



MAIN SOUTH
PROMISE NEIGHBORHOOD PARTNERSHIP

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SECTION ONE: Project Need

The United Way of Central Massachusetts, in partnership with Clark University, Worcester Public Schools, the Main South Community Development Corporation, and the Worcester Education Collaborative, along with the residents of Main South and a host of agencies, businesses, and community-based organizations, propose the Main South

“Promise Neighborhood” Partnership (MSPNP). Main South is a gritty, diverse, low income neighborhood in the city of Worcester, which has struggled for many years to regain its footing after a precipitous post-industrial decline and major demographic changes. The city of Worcester MA, with a population of 172,648,¹ is the second largest city in New England. The Main South Promise Neighborhood (MSPN) lies in the heart of the city, the area on the map to the right designated as ‘Central City’. A closer look at the MSPNP reveals severe distress in several indicators, as seen in comparison to the city of Worcester and the state of MA.



Figure 1: City of Worcester MA

Table 1: Neighborhood to City to State Comparison

Indicator:	MSPN	Worcester	MA
Poverty Rate	25	18	9
% children, poor	32	25	15
% less than 9 th grade Ed.	16	9	6
9 th to 12 th , no diploma	19	15	9
% HS Grad	65	77	85
% BA or higher	9	23	33

From <http://www.clarku.edu/faculty/rross/cast/wci/print.cfm?tractId=7> based on 2000 Census data.

¹ Census 2000

This neighborhood has demonstrated academic need. All of the targeted schools, seen in Table 2, with the exception of *University Park Campus School*, our effective school model and guide for neighborhood school change, have a “Restructuring” accountability status under No Child Left Behind.

Table 2: MSPN Target School Accountability Status

School		NCLB Accountability		Performance		Improvement	
		Status	2009	Rating		Rating	
Claremont Academy	English Language Arts	Restructuring	Year 2	Moderate		No change	
	Mathematics	Restructuring	Year 2	Very Low		No change	
Goddard Elementary	English Language Arts	Restructuring	Year 2	Low		On target	
	Mathematics	Restructuring	Year 1—	Low		No change	
South High School	English Language Arts	Restructuring	Year 2—	High		On target	
	Mathematics	Restructuring	Year 2—	Moderate		On target	
Sullivan Middle School	English Language Arts	Restructuring	Year 2—	Moderate		On target	
	Mathematics	Restructuring	Year 2	Very low		Improved below target	
<i>University Park (UPCS)</i>	<i>English Language Arts</i>	<i>No status</i>		<i>Very high</i>		<i>On target</i>	
	<i>Mathematics</i>	<i>Improvement</i>	<i>Year 1—</i>	<i>High</i>		<i>On target</i>	
Woodland Academy	English Language Arts	Restructuring	Year 2	Very low		Declined	
	Mathematics	Restructuring	Year 2	Low		On target	

Attendance rates are relatively high in all the target schools; yet overall performance remains low for all MSPN schools except University Park Campus School. Table 3 illustrates the number and percent of students at or above grade level for the target schools in the MSPN based on 2009 Massachusetts Comprehensive Assessment System (MCAS) data, and highlights the effectiveness of the University Park Campus School model.

Table 3: Students at or above grade level, 2009 MCAS*

Elementary Grades # and % of students at or above grade								
	3 rd Grade		4 th Grade		5 th Grade		6 th Grade	
	#	%	#	%	#	%	#	%
Goddard Elementary	Eng: 16 Math: 3	20% 16%	Eng: 21 Math: 18	28% 25%	Eng: 28 Math: 28	33% 33%	Eng: 1 Math: 2	3% 6%
Woodland Elementary	Eng: 14 Math: 34	22% 54%	Eng: 7 Math: 16	13% 31%	Eng: 30 Math: 28	30% 28%	Eng: 8 Math: 8	17% 16%
Middle and High School Grades # and % of students at or above grade								
	7 th Grade		8 th Grade		10 th Grade			
	#	%	#	%	#	%		
Sullivan Middle	Eng: 158 Math: 92	24% 42%	Eng: 214 Math: 107	49% 25%				
Claremont Academy	Eng: 26 Math: 9	33% 11%	Eng: 39 Math: 6	54% 8%	Eng: 41 Math: 30	67% 50%		
University Park	Eng: 29 Math: 23	66% 52%	Eng: 35 Math: 17	81% 47%	Eng: 38 Math: 37	97% 95%		
South High					Eng: 165 Math: 128	68% 53%		

*Please note data represents students tested – retest data not included. Also, data is a combination of students scoring Proficient and Advanced on MCAS. University Park Campus School is our effective school model.

The 9th grade retention rate is high at South High with 56 students or 13%, but low at UPCS, with only one student or 2%. Graduation rates for the target high schools are as follows: South High: 64.6%, Claremont Academy: 77.7%, and University Park: 97.6%². Every school in the MSPN has a higher percentage of low income students than the district as a whole; Claremont Academy also has a higher number of special education (SPED) students (28% vs. 20% WPS), as do South High (23%) and Sullivan Middle (24%) schools. Woodland Academy has a higher percentage of Low English Proficiency (LEP) students (63% vs. 27% WPS) as does Goddard Elementary (60% vs. 27% WPS).

² School and District Profiles, MA DOE, www.doe.mass.edu

The overall demographics of University Park Campus School reflect the same diversity as other target schools in terms of race, ethnicity and income level. UPCS is not a charter school, but a district school. Within each school, again excepting University Park, there are specific areas of concern revealed when data is broken out by gender, race, LEP, and SPED. The graduation rate at South High School is lowest for males, Latinos, low income and SPED students. At Claremont Academy, the dropout rate is higher for SPED, African American, and White students.

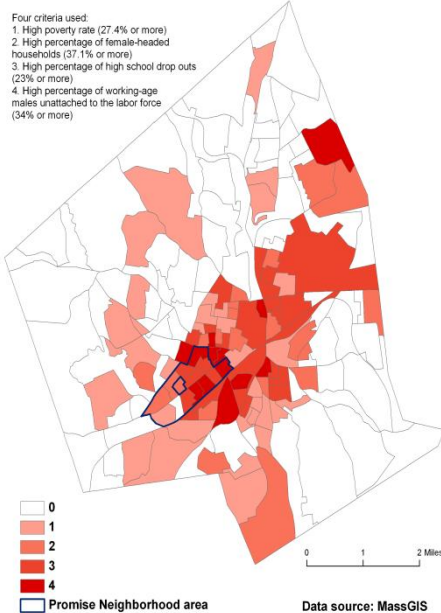
Student mobility rates have greatly improved in Worcester, due to a concentrated effort over the last ten years, yet disparities in identified sub-groups still exist. While student mobility is measured in different ways following a variety of definitions, all measures reveal some marked differences among subgroups. Using the WPS definition³, the district mobility rate is 39; all target schools in the MSPNP have higher rates (43 and above) except for Sullivan Middle (33) and University Park (10). In all MSPNP target schools, except for University Park, SPED student mobility is higher than the district as a whole. African American students have higher mobility rates than the district overall at Goddard, Woodland, Sullivan and Claremont Academy. LEP and Latino students have higher than district mobility rates at Goddard Elementary and Sullivan Middle schools. The first MA School-to-College Report, on the Class of 2005, showed that 51% of South High students matriculating at a MA public college or university needed remediation.

The challenges are not limited to the realm of the schools; the Main South Promise Neighborhood also faces a complex set of compelling community needs. This neighborhood scores a 10 out of 10 on the Community Disadvantage Index developed by Dr. Jane Lauritsen and adopted by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), as part of its SMART mapping

³ *A school's mobility rate reflects the number of student transfers into or out of (entries and exits) the school during a 12-month period (October 1 of the initial year to October 1 of the following year), expressed as a percentage of total school enrollment on October 1 of the initial year.*

system⁴. CDI scores range from 0 to 10, where 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged.

Severely distressed neighborhoods in Worcester, MA:
the total number of criteria the area meets



The Main South Promise Neighborhood (MSPN) is outlined in blue on the map below. Using four core indicators; poverty rate, percentage of female headed households, high school drop outs and percentage of working age males not attached to the workforce, the MSPN is severely distressed.⁵ While unemployment has long been a challenge for residents of the MSPN, at twice the national average and 44 percent higher than Worcester's average according to 2000 census data, the recent economic downturn has exacerbated the issue.

An Environmental Justice Project funded by National Institute of Environmental Health Sciences,⁶ led by Clark University Professors Downs and Ross, found the MSPN is one of the most densely populated neighborhoods, with the lowest income, and the highest crime rates in Worcester. The MSPN is home to a highly diverse population as well as significant heterogeneity in terms of the physical environment. The area includes large tracts that have interspersed residential, commercial, and industrial uses. There are public housing projects scattered within the MSPN.

In Worcester there are 8.4 housing units per residentially zoned acre, but in the MSPN, there are roughly 25.5 housing units per residentially zoned acre (RKG Associates, 2002). In addition to contributing to a very densely settled neighborhood, the majority of these housing units are old (built

⁴ <http://smart.gismapping.info>

⁵ William O'Hare, Annie E. Casey Foundation and Mark Mather from Population Reference Bureau (2003)

⁶ National Institute of Environmental Health Sciences (NIEHS) "Environmental Justice: Partnerships for Communication" program, grant number EJ IR25 ES 013210

before 1940) and renter occupied (Census, 2000). This combination leads to high rates of residential mobility, further eroding social capital. There is little relief in terms of maintained green space. In Main South, only 3.4% of the land, or 13.7 acres, is park space. Numerous brownfields – polluted (or suspected-to-be polluted) abandoned and vacant industrial lots - have become sites for illegal trash dumping magnifying highly visible physical blight.

According to the Worcester Police Department Crime Analysis Unit the MSPN contains 9% of the population, yet, represents almost 17% of all incidents and 24% of all arrests in the city. Sixty-six percent of all arrests for prostitution, 32% of drug related arrests, and 34% of trespassing charges in the city take place in the MSPNP. Twenty-two percent of juvenile resisting arrest charges and 17% of breaking and entering arrests occur in the MSPN.

Through a review of secondary data sources, interviews and focus groups with youth and adult residents in the neighborhood, as well as service providers, the Environmental Justice Study identified three interrelated stressors facing residents in this area:

- A pervasive climate of violence and tolerance of illegal activities, such as prostitution, drug sales and drug abuse. Economic forces have led to a reported breakdown in community cohesion. Residents feel frustration and hopelessness. Youth complain that many of the adults in the neighborhood loiter all day and into the evening, and are unemployed. This cycle of unemployment, feelings of frustration, and loitering has resulted in illegal economic activity such as drug sales and prostitution, all factors that cause real and perceived safety issues in the neighborhood, as well as a range of negative health outcomes.
- Features of the built environment—such as a lack of green space, zoning that permits interspersed industrial and residential use, inadequate infrastructure, brownfields, substandard housing, and illegal dumping of trash. Disinvestment in this area has led to a large

number of abandoned factories and vacant properties, creating numerous brownfields in these neighborhoods. Zoning patterns allow interspersed industrial and residential land. There are legal and illegal auto body shops operating in these neighborhoods releasing toxics (e.g. solvents, metals) into the air and soil, as well contributing to the accumulation of solid wastes. Much of the housing stock is lead paint contaminated; a problem particularly in yards where children play due to past use of high lead paint on house exteriors. Compounding the neighborhood environment are challenges at the household level, safety issues and exposure to household toxics. The climate of violence and tolerance of illegal activities in the neighborhood leads parents to keep their children indoors to protect them from unwholesome or criminal activity on the streets. This encourages a sedentary lifestyle that can lead to obesity⁷. Staying indoors in poor quality houses also increases exposure to household toxics (e.g. pesticides and cleaning products) and other contaminants⁸ associated with health outcomes such as asthma, low birth weight, youth behavior disorders and learning disabilities.

