 150 points on average.
- In SY2011-12, the Bulldog Zone at Burke High School was an invaluable resource for the student body. The Zone saw a continuous flow of current and potential scholar-athletes receiving tutoring, working on homework and using laptops to type assignments. Overall, the Zone has over 200 students enrolled, but 3 talented young men had always wanted to be a part of the boys' basketball team at the Burke. The one thing holding them back was their grades. They had never been eligible to play. With a renewed sense of commitment to their schoolwork this year, each signed up with Burke Zone Facilitator to join the Bulldog Zone and utilize all of the resources that the Zone has to offer. They dedicated countless hours towards their academics. Each of these three young men made significant strides both academically and personally.

**Implementation Plan:**

BSA will measure success on a daily basis by tracking eligibility, grade point averages, progress reports, and evaluating student satisfaction surveys.

BSA will monitor the grades of the 3,000+ scholar-athletes enrolled in our Zones.

Zone Facilitators will continue to assess scholar-athletes' grades, test scores and teacher's comments allowing for day-to-day monitoring of academic performance so that scholar-athletes, tutors, teachers and Facilitators can work to prevent ineligibility, and increase participation in athletics.

BSA will continue to maintain 19 Zones in Boston Public Schools offering: access to academic assistance through peer and outside tutoring and mentoring services; work stations equipped with computers and internet access, Nooks and flash drives; monthly forums on important issues facing high school students; Improved relationships and strengthened camaraderie with teammates; support for ineligible athletes to improve academic standing; encouragement for incoming Freshmen to become involved with athletics; and College Road Maps and handouts to provide more information to scholar-athletes seeking higher-education.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:****Strong Evidence:**

Rees, D. and J. Sabia, "Sports participation and academic performance: Evidence from the National Longitudinal Study of Adolescent Health," *Economics of Education Review* 29 no.5 (2010): 751-759.

**Additional Evidence:**

Children have to be active every day. Physical activity stimulates growth and leads to improved physical and emotional health. Today, research shows that the importance of physical activity in children is stronger than ever. For example, medical researchers have observed that highly active children are less likely to suffer from high blood pressure, diabetes, cancer of the colon, obesity, and coronary heart disease later in life. Exercise is also known to relieve stress. Some children experience as much stress, depression, and anxiety as adults do. And because exercise improves health, a fit child is more likely to be well-rested and mentally sharp. Even moderate physical activity has been shown to improve a child's skill at arithmetic, reading, and memorization. But sport, not just exercise, gives a child more than just physical well-being; it contributes to a child's development both psychologically and socially. Sport psychologist Dr. Glyn Roberts of the University of Illinois has worked primarily in children's sport for the last two decades. He emphasizes that sport is an important learning environment for children. "Sport can affect a child's development of self-esteem and self-worth," explains Roberts. "It is also within sport that peer status and peer acceptance is established and developed." One way children gain acceptance by their peers is to be good at activities valued by other children, says Roberts. Research shows that children would rather play sports than do anything else. A study conducted in the United States showed that high school boys and girls would rather be better at sports than in academic subjects. The same study showed that high school boys would rather fail in class than be incompetent on the playing field. Because sport is important to children, being good at sports is a strong social asset. Young boys in particular use sports and games to measure themselves against their friends. Children who are competent at sports are more easily accepted by children of their own age, and are more likely to be team captains and group leaders. Such children usually have better social skills. The primary goal of parents and coaches is to help children find the success in sport they need to make them feel valued and wanted. Every child can be successful at one sport or another. Take the time to find the sports that are right for each child. [http://www.rcga.org/uploads/documents/L2P/EN/pg\\_016-017\\_Why%20is%20sport%20important%20for%20children\\_.pdf](http://www.rcga.org/uploads/documents/L2P/EN/pg_016-017_Why%20is%20sport%20important%20for%20children_.pdf)

The health benefits of sports are numerous, especially for kids. In 1997, the CDC (Centers for Disease Control) published the "Guidelines for Schools and Communities for Promoting Lifelong Physical Activity," where the agency noted that regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels.

Children who are actively involved in a sport are more likely to describe themselves as being in good physical health than students who do not participate in sports, according to a 2006 article published in the "Journal of Community Health." A 2006 article published in the "Journal of School Health" found that the interaction a child has with her coach helps to improve self-esteem as well as lower the chance of depression.

Kids can also show the benefits of sports in the classroom. A 2002 study published in "Sociology of Education" concluded that participating in athletics helps high school students perform well academically more than any other extracurricular activity. A 2007 study published in "Educational Psychological Review" stated that systematic exercise programs may actually enhance the development of specific types of mental processing known to be important for meeting challenges encountered both in academics and later in life.

Social responsibility and leadership skills are two other reasons why sports are good for children. According to "Youth Sports in America: An Overview," sports can provide excellent educational opportunities for social development because many of the social and moral requirements for participation in sports are parallels to how individuals must function in a law-abiding society. The "Handbook of Research on Sports Psychology" states that understanding the competitive process entails an appreciation of the social nature of competition, particularly with regard to the cooperative and strategic aspects of sports and an awareness of the nature of individual roles within a cooperating group.

High School Sports Promote Bonding and Encouragement - What many administrators, teachers and parents fail to realize is that high school sports offer teenagers the same outlet. Participating in high school sports is important for motor skill development, maintaining a healthy exercise program and provides for a release of anger when the academic stressors become overwhelming. When youth participate in high school sports they release endorphins which helps decrease depression and increases energy. Most high schools, if not all, require at least a C average to participate in these sports, which provides the child with accountability. High school sports increase bonding between children and their parents when parents help with skills and come to games to cheer their child on.

High School Sports Boost Overall Morale And Support - High school sports offer a release that is needed for every student. High School Sports enables the entire school to come together, whether playing, or observing, to cheer for their school. If your child is having difficulty making friends encourage them to

join a high school activity or to go to a game and cheer for their school. It boosts school morale when students meet to cheer for their team. While offering an enjoyable distraction from the stressors of school, teenager's negative perception of school as a place akin to a prison is replaced with increased school pride. This increased interest in school generally results in increased enjoyment in academics, resulting in better overall test scores and grades. Article Source: <http://EzineArticles.com/30860>

SUCCESSFUL SCHOOLS AND STUDENTS SOLUTIONS

**SSS. 23 Holistic Child Development**

**TARGETED INDICATORS**

- # of youth with completed ACT plans
- % of children who have a mentor and/or are connected to a caring adult
- # of youth engaged in enriching educational opportunities outside of school

**PRIMARY PARTNERS**

Boston After School & Beyond (BASB),  
 Burke High School, Dearborn Middle School, Dudley Street Neighborhood Charter School, GOTCHA Collaborative, Mass Mentoring, Program in Education, Afterschool & Resiliency (PEAR)

**Description:** Holistic development of young people takes the efforts of many people and exposure to a variety of opportunities that cross a myriad of domains. In the DVC, the ACT framework, which was developed by Boston After School and Beyond as a tool for practitioners to understand the skills needed to positively effect student school outcomes, will be used as the guide to help youth achieve, connect and thrive in all aspects of their lives. Adjusting for both provider and youth lenses, the framework will be shaped into various tools and plans youth and caring adults can use to identify the specific areas needed to succeed and the strategies to get youth there.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	60 (15-19)	80 (15-19)	100 (5-19)	130 (5-19)	200 (5-19)	
Percent of all Children	1%	1%	2%	3%	4%	
Annual goal to increase proportion		<1%	1%	1%	1%	
Projected all children	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	

**Source of Funding:** DSNI (Americorp), BASB

**Year 1 Accomplishments:**

*Organizations*

- BASB conducted a literature review and revised the ACT (Achieving, Connecting, Thriving) framework to ensure there was evidence linking the twelve identified skills to supporting young people’s academic success and preparing them for success in their postsecondary education and careers.
- Boston After School and Beyond convened citywide afterschool and out of school providers to share the ACT framework, gain a better understanding of how it could be used and identify which skills organizations felt they were developing. Based on feedback and subsequent small group meetings, BASB identified 4 measurable “power skills” that are associated with successful student outcomes: thinks critically and creatively, can put ideas into action, is resilient in the face of setbacks and forms and maintains connections with others.
- PEAR modified their Holistic Student Assessment (HSA) tools to better align with the ACT Framework and 4 power skills. They piloted a measurement approach in collaboration with DSNI, aimed at giving 40 summer youth employees an understanding of their relative strengths and challenges.
- DSNI convened a meeting with BASB and the Dudley Street Neighborhood Charter School to identify possible opportunities to modify the framework for use with elementary students.

### *Youth*

- DSNI Youth Organizers worked with staff to create a youth-version of the ACT Framework, with examples of skill attainment and tips on how to develop skills further in a way that resonates with young people.
- DSNI Youth Organizers also developed an ACT Plan to guide their peers in assessing their skills, selecting skills to work on, identifying clear goals and outlining the steps and supports needed to achieve their goal. The plan will be piloted with youth employed at DSNI over the summer and will include a workshop about the framework and

components of the plan. Individual teens will then work one-on-one with staff to develop their goals and monitor progress.

- DSNI Youth Organizers conducted a mentoring research project where they identified best practices, interviewed local programs to assess their offerings and polled their peers to uncover what they want in a mentoring program. Based on the research, they developed a plan for a mentorship program, Promise Mentors, which will be piloted during the 2013 school year. The ACT Plan is at the core of the program and is meant to drive the interactions and work between the mentor and mentee.

### **Implementation Plan:**

#### *Organizations*

Encourage adoption of the ACT framework across providers in order to develop a consistent language, tools and measurable outcomes. BASB will take the lead in facilitating meetings with after school and out of school providers with support from DSNI to reach the GOTCHA collaborative, additional providers, families and caring adults.

Develop a training module on the framework outlining various ways to help youth develop the skills within. The training will be provided to organizational staff, volunteers and mentors so they can become familiar with strategies to assist youth develop across the 3 domains. In addition, resource guides will be made available online through both the Dudley Learning Center and BASB to help support individuals who are looking for more information and guidance.

Tailor the framework for diverse populations through ongoing development meetings with organizations that work with youth across different ages and various disciplines, identifying

developmentally appropriate outcomes and activities that can be used to help youth achieve these skills.

PEAR will continue to work on aligning their existing HSA tools to the ACT Framework, providing easy to read results charts and graphs, for both providers and youth, that guide dialogue around areas of strength and growth for individual youth. Measure skill attainment and create data systems that will allow sharing across multiple organizations where youth may participate.

Document, amongst GOTCHA providers, which skills they focus on developing to assist in creating more effective collaborations where: youth can be exposed to opportunities that will help them develop holistically; and cross referrals for youth can easily be made to supplement work being done. Once this document is created, distribute it to youth and families so they can make more informed decisions to help support the holistic development of youth in the community.

### *Youth*

Revise the ACT Plan based on the initial pilot and expand implementation to high school youth employed at GOTCHA sites during the upcoming school year. As a part of the implementation, youth will facilitate trainings to explain the framework and the plan. Staff at each site will work support youth in developing their goals, making certain the youth are the primary drivers of the process and determine which skills they are interested in developing. Youth will be given the results of their HSA assessment to assist them in identifying both their strengths and areas to grow.

Modify the ACT plan to reflect the needs and developmental stages of different age groups, piloting it with middle school students at Orchard Gardens and Dearborn Middle School.

Pilot the Promise Mentors program with 10-15 youth from the DVC during the 2013 school year. Assess the use and integration of the ACT Plan and share findings with local mentoring programs to increase adoption. Students will be paired with a caring adult, with a minimum of 50% of the mentors coming from the DVC and reflecting the ethnic backgrounds of the youth. The mentors will be screened and trained on mentoring and teen development and will provide guidance in the development of ACT plan strategies. Mentors will meet with their mentee once a week to check in on progress they are making on their ACT plan, engage in relationship building, and be a positive role model.

Develop a Mentor recruitment campaign that speaks to the various ethnic communities within the neighborhood and provides a variety of ways for adults to become involved in supporting the youth in the community.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

*Mentoring: A Promising Strategy for Youth Development* (PDF), Susan M. Jekielek, Kristen A. Moore, Elizabeth C. Hair, and Harriet J. Scarupa An excellent summary of the impacts of mentoring programs and effective program strategies. Washington, D.C.: Child Trends, 2002.

Certified mentoring programs in Boston focus on 5 main areas: self esteem, general education/academic support, social competence, promoting community/civic involvement, and education/academic support

for youth who are academically behind. Mass Mentoring survey shows that 42.9% of youth living in poverty with a single parent in Boston are being served by a mentoring program. Most prevalent reason for youth on the waiting list for a mentor is that mentors are not available to be matched.

<http://www.massmentors.org/sites/default/files/Mass%20Mentoring%20Counts%202010%20-%20%20Final%20Report.pdf>

MENTOR believes that the guidance of an adult mentor can help each child discover and unlock his or her full potential. Research demonstrates that youth who participate in mentoring relationships experience a multitude of positive benefits.

[http://www.mentoring.org/about\\_mentor/value\\_of\\_mentoring/closing\\_the\\_mentoring\\_gap](http://www.mentoring.org/about_mentor/value_of_mentoring/closing_the_mentoring_gap)

SUCCESSFUL SCHOOLS AND STUDENTS SOLUTIONS

**SSS. 24 Meaningful Leadership Development Opportunities for Youth**

<p><b>TARGETED INDICATORS</b></p> <ul style="list-style-type: none"> <li>• # of youth engaged in enriching educational opportunities outside of school</li> <li>• % of children who have a mentor and/or are connected to a caring adult</li> <li>• % and # of disconnected youth who are connected to caring/supportive adult</li> <li>• % and # of disconnected youth who are re-engaged (in employment/education)</li> </ul>	<p><b>PRIMARY PARTNERS</b></p> <p>Boston Youth Fund, GOTCHA Collaborative</p> <p>Burke High School, Private Industry Council</p>
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**Description:** Youth leadership development is the ongoing growth process in which youth are engaged in learning to meet their basic personal and social needs to feel cared for, safe, valued, useful, and spiritually grounded, and to build skills and competencies that allow them to function and contribute in their daily lives.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	450 (15-19)	480 (15-19)	520 (15-19)	560 (15-19)	600 (15-19)	
Percent of all Children	10%	10%	11%	12%	13%	
Annual goal to increase proportion		<1%	1%	1%	1%	
Projected all children	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	

**Source of Funding:** BYF, PIC, DSNI,

**Year 1 Accomplishments:**

- Over 350 youth were engaged in summer and school-year jobs through the GOTCHA Collaborative. Jobs gave teenagers between the ages of 15-18 years old an opportunity

to develop skills that prepared them for a professional working environment. These jobs also gave students the opportunity to have leadership roles both at their individual worksite and as part of the collaborative as they advocated for issues important to young people in the community. This year youth advocated to state politicians for increased funding for youth jobs.

- Boston PIC placed 116 students in year round employment, assisting students to develop working skills for corporate settings.
- The Dudley Youth Council, an entity of DSNI that focuses on giving youth an outlet to be creative and productive around youth related issues, came together on a weekly basis to brainstorm issues that were of interest to youth and strategize solutions and mobilize youth. Members planned and hosted radio shows giving a voice to topics that were relevant to their peers, such as bullying, the influence of media, education, college preparedness and peer relationships. Two of the shows, bullying and influence of media, were made into mini-films that were shown at the Roxbury Film Festival and additional short films and PSA's they completed were posted on YouTube ([www.youtube.com/dycradio](http://www.youtube.com/dycradio)).
- Burke High School implemented the 10 Boys Initiative geared at developing male leaders of color through skill development and peer-to-peer encouragement. Students were exposed to different experiences through trips to Pittsburg for a conference about the education of black males in the United States and North Carolina for a Black Engineers conference. Students met on a regular basis with a counselor at the school learning various skills for leadership and were given opportunities to exhibit the skills they learned by assisting in organizing and manning school events. These students are then used as an example for other male students of color to encourage leadership in their peers.
- Dorchester Bay Youth Force trained previous summer participants to become workshop leaders and engage new youth that will be participants during the school year. This program gave students an opportunity to use the skills they developed the previous

year to cultivate a new cohort of youth and create change in their communities outside of the program.

**Implementation Plan:**

GOTCHA will organize to increase youth employment opportunities to 400 year-round slots.

The collaborative will continue to identify meaningful leadership opportunities youth can engage in within and across organizations.

Design and pilot a youth leadership development curriculum with high school age youth. Youth engaged in summer programming will assist in developing the outline for the curriculum, in addition to specific workshops with the intent of training a core cohort as facilitators.

Provide Resident Development Institute sessions to high school age youth and older. RDI is an institute of DSNi that trains residents how to engage in organized community change through workshops on topics such as: community organizing, values and vision, developing leaders, meeting design and facilitation and resource development. These areas develop both hard and soft skills important for leadership development.

Dudley Youth Council will engage 15-20 high school teens to establish a youth voice in the Dudley area, motivating and empowering young people to better the local and broader community through positive action. They will make a series of films to support their current motivational campaign addressing issues that impact youth.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Data reviewed for BPI needs assessment reveals that the employment to population ratio is significantly lower for Black and Hispanic youth than the ratio for White youth in the city of Boston (Black ratio: 24%; Hispanic ratio: 48%; White ratio: 57%) (Khatiwada, et al:2005).

Black and Hispanic youth approximately 4 times more likely to be disconnected (no school completion, unemployed) than their white peers. Therefore, the DVC neighborhood has a significantly larger proportion of disengaged youth than the city overall. Based on a 2009 survey of more than 1000 disconnected youth in one of the DVC communities\*, only 33% report being able to get support/help from any adult (Project Right, 2010): more than 60% of youth who are not disconnect report having at least one trusted adult they can get support from (The Boston Foundation).

*Does Meaningful Employment Work As Violence Prevention?*, The Youth Violence Prevention Collaborative, Dr Gia Elise Barboza, Northeastern University, 2011.

