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I. INTRODUCTION

This Promise Neighborhood proposal is a response to **Absolute Priority #1** and includes responses to all four Competitive Preference Priorities: **CPP#1 – Improving Early Learning Development & Outcomes; CPP#2 – Quality Affordable Housing; CPP #3 – Promise Zone, and; CPP #4 – High School and Transition to College.** Responses to the Competitive Preference Priorities may be found attached, at the end of this narrative (see pages 126 – 132).

INTRODUCTION

Promise of Strong Partnership for Education Reform (ProSPER), Drexel University's Promise Neighborhood plan, is the culmination of five years of targeted planning, implementation, and investment to significantly improve the education and developmental outcomes of children and youth in the West Philadelphia Promise Zone (Promise Zone). The strategy is Drexel's unique approach to building an inclusive, education-focused innovation district that ensures equitable access to a continuum of cradle-to-college-and-career solutions. It delivers not only on the promise that *where* you were born should not determine your life outcomes but that *when* you were born will not, either: a child born in the Promise Zone today will have access to quality Pre-K, K-12 education grounded in experiential learning and 21st-century skills, and postsecondary education so that she can become the entrepreneur of tomorrow; and so, too, her parents, who may not have finished high school, will have access to GED and certificate programs that qualify them for jobs in the new economy that provide a family-sustaining wage.

ProSPER is laser-focused on the education and economic disparities that are particular to the Promise Zone but increasingly characteristic of American cities. The Promise Zone, one the

nation's first such designations, is the locus of high poverty, largely underperforming PPre-K-12 schools, low educational attainment, and high unemployment. It is also the epicenter of a burgeoning innovation district and knowledge economy, rich with anchor institutions, entrepreneurs, science and tech companies, and 21st-century jobs. Innovation districts like that in the Promise Zone are widely seen as the future of American cities, the places of the greatest economic energy, and the magnet for the jobs of the future. Indeed, there are over 75,000 jobs in the core of this innovation district, with almost 60% requiring higher education. By 2020, through significant real estate development partnerships, Drexel expects to attract over \$5 billion in investment to this innovation district, leading to as many as 15,000 new jobs in the area. These numbers would be significant anywhere but have the potential for truly transformative impact among a target population of less than 30,000 in a geographic area of two square miles. But generations of residents in the Promise Zone face tremendous barriers to participation in the economic growth that they have watched develop from their living room windows.

Drexel University, in partnership with organizations with which it has collaborated closely for years, is uniquely positioned to equalize this stunning dichotomy and serve as a model to other urban anchors and cities across the country. As *the* anchor institution with the explicit, mission-driven commitment and financial investment in Promise Zone communities, Drexel has articulated an inclusive, education-focused cradle-to-college-and-career approach. The strategy provides a seamless continuum of solutions: 1) Early Childhood Education (Birth – School Age); 2) Education and Comprehensive Education Reform for K-12; 3) College and Career Readiness; 4) Family and Community Supports. It is grounded in strong theory, education reform targeted to literacy and behavioral health, a comprehensive continuum of trauma-informed family and community supports, and is closely aligned with citywide education initiatives. But it also firmly

promotes 21st-century skills to ensure that every child born in the Promise Zone, and their adult caregivers, have the full range of tools, support, and knowledge necessary to graduate high school and go on to postsecondary opportunities and receive 21st-century jobs training and, ultimately, be an active participant in the economy in their own backyard. The seamless continuum provides for early science in childcare centers; hands-on technology and STEAM (science, technology, engineering, arts and math) school curricula and summer camps; summer employment and tech internships for high school students; apprenticeships and access to technology and education for Opportunity Youth; and adult education, college access, and college completion.

ProSPER is built on a foundation of community-university partnerships, a network of commitment and collaboration enabled by a Promise Zone designation, and in key partnership with the City of Philadelphia Mayor's Office of Community Empowerment and Opportunity, the School District of Philadelphia, and Wordsworth, the City's designated organization for providing all child welfare services to Promise Zone residents. Planning among the partners began in earnest in 2011 when Mt. Vernon Manor and People's Emergency Center (PEC), two Community Development Corporations (CDCs), received Choice Neighborhoods and Wells Fargo Regional Foundation planning grants, respectively. This team shared plans and aspirations and garnered strong support from Drexel, Philadelphia LISC, the City's Planning Commission, and the leadership of the Office of Community Empowerment and Opportunity to receive an inaugural Promise Zone designation in 2014.

Community-university partnerships and the Promise Zone designation have been catalytic agents. They established a solid infrastructure for resident mobilization to access educational and economic opportunities within their own neighborhoods and collaborate with city government,

anchor institutions, nonprofit organizations, business, and philanthropy. They also institutionalized a community of practice around poverty and economic, educational, and health disparities. To date, Promise Zone partners' accomplishments include the following:

- Resident-driven planning efforts that identify priorities for all neighborhoods within the Promise Zone boundaries. These planning efforts have engaged hundreds of residents and community partners, and have cemented the community priorities that drive near- and long-term strategies that sit at the center of the Promise Zone collective impact model.
- In the five years since institutionalizing a community and university partnerships office within the President's Office, Drexel has attracted over \$35Million in investment from business and philanthropy for education and community work.
- Partners have secured, with the assistance of Promise Zone preference points, funds to advance educational efforts across all phases of the cradle-to-career pipeline. These efforts are supported by such programs as Gear Up and the School Transformation Initiative with the Department of Education, an AmeriCorps program focused on college and career readiness from the Corporation for National and Community Service, and a career training effort for youth involved in the justice system, which was supported by the Face Forward 2 grant from the Department of Labor.

ProSPER leverages these accomplishments, an established organizational infrastructure, and a network of commitment and collaboration. A Promise Neighborhoods grant would significantly deepen and accelerate the timeline for full execution and scaling of effective strategies by enabling a more seamless coordination of activities that have heretofore been disperse across multiple funding streams and systems for accountability. It will also provide for a more robust

outcomes and performance evaluation system that will validate ProSPER as a model for other American cities, anchor institutions, and innovation districts.

The approach detailed in this proposal is not a near-term project conceived solely in response to the opportunity presented by the Promise Neighborhoods Program and Implementation Grant Competition. It is the collective mission of the partner entities. It is Drexel's community-focused mission and the heart of its University-wide strategic plan, sharply focused on being the most civically engaged university in the country and harnessing Drexel's collective expertise to solve society's greatest problems.

II. A. NEED FOR PROJECT

A.1) What is the magnitude or severity of the problems to be addressed?

Philadelphia is the poorest big city in America (U.S. Census, 2014). Its school system has struggled since the racial unrest of the 1960's and subsequent white middle class flight of the 1970's. While there are indicators of economic growth on the horizon and Philadelphia's "system of great schools" includes some cutting edge district schools, innovative charters, and significant private investment that has stabilized the decline of the school system, deep poverty is widespread, replete with high rates of mental and physical health problems. Most city schools report low academic achievement. Providers who serve children, youth and families are stretched to the breaking point. The Promise Zone is one of the poorest areas in this struggling city, and is emblematic of the effects of deep and abiding poverty and its pervasive effect on every facet of life. Below we detail the need for this project across the dimensions of Early Learning, K-12 Education, College and Career, Family and Community Support, and other relevant indicators. Recognized as a federally-designated Promise Zone in 2014, the target geographic area of the Promise Neighborhoods application is characterized by high need across all sectors.

Table A: Indicators of Need for the West Philadelphia Promise Zone

(Sources: See Attached Needs Assessment)

<p>Early Childhood Indicators</p>	<ul style="list-style-type: none"> ■ 65% of early childhood education providers are considered low quality (receiving a Keystone Star rating of 2 or below). ■ The majority of children (90%) who access childcare attend low quality centers. ■ Children demonstrate low pre-literacy levels and score lower than 69% of comparable children outside the neighborhood. ■ 18% of children in receive no formal childcare.
<p>Academic Indicators</p>	<ul style="list-style-type: none"> ■ All students are eligible to receive free and reduced priced lunch at school. ■ In 2013-2014 school year, the average percentage of students who demonstrated reading proficiency in target schools was between 10% (3rd grade) and 22% (5th grade), lower than the District’s average. ■ Math scores show even larger gaps, with average percentage of students demonstrating math proficiency being between 17% (6th grade) and 28% (7th grade) lower. ■ Only 60% of public school teachers in the 2012-2013 school year were retained ■ Four-year male graduation rates at West Philadelphia High School, ProSPER’s sole high school, have not risen higher than 60% since the 2011-2012 school year, with an average graduation rate of 54%. ■ West Philadelphia High School is among the schools with the highest dropout rates in the school district, with nearly 10% of students not completing studies. ■ West Philadelphia High School has a retention rate of 72% as compared to 83% across the district, and ranks in the bottom quartile of district high schools. ■ Student and teacher attendance at West Philadelphia High School are among the lowest in the school district, with only 30% of students and 67% of teachers typically attending 95% of instructional days.
<p>Community Health Indicators</p>	<ul style="list-style-type: none"> ■ Rates of diabetes, hypertension, child asthma hospitalizations and adult uninsurance have increased consistently since 2000. ■ Infant mortality rates are among the highest in the U.S., just recently dropping below 10 deaths per 1,000 live births. Black infants in the city are three times more likely than whites to die in their first year of life. ■ Child asthma hospitalization rate is 1,001 per 100,000 children under 18. As rates fall nationally, Philadelphia’s rate more than doubled between 2000 – 2010. The rate is highest among non-Hispanic black children. ■ The childhood obesity rate is 19%; the adult obesity rate is 25%. ■ The Promise Neighborhood is a food desert, with the average child in the neighborhood consuming only 2.75 servings of fruits and/or vegetables a day.

	<ul style="list-style-type: none"> ■ An aggregate reporting of risk factors for avoidable developmental delays for children in census tracts 90-92 and 105-110 indicate that there were 1,346 children, or 31% of total births in FY 15 (4,292) were identified as having two or more risk factors. ■ An average of 84% of children have up-to-date vaccinations upon school entry, however rates vary according to geography ranging from 68% to 90% depending on neighborhood.
<p>Crime & Violence Indicators</p>	<ul style="list-style-type: none"> ■ Philadelphia is the most violent of the 11 largest U.S. counties by a significant margin, this despite a 19% decline in the violent crime rate between 2000 – 2010. ■ The rate of reported violent crimes—including murders and non-negligent manslaughters, forcible rapes, robberies, and aggravated assaults—is 1,215 per 100,000 residents. ■ Philadelphia's age-adjusted rate of homicide deaths is 19.1 per 100,000. Homicide mortality has fluctuated over the past decade, spiking in the mid-2000s. ■ Philadelphia's child mortality rate is 75 per 100,000 children under 18. ■ The firearm homicide rate in Philadelphia is 10.8 per 100,000 children and youth under age 20, and 16.5 per 100,000 adults ages 20 and older. Nearly all of these deaths have been among African Americans. ■ Few Promise Zone residents view the area as safe: only 23% think their neighborhood is safe to walk alone in during the day, and only 10% at night. ■ Neighborhood residents cite crime as a barrier to attracting desired community assets; currently, there is no bank, grocery store, pharmacy, or gas station.
<p>Family Stress Indicators</p>	<ul style="list-style-type: none"> ■ The birth rate per 1,000 teen girls ages 15 – 19 in Philadelphia is 52.7%. Philadelphia's teen birth rate ranks third highest among the nation's largest counties. ■ Philadelphia has the second highest percentage of children living in single-parent households among the same 11 largest U.S. counties, at 59%. ■ In the Promise Zone, from June 2015-August 2016, there were 151 children placed in Department of Human Services (DHS) out of home care (Foster Care/No Parent Families). During the same time, there were a total of 310 children with DHS involvement of any kind. ■ Affordability for rental housing is an acute challenge, between 2010-2015, median monthly rents increased 47% within Promise Zone zip codes. ■ Approximately 32% of owner occupied units within the Promise Zone either (1) lack complete kitchen or plumbing facilities, (2) are overcrowded, or (3) have housing costs that exceed 30% of household income. More than half (55%) of renter occupied units have at least one of these conditions. ■ In 2013, there were 198 homeless children between the ages of 0-21 in

	<p>the Promise Zone. 146 individuals reported staying at emergency at transitional shelters on a given night.</p>
<p>Poverty & Unemployment Indicators</p>	<ul style="list-style-type: none"> ■ The poverty rate in the Promise Zone is significantly greater than that of Philadelphia; in 2014 its poverty rate was 53% compared to a citywide rate of 27%. ■ 50% of children in the Promise Zone live in families with incomes below the poverty level, compared to 37% of children citywide. ■ Child poverty increased 24% between 2000 – 2011. The Unemployment rate in the Promise Zone is 14% compared to 9% across the city, the rate varies significantly by neighborhood, with the north part of West Powelton having an extremely high unemployment rate of 40%.
<p>Trauma/ Adverse Childhood Experiences (ACEs) Indicators*</p> <p>*Have been shown (Felliti & Anda, 1998) to have confirmed negative impact on health behaviors and outcomes as an adult and potentially impact parenting</p>	<ul style="list-style-type: none"> ■ 33.2% of Philadelphia adults report experiencing emotional abuse in childhood ■ 35% of Philadelphia adults report experiencing physical abuse during their childhood ■ 35% of adults grew up in a household with a substance-abusing member. ■ 24% lived in a household with someone who was mentally ill ■ 13% of adults lived in a household with someone who served time or was sentenced to serve time in prison. ■ 40.5% of Philadelphia adults witnessed violence growing up, which includes seeing or hearing someone being beaten, stabbed or shot. ■ More than one-third of adults reported experiencing discrimination based on their race or ethnicity. ■ 37% of ACE survey respondents reported four or more ACEs.

The Promise Neighborhood target area mirrors that of the HUD Promise Zone and is described in detail below (See West Philadelphia Promise Neighborhood Zone Geography – Target area). The identification of key areas of need as summarized above and in the Needs Assessment report drove the development of ProSPER’s proposed continuum of solutions. Below is a summary of the gap analysis upon which this continuum is based. The Continuum is organized into four key focus areas: 1) Early Childhood Education (Birth – School Age); 2) Education and Comprehensive Education Reform for Kindergarten-12; 3) College and Career Readiness; 4) Family and Community Supports.

Gap Analysis

<p>Identified Gap(s) or Weaknesses in Services, Infrastructure or Opportunities</p>	<p>Nature and Magnitude of Gap(s) or Weaknesses</p>	<p>How Gap(s) Will Be Addressed</p>
<p>The SDP struggles to meet high educational standards without the time or resources (i.e. people, professional development, etc.) needed to navigate and manage needed changes.</p>	<p>School performance in the Promise Zone lags. Each school is different and student performance varies, however there are key factors influencing individual school performance, namely:</p> <ol style="list-style-type: none"> 1. Responsive Leaders 2. A Community of Teachers 3. Ambitious and Interactive Instruction 4. Immersive Learning Experiences for All Learners 5. Engaged and Involved Families 	<p>Vision-generated partnership between SDP, school leaders, and Drexel University to implement a model of school reform in each elementary and middle school within the Promise Zone, to provide the supports needed to help principals and teachers strengthen their leadership and/or teaching practices to effectuate improvement in the 2016-2017 PSSA scores and beyond. Additionally, students will have access to 21st century learning tools, bridging the divide among residents of the Promise Zone and naturally preparing students for participation in the new economy.</p>
<p>Children in the Promise Zone do not enter Kindergarten ready to succeed in school.</p>	<p>Research highlights the importance of a child’s first few years on long-term educational and earnings outcomes. The need for quality early childhood and school readiness programs are critical.</p>	<p>ProSPER will work with the City’s Early Childhood Education Initiative to build awareness of the importance of early childhood education while strengthening the capacity and expansion of high quality child care centers in the Promise Zone to ensure that childcare providers and parents work together to give every child the chance to arrive at Kindergarten ready to succeed.</p>
<p>Promise Zone Youth who are transitioning from middle</p>	<p>Family engagement around the transition from 8th grade to high</p>	<p>Positive Youth Development activities and</p>

<p>school to high school do not qualify for entrance to selective high schools, resulting in barriers to the pathway to earning a college degree or credential. Additionally, many parents are not aware of school choice and the importance of selecting the right high school for their child(ren).</p>	<p>school is significantly lacking. Additionally, students in the Promise Zone leave 8th grade without the qualifications to gain entry to Philadelphia’s selective high schools. Improved transition will reduce stress among students, allowing more students to graduate.</p>	<p>parent engagement will facilitate meaningful transition from 8th grade to high school.</p>
<p>Graduation rates at West High School in the WPPZ lag behind other Philadelphia high schools. Students graduating from West are not competitive for college entrance.</p>	<p>Graduation rate at West is below 60%. This neighborhood high school can be characterized as low performing based on a number of proxy indicators described in the attached Needs Assessment.</p>	<p>ProSPER will support multiple pathways to graduation and offer Positive Youth Development activities to facilitate meaningful transition from 8th grade to high school and encourage youth to graduate. Students will be competitive for selective college admission.</p>
<p>Low post secondary school educational attainment within the Promise Zone prevents residents from participating in the new economy.</p>	<p>Residents of the Promise Zone lack the education and credentials needed to capitalize on the extensive job growth and economic opportunities offered within University City.</p>	<p>ProSPER will expand career and college mentorship programs, provide internship placements for youth, and create a youth workforce development hub in the Promise Zone. Parents will be provided college entrance financial information and West High School will expand Tech. Ed. offerings.</p>

<p>Economic Inclusion for the residents of the Promise Zone.</p>	<p>Without intentional action, the residents of the Promise Zone will remain excluded from participation in the local economy. Education, economic, and health disparities will continue for residents in the absence of dedicated resources and intentional inclusion.</p>	<p>Drexel University is committed to equitable development, ensuring community-chosen set of actions that will help residents stay in the neighborhoods they love, get access to the resources and education they need to connect to new economic opportunities. The Promise Zone Partnership will expand and scale up the Promise Zone Initiative through implementation of Promise Neighborhoods, expanding access to certifications and job training.</p>
<p>Health disparities exist among students and families within the Promise Zone that impede learning, reduce overall health, and result in negative outcomes.</p>	<p>Many health disparities and barriers to access exist within the Promise Zone. These disparities impact the physical and mental health and wellbeing of Promise Zone residents.</p>	<p>ProSPER will work to increase access to physical health and medical homes, increase access to behavioral healthcare and early intervention services, increase access to healthy food, and promote exercise for all children within the Promise Zone.</p>
<p>Students and residents do not feel safe in their communities.</p>	<p>Few residents view the Promise Zone area as safe: only 23% think their neighborhood is safe to walk alone in during the day, and only 10% at night.¹ Neighborhood residents cite crime as a barrier to attracting desired community assets; currently, there is no bank, grocery store, pharmacy, or gas station within the Promise Zone</p>	<p>ProSPER will provide trauma-informed practices in schools and community service provision. Additionally, the partnership will focus community organization efforts on neighborhood climate, including police, blight, safety, security and greening</p>
<p>Lack of stability among systems, institutions and</p>	<p>Research shows that stability leads to improved academic</p>	<p>ProSPER will create a strong anchor for</p>

¹ Dornsife Center for Neighborhood Partnerships Monitoring and Evaluation: Baseline Community Survey Results

<p>families has a negative impact on academic achievement for students.</p>	<p>performance and outcomes.</p>	<p>education, health, and other services for the Promise Neighborhood by providing the tools needed for two neighborhood schools to transition to a Community School. In addition, ProSPER will improve employment, income, and housing opportunities for families and will engage parents in their child’s education.</p>
<p>Infrastructure in the Promise Zone is weak and fragmented. Parents/caregivers often do not know where or how to access the information they need to make informed decisions. Service providers lack access to shared data, resulting in service delivery that is uncoordinated. Service providers are unable to fully leverage existing investments in the Promise Zone.</p>	<p>Services in the Promise Zone are disjointed and uncoordinated. Families must often travel to many different locations, outside of the immediate neighborhood to access services and/or information. The barriers to access to information and services result in preventable health, education, and economic disparities for neighborhood residents.</p>	<p>A shared data system will be developed for use by all key partners and stakeholders. Services and programs offered within the Promise Zone will be coordinated by program staff, resulting in a coordinated effort and approach that leverages existing resources and maximizes neighborhood assets. Parents and caregivers will have better access to information through improved, coordinated outreach and education programs.</p>

The gap analysis shows the need for intentional efforts to mitigate the education, economic, and health disparities in West Philadelphia is imperative. The rationale for inclusion of the proposed interventions in the four key focus areas is further described below: Early Childhood Education (Birth – School Age); 2) Education and Comprehensive Education Reform for Kindergarten-12; 3) College and Career Readiness; 4) Family and Community Supports.

Early Childhood Education (School Readiness)

Assessing Need

Research highlights the importance of a child's first few years on long-term educational and earnings outcomes,² yet poverty and trauma in early childhood can adversely affect development.³ As 39% of Philadelphia's children under age six are in families below the federal poverty line, and another 24% are in families just above the poverty line,⁴ the need for quality early childhood education and improved school readiness is critical. Sixty-one percent of children under age five in Philadelphia come from families eligible for child care subsidies to support early learning; however, only one-third of these families actually receive support. Thousands remain on waiting lists.⁵ Philadelphia's publicly funded early learning opportunities for low-income families (e.g., Pre-K Counts and Head Start) are in short supply, serving only 24% of eligible 3 and 4-year-old children. In 2013-2014 Philadelphia maintained only half the slots needed to serve Head Start qualifying children, and less than 2% of the spaces needed to provide approximately 25,000 infants and toddlers with Early Head Start.⁶ Aside from the problem of space within programs, Philadelphia faces challenges around supplying sufficient high quality options. Keystone STARS (Standards, Training/Professional Development, Assistance, Resources and Support) is Pennsylvania's child care quality rating and improvement

² See, for example: Weiland, C., & Yoshikawa et al., , H. (2013; Magnuson 2013; Barnett & Ackerman 2006). Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function, and Emotional Skills. *Child Development*, (6), 2112.