Less data is available at the neighborhood level for describing the health needs of families within the MSPN. Data for Worcester are available through the MA Department of Public Health, shows 256 teen births in 2008, or 37% compared to the state rate of 21%. The city has long had a higher-than-average rate of infant deaths: currently, nine in every 1,000 infants born in the city die before their first birthdays (totaling approximately 25 infants per year). The state average is approximately five per 1,000, and the national average is approximately seven per 1,000. The rate is marked by a profound racial disparity, with African American infants dying at two to three times the rate of white infants.

Under the leadership of the UWCM, planning for Youth Risk Behavior Survey (YRBS) implementation in the greater Worcester region (the city and all contiguous towns), including a

⁷ *Health and Human Services 2003*

⁸ *Krieger and Higgins 2002*

comprehensive citywide data set (WPS, private and parochial schools) is moving forward. This new local data will assist the MSPNP to measure outcomes on youth health and risk behavior; particularly student health indicators of physical activity and nutrition, safety in traveling to and from school and presence of a caring adult at home, school and community environments.

Key place-based health related data will be developed through MSPNP's strong relationship with the Family Health Center of Worcester (FHCW). This federally funded community based health center, part of the UMASS Memorial Health Care system, is located just outside the MSPNP, and provides the majority of health care services to families in the neighborhood. In addition to this, FHCW runs school based health centers that service all our target schools. FHCW is a core partner in the MSPNP and has committed to working with us to develop appropriate health-related indicators to measure family and community support needs.

Alongside its deep-rooted need, Main South has a demonstrated potential for transformation. In the following sections we will highlight the effective solutions we have in place. These will be the cornerstones of our efforts to plan for a seamless continuum of solutions from cradle to college and career for every child in the MSPN.

SECTION TWO: Project Design

Our overarching theory of action derives from the success to date in revitalizing the neighborhood, in particular the educational partnership that resulted in University Park Campus School. We believe that the development of a seamless cradle-to-college-and-career continuum for all students depends on a dynamic integration of the will and resources of both neighborhood and the larger community. On one hand, we will ensure the integral involvement of neighborhood institutions and residents; at the same time, we will apply strategic leverage and commitment from an array of critical community partners. We will weave together a strong fabric of community that safeguards

youth and family development—to engender sustainable transformative change—not simply to provide a new program or set of services.

Our theory of change follows: that planning and implementation in partnership with residents and other community stakeholders will assure meaningful, aligned action for sustainable positive change. Our inclusive planning process integrates the perspectives of youth, parents, neighborhood constituency group organizations (Southeast Asian, Latino, African and African-American), civic, institutional, business, service providers, faith-based and community leaders. Youth will play a central and active role, as we strive—through the Youth Action Committee (YAC) and new opportunities for civic engagement—to make the neighborhood and its development part of their curriculum both in and out of school. Finally, we will rely on the evidence we gather based on critical indicators, using in particular our capability to represent data spatially with GIS using the capacities of both Clark University and the City of Worcester, to quantify and guide our change process.

We will assure that residents are well represented throughout the structure of the partnership and have timely information and multiple opportunities for meaningful action and input throughout the planning year. The MSPNP will come together under the guidance of the Neighborhood Advisory Council (NAC), the main integrating and governing body of the partnership. The NAC will bring together an integrated set of committees to undertake the assessment, segmentation analysis and planning for a continuum of cradle through college to career solutions designed to significantly improve educational outcomes and to support the healthy development and well-being of children in the MSPN.

Figure 2: Main South Promise Neighborhood Partnership



Each MSPNP committee will lead planning for designated segments of the continuum and integrate their work with other committees, all of which will be informed by the work of the Neighborhood Data and Evaluation Committee (DEC) and under the umbrella of the Neighborhood Advisory Council. The proposed roles, membership and responsibilities of each committee are defined as follows:

Main South Neighborhood Advisory Council (NAC)

- Role: To guide and assess overall progress in achieving an educationally, economically, and physically healthy neighborhood centered on child and youth development

- Chair: Worcester Mayor Joseph O'Brien, neighborhood resident⁹
- Membership: 18 members, at least one-third will include neighborhood residents, city residents and public officials. Further, there will be at least 3 parents, 3 youth and 2 at large community members. The Council will also include at least two representatives from each of the interconnected partnership committees.
- Responsible for:
 - Ensuring the seamless integration of family and youth support and neighborhood development, with special attention to identifying and developing “child and youth development hubs.”
 - Setting policy and direction for MSPN project as well as advising and taking into account action recommendations made by all of the Main South collaborative committees, including approving youth-developed initiatives from YAC (see below)
 - Convening neighborhood meetings to gather feedback and support for plans and to build family and institutional involvement
 - Establishing a Main South Neighborhood web site to help facilitate communication and coordination of various aspects of the initiative
 - Using data provided by the DEC to assess child and youth development and neighborhood vitality and establish progress benchmarks

Main South Data and Evaluation Committee (DEC)

- Role: To develop a data collection and analysis plan based on key indicators in the Promise Neighborhood program, neighborhood-generated indicators, and a longitudinal study plan for

⁹ *Mayor O'Brien is a long time resident of Main South, a graduate of the Worcester Public Schools and long time neighborhood activist*

understanding and evaluating the development and impact of the MSPNP on cohorts of children and youth traveling along the cradle-to-college-to-career continuum

- Convener: Clark University's Mosakowski Institute for Public Enterprise
- Key Participants: Clark University evaluators and researchers from various disciplines, including Psychology, Sociology, Community Development, Economics, Geography, Management and Education; the United Way of Central Massachusetts; the Worcester Education Collaborative; MSPN residents
- Responsible for:
 - Developing a comprehensive set of key indicators, including required PN indicators
 - Developing and implementing a longitudinal data management system to assess the progress of neighborhood children and youth along the cradle-to-college-to-career continuum
 - Gathering, organizing, and analyzing data in health, education, employment, and environment based on key indicators
 - Utilizing GIS software to generate maps depicting neighborhood stressors and progress
 - Providing timely, accessible and useful data to MSPNP committees
 - Collaborating with the National Promise Neighborhood Evaluators

Main South Youth Action Committee (YAC)

- Role: To ensure youth engagement, active involvement and leadership in the development of the neighborhood
- Co-chairs: Existing Neighborhood youth leaders
- Membership: Students attending targeted middle/secondary schools representative of the various neighborhood ethnic groups

- Advised by Worcester Youth Center staff, Professor Laurie Ross, Clark University, and neighborhood youth development workers and supported by undergraduate and graduate students and faculty in Clark University's Community Development and Education programs
- Responsible for:
 - Identifying youth development needs
 - Developing, proposing (to the NAC), and undertaking projects which engage youth in assessing, informing, and supporting the neighborhood revitalization effort, following the process developed by Professor Ross and her students
 - Using youth-generated data and data provided by the DEC to assess youth development and neighborhood vitality and recommend progress benchmarks to the NAC.

Main South Innovation School Partnership Committee (ISPC)

- Role: To guide the implementation of the Main South Innovation School plan as a critical element of the “cradle-to-college-to career” continuum and as the strategy to transform persistently low-achieving schools and sustain and expand the influence of University Park Campus School; and to assess the impact of the Innovation School plan on student educational opportunity, support, and attainment.
- Co-chairs: Worcester Public Schools Chief Academic Officer and Clark University Director of the Hiatt Center for Urban Education
- Membership: Partnership school principals, key teacher-leaders, Hiatt Center faculty, and 2 representatives from the Main South Neighborhood Advisory Council, parents and students
- Responsible for:
 - Developing a strong and coherent K-12 educational corridor for Main South students through partnership

- Planning and development of neighborhood Innovation Schools (in conjunction with the YAC and FCDC) which fulfill the requirements of the 2010 Massachusetts “Act Relative to the Achievement Gap” and ensure college, career and civic readiness
- Leveraging the example and lessons of University Park Campus School (grades 7-12), which has an outstanding record of preparing all of its neighborhood students for college, to develop a college-going culture of learning in all Main South secondary schools
- Maintaining and developing a teacher quality partnership that ensures the highest quality teacher preparation and professional development and evaluation, building on the Hiatt Center partnership model
- Using data provided by the DEC to assess youth development and neighborhood vitality and establish progress benchmarks
- Conducting a cross-school, neighborhood-based learning network focused on common as well as individual school priorities and assessed needs, and incorporating collaborative learning practices
- Ensuring parent communication and involvement in coordination with the NAC.
- Using school accountability data and data provided by the DEC to assess school and academic progress and establish progress benchmarks

Main South Family and Child Development Committee (FCDC)

- Role: To develop, assess, and guide the implementation of the Main South child and youth development plan to ensure community-based learning, health support, recreational opportunities, and college and career awareness
- Co-chairs: United Way Vice-President, Executive Director of the Worcester Education Collaborative

- Membership: Youth Serving Organizations, Parents, Early Education and Care Providers, Hunger Free and Healthy, FHCW School based Health Centers, Worcester Youth Office, representatives from YAC and NAC
- Responsible for:
 - Ensuring community-based learning opportunities at critical developmental junctures along the cradle through college and career continuum which aim for: early literacy and school readiness, independent reading for all students by 3rd grade, successful middle school (7th grade) and high school (9th grade) transition, work experience, vocational exploration and leadership opportunities for high school youth
 - Developing, assessing, and implementing a community-based plan for supporting all students in developing college awareness, aspiration, applications, and personal/family readiness
 - Ensuring cradle through college and career health support and healthy lifestyle development
 - Developing the system of youth development, including the coordination of youth agencies, businesses, and higher education institutions
 - Developing and implementing a cradle-to-college-to-career success plan for every Main South young person
 - Using agency-reported data and data provided by the DEC to assess youth development and neighborhood vitality and establish progress benchmarks

Main South Neighborhood Revitalization Committee (NRC)

Role: To develop, assess, and implement housing and economic development plans, building on previous 20 years of work in the MSPNP.