Ignore the Teen Employment Problem at Your Peril, Andrew Sum, Huff Post Business, July 24, 2012

[http://www.huffingtonpost.com/andrew-sum/double-vision-the-move-to\\_b\\_825089.html](http://www.huffingtonpost.com/andrew-sum/double-vision-the-move-to_b_825089.html)

SUCCESSFUL SCHOOLS AND STUDENTS SOLUTIONS

**SSS. 25 Youth as Change Agents**

**TARGETED INDICATORS**

- # of youth in formal decision-making roles in organizations
- # of youth engaged in enriching educational opportunities outside of school
- # of youth with completed ACT plans

**PRIMARY PARTNERS**

Dudley Youth Council, GOTCHA Planning Partners (Bird Street Community Center, The Food Project, Dorchester Bay EDC, The City School, Youth and Police in Partnership), Youth Jobs Coalition-Statewide and Boston

**Description:** Youth are change agents when they have opportunities to participate in decision-making, develop and practice leadership and experience a sense of belonging. Offering youth opportunities to have an impact in their community provides them with a sense of pride and motivation to invest in their own future and development.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	50 (15-19)	70 (15-19)	90 (15-19)	120 (15-19)	150 (15-19)	
Percent of all Children	1%	1%	2%	2%	3%	
Annual goal to increase proportion		<1%	1%	<1%	1%	
Projected all children	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	4,466 (15-19)	

**Source of Funding:**

**Year 1 Accomplishments:**

- Youth engaged in the Youth Jobs Coalition, Boston and Statewide, organized an annual march and rally for over 1,000 teens, including an action geared towards increasing

youth jobs at private sector businesses and culminating in legislative visits at the State House. The event was featured on local evening news, for the first time, along with coverage in a national magazine, *Jet*. Subsequent to this, youth organized a series of community meetings with local officials, mobilized over 20 youth to provide testimonials at both City Council and State House hearings and held two additional rallies at the State House to supplement the efforts of the primary march, provide a platform to share stories of their peers and highlight the importance of youth jobs in developing strong leaders in the community. The actions of the youth, along with support from adult coalitions, resulted in level funding for youth jobs during a year where cuts seemed inevitable.

- Youth Jobs Coalition Boston (YJC Boston), created a Youth Steering Committee that mobilized a group of their peers to organize a series of 6 Neighborhood Youth Movement Assemblies where teens were asked what they wanted to impact in their community. Results from each of these meetings were brought together in a Citywide Youth Movement Assembly where over 150 teens identified a joint agenda to organize around in the upcoming year. Youth organized and facilitated all aspects of the training with limited support from adult allies and held 2 retreats to provide additional training and further define the work and vision of the collaboration.
- Dudley Youth Council members developed a youth-led campaign, *Get Hype*, geared at getting youth motivated about their education, life and future. They developed a mini film as a way to launch the campaign and will show it at an outdoor community movie night.
- GOTCHA Planning Partners, which has an equal mix of adults and youth representing the lead organizations of the collaborative, held a planning retreat to identify ways to further develop the collaboration. As a group, they decided to focus on advocating for and developing meaningful, youth development jobs and creating a skills pathway that would help youth identify and gain the skills necessary to be successful in school and their future careers. Youth partners played an active role in facilitating parts of the retreat and guiding the direction for the future.

- DSNI Board of Directors voted to add an additional youth seat to the Board, giving youth the same level of representation as the other resident populations (3 seats). Community elections are held every 2 years and youth participate in giving speeches around why they want to be on the board.
- DSNI Youth Board Members organized Youth Committee meetings to help guide the youth work of the organization. Members meet monthly and provide feedback on the direction of projects and help make linkages to additional organizations and work.

### **Implementation Plan:**

Organize and grow the Annual Youth Jobs March and Rally to engage more youth across the state. Have youth leaders take their peers through a process of completing a power analysis, identifying goals, targets and strategies to use in order to solidify local and state funding for summer and school-year youth jobs.

Develop, organize around and promote the Citywide Youth Movement agenda. Youth will galvanize support from their peers, politicians, organizations and local residents to advocate for changes in the education, transportation and employment systems.

Promote the youth-led community campaign, Get Hype, to empower youth to believe in themselves and their future through the creation of additional PSA's, short films, workshops and promotional materials.

Engage youth in the Dudley Youth Council and the development of monthly radio shows, films and discussion cafes. A solid plan for increasing meaningful participation will include fading facilitation and cascading leadership. Fading facilitation happens when strong adult leaders allow their presence to recede into the background as the young people become more

prepared to take responsibility. One can think of the youth leaders as apprentices, at times needing more or less support from their adult mentors, depending on their abilities. Cascading leadership occurs when young people pass their leadership on to others coming up after them. This often happens naturally in a group, as young people look up to those a few years older and picture themselves in the same role in the near future. Staff members can support cascading leadership by giving younger or less experienced members of the group opportunities to learn leadership skills, and by encouraging older or more experienced members to pass on their skills to others.

Continue the GOTCHA Planning process to develop meaningful, youth jobs. Engage youth in being leaders in GOTCHA to plan youth job collaborative work. Provide additional trainings to support their development and discuss systems to help develop a level of joint accountability. Youth will be assigned clear tasks to practice their skills, especially in the area of engaging their peers in advocating for youth jobs, both across the city and state wide and from the private and public sectors.

Support youth in volunteering/running for local boards and other leadership positions (DSNI, TCS, TFP, BSCC, etc.)

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Ginwright, S. (2007). Black Youth Activism and the Role of Critical Social Capital in Black Community Organizations. *American Behavioral Scientist*, 51, p. 403-419

**Additional Evidence:**

Henderson, Nan. "Resiliency in Practice: Fostering Resiliency in Children and Youth—Four Basic Steps For Families, Educators and Other Caring Adults." *Resiliency In Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities*

McLaughlin, Milbrey W. *Community Counts: How Youth Organizations Matter for Youth Development*. Washington D.C.: Public Education Network, April 2000.

[www.PublicEducation.org](http://www.PublicEducation.org)

McLaughlin, Milbrey W., Merita Irby and Julie Langman. *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*. San Francisco, CA: Jossey-Bass, 1994.

Kretzmann, John P., and John L. McKnight. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. ACTA Publications, 1993.



Boston  
Promise  
Initiative

**Post Secondary Completion and Career Readiness  
Solutions**

**POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS**

<b>PSC. 1</b>	<b>Career Readiness</b>
<b>PSC. 2</b>	<b>College Student Associations</b>
<b>PSC. 3</b>	<b>Dudley College Connections</b>
<b>PSC. 4</b>	<b>DVC Alumni Network</b>
<b>PSC. 5</b>	<b>Family Support for College Completion</b>
<b>PSC. 6</b>	<b>Success Boston</b>
<b>PSC. 7</b>	<b>Vocational and Technical Pathway</b>
<b>PSC. 8</b>	<b>Architectural Training</b>
<b>PSC. 9</b>	<b>Boston STEM Network</b>

POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS						
<b>PSC. 1 Career Readiness</b>						
<b>TARGETED INDICATORS</b>				<b>PRIMARY PARTNERS</b>		
<ul style="list-style-type: none"> <li>• # % of youth with high achievement goals</li> <li>• Employment population ratios</li> <li>• #% of Youth with internships/career related employment</li> <li>• Youth Work experience (hours/# of experiences)</li> </ul>				GOTCHA, Private Industry Council, Youth Build, Building Pathways		
<p><b>Description:</b> Career readiness includes the preparation of a qualified workforce through the schools, vocational and technical colleges, universities, adult education opportunities, remedial employee training, mentoring, job shadowing and continuing professional development. Career readiness calls for collaboration between business/industry, local, state and national government, educators and the local community.</p>						
<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	██████	██████	██████	██████	██████	██████
Est. # of Children served by age	135 (15-24)	135 (15-24)	135 (15-24)	135 (15-24)	135 (15-24)	675
Percent of all Children	2%	2%	2%	2%	2%	7%
Annual goal to increase proportion						
Projected all children	9,531	9,531	9,531	9,531	9,531	9,531

**Source of Funding:** GOTCHA ██████████ a Year, City of Boston, PIC, Youthbuild

**Year One Accomplishments:**

- DSNI and GOTCHA expanded the number of summer employment positions available ages 18 to 24.
- The Boston Private Industry Council (PIC) prepared students for jobs by placing students in co-operate settings in the school year and throughout the summer.
- PIC college-to-career coaches supported students and brokered part-time employment in their industry of interest. Each coach – one for financial services, one for healthcare – worked with a caseload of about 40 students, providing services based on the individual needs of students. Coaches worked with students from high school graduation through college toward a career. Coaches assisted students in accessing the resources available to them at their colleges, workplaces, and in the community. Coaches helped participants find

jobs related to their career pursuits, organize peer support sessions and industry seminars, and broker tutoring and other academic supports, as well as gap-filling scholarships, when funds are available.

- Youthbuild prepares underemployed and out of school 16-24 year olds to get their GED and for construction career opportunities.
- Building Pathways is sponsored by the Boston Housing Authority and the Boston Building Trades Council, and managed by The Construction Institute. Through 7 weeks of classroom and hands-on learning experiences, Building Pathways will prepare participants to enter an apprenticeship in the building and construction trades. Participants must be Boston residents who meet HUD Section 3 income requirements for low and very low income. Building Pathways graduated 30 individuals.

**Implementation Plan:**

Expose youth to a wide variety of career possibilities through annual career panels of community members and career shadow events.

Link youth to mentors in a profession of interest. The mentor and student will meet at least once a month.

Youth are building necessary skills to function in a professional setting via GOTCHA job readiness trainings.

GOTCHA and Youth Jobs Coalition continue to advocate increasing the number of jobs for students ages 18-24 for year round permanent employment.

Collaborate with Youthbuild and Boston PIC to create more apprenticeships for students in various trade professions.

Expand Project Hope’s program of connecting residents to careers in specific sectors such as health care.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Data reviewed for BPI needs assessment reveals that the employment to population ratio is significantly lower for Black and Hispanic youth than the ratio for White youth in the city of Boston (Black ratio: 24%; Hispanic ratio: 48%; White ratio: 57%) (Khatiwada, et al:2005).

**Strong evidence:**

Holgate, Brandynn and Tressa Stazinski, "Entry-Level Workforce Investment Feasibility Study," The Center for Social Policy, J.W. McCormack Graduate School of Policy and Global Studies, University of Massachusetts Boston, May 2011.

YouthBuild: one stimulus model: The program has turned lives around and builds affordable community housing. By Jane Lampman, Staff writer of The Christian Science Monitor / March 13, 2009.

<http://www.csmonitor.com/Business/2009/0313/p03s02-usec.html>

Evaluation of Youthbuild Program, HUD, By Maxine V. Mitchell, CRE, Davis Jenkins, PhD, Dao Nguyen, Alona Lerman, Marian DeBerry, Applied Real Estate Analysis, Inc., Chicago, IL, August 2003

<http://www.huduser.org/Publications/PDF/YouthBuild.pdf>

*Does Meaningful Employment Work as Violence Prevention?*, The Youth Violence Prevention Collaborative, Dr Gia Elise Barboza, Northeastern University, 2011

**Additional Evidence:**

Ignore the Teen Employment Problem at Your Peril, Andrew Sum, Huff Post Business, July 24, 2012

[http://www.huffingtonpost.com/andrew-sum/double-vision-the-move-to\\_b\\_825089.html](http://www.huffingtonpost.com/andrew-sum/double-vision-the-move-to_b_825089.html)

College grads find uneven prospects: The College Class of 2012 is in for a rude welcome to the world of work, Hope Yen, Associated Press/US News and World Report, April 23, 2012

[http://www.usatoday.com/USCP/PNI/Front%20Page/2012-04-23-PNI0423wir-college-grads\\_ST\\_U.htm](http://www.usatoday.com/USCP/PNI/Front%20Page/2012-04-23-PNI0423wir-college-grads_ST_U.htm)

**POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS**

POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS

**PSC. 2 College Student Associations**

**TARGETED INDICATORS**

- #/% of College student associations connecting with Dudley Youth
- # of Dudley youth served? By college student associations

**PRIMARY PARTNERS**

Boston College, Boston University, Northeastern University, Pine Manor College, Simmons College

**Description:** Boston has a rich college community filled with social functions that provide students opportunities to interact, however there are less concrete systems in place to facilitate deeper collaborations across campuses that support the growth and development of students and their ability to give back. DSNI will help foster these connections by organizing local college students- providing linkages to the community and jointly organized service projects.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	██████	██████	██████	██████	██████	██████
Est. # of Children served by age	60	60	60	60	60	300
Percent of all Children	1%	1%	1%	1%	1%	3%
Annual goal to increase proportion						
Projected all children	9,531	9,531	9,531	9,531	9,531	9,531

**Source of Funding:** DSNI \$10,000 a year & Universities (self funded)

**Implementation Plan:**

- Leverage existing collegiate relationships to bring together local student associations with a focus on organizing students of color that reflect the DVC community (Black, Cape Verdean, and Latino). Initial meetings will be focused on creating a support network across the associations and sparking dialogue about the issues they are facing so they can assist one another in staying focused and completing their studies. An outlet will be provided for associations to share the work of their organizations and best practices, as well as areas they are struggling with. An environment of joint learning will be developed and DSNI will provide technical assistance to create effective collaborations, in addition to providing knowledge and experience around organizing. As a “circle of learning”, all of the associations will strengthen their individual work in supporting students of color on campus, while also developing collaborative efforts to support the overall success and connectedness of students of color in the Boston area. A yearly summit will be held to bring students together and make linkages to professionals in the community that can help support students in furthering their careers and studies.
- Provide service learning opportunities for the local college associations, encouraging investment in the community and the development a shared accountability for the success of young people in the DVC. Linkages will be made to volunteer opportunities such as Reading Buddies, Saturday School, Promise Mentors, and Dudley Youth Council, which tap into different interests and offer varied levels of commitment. Students will share the impact of these experiences, both in the

youth they touch as well as their own personal lives. These connections are often very powerful and help in fostering a strong community and desire for success both internally and externally.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Social Psychology of Education, Volume 11, Number 3 (2008), 273-298, DOI: 10.1007/s11218-007-9050-y Under-represented college students and extracurricular involvement: the effects of various student organizations on academic performance, by Christina N. Baker.

**POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS**

POST SECONDARY EDUCATION AND CAREER READINESS

**PSC. 3 Dudley College Connections**

<p><b>TARGETED INDICATORS</b></p> <ul style="list-style-type: none"> <li>• SAT Scores</li> <li>• #% of students accepted to/attending college</li> <li>• #% of Dudley Students completing college</li> <li>• Student exposures to college campuses</li> <li>• College applications and FAFSA completed</li> </ul>	<p><b>PRIMARY PARTNERS</b></p> <p>Bird Street Community Center, Burke High School, Project REACH, UMASS Boston Citizens Bank</p>
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**Description:**  
 Dudley College connections has a two-fold goal of creating informal environments where high school youth are able to have candid conversations and gain tips from those who are still in the midst of the process, alleviating many fears about the unknowns of transitioning into college. This provides critical foundational support for success in college, which must then be supplemented by linkages while in college. In reuniting cohorts of youth from the community who are now in college and creating natural support networks of peers resources can be shared to ensure they can attain success as well.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	██████	██████	██████	██████	██████	██████
Est. # of Children served by age	150 (15-24)	150 (15-24)	150 (15-24)	150 (15-24)	150 (15-24)	750
Percent of all Children	2%	2%	2%	2%	2%	8%
Annual goal to increase proportion						
Projected all children	9,531 (15-24)	9,531 (15-24)	9,531 (15-24)	9,531 (15-24)	9,531 (15-24)	9,531

**Source of Funding:** DSNI ██████████ a year, Bird Street, Citizens Bank ██████████ a year

**Year One Accomplishments:**

Getting In

- In partnership with Project REACH, DSNI piloted a SAT program for 25 juniors which included an in-school and afterschool component. Staff were trained in SAT Preparation by Russell Tutors, a local tutoring service. The program was held twice a week for 8 weeks with one in school class session a week and an afterschool session each week. At the end of the sessions students were given the opportunity to take a practice SAT test on a Saturday at DSNI. Results were given to students to show their areas of weakness to continue to work on before the official SAT in June. Juniors were strongly encouraged to sign up for the June SAT as a first take at it before their senior year and then encouraged to take it again in October as seniors.
- 10 college trips were held to provide youth, many of which have never been on a college campus, with information about college, the processes they will have to go through and what to expect. Trips were facilitated in partnership with Bird Street Community Center.

After each trip students were allotted time afterwards to share their thoughts and questions. These trips were conducted during out of school time on Saturday's for high school students at Burke High School and in the neighborhood. Bird Street Community Center conducted a *Connections to College* program during the summer for rising juniors and seniors in the city. This program was done in partnership with Suffolk University. DSNI assisted in recruiting students. Students spent 6 weeks on the campus of Suffolk University and went home for the weekends. UMass/Boston held a similar program with rising freshman and sophomores via Project REACH.

- College graduates of color, from the neighborhood, spoke to Burke high school students about their college experience including their transition from a public high school to college. This experience gave students anecdotal information from successful working adults that looked like them and had a similar high school experience with all but one panelist being a graduate of Boston Public Schools.
- Fifteen college students, connected to DSNI, returned during winter vacation to share their experiences with high school students through a Reverse College Fair. The college students were candid in their conversations, sharing the pitfalls they experienced as well as tips for success. High school students filmed the event and created a short film, highlighting those messages they felt were most relevant and important for their peers to hear. They showed the film several times as a way to spark dialogue about college preparedness.

#### Getting Through

- DSNI has created a safe and welcoming environment where youth feel comfortable reaching out for support. As a result of the relationships that have been formed, several students sought out guidance around challenges they were having staying in school both financially and academically. Staff created space to thoroughly understand the issues and assist in developing concrete plans on how to solve the problem. In one case where a student simply needed \$500?? In order to be re-enrolled, DSNI was able to provide a linkage to its community partners to provide the financial resources to get the student back on track. In another, where academics were the issue, a connection was made to a retired teacher, connected to the organization, to provide necessary tutoring to help the student succeed. In both cases, the students were able to return to school and successfully complete the school year with limited interruption.
- Through social media, DSNI connected to many college students and checked-in on their progress. Students gathered over breaks and staff problem solved and supported college students with strategies about finances, catching up on classwork and other challenges. Periodic group and individual check-ins helped to let students know there were caring adults available and rooting for their success.

#### **Implementation Plan:**

##### Getting in

Connect students to the resources of Success Boston in their application process to schools. Although DSNI and Project REACH piloted a SAT program in the first year work is underway to solidify a strong SAT partner for juniors in the Burke high school. This would entail having that SAT rooted in the school building.

Bird Street Community Center, in partnership with Suffolk University, will offer the Connections to College program over the summer to rising juniors and seniors and UMass/Boston will hold a similar program with rising freshman and sophomores. These programs give students the real life experience of living on campus and taking college courses to help prepare them for college expectations. DSNI will increase recruitment efforts to place more students from the neighborhood and Burke High School into both of these programs. Utilizing ETO, DSNI will track recruited students and assess the impact the program has on their performance during the following school year. During the school year, participants will share their experience with their peers through a youth café helping to provide additional points of exposure and reflection.

Expand the existing college trip program to include at least one out of state tour each year. This will include New England colleges that local students have frequently applied to or where there are connections to college students. Current college student will chaperone the tour, so they can provide first hand knowledge of their experience, show the students around and make them feel more comfortable. The primary focus of the trips will be to lay the foundation for students entering college; it will also provide opportunities for current college students to share their experiences with each other, supporting their own growth and development.