³ Bitsko, R. H., Holbrook, J. R., Robinson, L. R., Kaminski, J. W., Ghandour, R., Smith, C., & ... EdS. (2016). Health Care, Family, and Community Factors Associated with Mental, Behavioral, and Developmental Disorders in Early Childhood - United States, 2011-2012. *MMWR: Morbidity & Mortality Weekly Report*, 65(9), 221-226.

⁴ U.S. Census Bureau, American FactFinder, Tables B05009, B16007, B17024, B19125.

⁵ Shared Prosperity Philadelphia. (2013). *Our plan to fight poverty*. Philadelphia, PA: Mayor's Office of Community Empowerment and Opportunity.

⁶ Shared Prosperity Philadelphia. (2015). *A running start Philadelphia—For every child, birth to 5: Our citywide plan to improve early learning quality and access*. Philadelphia, PA: Mayor's Office of Community Empowerment and Opportunity.

system. Of the 871 child care centers in Philadelphia enrolled in the Keystone STARS quality rating system, only 14% are rated high-quality.⁷

Children without formal Pre-K experiences enter Kindergarten disproportionately behind their peers on necessary skills. A 2015-2016 analysis found that 44% of students with no Pre-K experience needed intensive intervention to achieve letter-naming fluency versus 20% of their peers with formal Pre-K.⁸ While schools have programs in place to assist Kindergarteners who start off behind, the gap is difficult to close.

The widespread lack of access to high-quality early childhood education appears to directly impact the school readiness of Promise Zone children. Neighborhood children ages 2-6 who attend area child care centers demonstrate low pre-literacy levels, with children in the Promise Zone scoring lower than 69% of comparable children outside of the Promise Zone.⁹ Formal reports from Pennsylvania's Kindergarten Entry Inventory (KEI), a statewide standards-based assessment used to measure students' Kindergarten readiness within the first 45 days of school, provide further evidence of how frequently Promise Zone children are insufficiently prepared for Kindergarten. On average, only about 20% of children in the Promise Zone demonstrate or exceed proficiency in phonological awareness, the critical reading skill that facilitates sounding out words. Moreover, Promise Zone students tend to be farther behind in their mastery of approaches to learning, with only 25% of Kindergarteners demonstrating or exceeding proficiency in problem solving and 19% demonstrating or exceeding proficiency in

⁷ Shared Prosperity Philadelphia. (2013). *Our plan to fight poverty*. Philadelphia, PA: Mayor's Office of Community Empowerment and Opportunity.

⁸ School Reform Commission. (n.d.). *Early care and education: A profile of the school district of Philadelphia's incoming kindergarten class in 2015-2016*. Philadelphia, PA: The School District of Philadelphia.

⁹ Drexel University Early Childhood Education Concept Paper (May 2014).

deconstructing larger tasks into smaller components on the 2015-2016 school year assessment.¹⁰ In Philadelphia, 46% of students are below the benchmark for letter naming fluency when they enter Kindergarten.¹¹ When comparing students in Philadelphia with the rest of the state, the share of students in third grade scoring proficient or advanced in reading and math is significantly below the state's level (see Attachment 2).

Early Successes

There are initiatives currently operating within the Promise Zone aimed at improving the quality of early education. For example, Action for Early Learning (AFEL) a Drexel University-led collaborative, targets the high need, high poverty neighborhoods of Mantua, Powelton Village, West Powelton and Belmont. AFEL reported improved Pre-K literacy levels from an average percentile score of 34 in 2014 to 42 in 2015 at four programs in the Promise Zone neighborhoods funded by a grant from the Lenfest Foundation.

More is Needed

Despite signs of progress at the four schools mentioned above, Pre-Kindergarten literacy levels remain low.¹² Additionally, data show that in the Promise Zone high-quality formal childcare is in short supply, and parents frequently rely on low-quality formal or informal options. In a 2014 Promise Zone child care survey of four zip codes within the Promise Zone, only 28% of children were enrolled in Head Start, Early Head Start, or Pre-K Counts centers, while 37% were in non-Head Start child care centers.¹³ Although both area Head Start programs were rated as high-

¹⁰ Urban Institute analysis of 2015-2016 West Philadelphia KEI data.

¹¹ Shared Prosperity Philadelphia. (2015). *A running start Philadelphia—For every child, birth to 5: Our citywide plan to improve early learning quality and access*. Philadelphia, PA: Mayor's Office of Community Empowerment and Opportunity.

¹² Kerman, L. (February 19, 2016). *Lenfest early childhood investment in Mantua*. [Memorandum]. Philadelphia, PA: Drexel University, University and Community Partnerships.

¹³ Urban Institute analysis of data from the Child Care Survey: Mantua, Powelton, and Belmont (February 2014). Source: A. Klem (personal communication, August 8, 2016).

quality (3 Keystone STARS),¹⁴ 65% of the 23 licensed area child care providers were of low quality in 2013. Children from the Promise Zone make up 90 percent of enrollment at low quality child care centers.¹⁵ Data from the 2014 Child Care Survey shows an even higher figure in the Promise Zone than citywide, with 18% of children not being in formal childcare. Children in Belmont 25%) and Mantua (17%) are particularly likely to be in the informal care of family and friends.¹⁶

Program Design Implications: Increase the quantity and quality of early childhood education providers in the Promise Neighborhood. Improve school readiness through the expansion of early literacy programs. Ensure parents and caregivers understand the importance of early childhood education programs and have the information they need to select and enroll their children in quality early childhood programming.

K-12 EDUCATION

Assessing Need

The School District of Philadelphia (SDP) is the eighth largest in the nation. While roughly half of the district's budget is provided by the city, the State of Pennsylvania has considerable influence in the school district, both through the appointment of district commissioners and in providing roughly a third of its funding.¹⁷ As a result, the SDP has been battling an ongoing budget crisis for several years. Between 2011 and 2012, SDP cut almost 17 percent of its workforce, including nearly 2,000 teachers.¹⁸ Subsequently, in 2013, SDP's state-run School Reform Commission voted to close twenty-three public schools (10 percent of all public schools in the city), including University City High School located in the Promise Zone footprint, and the

¹⁴ Drexel University Early Childhood Education Concept Paper (May 2014).

¹⁵ Drexel University Final Report for The William Penn Foundation Closing the Achievement Gap Planning Grant (May 2014).

¹⁶ Urban Institute analysis of data from the Child Care Survey: Mantua, Powelton, and Belmont (February 2014). Source: A. Klem (personal communication, August 8, 2016).

¹⁸ See transcript from Questions and Answers with Mike Masch, Vice President for Finance and CFO, Manhattan College http://jspan.org/sites/default/files/uploaded_files/masch2.pdf

school district laid off 3,783 employees.¹⁹ That same year, the district superintendent announced that schools might not open on time, as severe budget cuts that led to mass layoffs resulted in insufficient staffing. However, a financial-aid pledge from the city enabled some laid-off faculty and staff to be recalled, which allowed schools to open as scheduled.

Continued budget crises have implications for education throughout Philadelphia, but their effect may be more pronounced in the Promise Zone. With the district's severely constrained financial circumstances, making investments in quality schools in the Promise Zone is a considerable barrier despite the extensive research that links persistent neighborhood segregation with disparities in local education system and long-term economic outcomes. Residential segregation and school segregation are highly correlated,^{20,21} with segregated schools being tied to low educational attainment for minority students.^{22,23} Further, schools serving communities of color often experience resource deficiencies, including high student-teacher ratios, fewer highly qualified teachers, and fewer advanced placement courses to prepare students for postsecondary education.²⁴

The schools enjoined in ProSPER (hereafter referred to jointly as ProSPER schools) include one district neighborhood K-4 school (Powel Elementary), three district neighborhood K-8 schools (Morton McMichael, Alain Locke, Martha Washington), one

¹⁹ Mezzacappa, Dale "District lays off more than 3,700 employees" *The Notebook*, June 07, 2013; Mezzacappa, Dale, "270 more layoff notices to go out this week" *The Notebook*, June 05, 2012

²⁰ Clark, William A. V., and Regan Maas. 2012. "Schools, Neighborhoods and Selection Outcomes across Metropolitan Los Angeles." *Population Research and Policy Review* 31 (3): 339–60.

²¹ Frankenberg, Erica. 2013. "The Role of Residential Segregation in Contemporary School Segregation." *Education and Urban Society* 45 (5): 548–70.

²² Goldsmith, Pat Rubio. 2009. "Schools or Neighborhoods or Both? Race and Ethnic Segregation and Educational Attainment." *Social Forces* 84 (4): 1913–41.

²³ Quillian, Lincoln. 2014. "Does Segregation Create Winners and Losers? Residential Segregation and Inequality in Education Attainment." *Social Problems* 61 (3): 402–26.

²⁴ Rawlings, Lynette A. 2015. "Understanding the Environmental Contexts of Boys and Young Men of Color." Washington, DC: Urban Institute.

approved to include a high school as of June 2016. SDP organizes schools into six “networks.” Schools within each network share either a) geography, or b) assets and challenges. These networks are organized into:

1. Autonomy Network: Select high performing schools that are granted greater flexibility in their own administration;
2. Innovation Network: Schools where emerging practices in education are tested and scaled;
3. Neighborhood Network: Schools that serve a cluster of neighborhoods;
4. Opportunity Network: Schools where education can be focused on students who are overage, under-credit, or who have been expelled or suspended;
5. Turnaround Network: Low-performing schools needing considerable improvements;
6. Charters: Autonomous schools contracted to provide educational services.

Collectively serving over 2,600 students, ProSPER schools have an uneven record in student achievement, with McMichael School in Mantua (K-8) and West Philadelphia High School both being designated as turnaround schools,” or schools that have long records of low performance that require intensive intervention. Science Leadership Academy Middle School (SLA-MS), the new middle school opening in the 2016-2017 school year, is an inquiry-based neighborhood school, modeled on Science Leadership Academy High School, a magnet STEM high school. Its students will primarily come from Samuel Powel School, with students from the Promise Zone’s Mantua neighborhood receiving preference. There are additional schools within the Promise Zone that are not directly enjoined in this application; there are three schools outside of the target area that serve approximately 15 percent of students who live within the 19104 zip code, and one Catholic school—Our Mother of Sorrows School—on the border.

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Target Schools and School Based Assets (see school selection document-Attachment #11)

Target School	Existing School Based Asset(s)
Powel (Neighborhood)	Pre-K (coming 2016) Asst. Principal through SoE Drexel School of Education partnership America Reads, America Counts
West High School (Turnaround)	Promise Corps CTE GEAR UP
SLAMS (Innovation) Opening 2016-2017	Inquiry School Drexel School of Education partnership Dornsife Center location Eventual co-location with Powel
Locke (Neighborhood)	Lindy Scholars Community School applicant 21 st Century Grant
Martha Washington (Neighborhood)	Pre-K close by Lindy Scholars
Belmont Charter (Charter)	Community school remodel Neighborhood Charter
McMichael (Turnaround)	Pre-K Drexel School of Education partnership Lindy Scholars 21 st Century Grant GEAR Up Early Literacy (Lenfest) In-School and Out of School program support (Lenfest) Pre-K Transitions (OCDEL)

The picture of school performance is complicated at the neighborhood school level; with individual school performance being impacted by current efforts within the Promise Zone to pilot and demonstrate the effectiveness of evidence-based educational reform. To understand these differences, there are a few key factors influencing individual school performance that must be considered. Outside of the standout achiever Samuel Powel Elementary, only one

Promise Zone school – Martha Washington – was able to meet or exceed the district average percentage of proficient students in the 2013-2014 school year in any grade (in this case, 8th graders exceeded the average).

Early Successes

It is not a coincidence that Powel is outperforming the other schools in the Promise Zone. Through the Promise Zone Initiative, Drexel School of Education has worked with the principal and community partners to craft a plan for Powel that is focused on strengthening grades 1-4 conceptual math skills. The piloted intervention in Powel over the last four years includes 1) leadership development for the principal, who has the ability to provide 120+ classroom observations a year; 2) assistance with developing a strong community of teachers who feel supported by their principal; 3) additional school personnel member to manage behavior, safety and climate matters so that the principal has the time to emphasize academics and coaching; 4) fundraising support for behavioral health programming in the school; 5) development of a clear vision for the school that drives decision making relative to which programs will be supported in which years (i.e. focus on conceptual math in 2016-2017); and 6) the development of a very strong home and school organization and parental support group. This pilot model has led to significant student achievement at Powel, now an outlier among its peers.

More is Needed

PSSA scores in the 2014-2015 school year continue to show many ProSPER schools lagging behind in student performance, though changes to the test and scoring make these scores incomparable with scores in previous years. The number of students demonstrating proficiency or advanced mastery dropped statewide by an average of 35 percentage points in math and 9 percentage points in English and language arts due to revised, more rigorous cut scores and the

alignment of the test with the more challenging Pennsylvania Core Standards.²⁵ While there is an expectation that scores will rise over the course of the next few years as educators and students become familiar with the new test, ProSPER schools' scores frequently show the need for continuous and significant improvement.

At the high school level, West Philadelphia High School has shown promising signs of improvement. The school's graduation rate among its 4-year cohort has increased from 45 percent in the 2011-2012 school year to 63 percent in 2014-2015, though that is down from a peak of nearly 75 percent the year prior. Relative to the district's graduation rate of 65 percent, West Philadelphia High School is comparable.²⁶ Gains in graduation rates have been uneven, with large gains in female graduation rates driving much of the increase in graduation rates overall. Four-year male graduation rates have not risen higher than 60 percent since the 2011-2012 school year, with an average graduation rate of 54 percent. In contrast, 4-year female graduation rates peaked at 86 percent in the 2013-2014 school year and have consistently been higher, averaging a 67 percent graduation rate.²⁷

Despite these signs of progress, West Philadelphia High School still lags behind other schools in the Philadelphia School District, falling in the bottom quartile of high schools in the district on the state's high school standardized proficiency test, the Keystone Exam. Data from the 2014-2015 school year show that 33 percent of West Philadelphia High School students were proficient or advanced in literature, 10 percent in biology, and 19 percent in algebra 1, which places it well below the districts average percentage of students who were proficient or

²⁵ PSEA Educational Services Division (2015). *Understanding the 2015 PSSA and Cut Score Changes*. Professional Learning Exchange. Source: E. Horvat (personal communication, August 2, 2016).

²⁶ 2014-2015 Grad Rate Summary.

²⁷ Urban Institute analysis of West Philadelphia High School graduation data.

advanced: 49 percent in literature, 25 percent in biology, and 38 percent in algebra 1 (see Attachment 6).²⁸

SDP saw approximately 6 percent of its 7th-12th graders drop out of school in the 2014-2015 school year, though dropout rates for individual schools vary widely. West Philadelphia High School is among the schools with the highest dropout rates in the school district, with nearly 10 percent of their students not completing their studies. While nearly 58 percent of dropouts in the school district were male, nearly three-fourths (72 percent) of the dropouts at West Philadelphia High School were male.²⁹ Similarly, SDP had an average retention rate of 83 percent across its high schools in the 2014-2015 school year, while West Philadelphia High School has a retention rate of 72 percent, ranking in the bottom quartile of district high schools.³⁰

Program Design Implications: Build upon early successes by expanding successful education reform initiatives to extend to all target elementary and middle schools. Expand OST programs and experiential learning experiences to support academic achievement. Develop and support school leadership and teachers and ensure that students have the tools, support, and learning environment needed to be successful. Reengage disconnected youth and ensure multiple pathways to high school graduation.

COLLEGE AND CAREER

Assessing Need

Unlike other major east coast cities, Philadelphia does not retain its college graduates nor does it have a high percentage of college educated young people ready to enter its workforce. Despite the fact that there are 102 colleges and universities within 50 miles of Philadelphia, the city does not retain these well-educated young people when they graduate. Philadelphia has one of the largest proportions of people with less than a high school diploma and only 47 percent of city residents have obtained a 2 or 4 year degree.

²⁸ Urban Institute analysis of Keystone Exam data.

²⁹ Urban Institute analysis of 2014-2015 dropout data.

³⁰ Urban Institute analysis of the 2014-2015 School Progress Report.

Educational attainment also tends to be lower in the Promise Zone than in Philadelphia at large; 21 percent of the population above the age of 25 has less than a high school diploma, compared to 16 percent of the residents in Philadelphia with less than a high school diploma. Within the Promise Zone, Powelton Village and West Powelton (census tracts 90, 91, and 92) have the highest proportions of students in college or graduate school, reflecting their proximity to Drexel University and the high student population; 99 percent of those enrolled in school in census tract 90 were currently enrolled in higher education. In Belmont (census tract 107), only 14 percent of students are enrolled in college or graduate school, showing the stark differences between areas within the Promise Zone when it comes to higher educational enrollment.³¹

Like many other areas of the country, the ranks of guidance counselors and other career readiness supports have been cut out of schools. In addition, despite SDP's recent adoption of Naviance as a college and career exploration platform, adoption and user rates are very low. Students do not have adequate exposure to careers, nor is the belief that they will be college-ready widely shared. While counselors are being added back in as funding becomes available, in 2014-15 the counselor to student ratio was 1 to over 500. At West Philadelphia High School the first fall matriculation rate in college is 34%, down from the previous year's rate of 42 percent.³² While efforts are underway to fill the gap left by this high need and better prepare students to successfully transition to college or career, the bulk of this programming occurs outside of schools throughout-of-school time programs and work experiences.

³¹ Urban Institute Analysis of 2010-2014 5-year ACS estimates.

³² Philadelphia School District. (n.d.). *West Philadelphia High School 2014-2015 school progress report*. Philadelphia, PA.

Early Successes

There are many existing college and career readiness programs located within the Promise Zone. Since its inception, the Promise Zone partnership has prioritized preparing students for college and/or career and already provides an array of services and programs intended to assist youth in this transition. An early accomplishment has been the successful launch of Promise Corps, an AmeriCorps program that deploys college and career coaches for one on one counseling sessions with students. Promise Corps coordinates with the SDP Gear Up program. These two programs have begun to raise college and career awareness among this population with 400 Promise Zone students receiving individual counseling. Additionally, in the 2014-15 school year, 42 percent of West Philadelphia High School students enrolled in a post-secondary institution in the fall after graduation.³³

More is Needed

Despite the availability of an array of programs and services to prepare youth for college and/or career, services are not coordinated, are located outside of the neighborhood making them difficult for young people to access, and are unknown to many youth and families. Despite demonstrated need, enrollment in existing programs is low.

Program Design Implications: *Expand and scale-up existing programs and activities and better coordinate these services to reduce barriers to participation. Increase awareness of the many programs and services offered to young people through improved outreach inclusive of parent education programs. Engage parents in active planning for postsecondary transition.*

FAMILY AND COMMUNITY SUPPORTS

Assessing Need

Racial health disparities in Philadelphia are evident across a range of health issues. The Promise Zone is primarily comprised of Black residents; 67 percent of the population is Black -- a significantly larger percentage than the 42 percent of Philadelphia residents who are Black.

Indicators where African Americans Experience Disproportionately Poor Outcomes³⁴

- Reading ability in 3rd grade, unemployment
- Life expectancy, premature death
- Adult smoking, smoking deaths, secondhand smoke exposure
- Child obesity among girls, adult obesity, youth sugary drink consumption
- Hypertension, diabetes, early heart disease deaths
- New HIV diagnoses
- Teen gonorrhea and chlamydia rates
- Infant mortality, low birth weight, prenatal care, breastfeeding initiation, 5+ births
- Child asthma hospitalization, elevated lead levels, child mortality
- Preventable hospitalizations
- Homicide mortality, firearm homicides
- Access to healthy foods and recreational facilities

Barriers to health and stability

Access to Nutritious Food: The Promise Zone is a food desert. The most central grocery store, located in University City, is located in and priced for a higher income neighborhood, presenting financial and social barriers to healthy food. Plans to bring a grocery store to the Mantua neighborhood begun in 2012-2013 have not materialized, and the designated site remains a vacant lot. Residents remain limited to corner stores, which tend to be expensive and generally lack healthy food such as fresh produce. Additionally, residents lack access to basic amenities including banks, gas stations, drug stores, pharmacies, and health and wellness facilities.

Quality, Affordable Housing: Most of the occupied housing units (73%) in the Promise Zone are renter-occupied, though this varies by census tract.³⁵ Housing affordability and quality are pressing neighborhood concerns. About 32 percent of owner occupied units within the Promise Zone either (1) lack complete kitchen or plumbing facilities, (2) are overcrowded, or (3) have

³⁴ Philadelphia Dept. of Public Health, Community Health Needs Assessment, May 2014.