- Convener: Main South Community Development Corporation, Supported by Clark University Entrepreneurship Program
- Membership: Main South residents, Regional Environmental Council, Worcester Roots, Mass In Motion, Worcester Food and Active Living Policy Council and 2 representatives from the NAC
- Responsible for:
 - Assessing neighborhood housing opportunities and development, including recreational space and assuring a safe cityscape that promotes healthy lifestyles
 - Continuing program of buying and rehabilitating houses, building new homes on reclaimed factory and toxic sites, and providing new opportunities for home ownership for low-income residents
 - Supporting economic development and business opportunities in the neighborhood
 - Supporting the development of neighborhood space as “child and youth development hubs”
 - Providing and using data provided by the DEC as appropriate

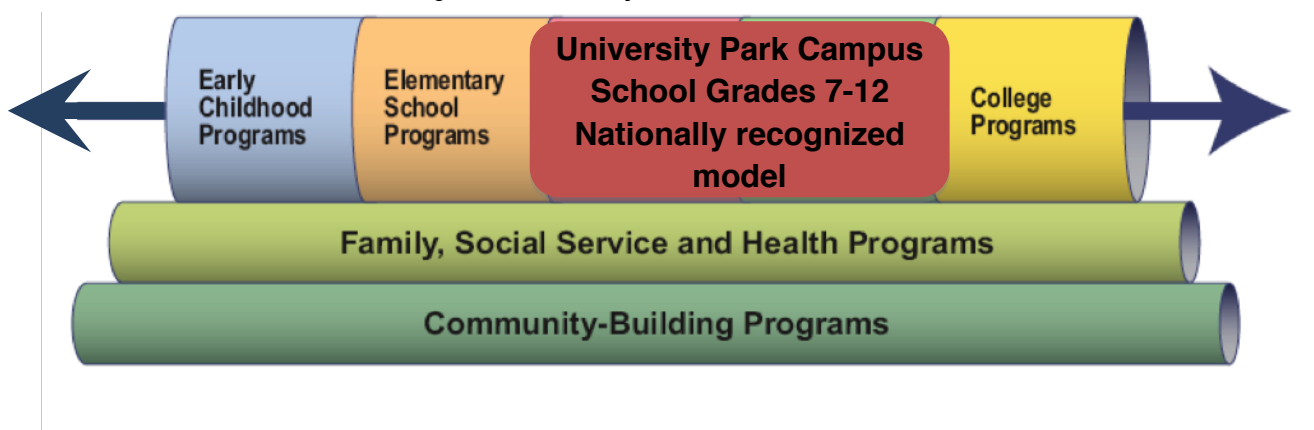
We propose the following timeline for MSPNP planning. In October we will recruit staff with resident input, engage all members of the Neighborhood Advisory Council and begin development of all committees. Initial training on the Promise Neighborhood model and resident leadership training will take place as soon as all members are identified. Concurrently work will begin on marketing and branding the initiative. In early December we will hold a Community Kick Off for the MSPNP, including a visioning session with a broad group of community residents and leaders to mobilize for the work ahead. In January 2011, the integrated planning committees will begin their work. In the Spring of 2011, the DEC will host a Data Conference to share baseline indicator data with all partners to guide planning efforts. Commencing in June, the development of an integrated implementation plan

will be undertaken, including resource development to support and sustain the implementation plan. We will bring the plan to various community groups and stakeholders through 1:1 meetings to ensure broad resident involvement. In September we will hold a final community event thanking and recognizing all our partners and sharing the final implementation plan. We anticipate a rigorous meeting schedule to achieve a completed implementation plan by September 2011; the NAC will meet bi-weekly, as will each identified committee. Subcommittees engaged in specific planning processes will meet on alternate weeks. All partners are ready to commit to a schedule of one meeting a week for development of the MSPN plan.


Overview of the Continuum of Solutions

To meet the challenge of developing a seamless cradle-to-college-and-career continuum, the MSPNP will mobilize and weave tightly together critical neighborhood, community, and institutional capacities and commitments. We will focus on two key approaches: a system of integrated planning which ensures that the efforts of various groups are aligned and coordinated, and a system for assessing and supporting the development of every young person along the cradle through college and career continuum.

Figure 3: Conveyor Belt Model



The conveyor belt model above, adapted here from Social Solutions¹⁰, shows the MSPNP intention to extend, in both directions on the continuum, from the core University Park Campus School model. We intend to build to the left through elementary and early childhood programs that give MSPN youth the advantages of a strong beginning through quality early learning opportunities, early literacy focused on reading by grade three and a host of community based learning opportunities for youth and families available in out of school time. We will also work to expand the UPCS model through the college and career programs to the right, helping students enrolled in MSPN schools think about college readiness early and providing many opportunities for MSPN youth to experience college during their pre-college years. Throughout our planning year, we will bring together partners engaged in successful solutions to expand existing assets. Where gaps exist, we will seek to find appropriate evidence based solutions, informed by community data and resident input.



**Early
Childhood
Programs**

The Main South Family and Child Development Committee will lead planning efforts for the Early Childhood segment of the pipeline. With the goal of ensuring a strong beginning for every student in the MSPNP, the committee will be guided by both national and local evidence and local data provided by the DEC. Currently, in Worcester, much of the work in early childhood development emphasizes quality within programmatic infrastructure to improve developmental outcomes. Many programs work collaboratively to build capacity in program quality through professional development, advancement within the field of early education and care and alignment of community supports.

We propose to adapt the “Ready Child Equation” developed by the National School Readiness Indicators Initiative to assess neighborhood-based data and develop targeted priorities. The equation, which describes the range of components that influence children’s ability to be ready for school and

¹⁰ www.alliance1.org/.../Promise%20Neighborhoods-Social%20Solutions.pdf

sustain school success, will provide a framework for developing a comprehensive neighborhood plan that integrates each component:

- Ready Families: Describes children’s family context and home environment.
- Ready Community: Describes the community resources and supports available to families with young children.
- Ready Services: Describes the availability, quality and affordability of proven programs that influence child development and school readiness.
- Ready Educators: Describes the critical elements of educators and schools that influence child development and school success.

Evidence-based strategies that improve outcomes in learning, behavior, and health for all children, especially vulnerable children include; helping children by strengthening their family environment, serving children in out-of-home environments, multi-generational programs combining support for vulnerable families with direct services for children, addressing effectiveness factors that cut across all program models, addressing family economics and maternal employment including income support, addressing environmental contamination and recognizing the vulnerability of the young brain.¹¹ The United Way brings expertise and experience to the task with planning and programs based on such evidence.

In the last three years UWCM, through *Ensuring Children’s Readiness for School*, has invested over \$1 million in strategies that help children in central Massachusetts be prepared to succeed in school. This coordinated investment supports high quality early learning experiences for vulnerable children, especially those whose families fall below 200% of the federal poverty level. These

¹¹ According to the National Scientific Council on the Developing Child

strategies include; high quality early education and care programming, developing necessary parenting skills, working with educators and families to prevent, identify and address early behavioral challenges in school and home-based settings and working with the community, aligning resources and services to better support young children and their families.

All UWCM community investments utilize research-based practices and serve as a model for the larger community learning and expansion. They utilize data to track cognitive growth and development and valid pre and post measures to monitor and improve upon success. Each year the organization serves over 1,000 infants, toddlers, preschoolers and their families through this programming.

UWCM also brings experience as a public policy advocate in building early childhood programs. UWCM, Community Healthlink and the Health Foundation of Central MA were successful lead advocates for legislation requiring that the Department of Early Education and Care track expulsion rates of children from childcare and to fund early childhood mental health services to address such issues. United Way will harness the expertise of its partners, including but not limited to; the Early Childhood Advisory Council led by Edward Street Child Services, Together for Kids Coalition led by Community Healthlink, the Department of Early Education and Care Assessment Team, the Worcester Coalition for Early Education Careers, the Early Education for All Campaign, the Housing First Coalition, and Hunger Free and Healthy.

Program Spotlight: Together for Kids (TFK) Coalition was first convened by UWCM in 2000 in response to alarming behavioral health trends in child care settings including the high level in the incidence of young children exhibiting challenging behaviors that were resulting in disrupted early childhood classrooms and children being expelled from programs.

As a project of Community Healthlink, TFK developed an evidence-based model of best practice. Integral to the model, TFK provides toddler and preschool based consultation, trainings and individualized intervention services designed to assist parents and teachers gain knowledge and skills to both understand and promote social-emotional development in young children and respond appropriately to young children with challenging behaviors. As a result TFK services have reached more than 1,000 targeted children and families, over 50 childcare agencies, 200 classrooms and 400 teachers, influencing learning environments for more than 4,000 children. Together for Kids is a program with strong evidence, outcomes include:

1. Reduction in the rate of preschool suspensions and expulsions: Rates have been reduced to near zero in childcare programs that receive services.¹²
2. Improvement in School Readiness Skills: 25%-33% preschoolers nation-wide are “not ready to succeed in school.”¹³ Parents and teachers implement effective strategies to address behavioral problems in home/school settings, and young children learn new skills and are better prepared to succeed in kindergarten.¹⁴
3. Reduction in Special Education Costs: For every \$1.00 spent on early childhood mental health consultation services, approximately \$1.67 to \$2.23 has been saved in special education costs one year later.¹⁵
4. TFK has earned its reputation as a leader on Early Childhood Mental Health Issues: Early childhood mental health consultation research conducted by TFK is being used to inform public policy and evidence-based practice nation-wide.

¹² *In a Yale study (Gilliam 2005), Massachusetts had the ninth highest pre-kindergarten expulsion rate in the nation: 11.2 expulsions per 1,000 enrolled in state-funded Community Partnerships for Children and Head Start programs. Previous studies placed Massachusetts rate closer to 30 expulsions per 1,000 enrolled.*¹²

¹³ *Research data from the TFK project supports this startling claim: 23%-42% of preschool aged children in five Central MA childcare agencies have been identified with clinically significant problems.*

¹⁴ <http://www.hfcm.org/default.asp?id+288>

¹⁵ <http://www.hfcm.org>

- MA legislature has incorporated TFK recommendations into the early education statute.
- National Institute of Health funds TFK research
- TFK has attracted national attention and is one of six programs selected by Georgetown University to participate in a national study of evidence-based practice.

5. TFK has the ability to leverage state, private and federal funding: This model of blending public/private revenue streams is noteworthy in that more service can be provided to young children, families and teachers “in partnership” rather than through “silo” agency efforts.

- Local private funding, including that from UWCM amounts to over \$ 2.5 million
- State funding is over \$13.2 million
- Federal funding including National Institute of Health is \$450,000

6. Return on investment: Early experiences shape the foundation of adult productivity; workforce skills such as motivation, persistence and self-control are developed early. ¹⁶

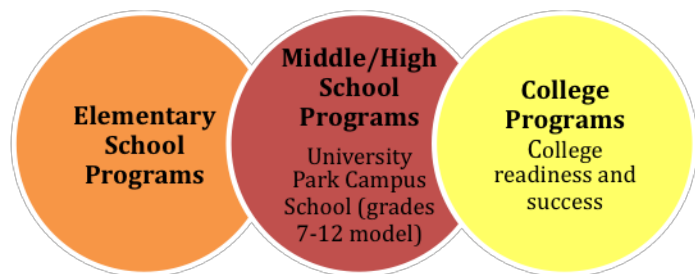
Worcester has a foundation on which to build a stronger, more coordinated system in the MSPNP. Among the assets is a local Early Education Network, which includes the second largest number of nationally accredited child care centers in the country. Within the MSPNP, there are three licensed and accredited EEC programs, with total capacity to serve 236 children. This network of quality programs has a history and current commitment to work in partnership and collaboration. *Edward Street Child Care Services* (ESCCS) is at the core of this collaboration through their promotion of children’s readiness for school by improving the delivery of early learning services. ESCCS works to ensure high quality early education and care programming, increase awareness of the importance of building a foundation for early learning and improve transition from preschool to kindergarten.

¹⁶ University of Chicago Nobel Prize winner (Economics) James Heckman’s report, The Productivity Argument for Investing in Young Children.

ESCCS advocates on behalf of policies that impact early childhood education, improve access to early education and care programming, and increase affordability of early education and care programming.

Another key partner on the FCDC is our local federally funded community health center, Family Health Center of Worcester. FHCW is often the first place of contact for expecting parents in the MSPN as their provider of pre-and post-natal care. FHCW is also the home to the local WIC office, a host of early literacy programs, and the local Healthy Families program.

The Main South Innovation School Partnership Committee (ISPC) will lead planning efforts to build the seamless continuum of solutions through targeted K-12 schools and on to College and Career programs in the MSPN.