Host 2-3 local college overnights. Each year current college students connected to DSNI, will be asked to host 3-4 high school seniors overnight, giving them a feel for campus life while school is in session. High school students will be linked with college students at schools they plan to apply to. DSNI will work with the college student to identify an outline for the visit, assist in planning and scheduling meetings with key academic and enrollment staff and debrief visits afterwards to identify areas of support for the high school student, so follow-up can be done.

Accuplacer Preparation for Students will be offered to avoid taking remediation classes in college. The majority of seniors at high schools are not familiar with the Accuplacer or its importance in their education future. Accuplacer preparation would help increase student's familiarity and success with the test. If students do well on this assessment when entering colleges they will be able to begin their college careers with college classes that count towards their graduation.

Getting Through - Reunite cohorts of current college students twice a year, in May and December, to check in on how their year is going. The sessions will provide opportunities for students to share their triumphs and struggles with their peers and ask for advice on situations. Topics to be discussed include, but are not limited to: academics, finances, and social connections. In addition to the group session, staff will meet individually with DVC students that have been at college at least 1 year to assess where they stand financially, academically, and socially so appropriate support can be given in the areas that students may need assistance.

As financial issues are often a key stumbling block for students to complete college, Citizens Bank will provide workshops during May and December around strategies to address the myriad of financial barriers to completing college and budgeting for a better life.

Engage community residents in writing letters of encouragement to college students twice a year, at the end of each semester. These simple, personalized letters will remind the youth that there is a group of people that believe in them and are here to support them in their efforts.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can do: A practice guide (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Increasing Postsecondary Success for Underserved Students: An Annotated Bibliography with Links to Electronic Copies of Recent Studies and Reports Dr. Ann Coles, SuccessBoston Consultant and Senior Fellow, College Access Programs, ACCESS (2011)

[http://www.bostonfoundation.org/uploadedFiles/Sub\\_Site/web\\_specials/Success\\_Boston/Annnotated%20CollegeSuccess%20bibliography%206-16-10.pdf](http://www.bostonfoundation.org/uploadedFiles/Sub_Site/web_specials/Success_Boston/Annnotated%20CollegeSuccess%20bibliography%206-16-10.pdf)

Low-income and first generation college students do not have the same access to the guidance, information, and support needed to effectively navigate the college application process as their more advantaged peers. This lack of information and support may be as important a barrier to enrolling in college as academic qualifications and financial resources (Consortium on Chicago School Research, 2008).

The neediest students lack one-on-one guidance with a knowledgeable adult. Often their teachers and counselors are the only college-educated adults they have access to. The single most consistent predictor of whether students took action to prepare for college was whether their school maintained a college-going culture (Consortium on Chicago School Research, 2008).

“Low-income, Hispanic and African-American students are more likely to need remediation than their wealthier, white peers. Forty-one percent of Hispanic students and 42 percent of African-American students require remediation, compared to 31 percent of white students. Students are not testing at college-ready levels on national assessments. Only 24 percent of students who took the ACT met the test’s readiness benchmarks in all four subjects (English, reading, math and science) in 2010. A mere 4 percent of African Americans and 11 percent of Hispanics met the readiness benchmarks in all four subjects” –National conference of State Legislatures <http://www.ncsl.org/issues-research/educ/improving-college-completion-reforming-remedial.aspx>

### **Additional Evidence:**

Yazedjian, A., Toews, M. L., Sevin, T., & Purswell, K. E. (2008). "It's a whole new world:" A qualitative exploration of college students' definitions of and strategies for college success. *Journal of College Student Development*, 49(2), 141-154.

How Students Are Making It: Perspectives on Getting Through College from Recent Graduates of the Boston Public Schools (June 2011)

[http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility\\_Navigation/Multimedia\\_Library/Reports/how-students-are-making-it\\_2011.pdf](http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility_Navigation/Multimedia_Library/Reports/how-students-are-making-it_2011.pdf)

Getting Through: Higher Education's Plan to Increase the College Completion Rates of Boston Public Schools Graduates (May 2011)

[http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility\\_Navigation/Multimedia\\_Library/Reports/SuccessBoston\\_ReportOne\\_F.pdf](http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility_Navigation/Multimedia_Library/Reports/SuccessBoston_ReportOne_F.pdf)

Counseling services can have a dramatic effect on students' education plans. Access to information about college and financial aid is a strong predictor of postsecondary education choices and college enrollment (The College Board, 2006).

Students need more than high aspirations to go to college. Low-income students require greater access to structured social support, including peer support, mentoring, and personalized support, parental involvement, and early college preparation and planning (Pathways to College Network, 2007).

For many students, a lack of academic preparedness is exacerbated by a lack of academic and financial guidance, information, and resources necessary to understand and plan for getting into and succeeding in college (Alliance for Excellent Education, 2008).

92% of high school counselors consider themselves the primary source of information for their students about paying for college. 65% of public secondary school counselors at low-income schools believe that students and parents are discouraged from considering college as an option due to lack of knowledge about financial aid (NACAC, 2006).

**POST-SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS**

POST SECONDARY EDUCATION AND CAREER READINESS

**PSC. 4 Dudley Village Campus Alumni Network**

<b>TARGETED INDICATORS</b>	<b>PRIMARY PARTNERS</b>
<ul style="list-style-type: none"> <li>• # of Dudley College students/graduates engaged in Alumni network activities</li> <li>• # of Dudley College students/graduates involved in DVC programming (giving back)</li> </ul>	

**Description:**  
 Over the past 28 years, youth have been engaged in the work of DSNI many coming back to further develop their leadership skills and engage in activities with the hopes of reconnecting with some of their peers. Creating a formal alumni network, leveraging social media and current structures, where people can interact, share their experiences, and connect to professionals in the community would provide deeper connections and linkages, help them stay focused on their future goals, as well as support for the youth coming up behind them.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	████					
Est. # of Children served by age	40					
Percent of all Children	.5 %					
Annual goal to increase proportion						
Projected all children						

**Source of Funding:** DSNI ██████ over 5 years

**Year 1 Accomplishments:**

- DSNI increased visibility and usage of Facebook as a way to engage more young adults into the work of the organization. The frequency of posts was increased, sparking dialogue amongst current and previous participants and supporters. Currently, 57% of DSNI’s Facebook friends are between the ages of 18-34, with a quarter in the 18-24 year old range.
- Integrated Constant Contact into DSNI’s Facebook page making it easier for young adults, previously connected to the organization, to get reconnected.
- Increased DSNI’s social media capacity by fully integrating Facebook messaging into organizational Twitter feeds, engaging more young adults into the organization and creating additional opportunities for people to reconnect. The organization gained approximately 200 Twitter followers, primarily focused on the young adult demographic.

**Implementation Plan:**

- Enter current youth and recent “graduates” of DSNI programming into the ETO and Constant Contact systems to better track progress and keep connections open. Work will be done to cull through past databases, as well as conduct online outreach through social media networks such as Facebook and LinkedIn to reconnect with young adults who were previously involved with the organization.

- Launch the DVC Alumni Network on Facebook with the creation of a new organizational page that is linked to the main page. Facebook will play a critical role in sustaining engagement of young adults and sparking conversation as many have identified this as their primary communication medium of choice. Messaging will include updates on events and networking sessions, linkages to resources and tools and overall positive messaging geared at keeping them optimistic about their future.
- A kick-off event will be held to reunite people, noting the years they were involved and work that was done, with the intent of hosting an annual reunion. Local professionals will be invited as guest speakers to provide inspiration and guidance around different careers and professional paths. These professionals will also provide candid feedback around relevant topics such as creating a balance between course work and social life, interviewing/job search skills, and leveraging course work. Informal mentoring relationships will be developed, providing young adults with mentors to help guide them through college and career decisions.
- Hold periodic social events to reinforce the network and create a stronger sense of belonging. Through informal conversations with their peers and local professionals that have a shared experience, young adults can share their knowledge and assist in encouraging each other through challenges they may face.
- Offer opportunities for young adults to reengage in the neighborhood and provide support to the young people coming up behind them to become productive, connect with others, maintain healthy family and social relationships and contribute to the community (i.e. Reading Buddies, Saturday School tutors, mentor opportunities, Reverse College Fair, etc.).

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

**Additional Evidence:**

Mentoring: A Promising Strategy for Youth Development (PDF), Susan M. Jekielek, Kristen A. Moore, Elizabeth C. Hair, and Harriet J. Scarupa An excellent summary of the impacts of mentoring programs and effective program strategies. Washington, D.C.: Child Trends, 2002.

Certified mentoring programs in Boston focus on 5 main areas: self esteem, general education/academic support, social competence, promoting community/civic involvement, and education/academic support for youth who are academically behind. Mass Mentoring survey shows that 42.9% of youth living in poverty with a single parent in Boston are being served by a mentoring program. Most prevalent reason for youth on the waiting list for a mentor is that mentors are not available to be matched.

<http://www.massmentors.org/sites/default/files/Mass%20Mentoring%20Counts%202010%20-%20%20Final%20Report.pdf>

MENTOR believes that the guidance of an adult mentor can help each child discover and unlock his or her full potential. Research demonstrates that youth who participate in mentoring relationships experience a multitude of positive benefits.

[http://www.mentoring.org/about\\_mentor/value\\_of\\_mentoring/closing\\_the\\_mentoring\\_gap](http://www.mentoring.org/about_mentor/value_of_mentoring/closing_the_mentoring_gap)

POST-SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS						
PSC. 5 Family Support for College Completion						
TARGETED INDICATORS	PRIMARY PARTNERS					
<ul style="list-style-type: none"> <li>% of parents who report talking with their child(ren) about college and activities before and during semester(s)</li> <li>College completion rate</li> </ul>	DSNI, Project REACH, Access, The Bottom Line, Mass Mentoring, Citizens Bank, Partner Universities					
<b>Description:</b>						
Parents and families are an important part of the process of building a college-going culture and providing the ongoing support network to help youth complete college, however without the knowledge about college readiness and the preparation they are less equipped to support the dreams they have for their children. By engaging parents and creating a support network to share resources and experiences, parents and families can take a more active role in their child's education and motivate them to succeed.						
Program Costs and Activity	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	████████	████████	████████	████████	████████	████████
Est. # of Children served by age	140	140	140	140	140	700
Percent of all Children	2%	2%	2%	2%	2%	7%
Annual goal to increase proportion						
Projected all children	9,531	9,531	9,531	9,531	9,531	9,531

**Source of Funding:** DSNI ██████████ over 5 years; Citizens Bank ██████████ over 5 years

**Year One Accomplishments:**

- Defined community campaign as L.O.V.E. (Learning Our Value in Education) to increase ownership of success, shared accountability, and expectations of children's potential. The campaign highlights the value of education and elevates the significant and visible role of parents, families, neighbors, businesses, agencies and religious organizations in children's education. Goals of the campaign are to mobilize the community to reach 3<sup>rd</sup> grade reading proficiency, 95% attendance rates, high school and post-secondary education completion and make sure every child has a caring adult and/or mentor in their life.

**Implementation Plan:**

Outreach to engage adults and young adults in the L.O.V.E. (Learning Our Value in Education) campaign. The campaign will provide tips and tools, developed by parents, to help support young people successfully engage in school and pursue their education. Outreach will be conducted through door-knocking, radio promotions and shows, partner organizations and social media channels with the intent of creating community accountability for high expectations of all youth. The campaign will also create interactive networks where parents and families can gain the tools they need to keep youth in the community inspired.

Equip caring adults with resources to support youth development and achievement through mentoring training. Special sessions will be developed with a specific focus on parents and caregivers, which help to address the ongoing and critical role they play in their child's life. The sessions will provide ways for parents to talk to their children as they transition from high school student to college student and gain more independence from home.

Schedule sessions with parents of DVC students in college and have partners of Success Boston (College Bound, Project REACH, Access, and The Bottom Line) inform parents of the college application process, financial aid, education options for students, expectations of college and ways to support their students emotionally during this pressure heavy time period.

Invite parents of DVC students to attend Parent Reverse College Fairs twice a year, in May and December, to help create a support network geared at giving parents the tools to help their child begin and complete college. In May, the goal will be to have parents who have already had a child go through at least one year of college reach out and talk to parents who are going through the process for the first time. These more "experienced parents" can provide advice on how to prepare and the steps they took to keep their child motivated during the critical first year. In December, the sessions will focus more around sharing how their children are doing, the challenges they have faced along the way, how they have dealt with the changing dynamics of their relationship and the strategies parents used to keep their child focused. Guest speakers will be invited to share tips on various topics raised by the group and connect families to additional resources.

Conduct workshops, through Citizens Bank, for parents of Burke graduates focused on strategies to pay for college in order to meet the growing need for financial preparation and sustainability. Citizens Bank will provide access to financial tools and resources, as well as tips on how to guide their children and talk to them about their finances and dangers of credit card abuse.

Expand end-of the year celebrations that have generally focused only on high school graduates to include recognition for completion of each year of college. Engage parents and families to participate in these events along with other youth-led activities college students help organize when they return home.

**DSNI's Role:**

Organize/Advocate  Convene/Collaborate  Data/Reporting  Capacity



Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Dennis, J. M., Phinney, J. S. and Chuateco, L.I. 2005. "The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First Generation College Students." *Journal of College Student Development*, 46(3), 223–236.

Turner, E. A., Chandler, M. and Heffer, R. W. 2009. "The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students." *Journal of College Student Development*, 50(3), 337–346.

Consortium on Chicago School Research, *Barriers to College Attainment: Lessons from Chicago, 2009* & Bowen, W., Chingos, M., & McPherson, M. *Crossing the Finish Line*. Princeton University Press, 2009.

Yazedjian, A., Toews, M. L., Sevin, T., & Purswell, K. E. (2008). "It's a whole new world:" A qualitative exploration of college students' definitions of and strategies for college success. *Journal of College Student Development*, 49(2), 141-154.

POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS						
<b>PSC. 6 Success Boston</b>						
<b>TARGETED INDICATORS</b> <ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• # and % of parents or family members who report talking with their child about the importance of college and career</li> <li>• (4 yr) Graduation rate</li> <li>• # and % of students who graduate with a regular high school diploma</li> <li>• #/% of students who obtain post-secondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation</li> </ul>				<b>PRIMARY PARTNERS</b> Success Boston, Boston Opportunity Agenda, BPS, Burke High School, Private Industry Council, Boston ACCESS, The Bottom Line, Freedom House, Education Resources, 38 IHEs		
<b>Description:</b> Success Boston is a college completion initiative aimed at doubling the college completion rate for the BPS Class of 2011 and beyond. A collaboration between the City of Boston, BPS, the Boston Foundation, numerous area nonprofits, and nearly 40 Massachusetts colleges and universities work together to ensure that BPS students earn a degree and are prepared to enter the workforce.						
<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	██████	██████	██████	██████	██████	██████
Est. # of Children served by age	117 (15-24)	117 (15-24)	117 (15-24)	117 (15-24)	117 (15-24)	585
Percent of all Children	2%	2%	2%	2%	2%	6%
Annual goal to increase proportion	N/A	N/A	N/A	N/A	N/A	
Projected all children	9,531	9,531	9,531	9,531	9,531	9,531

**Source of Funding:**

DSNI ██████ The Boston Foundation/Boston Opportunity Agenda: ██████ annually, BPS, City of Boston

**Year One Accomplishments:**

- Boston Mayor Thomas M. Menino announced Success Boston, a college completion initiative aimed at doubling the college completion rate for the BPS Class of 2011 and beyond. A collaboration between the City of Boston, the Boston Public Schools, the

Boston Foundation, numerous area nonprofits, and nearly 40 Massachusetts colleges and universities work together to ensure that BPS students are:

**Getting Ready** - Removing academic barriers by increasing the curricular rigor of high school and enhancing students' "college readiness." BPS leads the effort to enhance academic preparation by introducing and expanding Advanced Placement courses, international baccalaureate programs, and credit recovery for at-risk students. The success of the Acceleration Agenda is critical to our outcomes.

**Getting In** - Expand effective nonprofit programs that help students apply to, select, enroll in, and transition to 2- and 4-year institutions of higher education. The Boston Foundation selected community-based nonprofit partners to help high school students make the college transition by providing summer college preparation, ongoing financial aid advising, and transition coaching and mentoring.

**Getting Through** - Track student persistence, progress, performance, and ensure students receive the supports necessary to earn a degree prepared to enter the workforce. Boston area higher education partners committed to collect and report data on BPS students. They set measurable goals for increasing college graduation rates, and ensure the enhancement of their student support programs. Among them the most frequently attended colleges of BPS alumni.

- Financial Aid - Help students and families file FAFSA forms, incorporate financial literacy into the high school curriculum, simplify and standardize student award letters to enable cost comparisons, identify and make campus financial aid liaisons accessible, and advocate for additional need-based aid (see the College Support Services Spreadsheet)
- The leaders of Partners HealthCare System Inc. announced a \$10 million initiative Thursday that will provide scholarships and mentoring programs at its hospitals for local college-bound students. The scholarships will serve more than 400 students over a 10-year period and will buttress youth achievement programs that include mentoring and internships at Brigham and Women's Hospital and Massachusetts General Hospital. The students will receive scholarships up to ██████ per year for four years.
- Twenty-five schools are implementing new strategies - more scholarships, for example, and free summer sessions to ease the transition into college life - as part of Success Boston.
- College Friendly Employment - Aid career awareness and goal-setting using labor market data, secure work and internship opportunities that support persistence rather than challenging it
- Student Transitions – Connect with supports and resources on- and off-campus, complete the Free Application for Federal Student Aid (FAFSA) and financial aid process, learn time management to help balance school, work, and life, explore majors and careers
- Curricular alignment - Implement Common Core and Massachusetts curriculum framework with rigorous content to reduce the need for developmental courses, revamp developmental education courses to expedite moving to credit-bearing courses, and conduct vertical teaming to align high school and college faculty expectations.

## Implementation Plan:

Implement Success Boston with a full cohort of students from the City's high schools including 50 students from the Burke. College counseling staff at the Burke High School help students connect to Success Boston during the spring of their junior year. Each year, every junior who is on-track to graduate at the Burke receives support for the application process and a Success Boston coach then helps him/her to apply to colleges, get financial aid and get ready for college life. Once the student enrolls, their coach helps the student to register for courses, adjust to college culture and address any personal or academic challenges that might come up.

Success Boston is a free program for Burke High School students. Many Burke students already rely on Success Boston counselors to serve as case managers, helping them navigate unexpected complications, from lost green cards to flagging commitment.