³⁵ Urban Institute Analysis of 2010-2014 5-year ACS estimates.

housing costs that exceed 30 percent of household income. More than half (55%) of renter occupied units have at least one of these conditions.³⁶

Early Success

Rates of distressed public and assisted housing have been impacted by a 2010 HUD funded Choice Neighborhoods planning grant that targeted the Promise Zone. Mount Vernon Manor, a local Community Development Corporation and the recipient of the Choice Planning grant (grant# PA3APH502CNP110) is a key partner in this project and has included a memorandum of understanding indicating its commitment to coordinating and aligning resources with this project (see attached MOU). The planning grant ended in 2013, and resulted in the development of a plan to renovate a nine building, 125 unit affordable housing complex located in Mantua, as well as the development of a civic association and a comprehensive community plan.

The neighborhood is addressing crime and safety through a Byrne Criminal Justice grant that focuses on neighborhood organizing efforts to build trust between youth and law enforcement through community policing. While this grant is set to close this year, it has helped direct the focus and efforts of the Promise Zone Public Safety Committee, which will continue for the duration of the Promise Zone designation.

Physical and mental health disparities are being addressed through the expansion of school-based and community-based health services. Additionally, the Mayor's Community School initiative provides resources to establish health and wellness hubs at selected Community schools.

More is Needed

Although the Promise Zone is located near many excellent medical institutions, low income residents face significant barriers in access. While health care is critical for the prevention and

³⁶ Urban Institute Analysis of 2010-2014 5-year ACS estimates.

management of illness, it can prevent only 10 percent of premature deaths. Therefore, comprehensive public health strategies must address access to health care in the context of broader social, behavioral, and environmental interventions. Philadelphia is home to 5 medical schools and over 80 hospitals and health centers, yet numerous barriers to health care access remain, including the cost of care, uninsurance and underinsurance, limited primary care capacity, and disparate geographic availability of services.

Mental and behavioral health needs of children and adults are a primary area of unmet need. Past studies, including the seminal 1998 Kaiser study by Felitti and Anda, have confirmed the negative impact of adverse childhood experiences (ACEs), such as physical, emotional and sexual abuse and household dysfunction, on health behaviors and health outcomes in adulthood. In 2013, the Philadelphia Urban ACE Survey examined the stressors that exist in communities in Philadelphia.³⁷ The study found that 40.5 percent of Philadelphia adults witnessed violence while growing up. Over one-third (34.5%) of adults reported experiencing discrimination based on race or ethnicity, while almost three in ten adults (27.3%) reported having felt unsafe in their neighborhoods during childhood. These findings suggest the need for services that address the unique environmental stressors experienced in urban neighborhoods to mitigate impacts on individuals, families, and communities across the life span.

Program Design Implications: Build on early success and support programs that provide residents with quality affordable housing. Implement a Compassionate Schools model to provide trauma-informed education in a supportive and caring environment. Expand the trauma-informed approach to the entire community so that all service providers in the neighborhood serve residents (children and adults) from a trauma-informed approach. Improve access to health care and access to nutritious food. Increase family stability through education and

³⁷ Public Health Management Corp, Findings from the Philadelphia Urban ACE Survey, 2013. Retrieved 8/22/16 from <http://www.instituteforsafefamilies.org/sites/default/files/isfFiles/Philadelphia%20Urban%20ACE%20Report%202013.pdf>

economic opportunities for adult household members. Stabilize communities and facilitate feelings of safety and increased security.

ProSPER – The Timing is Right

For the past 50 years, the landscape of innovation has been dominated by places like Silicon Valley, Research Triangle Park, and Boston’s Route 128 – suburban corridors of spatially isolated corporate campuses, accessible only by car, with little emphasis on quality of life or integration of work, housing, and recreation. A new urban model is now emerging, giving rise to “innovation districts.” By definition, these are geographic areas where anchor institutions and companies cluster and connect with start-ups, business incubators, and accelerators. These districts are physically compact, transit-accessible, and technically-wired, and they offer mixed-use housing, office, and retail.

Imagine such a district, intentionally constructed in Philadelphia, known as a city of neighborhoods where a two-lane street can separate strikingly different communities, as a purposeful means to address long-term educational and economic inequality suffered by residents in one of the poorest big cities in America. An innovation district specifically designed by local residents, anchor institutions, governmental agencies, non-profit service providers, and the local school district, from inception, to lift local communities out of poverty through an intentional focus on equitable development and educational and economic opportunities intended to maximize resident participation and benefit in a new economy. Imagine this intentionally designed innovation district that builds on the foundation for integration and collaboration enabled by the U.S. Department of Housing and Urban Development’s Promise Zone Initiative. To image such a district is to understand the Promise Zone and the context for ProSPER.

According to the Bureau of Labor Statistics (BLS), the Philadelphia area experienced high growth in professional and business services employment. Philadelphia’s 5 percent growth in

May 2016 was higher than the nationwide increase of 3 percent in this industry. Moreover, education and health services employment increased by 2 percent since May 2015 and has increased 18 percent in the last ten years.³⁸ Despite these gains, many neighborhood residents remain poor, unemployed, or unable to participate in the local economic growth due to educational disparities and other barriers. The jobs in these industries generally require technical skills and higher education or post-secondary training that many Promise Zone residents lack.

In the nearby University City District, there has been an 80 percent increase in middle-to-high-wage jobs from 2008 to 2013, and University City District projected that by the end of 2015 it would surpass 75,000 jobs. The residential workforce is among the most educated in the city, with 56 percent of University City residents possessing bachelor's degrees or above, compared to 24 percent in Philadelphia overall. University City District job growth estimates show an increase in nearly 20,000 jobs in the past 10 years. Roughly 12 percent of all City jobs are within University City. More than 65 percent of University City jobs pay more than \$40,000, whereas Citywide this number is below 50 percent. Three quarters (77 percent) of University City jobs are in education and healthcare.³⁹

Because residents in the Promise Zone are more likely to be unemployed, experience unstable employment and often hold jobs that do not provide family-sustaining wages, training and intermediary organizations play critical roles in connecting adults to meaningful employment. Within the footprint several community-based agencies support area residents seeking assistance with education, job training, starting new businesses and accessing benefits. Working to provide

³⁸ Bureau of Labor Statistics http://www.bls.gov/regions/mid-atlantic/news-release/AreaEmployment_Philadelphia.htm

³⁹ University City District. (n.d.). The state of University City 2016. Philadelphia, PA: University City District (UCD)

residents an opportunity to participate in the current economic growth in Philadelphia, the following workforce development activities are currently taking place:

- Drexel operates the Dornsife Center for Neighborhood Partnerships, a resource center for adult education, financial education, support for small business development, job training, legal assistance, and health and wellness counseling;
- WorkReady, a coordinated workforce development program, that has 30 work sites within the Promise Zone and 186 participating Promise Zone youth;
- People's Emergency Center (PEC) provides adult education, financial education, legal assistance, health and wellness services, assistance in accessing city benefits, job training, and computer education. PEC also offers retail recruitment, technical assistance, employment training programs and commercial corridor management for small business owners;
- The Philadelphia Housing Authority (PHA) offers its own tenants free training in growing fields such as telecommunications, healthcare and hospitality;
- University City District's West Philadelphia Skills Initiative provides job training to build workforce capacity and connect area residents to employment opportunities in local anchor institutions.

We must act now to leverage these existing investments, to capitalize on the current economic growth and expansion happening in University City, and to maximize the potential of every dollar invested in an effort to transform a disenfranchised neighborhood into a thriving community.

Despite the economic growth and described community supports, the success of Promise Neighborhoods rests largely on the capacity of a community to leverage its many forms of capital, including collective social engagement, to achieve large-scale, systematic change.

Despite challenging socioeconomic conditions, residents of the Promise Zone express pride in the area's rich history and desire to address neighborhood concerns, organize, and make improvements. The Promise Zone offers existing neighborhood networks and civic associations a foundation on which this effort can build. For example, Promise Zone residents that participated in group interviews mentioned efforts by former gang members to organize and reach out to youth in their neighborhoods. Community residents also remarked on the importance of churches not only as places of worship, but as anchor institutions that empower their community and provide space for organizing and planning. Neighborhood civic associations can also play key roles in partnering to help lift individuals and communities out of poverty. In particular, Mount Vernon Manor, Inc. is a driving force in revitalization efforts. Working in close partnership with Philadelphia Local Initiative Support Corporation (LISC) and Drexel University, Mount Vernon Manor has fostered the creation of several new civic institutions in response to needs identified during the HUD Choice Neighborhoods planning process: the Mantua Collaborative facilitates resident engagement for implementing revitalization activities proposed in the Mantua Transformation Plan, and serves as the vehicle for resident engagement in the Promise Zone; the Youth Advisory Committee / DB4 (Da Bottom 4), mobilizes area youth around topics such as health, recreation, education, culture, art and career development, and; the Mantua Civic Association works closely with LISC to build long-term capacity in civic leadership and governance.

Local efforts have been instrumental in all neighborhoods within the Promise Zone, bringing together residents, local leaders, and other stakeholders to bring about community change.

Examples of their work include:

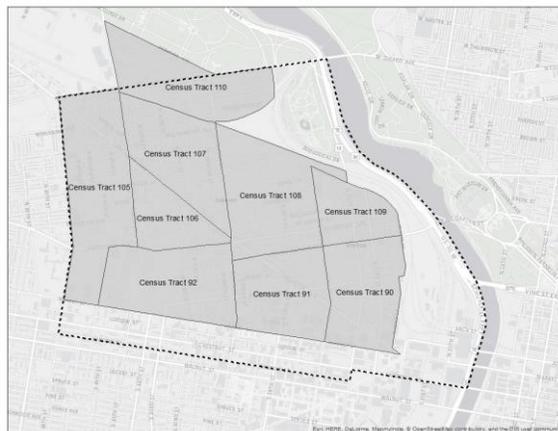
- The West Powelton Concerned Community Council’s participation in the West Powelton & Saunders Park Neighborhood Plan, part of People’s Emergency Center’s initial comprehensive neighborhood plan completed in 2004.
- People’s Emergency Center completed a second resident-driven plan, Make Your Mark!, in 2012, which provided much of the groundwork and template for the Promise Zone designation and addressed the needs of the neighborhoods of West Powelton, Mill Creek, Belmont, Mantua, and Saunders Park, all of which are included in the Promise Zone boundaries. This plan has leveraged local and national government and philanthropic funding support.
- The Belmont Alliance Civic Association’s assistance with connecting residents to key services related to employment and community wellness, including a youth summer lunch program and affordable rental housing search.
- The Registered Community Organizations (RCOs) throughout the Promise Zone—the West Belmont Civic Association, Mantua Civic Association, Powelton Village Civic Association, and the People’s Emergency Center Community Development Corporation—which help to raise local voices in zoning.

Drexel University’s intentional efforts for equitable development in University City to include the design and creation of an innovation economy is a unique economic development approach that works because of the strong economic development gains in Philadelphia and, in large part, due to the active civic engagement of the community and the extensive relationships that have

developed over many years of collaboration among partnering entities. Drexel’s focus on educational initiatives and ongoing health and wellness and family and community support initiatives are well aligned with Promise Neighborhood goals and will serve as a backbone for the expansion of the existing Promise Zone investments.

West Philadelphia Promise Neighborhood Zone Geography

ProSPER’s target area will mirror that of the Federally designated Promise Zone - a continuous two-square mile area in West Philadelphia. It includes the neighborhoods of Mantua, Powelton Village, West Powelton, Belmont, Mill Creek, and East Parkside, and includes the entirety of census tracts 90, 91, 92, 105, 106, 107, 108, and 109 (see Attachment 3-1). Its boundaries consist of: Girard Avenue (northern boundary), 48th Street (western boundary), Sansom Street from 48th Street to 34th Street, and Chestnut Street from 34th Street to the Schuylkill River (southern boundary), and the Schuylkill River (eastern boundary). Since 2010, the Promise Zone population has increased by 2,665 people,⁴⁰ and it is growing at a faster rate than the city’s population (10% compared to 3% growth citywide since 2010). The proportion of children in the Promise Zone (21%) is on par with the city (22%); however, the youth population is not evenly dispersed: in Powelton Village (census tracts 90 and 91), children comprise only 3% of the population, whereas in Belmont, East Parkside, and parts of Mantua (census tracts 107,109, and 110),



⁴⁰ Urban Institute Analysis of 2010-2014 5-year ACS estimates.

children comprise 30 percent of the population (see Attachment 3).⁴¹

A Note on Census Tract 90: Due to the high proportion of university students living there, census tract 90 differs on many key socioeconomic and demographic characteristics when compared to other tracts within the Promise Zone. This tract contains part of Philadelphia's University City neighborhood, and is home to a large portion of Drexel University's campus, including university housing and academic buildings. Drexel University has experienced considerable growth within the past several years: its student population tripled between 1995 and 2012 and the school has shifted from a commuter to a residential campus. These changes have had a considerable impact on the population of the census tract: almost 90% of the tract's population is between 15 and 24 in age, of which over 99% are enrolled in higher education. Because of this high proportion of student residents, census tract 90 is an outlier within the Promise Zone. Its residents are more likely to be younger, White, and have come from families with higher incomes than other Promise Zone residents. They are also less likely to be homeowners, receive public assistance, or lack health insurance (see Attachment #4). These differences in residential population should be kept in mind when evaluating statistical indicators of need for census tract 90, the Promise Zone as a whole, and the City of Philadelphia as a whole.

Other than census tract 90, most of the Promise Zone is comprised of historically black, economically depressed communities. Of the 29,480 residents, 53% live in poverty – nearly double the rate of the city of Philadelphia (27%). Yet despite high poverty, low education levels, serious crime, and other challenges, the Promise Zone includes or is proximate to strong and

⁴¹ Urban Institute Analysis of 2010-2014 5-year ACS estimates.

committed anchor institutions, transportation resources, and other economic drivers and community assets (see Attachment 5). It is also served by a network of active civic institutions, resident association groups, social service providers, and community-based agencies that offer a range of youth, adult, and family programs and services. The Promise Zone is benefitted from deep relationships between these community organizations and service agencies as well as through extensive collaborative networks with large, anchor institutions, business enterprises, governmental agencies, and the School District of Philadelphia. These extensive relationship networks, solidified through the HUD Promise Zone Initiative, provide the foundation for success upon which ProSPER will rely. Furthermore, unique to Philadelphia and this Promise Neighborhood application, the Promise Zone is adjacent to University City, and through intentional efforts, Promise Neighborhood residents will be provided specific opportunities, intended to eliminate barriers to participation in the University City innovation economy. Large anchor institutions including regional healthcare, science and technology organizations, such as the Hospital of University of Pennsylvania, Children's Hospital, Veteran Administration's Hospital and University City Science Center, also are within walking distance. Yet notwithstanding proximate community resources and some progress over the years, the Promise Zone continues to be an area of high socioeconomic need.

The plan that follows is a summary of these priorities, framed to include a complete continuum of cradle-to-college-to-career solutions, with a "great schools" framework at the center and comprehensive ancillary community supports throughout. All proposed strategies are fully accessible to children and students with disabilities as well as English language learners. Students with disabilities and English language learners will have access to the full array of proposed solutions, with appropriate participation determined in accordance with specialized

learning plans. The proposed supports through the continuum are expected to provide additional supports to all children in need of specialized instruction, regardless of disability or language proficiency. As such, children with disabilities and English language learners will benefit from the educational solutions and supports proposed.

III. A.2a Quality of Project Design

Implementation Plan for Creating Cradle-to-Career Continuum

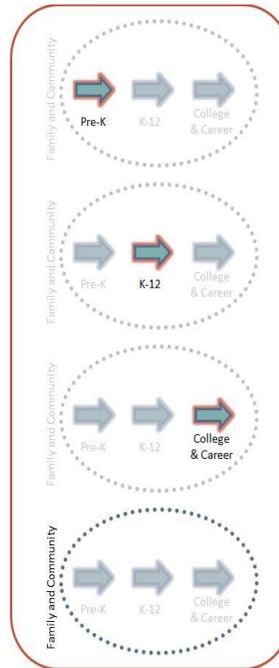
Our Strategy

Following five years of planning and two years of intensive partnership work as a designated Promise Zone, we have vetted the programs and services from more than 100 organizations and service agencies, anchor institutions, education providers, governmental departments and private and philanthropic entities and investors and continue to attract the attention of those looking to partner with us to serve the neighborhood in a meaningful way. While each of the individual programs and services offered by ProSPER and described as part of the proposed Continuum of Services (the Continuum) are important, our Collective Impact theory of change tells us that no single policy, government, department organization or program can independently solve the complex socioeconomic issues experienced by families in the Promise Zone leading to the described education, economic and health disparities as discussed in the Needs section and described more fully in the attached Needs Assessment (see Attachment #1).

As such, our strategy calls for the transition of the existing Promise Zone partnership to a true

Collective Impact model, with a centralized infrastructure led by Drexel University, having dedicated senior personnel whose role is to coordinate the individual efforts of each program such that they act in concert with each other to fulfill a common agenda: improved education, health and economic opportunities for children and their

families. The implementation plan that follows, which will create a complete continuum of solutions without time and resource gaps and prepare all children in the Promise Zone to attain an excellent education and transition to college and career, is centered around education reform in low-performing schools (Turnaround Network Schools). The implementation plan is also aligned with the SDP's comprehensive strategy for improvement of schools in the neighborhood and with the District's vision to ensure that there is a great school close to where all children live (see District's plan in Attachment #6). This alignment is necessary for success under the Collective Impact model and ensures that existing resources are fully leveraged; maximizing outcomes for existing investments and expanding opportunities for scale-up through newly realized programmatic efficiencies. The plan includes attention to parents and caregivers, both as supports for their children and to improve their own outcomes, and brings civic leaders and community structures together to support the schools. Importantly, the plan calls for partnering



Early Learning

Increased high quality providers • Expanded alliance of providers • Increased credentialed teachers • Increased pre-K registration • Informed community • Trained parents • Streamlined transitions

K-12 Reform

Expanded literacy strategies • Increased enrolment in afterschool programs • Enhanced learning through immersive summer experiences • Skilled teachers supported by mentorship • Increased access to in-school behavioral health supports • Streamlined transitions and increased school choice • Earlier interventions informed by prevent programs

College and Career Readiness

Coordinated internship placement • Centralized hub for youth workforce development • New opportunities for in-school career and vocational credits • Increased coaching on navigating post-secondary pathways

Family and Community Supports

Engaged and educated parents knowledgeable of intervention services • Increased access to health care services in schools and communities • Two new Community Schools • Deeper connections between residents and workforce training • Collective partner support for affordable housing • Enhanced technology access

organizations and key stakeholders to adopt a common agenda, shared measurement (see Longitudinal Data System) and alignment of effort.

Process for the Selection of Priorities and Rationale for Project Design

Drexel, in collaboration with the Urban Institute, from June through August 2016, analyzed quantitative data assembled through both a document review of information collected by partnering institutions in the Promise Zone and additional secondary data collection. This generated completion of a Needs Assessment (Attachment #1) for use in identifying and prioritizing areas of need. Drexel conducted semi-structured group interviews with key stakeholders in the Promise Zone footprint, with the assistance of Urban Institute, in July 2016 (See Community Support and Involvement in Development of the Promise Neighborhoods Plan). Drexel leadership and core planning committee members for ProSPER then worked with neighborhood residents, partnering entities, community organizations, and stakeholders to develop a plan for funded activities specifically intended to respond to areas of greatest identified need. Thus, priorities for this project were determined based upon available data demonstrating community need; identification of evidence-based, high-impact activities having a high return on investment; community buy-in and support for the project and its stated activities; capacity of the team and its partners to carry out planned activities within the stated time frames; ability to develop valid evaluation tools and methods and use and improve a longitudinal data system for learning, continuous improvement and accountability; ability to leverage partnerships and resources; ability to demonstrate progress toward goals for improving systems; and ability to contribute and participate in a community of practice.

The resulting continuum of solutions is centered on school reform and targets seven schools located within the boundaries of the Promise Zone (see Target Schools and School Based Assets

on page #22). These schools are among some of the persistently lowest-achieving schools in Philadelphia. Target schools include two “turnaround” schools, McMichael and West High School, whereby the District has implemented the turnaround model as described in Appendix C of the Race to the Top (RTT) NOFA published in the Federal Register on November 18, 2009. Through segmentation analysis (see Needs Assessment in Attachment #1), and by selecting low-performing and turnaround schools as target schools for proposed interventions (see School Selection in Attachment #11), we ensure that children of highest need benefit from the proposed continuum of solutions.

Centered Around School Reform

The purpose of SDP’s Turnaround Network is to ensure that geography is not destiny and that **all** children in Philadelphia have a great public school close to where they live. SDP’s Turnaround Network is intended to dramatically improve Philadelphia’s lowest-performing schools by creating and investing in a District run, evidence-based turnaround model. The Turnaround Model focuses on the top five research-based strategies for education reform and includes the five essential elements ***(1) Effective leaders, (2) High quality instruction, (3) Collaborative teachers, (4) Safe and orderly learning environments, and (5) Strong family and community ties.*** Schools that succeed in changing three out of five essential elements of school turnaround are 10 times more likely to improve and 30 times less likely to stagnate⁴².

A Demonstrated, Philadelphia-focused Approach

The proposed ProSPER education strategy, deeply rooted in the turnaround model is a Philadelphia-focused approach with six key elements. We will focus on the five essential elements while adding a sixth element to intentionally take a trauma-informed approach. The

⁴² Torre, M. et al (2013). Turning around low-performing schools in Chicago. University of Chicago Consortium on Chicago School Research.

sixth element is **(6) Compassionate Engagement Throughout the Cradle-to-Career Continuum.** These six key elements provide the method by which we will seek to enhance and transform the schools and other educational initiatives within the Promise Zone.