The MSPNP will build on work done by core partner Clark University, the largest institution in Main South. Clark has a demonstrated long-term commitment to the improvement of educational quality and quality of life in the neighborhood. Clark has evolved over the past two decades from a detached institution to a deeply involved and committed neighbor, with students, administrators and faculty members working in the neighborhood in a variety of ways. Clark’s deepest involvement is in education. The University’s Hiatt Center for Urban Education (HCUE) works primarily with Main South schools. The Center played a critical role in the formation of University Park Campus School, a grades 7-12 school from which every graduate over the past 8 years has qualified for postsecondary education at a two- or four-year college. The HCUE and Worcester Public Schools (WPS) are committed to broadening this collaboration under the MSPNP and by leveraging new Massachusetts legislation designed to support the development of “Innovation Schools.”¹⁷ Complementing Clark’s involvement, the Main South Community

¹⁷ www.mass.gov/legis/bills/senate/186/st02pdf/st02247.pdf

Development Corporation has led efforts for low income housing rehabilitation and development, slowly bringing back to life abandoned block-sized areas with low-income housing development. The Worcester Education Collaborative (WEC) is a newly formed public education coalition of key business and community leaders with a mission to bring community resources and schools together to ensure excellence for all students. WEC is a ‘critical friend’ of the public schools, and a key partner for the MSPNP.

Program Spotlight: University Park Campus School grade 7-12 college going model provides a local evidence based solution on which to build. Extending back through Early Childhood Programs that address school readiness, emphasizing family health and early literacy and Pre-k – grade 3 programs emphasizing personal health and literacy development, the continuum continues with:

1. Grade 3 – 8 academic development, emphasizing reading and writing across the curriculum and the development of student confidence and competence in learning core subjects, in particular English language arts and mathematics;
2. Middle-high school transition: following the example of UPCS, we will continue development of a grades 7-12 secondary school model, which enables middle and high school teachers to scaffold a careful progression of learning through the middle-high school transition;
3. Middle and high school to college and career: Again following the example of UPCS, we will construct a range of supports and opportunities to ensure personal and academic college readiness that include: early college counseling and visitation; cohort group (grade level) mentoring and tutoring; community-based learning and civic engagement (including internships, youth-designed neighborhood action projects, and community service); college courses for qualified high school juniors and seniors; assessment of readiness for introductory college level work (i.e., beyond a remediation level); and support for college application and transition.

UPCS is a program with strong evidence of success. Program outcomes include; a 97.6 % graduation rate, a mobility rate of 10 compared to the city rate of 39, 97% of 10th graders at or above grade level for English and 95% for Math. In addition, every graduate over the past 8 years has qualified for postsecondary education at a two- or four-year college.

The vehicle for this expansion is the Innovation Schools model fueled by the 2010 Massachusetts “Act Relative to the Achievement Gap,” which provides for school-based autonomy within districts, to enable low-performing schools in particular to rebuild their culture and practice based on academic development which leads to college/career success. The ISPC will develop Innovation Schools with the following characteristics: a culture of high expectations, personalized support and collaboration, with a rigorous and coherent academic curriculum; literacy and numeracy development; youth development, including opportunities for civic responsibility and engagement (integrating with the YAC and FCDC), continuous teacher collaboration and learning; and multiple forms of data analysis and assessment that ensure college and career readiness. The ISPC will leverage the example and lessons of the nationally recognized University Park Campus School, which has an outstanding record of preparing all of its neighborhood students for college, to develop a college-going culture and corresponding practices at all other MSPN secondary schools.

The Innovation School Partnership Committee, in collaboration with the *Youth Action Committee* and the *Family and Child Development Committee* will lead planning for continuation of the pipeline through college and career. Key partners, including the Colleges of the Worcester Consortium (CWOC), Quinsigamond Community College (QCC), Latino Education Institute (LEI) and the University Park Partnership (UPP), will be engaged to expand the building blocks already in

place at the school and community level in the MSPNP. Following the findings of David Conley¹⁸ our college programs will stress academic readiness that obviates the need for remediation, academic behaviors (self-management), and the “college knowledge” (awareness of college culture and expectations) so essential for first-generation college-goers.

We will call upon a wealth of experience and expertise to build these programs. The example of UPCS and the partnership with Clark University, cited in Conley’s recent book, will lead the way. The partnership has formed a tightly integrated system of support for UPCS students, enabling 100% to enroll in higher education, and close to 90% to stay on the path towards a postsecondary degree. Key components include:

- A “college bound” program that orients students to college beginning in 7th grade that includes mentoring and on-campus events sponsored by Clark University students;
- college courses at Clark for credit for those who qualify, for audit otherwise;
- college-like courses in senior year stressing self-management and college performance expectations;
- a senior year seminar that supports students through the entire process of choosing and applying to college and gaining familiarity with college culture;
- a process for assessing students’ readiness for introductory courses without need for remediation;
- the promise of a tuition-free education at Clark for students who qualify, and dedicated advising for those students who matriculate at Clark.

UPCS and the Hiatt Center have begun working with the other Main South secondary schools to adapt and adopt this model, and it will be a central focus of the Innovation School planning process.

¹⁸ Conley, D.T. (2010). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass. Conley, D.T. (2007). *Toward a more comprehensive conception of college readiness*. Eugene, OR: Educational Policy Improvement Center.

Program Spotlight: The Collegiate Success Institute (CSI) was developed in collaboration with the WPS AVID (Advancement via Individual Determination) college access program, member institutions of the Colleges of Worcester Consortium, and concerned business and nonprofit leaders in response to the need for an after-school mentoring program for high school students. The program combines quality financial literacy and workforce readiness initiatives with college familiarization and preparation. Unlike traditional programs that are offered in a public high school or youth agency setting, the CSI Worcester model distinguishes itself by taking advantage of its location on college campuses and incorporating college volunteers and business professionals in team-teaching pairs. The unique volunteer pairings of undergraduates and corporate leaders, coupled with the learning experiences that are available on college campuses, exposes students who are traditionally under-represented on college campuses to valuable post-secondary educational and career opportunities. During their junior and senior years, AVID students, participate in an intensive after-school program at their partner campus. During this time, the volunteers from the corporate partner company deliver researched-based financial literacy and workforce readiness programs that align with the MA K-12 educational frameworks and work-based learning plans. Faculty, staff and student leaders from the partner college coordinate admissions and financial aid workshops, along with presentations on issues such as residential life, clubs and activities, and academic majors offered at the college. CSI is a program with moderate evidence, outcomes include: 150 students each year, 100% graduation rate and 100% acceptance rate into a post secondary educational institution compared to a public school graduation rate of 53%.

Quinsigamond Community College (QCC) and the Consortium of Worcester Colleges (COWC) bring strategic experience and resources to assist in the scale up of the University Park model in the MSPN. Leveraging its commitment to the SUCCESS program (Schools and Universities Continuing

Conversations to Ensure Student Success) QCC will increase the level of college readiness, retention, and success for 350 targeted at-risk 11th and 12th grade students. QCC will help prevent the need for remediation at the postsecondary level by using the Accuplacer¹⁹ as an early indicator in 11th or 12th grade and continue to support school and neighborhood based strategies for ensuring readiness. QCC anticipates establishing a new branch campus in the heart of the neighborhood to enhance its effectiveness in playing this role.

The COWC represents 11 colleges and universities in the city of Worcester and its environs. It has a strong history of supporting college readiness through programs such as Gear-Up and Educational Talent Search. It recently assumed responsibility for the Worcester CSI, described above. We plan to root this program in the Main South Innovation Schools.

QCC and COWC are uniquely poised to join with Clark in the effort to plan and implement an integrated system of college readiness for Main South students. Both fully commit to participate as well in the process of data collection, evaluation, and segmentation analysis in collaboration with the DEC.

Family, Social Services and Health Programs

The Main South Youth Action Committee and *The Family and Child Development Committee* will work together to lead planning for the Family, Social Services and Health segment of the pipeline for the MSPNP. Built on a cradle-to-college-and-career child and youth development approach, the MSPNP will assess the foundation of family, youth and civic engagement assets available and plan for the seamless continuum of solutions at the community level. Informed by evidence, we propose this initial set of solutions:

¹⁹ <http://www.accuplacer-test.com>

Solution 1: Provide Out of School Time Enrichment: The logic of out of school time investments is clear. Our youth spend the majority of their waking hours out of school. As children age, the influence of peers over parents clearly impacts the use of this discretionary time. The Edna McConnell Clark Foundation²⁰ justifies its investment in these programs this way: *“It is no coincidence that 90 percent of youth arrests occur in the immediate after-school hours between 3 and 7 p.m. Even the best-run school can be powerless, in a typical seven-hour day, to overcome the influence of social forces that dominate the nine or ten waking hours of non-school time.”* For disadvantaged youth, the benefit of such programs can help level the playing field with their middle-class classmates. Dr. Beth Miller²¹, found that: *“children in all socioeconomic groups are learning at nearly the same rate, at least when it comes to basic skills, during the school year, and that differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time. These inequities are especially pronounced during the summer months, when middle class children continue to learn or hold steady in reading and language skills, while poor children lose knowledge and skills.”*

MSPNP will connect elementary, middle and high school aged youth with structured, neighborhood-based out of school time programming that meets best practices and provide exposure to a wide variety of key program elements. These programs will serve children who attend MSPN schools, as well as those in the neighborhood who may attend other schools.

Solution 2: Support and educate families: From birth through adolescence and beyond, we cannot support the child without supporting the family. The benefits of involving parents are not confined to the early years- there are significant gains at all ages and grade levels. Middle and high

²⁰ <http://www.emcf.org/>

²¹ Beth Miller, *The Learning Season: The Untapped Power of Summer to Advance Student Achievement*

school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future. When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level. The greater the parent involvement, the higher the student achievement, including higher graduation rates and greater enrollment rates in postsecondary education.

But to have long lasting gains for students, parent involvement activities must be well planned, inclusive, and comprehensive. We will include parents in an active advisory role throughout the MSPNP, and provide user-friendly help that connects families to resources, like health, education, mental health and other resources. We will support caregivers and families of very young children, to ensure nurturing environments and offer voluntary home visiting programs to promote strong parenting, early literacy and school readiness. Increasing understanding of child development throughout the cradle to college and career continuum will be integrated in our plan as well as building parent-to-parent connections and peer parenting mentoring, with opportunities for families to connect at school, in their neighborhoods, and through social means. Throughout our implementation plan we will help parents focus on the Three A's: attendance every day, achievement every year, attainment over time.

Solution 3: Focus on literacy: Literacy is a critical skill for school and life success. Children need to read to learn, to understand the world around them, and to succeed in the workforce. From kindergarten through 3rd grade, successful readers learn the skills that enable them to understand and find meaning in written text. We will implement strategies to boost literacy skills including family literacy, equip parents/caregivers to read interactively with young children, support literacy skill-building at home, get more books into low-income homes, and provide literacy-rich environments wherever kids are.

Solution 4: Offer trained tutors and community and school-based mentors: An astounding 17.6 million young people – nearly half the population of young people between 10 and 18 years of age - live in situations that put them at risk of not living up to their potential, according to the Mentor organization. Mentoring- the presence of caring adults offering support, advice, friendship, reinforcement and constructive examples - has proven to be a powerful tool for helping young people fulfill their potential. Research has consistently shown that well designed tutoring programs using volunteers are effective in improving children's reading skills. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared to similar students who do not receive tutoring from a high-quality tutoring program. Peer or cross-age tutors also show gains in their reading skills. Our implementation plan will explore offering targeted, trained tutoring at all ages; 1:1 literacy tutors in K-3 classrooms, academic tutoring in school and out-of-school settings, high school students tutoring elementary students, and enhancing in-school and community-based mentoring of targeted students to promote academic success and post-secondary planning.