**Accountability:** Success Boston has an MOU with DSNI as part of the DVC plan. The Success Boston partners and DSNI have successfully worked together to establish the services at the Burke in SY 2011-12 and will continue to build/grow the partnership. Success Boston was a participant in the Promise Neighborhood Planning process and is fully aligned with the BPI plan (with plans to expand to the Circle of Promise through the BPI). Success Boston will work directly with DSNI's Director of Data and Quality Assurance to report on program outcomes.

### DSNI's Role:

Organize/Advocate    Convene/Collaborate    Data/Reporting    Capacity Building

### Segmentation Analysis and Supporting Evidence:

Only 14% of adults in the DVC complete a bachelors or advanced degree compared to a citywide rate of 42% (ACS, 2010).

### Strong Evidence:

Engle, J., and Theokas, C. 2010. Top Gainers: Some Public Four-year Colleges and Universities Make Big

Improvements in Minority Graduation Rates. This brief highlights efforts of public colleges and universities that have boosted graduation rates for minority students; the data presented provide a baseline for colleges seeking to raise minority graduation rates and show that improvements are taking place in a range of settings.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19968](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19968)

Stoutland, S. and Coles, A. 2009. Who's Making It: the Academic Achievement of Recent Boston Public

School Graduates in their Early College Years. This study explores questions related to the persistence,

progress and performance of graduates of the Boston Public Schools who began college full-time for the first time in the fall of 2005.

[www.tbf.org/UnderstandingBoston/PortalListingDetails.aspx?sec=Education Education Reports 1&id=10182](http://www.tbf.org/UnderstandingBoston/PortalListingDetails.aspx?sec=Education_Education_Reports_1&id=10182)

**Additional Evidence:**

Increasing Postsecondary Success for Underserved Students: An Annotated Bibliography with Links to Electronic Copies of Recent Studies and Reports Dr. Ann Coles, SuccessBoston Consultant and Senior Fellow, College Access Programs, ACCESS (2011)

[http://www.bostonfoundation.org/uploadedFiles/Sub\\_Site/web\\_specials/Success Boston/Annotated%20CollegeSuccess%20bibliography%206-16-10.pdf](http://www.bostonfoundation.org/uploadedFiles/Sub_Site/web_specials/Success_Boston/Annotated%20CollegeSuccess%20bibliography%206-16-10.pdf)

College grads find uneven prospects: The College Class of 2012 is in for a rude welcome to the world of work, Hope Yen, Associated Press/US News and World Report, April 23, 2012

[http://www.usatoday.com/USCP/PNI/Front%20Page/2012-04-23-PNI0423wir-college-grads ST U.htm](http://www.usatoday.com/USCP/PNI/Front%20Page/2012-04-23-PNI0423wir-college-grads_ST_U.htm)

How Students Are Making It: Perspectives on Getting Through College from Recent Graduates of the Boston Public Schools (June 2011)

[http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility\\_Navigation/Multimedia Library/Reports/how-students-are-making-it\\_2011.pdf](http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility_Navigation/Multimedia_Library/Reports/how-students-are-making-it_2011.pdf)

Getting Through: Higher Education's Plan to Increase the College Completion Rates of Boston Public Schools Graduates (May 2011)

[http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility\\_Navigation/Multimedia Library/Reports/SuccessBoston\\_ReportOne\\_F.pdf](http://www.bostonfoundation.org/uploadedFiles/tbforg/Utility_Navigation/Multimedia_Library/Reports/SuccessBoston_ReportOne_F.pdf)

Engle, J. and Tinto, V. 2008. Moving beyond Access: College Success for Low-Income, First Generation

Students. This report highlights how the combined impact of being both low-income and first-generation correlates with a range of factors (i.e. demographic and enrollment characteristics) that lower students' chances of successfully earning a college degree.

[http://www.coenet.us/files/files-Moving\\_Beyond\\_Access\\_2008.pdf](http://www.coenet.us/files/files-Moving_Beyond_Access_2008.pdf)

Using Boston Public Schools data including exit surveys, Boston Private Industry Council (PIC) surveys, and National Student Clearinghouse data supplemented by four MA colleges that do not participate in the Clearinghouse, the researchers quantified students' outcomes in the areas of enrollment, persistence, and graduation. These outcomes were further analyzed by race/ethnicity, gender, type of high school (exam, non-exam), and type of postsecondary educational institution (public two year, private two year, public four year, private two year). In each major set of post-secondary educational institutions, graduation rates of BPS graduates fell below those of their national counterparts. (Center for Labor Market Studies, Northeastern University, 2008)

The strategies and programs embraced and implemented by Success Boston are supported by weak evidence, but the project builds upon an emerging body of research which is studying this combination of independently supported strategies. In the area of college enrollment, the overall rate was 64% with Asian men having the most favorable rate and Hispanic men having the least favorable rate. College enrollment rates in descending order follow: Asian men (85%), Asian women (77%), White women (76%), White men (67%), Black women (66%), Hispanic women (59%). In the area of college graduation, however, the overall rate was 36% with Asian women having the most favorable rate and Hispanic men having the least favorable rate. College graduation rates in descending order follow: Asian women (57%), White men (55%), White women (52%), Asian men (48%), Black women (31%), Hispanic women (27%), and Black men (24%). Moreover, the number of BPS graduates who complete a college degree within seven years drops to a mere 24% when we exclude those students who attended Boston's Exam Schools. In other words, of the 1,286 non-Exam School graduates who enrolled in college, just over 300 completed a degree within 7 years. Additionally, both Black and Hispanic students are much more likely than their White and Asian counterparts to attend two-year public institutions. Specifically, 17% of Whites, 21% of Asians, 39% of Blacks, and 43% of Hispanics attend two-year community colleges. Moreover, these Associates degree-seeking students are least likely to receive their degrees.

POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS						
PSC. 7 Vocational and Technical Pathway						
<b>TARGETED INDICATORS</b> <ul style="list-style-type: none"> <li>• % of students performing at or above grade level in math</li> <li>• % of students performing at or above grade level in English</li> <li>• Youth are engaged in enriching educational opportunities outside of school</li> <li>• # % of students pursuing trade technical certifications/requirements</li> <li>• # % of students achieving trade technical certifications/requirements</li> </ul>				<b>PRIMARY PARTNERS</b> BPS, Private Industry Council, YouthBuild		
<b>Description:</b> A vocational and technical pathway for students means improving student achievement, connecting academics to real-world applications, directing students to consider a full range of postsecondary opportunities and then preparing students for postsecondary education and career						
Program Costs and Activity	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	██████	██████	██████	██████	██████	
Est. # of Children served by age	1200 (15-24)	1200 (15-24)	1200 (15-24)	1200 (15-24)	1200 (15-24)	6,000
Percent of all Children	13% (15-24)	13% (15-24)	13% (15-24)	13% (15-24)	13% (15-24)	
Annual goal to increase proportion						
Projected all children	9,531	9,531	9,531	9,531	9,531	9,531

**Source of Funding:** DSN| ██████████ a year, PIC (TBF and State Street), City of Boston, Youthbuild,

## Year One Accomplishments:

- Report was commissioned and released on “The Promise and Potential: Madison Park Technical Vocational High School, the BPS Acceleration Agenda and a Pathway of Opportunity for Boston Students”, 2012 and builds on the success of a model vocation school in Worcester, Massachusetts. The report highlighted the opportunity Madison Park has with the search for a new principal underway and the following challenges 1) too few opportunities to do authentic work, 2) the need to integrate academic and vocational instruction, 3) need to return the school schedule to be consistent with the mission, 4) need to implement an admissions protocol that reflects the school’s core mission, 5) set high expectations and 5) redesign the ninth grade experience to support transition.
- The Boston Private Industry Council (PIC) prepares students for cooperate jobs by placing students in cooperate settings in the school year and through the summer.
- PIC college-to-career coaches support students and broker part-time employment in their industry of interest. Each coach – one for financial services, one for healthcare – works with a caseload of about 40 students, providing services based on the individual needs of students. Coaches work with students from high school graduation through college toward a career. Coaches assist students in accessing the resources available to them at their colleges, workplaces, and in the community. Coaches help participants find jobs related to their career pursuits, organize peer support sessions and industry seminars, and broker tutoring and other academic supports, as well as gap-filling scholarships, when funds are available.
- Youthbuild prepares underemployed and out of school 16-24 year olds to get their GED and for construction career opportunities

## Implementation Plan:

Expose youth to a wide variety of career possibilities through annual career panels of community members and career shadow events.

Link youth to a mentor in a profession of interest.

Create apprenticeships for students in different trade professions.

Offer job readiness trainings twice a year so that youth are building necessary skills to function in a professional setting.

Advocate increasing the number of jobs for students ages 18-24 for year round permanent employment in the growth fields of healthcare, STEM, etc.

## DSNI’s Role:

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

## **Segmentation Analysis and Supporting Evidence:**

Less than thirty four percent of the DVC population over 24 have education and training beyond high school/GED attainment, a rate that is nearly 40% lower than the city overall (ACS,2010). While college completion and the attainment of advanced degrees is an important approach to improving the income and well being of residents of the DVC, for a large portion of the population, gaining access to living wage careers will rely on completion of training/certification in viable vocations and trades.

### **Strong Evidence:**

Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career, Lekes, N., Bragg, Loeb, Oleksiw, Marszalek, Brooks-LaRaviere, Zhu, Kremidas, Akukwe, Lee & Hood, National Research Center for Career and Technical Education, University of Minnesota, 2007.

YouthBuild: one stimulus model: The program has turned lives around and builds affordable community housing. By Jane Lampman, Staff writer of The Christian Science Monitor / March 13, 2009.

<http://www.csmonitor.com/Business/2009/0313/p03s02-usec.html>

Evaluation of Youthbuild Program, HUD, By Maxine V. Mitchell, CRE, Davis Jenkins, PhD, Dao Nguyen, Alona Lerman, Marian DeBerry, Applied Real Estate Analysis, Inc., Chicago, IL, August 2003

<http://www.huduser.org/Publications/PDF/YouthBuild.pdf>

### **Additional Evidence:**

300,000 = the number of STEM-related jobs Massachusetts we will need to fill by 2018, PIC, 2012.

College grads find uneven prospects: The College Class of 2012 is in for a rude welcome to the world of work, Hope Yen, Associated Press/US News and World Report, April 23, 2012

[http://www.usatoday.com/USCP/PNI/Front%20Page/2012-04-23-PN10423wir-college-grads\\_ST\\_U.htm](http://www.usatoday.com/USCP/PNI/Front%20Page/2012-04-23-PN10423wir-college-grads_ST_U.htm)

Ignore the Teen Employment Problem at Your Peril, Andrew Sum, Huff Post Business, July 24, 2012

[http://www.huffingtonpost.com/andrew-sum/double-vision-the-move-to\\_b\\_825089.html](http://www.huffingtonpost.com/andrew-sum/double-vision-the-move-to_b_825089.html)

*Does Meaningful Employment Work as Violence Prevention?*, The Youth Violence Prevention Collaborative, Dr Gia Elise Barboza, Northeastern University, 2011

POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS						
<b>PSC. 8 Architecture Workshops</b>						
<b>TARGETED INDICATORS</b>				<b>PRIMARY PARTNERS</b>		
<ul style="list-style-type: none"> <li>• % of parents who report talking with their child(ren) about the importance of college and career</li> <li>• #/% of students who engage in additional career related activities/programming</li> </ul>				YouthBuild Boston Studio G		
<b>Description:</b> The Designery is YouthBuild Boston’s hands-on urban architecture workshop for high school students where Junior Designers hone their problem solving skills through a team-based approach to real-world architectural problems. The program helps to develop life and job-readiness skills and self-esteem, while students are able to have an impact on their communities, building their sense of self and community.						
<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	████████	████████	████████	████████	████████	████████
Est. # of Children served by age	25 (15-24)	25 (15-24)	25 (15-24)	25 (15-24)	25 (15-24)	125
Percent of all Children	1%	1%	1%	1%	1%	1%
Annual goal to increase proportion						
Projected all children	9,531	9,531	9,531	9,531	9,531	9,531

**Source of Funding:** DSNI ██████████ a year, YouthBuild Boston ██████████, Studio G ██████████

**Year One Accomplishments:**

- Completed plan and goals for attracting more opportunities for high school students to explore career options and develop career readiness experience and skills.

**Implementation Plan:**

Partner with YouthBuild to replicate the program in the DVC, leveraging YouthBuild Boston’s successful vocational training program that allows high school students to explore the architectural and design industry while building marketable skills and DSNI’s youth development and organizing skills. Through the program, Junior Designers will explore architectural and landscape design, gain hands-on experience, learn about sustainable design, work with industry professionals, explore green building technologies, investigate the environmental and social aspects of design and discover new career opportunities.

**Accountability:** YouthBuild Boston will sign an MOU with DSNI this fall as part of the BPI implementation plan. YouthBuild and DSNI have successfully partnered on in the past. YouthBuild was a participant in the Planning process and is aligned with the BPI plan. YouthBuild will work directly with DSNI’s Director of Data and Quality Assurance to report on

program outcomes.

**DSNI's Role:**

Organize/Advocate    Convene/Collaborate    Data/Reporting    Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Less than thirtyfour percent of the DVC population over 24 have education and training beyond highschool/GED attainment, a rate that is nearly 40% lower than the city overall (ACS,2010). While college completin and the attainment of advanced degrees is an important approach to improving the income and well being of residents of the DVC, for a large portion of the population, gaining access to living wage careers will rely on obtaining completion oftraning/ certification in viable vocations and trades.

**Strong Evidence:**

Evaluation of Youthbuild Program, HUD, By Maxine V. Mitchell, CRE, Davis Jenkins, PhD, Dao Nguyen, Alona Lerman, Marian DeBerry, Applied Real Estate Analysis, Inc., Chicago, IL, August 2003

<http://www.huduser.org/Publications/PDF/YouthBuild.pdf>

YouthBuild: one stimulus model: The program has turned lives around and builds affordable community housing. By Jane Lampman, Staff writer of The Christian Science Monitor / March 13, 2009.

<http://www.csmonitor.com/Business/2009/0313/p03s02-usec.html>

POST SECONDARY COMPLETION AND CAREER READINESS SOLUTIONS

**PSC. 9 Boston STEM Network**

**TARGETED INDICATORS**

- % of parents who report talking with their child(ren) about the importance of college and career
- College graduation rate
- #% of Dudley students with stem majors/degrees
- # of students exposed to STEM careers/activities outside of school

**PRIMARY PARTNERS**

United Way MA Bay, Private Industry Council, Boston STEM Network, Dearborn School

**Description:**

The Boston STEM Network analyzes what effective instruction and excellent partnership must look like in order to increase student interest and achievement in STEM subjects so they are prepared for jobs in STEM fields which are on the rise.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	████	████	████	████	████	
Est. # of Children served by age	250 (15-24)	250 (15-24)	250 (15-24)	250 (15-24)	250 (15-24)	
Percent of all Children	3%	3%	3%	3%	3%	
Annual goal to increase proportion						
Projected all children	9,531	9,531	9,531	9,531	9,531	

**Source of Funding:** DSNi ██████ a year,

**Year One Accomplishments:**

- In 2011, Massachusetts Education Secretary Reville and Higher Education Commissioner Freeland asked the Boston Private Industry Council to organize the Boston STEM Network, co-chaired by the United Way of Massachusetts Bay and Merrimack Valley, BPS and the PIC. The Network is comprised of representatives from the public education system, STEM businesses, after school programs, labor organizations, philanthropic partners and others from the community. The Network analyzes what effective instruction and excellent partnership must look like in order to increase student interest and achievement in STEM subjects. The group also builds the STEM Network in Boston, inventories partnerships and programs, submits a plan that develops local initiatives, and promotes an education campaign of inspiring STEM professionals and accomplishments as tasked by the Commonwealth. The STEM Network set goals to: 1) increase student STEM interest (measured by the SAT Questionnaire); 2) increase STEM achievement by: increasing the number of students scoring Proficient/Advanced on the MCAS by 20% in 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grades by 2016, reducing the achievement gap by 25% between 2010-2014 and by another 25% between 2014-2016, and reducing the number of students unable to pass the high school Science MCAS; 3) increase the percentage of students

who demonstrate college readiness for post-secondary STEM courses through: Mass Core completion (4 math; 3 lab science), decreasing the gender gap in course selection (SAT registration), and increasing STEM-course taking by underrepresented race/ethnic (SAT registration); 4) increase college completion with degrees in STEM and the number of STEM degrees granted in public and private institutions by 50% between 2008 and 2016 (IPEDS); and 5) increase the number of STEM classes led by effective educators.

**Implementation Plan:**

Actively support the development of Dearborn becoming a STEM 6-12 Early College Academy.

Link students to STEM related enrichment opportunities outside of school.

Link STEM Network planning to Dearborn school staff.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

**Strong Evidence:**

Most jobs of the future will require a basic understanding of math and science—10-year employment projections by the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2014, 15 of them require significant mathematics or science preparation. Carnevale, Anthony P., Michelle Melton, and Nicole Smith. "STEM." Georgetown University Center on Education and the Workforce. October 2011. [www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/stem-complete.pdf](http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/stem-complete.pdf)

About one-third of the fourth-graders and one-fifth of eighth-graders cannot perform basic mathematical computations, and U.S. high school seniors recently tested below the international average for 21 countries in mathematics and science. As a result, fewer American students than ever are graduating from college with math and science degrees. National Center for Education Statistics, 2011.

**Additional Evidence:**

Many of the fields with the most job vacancies require training in the so-called STEM disciplines, an acronym for science, technology, engineering, and mathematics. But encouraging students to pursue those fields after high school has been difficult, workforce analysts say, and meeting the challenge may require significant educational reform. "Mass. focuses on skills needed for today's jobs", Dan Adams, Boston Globe, June 26, 2012 [http://articles.boston.com/2012-06-26/business/32407627\\_1\\_baby-boomers-worker-training-workforce](http://articles.boston.com/2012-06-26/business/32407627_1_baby-boomers-worker-training-workforce)

300,000 = the number of STEM-related jobs Massachusetts will need to fill by 2018.

Between 2008 and 2018, new jobs in Massachusetts requiring postsecondary education and training will grow by 148,000 while jobs for high school graduates and dropouts will grow by 25,000. Between 2008 and 2018, Massachusetts will create over 1 million job vacancies both from new jobs and from job openings due to retirement. 707,000 of these job vacancies will be for those with postsecondary credentials, 277,000 for high school graduates and 80,000 for high school dropouts.

Massachusetts ranks 1st in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 39th in jobs for high school dropouts. 68% of all jobs in Massachusetts (2.4 million jobs) will require some postsecondary training beyond high school in 2018.