Philadelphia is among the poorest “big cities” in America. As a result of high rates of unemployment, underemployment and low-wage jobs, many communities are impacted by the social challenges that often accompany wide-spread poverty, including housing insecurity, community violence, poor nutrition, substance abuse, chronic health issues (including Obesity, Diabetes and Asthma) and general lack of resources and supports. These factors can potentially impact parents’ ability to support their children’s educational success, as they are pulled into “survival mode” where education is not necessarily the top priority. Additionally, the intersection of a strained educational system and stressed families can lead to family/school relationships that range from disengaged to adversarial to hostile, none of which support a child’s educational outcomes.

Recognizing these factors, our approach includes an element of Compassionate Engagement, unique to the ProSPER approach, that recognizes the impact that trauma may have on both children and adults and seeks to meet the social-emotional needs of students by providing turnaround model interventions in a trauma-informed, caring, and empathetic learning environment. Bringing intensive turnaround model interventions and a compassionate learning environment to every target school in ProSPER is the intention of this proposed reform model. Through this initiative, the Compassionate Engagement dimension will be extended beyond the schools into community organizations, hospitals, and other locations where families receive services or interact with systems.

The Continuum (Cradle-to-College-and-Career-and-Beyond)

The seamless continuum of solutions will deliver programs and services across four key educational time segments, each targeting a different age group, ensuring that children of all ages have access to the full range of solutions, including those who live in the Promise Zone, but attend school outside of the target area. The Continuum is organized by the following key educational time segments, each generally marked by a clear transition period to the next, providing for natural markers of progression through each phase. For example, Early Childhood begins at birth and ends with the start of Kindergarten. K-12 Education begins in Kindergarten and ends in a students' high school graduation.

The four key time segments include:

- a. Early Childhood (Birth – 5)
- b. K-12 Education Reform (K-12)
- c. College and Career Readiness (Youth ages 14+)
- d. Family and Community Supports (Birth – 99)

A thorough description of all activities, inclusive of the timing of those activities, the number of children/families to be served, the current penetration rate relative to target population, the cost per child and the funding source (including match) for each solution may be found in Appendix F (see Attached).

What follows is a description of existing services, programs and interventions contributing to the success of the existing HUD Promise Zone initiative begun in 2014; the outcomes of those services, programs, and interventions; a description of the proposed solutions and activities to be offered under this Promise Neighborhoods initiative, each building upon the work already begun by the Promise Zone partnership; and a summary of the expected outcomes, including a clear

statement of goals and the metrics by which success of each solution will be determined (see Performance Measures).

Early Childhood (Birth – age 5)

Existing Services, Programs, and Interventions

From a chronological perspective, the continuum of solutions begins with the Action for Early Learning Initiative. The West Philadelphia Action for Early Learning Initiative (AFEL) is a Drexel University-led collaboration of social service and education agencies and community stakeholders working to create an education support system for families in the 19104 zip code. Since the launch of Drexel’s AFEL Initiative in 2014 with its emphasis on improving the quality of early childhood education opportunities in West Philadelphia, the percentage of neighborhood children (from Mantua, Powelton, and Belmont) enrolled in high quality childcare has increased from 42% to 60% after only 18 months of support from AFEL. AFEL’s systems approach aims to connect West Philadelphia childcare centers and families to citywide programs, as well as bring citywide programs and services to West Philadelphia for long-term capacity building and sustainability. To this end, AFEL is: a) creating an Alliance of West Philadelphia Childcare Providers; b) aligning with citywide work; and c) enhancing communication and coordination among service providers to better meet the needs of neighborhood families. In addition, AFEL has put in place supports to ensure that children successfully transition of Kindergarten.

Effectiveness of Existing Investments: Demonstrated Success

Demonstrated Systems Outcomes of the AFEL
<ul style="list-style-type: none"> ➤ 19 ECE centers joined the AFEL Alliance of Childcare providers for streamlined services/trainings. ➤ 22% of Alliance providers improved their quality rating via the PA STARs quality improvement system ➤ 18% increase in the number of local children enrolled in high quality centers. ➤ 64 trainings, totaling 2,246 training hours, conducted for Alliance member instructors and directors.

- 2,139 hours of follow-up coaching conducted on-site.
- Improvements on a pre-literacy assessment (the Peabody Picture Vocabulary Test) show an increase from an average score at the 31st percentile to the 39th percentile.

Building Blocks for Success: Rationale for and description of proposed solutions

High quality early childhood education (ECE) programs prepare children for success in K-12 education.⁴³ Generally, children who enter school with a low level of readiness “do progressively worse in the course of their schooling in comparison to students who enter with average readiness – and far worse in comparison to students who enter school with high levels of readiness.”⁴⁴ High quality ECE is vital for children from low-income families who are more likely to have a low level of readiness than children from moderate- and high-income families.⁴⁵ The benefits of high-quality early care and education are greater for vulnerable children such as those living within the Promise Zone than for less vulnerable children.⁴⁶ There is some indication that greater exposure to high-quality early care and education environments (either by starting at a younger age or receiving more hours of such care) can improve cognitive developmental outcomes for young children.⁴⁷

The proposed approach for school transformation includes a comprehensive focus on early learning through 12th grade to include expanding the alliance of early childhood education providers in the Promise Neighborhood to streamline trainings and services, and aligning early childhood strategies with the Mayor’s Office of Education Universal Pre-K initiative to expand

⁴³ Knudsen, E., Heckman, J., Cameron, J., & Shonkoff, J. (2006). Economic, Neurobiological and Behavioral Perspectives on Building America’s Future Workforce. doi:10.3386/w12298

⁴⁴ Gaynor, A. K. (2015). Development Toward School Readiness: A Holistic Model. *Journal of Education*, 195(3), 27-40.

⁴⁵ Isaacs, Julia B. "Starting School at a Disadvantage: The School Readiness of Poor Children. The Social Genome Project." *Center on Children and Families at Brookings* (2012).

⁴⁶ Halle, T. G., Hair, E. C., Burchinal, M., Anderson, R., & Zaslow, M. (2012). In the running for successful outcomes: Exploring the evidence for thresholds of school readiness. In *Technical report*.

⁴⁷ Zaslow, M., Anderson, R., Redd, Z., Wessel, J., Tarullo, L., & Burchinal, M. (2010). *Quality Dosage Thresholds and Features in Early Childhood Settings A Review of the Literature* (No. cdea2df43cdf4b10bb74af4189cbab8d). Mathematica Policy Research.

access to and quality of early childhood education. Universal Pre-K is one of the highest priorities for the new Mayoral administration.

The proposed early learning initiatives are supported by an outreach and awareness campaign about early childhood education and health to build knowledge, awareness, and engagement among families about the importance of high-quality early childhood education. Peer-to-peer information on the importance of early childhood education and individual and group, evidence-based parenting education, coaching, and support for caregivers of children ages 0-5 supports the utilization of early childhood education and promotes early childhood health. In addition, this peer-to-peer approach engaging parents as partners in learning will be extended from Pre-K through high school to career transitions.

The continuum includes a solution to improve transition from Pre-K to Kindergarten by implementing a common kindergarten transition program across all Promise Neighborhood early childhood education centers and elementary schools, including professional development for educators and registration assistance for parents and caregivers. Solutions to improve health and safety for students and families such as expanding early screening and intervention services to identify children with development delays, increasing access to healthy food and promotion of exercise, and increasing access to physical health care including school-based care and asthma screenings and treatment all ensure that all children arrive to school healthy and prepared to learn, providing a unique opportunity to improve literacy and numeracy outcomes for students Pre-K to 8rd grade.

Solutions and Planned Activities

Early Childhood Solutions and Activities: Result- Children enter Kindergarten ready to succeed.

Solution: Coordinate early childhood education systems to ensure high quality education

for all children ages 0-5.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Expand alliance of early childhood education providers to streamline trainings and services to support quality improvement and high quality learning environments. 2. Recruit providers to apply for slots in the Mayor’s Universal Pre-K initiative. 3. Improve access to workforce development to increase number of teachers that apply for credentials. 4. Increase Pre-K registration of children ages 0-5 within the Promise Zone.
Solution: Build knowledge, awareness, and engagement among families about the importance of high-quality early childhood education and health.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Conduct an outreach and awareness campaign about early learning and health. 2. Engage and train Family Ambassadors, doubling the current cohort of Ambassadors, to provide peer-to-peer information on the importance of early childhood education and become cross trained to support families on key educational transition points (i.e. Pre-K to Kindergarten, elementary school to middle school, and middle to high school). 3. Provide evidence-based individual and group parenting education for caregivers of children 0-5 years old to support utilization of early childhood education and promote early childhood health. 4. Provide in-home parent literacy and education support for families.
Solution: Create a seamless transition from Pre-K to Kindergarten.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Implement a joint professional development program for educators to facilitate Kindergarten transition across all childcare centers and elementary schools.

While AFEL has laid the strong foundation for this work, the opportunity now exists to expand its reach, to build upon the relationships it has established and to create an education support pipeline for families in the community. Through additional support, AFEL will expand its Outreach and Awareness to achieve the following:

Expanding the Alliance: Creating a Systems Approach to Community Development and Partnership

Over the past year, AFEL has created the structure for a community-based early childhood education system that includes an Alliance of Childcare Providers, a cohort of Family Ambassadors, and a group of key educational and social service stakeholders committed to the

Initiative's success. To build on this strong foundation, AFEL will expand its alliance of early childhood education providers to support quality improvement of early childhood education through streamlined trainings and services and will expand its collaborative team structure that aligns the expertise of ECE partners, supports a place-based approach, recognizes inherent resilience of children and families and builds on family engagement already underway in the community. Specific next steps include:

- Leverage established contacts with citywide organizations and agencies to support neighborhood systems and capacity building;
- Break down existing silos between community, social service and education agencies by facilitating communication and alignment of goals among key partners, intentionally aligning early education strategies and activities with the Mayor's Office of Education Universal Pre-K Initiative;
- Bridge gaps between community stakeholders and service organizations to promote true collaborative partnerships for long-term sustainable benefit in the community.

Building a Stronger Family Opportunity Pipeline

One of the long-term goals of AFEL is an innovative approach to building and strengthening families' relationships with education in the community by creating a Family Opportunity Pipeline that provides high quality educational opportunities across the lifespan of community residents. The Family Opportunity Pipeline would assist parents/caregivers and their children to make seamless transitions from home to childcare, from childcare to pre-school from Pre-K to Kindergarten and elementary school, and from elementary to middle and high school. With support through The Pipeline, parents and youth will be better prepared to navigate high quality education options from childcare through high school, as well as career and college exploration, leading to meaningful employment and participation in the 21st Century economy.

Support would also include empowering parents/caregivers to strengthen home literacy practices and advocate for their children's education as well as their own needs for higher education, job training and access to viable employment options. To accomplish this, we will double the number of Family Ambassadors from 15 to 30 trained each year and expand the programs reach by developing a curriculum to cross train Ambassadors on key educational transition points from Pre-K through the transition to high school.

Critical to the Family Opportunity Pipeline will be the addition of in-home visitation for families with children under five years old, with the goal of providing parenting support and connecting families to quality early childhood education options. Through this initiative, AFEL will engage 50 families in the first year, and add 25 families per year for in-home parent literacy training. Partnering with an established organization like Parent Child Home Program, will strengthen AFEL's Family Outreach Program and connect more children to quality education options. Additionally, AFEL will work with Wordsworth to expand parent literacy among Promise Zone families through implementation of the evidence-based Positive Parenting Program (Triple P).

Transformation and Expected Outputs - Early Learning Project Performance Measures:

1. Childcare providers in the Promise Zone will improve or maintain Keystone STAR rating.
2. Increase the number of providers applying for slots in the Mayor's Universal Pre-K initiative.
3. Increase number of teachers that apply for credentials.
4. Increase number of children in the Promise Zone ages 0-5 who register for Pre-K programs.
5. Increase the number of caregivers reached each year through early learning and health outreach campaign.
6. Increase the number of Family Ambassadors each year to reach 30 trained Ambassadors by Year 5.
7. Increase the number of caregivers of children ages 0-5 each year who attend parent education sessions.
8. Increase the number of schools and childcare centers in the Promise Zone participating in professional development intended to facilitate Kindergarten transition.

9. Increase Promise Zone families' awareness and knowledge of high quality early childhood education and Kindergarten readiness.
10. Increase caregivers knowledge of safe, supportive parenting techniques
11. Caregivers report feeling more confident in parenting abilities

Our experience and early successes demonstrate that investment in early childhood education will result in significantly improved short-term, middle, and long-term outcomes for children in the Promise Zone. The proposed early childhood solutions as listed above and as found in Appendix F, along with their respective activities have been developed to expand and scale-up initiatives that have already been shown to be effective, and are proposed in direct response to identified gaps as discussed in the Need section. Performance measures and evaluation tools and techniques for early childhood education are intended to directly measure project impact on the Department of Education's anticipated result: Children enter kindergarten ready to succeed in school. Metrics for success for early childhood activities and solutions will be those Education Indicators listed in Table 1 of the NOFA. Relevant Family and Community Support Indicators from Table 2 of the NOFA and the results they are intended to measure are included as part of the planned evaluation of project early childhood solutions.

Our goals for early childhood education are to increase school readiness among children ages 0-5 who reside in the Promise Zone, ultimately improving long-term academic outcomes for these same students in later years by strengthening their educational foundation early on. Anticipated short, medium, and long-term outcomes for early education can be found in the attached Logic Model. The return on investment in early childhood education has been shown to be highly cost effective⁴⁸. Costs requested to carry out the proposed activities and solutions are reasonable and

⁴⁸ The Economics of early Childhood Investments, 2014, Executive Office of the President of the United States. Retrieved from: https://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf.

based upon both known costs and projected cost estimates. The requested funding is necessary to effectuate the stated outcomes for early childhood education.

K-12 Education and Comprehensive Education Reform

Education Reform

Existing Services, Programs, and Interventions

The next “phase” in the chronological Continuum encompasses a child’s entire K-12 school experience. The continuum of solutions is centered on school reform, building upon existing academic initiatives aligned with the turnaround school model and steeped in the six key elements identified above. The K-12 phase of the Continuum begins with the co-construction of a clear vision for each target school that includes identifying the resources needed to support engaging and ambitious instruction that will improve academic outcomes on key education indicators as described in Table 1 of the NOFA.

Since 2014, spurred by HUD’s Promise Zone designation, Drexel University School of Education (SoE) has partnered with the SDP to implement school reform initiatives in three low-performing schools located within the Promise Zone. As such, Drexel SoE has strong existing partnerships with the following three schools, all of which are also target schools for this Promise Neighborhood Initiative: Samuel Powel Elementary, Morton McMichael K-8, and Science Leadership Academy Middle School (SLA-MS).

As part of the existing investment in the Promise Zone, Drexel SoE currently provides the resources needed to fund a full-time position, Assistant Director of K-12 School Work, dedicated to serving as the liaison between University programs and these schools receiving interventions through the existing Promise Zone initiative. This position is dedicated to the management of activities taking place as result of this existing University – District partnership for reform. This

Assistant Director of K-12 School Work position is expected to continue throughout the term of this grant and beyond. A second Assistant Director of K-12 School Work will be hired through ProSPER to work directly with the other four schools (West High School, Belmont, Locke and Washington). These two members of ProSPER’s core education team will report to the Deputy Director of Education and will develop a deep knowledge of each school Principal’s vision their schools as the first key element of proposed Philadelphia model described—Responsive Leadership--and will coordinate community and university-based projects so that they complement and support the Principal’s vision.

Drexel SoE is committed to ensuring that schools within the Promise Zone have access to the resources they need to ensure a quality education for all children in the neighborhood. To this end, this academic year, Drexel secured a gift from an anonymous donor to support a half-time K-3 mathematics coach to assist Powel teachers in strengthening conceptual mathematics and problem solving so that their students can tackle these areas more successfully in upcoming high-stakes standardized tests.

Effectiveness of Existing Investments: Demonstrated Success

A brief summary of educational outcomes that have been realized, in part, through the Drexel SoE-public school partnership are presented below.

Demonstrated Outcomes of the Drexel SoE – SDP Partnership at Samuel Powel Elementary
<ul style="list-style-type: none"> ➤ Second highest student achievement data in Philadelphia in math and language arts, despite being located in one of the poorest neighborhoods in Philadelphia. ➤ Principal Kim Ellerbee focuses on coaching her teachers in ambitious instructional practices, and last year conducted over 120 classroom observation and coaching sessions with her teachers. ➤ Powel’s Assistant Principal is paid by grants secured by Drexel SoE. This position focuses on school climate and behavior, freeing Principal Ellerbee to focus on recruiting and supporting excellent teachers. ➤ In 2016, Drexel SoE secured additional resources through an anonymous donor that have

<p>been used to support a K-3 math coach (0.5 FTE) to assist Powel teachers in strengthening conceptual mathematics and problem solving to better prepare students for high-stakes standardized tests.</p> <ul style="list-style-type: none"> ➤ The Drexel-SDP Partnership at Powel has resulted in significant student gains (see Attachment #12 for PSSA data for a comparison of target schools located within the Promise Neighborhood boundaries).
<p>Demonstrated Outcomes of the Drexel SoE – SDP Partnership at Morton McMichael K-8</p>
<ul style="list-style-type: none"> ➤ Principal Wallace is the District’s 2016 Marcus Foster Award winner for outstanding administrative leadership. ➤ The partnership has resulted in the implementation of Response to Intervention (RtI) as school-wide academic improvement strategy. ➤ Positive Behavior Intervention Support (PBIS) has been implemented as an evidence-based strategy to improve school climate. ➤ Both RtI and PBIS were initiated as customized interventions, focused around a clear vision for improvement, as identified by Principal Wallace in coordination with Dr. James Connell of Drexel SoE (see paragraph below for discussion of results). ➤ Intensive professional development and coaching on early literacy strategies for all K-3 teachers at McMichael provided by Children’s Literacy Initiative (CLI). Drexel’s AFEL ensures RtI and PBIS program alignment with CLI’s work.

Success of RtI and PBIS at McMichael: Response to Intervention (RtI) consists of three assessments a year that include measures of grade-level reading comprehension, reading fluency, math computation fluency, and math-applied problems for all students in first through eighth grade. Kindergarten students were administered two measures, one in pre-literacy and one in basic numeracy/math skills. After just three years, results at McMichael are strong. For example, average first grade students' oral reading and basic math skills have increased significantly since the introduction of these interventions. As the first grade students enter and complete second grade, reading and math basic skills also continued to improve and the benefits of screening, assessing, intervening and progress monitoring student academic performance helps sustain the improved performance from the previous year. Positive Behavior Intervention Support (PBIS) interventions have resulted in a decrease in office discipline referrals from September through December as compared to last year (2014- 2015). In addition, the current referrals for discipline are consistent with or below the national median.

Demonstrated Outcomes of Improved Quality of Literacy Instruction

Kindergarten – Third Grade after two years of implementation:

- Students at all but 2nd grade in McMichael **out-performed K-3 students throughout the district** in reading proficiency on the Developmental Reading Assessment.
- More than **2/3 of the Kindergarten students in McMichael were reading on grade level and 60% of first graders by the end of the 2014-15.**
- The rate of improvement in reading proficiency from the beginning to the end of the year was **greater for McMichael students than in the rest of the District.**
- Though there are not strong feeders from Pre-K to Kindergarten in Philadelphia, AFEL is having a significant impact on the children feeding into McMichael. In the beginning of the 2015-16 school year, 56 children were enrolled in the McMichael Kindergarten. While those children came from 23 different Pre-K programs across the city, **55% came from one of the four foundation grant funded Pre-K Programs also receiving CLI support, with an additional 8% coming from other AFEL Alliance Pre-Ks.**

Building Blocks for Success: Rationale for and description of proposed activities

We propose to build upon existing academic initiatives in the co-construction of the clear vision for each school that includes resources to support engaging and ambitious instruction that will improve academic outcomes on key indicators as described in the NOFA. Persistently low-performing schools must have the conditions to produce rapid and dramatic change for students. While most of the existing turnaround models enable many of these conditions for change, there is one key approach that is missing from the menu of standard options- Compassionate Engagement. The Philadelphia model, through its six key elements, recognizes that if we are going to turnaround our lowest performing schools we must do so in a trauma-informed, caring environment in consideration of the trauma experienced by children and families that often accompanies deep rooted poverty. The Compassionate Schools Model is a partnership between Washington State University and the Educational Services Districts in Pierce and Spokane Counties. Compassionate Engagement, seeks to keep students engaged and learning by creating and supporting a healthy climate and culture within each school where all students can learn and provides concrete strategies for focusing on culture and climate in the school and community; training and supporting all staff regarding trauma and learning; encouraging and sustaining open

and regular communication for all; developing a strengths based approach in working with students and peers; ensuring discipline policies are both compassionate and effective; weaving compassionate strategies into school improvement planning; providing tiered support for all students based on what they need; creating flexible accommodations for diverse learners; providing access, voice, and ownership for staff, students and community; and using data to identify vulnerable students, and determine outcomes and strategies for continuous quality improvement.⁴⁹

ProSPER staff together with the Drexel SoE will co-construct the academic interventions presented below (see Menu of Available Supports) with each of the school principals to provide up to 3 full days of customized coaching each month at each of the target schools within the Promise Neighborhood, focusing and building on those areas of development identified during the shared visioning process that occurred during the planning stages for this proposal. These teams will provide intensive coaching and support in areas surrounding the six key elements to include: leadership coaching; literacy, math, and science coaching; experiential and hands-on pedagogies to engage students and improve language arts, mathematics and science learning through critical thinking and with the use of new technologies in a “natural” immersive environment; formation and/or expansion of teacher-led learning communities; and other coaching and mentorship to support ambitious instruction (described below in Menu of Available Supports). This intensive coaching model will be supported by a variety of out-of-school-time (OST) and experiential learning programs that focus on the same school-identified learning goals, and therefore work in concert with in-school activities to support academic achievement.