Solution 5: Emphasize jobs and careers: Too often, students do not see the connection between work and school, or the value that school provides as a foundation for work. As early as elementary and middle school, students disengage as a result. Partnering with local companies and businesses to provide opportunities to learn more about the academic/career connection, particularly through mentoring programs, and later to provide real on the job experience to youth, is a strategy that works. We will seek to make the link more tangible for disconnected youth between school and work through career and technical education, apprenticeships, internships and summer work-study, and engaging middle school and high school families in college guidance. The MSPNP plan will incorporate meaningful service-learning opportunities for students, expand school-to-work programs and provide

information about work opportunities, including college and career fairs. Specifically we will work with the Worcester Youth Summer Jobs Program to prioritize students from the MSPN.

Program Spotlight: The United Way of Central Massachusetts has experience bringing together a broad coalition in service to Worcester's youth with its multi-year initiative, Building Brighter Futures with Youth, which was the catalyst for the creation of the city's Youth Office. Over the last two summers the Youth Office has led the SummerWorks initiative, developing private/public partnerships that connect local low income teens to paying jobs. The Youth Office has committed to being the central data point for city wide Youth Risk Behavior Survey.

The UWCM is a leader in supporting positive youth development, the second of three core funding areas alongside Ensuring Children's Readiness for School and Helping People Most in Need. UWCM supports a broad and diverse set of evidence based youth and family out of school time programs, including Big Brothers/Big Sisters school-based mentoring program. This effective program, supported by strong evidence, pairs local college students with elementary students afterschool for homework help and recreation. Expansion to ensure access to the program for all students in the MSPN will be explored.

Worcester's out of school time youth programs have a long history of collaboration and integrated planning. Examples include: YouthNET, created in 1991, is a partnership of multiple youth programs that provide core summer and after school programs for youth across the city, the HOPE Coalition, a successful long term youth-adult partnership focused on advocacy and public policy and the Investing In Girls Alliance (IIG). The Alliance brings together programs for middle school aged girls to share best practice models and data to measure progress on common outcomes. IIG recently provided support via mini-grants for out of school programs to become trained in the researched based academic study model AVID (Advancement Via Individual Determination) which is also being taught

in Worcester middle and high schools. This seamless bridging from school day to out of school time has long been a goal for the Worcester community; the commitment to work together is here, and the

Community Building Programs

MSPNP proposes the resources and processes needed to fully develop the plan.

Main South Neighborhood Advisory Council will lead planning to assure strong integration with community building programs. As the integrating and governing council of the MSPNP, this group will assess and link all solutions horizontally and vertically across the continuum. Active resident participation, from individuals to families with young children and young adults, local business and property owners and leaders of public and private institutions, is essential to the success of the MSPNP. The NAC and all other MSPNP committees will work throughout the planning year to mobilize MSPNP residents to collective action on key solutions through active leadership development, capacity building and thoughtful facilitation.

Several community building solutions are already in place in the city and in the MSPNP. The Green Jobs/Clean Energy Center supports the growth of this emerging industry and maximizes new employment opportunities in weatherization, energy auditing and energy efficiency enhancements for Massachusetts residents. Broad based Adult Basic Education, ESOL and GED programs through collaboration with WPS, local community-based organizations, and other service providers, are available to community residents, all with a focused intent to “shorten the distance” to college for interested students. Our local Workforce Development network works closely with community partners, local employers, the Regional Employment Board and Worcester One Stop Career Center to provide skills training and certificate programs leading to employment in the areas of health care; office skills; green technologies.

College partner, QCC, has recently implemented the Shining Light Initiative, which seeks to advance educational opportunities among adult Worcester residents. The MSPN is one of the target areas of this initiative, as QCC strives to recruit and ensure the persistence of underrepresented populations who seek to pursue higher education. QCC has experience with The Boston Advanced Technological Education Collaborative (BATEC). BATEC sponsored a series of QCC's interactive workshops to increase awareness and promote Information Technology careers. QCC is committed to run a second series as part of our community building solutions in the MSPNP.

The *Main South Neighborhood Revitalization Committee*, in concert with the *Main South Neighborhood Data and Evaluation Committee*, and the *Main South Neighborhood Advisory Council* will continue to support the bricks and mortar development of the MSPN. Working to assure safe and healthy places to live, learn, work and play, this group will bring together partners including the city planning department, Mass in Motion, the Worcester Food and Active Living Policy Council, the Regional Environmental Council and other partners to continue the transformation of the MSPN. By ensuring MSPN residents have clear structures for active and meaningful engagement in the partnership, neighborhood development plans will be grounded in the real time and real needs of those living in the MSPN.

Program Spotlight The University Park Partnership is a national model for university and community partnerships. As a result of an unprecedented collaboration by key partners in the mid-1990s, led by Clark University, the largest institution in Main South, and the Main South Community Development Corporation, the neighborhood received a HUD grant and began a slow but steady climb towards residential, economic, social, and educational revitalization. Dozens of new and rehabilitated houses, a new, state of the art Boys' & Girls' Club adjacent to reclaimed brownfields, and a remarkable new grades 7-12 school, University Park Campus School, testify powerfully to more than

two decades of concerted effort and community resolve. UPP addressed: physical rehabilitation of properties with homeownership as a key goal; economic development and the creation of new commercial and industrial jobs, public safety with increased police presence, neighborhood crime watches, and attracting new residents to the community; social and recreational programming for youths through new programs with Clark University, the local churches, and the schools; and education by providing some of the best educational opportunities in the country for young people. The University Park Partnership is seeing significant results. Residents are moving into safe, affordable housing. Neighborhood children and their parents have access to some of the best educational opportunities in the nation. New businesses are sprouting. And events, activities and special programs are improving the overall quality of life in Main South. Perhaps most importantly, people care about their neighborhood again.

Thus the MSPNP combines decades of experience, critically important capacities for revitalization and educational improvement, and the will and commitment necessary to build a thriving neighborhood with a bright future.

Plan for the Main South Longitudinal Data System (LDS)

The most important responsibility of the Main South Neighborhood Data and Evaluation Committee (DEC) is to plan and oversee the activities of the LDS. The DEC will work under the purview of the Main South Neighborhood Advisory Council, and will closely collaborate with the national Promise Neighborhood evaluators. The DEC will strongly rely on Clark University's research capabilities, its institutional commitment to the comprehensive revitalization of the Main South neighborhood, and its pedagogic approach promoting service-learning within its curriculum that draws students (undergraduate and graduate) to work directly in the Main South neighborhood. The DEC will be formed by five components:

- **Mosakowski Institute for Public Enterprise.** Clark University’s Mosakowski Institute for Public Enterprise will act as convener and coordinator for the DEC and the LDS. The Mosakowski Institute is a research center dedicated to conducting public policy and implementation research that can inform and improve the work of practitioners in the field. The Institute specializes in “use-inspired” research, i.e., research that produces or discovers new information that can be used by policy makers and practitioners.
- **Jacob Hiatt Center for Urban Education.** Clark’s Hiatt Center will play a fundamental role in the DEC and LDS due to its nationally recognized expertise on urban education reform and program development. The Hiatt Center partners with the Worcester Public Schools to explore urban school reform in a real-world context. The Hiatt Center and the Worcester Public Schools established the award winning University Park Campus School jointly in 1996 as a public secondary school. It has received national recognition for excellence in urban schooling. The Center also provides training for small school developers, leaders and teachers from across the nation to implement the leadership strategies and instructional techniques that have led to universal college readiness at UPCS. The Center has robust research design and evaluation capabilities drawing from Clark's Education and Psychology Departments. Clark Education students do their teaching practica in local Worcester elementary and secondary schools.
- **Community Development Program (CDP) of Clark's Graduate International Development, Community and Environment Department (IDCE).** CDP provides community development practitioners, activists, and scholars with a strong foundation—based on theory, skill development, and practice—to take on the challenges of urban revitalization in the United States. Faculty have extensive applied research and service-learning expertise in community development (youth, economic development, workforce development, environment, non-profits, immigration, housing)

in the Main South neighborhood and in similar multi-racial/ethnic disadvantaged neighborhoods in other cities in the state and nation. The program also draws from an interdisciplinary community of scholars in the IDCE Department who are deeply experienced with place-based community development approaches. CDP also benefits from Clark's world-class mapping and Geographic Information System (GIS) capabilities. CDP undergraduate and graduate students participate in internships, practicum, and planning studios which often take place in collaboration with organizations working in the Main South neighborhood. These are important examples of Clark's commitment to improve life in the Main South Neighborhood. The relationships and trust developed through these activities will greatly facilitate data gathering for the project.

- **Community-Based Stakeholders in the MSPNP.** Numerous community-based, non-profit, public and private organizations connected to the continuum of education and family/support services will provide data, logistical support, and advice to the DEC. These stakeholders, clustered around the Worcester Education Collaborative and United Way of Central Massachusetts, will have representatives in the DEC. Their direct participation will be an important aspect of strengthening civic engagement and participatory practices in research design, data gathering and analysis, and the implementation of data-driven policy responses. Civic engagement and participatory practices have been demonstrated to enhance the ability of planning and research organizations to do their work, address inconsistencies in data, and monitor and sustain data gathering efforts over time. In addition, participatory practices are critical elements of improving accountability and governance, especially in public education in poor neighborhoods.
- **Other faculty at Clark and Worcester's academic/research community.** The Mosakowski Institute will also involve other faculty and researchers from Clark's Departments of Sociology, Economics, Community Development, Psychology, Geography, and Management, as well as from

greater Worcester, an area rich in educational institutions. These institutions are represented in the Colleges of Worcester Consortium, one of the partners in this project. They include the UMASS Medical School, Worcester State College, Worcester Polytechnic Institute, and the College of the Holy Cross, among others.

Strategic Goals:

1) Develop a platform for data integration with the capacity to: access and “mine” the vast amount of secondary data from public sources. This includes keeping current with the research and data production activity of key national data-drivers, such as the US Dept. Commerce/Bureau of the Census, the Dept. of Education, Bureau of Labor Statistics, National Institutes of Health, National Science Foundation, Environmental Protection Agency, and the Dept. of Health and Human Services. Collaboration with State and local government agencies such as Massachusetts Department of Education, the Department of Workforce Development, Worcester Public Schools, and MASSGIS to facilitate access to state and local data and to generate additional primary data on the Main South neighborhood, households, schools and individuals. The platform will serve as a data repository and include the development of data storage and use protocols (confidentiality, data/sharing exchange, IRB). The Mosakowski Institute will confer with Clark University’s Goddard Library staff and Information Technology staff to develop storage and retrieval strategies, and will seek to pave the way for a much longer-term technology strategy that harnesses the power of broadband and web-based technologies to connect Clark knowledge-nodes to public schools and the community. There is potential to develop a community-technology center for youth development in IT and community access to broadband resources through an emerging Governor’s initiative which targets Worcester as a pilot community.