Boston  
Promise  
Initiative

**Strong Family and Community Supports**

**STRONG FAMILIES AND COMMUNITY SUPPORTS**

- SFC. 1** Affordable and Stable Homes for Children
- SFC. 2** Healthy and Safe Housing
- SFC. 3** Family Income and Wealth
- SFC. 4** Local Economy and Jobs
- SFC. 5** Access to Community Resources and Family Supports
- SFC. 6** Safe Spaces
- SFC. 7** Daily Physical Activity
- SFC. 8** Family Access to Healthy Food
- SFC. 9** Community Technology
- SFC. 10** Vibrant Community Arts and Culture
- SFC. 11** Affordable Transportation System

**Programs Supporting STRONG FAMILY AND COMMUNITY SUPPORTS Described in Other Chapters**

- ECF. 3** Prenatal Health and Parental Support

**STRONG FAMILY AND COMMUNITY SUPPORTS**

**SFC. 1 Affordable and Stable Homes for Children**

**TARGETED INDICATORS**

- % of students who are homeless
- Student mobility rate
- % of homeless students with support plans/services
- Student Attendance
- # % of homeless students moving into permanent housing
- Share of housing stock that is rent-protected, publicly-assisted, or targeted for redevelopment with local, state or federal funds
- % of homeless students performing at or above grade level

**PRIMARY PARTNERS**

- Choice Neighborhoods Initiative
- Project Hope
- Dudley Neighbors Inc.
- Dudley Foreclosure Roundtable
- Boston Public Schools – Homeless Education Resource Network
- Dorchester Bay Economic Development Corp.
- Boston Department of Neighborhood Development
- BPI Partner Schools
- Project RIGHT
- Boston Community Capital SUN Initiative
- LIFT Boston Financial Opportunity Center
- City of Boston Circle of Promise

**Description:**

The lack of secure and affordable housing in the neighborhood poses a major challenge to efforts to improve the academic performance of children. It is well documented that housing insecurity of the kind experienced by many Dudley families leads to increased student mobility which has a direct negative impact on both attendance and student academic outcomes. The **No Child Goes Homeless** initiative is aimed at providing school-age children in the Dudley neighborhood with stable housing throughout their school experience.

<b>Program Costs and Activity</b>	<b>1/1/2013-12/31/2013</b>	<b>1/1/2014-12/31/2014</b>	<b>1/1/2015-12/31/2015</b>	<b>1/1/2016-12/31/2016</b>	<b>1/1/2017-12/31/2017</b>	<b>TOTAL</b>
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	n.a.	n.a.	n.a.	n.a.	n.a.	
Est. # of Children served by age	n.a.	n.a.	n.a.	n.a.	n.a.	
Percent of all Children	n.a.	n.a.	n.a.	n.a.	n.a.	
Annual goal to increase proportion	n.a.	n.a.	n.a.	n.a.	n.a.	
Projected all children	n.a.	n.a.	n.a.	n.a.	n.a.	

**Source of Funding:** Over 5 years: DSNI = ██████████ Project HOPE= ██████████ Choice Neighborhoods Initiative= ██████████ Other Partners= ██████████

**Year 1 Accomplishments:**

- Served as lead neighborhood partner on Choice Neighborhoods Initiative to revitalize homes for 129 families in the Quincy Street corridor.

- Conducted outreach to BPI partner schools and BPS Homeless Education Resource Center to identify homeless students in BPI partner schools and begin to provide support and referrals.
- Convening of informational and resource meeting of homeless families at Orchard Garden K-8 School and Boston Housing Authority staff.
- Launch of research project led by Project Hope to understand causes of evictions in neighborhood eviction cases.
- Project Hope Eviction Prevention pilot program that has been successful in helping 96% of the families involved (65 of 68) to avoid eviction.
- Successful advocacy for increased affordable housing opportunities, including 80 units as part of the St. Kevin's development.

### **Implementation Plan:**

The ***No Child Goes Homeless*** initiative is creating a strong network of neighborhood partners, institutions, schools, and city agencies to provide crisis intervention, resources, and organizing support to ensure that no child in the target area goes homeless. The elements of the initiative include:

- Partner with Orchard Gardens K-8 School, Dearborn Middle School, Burke High School, Dudley Street Neighborhood Charter School and BPS Homeless Education Resource Network to identify students at risk of homelessness and provide support and referrals.
- Assist homeless students and their families within the Dudley neighborhood to move into permanent housing and to connect with needed resources.
- Scale up Project Hope's successful Eviction Prevention pilot program that provides early intervention, emergency rental assistance, counseling, and advocacy to Dudley families. In addition to the current partnership with Maloney Properties, the program will be expanded in year 2 to include more than 300 families living in properties managed by Winn Properties. The model will continue to be scaled up to work with additional management companies as well as large, private landlords.
- Implement Anti-Foreclosure organizing and development strategies to prevent displacement of families.
  - Implement organizing and development strategies developed by Dudley Foreclosure Roundtable, chaired by DSNI.
  - Integrate Boston Community Capital's "Stabilizing Urban Neighborhoods" Initiative in neighborhood schools to ensure early identification of families at risk of housing loss.

SUN works to stop the eviction process, purchase foreclosed properties and resell those properties to their current occupants at a significant discount off the prior mortgage value.

- Focus on housing stability for 18-24 year-olds, including design of a housing program model for young people in that age group that would include life-bridging opportunities and supports.
- Increase protection of current housing stock affordability and advocate for new affordable housing in the neighborhood. DSNI's Community Land Trust is a proven example of a strategy to prevent both foreclosure and homelessness by ensuring that housing is permanently affordable. DSNI will build on the success of its Land Trust model to maintain a stock of affordable housing and will also advocate for new permanently affordable housing to be built in the neighborhood.

In addition to the efforts listed above, we will focus on the following activities in Year 2:

- Gather data and complete housing resource and needs assessment for all families in the Dudley neighborhood;
- Conduct extensive outreach to identify families at risk of eviction and homelessness;
- Participate in school events to provide housing information and resources to families in BPI schools;
- Create the infrastructure with partner organizations to ensure integrated organizing and service delivery, and accountability mechanisms in order to track the status of families in crisis and to document successes;
- Create formal agreements with BPI schools and BPS Homeless Education Resource Network to become active partners integrated in foreclosure and eviction prevention efforts;
- Continue to serve as lead neighborhood partner on the Choice Neighborhoods Initiative to ensure stable housing and access to resources for the families in the Quincy Street corridor;
- Implement plan through Dudley Neighbors Inc.—The Community Land Trust— to acquire, renovate, and resell foreclosed properties in Dudley neighborhood;
- Share lessons learned and best practices around addressing housing needs of BPS students with larger Circle of Promise initiative.

**Accountability:** The No Child Goes Homeless initiative is a collaborative of DSNI, Project Hope, and BPI partner schools with additional participation by LIFT-Boston. The initiative came about out of the work of the Housing Working Group of 2010-2011 BPI planning process. The working group continues to

meet to generate ideas and review progress. The entire initiative is being carried out under the direction of DSNi's Strong Families and Community Supports team with oversight of the Sustainable and Economic Development Committee and reports directly to the DSNi Board of Directors.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

The Dudley neighborhood has one of the greatest flows of families into homelessness in the state<sup>1</sup>. According to 2011 data, 45.7% of Boston's homeless families came from Dorchester and 13.9% came from Roxbury<sup>2</sup>. Meanwhile, 27% of the population in the Dudley neighborhood lives below the federal poverty limit of roughly \$20,000 for a family of four<sup>3</sup>; more than 60% of families – and 83% of single-parent families – have incomes below the economic self-sufficiency standard needed to pay for basic necessities<sup>4</sup>. The difficult situation facing many tenants is also illustrated by the 2010 Boston Housing Court data where over half of the nearly 1,300 executions issues were to residents of Dorchester or Roxbury. Over 50% of the tenants evicted for non-payment had subsidies, with an average arrearage of \$1,500<sup>5</sup>. In addition, the number and concentration of foreclosure petitions over a period of several years remain extraordinarily high compared to other parts of the City. Since much of the owner-occupied housing includes 2 and 3 family residential homes, foreclosures have adversely affected both homeowners and renters. This also suggests that the housing instability of children in the target area has increased, and is extensive. In Orchard Gardens K-8 school alone we have identified 30 homeless students, with staff estimating that the number could be as high as 60.

<sup>1</sup> See for example: Attles, Henrietta. *The Effects of Homelessness on the Academic Achievement of Children*. Routledge Press. 1997; Hart-Shegos, Ellen. *Homelessness and its Effect on Children*. Family Housing Fund. 1999.

<sup>2</sup> Institute for Children and Poverty. *National Data on Family Homelessness*. 2009. [www.icpny.org/PDF/reports/AccessToSuccess.pdf?Submit1=Free+Download](http://www.icpny.org/PDF/reports/AccessToSuccess.pdf?Submit1=Free+Download)

<sup>3</sup> 2011 DHCD data and prepared by Dr. James Jennings of Tufts University for the Dudley Street Neighborhood Initiative (DSNI)

<sup>4</sup> DHCD 2011 shelter data from DHCD's Beacon system

<sup>5</sup> Boston Indicators Project based on 2000 Census data. <http://www.bostonindicators.org/Indicators2008/>

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<sup>6</sup> The Economic Independence Calculator which calculates the amount required without assistance or supports -Crittenton Women’s Union

[http://www.liveworkthrive.org/research\\_and\\_tools/economic\\_independence\\_calculator](http://www.liveworkthrive.org/research_and_tools/economic_independence_calculator)

<sup>7</sup> 2010 Housing Court Data from January - mid August 2010 collected from case files at Boston Housing Court by Project Hope.

“Kids and Foreclosures: New York City,” Vicki Been, Ingrid Gould Ellen, Amy Ellen Schwartz, Leanna Stiefel, Meryle WeinsteinFurman Center for Real Estate and Urban Policy, New York University, September 2010

Evidence: Strong. Homelessness negatively affects students’ academic achievement,<sup>6</sup> and homeless children are four more times likely to drop out of school and three times more likely to be placed in special education than their housed peers.<sup>7</sup> Students whose families are experiencing housing instability often move residences, which can be disruptive for children, especially when moves are unexpected. Students’ families may have to temporarily double-up with friends or family, or even become homeless, with negative effects on school performance (Goux & Maurin, 2005; Maxwell, 2003). Second, foreclosures may induce families to move from their neighborhood, which will disrupt the social networks of the children (Gruman et al., 2008; South et al., 2007). Pettit and McLanahan (2003), as well as Pribesh and Downey (1999), find that residential mobility reduces the quality of children’s social networks. Third, Any school move may cause problems getting restarted (including more absences, difficulties with the subject matter, decreased academic performance, or tensions with classmates (Alexander et al., 1996; Lash & Kirkpatrick, 1994; Mehana & Reynolds, 2003; Nelson et al., 1996; Schwartz et al., 2007; Xu et al., 2009). Fourth, housing instability may cause trauma or stress for students and their families, which could in turn affect students’ ability to focus, cause depression, cause more absences and so on (Kingsley et al., 2009

Evidence: Moderate. Numerous studies show that Community Land Trust (CLT) housing, such as the Dudley Neighbors Inc. Community Land Trust, provide families with more stable housing than the traditional homeownership model, especially in light of the foreclosure crisis. A recent study by The Urban Institute examined seven shared equity home ownership programs—including three CLTS—and found that over 90% of the home buyers in CLT housing remained homeowners five years after purchase, much higher than the 50% success rate that has been documented for first-time, low-income home buyers in conventional, market-rate housing. Furthermore, the foreclosure rates at the end of 2009 in all seven programs were below that of the surrounding areas. An earlier study conducted by the

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author in partnership with the National Community Land Trust Network examined a national sample of mortgages held by CLT homeowners and found rates of mortgage delinquency and foreclosure to be substantially lower than the rates reported for mortgage loans in the conventional market at the end of 2009 (Thaden 2010). (*Stable Home Ownership in a Turbulent Economy: Delinquencies and Foreclosures Remain Low in Community Land Trust*, Lincoln Institute of Land Policy, Emily Thaden, 2011)

**STRONG FAMILY AND COMMUNITY SUPPORTS**  
**SFC.2 Healthy and Safe Housing**

**TARGETED INDICATORS**

- % of homes in Dudley Village Campus in compliance with State Sanitary Code
- Student absentee rate attributable to asthma and other health-related factors
- #% of affected families serviced by the *Breathe Easy at Home initiative*

**PRIMARY PARTNERS**

Boston Public Health Commission  
 Health Resources in Action  
 Boston Urban Asthma Coalition

**Description:** In order for children to thrive and succeed in school they must have safe and healthy living spaces. Mold, dust, pests and other elements associated with unsafe living conditions directly contribute to asthma and other diseases that directly impact the health and well-being of children. Secondhand smoke affects the health everyone in the home, smokers and non-smokers alike.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████	████	████	████	████	████
Estimated per-child cost	████	████	████	████	████	
Est. # of Children served, age 0-5	200	250	350	450	450	
Percent of all Children age 0-5	10%	13%	18%	23%	23%	
Annual goal to increase proportion		3%	5%	5%	0%	
Projected all children	1992	1992	1992	1992	1992	

**Source of Funding:** Over 5 years: Boston Public Health Commission=████ Health Resources in Action=████

**Year 1 Accomplishments:**

- In 2010, Mayor Thomas Menino announced that all Boston Public Housing apartments would be smoke-free by 2014, a move that will impact more than 10% of the city's families.
- Creation of the *Boston Healthy Homes and Schools Collaborative*, under the coordination of Health Resources in Action, to promote healthy homes, schools and childcare centers in Boston.

**Implementation Plan:**

In Year 2 the Boston Public Health Commission will expand the *Breathe Easy at Home* initiative, in order to address the health risks of unhealthy housing. *Breathe Easy at Home* (BEAH) is a web-based referral

system allowing doctors, nurses, or other health professionals to refer their Boston patients with asthma for a home inspection, conducted by the Boston Inspectional Services Department (ISD). ISD inspectors are trained to identify asthma triggers that are covered by the state sanitary code, including mold, pests, poor ventilation, and leaky roofs. Inspectors then work with the property owners to address the poor housing conditions. Owners who do not comply with the inspectors are taken to court.

Health Resources in Action (HRIA) coordinates the Boston Healthy Homes and Schools Collaborative (BHHSC) to promote healthy homes, schools, and childcare centers in Boston, and enhance the well-being of individuals who learn, live, and work in them. The Collaborative, which includes community groups, public agencies, community development corporations, residents and businesses, will focus on health conditions directly related to environmental hazards – specifically asthma and lead poisoning. HRIA will expand its training series for community-based organizations and provide technical assistance to groups working with residents and owners of housing developments.

HRIA and partner groups will also continue to work at a policy level on three priority initiatives: Support research on elevated lead levels in drinking water, Advocate for smoke-free housing in multi-unit residential buildings in Boston, and seek to increase awareness about the guidelines for affordable, healthy and green housing in Boston. They will also help lead advocacy efforts to change state housing code to include integrated pest management (IPM). IPM, an alternative to traditional, chemical pest removal methods, is effective in removing pests if done correctly, and poses less risk to infants and children who may accidentally swallow or breathe in harsh, chemical pest repellants.

We will advocate to ensure that local development projects include building practices that promote healthy housing. For example, the Boston Urban Asthma Coalition (BUAC) aims to promote collaboration between organizations and residents concerned about the various factors that affect asthma. BUAC has prepared best practices recommendations for developers and contractors who would like to build “healthy” housing.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Accountability:** Work in this area will be guided by the BPI Health and Environment Working Group, which is facilitated by DSNI staff.

### **Segmentation Analysis and Supporting Evidence:**

Massachusetts asthma rates are highest in households that are located in Roxbury, Dorchester, Jamaica Plain and Mission Hill. Roxbury and Dorchester have the highest rates of hospitalizations due to asthma for children under the age of 5 (Boston Public Health Commission). Asthma is the leading cause of hospitalizations at Boston Children's Hospital and the leading cause of school absenteeism. (source- Boston Children's Hospital). A recent study found that Dudley and adjacent areas accounted for 53% of all Boston Emergency Medical Services for asthma.

While the rate of asthma among American schoolchildren ranges from 6 percent to 8 percent, prevalence in low-income, minority neighborhood asthma "hotspots" may be two to three times greater. (Clark NM, Brown R, Joseph CLM, et al. "Issues in identifying asthma and estimating prevalence in an urban school population." *Journal of Clinical Epidemiology*, 55: 870-881, 2002.)

Evidence: Moderate. Improving the health of homes in the Dudley Neighborhood will have a beneficial effect on asthma rates. Nationally, asthma is the leading cause of school days missed because of a chronic illness. Annually, children miss about 15 million school days due to asthma. (*Asthma's Impact on Children and Adolescents*. Atlanta: National Center for Environmental Health, Centers for Disease Control and Prevention. 8 June 2005.) Asthma is the leading cause of missed school days among children ages 5 to 17. (*Asthma Facts and Figures*. Washington: Allergy and Asthma Foundation of America.) Students with asthma may be at higher risk for poor performance. (Taras H, Potts-Datema W. "Childhood Asthma and Student Performance at School." *Journal of School Health*, 75(8): 296-312, 2005.)

**STRONG FAMILY AND COMMUNITY SUPPORTS**

**SFC.3 Family Income and Wealth**

**TARGETED INDICATORS**

- Student mobility rate
- # of families in Dudley neighborhood who report increase in family income
- # of families implementing asset building strategies
- % of residents who report increased credit scores, net cash flow
- # of residents securing quality jobs

**PRIMARY PARTNERS**

Dudley Workforce Collaborative  
 Project Hope  
 Family Independence Initiative  
 LIFT Boston  
 Greater Boston Interfaith Organization  
 YouthBuild Boston  
 Choice Neighborhoods Initiative  
 Project RIGHT  
 Boston Office of Jobs and Community Services

**Description:** If families have access to quality jobs with possibilities for advancement and financial literacy supports then children in the Dudley neighborhood will have a better chance of growing up in economically stable households. Our strategy for increasing family income and wealth in the Dudley neighborhood includes increasing access to quality jobs within and outside the neighborhood, helping families thrive by linking them to financial literacy and asset development programs, and creating clear college and career pathways for high school students, including internships and work opportunities during the school year. Taking advantage of Dudley’s strategic location we will build partnerships with employers in growing industries such as construction, environment, health care, food service and hospitality, and education.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-adult cost	████	████	████	████	████	
Est. # of Adults served, age 18-44	425	560	675	675	675	
Percent of all Adults	4%	5.5%	7%	7%	7%	
Annual goal to increase proportion		1.5%	1.5%	0%	0%	
Projected all adults	9,799	9,799	9,799	9,799	9,799	

**Source of Funding:** 5 year funding: DSNI= \$300,000, Choice Neighborhoods Initiative: ██████████ Project

Hope= ██████████ LIFT Boston= ██████████ GBIO= ██████████

**Year 1 Accomplishments:**

- As lead neighborhood partner on the Choice Neighborhoods Initiative, conducted intensive outreach campaign to families in Woodledge/Morrant Bay and Quincy Corridor to connect them to economic opportunities.
- Increased access of local residents to construction jobs and apprenticeship programs, through the leadership of the Dudley Workforce Collaborative.
- In the past year Project Hope has assisted 51 residents in getting a job, with an average wage of \$13.50/hour.
- Last year more than 750 residents received one-on-one services and support in employment from LIFT-Boston with job placements increasing by 55% over the previous year.
- Partnership with Citizens Bank including two workshops for 48 youth on Basic Banking and Budgeting and workshop for 17 homeowners on Refinancing Basics.
- Outcomes from the first twelve months for current Boston Demonstration (152 adults/children in 35 households):
  - 13% increase in average household income (excluding FII payments)
  - 22% increase in average savings
  - 25% of the 70 children in school improved their grades
  - 20% improved their attendance.