⁴⁹ <http://www.k12.wa.us/CompassionateSchools/default.aspx>

All of these activities will take place in synergy with the implementation of a Compassionate Schools model providing a trauma-informed lens through which students are understood and engaged. Recognizing the impact of trauma on children and caregivers, and in response to a community survey showing that students and parents do not feel safe, we propose to implement the above described evidence-based school reform in a caring, trauma-informed environment that provides the physical, mental, and behavioral health supports needed to ensure that children arrive ready to learn. The adoption of this Philadelphia model will allow each school to create compassionate classrooms and foster compassionate attitudes among school staff. A Compassionate Schools infrastructure will keep students engaged and learning by creating and supporting a healthy climate and culture within each school where all students can learn. Through the process of becoming a Compassionate School, each school and community will develop their own unique compassionate “personality.” As school staff increase their ability to both understand and respond to the lives of the children they are teaching, both Master’s level clinicians and bachelor’s level support staff will be expanded across ProSPER schools to be physically located in each target school, leveraging existing support personnel and resources provided by the district, expanding access to mental and behavioral health to all students Pre-K to 12th grade in the ProSPER schools, and providing an additional layer of support to existing school staff related to students with specialized behavioral health needs thereby freeing staff to focus on teaching and learning.

Effectuating the model – Education Reform

As noted above, the work of each school will begin with the co-construction of a shared vision for improving academic outcomes. In order to enact these visions, each school will develop a plan that will include initiatives such as RtI/PBIS, up to 3 days of instructional/leadership coaching per month, and/or professional development focused on compassionate schools that is

consistent with elements one through three of the Philadelphia approach – supporting Effective Leaders, High Quality Instruction and a Community of Teachers. The supports offered will be identified through the clear vision/strategic planning process described above in collaboration with school leadership, ProSPER staff (school focused Assistant Directors of K-12 Schoolwork) and district support, and in accordance with identified school needs as described in the Education Need section of this proposal.

Even though the proposed menu of supports (see below) was developed in consultation with the SDP and ProSPER school principals during the planning phases for this proposal, it is clear through the segmentation analysis (see Needs Assessment Attachment #1) that not all seven target schools have the same needs or capacities. Accordingly, we propose to work with each school, to build capacity as previously discussed, to use the school’s vision document to help them select the supports most appropriate to each school, using data driven decision-making and community feedback, and tailor the delivery to each school, building upon the identified strengths at each location and addressing identified needs. Building upon the demonstrated success of existing interventions, we propose to make the following supports available to ProSPER target schools.

Menu of Supports Available Through Drexel University SoE and ProSPER Partners

Support	Description of Support
PBIS/RtI	This model provides consistent high quality assessments on student academic and behavioral outcomes that allow staff to tailor instruction and behavior supports to meet student needs.
Instructional Coaching in Literacy, Science and/or Math	Responding to the articulated needs in each school, provide appropriate coaching in requested areas. In particular, coaching will focus on critical thinking in the disciplines, such as conceptual mathematics, word problems, and problem solving in mathematics so that teachers and students are better prepared for new high stakes assessment tasks placing greater emphasis in these areas.
Leadership	Responding to the articulated needs in each school, provide appropriate

Coaching	coaching as requested.
Professional Development and Professional Learning Communities	Building on the Instructional Coaching, and in an effort to sustain the interventions beyond the term of this grant, we will focus on developing lead teachers for each content area who can support other teachers at their grade level or building in particular content areas.
Additional Professional Development	We will include PD around the implementation of a Compassionate Schools model to transition schools to utilize a trauma-informed approach to teaching and learning.
Immersive Experience in Science	Continuing and Expanding on Kids as Urban Scientists (a three year NSF grant for 400 PZ kids) we will leverage funding received by the National Science Foundation to provide an additional two years of immersive science programming. This programming provides a “natural” process of 21 st century skill building, as science steeped in technology is presented through hands-on learning experiences to actively engage students in critical thinking and use of technology.
Community Schools	Community Schools Placement of a full time Site Coordinator at two schools designated as Community Schools who provides access to other City of Philadelphia technical support staff and resources and identifies community needs and connects the right resources to the community

Beyond Education Reform: A Variety of Solutions and Planned Activities to Reach All Students Living in the Neighborhood, Whether or Not They Attend A Target School.

The solutions proposed for K-12 education include the implementation of the Philadelphia Compassionate Schools turnaround model for school reform as well as other education activities intended to improve academic outcomes for all students living in and/or attending school in the Promise Zone. The above described education reform activities will bring documented interventions from the turnaround model to all target schools, resulting in broad reaching school improvements intended to fulfill the first three key elements of the Philadelphia model: 1) Develop Effective Leaders; 2) Ensure teachers have the tools they need to provide students with High Quality Instruction and; 3) Collaborative Teachers.

Recognizing that the Promise Neighborhood education indicators from the NOFA and the results they are intended to measure require that we extend our efforts beyond the classroom to include solutions and activities that will fulfill key elements of our model numbers 4-6, we propose

activities intended to provide students with Immersive Learning Experiences for All Learners (key dimension #4) through quality out-of-school time activities that support academic achievement. We encourage Engaged and Involved Families (key dimension #5) by increasing opportunities for family engagement with academic centers, home and school associations, civic organizations, social services and enrichment programs through the development and implementation of high quality family partnership activities. Lastly, through key dimension #6, Compassionate Engagement Throughout the Cradle-to-Career Continuum, we seek to ensure that students feel safe at school and in their community, and have the tools, support, and learning environment they need to be successful through the implementation of the Compassionate Schools Model. We aim to create lasting change by empowering residents to create a positive community climate, and by developing strong anchors for education, health, housing, and other services for families in the ProSPER footprint. Additionally, in year two the Mayor's Office of Education expects to designate two ProSPER schools as community schools. Community Schools are another key educational priority for the new Mayoral administration and are well aligned with all six elements of the model.

Out-of-School-Time Programs: Available out-of-school time offerings intended to support academic achievement include the Kids as Urban Scientists program. This program, funded by the National Science Foundation, engages students in critical thinking and provides access to 21st century learning tools in a “natural” scientific environment, where kids are engaged, interested, and open to new learning experiences. Additional sample existing programs available to youth include those offered at Drexel's Expressive and Creative Interaction Technologies (ExCITE) Center, the University City Science Center and the Dornsife Center for Neighborhood Partnerships. Other existing efforts include support for college and career preparation programs

through Promise Corp; continued partnership with the GEAR UP program; increased access to Drexel academic facilities, personnel, and resources; leveraging existing 21st Century Grants to support student learning; and leveraging Drexel's Lindy Scholars middle school program for academic enrichment, mentoring and career exposure. The goal of the Lindy Scholars program is to provide mathematics, writing, and literacy support along with other related services to students in grades 6-8 enrolled in partner schools. Drexel students serve as Advisors who provide small group tutoring and mentoring services.

Disconnected Youth: We know that poverty presents many barriers to graduation for students in the Promise Neighborhood, especially males. Students often leave school prematurely, or even if they graduate, are not prepared for college or career. Many students in the Promise Neighborhood are not competitive for admission into selective four-year college institutions. There are a number of initiatives targeted to these young adults. Chief among these are the Multiple Pathways programs for students at risk of dropping out. We will ensure alternative education transfer opportunities for at-risk students enrolled in West Philadelphia High School. National and local research studies identify transfer to alternative education programs as a promising strategy for bolstering student achievement. The Office of Multiple Pathways to Graduation manages three alternative education diploma-granting program types: Accelerated high schools, Gateway to College, and Educational Options Program (EOP). Accelerated high school programs serve students who are over-age and off-track to graduation, have dropped out of school, or are not succeeding academically in a traditional school setting. Building on this infrastructure from the SDP, and through our partnership with the new Youth HUB being developed at Career Link, we will focus on bringing much needed reengagement services to the

Promise Zone. In partnership with the SDP, the Reengagement Center will offer place-based services, referring those who have left school to alternative pathways for education.

Other Synergistic Activities: As described above, Drexel is already supporting school administrators in pursuing the vision of physically locating math coaches onsite, within each school building, and providing resources to strengthen computational math and problem solving for grades K-3 as part of the existing investments under the HUD Promise Zone initiative. Through ProSPER, we will collaborate with Inquiry/Innovation Schools and SLA-MS teachers to develop a high quality inquiry-based curriculum. SLA-MS, a new public middle school to be located on the Drexel campus at the Dornsife Center, opened this school year (2016-2017) with a 5th grade class and will add a new grade each year. SLA-MS will prepare the next generation of STEM teachers through DragonsTeach, a Drexel program that offers all Drexel undergraduates the opportunity to experience classroom teaching and obtain a middle years or secondary teaching certification concurrent with their undergraduate STEM degree program.

Solutions and Activities for Education and Comprehensive Education Reform
Education and Comprehensive Education Reform Solutions and Activities: Results - Students Are Proficient In Core Academic Subjects; Students Successfully Transition from Middle to High School; Youth Graduate From High School

Solution: Expand evidence-based literacy strategies in kindergarten through 8th grade.
Activities: <ol style="list-style-type: none"> 1. Expand and coordinate implementation of a comprehensive literacy strategy for early learners. 2. Accurately identify students who need additional or specialized education supports to ensure all students perform at grade-level literacy skills (Rtl).
Solution: Provide Out-of-School-Time (OST) and experiential learning programs that support academic achievement.
Activities: <ol style="list-style-type: none"> 1. Increase enrollment in afterschool programs, and recruit students who live in the Promise Zone, regardless of whether they attend school in the Promise Zone, for participation in

afterschool programs including Kids as Urban Scientists program and expanded 21st Century Community Learning Centers.

2. Provide an immersive summer experience that promotes academic achievement and retention for students living within the Promise Zone, whether or not they attend school in the Promise Zone.

Solution: Provide professional development, coaching, and other assistance to school leaders and teachers to support ambitious instruction.

Activities:

1. Support school leaders and teachers through coaching and mentorship and curriculum programs specifically designed to meet the needs of each school, as identified through a clear vision/strategic planning process.

Solution: Ensure students have the tools, support, and learning environment needed to minimize behavioral challenges and support academic achievement.

Activities:

1. Provide school-based mental health services and assistance, based on Positive Behavioral Intervention and Supports (PBIS), Rtl, and Universal Design for Learning Frameworks.

2. Institute universal behavioral health screening.

3. Expand Behavioral Health Services in target schools to include School Therapeutic Services, BHRS, and/or Outpatient Therapy.

Solution: Expand evidence-based strategies that support middle to high school transition.

Activities:

1. Provide academic transition counseling and raise awareness of school choice program among middle school students.

Solution: Support youth along multiple pathways to graduation

Activities:

1. Screen disconnected youth for fit and provide referrals, when appropriate, to alternative academic settings, to include accelerated diploma programs.

2. Enroll 9th – 12th graders in early warning prevention programs and supplemental vocational programs (i.e. CTE, etc.).

Transformation and Expected Outputs – K-12 Education Project Performance Measures:

1. Increase the number of students performing at grade-level literacy skills (RtI) at McMichael Elementary School, as measured by improvements in the literacy PSAA each year, by identifying students who need additional or specialized education supports.
2. Increase the number of students screened for need for additional or specialized education supports each year.

3. Increase participation in high-quality OST programs for students in the Promise Zone as measured by an increase in enrollment in Urban Scientists programs, 21st Century Learning Centers, or equivalent.
4. The number of students participating in an immersive summer experience to promote academic achievement and retention will increase each year.
5. Student academic achievement and retention in target schools will improve across the Promise Zone each year beginning in Year 2.
6. Increase the percentage of teachers participating in coaching and mentorship and curriculum programs each year.
7. The number of schools providing school-based mental health services based on PBIS and Universal Design for Learning frameworks will increase each year across the Promise Zone.
8. The number of students in the Promise Zone screened for behavioral health needs will increase each year, with 90% of students screened by Year 5.
9. Increase the number of schools in the Promise Zone each year offering school-based behavioral health services including School Therapeutic Services, BHRS and/or Outpatient Therapy.
10. Increase the percentage of Promise Zone middle school students who receive transition counseling and information related to school choice program.
11. Increase the number of disconnected students screened for participation in alternative academic settings, including accelerated diploma programs.
12. Increase high school graduation rates at West Philadelphia High School.
13. Increase the number of high school students enrolled in early warning prevention programs and supplemental vocational programs.

The successes realized through early investment in strong, evidence-based K-12 education reform developed in coordination with the school district and specifically intended to align with district goals will result in improved outcomes for children in the Promise Zone as described in the logic model. The proposed K-12 interventions as described above and as found in Appendix F, along with their respective activities have been specifically developed to build upon and expand existing evidence-based initiatives that have already produced data demonstrating evidence of effectiveness. The proposed solutions and activities have been developed to address identified gaps and weaknesses as discussed in the Need section. Performance measures and evaluation tools and techniques for K-12 Education and Comprehensive Education Reform and the menu of supports to be offered as part of the Philadelphia model of reform are designed to

align with the GPRA results from Tables 1 and 2 of the NOFA to ensure: (1) Students are proficient in core academic subjects, (2) Students successfully transition from middle school to high school, (3) Youth graduate from high school, (4) Students feel safe at school and in their community, and (5) Students have access to 21st century learning tools.

Metrics for success for K-12 Education and Comprehensive Education Reform activities and solutions will be those Education Indicators listed in Table 1 of the NOFA. Relevant Family and Community Support Indicators from Table 2 of the NOFA and the results they are intended to measure are included as part of the planned evaluation of K-12 solutions. The return on investment for K-12 education reform is expected to be significant both in terms of improved efficiencies and prevention of the need for more costly interventions in the future. Costs requested to carry out the proposed K-12 activities are reasonable and are based upon both known and projected costs. The District estimates the marginal cost for operating a renaissance turnaround school (i.e. McMichael K-8) to be approximately \$3,000 per student. A detailed cost per student for each proposed education and education reform solution and activity may be found in Appendix F. The funding amount as requested in the budget for K-12 activities is both reasonable and necessary to effectuate the stated outcomes for K-12 education and education reform.

College and Career Readiness (Youth ages 14+)

In January 2016, members of Drexel's Dornsife Community Advisory Council, an advisory group composed of a wide range of community and University stakeholders, identified youth programming as a high priority, and expressed a desire to see programs that support and address the needs of vulnerable youth in the community. An extensive planning process took place whereby local youth and youth-serving program providers were invited to participate in meetings

and sessions intended to gain an understanding of currently available youth programs and services, and work to create a shared roadmap for planning and programming across different sites throughout the Promise Zone. Providers identified low participation and inability to keep youth engaged as a primary concern for youth programming. When asked, participating high school students overwhelmingly identified workforce development programming and STEAM as their primary interests and expressed that offering career building workshops was one of the best way to keep them engaged. An overall lack of awareness and knowledge of existing programs was cited by neighborhood youth as a primary barrier to participation. The working group agreed that developing a system to improve awareness of existing programming through stronger communications with parents was imperative to increasing youth participation in existing programs. Importantly, an overwhelming majority of the same group of neighborhood high school students responded that they wanted to attend college or work in a field requiring postsecondary education (i.e. lawyer, accountant, engineer, surgeon, doctor, or teacher) when asked the survey question: “What do you want in life?” Early investments and the proposed activities that follow have been developed in direct response to the needs and interests identified by youth and youth servicing organizations.

Existing Services, Programs, and Interventions

Out of school time and experiential learning programs to support academic achievement and immersive summer experiences as well as the opportunity for a paid work experience for youth ages 14 and older are important offerings in the continuum, both as a means to ensuring access to the continuum for students living in but attending school outside of the Promise Zone and to provide high school youth the opportunity to obtain work experience, where high school youth

employment has been shown to be one of the biggest indicators of career success⁵⁰. *The focus of our work in the Promise Neighborhood will be on increasing the range and quality of out-of-school options to reinforce in-school learning and providing opportunities for students to pursue their passions while planning for college and career.*

Existing investments in the Promise Zone include the Promise Corps College and Career Readiness program. The program provides direct, one-on-one coaching to help students identify, pursue, and transition into post-secondary options. Students are coached through topics such as college selection, financial aid and scholarship searches, financial literacy, resume writing, and job skill assessment. This program is currently running in four schools serving students who reside or go to school in the Promise Zone, serving approximately 1,000 students annually.

Recognizing that youth employment is a solid predictor of future economic vitality⁵¹, the City of Philadelphia has instituted a nationally recognized summer youth employment program, WorkReady, which serves over 8,000 young people annually. Although highly successful, the WorkReady program is limited by the number of employment slots available to youth each year through local businesses. Historically, the supply of interested students far exceeds the current employer demand in the Promise Zone. Through ProSPER, we will leverage existing resources provided by the Department of Labor, through the Summer Labor and Beyond grant which is developing the Youth Hub. This grant is a collaboration between the City of Philadelphia, SDP, Greater Philadelphia Chamber of Commerce, Philadelphia Youth Network, and Philadelphia Works and establishes a youth-based workforce development hub in the Promise Zone, to be co-

⁵⁰ Fogg, N., Harrington, P., & Khatiwada, I. (n.d.). The 2016 Summer Job Outlook for American Teens [Scholarly project].

⁵¹ Fogg, N., Harrington, P., & Khatiwada, I. (n.d.). The 2016 Summer Job Outlook for American Teens [Scholarly project].

located with a disconnected youth reengagement center, enabling students to obtain educational and vocational services in a single location, from service providers specializing in youth opportunities.

Activities underway as part of the Promise Zone initiative also include a developing partnership between Drexel and YouthBuild Philadelphia Charter School to bring its award winning education recovery and career preparation curriculum to the Promise Zone. The YouthBuild model is an innovative one year program for disconnected youth that blends a rigorous academic curriculum with valuable community service experience and on-the-job training in construction, technology or nursing. The program provides students with the opportunity to earn a high school diploma and leverages business partners to develop career pathways for young people and provides opportunities for paid employment.

Planning to more intentionally link PowerCorps PHL to disconnected youth in the Promise Zone is ongoing. Launched in September 2013, PowerCorpsPHL is a City of Philadelphia AmeriCorps initiative, administered in partnership with EducationWorks. It is designed to support Philadelphia's environmental stewardship, youth violence prevention and workforce development priorities. PowerCorpsPHL engages disconnected young adults, ages 18 to 26, in service learning opportunities. During their 6 month AmeriCorps term of service, corps members work with partner City departments to tackle pressing environmental challenges, such as the need for improved stormwater management, increased tree coverage, and revitalized public land. Upon completion of their service, alumni receive intensive transition support designed to enhance their chances for success in career-track employment, post-secondary education, and/or additional national service.

My Brother's Keeper Philadelphia, part of a nationally coordinated effort of nearly 250 communities in all 50 states, was begun in 2014 to address persistent opportunity gaps faced by boys and young men of color. Overseen by the City of Philadelphia's Director of Black Male Engagement, the initiative seeks to improve the literacy, health, graduation, and postsecondary opportunities available to young men of color and partners with several existing programs and initiatives in the Promise Zone to accomplish its goals including: the Read by 4th! Initiative run by the Free Library of Philadelphia; Project U-Turn focused on encouraging youth to graduate from high school ready for college and career; Community College of Philadelphia, providing postsecondary education and training; Philadelphia Youth Network, working to successfully transition young people into the workforce; and Philadelphia Youth Violence Prevention Collaborative.

Finally, all Promise Neighborhood students will have the opportunity to participate in the Digital On-Ramp's (DOR) LRNG Philly platform, earning digital badges for successful participation. LRNG redesigns learning, using 21st century tools to help students succeed. Digital badges are electronic representations of accomplishments that demonstrate specific knowledge and abilities. The badges link to evidence of work created during the learning process, so that the student may share the work product with interested parties (i.e. potential employers, schools, etc.). The (DOR) team works with local OST programs and schools to build digital badges for youth and adults based on career competencies, workforce readiness, 21st century skills development, digital literacy and educational opportunities. Through LRNG, students have the opportunity to connect their in-school and out of school learning and experiences in a meaningful way that allows them to demonstrate their knowledge and abilities to colleges and future employers.

Taken together, this set of existing youth initiatives is aligned with our stated Philadelphia cradle-to-career approach to support school based and out-of-school time activities to enhance academic achievement, encourage youth to graduate from high school, expose students to career opportunities, and provide college and career readiness programs that prepare underrepresented youth from the Promise Zone go on to obtain a postsecondary certificate, credential or degree.