- 2) Generate diverse electronic and non-electronic data products and output (including GIS) to: facilitate the collection and dissemination of core PN and community/family support indicators, and develop systems of usable indicators (qualitative and quantitative) in diverse areas such as health and the built environment; develop evaluations for programs of different duration and type of intervention; support decision-making of the partners connected in the service continuum; monitor performance in programs (and of staff) in several time-frames as required (rapid-response indicators, annual, monthly, K-6, MS/HS); document best practices; develop learning-products, professional seminars and courses for organizations in the partnership, and for community residents (face-to-face; on-line; distance).
- 3) Formulate applied research and segmentation analysis for informing neighborhood revitalization strategies in policy areas not directly related to education but which greatly influence educational outcomes, such as health, housing, and environmental conditions. This is a critical aspect of place-based strategies of revitalization, and quite important to connect the MSPNP efforts in education to other state and federal initiatives seeking to eliminate policy “silos”.
- 4) Seek financial and non-financial resources to sustain the LDS. The rapid pace of technological change, access to some e-databases, and software/hardware upgrades, will require sustained investment, as has been the experience of creating community-based systems of indicators, such as the Boston Indicators Project of the Boston Foundation.

Stages and Activities of the LDS for Short- and Long-Term Improvement

Stage 1. During the first stage the LDS will focus on collecting a standardized battery of indicators of need and for annual comparison, in line with our needs assessment for this proposal. Determining these base-line indicators is critical for continuous improvement in programs and schools. The first new product line of the LDS will be a panel of “dash-board/rapid-response indicators” and PN core indicators. The MSPNP Advisory Council will review rapid-time data on a

continuing basis and will schedule periodic meetings with the leadership of the Worcester Public Schools to review such rapid-time data and assess what steps can be taken to improve in-school and out-of-school conditions in ways that will improve student outcomes. We anticipate that such steps will include but not be limited to both *rapid response actions*, such as adjusting curriculum, changing teaching techniques, altering class composition, etc. and *intermediate and longer-term actions*, which might include curriculum modification, personnel changes, reallocation of budgets, etc., all as suggested by the continuous collection and analysis of data.

A technology and stakeholder evaluation plan will be developed during this stage to plot the expansion and comprehensiveness of the system, as well as to assess the interface with other critical data systems such as Worcester Public Schools, US Department of Education, and the National PN Evaluator. The DEC will create a website to disseminate this first line of data products (and subsequent ones). This site will enable a wide range of actors, both inside and outside the community, to access a wide range of data and analysis on the academic performance of students and schools and the conditions of the MSPNP neighborhood. (To protect privacy, data on individual students will be available only on a “password protected” basis to the student’s parents or guardians.) Because many community residents are not computer literate and/or lack access to the Internet, MSPNP will also regularly undertake outreach efforts to community residents to inform them of the availability of information and will provide such information in a manner that is useable by such residents, e.g., in customized hard copy reports. The information will be disseminated in several languages given the multi-cultural character of the Main South neighborhood.

Stage 2. The second stage of the LDS will focus on three issues. First, the DEC will step-up the integration of administrative, thematic (socioeconomic, demographic, environmental) and spatial data, which will be critical to the MSPNP’s comprehensive revitalization strategy. As shown in the matrix

below, tracking the effectiveness of the service continuum embedded within a comprehensive neighborhood strategy requires analyzing outcomes at various levels of integration and units of analysis. Comparability with other schools and neighborhoods in Worcester, and eventually in the nation, is also a requirement of implementing the PN.

Table 4: Levels of Integration

Level of Integration/Unit of Analysis	School	Household	Student
Nation	Nation/School	Nation/Household	Nation/Student
State	State/School	State/Household	State/Student
City	City/School	City/Household	City/Student
Neighborhood	Neigh./School	Neigh./Household	Neigh./Student
Project	Project/School	Project/Household	Project/Student
Program	Program/School	Program/Household	Program/Student

A second issue to be addressed is that educational outcomes are also susceptible to other socioeconomic and environmental conditions. The DEC will design several original composite indicators of integral improvement (health/education; built environment/quality of life; cognitive, etc.) within the MSPN. A strong GIS component will permit detection of “hot spots” of problematic spatial correlations between educational and non-educational variables. This will allow joint tracking and evaluation of activity in non-educational settings, and of variables affecting educational outcomes. Finally, observing and tracking progress from cradle-to-college is not feasible using a longitudinal panel to track the same student throughout the years. The high costs and resources needed would be prohibitive. However, the DEC and the LDS will put in place intellectual and research resources to carry effect-size studies (student- and cluster level analysis of continuous and dichotomous variables) that meet evidence-based standards (randomized trial or quasi-experimental). During this stage the

DEC will also explore the development of tools for planning and forecasting capacity within the service continuum.

Stage 3. The third stage of the LDS will organize a conference on comprehensive community revitalization indicators for placed-based development to disseminate findings and chart the future. The DEC will also propose a qualitative evaluation of the MSPNP to assess: (1) reception and satisfaction of students and households with the initiative, a critical component of accountability; (2) state of the institutional integration within the continuum; (3) progress on inter-sector program integration (elimination of silos) with other government agencies (HUD, HHS, MA EOHHS, MA DOE, City Departments); and (4) quality of participatory practices. The DEC will also continue activities developed in previous stages such as keep track of the PN core indicators.

Reaching deeper into the stage of implementation, the LDS will create a cohort-tracking system for students/households focused on the required PN core indicators and family/neighborhood supports. This tracking system may issue electronic ID swiping cards for students and households entering and using the service continuum at any given time. Significant experience is available on the creation of such tracking systems for service delivery and administrative functions that can be used to model the MSPNP data management system. The LDS will allow entry-exit patterns, outcome studies of some programs, and the monitoring of educational cohort characteristics as students move through the continuum. Households, students and administrators may also have web-based electronic accounts in which they can check outcomes, service availability, and communicate at the various levels of planning and activity. The development of this platform with interactive technologies will require strong levels of trust among partners and community residents, as well as providing access to computers and training on their use. Integrated service-delivery systems are operational in other policy areas, as for example in workforce development. They facilitate administrative data management,

case-management, service coordination across programs and service sites, and the creation of sampling pools for limited randomized trials, and quasi-experimental evaluations.

Documenting Planning Process, Lessons Learned, Best Practices

The history of community development programs and policy initiatives—from planning to evaluation—such as the Grey Areas Project, Model Cities and CDBG’s has served future generations of planners and practitioners well. Documenting the planning process of policy initiatives has proven to be a very important aspect of understanding their success, weaknesses, failures, as well as the prospects for replication and scaling-up. Most recently, the planning and development pathway of the Harlem Children’s Zone, which inspires the Promise Neighborhood Initiative, has been charted in several publications serving well to inform the debate about how to attack poverty with place-based, evidence-driven strategies.

The DEC, led by the Mosakowski Institute, proposes to create a project documentation master file to archive the key documents and project material generated during the early planning stages and subsequent development of the MSPNP. At the end of the Planning Year, the DEC, with the help of students in Education and Community Development, will conduct selective interviews with key players to further complement the documentation. The objective of such documentation process is to generate a “thick case-study” of the MSPNP that could be used in teaching and dissemination activities. The primary material will be held at the project’s web-site, and at Clark’s Goddard Library, (which is also the physical home of the Mosakowski Institute.) As allowed by the budget, the DEC may hire a part-time project historian to keep track of the documentation process. In addition, the DEC will document lessons learned and best practices in several ways:

1) Use quantitative and qualitative research methods and GIS to investigate the robustness, effectiveness and impact of key programs and practices within the service continuum, and of

programs/practices interconnecting the different levels of intervention. The results of this research will be reported to stakeholders in a user-friendly fashion to engage professionals and community residents on discussions about the overall health of the MSPNP.

2) Create “mini-case studies” or program vignettes that could be used to establish the presence of the MSPNP in web-based banks of best practices such as the “What Works Clearing House” of the Department of Education or the Consortium on Community Indicators. Some of these banks of best-practices require rigorous documentation and evaluation in support of the “vignette”.

3) Invite external evaluators to offer a neutral assessment of selective practices of the MSPNP.

4) Prepare academically informed case studies of best practices and lessons which could be presented at research conferences on Education, Community and Development, and other disciplines. These case studies will involve Clark’s students as co-investigators and assistants.

5) Establish a permanent channel of communication with PN students, families and neighborhood residents to scan the satisfaction with programs, etc. This will take the form of short-term surveys which may not serve as rigorous evaluations but can offer opportunities for short-term calibration of programs and interventions.

MSPNP welcomes the opportunity to work with a national evaluator for the Promise Neighborhood program. Several of the leading partners, including the United Way of Central Massachusetts, Clark University, and the Worcester Public Schools, have extensive experience in working with expert external evaluators and share a deep belief in the utility of such review, evaluation, and transparency.

In particular, the DEC will work closely with the national evaluator to devise an evaluation strategy for the project and to develop a plan for identifying and collecting reliable and valid baseline data for both students and families residing within the neighborhood and an appropriate comparison

group drawn from outside the neighborhood. The extensive experience of the DEC members in designing, conducting, and evaluating community-based research will insure that such evaluations are rigorous, informative, actionable in real time, and of value to other Promise Neighborhoods nationally.

Academic, Family and Community Support Indicators

As a precondition for conducting a thorough needs assessment that includes all indicators, we first will establish a database of all children and youth in the target neighborhood, utilizing available 2010 U.S. Census data. Secondly, we will identify and utilize sources of data not available through the Census, drawing in particular on data regularly collected by school and community partners. Finally, we will bring together partners to develop a plan to get data not readily available elsewhere, utilizing our network of agencies and neighborhood ethnic groups.

We will collect data on the following required academic indicators, to be used as both program and project indicators:

1. The number and percent of children birth to five years old 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, collecting data from local health and early education and care providers and parents;
2. The number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally-appropriate early learning measures, collecting data from partners such as Edward Street Child Services, Early Education for All and the Worcester Public Schools;
3. The number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start,

Head Start, child care, or publicly-funded preschool, again collecting data from partners such as Edward Street Child Services and Early Education for All;

4. The number and percent of students at or above grade level in mathematics and English language arts in 3rd through 8th grades, and in 10th grade, utilizing state assessment data;
5. The attendance rate of students in 6th, 7th, 8th, and 9th grades, as an indicator of middle/high school transition, utilizing required data collected by individual schools and the school district;
6. The graduation rate –the four-year or extended-year adjusted graduation rate (based on the entering 9th grade cohort)—utilizing data collected by individual schools and the school district;
7. The number and percent of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation, utilizing data collected by the state on students who attend state colleges or universities, and other data on postsecondary achievement that we will plan to gather.

We will collect data on the following required family and community support indicators to be used as both program and project indicators:

1. The number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily and consume five or more servings of fruits and vegetables daily, utilizing data gathered by the UWCM from community agencies and/or YRBS;
2. The number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate surveyor YRBS;
3. The student mobility rate; utilizing school district and statewide student mobility data;
4. The number and percent of students who say they have a caring adult in their home, school, and community, utilizing data collected as part of the school climate surveyor YRBS;

5. The number and percent of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device, as reported in community survey data;

We will collect data for the following unique family and community support indicators, to be used as project indicators:

1. The number and percent of children who participate in high-quality learning activities during out-of-school hours, utilizing data collected by out of school program facilitators;
2. The number and percent of suspensions or discipline referrals during the year, utilizing individual school data;
3. The number and percent of youth who pass 9th grade;
4. The share of housing stock in the geographically defined area that is rent-protected, publicly assisted, or targeted for redevelopment with local, State, or Federal funds;
5. The number and percent of children who are homeless or in foster care and who have an assigned adult advocate; and
6. The number and percent of young children who are read to frequently by family members, as reported in surveys administered by early childhood programs and community partners.