### **Implementation Plan:**

During Year 2, DSNI and our BPI partners will work to stabilize the economic situation of Dudley families by scaling up successful programs and models and creating new initiatives to help families build their income and assets. The high-leverage strategies that will be used to accomplish these goals include:

- Development of a Comprehensive Local Jobs initiative that connects residents with quality jobs in construction, health, child care, food services and other sectors. We will scale up successful workforce development initiatives at **Project Hope** and other partnering organizations, with a focus on job training programs that feature strong relationships with local employers, to increase the possibility of securing a job upon completion of the training. Project Hope's Workforce Development & Employer Partnerships provides a link between community residents and work, supporting them with job readiness training, access to career ladder job opportunities, and ongoing case management support for a full year after job placement.

- As lead neighborhood partner on the **Choice Neighborhoods Initiative**, we will expand efforts to connect families in Woodledge/Morant Bay and larger Quincy Corridor neighborhood to economic opportunities, including free tax preparation, FAFSA applications, financial literacy, youth summer jobs, and pre-employment skills training. DSNI will coordinate outreach efforts with Project RIGHT and will focus on families living in Choice Neighborhood area between Dudley and Quincy Streets. Outreach will include: Referrals, Economic Opportunities Resource Fair, Flyers, Website, Building referral network among CareerLink, Roxbury Resource Center, Adult Basic Education sites.
- We will also continue to play a lead role in the **Dudley Workforce Collaborative** to increase opportunities for local residents to gain employment in the construction field. Through our partnership with YouthBuild Boston we will help underemployed, out-of-school youth, ages 16-24, attain the vocational and academic skills necessary to lead successful careers and lives. YouthBuild students undergo hands-on Pre-Apprenticeship Construction Training that allows them to gain valuable skills that they can put directly to work upon graduation. We will also conduct outreach to recruit residents into Building Pathways pre-apprenticeship program offered by the Boston Building Trades Council that prepares participants to enter an apprenticeship in the building and construction trades.
- We will partner with the **Family Independence Initiative** to increase the number of Dudley residents enrolled in demonstration projects to come up with strategies for increasing family income and securing financial stability. Each group will meet regularly to support each other, hold each other accountable, and share resources, ideas, and advice. Additionally, each family inputs data about their household's income and savings, health, education and skills, housing, resourcefulness and leadership, and networking and helping others. In exchange for sharing their progress, each family can earn up to [REDACTED] every month.
- Creation and expansion of Financial Literacy programs that assist families in stabilizing their incomes and building their assets. Topics will include family financial management, FAFSA, EITC, check cashing, banking, rent-to-own businesses. The objective is to provide all neighborhood residents with access to financial literacy programs with 500 families receiving specific trainings over the next two years. Through a partnership with **LIFT Boston's Financial Opportunity Center** 50% more families in the Dudley neighborhood will receive one-on-one support and coaching around job readiness, employment search, and education and job training resources. We will also continue to partner with **Greater Boston Interfaith Organization's Moving from Debt to Assets** program, a financial education and empowerment program that has helped hundreds of families to build strong

financial futures. The *Moving from Debt to Assets* program is the leading program delivering financial education to the Haitian and Cape Verdean communities in their native languages and one of the few programs providing financial education to the Latino community in Spanish. DSNI will also continue to partner with **Citizens Bank** to provide free workshops to youth and adults on Fundamentals of Banking, Budgeting for a Better Life, Strategies for Paying for College and other topics.

- In Year 2 we also will partner with local universities, health care institutions, and other businesses to create internships and career opportunities for students in the Dudley neighborhood so that young people have the opportunity to build the skills and networks they will need to succeed.
- Advocate for and partner with programs that provide ESL classes to local residents in order to prepare immigrant families to secure quality jobs and increase economic opportunities.
- Advocate for policy changes that limit fees charged at check cashing outlets and protect the rights of low-income consumers, by partnering with the *Fair Fees for Families* initiative.

**Accountability:** The activities in this section came about as a result of the 2010-2011 BPI planning process through the Economic Development Working Group. In Year 2 DSNI's Strong Families and Community Supports team will convene all collaborating organizations in the working group, with oversight by the Sustainable Development Committee and DSNI Board of Directors.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Currently, 27% of residents in the Dudley Neighborhood live below the federal poverty limit of 20,000 for a family of four and more than 60% of families have incomes below the economic self-sufficiency standard needed to pay for basic necessities. The unemployment rate in Roxbury and North Dorchester is nearly double the city-wide rate and approximately 25% of adults lack a high school diploma as compared to 15% in Boston. (Navin Associates *Boston Adult Basic Education Community Planning Secondary Data Review: Roxbury and Dorchester. Compiled for Boston Adult Literacy Initiative and Mayor's Office of Jobs and Community Services. Oct. 2011*)

- The largest occupational category in the region is office and administrative support. Sales and related and food preparation and serving are the second and third largest and comprise 17.3% of total employment in Greater Boston.
- Food service and accommodation and retail trade reported the second and third highest number of job vacancies (10,200 and 5,300, respectively).
- Food service, accommodation, or retail occupations do not provide family sustaining wages in the long-run, but in the immediate term provide entry-level workers with an opportunity for immediate earnings, building their work experience and flexing their work hours around child care and training needs.
- These entry-level jobs allow workers to build on and demonstrate customer service and interpersonal skills, which if coupled with a high school diploma could help transition them into an entry level clerical or healthcare support position.
- One in every five establishments in Suffolk County is in retail, food service and accommodation. These industries make up 14% of total employment in the area.

(Project Hope, *Entry-Level Workforce Investment Feasibility Study*, Center for Social Policy, McCormack Graduate School of Policy and Global Studies, University of Massachusetts Boston, Brandyann Holgate and Tessa Stazinski, December, 2010.)

Evidence: Moderate. Developing an employer partnership strategy is critical to coordinating a successful workforce development initiative. Employer partnerships develop overtime and are reciprocal; meaning that employers experience a benefit by engaging with the organization with respect to recruitment, training and workforce supports, and, in turn, the organization provides meaningful training and job placement opportunities for eligible workers. The employer partnership strategy may be particularly conducive to developing alternative scheduling strategies to address variable work hours needed by employers. Research shows that devising an entry-level workforce strategy at the lower end of the labor market can provide immediate benefits in terms of earnings and the building of work experience. Furthermore, there are employers in these sectors who express an ongoing need to recruit and hire qualified candidates for jobs and an interest in partnership opportunities with workforce development programs.

(Project Hope, *Entry-Level Workforce Investment Feasibility Study*, Center for Social Policy, McCormack Graduate School of Policy and Global Studies, University of Massachusetts Boston, Brandyann Holgate and Tessa Stazinski, December, 2010.)

The link between education and economic well-being is well documented; studies show that families headed by a person with no high school diploma/GED are 10% more likely to be low-income than those with a high school diploma/GED. (Commonwealth Corporation. *Poverty and the Workforce*. Research and Evaluation Brief. Vol. 4, Issue 10. June 2007)

Studies show that financial training has a significant positive impact on household savings and financial decision-making.

**STRONG FAMILY AND COMMUNITY SUPPORTS**

**SFC.4 Local Economy and Jobs**

**TARGETED INDICATORS**

- Student mobility rate
- # of new jobs created in Dudley neighborhood
- Median Family Income
- Retail Vacancy Rates
- % of local construction projects using the 51% local, 51% minority and 15% Women job goals
- % of construction contracts awarded to M/WBEs

**PRIMARY PARTNERS**

Project Hope  
 Dudley Workforce Collaborative  
 Dorchester Bay EDC  
 Upham’s Corner Main Street  
 Roxbury Strategic Master Plan Oversight Committee  
 Boston Employment Commission

**Description:** In order to reduce student mobility and support the academic success of Dudley students, families of these students must have the opportunity to achieve economic self- sufficiency. This includes equitable access to jobs within and outside the neighborhood, tools and supports to build assets, and control over local development to ensure that it benefits the local economy and residents. BPI partners will work to stabilize the economic situation of neighborhood families by scaling up successful programs and models and creating new initiatives to promote local economic development. BPI’s economic development efforts will go hand in hand with the *No Child Goes Homeless* initiative to stabilize the neighborhood and give children a chance to succeed.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-adult cost	████	████	████	████	████	
Est. # of adults served- age 19-44	600	800	1,000	1,000	1,000	
Percent of all adults, same age	6%	8%	10%	10%	10%	
Annual goal to increase proportion		2%	2%	0%	0%	
Projected all adults 19-44	9,799	9,799	9,799	9,799	9,799	

**Source of Funding:** 5 year funding: DSNI=████████ Project Hope=████████ Dorchester Bay EDC=████████ Choice Neighborhoods Initiative=████████

**Year 1 Accomplishments:**

- Distribution of Kroc Community Center case study, *“By the People, For the People”* to over 100 community organizations, community development corporations, contractors, private developers,

and public officials in order to share best practices for maximizing jobs for local residents, minorities and women on local construction projects.

- Advocacy for adoption of 51% Local, 51% Minority and 15% Women job goals on development projects in Greater Roxbury as well as goal of 40% Minority/Women-Owned Businesses on construction projects. Partnership with Salvation Army and Suffolk Construction on Kroc Community Center led to local, minority and women workforce and business participation in the project at levels significantly higher than the City of Boston average.

### **Implementation Plan:**

BPI will work to stabilize the economic situation of neighborhood families by scaling up successful programs and models and creating new initiatives to promote local economic development. The high-leverage strategies that will be used to accomplish these goals include:

- Development of a Local Jobs initiative to connect residents with quality jobs in the construction field. DSNI will use the agreement that ensured local residents' access to construction jobs in the recently completed Kroc Family Community Center as a model for other construction projects in the neighborhood. Building upon our successful collaboration with Suffolk Construction in the development of the Salvation Army Kroc Community Center, which featured employment of local residents, minorities and women at levels well above the city average, we are expanding the work to other development projects in the greater Roxbury neighborhood.
  - Work with Dudley Workforce Collaborative and local contractors and developers to implement 51% Local, 51% Minority and 51% Women job goals on all local construction projects
  - Agreements with developers of Bornstein and Pearl Small Business Center, Quincy Heights, and St. Kevin's developments to maximize construction jobs for local residents. Together these projects represent \$x million of development in the community.
  - Continue distribution of Kroc Community Center case study, *"By the People, For the People"* in order to share best practices for maximizing jobs for local residents, minorities and women on local construction projects.
  - Partnerships with Suffolk Construction and other large construction firms to assist minority and women-owned businesses to secure contracts on local construction projects.

- Support residents to advocate for economic development projects that benefit families and the local economy
  - Organize community to impact proposed economic development projects in Greater Roxbury through Fairmount Indigo Planning Initiative, Roxbury Strategic Master Plan, and other planning initiatives., with goal of securing 400 construction and permanent jobs for local residents over a five year period.
  - Negotiate Community Benefits Agreements with outside businesses moving into the neighborhood to ensure local hiring at entry and managerial level, with goal of securing 200 jobs for local residents over a five year period.
- Develop small business & microenterprise strategy that includes education, networking, mentoring and access to resources with goals of no vacant storefronts the Dudley neighborhood and strengthened local economy.
  - Dorchester Bay EDC Small Business Assistance Program and Neighborhood Loan Fund. The Assistance Program provides one-on technical assistance and support for microentrepreneurs and small business owners, Assistance in obtaining loans, and Referrals to other service providers that provide complimentary services, such as workshops, training programs, and pro bono legal services. The Dorchester Bay Neighborhood Loan Fund (DBNLF) is a community loan fund founded in 1995 to provide financial stimulus and sustain the development of microenterprises and small businesses in inner city Boston.
  - Partnership with Upham’s Corner Main Streets to promote the business district, secure financial support to local businesses, and create local jobs.
  - Increased financial assistance for storefront improvement and other support to businesses in the Choice Neighborhoods target area
  - Explore partnerships that bring additional small business resources into the community, eg Goldman Sachs *10,000 Small Businesses Initiative*
  - Partner with neighborhood organizations on Buy Local campaign to ensure that consumer dollars remain in and circulate through neighborhood
  - Advocacy and support for local businesses to provide goods and services to large institutions, such as hospitals and universities.
- Address policy obstacles to local economic development including small business regulations, construction bonding requirements, and enforcement of Boston residents Jobs Policy

- Create and promote training and capacity building opportunities for community residents around community asset building to educate residents, business owners, employers, and public officials about the importance of the multiplier effect for local economic development, the benefits of locally-owned businesses, the need for cooperative purchasing and distribution networks, and the advantages of banks over check cashing outlets.

**Accountability:** The activities in this section came about as a result of the 2010-2011 BPI planning process through the Economic Development Working Group and the efforts of the Dudley Workforce Collaborative, convened by DSNI. In Year 2 DSNI’s Strong Families and Community Supports team will convene all collaborating organizations in the Dudley Workforce Collaborative, with oversight by the Sustainable Development Committee, which reports to the DSNI board of directors.. Members of the Workforce Collaborative have seats on the Sustainable Development Committee.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Currently, 27% of residents in the Dudley Neighborhood live below the federal poverty limit of 20,000 for a family of four and more than 60% of families have incomes below the economic self-sufficiency standard needed to pay for basic necessities. The unemployment rate in Roxbury and North Dorchester is nearly double the city-wide rate and approximately 25% of adults lack a high school diploma as compared to 15% in Boston. (Navin Associates *Boston Adult Basic Education Community Planning Secondary Data Review: Roxbury and Dorchester. Compiled for Boston Adult Literacy Initiative and Mayor’s Office of Jobs and Community Services. Oct. 2011*)

See additional data in SFC.3

Evidence- Moderate. The local multiplier effect is the main reason for promoting locally-owned businesses over corporate chains and for increasing the number of local residents hired on neighborhood construction projects. Civic Economics study for the City of Austin, Texas in 2002 found \$100 spent at the local independent retailers in the study generated \$45 of secondary local spending compared to \$13 in secondary spending projected per \$100 spent at a Borders Books and Music store.

These studies measured the direct and indirect impacts to determine the base level local economic activity of a purchase made at a chain and a local independent business.

The Institute for Local Self-Reliance conducted perhaps the simplest study of the local multiplier effect in several small Maine communities in 2003. It explored how much of a dollar spent at a local independent store is re-spent in the local area in the form of payroll, goods/services purchased from area businesses, profits spent locally by owners, and donations to area charities. The study found each \$100 spent at local independents generated \$45 of secondary local spending, compared to \$14 for a big-box chain.

Total economic impact is determined by measuring the direct, indirect, and induced impacts.

- *Direct impact* is spending done by a business in the local economy to operate the business, including inventory, utilities, equipment and pay to employees.
- *Indirect impact* refers to the conventional multiplier that happens as dollars the local business spends at other area businesses re-circulate.
- *Induced impact* refers to the additional consumer spending that happens as employees, business owners and others spend their income in the local economy.

(American Independent Business Alliance, 2012: <http://www.amiba.net/resources/local-multiplier-effect#ixzz2112bba9p>)

**STRONG FAMILY AND COMMUNITY SUPPORTS**

**SFC.5 Access to Community Resources and Family Supports**

**TARGETED INDICATORS**

- Student mobility rate
- Number of families who are economically stable
- Number of families accessing EITC and Dollar amount of EITC filings
- % of eligible families accessing TANF, WIC, SNAP and other public benefits

**PRIMARY PARTNERS**

LIFT Boston Financial Opportunity Center  
 Project Hope  
 City of Boston Earned Income Tax Credit program  
 City of Boston Circle of Promise

**Description:** Research shows that children growing up in low-income or poor families will be behind their peers academically, and at a higher risk of being impoverished themselves in the future. In recent years the federal government has expanded food stamp benefits, extended unemployment insurance coverage, expanded the Child Tax Credit and Earned Income Tax Credit (EITC), allotted funds for emergency Temporary Assistance for Needy Families (TANF) benefits and increased child care and housing subsidies. These benefits can make a significant difference for low-income families if they are able to gain access to the benefits they are eligible for. However, too many families are missing out on this assistance by failing to claim the benefits they are eligible for. DSNI will work with our partners to help residents in the DVC stabilize their incomes by accessing public benefits and supports.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-adult cost	████	████	████	████	████	
Est. # of adults served	875	1050	1200	1300	1400	
Percent of all adults	5%	6.5%	7%	8%	8.5%	
Annual goal to increase proportion		1.5%	.5%	1%	.5%	
Projected all adults	16,244	16,244	16,244	16,244	16,244	

**Source of Funding:** Five year funding: DSNI=████████ LIFT Boston=████████ Boston EITC Coalition=

████████

**Year 1 Accomplishments:**

- Opening of LIFT Boston Financial Opportunity Center at Vine Street Community Center
- Last year LIFT Boston worked with 719 clients to enroll in public benefits programs.

- Partnership with City of Boston *Earned Income Tax Credit* campaign which provided free tax preparation from January to April at 25 volunteer-staffed locations around Boston.

### **Implementation Plan:**

In addition to increasing family and community income and wealth through local employment strategies, expanded financial literacy efforts, and support for local businesses, we are partnering with organizations that help residents maximize their incomes through public benefit supports and access to other social services and resources. Increasing the number of eligible families who access their benefits will help to stabilize their financial situation and improve their quality of life.