Effectiveness of Existing Investments: Demonstrated Success

Demonstrated Outcomes for Coordination of College and Career Readiness Programs
<ul style="list-style-type: none"> ➤ Planning efforts identified youth program needs. Programming has been designed to address needs and respond to youth interests. ➤ Resources for out-of-school time programming to support academic achievement were obtained by Drexel SoE through the National Science Foundation to fund Kids as Urban Scientists program. This program engages students and provides opportunities for experiential learning and exposure to 21st century skills. ➤ My Brother’s Keeper Philadelphia raised more than \$30 million dollars to fund initiatives in the Promise Neighborhood having the potential to create true change for young men of color. Existing investments will be fully leveraged. ➤ 42% of the 2014-2015 West Philadelphia High School enrolled in postsecondary education. ➤ The Liberty Scholarships program provides 50 free scholarships for Philadelphia residents to attend Drexel University. ➤ Established articulation agreements with Community College of Philadelphia and Drexel University and the University of Pennsylvania to assist residents in obtaining a 4-year degree, or advanced certification, or credential. ➤ Established use of digital badging through Digital On-Ramp’s LRNG platform. ➤ Targeted efforts to train and prepare young people for jobs in the innovation economy. ➤ Established pipeline programs for local residents, run by the West Philadelphia Skills Initiative, that tie occupational training to career opportunities at Drexel including medical assistants and food service. ➤ Drexel’s Dornsife Center includes career counseling and digital skill development for residents of the Promise Neighborhood.

Solutions and Activities- College and Career Readiness

College and career readiness activities in the continuum primarily expand and scale-up existing activities already taking place within the Promise Zone. Since its inception, the Promise Zone partnership has prioritized preparing students for college and/or career and already provides an array of services and programs intended to assist youth in this transition (previously described).

Proposed activities include coordination of services, to better serve youth and increase participation in existing programs. In school solutions include the scale up and build out of career and technical education offerings, in coordination with the SDP, in West Philadelphia High School. Although West has some Career and Tech Ed (CTE) programs, it is not a vocational high school, and its students would benefit from the exploration of bringing the Career Academies model to West, transitioning it to a more career focused program, better preparing graduates for careers in a variety of fields by providing vocation credits and certifications as part of the high school curriculum.

College and Career Readiness: Result - High school graduates obtain a postsecondary degree, certification, or credential.

Solution: Connect students to workforce training and experiences.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Provide internships and summer employment placements through WorkReady, PowerCorps, and Youth Build. 2. Create a youth workforce development hub in the Promise Neighborhood.
Solution: Coordinate basic education and training requirements between high school and postsecondary education.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Offer in-school career and vocation credits and certifications. 2. Increase enrollment of West Philadelphia High School students in CTE programs.
Solution: Expand career and college mentorship programs.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Increase students' awareness of paths and challenges to postsecondary opportunities and help them develop long-term plans leading to postsecondary entry and/or career training.

Transformation and Expected Outputs-College and Career Readiness Performance Measures:

1. Increase the number and percentage of students from the Promise Zone each year who apply for internship placements through programs including WorkReady, Promise Corps, and YouthBuild to reach a 20% increase by Year 5.
2. Create a youth workforce development hub in the Promise Zone (Year 1 only).
3. Increase the number of youth participants in the youth workforce development hub each year.

4. Plan through a feasibility study to incorporate the Academies model at West Philadelphia High School by Year 5.
5. Increase the number of West High School students enrolled in CTE (Technical Education) programs each year.
6. Increase the number of employer and mentorship volunteers each year who are available to assist youth in the development of long-term plans leading to postsecondary entry or career training.
7. Increase youth knowledge of workforce norms, expectations, and skills

Family and Community Supports

Building Blocks for Success: Rationale and description of solutions and activities

Recognizing that children who are healthy, safe, and living in stable communities come to school better prepared to learn, we propose a full array of family and community supports intended to ensure the health, safety, and stability of students and their families. Supports include increasing opportunities for family engagement with academic centers, civic organizations, social services, and enrichment programs by developing a system for creating and implementing high-quality family partnership activities. A community of existing Promise Zone partners, through intentional advocacy, will bring opportunities to the ProSPER footprint. We will build a referral portal that all providers have access to, better coordinating all services provided for all families. This referral portal will provide the physical referrals for providers to identify for residents where and how to find services. This centralized resource can be used by residents and caregivers to print out information about summer camps, school choice, childhood immunizations, and other information shared through outreach and education programs in the Promise Zone. Drexel will create and maintain this resource for broad availability to all anchor institutions, community assets, and partners.

We propose to bridge the digital divide among residents in the Promise Zone by providing the technology and technology access students need to build 21st century learning skills effectuated

by 21st century learning tools. We will provide technology access for children and families of ProSPER schools and in public community centers. In addition, we will implement Digital On-Ramps to track and coordinate education and training credentials, streamlining education and training processes through technology. This solution leverages a network of 13 city agencies “Digital On-Ramps” focused on youth and adults’ college-career transition. Students can transition their documents and accomplishments from high school to career while their parents can transition documents from GED and occupational skills training to their career. Digital Badging helps students connect experiences to explore passions and track opportunities through summer work experiences, summer camps, PowerCorps, and YouthBuild.

We propose to stabilize our community by creating a strong anchor for education, health, and other services by transitioning two target schools into Community schools (described on page 99). We will improve employment, income and housing opportunities for families, increase access to adult education programs that lead to a certificate or credential (i.e. ESL, GED, ABE, Diploma), improve access to health and dental care for students and families, improve feelings of safety in schools and neighborhoods, and promote access to healthy food and exercise. Leveraging existing resources in the community, we aim to provide an array of wrap-around services and programs that help lift families out of poverty by preparing them for participation in the innovation economy, and ensuring that all students in the Promise Neighborhood arrive at school ready to learn.

To develop a culture in which families and community members support learning in schools, we will develop a network for and with community members towards a culture in which students are supported as they progress through lifelong learning. Strategies including the existing Positive Parenting Program, Parent Cafes, and Family Ambassadors will be expanded and enhanced so

that every parent can access the support they need to help their children succeed. LISC will work with civic associations to build and strengthen education committees. Wordsworth will coordinate services for families with DHS involvement through its Community Umbrella Agency and continue its work to strengthen families through community engagement.

The table below outlines the proposed Family and Community Support solutions to be offered through the continuum, and the activities proposed under each solution.

Solutions and Activities

Family and Community Support: Students are healthy; Students feel safe in their community; Students live in stable communities; Family and community members support learning in Promise Neighborhood schools; Students have access to 21st century learning tools.

Solution: Increase access to appropriate behavioral healthcare and early intervention services.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Ensure youth have access to community-based behavioral health services and linkages between school-based care. 2. Provide evidence-based parent education program to build families’ capacity to utilize early childhood intervention services.
Solution: Increase access to healthy food.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Develop pay-what-you-can food cupboard for Promise Neighborhood families. 2. Offer free daily meals for families.
Solution: Increase access to appropriate physical healthcare.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Ensure students have access to physical health services through school-based linkages and community-based services. 2. Institute school-based health promotion activities and services.
Solution: Promote physical exercise for all children 0-18 years old.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Institute physical activity and exercise programs at Promise Neighborhood schools and community centers.

Solution: Provide trauma-informed capacity building in schools and community institutions.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Implement the Compassionate Schools Model in all Promise Neighborhood schools. 2. Provide trauma-informed care and training at Promise Neighborhood institutions including hospitals, community centers, and nonprofit organizations.
Solution: Empower residents to create a positive community climate.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Build trust between Promise Neighborhood youth and police enforcement through community policing and youth reentry programs. 2. Conduct community clean up and green days and activities.
Solution: Create a strong anchor for education, health, and other services for the Promise Neighborhood.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Bring Community Schools model to two Promise Neighborhood schools. 2. Connect families to workforce development programs. 3. Increase access to adult education programs that lead to a certificate or credential (ESL, GED, ABE, and Diploma). 4. Assess eligibility for, and connect Promise Neighborhood parents to available public benefits. 5. Continue revitalization of housing, to include public housing, within the Promise Neighborhood.
Solution: Increase opportunities for family engagement with academic centers, social services, and enrichment programs.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Connect families to workforce development programs. 2. Increase access to adult education programs that lead to a certificate or credential. 3. Assess eligibility for and connect parents to available public benefits. 4. Continue revitalization of housing, to include public housing, within the Promise Neighborhood.
Solution: Increase opportunities for family engagement with academic centers, social services, and enrichment programs.
<p>Activities:</p> <ol style="list-style-type: none"> 1. Develop a system for creating and implementing high-quality family partnership activities.
Solution: Bridge the digital divide among residents of the Promise Neighborhood.

Activities:

1. Improve technology and technology access for children and families of select schools and community centers.

Solution: Streamline education and training process through technology.

Activities:

1. Implement Digital On-Ramps to track and coordinate education and training credentials.

Safe, Compassionate Schools to Foster Resilient Students

Family and Community Support offerings are grounded in evidence-based health and wellness curriculum integrating practices of mindful awareness, physical movements, social emotional learning, and compassion with a deep understanding of the science of health, nutrition and personal development.

Children and youth residing and/or attending school in the Promise Zone are accurately described as high need students who have experienced higher levels of trauma than children and youth city-wide. As previously discussed, children in the Promise Zone are less likely to grow up feeling safe walking in their own neighborhoods. Additionally, they are less likely to have access to mental and behavioral healthcare to mitigate the negative, often lifelong impacts of complex trauma. To address these needs, we propose to implement an approach advocated by the Compassionate Schools Initiative. The approach recognizes that: 1) students cannot meet academic goals until basic human needs are met, and; 2) educators must hold high expectations for students and provide the support required for students to meet these expectations. Under this initiative target schools will be supported in creating safe, compassionate campuses that foster resilient students.

The Compassionate Schools Model will be carried out through the implementation of the new ***Student and Family Support Services (SFSS) Program***. Wordsworth, serving as the Behavioral Health Anchor, will lead the system-wide SFSS program, This new program leverages existing

behavioral health resources contributed by the School District. The overarching goals of SFSS are to create trauma informed environments within the target schools that: (1) Improve academic performance, (2) Increase attendance, (3) Decrease the rate of youth dropping out of school, (4) Decrease the utilization of out-of- home placements to the child welfare system or behavioral health system, and; (5) Improve the overall relationships and communication between schools and the families.

The goals of the SFSS program are consistent with the Family and Community Support Indicators as listed in Table 2 of the NOFA. The Core Offerings of the SFSS program include:

- School Based Assessment, short term behavioral health interventions, and group therapy provided through RtI/PBIS personnel in schools
- Universal behavioral health screening
- Development of an individualized or Family Support Plan
- Referral and linkage to community supports and programs
- Home visits to strengthen Parental Engagement and/or assist with resource coordination & linkage
- Evidenced based parenting support through Triple P
- Through use of the Compassionate Schools Initiative – Teacher and/or classroom consultation
- School Staff development
- School Climate and Discipline development

When a child or family is referred to the School and Family Support Coordinator this individual will use a standard screening tool such as the Behavioral Health Screening (BHS) tool utilized in the Behavioral Works Program. This web-based program, validated for youth and adults ages 12 and older, can generate a report that the Supports Coordinator reviews before or during a meeting with the parent or student. A compatible screening tool will be chosen for children under 12.

These tools will help guide the School and Family Support Coordinator in making any necessary referrals to community providers for ongoing support.

Wordsworth's School and Family Support Services will also develop a network of preferred providers spanning, physical health, behavioral health, substance abuse services, housing, adult education, and other social services. Participants will agree to accept referrals and maintain accessibility to children, families, and community members.

The Student and Family Support Services staff will hold open houses on school campuses to provide such services as depression screenings, behavioral health informational meetings, mental health first aid, and suicide prevention trainings.

Transformation and Expected Outputs: Family & Community Support Performance Measures

Increase the number and percentage of students served through in-school behavioral health services.

1. Increase the number of parents receiving evidence-based parent education to build families' capacity to utilize early childhood intervention services.
2. Increase the number of families in the Promise Zone each year who participate in a farm share program and pay-what-you-can food cupboard.
3. Increase the number of families accessing free healthy meals.
4. Increase the number and percentage of children screened for asthma each year.
5. Increase the number of schools in the Promise Zone each year that offer school-based health promotion activities and services.
6. Increase the number of uninsured children and families in the Promise Zone who access healthcare at local free clinics and receive linkages with other healthcare providers and services.
7. Increase the number and percentage of children and youth ages 0-18 in the Promise Zone each year who participate in formal physical activity and exercise programs.
8. Increase the number of schools each year implementing the Compassionate Schools Initiative, until all seven target schools have implemented the model in Year 5.
9. Increase the number of community-based providers each year who have been trained in the provision of trauma-informed care.
10. Increase, each year, the number of residents and youth involved in the juvenile justice system who participate in trust building activities with local law enforcement.
11. Increase the number of families each year who participate in community clean up and greening day activities.
12. Transition target schools to Community Schools, reaching 2 schools by year 5.

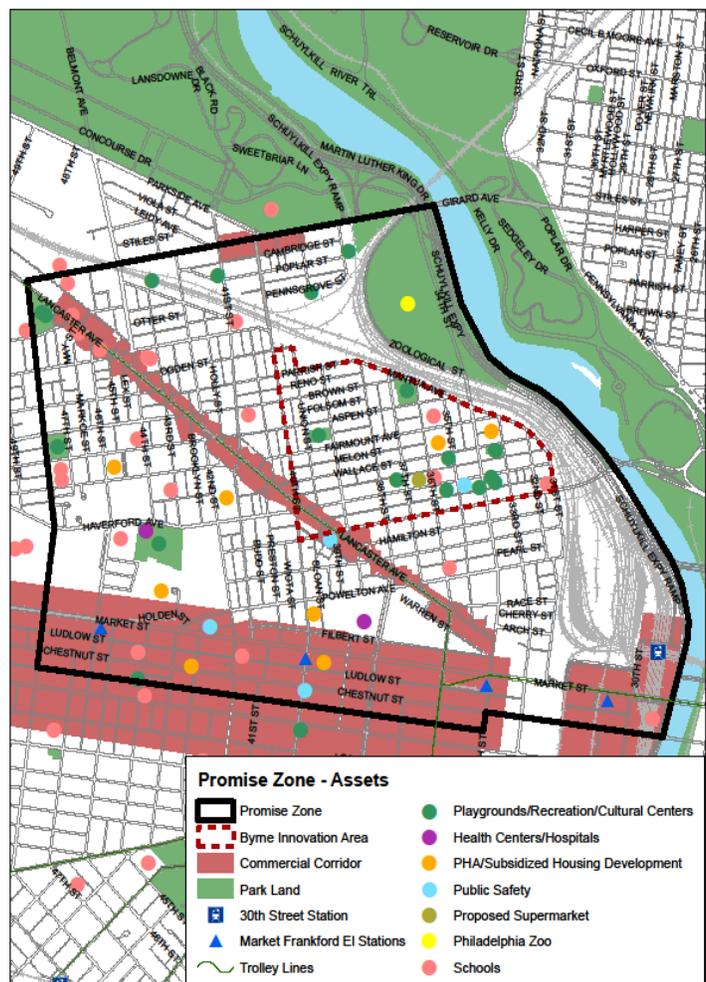
13. Increase the number of families from the Promise Zone who participate in workforce development programs.
14. Increase the number of adult caregivers accessing adult education programs each year.
15. Increase the number of adult caregivers successfully completing adult education programs each year, receiving a certification or credential.
16. Increase, each year, the number of eligible families in the Promise Zone who receive public benefits.
17. Increase each year the number of families benefitting from housing revitalization efforts.
18. Increase the percentage of families each year who participate in a system for creating and implementing high quality partnership activities.
19. Increase the number of residents each year who have home access to broadband.
20. Increase the number of residents each year who participate in Digital On-Ramps to track and coordinate education and training credentials.

B. Evidence

A detail of the extensive evidence-base upon which the proposed Continuum is designed may be found in Attachment #9. Evidence includes eleven studies meeting WWC’s group design standards without reservations. We propose to implement these strategies with fidelity, or with only minor changes or accommodations as described in the Appendix. Other supporting evidence is derived from WWC Practice Guides (cited), as well as best practices.

C. Neighborhood assets supported by existing funding

The Promise Zone is home to an abundance of community assets and a strong network of nonprofit and community based organizations that can be utilized to lift individuals and communities out of poverty and increase

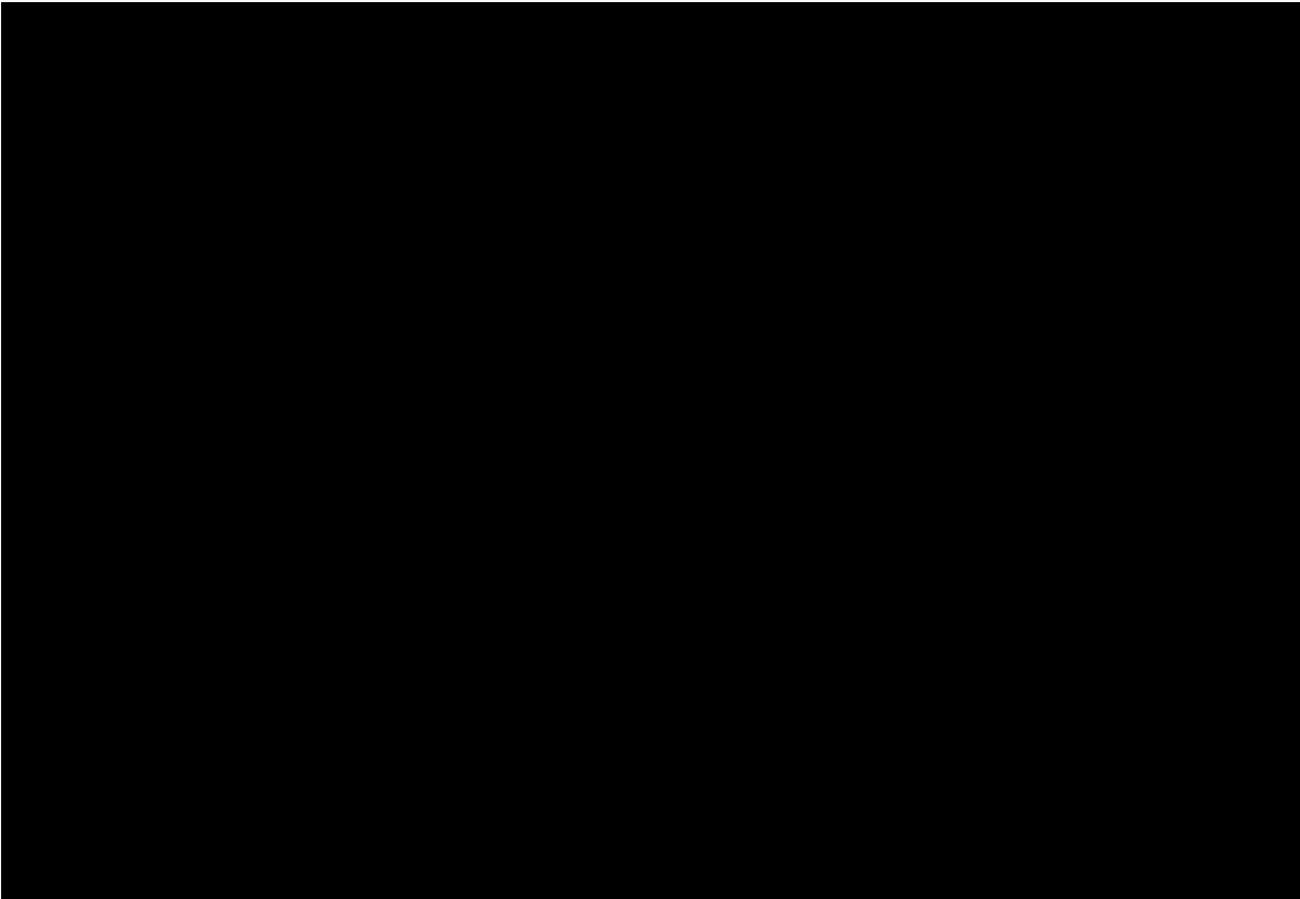


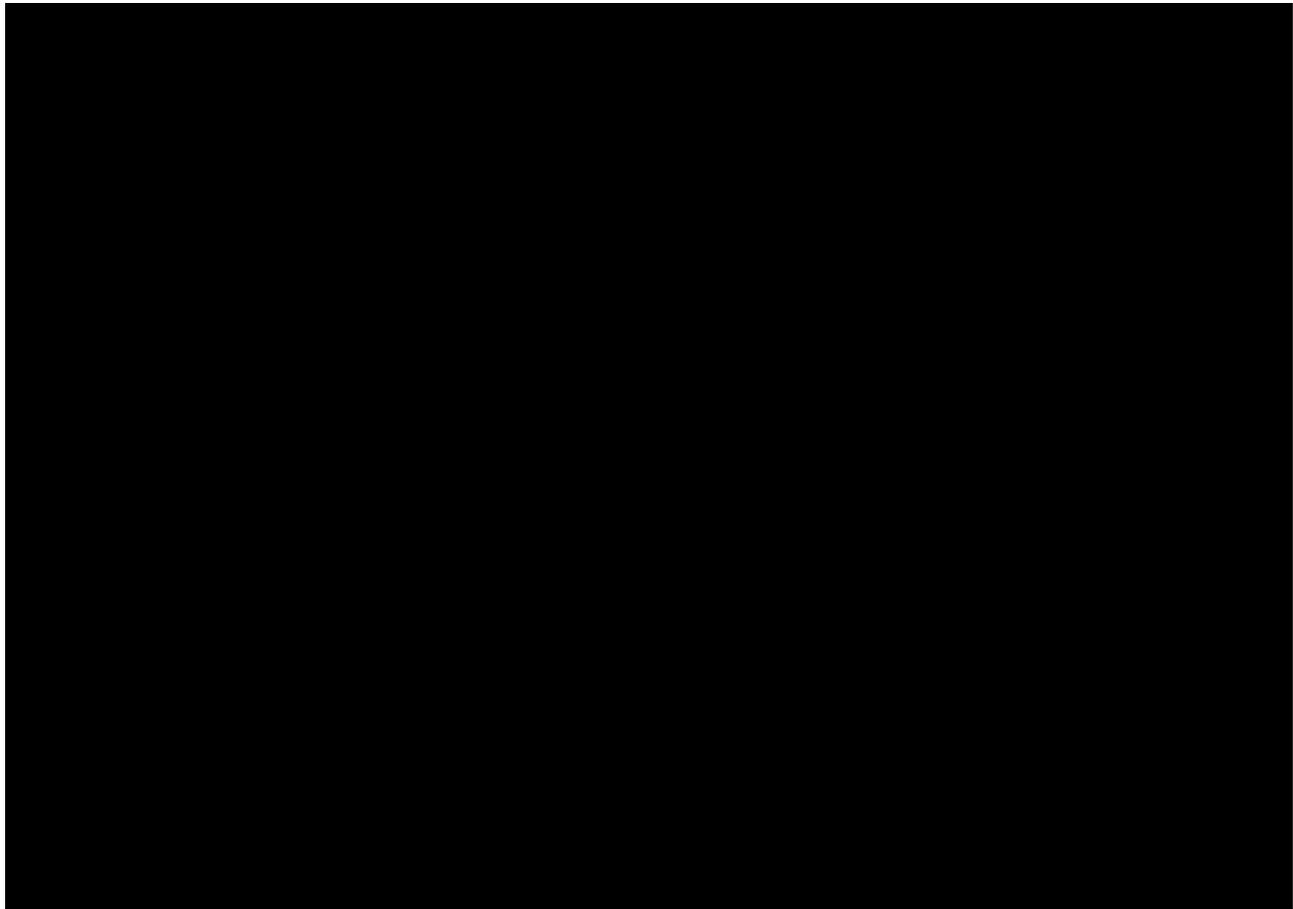
opportunity for low income individuals and families. According to data from the National Center for Charitable Statistics (NCCS), there are 158 active nonprofits registered in the Promise Zone zip code (19104) providing services in arts, education, religion, housing, health, human services, environmental, workforce development, and more. Human services nonprofits make up 25 percent of these nonprofits, followed by education (20 percent), health (18 percent) and other public and social benefit organizations (15 percent). The nonprofits in the other public and social benefit category include organizations that provide programs and services related to community and neighborhood development, small business development, economic development, civil rights and professional associations. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