SECTION THREE: Program Personnel and Management Plan

The United Way of Central Massachusetts (UWCM) and the lead partner, Clark University, have an extensive history of successful collaboration with the Worcester Public School system and government leaders across all levels, and particularly with the MSPN schools, agencies and service providers in the Main South Promise Neighborhood.

The United Way of Central Massachusetts was founded in 1920 “*for the purpose of promoting cooperation among existing social service agencies and to facilitate the coordination of their work; to*

aid in standardizing and increasing the efficiency of their endeavors; to formulate a program of social service adequate to the needs of this community.” The United Way of Central Massachusetts has spearheaded work similar to Promise Neighborhoods throughout central Massachusetts for nearly a century, and especially over the past ten years. Investing nearly \$6 million in the community annually, the United Way of Central Massachusetts grant making process is predicated upon a careful analysis of community need utilizing data gathered from federal, state and local sources which guides the development of the RFP process. UWCM engages experts from the community, service providers and service recipients to develop guidelines that direct resources to the most pressing issues facing our community. Funding decisions are based upon each organization’s capacity to deliver programming. Strong preference is given to work being done by collaboratives. Throughout the grant cycle UWCM collects financial information, demographic information as well as reports that pertain to progress being made toward stated goals. The UWCM only funds those organizations that provide high quality programming with demonstrated results.

Previous experience has involved targeting populations rather than locations with Together for Kids as a prime example of what can be accomplished through collaboration. TFK is described earlier in the Early Childhood *Program Spotlight*.

Over the past two years UWCM’s primary strategic focus has been the development of strong school, community, and family partnerships driven by the vision that all students, especially those from challenged neighborhoods, have access to the services, supports and opportunities they need to be successful. Through targeted funding streams: **Ensuring Children’s Readiness for School, Supporting Positive Youth Development and Helping People Most in Need**, UWCM supports core programs for children, youth and families in Main South. This approach targets early childhood learning, school-based health care, violence and substance abuse prevention, out-of-school time

programs, family child care, job training, and literacy programs. UWCM is the largest private funder of out-of-school time programs in the central Massachusetts region, and its programs within the Main South Promise Neighborhood are a major, positive presence.

UWCM has targeted annual allocations to community-based agencies that address these critical issues, with more than \$1,650,000 in annual funding to early education and care and out of school time programming for children and youth, many who live in the MSPN.

The Family Health Center of Worcester (FHCW) is one such agency in the Main South Promise Neighborhood Partnership. FHCW has been providing desperately needed health care to the families and individuals that include over 90% low income families, immigrants, and refugees since 1972. Their mission is to improve the health and well-being of underserved and culturally diverse Worcester area residents through the provision of high quality, comprehensive, and continuous primary health care, dental, behavioral health and social services. UWCM supports their school based health centers and health and wellness programs in MSPN target schools.

A history of successful collaboration: As demonstrated in the previous answers, and evidence of our overarching theory of change in action, a major strength of this Promise Neighborhood proposal is the extraordinarily successful and collaborative relationships that are in place within this community. UWCM has convened, led, staffed, and/or funded diverse initiatives that focus of a wide range of youth support, including thousands of young people within the Main South Promise Neighborhood. Building Brighter Futures With Youth, described in the Family, Social Services and Health *Program Spotlight* is one example of UWCM successful leadership in community collaboration. Others include:

- **Success for Life;** a cross-sector, cross-discipline, cross agency planning process that defined and advanced a set of shared goals and strategies capable of lifting all children, youth and

families toward self-sufficiency and success for life. This framework was endorsed by Massachusetts Governor Deval Patrick and adopted by the Governor's Readiness Cabinet.

- The Investing in Girls Alliance is a consortium of youth led groups, state and local agencies, public school departments, non-profit organizations, state and local government, and business professionals convened to address issues facing adolescent girls. Partner programs focus on Health and Well Being, Violence and Safety, Relationships and Education, all issues identified by girls during a comprehensive process. Programs are using common indicators and outcomes to measure their progress.
- Hunger Free and Healthy; a project of the Worcester Advisory Food Policy Council focused on implementing a strong public policy and advocacy agenda that supports systemic and sustainable solutions to the problems of food insecurity and poor health.
- Worcester Youth Capacity Project; a \$750,000 three-year grant funded through the Compassion Capital Fund to improve the capacity of five youth serving organizations with the goal of reducing violence and gang activity. The Worcester Youth Center, Southeast Asian Coalition, Nativity School After-School Program, Higher Education Resource Center and the Worcester Roots Project were selected because they serve at-risk youth, many of who live in the targeted area for this grant.
- Worcester Youth Violence Prevention Coalition is a citywide coalition initially convened by Congressman James McGovern to address the growing gun violence in the Worcester community. UWCM led a task force of the coalition to successfully secure state funding to increase services to youth, expand programs, evaluate services and continue the collaboration of groups aimed at curbing violence in the city. The coalition is actively increasing the

capacity of grass-roots, resident-led organizations to address the critical needs of communities of color in targeted areas.

The United Way and Worcester Public Schools: Particularly relevant to the Promise Neighborhood initiative, the United Way has convened and is leading a task force that will oversee the administration, analysis and dissemination of the Youth Risk Behavior Survey in Central Massachusetts. This effort will include public and private schools and is expected to have a dramatic impact on the delivery of services to young people. The Worcester Public School system is partnering with the United Way to assist with the collection of this information, knowing that this data will drive strategic decisions for the allocation of limited resources to support those at highest risk and with the greatest needs.

Dr. Melinda Boone, the superintendent of the Worcester Public Schools and an enthusiastic supporter of the Promise Neighborhood application, is dedicated to data-driven decision making for the district and has an appropriate focus upon student outcomes. Dr. Boone has recently hired a chief accountability officer for the school district who is responsible for the deep analysis of the many layers of student data present and the recommendations of the proper strategic decisions based upon that data.

Clark University partnership with the Worcester Public Schools: Through the work of Clark University's Hiatt Center for Urban Education, the Main South Promise Neighborhood Partnership has a major presence in all targeted schools. The Hiatt Center has a strong relationship with the Worcester Public Schools through professional development support in all of the Promise Neighborhood's public schools. In 1994-95 the Center began the process of advancing partnerships with schools in the Main South neighborhood dedicated to collaborative teacher preparation, professional learning and school reform. To support this professional development, Clark University

has provided more than \$3 million in free or reduced tuition over the past fifteen years to Worcester Public School teachers. This work is ongoing. The Hiatt Center currently has \$450,000 in funding over the next two years earmarked for school reform, STEM graduate student stipends under the NSF Noyce program, and professional development focused on writing development, mathematics learning, and college readiness.

Another sign of capacity and commitment, ten years ago Clark University and the Worcester Public Schools received a \$7 million grant from the Carnegie Corporation to assist with a major restructuring of the district's secondary schools into small learning communities. This very complex and challenging process resulted in the development of several successful small learning communities within the majority of secondary schools in Worcester. The UWCM was actively engaged in this process, providing leadership and staff support from then President, VP of Community Impact and AVP of Community Impact.

Clark is currently partnering with the Worcester Public Schools on the implementation of Innovation Schools under the new Massachusetts "Achievement Gap Act." Under the statute; an Innovation School is a public school, operating within a public school district, which is established for the purpose of improving school performance and student achievement through increased autonomy and flexibility. The schools in the MSPN are identified as Innovation Schools in this newest partnership endeavor. The Hiatt Center, with critical support from the University Park Campus School principal and teachers, will help guide the development of the schools, facilitate a Main South Innovation School partnership learning network dedicated to evidence-based effective practice, and provide multiple learning opportunities for individuals and teams of teachers, including teacher fellowships (allowing teachers to study and participate in professional development half-time) and a new Certificate of Advanced Graduate Study focused on teaching practice, leadership and

professional culture. The Innovation Schools model aligns strongly with the Main South Promise Neighborhood Partnership's proposed planning goals and comes at the perfect time, setting the platform for the work ahead.

Clark University's partnership history within the Promise Neighborhood: The opportunity to develop the Main South Promise Neighborhood Partnership aligns perfectly with the historical work of many of our partners and our strategic plans for moving forward. The Main South Community Development Corporation was formed in 1986 in partnership with Clark University to drive neighborhood-based development and decision making. The CDC has fifteen board members with one representative from Clark University. All others either live or work in the neighborhood. In 1995, Clark University, the Main South Community Development Corporation, and the Worcester Public Schools engaged in a neighborhood-based, strategic plan, the University Park Partnership (UPP), to provide comprehensive support to the families in our immediate community and revitalize the neighborhood. The UPP is described more fully in the Community Building *Program Spotlight*.

UPP secured \$2.4 million in funding from the US Department of HUD in 1996 from the Office of University Partnership's Joint Community Development program to implement a comprehensive approach to community development. This strategic approach was driven by the analysis of data that examined the impact of absentee landlords in the neighborhood, the location for criminal activities and arson, the academic achievement gap and the growing drop-out rates, and other city census tract information using geographic information systems mapping.

As a result of the partnership between the Worcester Public Schools and Clark University, University Park Campus School was created in 1997. This neighborhood-based secondary school is now considered to be one of the top urban secondary schools in the country, and is identified in this proposal as our effective school model. Since 1995, Clark University has provided more than \$5

million in free tuition to neighborhood students as part of an incentive program to encourage families to stay in the neighborhood.

This partnership has been successful in bringing new partners to the table and leveraging significant new funding into the neighborhood. The partnership has attracted over \$120 million in funding since 1986, with most of this investment occurring in physical rehabilitation and new construction. Clark University has committed more than \$11 million in free or reduced tuition, loan guarantees, financial incentives for faculty and staff housing, and in-kind staff support and facilities use. Since 1988, the Main South CDC has leveraged more than \$35 million to renovate 237 units of abandoned or fire-damaged property and provide 70 first-time homeownership opportunities to families through new construction or renovations. In 2000, the Boys & Girls Club of Worcester approached the Main South CDC and Clark to partner with them in their efforts to build a new facility in the neighborhood. In 2006, a new \$9.2 million Boys & Girls Club facility opened in the neighborhood serving 3,000 youths.

This very successful initial partnership provides the framework for scaling up these efforts with a Promise Neighborhood grant that would include a target area with 7,600 residents within a severely distressed neighborhood with lower performing schools. The partnership acknowledges the success of the targeted work to date but recognizes the need to bring new partners together to align critical services and supports for young people and their families.

Government relationships: The United Way also has strong political relations and community relationship with Mayor Joseph O'Brien and District City Councilor Barbara Haller, both of whom live within the MS Promise Neighborhood. They are both grassroots, community organizers who have great support within the neighborhood and enthusiastically support this proposal. They have worked closely with all of the partners mentioned above over many years to improve this neighborhood and

the lives of the people who live here. They understand that the Main South Promise Neighborhood Partnership is the next essential step for this community to move forward and we have not only their endorsement, but also their commitment to work on the ground with us. Jack Foley, Worcester School Committee member and Vice President for Government and Community Affairs and Campus Services at Clark University, has been a leader in planning for this Promise Neighborhoods proposal.

The UWCM, Clark University, and the other partners in this proposal have developed strong, positive relationships with Federal, State, and local government leaders. These relationships have been cultivated over several years of shared visions for the redevelopment of urban communities, the delivery of needed services for families, and the desire to provide equal and rigorous academic opportunities for all students. Congressman James McGovern has been at the forefront supporting many of these initiatives in our neighborhood such as affordable housing, the development of the new Boys & Girls Club, hunger and health care for struggling families, and education from early childhood through access to higher education.