Our strategy to increase access to public benefits and supports includes:

- Create and expand partnerships with community organizations and public agencies to improve access of families to public benefits, including Food Stamps/SNAP, WIC, TANF.
  - Work with LIFT Boston to provide one-on-one support to 1,000 neighborhood residents to help them obtain the resources and services needed to become economically self-sufficient. LIFT Boston's newly-created Financial Opportunity Center in the Dudley neighborhood will serve as One-Stop Center for families to access public benefits and supports.
- Expand partnership activities with City of Boston *Earned Income Tax Credit* campaign
  - Conduct outreach campaign to increase number of families receiving free tax assistance and accessing Earned Income Tax Credits,
  - Offer free financial aid form (FAFSA) preparation to Boston Public Schools parents at tax sites
  - Intensive outreach campaign in English, Spanish, and Cape Verdean Creole

**Accountability:** The activities in this section came about as a result of the 2010-2011 BPI planning process through the Economic Development Working Group. In Year 2 DSNI's Sustainable and Economic Development team will convene all collaborating organizations in the working group, with oversight by the Sustainable Development Committee and DSNI Board of Directors.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis:**

According to IRS data, an estimated 5.6 million EITC recipients, or 27 percent of all EITC filers who received refunds for the 2005 tax year, took out Refund Anticipation Loans, whereas only 4.1 percent of non-EITC taxpayers who received refunds purchased RALs the same year. (Children's Defense Fund Policy Report, *Halting the Loss of Billions of Dollars in Earned Income Tax Credit Benefits*, 2008)

It is estimated that up to \$65 billion in benefits and supports go unclaimed each year in the United States. One in seven Americans uses SNAP/Food Stamps benefits but one out of every three eligible people do not receive SNAP/Food Stamps benefits. (Food Research and Action Center).

Evidence: Moderate. Maximizing access to public benefits will also positively impact the local economy. Studies show that each dollar provided through the food stamp program generates \$1.73 in economic activity and a dollar provided through unemployment insurance generates \$1.63. (Zandi, M. (2008, January). *The Economic Impact of the American Recovery and Reinvestment Act*. Accessed August 20, 2009, at: [www.economy.com/dismal/article\\_free.asp?cid=102598](http://www.economy.com/dismal/article_free.asp?cid=102598))

The financial contribution of the EITC extends far beyond enhancing the income and well-being of lower-wage working families and their children. The EITC also infuses substantial money into the local economy. Surveys show that most EITC recipients use their refunds to meet short- to medium-term needs such as repairing their car, catching up on rent and utility bills, and purchasing clothes for their children. The limited studies that have attempted to measure the economic impact of the Earned Income Tax Credit on local economies signal substantial potential of these monies to contribute to growth and productivity. An analysis of EITC population and participation rates by researchers in San Antonio concluded that increasing the number of EITC claims would be highly beneficial, with each additional dollar received generating roughly \$1.58 in local economic activity.

**STRONG FAMILY AND COMMUNITY SUPPORTS**

**SFC.6 Safe Spaces**

**TARGETED INDICATORS**

- Children and youth who feel safe travelling to and from school
- Children and youth who feel safe in the community
- School climate ratings
- Attendance rates

**PRIMARY PARTNERS**

Boston Parents Organizing Network  
 Boston Public Schools  
 Boston Police Department  
 Burke High School  
 Choice Neighborhoods Initiative  
 Dearborn School  
 MBTA Transit Police  
 Orchard Gardens K-8  
 Project RIGHT

**Description:** It is a fundamental right that all students feel safe and protected in their communities. BPI partners will work together to ensure that students in the Dudley neighborhood are able to travel to and from school in peace and have safe spaces to learn and play in the neighborhood.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	NA	NA	NA	NA	NA	
Estimated per-child cost	NA	NA	NA	NA	NA	
Est. # of Children served by age	100%	100%	100%	100%	100%	
Percent of all Children	NA	NA	NA	NA	NA	
Annual goal to increase proportion	NA	NA	NA	NA	NA	
Projected all children	NA	NA	NA	NA	NA	

**Source of Funding:** NA

**Year One Accomplishments:**

- Project RIGHT and school partners at the Burke and at OGPS undertook initiatives to reduce bullying and increase pro-social behaviors within their schools.
- At Burke, school based Service Teams created a tailored set of prevention, intervention, and enrichment services every student needs to thrive, including a commitment to *Create a safe environment through the hiring of security paraprofessionals.*

**Implementation Plan:** Safety in and around school will require work within and around schools, as well as with institutional partners and policy makers. There are myriad threats to youth safety in the DVC, including Safety

In order to provide a safe environment for students, the Burke hired security paraprofessionals to address safety issues. On a staggered work schedule, these security paraprofessionals will work inside and outside (with community partners like Project RIGHT) of the building to assist transitions and near key locations that are prone to incidents (identified through ongoing work with Boston Police).

At Orchard Gardens K-8 School, a team of teachers, administrators and health professionals will create a tiered response system to incidents and emerging problems, ensuring a safe learning environment for all.

In the community, partners will be working with youth and parents to create walking groups; enabling parents to take turns walking groups of young children to school safely.

In future years, parents and partners will continue to analyze the disturbing data regarding disproportionate contact between students of color and students with disabilities and police and in disciplinary hearings. DSNi will support these discussions with data, with facilitated discussion and with strategy development support.

#### **Segmentation Analysis and Supporting Evidence:**

In a survey administered to 1,878 youth in 22 Boston public high schools, 8% of students reported feeling unsafe at school, 14% felt unsafe on their way to/from school, 13% felt unsafe in their own neighborhood, and 28% felt unsafe on MBTA bus/train. (*2009 Boston Youth Survey: Health of Boston*, Harvard Youth Violence Prevention Center.) According to the Boston Police Department, feelings of safety are lowest in the police district that includes Dudley, with the percent of residents who feel “unsafe” at 42%. Nearly 90% of youth report that they have witnessed violence or been a victim of violence in the past year.

In addition to student perceptions of risk from other students, a 2011 study by the ACLU found that youth of color are disproportionately affected by the policing practices in Boston. Although African-American students accounted for approximately one-third of Boston’s student body during the 2008-09 and 2009-10 school years, two-thirds of all Boston arrests during that period were of African-American students. Seventy percent of those arrested for public order offenses were African-American.

Our special sub groups are even more disproportionately affected: The MA schools with the highest rates of arrest (arrests per 1000 students) were schools for students with diagnosed learning and behavioral disabilities, raising serious questions about the criminalization of behavioral health concerns.

Evidence: Moderate. The innovation of Urban Peace’s *Safe Passages* project is to integrate a powerful network of parent volunteers with the professional efforts of gang violence interventionists, community-based organizations, businesses, school personnel, the Mayor’s office and law enforcement. *Safe Passages* is a program that communities across the country have used with great success to ensure that their children are able to get to and from school safely. Other communities’ programs have divergent models, but often rely on law enforcement or parent volunteers at key corners, monitoring environmental or traffic hazards that endanger children.

STRONG FAMILY AND COMMUNITY SUPPORTS						
SFC.7 Daily Physical Activity						
TARGETED INDICATORS				PRIMARY PARTNERS		
<ul style="list-style-type: none"> <li>Children’s participation in 60 minutes of moderate to vigorous physical activity daily</li> <li># hours spent in moderate to vigorous physical activity</li> <li>#% of families/youth enrolled in fitness and activity centers</li> </ul>				Boston Public Health Commission  City of Boston’s “Boston Moves for Health”		
<b>Description:</b> BPI partnership with City of Boston “Boston Moves for Health” Campaign to provide out of school recreation and exercise opportunities for children in the Dudley neighborhood.						
Program Costs and Activity	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	n/a					
Estimated per-child cost						
Est. # of Children served by age						
Percent of all Children						
Annual goal to increase proportion						
Projected all children						

**Source of Funding:** City of Boston (Self-Funded), Hubway (self-funded)

**Implementation Plan:**

BPI will partner with neighborhood schools and the *Boston Moves for Health* campaign to promote opportunities for regular physical activity among children 5-19.

- a) Support the City of Boston *Boston Moves for Health* campaign in the neighborhood and support a partnership with the Boston Public Health Commission to provide free and low-cost exercise opportunities for families
- b) Dudley youth participate in the Paul Pierce one million hour activity challenge
- c) Provide workshops for parents that explores the role of the parent in ensuring that their child sports/activity experience yields healthy developmental (physical, social and mental) outcomes
- d) Provide workshops for youth to ensure that they improve themselves, their team and their game
- e) Subsidize membership for Dudley youth at the Kroc Center, Boys and Girls Club, Bodies by Brandy, Boston Center for Youth and Families
- f) After school sports programs engage 20% of Dearborn and Orchard Gardens K-8 students
- g) Boston Bikes Youth Program at Orchard Gardens expands to Dearborn
- h) Dudley neighborhood is a site for the Hubway Boston Bike Share program

**Segmentation Analysis and Supporting Evidence:**

Evidence: Moderate. There are links between regular physical activity and the overall health of children, which has implications for student academic performance. (Physical Activity and Student Performance at School, Howard Taras, Journal of School Health d August 2005, Vol. 75, No. 6)

Participation in sports teams and physical activity clubs, often organized by the school and run outside of the regular day, can improve grade point average, school attachment, educational aspirations and the likelihood of graduation. Students who are physically active are often better able to concentrate on their school work and may do better on standardized tests. (Report from American Alliance for Health, Physical Education, Recreation & Dance *Let's Move in School Initiative*, 2010)

**STRONG FAMILY AND COMMUNITY SUPPORTS**  
**SFC.8 Family Access to Healthy Food**

**TARGETED INDICATORS**

- % of children who consume 5 or more servings of fruits/vegetables daily
- # of new vegetable gardens created
- # of residents engaged in urban gardening programs
- Increase in number of SNAP customers in local farmers markets
- Increased consumption of fruits and vegetables by local residents
- Student attendance rate

**PRIMARY PARTNERS**

Boston Public Health Commission  
 The Food Project  
 The Dudley Farmer’s Market  
 Alternatives for Community and Environment (ACE)  
 Boston Natural Areas Network  
 Boston Collaborative for Food and Fitness

**Description:** Research has shown that nutrition is important for cognitive and brain development. Making healthy food choices is vital to a student’s academic performance. Children in wealthier communities have greater access to healthy food options than children in low-income communities. The Dudley neighborhood can be classified as a “Food desert” because of barriers which restrict access to healthful foods, including lack of access to food retailers that provide nutritious, affordable foods. DSNI will work with neighborhood partners to establish the Dudley neighborhood as a “Real Food Hub” with increased access for children and families to healthy, affordable food choices.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	████	████	████	████	████	
Est. # of Children served by age	875	1050	1300	1400	1500	
Percent of all Children	8.5%	10%	12.5%	13.5%	14.5%	
Annual goal to increase proportion		1.5%	2.5%	1%	1%	
Projected all children	10,316	10,316	10,316	10,316	10,316	

**Source of Funding:** Five year funding: DSNI=██████ The Food Project=██████ ACE=██████  
 City Sprouts=██████

**Year 1 Accomplishments:**

- Creation of *Dudley Real Food Hub* initiative, a joint project of DSNI, The Food Project and ACE to increase access to healthy, locally-grown food for families in the Dudley neighborhood.
- Construction of raised vegetable beds built at Orchard Gardens K-8 and Dearborn Schools, through City Sprouts.

- Funding for Orchard Gardens K-8 School to provide additional fruit/vegetable snack to each student four days/week.

**Implementation Plan:**

- a) Expansion of *Dudley Real Food Hub* activities with The Food Project and ACE:
  - a. Utilize the Dudley Greenhouse as a base for education, resources and social connections that promote healthy, sustainable food opportunities for community members
  - b. Youth leaders from DSNI, TFP, and ACE work with local families to build 50 raised bed vegetable gardens in the neighborhood over the next year
  - c. Conduct outreach to residents to promote Dudley Town Common Farmers' Market, Dorchester Food Cooperative, and other initiatives that increase access to locally grown, healthy food
  - d. Expand participation in and ensure all 14 Boston Natural Areas Network community gardens are fully subscribed
  - e. Expand participation in Boston Bounty Bucks (BBB) program that seeks to increase access to fresh fruits and vegetables. The program provides farmers' markets with wireless EBT terminals that accept Supplemental Nutrition Assistance Program. Additionally, purchases made using SNAP benefits are matched dollar for dollar up to \$10.00, for total spending power of \$20.00.
  - f. Renovate and expand community gardens in the neighborhood
- b) The Food Project will create an Affordable Farm Shares program with families whose children attend the neighborhood Head Start program.
- c) Improve access to healthy food choices at BPI schools
  - a. Collaborate with Project Bread and Boston Public Health Commission to implement a Farm to School and Chefs in the Schools program at BPI schools
  - b. Support efforts of Dudley Street Neighborhood Charter School to develop raised beds at the school.
  - c. Deepen partnership between CitySprouts and Orchard Gardens K-8 School and the Dearborn Middle School. CitySprouts will work closely with teachers at both schools to support their use of the gardens to teach all major subjects including literacy, math, social studies, science and the arts.

- d. Pilot with Wholesome Wave *Fruit and Vegetable Prescription Program* to provide access to healthy foods for overweight and obese schoolchildren.
- e. Work with the Boston Collaborative for Food and Fitness Youth Advisory Board on their *Go4resh Campaign* to expand healthy food options in BPS. The Youth Advisory Board is working with BPS Food and Nutrition Services Department to identify specific food items that are fresh and locally-grown and are conducting surveys and outreach to high school students to get them involved in the campaign.

**Accountability:** The activities in this section came about as a result of the 2010-2011 BPI planning process through the Health and Environment Working Group. The Dudley Real Food Hub is a formal collaboration of DSNI, ACE, and The Food project, funded by the Boston Collaborative for Food and Fitness. DSNI's Strong Family and Community Supports team will continue to provide staff support for this initiative with oversight from the Sustainable Development Committee and DSNI Board of Directors.

**Segmentation Analysis and Supporting Evidence:**

- Those with annual household income less than \$24,000 reported problems accessing affordable fresh fruits and vegetables 2.5 times as frequently than those with incomes between \$60,000 and \$89,999 (13.8 percent vs. 5.7 percent).
- Among those in households with food hardship, 18.5 percent reported affordability and accessibility problems, while only 5.7 percent of those in households without food hardship reported such challenges.
- The largest disparity came when measured against self-reported health status. Among people reporting poor health status, the prevalence of fruit and vegetable affordability and access challenges was four times that of people reporting excellent health status (20.0 percent vs. 5.0 percent). (Food Research and Action Center)

In predominantly black neighborhoods there are six times more fast food restaurants. There are 2.4 fast food restaurants/sq mile (Block JP *et al*, Am J Prev Med, 2004)

Research indicates that low-income households shop where food prices are lower, and generally cannot afford healthful foods. Compared with residents of higher-income neighborhoods, low SES individuals generally have diets higher in meat and processed foods with a low intake of fruits and vegetables (Yeh, 2006). It has been suggested that people of low socioeconomic status ultimately spend up to 37% more on their food purchases, due to smaller weekly food budgets and poorly stocked grocery stores (Morland, 2002).

Evidence: Moderate.

- Study examining the association between overall diet quality and academic performance. In 2003, 5200 grade 5 students in Nova Scotia, Canada, and their parents were surveyed as part of the Children's Lifestyle and School-performance Study. Students with decreased overall diet quality were significantly more likely to perform poorly on the assessment. Children attending better schools and living in wealthy neighborhoods also performed better. The findings demonstrate an association between diet quality and academic performance and identify specific dietary factors that contribute to this association. (reported by: Department of Community Health and Epidemiology, Faculty of Medicine, Dalhousie University, Halifax, NS, Canada)
- Even a moderate lack of nutrients can have lasting effects on children's cognitive development and school performance, based on the 1994 Nutrition-Cognition Initiative (Center on Hunger, Poverty and nutrition).: [Link Between Nutrition and Academic Performance | Suite101.com](http://suite101.com/article/link-between-nutrition-and-academic-performance-a278743#ixzz21Rix9300)  
<http://suite101.com/article/link-between-nutrition-and-academic-performance-a278743#ixzz21Rix9300>
- "Program Evaluation of CitySprouts and the Cambridge Public School District 'Science in the Garden' Workshops," January 2011, Neil Schiavo

STRONG FAMILY AND COMMUNITY SUPPORTS

**SFC.9 Community Technology**

**TARGETED INDICATORS**

- % of students who have school and home access to broadband internet and a connected computing device
- # of individuals accessing free internet
- #% of households/individuals with connectivity devices

**PRIMARY PARTNERS**

Tech Goes Home  
 City of Boston Department of Innovation and Technology  
 Mayor’s Office of New Urban Mechanics  
 Harvard Kennedy School of Government  
 The Jones Payne Group  
 Best Buy

**Description:** Providing residents with hardware, training, and Internet access will lead to the acquisition of 21st century skills, will increase engagement with on-line and community resources, will improve student achievement, and will increase the sense of empowerment that will allow residents to advocate for themselves and their community.

BPI will increase access to and proficiency in technology by ensuring that: A) Dudley is established as a wireless zone to offer low-cost to free internet; B) students and families are offered low cost connectivity devices, and C) students and families have access to classes in Microsoft Office, effective online communication strategies, and using the internet for college search, job search, and to responsibly managing finances.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	████████	████████	████████	████████	██████	
Est. # of Children served by age	250	300	400	600	800	
Percent of all Children	11%	13%	17%	26%	34%	
Annual goal to increase proportion						
Projected all children						

**Source of Funding:** DSNI = ██████████ City of Boston = ██████████ Tech Goes Home = ██████████

**Year 1 Accomplishments:**

- The design, development and start of a wireless zone for the DVC in partnership with the City of Boston Department of Innovation and Technology (DOIT), The Mayor's Office of New Urban Mechanics and the Harvard Kennedy School of Government

- Developed and launched interactive tools that adults and youth can use without a computer through The Mayor's Office of New Urban Mechanics and the Harvard Kennedy School of Government
- Expanding the Tech Goes Home program into the Dearborn Middle School & Orchard Gardens Pilot School

### **Implementation Plan:**

Community Technology's four major components will be phased:

#### **A. DVC is established as a wireless zone to offer low-cost to free internet access**

The development of the wireless zone is the first phase of our implementation plan. Wireless zones will allow families in the DVC have access to the internet. This work is being implemented through a partnership with the City's Department of Innovation and Technology (DOIT) and supported by The Mayor's Office of New Urban Mechanics. We will be expanding our year 1 wireless area to more areas of the campus. The Dearborn School is already a wireless "hot spot," and up to three more areas will added by DOIT within the next 12 months: the new Dudley Street Neighborhood Charter School, the Vine Street Community Center and Clifford Playground. We will continue to expand this wireless zone through year 5 until the entire DVC is covered.

Families occasionally answer a few survey questions from any internet-enabled device before accessing the internet for free or at a very low cost. This survey serves as a data-collection tool for BPI. The Mayor's Office of New Urban Mechanics helps to assess the impact and assist with related product development.

#### **B. DVC students and families are offered low cost connectivity devices**

The infrastructure in our opinion is a great starting point but if residents do not have the tools to get onto the network then the network is not useful to them or their families. In year 2-5 we will be launching a new initiative in partnership with Best Buy to deliver low cost tech support and work closely with our local Best Buy retailers in finding the lowest but quality connected devices to resell to families and give the Tech Goes Home program more options to give to families that successful go through the program.