D. Performance Measures

Although our ultimate performance is measured by our progress in terms of the stated indicators as listed in Tables 1 and 2 of the NOFA, we have set for ourselves specific project benchmarks that we will use to measure the effectiveness of our proposed interventions, ultimately ensuring that our Promise Neighborhoods initiative successfully improves outcomes as measured by the defined indicators. 

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] These stated performance measures and our progress toward them will be broadly disseminated to all interested stakeholders with special attention given to the dissemination and explanation of analysis and results to the residents of the Promise Zone. Performance Measures are listed above for each key phase in the Continuum.

Progress toward each of the above listed performance measures will be tracked by annual benchmarks [REDACTED]. All data will be collected and maintained in the proposed shared data system, with all partners contributing. Data will be analyzed at least quarterly and upon request by the Department of Education. The impact of these performance measures on the indicators as listed in Tables 1 and 2 of the NOFA will be reported annually as part of an annual program evaluation.

Methods of evaluation for the above stated performance measures are clearly related to the intended outcomes of the project, as described in the attached Logic Model, and will produce both quantitative and qualitative data. Data will be collected and used as part of a continuous improvement process, reviewed by the PN Director (to be hired) and Project Management Committee at least quarterly, to ensure the effectiveness of proposed solutions and to ensure progress toward stated outcomes as reflected in Tables 1 and 2 of the NOFA and as described in the attached Logic Model.

Longitudinal Data System and the Collection of Data

Drexel University, in collaboration with project partners, will build an integrated longitudinal data system that will combine data from multiple sources. The purpose of the integrated data system is to integrate data from multiple sources to create a sustainable system of incorporating contextual and longitudinal information about the student, their family and household, their school, and their neighborhood to inform case management and coordination and delivery of supportive services. This system will be used to collect data, at least annually, on the Indicators of Need as listed in the Promise Neighborhoods NOFA in Tables one and two. The system will be used to collect data in Year 1 of the project, which will be analyzed by the data team, the External Evaluator, and the Project Director, and used to establish clear, annual goals for growth for each of the required program indicators. The system will allow Drexel to evaluate outcomes among children living and attending school in the Promise Neighborhood as well as to track annual progress in educational, family, and community support indicators as discussed. The system will allow for the analysis of data trends, providing further evidence of the validity of the system, its data, and its use in the evaluation of program impact and progress toward goals.

Reporting of Data to the Department of Education

Data will be compiled, analyzed, and reported to the Department in the following ways:

For case management: All rapid-time data available for consented students will be integrated at Drexel, adhering to HIPAA and FERPA data confidentiality and security standards, and then made available through specific permissions to case managers and support service providers through the case management system. These data will be largely made up of student-level school administrative and supportive service provider data, as well as any family, school, or neighborhood data linked to student records via City or indicators data integration.

For longitudinal evaluation: Data will be compared annually to detect change at the student, school, and neighborhood levels to evaluate the collective and cumulative impact of various proposed strategies. Data collection and sampling will be conducted in such a way that enables hierarchical linear modeling to detect family (where sibling data exists), school, and neighborhood-level predictors of educational and health outcomes over time.

For annual school and community briefs: Data aggregated to the school and neighborhood levels will be reported at least annually to the families of students enrolled in one of the target schools as described above in *Target Schools and School Based Assets* (P. 19), other school families, program providers, and ProSPER and target school catchment area community residents. Drexel will report annual aggregated data in brief, user-friendly, and infographic-heavy formats that will be useful for this broad dissemination and transparency. Parent Ambassadors and neighborhood surveyors, both local, organized groups of community residents, will assist with outreach and community conversations around baseline and annual snapshots of child and community wellbeing, as well as annual comparisons for understanding any changes or improvements with funded services, activities, and/or interventions. More information on the case management system and the proposed data system as a whole may be found in the Quality of Project Management section that follows.

Methods for Establishing Systems Improvement Goals: Clear annual goals for evaluating progress in improving systems will be established utilizing data gathered from a variety of sources. Partners in the proposed initiative have committed to using a longitudinal data system to track and report on progress toward stated goals. Metrics measuring systems improvement will be developed in collaboration with those entities experiencing systems change, ProSPER partners, and the External Evaluator for the project. Metrics will seek to measure the impact of

systems change on all key stakeholders and change agents. Progress toward sustainable, permanent systems change will be tracked and reported in accordance with Promise Neighborhoods program reporting requirements. Additional methods regarding data collection and/or reporting relative to systems change, if suggested by the National Evaluator, will be promptly integrated.

Establishing Clear Annual Goals for Evaluating Progress and Leveraging Resources

Drexel University will work with ProSPER partners to establish clear annual goals for evaluating progress and leveraging resources. Key stakeholders in the continued efforts to leverage resources include the City of Philadelphia, SDP, Drexel University's Office of Sponsored Programs, School of Education, and Office of University and Community Partnerships, and Wordsworth will each identify a minimum of three potential funding opportunities each year, most relevant to their area of expertise, in support of ProSPER Initiatives. The proposed initiatives will be prioritized across all ProSPER partners, ensuring that new funding applications align with stated initiatives, serve to leverage existing and available resources, and provide opportunity for expansion and scale up of interventions across the term of the Promise Neighborhood grant and beyond.

Goals to evaluate progress and leverage resources will include plans to sustain the initiative after the duration of the grant term. ProSPER believes its greatest potential for sustainability is proving cost effectiveness of improved system coordination and efficiencies. Improving coordination and realizing the potential of braided public funding will ultimately ensure sustainability. Beyond this foundational approach to sustainability, each partnering entity is committed to effectuating long-term, permanent change within the ProSPER. As such, sustainability efforts will include a detailed plan for the provision of continued resources to sustain activities beyond the duration of the PN grant. This plan will include grant funding from

local, state, and federal sources as well as available funding potentially realized through improved systems coordination and efficiencies. The Project Management Committee will include project sustainability as a topic at each quarterly meeting, ensuring that sustainability remains a focus of the Advisory Committee throughout the term of the grant.

Resources obtained for the purpose of Promise Neighborhoods activities will be tracked through the Project Management Committee, with scale up activities and outcomes reported to the Promise Neighborhoods Director for entry into the longitudinal data system for permanent tracking.

Leveraging Resources

Annual Goals Leveraging Resources in the ProSPER.
<p>Leveraging Resources: A Coordinated, Well-Planned Approach</p> <p>Goal #1: Early Childhood –. Scale up AFEL in Year 3 by seeking additional funding and by reallocating existing resources saved as a result of systems change and coordination of services toward professional development for ECE professionals.</p> <p>Goal #2: Expand the Compassionate Schools Model to include training and professional development on trauma-informed approach for OST program staff working with children and youth in the Promise Neighborhood in grades K-5.</p> <p>Goal #3: Expand the longitudinal data system to include data on those children and youth participating in an OST program or other family and community supports in the Promise Neighborhood, but living outside of the target area.</p> <p>Goal #4: Seek additional grant funds for the scale up and sustainability of the Project Director and K-12 Schools Assistant Director Positions. Funding from grants/private sources will be obtained to secure the PD position for at least 24 months beyond the term of this grant.</p>

E. Specific educational and family and community support indicators used in the development of the comprehensive needs assessment and segmentation analysis to identify needs.

GPRA measures numbers 1-15 were used in the completion of the Needs Assessment and segmentation analysis. These *GPRA* indicators correspond to both the Education Indicators and

Family and Community Support Indicators as listed in the NOFA in Tables 1 and 2. All indicators were used in the comprehensive needs assessment and segmentation analysis completed in August 2016 to identify needs.

[REDACTED]

[REDACTED]

[REDACTED]

Collection of Data

(a) Data for the educational indicators listed in Table 1 was collected and used as both program and project indicators. Data was collected by ProSPER partnering agencies and organizations. Since being designated as a HUD Promise Zone, more than 150 organizations have partnered to improve the quality of life for local residents. These partnering agencies play a significant role in the collection and reporting of both primary and secondary data. Examples of data collected include formal reports from Pennsylvania's Kindergarten Entry Inventory (KEI) provided by the school district, neighborhood surveys, programmatic data for early childhood collected and maintained by partnering AFEL, public health data provided by the City of Philadelphia Dept. of Public Health, various public reports published by partnering organizations and governmental agencies, and student performance, attendance, and mobility data provided by the school district, etc. These data are just an example of the range in type and kinds of data available to the ProSPER partnership. All available data from multiple sources and in a variety of formats was collected and used during the planning of this project as both program and project indicators, in alignment with the educational indicators listed in Table 1 of the NOFA, to determine the effectiveness of piloted educational interventions implemented during the two year planning phase and as part of Promise Zone designation. Piloted interventions are briefly described in

Quality of Program Design. The development of the innovative SLAMS Middle School to be co-located on the Drexel University Campus is one example of the use of Educational Indicators in program and project design.

(b) Data for the family and community support indicators [REDACTED] was collected similarly, using a variety of available sources and formats as described above leading to data-driven decision making in determining program effectiveness during the planning period since receiving Promise Zone designation. Although ProSPER did not receive a Promise Neighborhoods planning grant, program indicators for family and community support, as defined in Table 2., were used to assess the effectiveness of the piloted program design, and used to inform data gathering tools (i.e. neighborhood survey), so as to ensure the adequate collection of data for use in the preparation of the needs assessment as described herein. Data collected for use as program indicators, align with the indicators [REDACTED] and were used to determine the effectiveness of service offerings in the Promise Zone, during the planning phase for this proposal.

(c) Partners of the Promise Zone also used the family and community support indicators as project indicators, in anticipation of this application and since receiving formal designation as a Promise Zone. Piloted projects were designed to ensure that the family and community support indicators would be used as metrics toward success. Examples of piloted projects include those activities and services offered to the community through Drexel's Dornsife Center. Notably, KEYSLOT, which provides internet and computer access and training to interested adult members of the community.

F. Participation in a Community of Practice: Drexel is an active participant in national anchor institution discussions, and is one of six universities participating in the Anchor Dashboard pilot project, led by the Democracy Collaborative, which is working to create a standard set of metrics to monitor anchor investments and impact. Through its many contact with anchor institutions nationally, Drexel is well-poised to organize a Community of Practice specifically dedicated to sharing knowledge and lessons learned centered around equitable development and the intentional creation of inclusive growth strategy intended to solve persistent education, economic, and health disparities in urban locations. Drexel will collaborate with other Promise Neighborhood grantees, to the fullest extent possible, serving as a resource for equitable development in urban locations, and contributing a wealth of knowledge relative to evidence-based educational interventions through the work of its School of Education. Other contributions to a Community of Practice include community engagement strategies, methods for alignment of academic and behavior and physical health, integration of trauma informed approaches for schools and communities and effective models for improving early childhood education.

G. Ensuring that children in the neighborhood receive the appropriate services from the continuum of solutions.

To ensure that all children in the neighborhood receive the appropriate services from the continuum of solutions, a broad range of solutions are proposed. The needs of each student differ based on academic strengths, emotional resilience, family stability, and other socioeconomic factors. The proposed school-wide reforms have been demonstrated to effectively improve student learning and performance. Learning will take place in a caring, trauma-informed environment, further providing students with in-school emotional and behavioral supports to help them succeed. Students will be provided with opportunities to participate in age appropriate out-of-school time activities that are designed to boost learning and critical thinking, raise college

and career awareness, improve health, and engage students in safe environments. Each student will be served by the proposed interventions based upon individual student needs, identified in collaboration with SDP school personnel, behavioral and mental health clinicians, and family/caregivers. Proposed services and interventions are available to all students. The project provides for the full inclusion of students with disabilities, as well as English learners. The ProSPER team will work with the District, Wordsworth and Drexel's Office of Disability Services and the English Language Center to provide all necessary accommodations for program participants. All proposed interventions are equally available. Students with disabilities as well as English learners will benefit from full inclusion in all appropriate solutions, determined by needs and interests.

H. Strong Theory – Collective Impact

The proposed Promise Neighborhoods Initiative is theoretically grounded. It is supported by a rationale for the proposed strategy reflected in the Logic Model [REDACTED]

Rooted in a Collective Impact approach, our theory of change is premised on the belief that no single policy, government, department organization or program can tackle or solve the increasingly complex challenges we face as a community. The approach calls for multiple organizations to abandon their own agendas in favor of a common agenda, shared measurement and alignment of effort. Unlike collaboration or partnership, Collective Impact initiatives, like this one, have centralized infrastructure –a backbone organization – with dedicated staff whose role is to help participating organizations shift from acting alone to acting in concert. To facilitate this, the Logic Model describes a set of evidence-based activities with measurable qualitative and quantitative outputs, and short, medium, and long-term outcomes directly derived from the Promise Neighborhood indicators [REDACTED] The

cumulative results of the proposed activities align with the results set forth in the aforementioned tables. The Logic Model sets forth the development of a centralized infrastructure, with Drexel University as the backbone organization. For the past two years, the partners of the Promise Zone have been functioning as a collaborative, drawing on deep relationships to effectuate change. Here, we propose to formally transition to a Collective Impact framework, establishing the infrastructure needed to do so, ultimately resulting in lasting change, or transformation. Through Collective Impact, we establish a common agenda. We work collectively to support neighborhood schools, provide resources and create the collaborative environment needed to improve teaching and learning. In this way we will close the education gaps that have contributed to the long-term disenfranchisement of neighborhood residents.

Proposed solutions are developed from a strong rationale, supported by robust educational research and demonstrated to be effective in achieving desired outcomes (see Evidence in Attachment #9). In addition to the citations meeting the strict standards for the WWC Evidence Standards for moderate evidence of effectiveness, additional citations demonstrating the extensive nature of the research base upon which each activity is drawn is included in Attachment #9, many citations providing additional evidence of promise for each of the proposed solutions to be implemented through this initiative.

IV. Quality of Project Services

A. Quality of Project Services: Likelihood that the Project will Lead to Outcomes

Steeped in decades of robust educational research, the proposed continuum of solutions builds on existing academic initiatives currently underway in the Promise Zone, and engages children, youth, and families through a variety of entry points, with education as the center, and strong and healthy communities as the foundation. We propose to build on the existing supports provided

for students by both the SDP and Drexel faculty, leveraging resources provided by key partners as well as leveraging existing community assets.

Building Upon Demonstrated Success

Since 2010 and deepening in scope since receiving designation as a Promise Zone in 2014, the West Philadelphia partners, including Drexel University, have piloted early childhood education projects, school improvement and reform projects, and a variety of youth engagement programs in the Promise Zone. These initiatives have already resulted in improvements in early childhood education and improved literacy in several schools within the Promise Zone footprint. The proposed continuum of solutions was developed in consideration of lessons learned from these early activities, and was designed to reflect those strategies that have proven to have the highest demonstrated impact on students and families. While these efforts have been successful they have been based on pockets of funding, good-faith partnerships and informal relationships. With Promise Neighborhood funding, we will develop a coordinated data-driven system that intentionally links the promising and established activities of the Promise Zone.

Drexel and its SoE have strong existing partnerships with three of the focus schools proposed for this initiative: Samuel Powel Elementary, Morton McMichael K-8, and Science Leadership Academy Middle School (SLAMS), and the University has brought programs to Alain Locke and Martha Washington for the past six years. Many of the proposed solutions have been piloted in Powel and McMichael, demonstrating extraordinary promise to effectuate change. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] The proposed education reform solutions have been developed in collaboration with the SDP and school leadership, and reflect solutions for

education reform that [REDACTED] faculty from the Drexel SoE and other colleges and schools have been initiating for more than 7 years. Descriptions of these early successes in Promise Zone schools are found on page 51.

Early childhood successes in the Promise Zone have also been demonstrated. The proposed solutions for early childhood education build upon these successes and reflect those activities intended to have the highest impact on the largest number of children and families within the Promise Neighborhood. Since the launch of Drexel’s AFEL Initiative with its emphasis on improving the quality of early childhood education opportunities in West Philadelphia in 2014, the percentage of neighborhood children (from Mantua, Powelton, and Belmont) enrolled in high quality childcare has increased from 42% to 60% (following only 18 months of support). Demonstrated outcomes of improved quality of literacy instruction are detailed on page 52. Additional demonstrated systems outcomes of the AFEL are described below.

Demonstrated Systems Outcomes of the AFEL
<ul style="list-style-type: none">➤ 19 ECE centers joined the AFEL Alliance of Childcare providers for streamlined services/trainings.➤ 22% of Alliance providers improved their quality rating via the PA STARs quality improvement system➤ 18% increase in the number of local children enrolled in high quality centers.➤ 64 trainings, totaling 2,246 training hours, conducted for Alliance member instructors and directors.➤ 2,139 hours of follow-up coaching conducted on-site.➤ Improvements on a pre-literacy assessment (the Peabody Picture Vocabulary Test) show an increase from an average score at the 31st percentile to the 39th percentile.

Most important to the success of the proposed initiative, is the commitment of the participating partners. Several of the key partners in this initiative have been working together to improve quality of life for residents in the Promise Zone for more than a decade. Deep relationships among the partnering organizations ensures continued commitment and accountability to each

other and to the residents affected by both long-standing education, economic and health disparities and the solutions proposed to remedy them. Designed in full collaboration with grassroots neighborhood organizations and trusted neighborhood service agencies, the proposed solutions have the full support of all stakeholders, including residents and the institutions and agencies who serve them.

B. Collective Impact, Partnerships, and Systems Building

A core strength of this proposal stems from years of collaborative work by community partners. This collaboration, catalyzed by local champions, Federal programs, and private investment has yielded assets that can be leveraged through a Promise Neighborhoods award. Deep and broad community engagement in recent years has identified community priorities, developed a culture of collaboration, and founded an intentional and organized process for collaborating on shared objectives. This work has occurred as an evolution of distinct planning phases and programs, which are outlined in this section. Each phase of collective work informed the design, expanded the reach, and enhanced the strength of the phase that followed. A Promise Neighborhoods award will be the catalyst that will transform this work from collaborative good faith partnerships to an institutionalized data-driven system complete with monitoring and enforcement.