On the state level, the partners have worked very closely with Lieutenant Governor Timothy Murray, who was the former mayor of Worcester, and Secretary of Education Paul Reville, a Worcester resident and vocal supporter of this effort.

Elevating commitment and success: The MSPNP has great experience with community-based, comprehensive partnerships to support community development. Built on work begun in 1985 by Clark University, the Main South Community Development Corporation, the Worcester Public Schools, Family Health Center of Worcester and many other partners; the proposed MSPNP represents the next step in our successful university/community partnership. This effective model of shared power and neighborhood-based decision making is very unusual and has paved the way with strong formal and informal relationships. It is this strong alignment of long standing neighborhood

vision that will sustain this effort well beyond the Promise Neighborhood grant. True community-based partnerships are very difficult to achieve and the previous accomplishments in the neighborhood and the enthusiastic response to move these efforts to a higher level set the stage for success.

Two basic phases of development: We see the development of the Main South Promise Neighborhood in two phases. In Phase I we will complete a community needs assessment, segmentation analysis, and develop a continuum of solutions and implementation plan for the Main South Promise Neighborhood defined in Section 1. As an initial step in our needs assessment, we will gather both the exact number of youth and families living in the MSPN, and the capacity and cost per child of each program across our continuum of solutions. This process will help us identify both where the continuum is really working, help us to begin to determine what it costs per child, and reveal gaps to address to improve seamless service delivery. Our projected cost per child, based on measures of need and capacity, and informed by the segmentation analysis, will then drive our resource development and sustainability planning. By creating a ‘cost’ footprint for youth throughout the continuum and at varying levels of depth, we will have a truer sense of what resources are most essential in the schools, in the neighborhood and in homes in the MSPN. A key focus of sustainability planning will be advocacy to local, state and federal partners on the cost effectiveness of the MSPNP continuum of solutions compared to the costs of the status quo. We have seen the value of full investment in youth in foundational initiatives such as the University Park Partnership and Together for Kids, and will build on this track record as we develop the MSPNP to make the full continuum of solutions available to each child according to their specific need.

Throughout the planning year, the UWCM will document the process, track challenges, gather effective solutions and compile lessons learned and recommendations to inform the expansion of the MSPNP. Together with needs assessment data, segmentation analysis, planning processes and lessons

learned in Phase I, a plan to extend the MSPN will be developed. In the development of this second ripple of the MSPN, primary consideration will be given to the capacity within the expanded area to extend the effective solutions of the MSPNP and impact more low performing schools and distressed areas of the city. Concurrent with the expansion of the MSPNP, resource development will expand to assure the federal, state, local, corporate and individual support is in place to sustain implementation.

As we begin implementation and develop our longitudinal data system to track and measure our outcomes, our cost per child formula will be included as a critical measure. Each year, the cost per child, based on current population and capacity an engagement in MSPNP solutions will be updated. This measure will be used to ensure services are going to the youth who need them most, and inform our ongoing development of a continuum of solutions that meets every child and family's need in the MSPN in Phases II and I. By tracking the cost per child throughout implementation, MSPNP have critical information to leverage existing and future funding opportunities and sustain a responsive effective continuum of solutions over the long term.

SECTION FOUR: Significance

The MSPNP has great capacity for aggressively pursuing additional federal, state, and local funds that could be used to supplement this grant and existing support. The partnership also has an extensive record of success at attracting foundation and corporate support for projects. The partnership will assemble a team of development professionals who will work closely together to identify appropriate federal, state, and local government funding opportunities to support the Promise Neighborhood work. The list of participants will include, but not be limited to: United Way of Central Massachusetts; Clark University; Main South Community Development Corporation, Family Health Center of Worcester; Worcester Public Schools; and Worcester Education Collaborative.

Clark University with a fully staffed advancement office and Clark's Hiatt Center for Urban Education have already attracted significant public and private funding to support education over the past ten years. The Hiatt Center has received significant federal and state support for teaching development through \$554,000 in recent federal Improving Teacher Quality funds administered by the MA Board of Higher Education for "College Readiness Numbers and Words Project" focusing on college readiness, writing and math development, "Curriculum and Knowing Program," Improving Teacher Quality Higher Education Partnership grant program, and "The Hiatt Center-Worcester Public Schools K-17 Curriculum and Knowing Program". The Hiatt Center also received Federal grant support between 2002-2007 of nearly \$1 million for "Worcester Community Teacher Recruitment and Induction Initiative".

Clark has also been very successful working with the Worcester Public Schools in attracting foundation funding to support academic and out of school programs with \$7 million from the Carnegie Corporation to create small schools models in Worcester, \$750,000 from the Nellie Mae Educational Foundation to successfully create a more seamless college transition from University Park Campus School, and over \$360,000 from the Balfour Foundation to provide out of school activities and mentoring for neighborhood students. Clark will commit to use its resources and staff support to assist this effort to identify new public and private funding to augment the Promise Neighborhood support.

The Worcester Public Schools has had a very successful record of bringing significant public funding into the schools to support the educational effort. They have an extensive history of working in partnership with Clark University, the United Way of Central Massachusetts, Family Health Services for the health centers in the schools, and other partner organizations to bring new funding to Worcester. In FY11, the Worcester Public Schools are expecting to receive more than \$427 million in

federal grant support, including \$10.2 million for Title 1 programs, \$5.5 million for Head Start, \$7.3 million for IDEA, and \$2 million for Title II Teacher Quality grants. Massachusetts has significantly reduced state grants to public school districts, yet Worcester will receive \$1.2 million to support adult education and family and community engagement.

The Main South Community Development Corporation has generated significant levels of federal, state, and private funding as they have provided high quality, affordable homeownership and rental opportunities for families in the target area. Since 1988, the Main South CDC has developed more than 250 new and renovated units of housing in the community, of which 205 were abandoned or fire damaged properties. They have also created more than 65 first time homeownership opportunities for eligible families in the neighborhood. The Main South CDC has also purchased abandoned factory buildings in the community, remediated the environmental hazards present, and in some cases, demolished the dangerous buildings creating space for the new Boys and Girls Club and an athletic field and track to be used by Clark University and the community. The Main South CDC has been successful at attracting federal HOME funds, EDA grants, EPA grants, federal earmarks, and significant levels of state grants to accomplish this work. This new partnership will provide the Main South CDC with new opportunities to expand their work and service more families within the target area.

The United Way of Central Massachusetts has also successfully sought federal grant support for community-based projects. One such example would be the Worcester Youth Capacity Project with a \$750,000 three-year grant funded through the Compassion Capital Fund to improve the capacity of youth serving organizations with the goal of reducing violence and gang activity. The United Way also received and manages a \$500,000 federal grant directed to the local Emergency Food and Shelter Program. The United Way of Central Massachusetts raises over \$6 million annually during their

campaign and is the largest private funder of out-of-school time programs in the Central Massachusetts region.

The Family Health Center, an integral partner in this Promise Neighborhood proposal, provides desperately needed health care to the families and individuals that include over 90% low income families, immigrants, and refugees. Their mission is to improve the health and well-being of underserved and culturally diverse Worcester area residents through the provision of high quality, comprehensive, and continuous primary health care, dental, behavioral health and social services. Family Health Center provides extraordinary health care supporting seven languages for more than 22,000 patients with over 100,000 visits per year. Many of the residents in the target neighborhood receive their health care support from the Family Health Center and they also run health care centers in the neighborhood schools that are targeted within this proposal. They have received significant federal and state grant support for this work including; a community health center grant of just over \$2M from the federal government (grown from \$465,000 in 1996). FHCW also receives Ryan White funds of \$260,000 and about \$100,000 in federal dollars to support the Healthy Start Program in collaboration with Great Brook Valley Health Center. State funds support FHCW's WIC program (about \$1M to cover 4 sites), disease care management services (\$400,000), a portion of our school health centers (\$400,000), HIV counseling and testing (\$175,000) and a refugee health program (\$33,000).

The newly-formed Worcester Education Collaborative provides extensive corporate and community leadership and support for this proposal, and will bring a city-wide, corporate presence into this targeted area. The mission of WEC resonates perfectly with the proposed steps in the Promise Neighborhood grant. They work "to engage our community in fulfilling its responsibility to ensure that excellence in education is available to all public school students and that they are prepared

for success in college, career, and life.” Their work with the Worcester Public Schools and other partners focusing on ensuring that the welfare of students is at the center of educational decision-making and to support educational models which promise to enhance educational opportunity and quality for Worcester students. They are deeply committed to this proposal and will bring their extensive contacts to bear on identifying additional private funding to the targeted area.

These are just a few examples of the tremendous capacity and commitment focused upon this neighborhood by the many partners engaged. They understand that sustainable long term change will require additional public and private funding support beyond the potential Promise Neighborhood funding and have demonstrated both the great ability and the willingness to bring these dollars to this project. As part of the Promise Neighborhood initiative, a committee of representatives from the primary partners will work together to utilize existing databases and available federal resources to track potential federal and state funding opportunities. These resources include: seven databases including SPIN, Grants.Gov, Federal BizOpps, and the Federal Register; twelve federal websites for sponsored research such as the US Department of Education, HUD, and EPA; and thirty seven websites for private funding opportunities from national grantmaking associations and foundations.

At the federal and state levels, this partnership has strong relationships with both Congressman James McGovern and Massachusetts Lieutenant Governor Timothy Murray. They will assist the partnership in identifying potential funding opportunities and making the case on the federal and state levels respectively. Also, Massachusetts Secretary of Education Paul Reville is an enthusiastic supporter of this initiative, particularly the Innovation Schools model being adopted, and has pledged his support to seek and target new funding opportunities such as Race To The Top for this effort.

The effort to identify local funding is supported on many levels with strong commitments by Mayor Joseph O’Brien, who lives within the target area with his family, and District City Councilor

Barbara Haller. Jack Foley who has been deeply involved in the partnership from Clark University is also a member of the Worcester School Committee. He will work locally to secure funding support. This extensive political support in conjunction with significant corporate and community commitments will ensure local funding support for this work.

The MSPNP was crafted with an awareness of the need to identify policies and regulations at all levels of government that will advance or impede the aims of the group. Partners share sound and meaningful relationships with our Congressman James McGovern who has been a consistent and vital conduit of information concerning Federal policies affecting our community. In addition, Clark University through its Office of Government and Community Affairs and the Mosakowski Institute for Public Enterprise has robust capacity to monitor and analyze Federal, State and local government action that would affect the project. The Partnership will use both channels to identify impediments and report them along with proposed mitigation to the Department and other relevant agencies.

Sitting on the Advisory Committee are representatives from local government and the Worcester Public Schools. In recognition of their ability to proactively identify impediments and to offer sound ideas for their mitigation, the Partnership was intentional in their inclusion. Representatives from the Office of the Mayor, the Office of the Superintendent of Schools, and the member of the City Council in whose district the planning will occur, are all enthusiastic supporters of the project and have the tools and capacity to survey school regulations and local regulations and ordinances that may impede the project and to offer recommendations for mitigation. One of the sub-committees of the Partnership, the Committee on Mitigation, will prospectively identify policy and regulatory barriers to implementation at all levels and suggest actions and strategies to address them. This Committee will report to the Partnership and prepare material for external reporting to the Department and other agencies.