**C. DVC Students and families have access to classes in Microsoft Office, effective online communication strategies, and using the internet for college search, job search, and to responsibly managing finances.**

Training families on how to use the internet is a key component and we have made great strides with having the Tech Goes Home Program in two out of our four targeted schools. In Year Two we will continue to expand the Tech Goes Home program into the Dudley Street Neighborhood Charter School as well as the DSNI offices and advocate that the program go into the Burke High School, this we feel will give more students and their families' access to the training necessary to be able to Live, Learn, Earn, Work, and Play more successfully. Through this program we expect to give access to low cost connect enable devices given families the freedom to get onto the internet and put the lesson learn of the program to work in their lives. We expect that in year 3-5 we will be expanding the Tech Goes Home into the remaining schools of the DVC as well as partner organizations.

The above components are accomplished with several partnerships in the technology field; we have been able to leverage the expertise of others in moving the Community Technology forward. One of those partnerships that have been invaluable is a partnership with Professor Susan Crawford of the Harvard Kennedy School of Government along with her class in Solving Problems Using Technology. Susan Crawford is a professor at Cardozo Law School in New York City, a contributor to Bloomberg View and Wired.com, and a member of Mayor Bloomberg's NYC Council on Technology and Innovation. She also served as Special Assistant to the President for Science, Technology, and Innovation Policy (2009) and co-led the FCC transition team between the Bush and Obama administrations. Ms. Crawford is the Visiting Stanton Professor of the First Amendment at the Harvard Kennedy School of Government. Through Ms. Crawford's course, DSNI along with graduate students from the Harvard Kennedy School of Government and the Harvard Graduate School of Design will imagine design, refine, and prototype technological solutions to problems identified by DSNI for the Dudley Village Campus.

Another important partnership has been with The Mayor's Office of New Urban Mechanics is the City's innovation incubator focused on delivering transformative City services to Boston's residents. The Office partners with diverse outside organizations and City departments to pilot a range of experiments that increase resident engagement, improve City streets and boost educational outcomes – from new student ID cards for Boston Public Schools to mobile apps for reporting neighborhood issues to re-designed trash cans for City streets. Most of the pilot projects cost about [REDACTED] which may be

subsidized through a combination of city operations funds and contributions from nonprofit and private partners.

Recognizing the disconnect between the study and analysis of service delivery in graduate school and the skills necessary to engage residents in developing improvements, the Office partnered with Harvard University's Kennedy School of Government to create a course to address this gap. Solving Problems Using Technology teaches the critical skills of listening to and understanding residents' needs, then designing and implementing creative solutions with those residents in response to their needs. The students in the class focused on developing original solutions to five neighborhood problems that had been articulated by DSNI. To develop these solutions, the students worked closely with the client to understand their needs and discussed ideas with design experts and technologists to spark thoughts about what is possible. At the conclusion of the ten week course, the students presented five prototype projects that, through some grant funding available to the Mayor's Office of New Urban Mechanics, will be tested this fall in the community.

Based on the success of the class in the eyes of the students, DSNI, the university, and the City, there will be an enhanced version of the course this fall. This will include 45 students across the Harvard Kennedy School and the Harvard Graduate School of Design; two community partners in addition to DSNI's continued participation, and nine, rather than five projects that the partners hope to implement with involvement of the students in the spring of 2013

Our Partnerships extends into the for-profit Technology field with a close relationship with The Jones Payne Group, Inc. in Boston (JPG). JPG is a key component of the Community Technology Programming. They provide national expertise in assisting with the operational and technological needs of non-profit groups to help them effectively manage their community programs. JPG will be working with the other partners in an advisory role to ensure a comprehensive implementation strategy for the Dudley Village Campus. JPG's Information Management and Geospatial Services Team actively pursues assignments that support the firm's mission of helping make livable communities. Towards this end, JPG's team has partnered with DSNI for the past four years to support technology projects within the Campus and is committed to an ongoing collaborative relationship to assist DSNI with their success.

**Accountability:** The Community Technology work group is comprised of 6 partners (see above). Partners are held accountable through contractual agreements. These agreements are managed by DSNI's

Director of Administration and Finance, Jason Webb. Jason works closely with the partners to assess progress and report on outcomes.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

The Tech Goes Home (TGH) program supports parents and children who are predominantly low income, English language learners, or special needs, teaching the value of technology and access when used to improve the quality of their lives. Working together during the 15 hours of class time, the parent and child teams create a “digital use contract” for how the tool will be used, how often, and for what purposes. TGH share ideas on how technology and Internet access can help families to Live, Learn, Earn, Work, and Play more successfully. Class work includes assistance with on-line banking, job search, learning games, accessing community resources, connecting with students’ teachers, safe use of the Internet, and seeking wellness information.

At the conclusion of the class, TGH gives each family (for a co-pay of \$50) a brand new netbook computer. TGH also assist those who are eligible to sign up for low cost Internet access through Comcast’s Internet Essentials program. Since the winter of 2010, TGH has supported over 6000 participants in TGH programs all over the City of Boston. Our families get connected to the Internet and stay connected at high levels (91%!) Not only do participants connect to the Internet, they connect to the schools and to each other – and they stay connected long after the class ends.

TGH parent participants are eager to learn and especially anxious to find ways to better support their children. They desire to provide their children with the best opportunities available so they can be successful in school and in life. Since successful use of technology is not something that everyone has in his/her parenting “tool kit”, Tech Goes Home is an important part of supporting those efforts. Based on surveys, we have found that eighty-five percent of TGH students regularly use their computer to complete academic work while at home. Based on a study by Boston College, students who participate in TGH use technology about the same amount of time as their non-TGH peers, but use it more for academic purposes.

Some evidence of this programs success has been collected through follow up surveys from families that went through the program: The surveys have shown:

- 40% of participants have either gotten a job or have improved their job prospects in their current job
- 64% of participants, this was their first activity in the school or community site, 95% plan to stay connected.
- 95% of all school based participants say that Tech Goes Home improved their relationship with their children
- 98% would recommend TGH to others
- 60% of adults use their computer every day, 80% of children use the computer every day
- 95% of the children use their computer for homework and schoolwork (only 80% report using the computer for other “fun” activities)
- 52% of participants remain involved with staff at their class site
- 54% of participants stayed in touch with other class members
- [www.techgoeshome.org](http://www.techgoeshome.org) gets 20,000 hits a week

As highlighted in a March 1, 2012 piece by Gerry Smith ([Without Internet, Urban Poor Fear Being Left Behind In Digital Age](#)) “Being disconnected isn’t just a function of being poor. These days, it is also a reason some people stay poor. As the Internet has become an essential platform for job-hunting and furthering education, those without access are finding the basic tools for escaping poverty increasingly out of reach.”

STRONG FAMILY AND COMMUNITY SUPPORTS

**SFC.10 Vibrant Arts and Culture**

**TARGETED INDICATORS**

- # of cultural events
- # and % and participating residents and groups
- Increased culturally-relevant programming and attendance at the Strand Theater
- # % of students youth engaged in Arts initiative productions (eg pop up museum, exhibiting work, etc)

**PRIMARY PARTNERS**

William M. Trotter Institute at University of Massachusetts-Boston  
 Berklee College of Music  
 Jose Mateo Ballet Theatre  
 Design Studio for Social Intervention  
 Strand Theater  
 City of Boston Department of Arts, Tourism and Special Events  
 Upham’s Corner Main Streets

**Description:** All students benefit from the opportunity to learn about and experience the arts, helping them achieve success in school, work and life. In addition to increasing school-based exposure to the arts, DSNI and its BPI partners are creating new opportunities for young people and families to experience art and culture within the neighborhood. The initiative includes promotion of a vibrant cultural economy in the Dudley neighborhood with art installations, outdoor markets, local business activities and increased arts and cultural programming in the historic Strand Theater.

<b>Program Costs and Activity</b>	1/1/2013-12/31/2013	1/1/2014-12/31/2014	1/1/2015-12/31/2015	1/1/2016-12/31/2016	1/1/2017-12/31/2017	TOTAL
Program Cost	██████	██████	██████	██████	██████	██████
Estimated per-child cost	███	███	███	███	███	
Est. # of Children served age 5-19	1500	1750	2000	2300	2500	
Percent of all Children age 5-19	18%	21%	24%	28%	30%	
Annual goal to increase proportion		3%	3%	4%	2%	
Projected all children 5-19	8324	8324	8324	8324	8324	

**Source of Funding:** Five year funding: DSNI=\$225,000, Jose Mateo Ballet Theater = \$125,000, Design Studio for Social Intervention=██████, Upham’s Corner Main Streets=██████ Berklee College of Music=██████ William M. Trotter Institute at University of Massachusetts-Boston=██████

**Year 1 Accomplishments:**

- Creation of the ArtPlace Initiative with DSNI, Upham’s Corner Main Streets, Design Studio for Social Intervention to promote cultural activities and programming, with support from The Boston Foundation and ArtPlace, a national consortium of eleven national foundations.

**Implementation Plan:**

In Year 2 the ArtPlace Initiative will carry out the following activities in order to increase arts and cultural programming for children and families in the Dudley Village Campus:

- Engage residents, including youth, and merchants in a process to identify priority cultural programming in the neighborhood.
- Formalize partnership agreements with Berklee College of Music, Jose Mateo Ballet Theater, University of Massachusetts-Boston and other institutions to provide a variety of arts and cultural programming.
- Facilitate partnerships between arts institutions and BPI schools to increase opportunities for out-of-school arts enrichment and performances by students and their parents.
- Engage neighborhood youth in mapping cultural assets and traditions in order to elevate them through the ArtPlace Initiative.
- Organize a series of place-making cultural activities at train stations, parks, playgrounds, and street corners in order to connect and strengthen arts, culture and neighborhood businesses.
- Local businesses and artists will work with Uphams Corner Main Streets to coordinate temporary use of vacant storefronts through “pop-up” exhibits and businesses that complement cultural events.
- Develop schedule and RFP for regular outdoor cultural programming, with at least twelve performances during Year 2.
- Create an outdoor cultural marketplace in coordination with Roxbury and Dorchester Open Studios activities.
- Program at least 24 performances at the Strand Theater.
- Create at least two large murals with leadership of neighborhood youth.

**Accountability:** The ArtPlace Planning Committee will include representatives from community and arts partners, coordinated by a staffperson of DSNI’s Strong Families and Community Supports team.

DSNI's Sustainable Development Committee will oversee this work, with ultimate oversight by the Board of Directors.

**DSNI's Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

Evidence: Moderate. At-risk students who have access to the arts in or out of school also tend to have better academic results, better workforce opportunities, and more civic engagement. Teenagers and young adults of low socioeconomic (SES) status who have a history of in-depth arts involvement ("high arts") show better academic outcomes than low-SES youth with less arts involvement ("low arts"). They earn better grades and have higher rates of college enrollment and attainment. (*The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, National Endowment for the Arts, 2012)

The arts help create the kind of learning environment conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance, effective instructional practice and school identity. A glimpse of the benefits is provided below, which is based on extensive evaluations of two well-established and highly regarded programs:

- The Chicago Arts Partnerships in Education (CAPE) public schools brought local artists and teachers into partnerships so that they could develop curricular units in which an art form was integrated with an academic subject. In a comparative study with other Chicago public elementary schools, students from the CAPE schools performed better on standardized tests than the students who attended schools that did not integrate the arts with academics.

Arts programs promote self-esteem, open the horizons of the creative mind, and enhance academic skills. As a result, students' lives are enriched and their abilities in reading, writing and arithmetic are increased. Arts Programs boost students' success with technology because information processing in most new technologies is based on graphic and visual understanding. Dance, theater, voice, playing an instrument, story telling, visual arts, writing and photography - all help to build a child's confidence and add to their learning experience.

*Critical Evidence: How the Arts Benefit Student Achievement*, Sandra Ruppert, National Assembly of State Arts Agencies, 2006

*Critical Links: Learning in the Arts and Student Achievement and Social Development*, Washington, DC: AEP, Deasy, Richard J. (editor) (2002)

STRONG FAMILY AND COMMUNITY SUPPORTS

**SFC.11**

**Affordable Transportation System**

**TARGETED INDICATORS**

- Students feel safe
- Student mobility rate

**PRIMARY PARTNERS**

Boston Redevelopment Authority  
 City of Boston Department of Neighborhood  
 Development  
 Upham’s Corner Main Streets  
 Alternatives for Community and the  
 Environment  
 Fairmount Greenway Task Force

**Description:** An affordable, efficient transit system is an essential feature of a vibrant neighborhood. Transit links residents to employment and educational opportunities and reduces economic and social isolation. DSNI is working with its BPI partners to advocate for improvements to the public transportation infrastructure in a manner that promotes safe, affordable options for young people and adults to access school and work opportunities. We are also engaging residents in the Fairmount Indigo Planning Initiative to increase access to transit, housing, employment, goods and services, community resources and open space for the communities located along the Fairmount Corridor commuter rail.

	1/1/2013- 12/31/2013	1/1/2014- 12/31/2014	1/1/2015- 12/31/2015	1/1/2016- 12/31/2016	1/1/2017- 12/31/2017	TOTAL
Program Cost	████████	████████	████████	████████	████████	████████
Estimated per-child cost	n.a.	n.a.	n.a.	n.a.	n.a.	
Est. # of Children served by age	n.a.	n.a.	n.a.	n.a.	n.a.	
Percent of all Children	n.a.	n.a.	n.a.	n.a.	n.a.	
Annual goal to increase proportion	n.a.	n.a.	n.a.	n.a.	n.a.	
Projected all children	n.a.	n.a.	n.a.	n.a.	n.a.	

**Source of Funding:** Five year funding: DSNI = ██████████, ACE= ██████████ Dorchester Bay EDC= ██████████  
 Upham’s Corner Main Streets= ██████████ Boston Redevelopment Authority= ██████████

**Year 1 Accomplishments:**

- Construction of new South Bay commuter rail station along the Fairmount Indigo commuter rail line.
- Placement of new Hubway bike sharing stations in Dudley Square.

- Successful advocacy by DSNI youth and BPI partners to limit Mass Bay Transit Authority (MBTA) fare increases to 23%, down from the original proposal of 50%, with preservation of services and routes.

### **Implementation:**

In Year 2, DSNI will work with its BPI partners to promote safe, affordable public transportation options for young people and adults to access school and work opportunities and to engage residents in the Fairmount Indigo Planning Initiative to increase access to transit and economic opportunities for residents living along the Fairmount Corridor commuter rail. Year 2 activities will include:

- **Affordable, Safe Transportation Options**
  - MBTA raised fares 23% in April 2012 to help close the regional transit system's \$160 million deficit, with additional increases possible in 2013. DSNI will continue to work with ACE T Riders Union and other partners to advocate for a long-term solution to the MBTA's budget crisis to avoid further fare increases.
  - Advocate for reduced-fare MBTA Student Cards that will limit the impact of fare increases and reduce burden on high school and college students.
  - Advocate for accelerated improvement of transit service offered by the Fairmount Indigo commuter rail, including rapid-rail train cars and affordable transit fares.
  - Advocate for improved signage in the neighborhood, including stop signs, street signs, and pedestrian crosswalks, in order to promote safe transit.
  - Expand Hubway bike sharing stations to Dudley Town Common and Upham's Corner and secure bike-friendly street improvements.

- **Transit-Oriented Development: Fairmount Indigo Line Planning**

Residents of the Dudley Neighborhood, along with other communities living along the Fairmount Indigo Corridor, have long suffered from poor access to public rail transit - a situation that created significant barriers to economic opportunity for residents and businesses. For years, the area has been inadequately served by the Fairmount Indigo Line, a commuter rail service which travels from South Station to Readville, but makes only four stops in the adjacent communities. With the addition of four new MBTA stations coming on line by 2013/2014,

residents and local businesses will have improved access to economic opportunity, both within and beyond the Corridor. DSNI and BPI partners will:

- Play lead role in Upham’s Corner Working Advisory Group (WAG) of the Fairmount Indigo Planning Initiative. The WAG will engage residents, youth and merchants in improving public transit service to the area and leveraging the \$160 million invested in transit improvements along the Fairmount Indigo Line to increase the economic vitality of the neighborhood. Two existing stations have completed renovation and two new stations are slated for completion in 2013.
- Reinforce opportunities for investment in the proposed Fairmount Greenway’s bicycle and walking paths to increase activity that improves the health and quality of life of residents.
- Promote transit-oriented development around new commuter rail stations, including affordable housing, new commercial space, and greenways.
- Link improvements to public transit to investments in neighborhood affordability to avoid gentrification and displacement of existing residents.

**DSNI’s Role:**

Organize/Advocate     Convene/Collaborate     Data/Reporting     Capacity Building

**Segmentation Analysis and Supporting Evidence:**

The Dudley neighborhood is in the path of a commuter rail and is a main artery for commuters heading downtown. But Dudley is not on the rapid transit system, making it more difficult for residents to access nearby jobs and educational opportunities. 14.5% of residents spend an hour or more getting to work as opposed to 8.5% city-wide.

Evidence: Moderate. Well-planned development around transit hubs can benefit local residents through affordable housing, construction and permanent jobs, and greater accessibility and transit options.

The Fairmount Indigo Planning Initiative is a smart growth, transit-oriented-development initiative along the 9-mile Fairmount commuter rail line in Boston. Over the past several years, the initiative has received transit equity state commitments of \$100M for four new stops by 2014, extensive repairs at 2 existing stations and 3 rail bridges, affordable fares and improved service. The collaborative successfully pushed for smart growth, transit-oriented-development (TOD) "urban villages" with integrated new and preserved affordable housing, new retail and employment centers. The villages use green building, and energy efficiency measures, and promote green jobs (a total of 841 housing units and 161,900 sq. ft. of commercial space). They have also promoted environmental justice by improving health and recreational opportunities through the establishment of a 9-mile "Fairmount Greenway."

The Fairmount Corridor and Crossroads Planning Initiative will establish a Corridor-wide Community Vision and comprehensive area-improvement plans at key Crossroads and Station locations. The planning work will be undertaken in phases, focusing first on the development of the Community Corridor Vision and the Uphams Corner Community Planning Initiative, followed by area improvement planning at two or three selected Crossroad / Station locations.

The Initiative will provide a broader planning and economic development context for the existing work of the Fairmount Collaborative and the Fairmount Greenway Task Force, recent Boston Redevelopment Authority initiatives including the Hyde Park Master Plan, the Mattapan Economic Development Initiative, and the Newmarket Eco-district Program, and the work of local community and regional organizations. (Boston Redevelopment Authority, October, 2011)

*Preserving Affordable Housing Near Transit*, National Housing Trust, 2010.