This collective work has connected Drexel University to a variety of key partners, including:

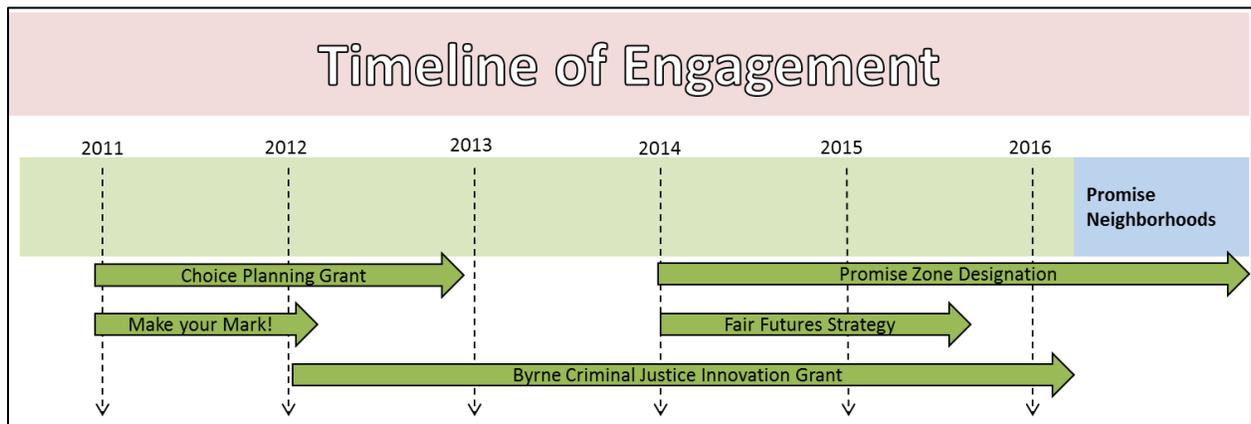
Mount Vernon Manor Community Development Corporation: A nonprofit organization that owns and develops affordable housing in the Mantua Neighborhood. Mount Vernon Manor receives funds from the City of Philadelphia to run a Neighborhood Advisory Committee (NAC), which helps organize residents and connect them to City and nonprofit resources.

People’s Emergency Center: A nonprofit organization that provides diverse services including affordable housing development, transitional housing, parent and youth engagement, financial literacy, workforce development, a NAC, and commercial corridor management.

Philadelphia LISC: The Philadelphia chapter of the national Local Initiatives Support Corporation. Philadelphia LISC serves as a grantmaker and financial intermediary for community development and capacity building

Philadelphia Mayor’s Office of Community Empowerment and Opportunity: The City’s anti-poverty agency.

The graphic below summarizes the collective impact, partnership development, and systems building to which partners have contributed in recent years. Each phase is described in the narrative below.



Choice Planning Grant

In 2011, Mount Vernon Manor was awarded a Choice Neighborhoods Initiative planning grant (Grant # PA3APH502CNP110) from the United States Department of Housing and Urban Development. Mount Vernon Manor used this grant to engage residents and partner organizations in a two-year effort to identify community priorities, strategies, and objectives. The steering committee for this plan included residents and representatives from Drexel

University, People's Emergency Center, Philadelphia LISC, the City of Philadelphia, and elected officials. The final plan, entitled We Are Mantua! (see link to full plan in Attachment #10) identified several educational priorities that are reflected in this proposal, including advancing early literacy, parent engagement, teacher development, and college preparedness.

Make Your Mark!

The Wells Fargo Regional Foundation in 2011 awarded People's Emergency Center a neighborhood planning grant, which focused on the communities surrounding the Lancaster Avenue commercial corridor. These neighborhoods included Belmont, Mill Creek, West Powelton, and Mantua. Like We Are Mantua!, this work convened residents and community partners, including LISC, Mount Vernon Manor, Drexel University, and City agencies. The plan identified many priorities related to education and community engagement which, like We Are Mantua, directed partner work and are reflected in this proposal (see link to full plan in Attachment #10).

Byrne Criminal Justice Innovation Grant

Building on the Choice Planning Grant, the United States Department of Justice awarded Mount Vernon Manor a BCJI grant in 2012. This effort was launched in part to advance the public safety priorities articulated in the We Are Mantua! plan.

Fair Future Strategy

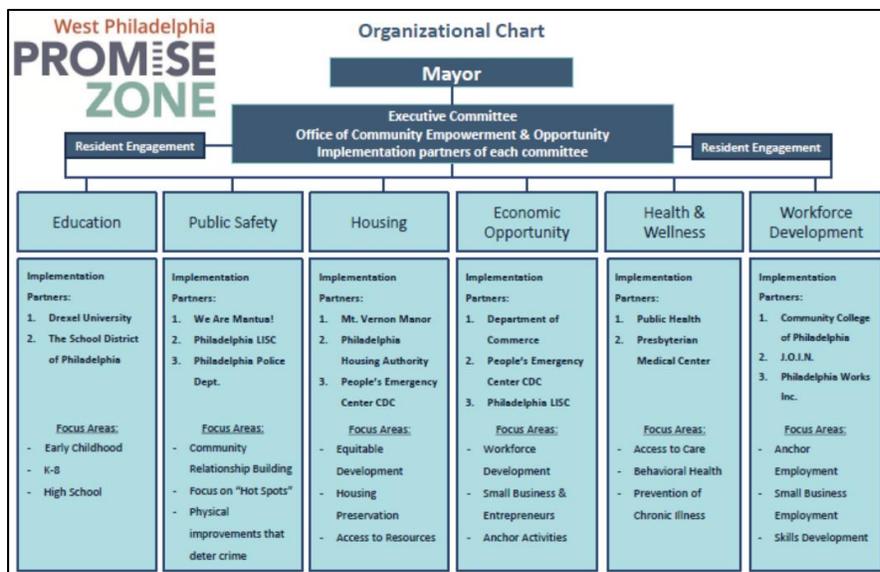
The partners engaged in the work described above sought a vehicle for better aligning their work. LISC began convening these partners in early 2014 to determine, in concert with resident input, where We Are Mantua! and Make Your Mark! were in greatest support of one another. This led to the creation of the Fair Future Strategy, which highlights where implementation efforts will

make the greatest impact on priorities shared across plans (see link to full plan in Attachment #10).

Promise Zone Designation

The City of Philadelphia was successful in its application to become one of the nation's first Promise Zone designations in 2014. The City's application drew directly from the community plans described in this section, using data they had produced, community priorities they had articulated, and partners they had involved. The West Philadelphia Promise Zone boundaries were determined to include the neighborhoods addressed by these plans.

The collective impact model of the West Philadelphia Promise Zone, shown in the graphic below includes the Philadelphia Mayor's Office of Community Empowerment as the lead agency. Six committees focus on community priorities in 1) education, 2) health and wellness, 3) public safety, 4) economic opportunity, 5) housing, and 6) workforce development. These committees are each chaired by two people: one a representative of a City agency, and the other a representative from an external partner. Drexel University, Wordsworth, Mount Vernon Manor, People's Emergency Center, and Philadelphia LISC all serve in these leadership roles. Each committee convenes a variety of partner organizations to improve conditions associated with high poverty and limited access to opportunity. More than 100 partners contribute to these collective efforts. Leaders from each of these committees participate in an Executive Committee, which meets monthly to ensure collaboration across committee partners. The Education and Health and Wellness Committees provided the foundation from which the Promise Neighborhood application derived.



This collective work makes Drexel University and its partners exceptionally prepared for a Promise Neighborhoods award: Partners who will be involved in implementation have spent years defining shared priorities, building trust and understanding of one another's expertise and constituents, and establishing organizational infrastructure that is needed to maintain and advance collaborative efforts. All partners have a shared prioritization for the educational and human services work outlined in this proposal, and understand which organizations are best positioned to fill particular roles. The clear, predictable, and strategic processes maintained by the existing Promise Zone Initiative will provide the scaffolding on which Promise Neighborhoods work is built. There will exist, on day one of the award, a system for mobilizing partners on the tremendous effort that will be needed to make transformative improvements.

The existing relationships between partners enabled immediate and deep participation in development of this proposal. Drexel convened its partners consistently and frequently to develop the strategy and content of this proposal, and this is evident in the number of partners and their commitments in the Memoranda of Understanding and the Partner Matrix. Additionally, these relationships facilitated a process for resident engagement in the proposal

development. The Promise Zone Initiative includes consistent communication with civic associations in each of the neighborhoods in the Promise Zone. Drexel and its partners convened residents and attended civic association meetings to explain the Promise Neighborhoods opportunity and obtain feedback. One example of resident input can be seen in the selection of the seven schools enjoined in this application. These schools were selected based on criteria that residents prioritized, which included geographic representation.

Accountability Measures: Drexel is a world-class comprehensive research institution committed to use-inspired research with real-world applications. The University's research activities result in more than \$110 million in annual expenditures for sponsored projects. Research Accounting Services administers all externally funded projects from the receipt of award through project closeout. They ensure financial compliance of the University's awards. All awards adhere to federal regulations, sponsor guidelines and restrictions as well as University policies and procedures. Drexel is committed to the highest standards of ethics, honesty, and integrity and ensures full compliance with all applicable laws, regulations, and policies. Drexel's Office of Research – Compliance group adheres to these high standards when carrying out its responsibilities with respect to projects awarded by government or private sponsors. Accordingly, they use due care when overseeing the Conflict of Interest, Effort Reporting, Export Controls, Facilities and Administrative Rates (Costs), Financial and Programmatic Assurance, and other aspects of sponsored projects. As a recipient of federal funding, Drexel is required to comply with the terms of OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200) ("Uniform Guidance"), specifically §200.331 regarding the monitoring of subrecipients on federally funded projects. They will also support the execution of subcontracts to include clear statements of work,

performance and reporting requirements, insurance coverage, and legal mechanisms to cover contingencies. The Office of Research and Research Accounting Services have implemented a risk-based methodology to manage subrecipient agreements, beginning with the introduction of a Project Specific Form (PSF). The PSF, combined with other metrics, will provide the Office of Research with information deemed necessary to effectively monitor subrecipient relationships and maintain compliance with the updated regulations. The ongoing monitoring of subrecipients under the Promise Neighborhoods grant will be a shared responsibility of the Director, the Director of University and Community Partnerships, the Office of Research, and Research Accounting Services.

V. A.3. CAPACITY

V. A.3a High Quality Management Plan

Working with the Neighborhood and Residents

The proposed Promise Neighborhood builds on the work of the Promise Zone Education and Health and Wellness Committees and others to create a cohesive “cradle-to-career” continuum. Most members of the Education and Health and Wellness Committees have been planning together for more than five years and formally in the Promise Zone structure since 2014, and will continue to work together as part of the proposed Project Management Team. The deep relationships developed over the past two years between project partners, key stakeholders, and the community is a strength of this management plan, and ensures the continued collaboration and cooperation needed to effectively carry out the proposed initiatives. Drexel is a lead partner, along with SDP, the City, and Wordsworth, together with community organizations and civic associations. Together, these partners have implemented a collaborative process of neighborhood and resident inclusion, and a coordinated management system through which every partnering

Drexel, Wordsworth, and the School District of Philadelphia will continue to support professional development for the Compassionate School model beyond the scope of the grant. The School District of Philadelphia will continue its investment in the Turnaround Network and expansion of the Innovation Network. Similarly, the Fair Future Strategy for equitable development, Community Schools, and Universal Pre-K are pre-existing investments within West Philadelphia that will continue regardless of funding status. Through this project, two target schools are slated to become a Community Schools before the end of this grant term. Community Schools are funded through the Mayor's Office of Education and provide additional resources for staffing and professional development as a way to support, advance, and maintain high-quality instruction in Philadelphia schools. The designated Community Schools within the Promise Neighborhood will benefit from Community School designation and additional resources will be prioritized for expansion and scale-up of stated educational initiatives.

In addition, there is extensive planning for College and Career Awareness and Family Engagement that will further support this work with significant investment in the Promise Zone coming from the Department of Labor and a multitude of other federal, state, and local funding sources. The coordination of efforts and leveraging of resources over the past two years has resulted in improved student performance in several neighborhood schools, significant strides in improvement in early childhood education, improved graduation rates, and healthier children and families. All of these initiatives require the continued collaboration of key partners and demonstrate our capacity and provide examples of successful collaborative endeavors that have resulted in positive change within the Promise Zone over the past two years. The strength and capacity of the collaboration cannot be overstated. The Director, to be hired, will benefit from the shared experiences and lessons learned since inception of the Promise Zone, as well as the

extensive expertise and support available through the dynamic institutions, organizations, and agencies all working in a coordinated effort to improve life for Promise Zone residents.

Progress towards Developing, Launching, and Implementing a Longitudinal Data System

The proposed integrated data system will allow for the evaluation of student educational outcomes, as well as tracking annual progress in key educational, family, and community support indicators as described in the Promise Neighborhoods 2016 NOFA. The Promise Neighborhood Director will have the support of a formal data working group that includes experts from Drexel University as well as the City of Philadelphia and the School District. The development, launch, and continued implementation of the longitudinal data system will fall under the purview of co-directors [REDACTED] who will drive the initiative's work to understand existing data systems, integrate student and other data from multiple sources, and develop disaggregated reporting processes. [REDACTED]

Drexel's Urban Health Collaborative, which works to improve health in cities by increasing scientific knowledge and public awareness of health and health variation within cities, will contribute expertise in developing and improving the data system. The data working group will provide monthly reports to the Director and Project Management team to both ensure compliance and allow for continual quality improvements based on the data. The data working group will also report quarterly to the Community Advisory Board. A key charge of the working group is to develop methods for data visualization that break outcomes down into legible representations that can be shared at community meetings (e.g. NAC meetings, 16th District Police Meetings, and civic association meetings).

Since inception of the Promise Zone, the efforts to coordinate data collection and reporting have resulted in identification of existing data systems and methods of data collection and reporting

used by the various stakeholders and an analysis of how data systems can and will be linked to ensure access to shared data throughout the Promise Zone. The proposed plan to develop a longitudinal data system as described below summarizes the findings of this work, and presents solutions for ensuring the collection and tracking of data needed to track annual progress and report on key program educational and family and community support indicators. The system will allow for the evaluation of outcomes among children living and/or attending school in the Promise Neighborhood, and is also intended to be used in real-time to effectuate program decision-making and continuous program and project improvements.

Progress to Link the Longitudinal Data System to Existing Systems

Drexel, in collaboration with the City, the SDP, and Wordsworth, and key community partners Mt Vernon Manor, People's Emergency Center and LISC, each a key partner in this proposed initiative, having an attached MOU describing their full commitment to this project to include participation in a shared, longitudinal data system (see MOU), will build a comprehensive, integrated, data system that will combine data from a variety of sources.

The system will integrate several databases, including:

Individual-level indicators

Case Management Database - Promise Neighborhood service providers will enter individual-level sociodemographic, family roster, implementation, and outcome data into a case management database. In accordance with Drexel's purchasing policies, we will use an RFP process to choose a vendor. One system we are considering is Social Solutions Effort to Outcomes (ETO) software. ETO is a web-based, customizable software system that has already been implemented in other Promise Neighborhoods. It allows for data submission in various formats, coordination of activities, data sharing, and HIPAA-compliant reporting. The City of

Philadelphia has used ETO software since 2013 to manage data for PhillyBOOST, a system of out-of-school time programs for children in Philadelphia. Through PhillyBOOST, the City has developed an ongoing working relationship with the firm Social Solutions, which brings experience in other Promise Neighborhoods, resulting in the successful implementation of an integrated system used by over 70 providers of varying capacities. This prior experience will ensure successful implementation of the system in the Philadelphia Promise Neighborhood. In order to maximize uptake by Promise Neighborhood providers, we will provide ongoing technical assistance using multiple modalities. For example, PhillyBOOST currently provides individualized training for common ETO activities. To guard privacy, access to the case management database will be role-based, with protected information circulated only as needed for each end user. Specific terms of access with each provider, researcher, or evaluator will be delineated in a data sharing agreement.

School District of Philadelphia and Belmont Charter School Administrative Data - The School District of Philadelphia (SDP) collects and maintains administrative records for each of its students in District and Charter schools, including: demographics, attendance, standardized test scores, class grades, serious incidents and suspensions, academic standing and graduation, and residential address. These data will be integrated with other data sources at the student level in order to create the foundation of the student-level longitudinal data integration system.

School District of Philadelphia District-Wide Survey - The SDP Office of Research and Evaluation (ORE) already administers annual District-wide surveys every spring to collect feedback from parents/guardians, students, teachers, and principals about the quality of education in District and Charter schools in Philadelphia. Therefore, these data are available for all seven proposed Promise Neighborhood schools. The surveys were designed over a period of two years

in collaboration with numerous stakeholder groups and the University of Pennsylvania Graduate School of Education, and have been conducted since the 2014-2015 academic year. The surveys are based on seminal research from the University of Chicago and contain previously validated questions addressing school climate and safety. We will be adding new questions to the surveys for academic year 2016-2017, including questions that garner information about health care, diet, exercise, access to broadband internet and a connected device at home and school, parent encouragement of reading books outside of school, and parent discussion of the importance of college and career with high school students. We will devote resources (e.g. school and parent incentives, parent ambassador outreach) to improving response rates to the existing survey. Student and parent responses can be identified by student ID, and will be integrated with student administrative information and other student-level data for those students who consent to enroll in Promise Neighborhood services. Responses will also be aggregated to the school level to produce indicators of school climate, safety, diet and exercise behaviors, and internet access.

Early Childhood Data - The Action for Early Learning (AFEL) Initiative collects individual child-level pre-literacy data from a representative sample of child care centers within the Promise Neighborhood. Plans are also in place to begin assessing the socio-emotional skills of children within each of these childcare centers using the Devereux Students Strengths Assessment (DESSA) administered by child care teachers who will participate in a Socio-emotional Learning course at Drexel School of Education. This data collection process will take place annually and can be expanded to incorporate additional measures of early learning such as knowledge concepts and/or expressive vocabulary. Through our data integration system we will be able to track early learners into Kindergarten and grade school, and beyond.

City of Philadelphia Agency Data - Individual-level data provided by the City of Philadelphia will draw from multiple municipal agencies. Desired information includes risk factors for poor health and educational outcomes (e.g. lead exposure, immunizations, substantiated cases of child abuse and neglect, and time spent in homeless shelters); information on service use (e.g. mental health and substance abuse treatment utilization for Medicaid and uninsured clients); and criminal justice data (e.g. incarceration, juvenile detention, and delinquency services). We also plan to obtain vital statistics data from the state of Pennsylvania in order to analyze key life course characteristics that influence children's development and well-being (e.g. maternal education, prenatal care, and birth weight).

School- and Neighborhood-Level Indicators

The data team will regularly gather, integrate, and report data from a variety of sources in order to calculate school- and neighborhood-level estimates for the Government Performance and Results Act (GPRA) indicators. This information will also be used in the collaborative development of additional indicators that align with the goals of our project and will ultimately help in identifying children in need of services, as well as in improving the efficacy of services over time. Potential additional indicators could include: number and percent of children with high lead exposure (≥ 5 1/dL); number and percent of children with a substantiated case of abuse or neglect; and number and percent of children who have spent time in a city-funded homeless shelter in the past year.

Key sources of school- and neighborhood- level data will include:

School District of Philadelphia and Belmont Charter School Administrative Data - As described above, administrative data from SDP and Belmont Charter school will be extracted on a regular basis to be integrated into the Promise Neighborhood student-level data system. These data will

also be aggregated to the school level to produce school-level indicators (e.g. enrollment, demographics, student mobility rate, student attendance, proportion of students at grade level in math and English, student suspensions, and graduation rate).

School District of Philadelphia District-Wide Survey - As described above, response to the District-Wide survey will also be aggregated to the school level annually to produce school-level indicators of school climate, safety, regular source of health care, diet and exercise behaviors, parent encouragement, and internet access. This aggregation will not only allow us to use de-identified data from the entire sample of school community respondents, regardless of enrollment and consent into Promise Neighborhoods services, but can be compared with District-wide results at schools throughout the City.

City of Philadelphia - City data described above will also be aggregated at the school and neighborhood level to produce indicators useful for understanding risk profiles and city service utilization at these levels.

Neighborhood-level Data from Administrative and Other sources - Extensive longitudinal, aggregated neighborhood-level information is available through the Research and Data Core of the Drexel Urban Health Collaborative (UHC), which is housed at Drexel's Dornsife School of Public Health [REDACTED]

[REDACTED] The primary objective of the UHC Research and Data Core is to support work that characterizes health in cities. Because of UHC's expertise in creating and maintaining neighborhood-level measures, it was recently invited by the Urban Institute to apply to serve as Philadelphia's Local Data Intermediary for the National Neighborhood Indicators Partnership (NNIP). UHC's access to a nationwide network of partners through NNIP will be an invaluable asset for the development and monitoring of Promise Neighborhood indicators. Table 1

summarizes neighborhood information currently available through UHC. The majority are available longitudinally.

Type	Examples
Demographics	Age, racial/ethnic composition, foreign birth
Residential density and mobility	Population density, % residents living in the same house in the past year and past 5 years
Economic environment	Education, unemployment, poverty, income and assets, housing and transportation costs, foreclosures
Social environment	Social capital, safety, crime, racial segregation
Built environment	Land use; public transportation stops; pedestrian street network; traffic; motor vehicle crash fatalities; walkability, bikeability, and transit scores; recreational facilities
Food environment	Locations of food stores, perceptions of the food environment
Natural (land) environment	Open space, impervious surface area
Environmental exposures	Air pollution, emissions, locations of industrial facilities
Health	Aggregated measures of chronic illnesses, anthropometry, health behaviors, health care access and use

Neighborhood Survey Conducted in Years 1, 3, and 5 - We will supplement existing neighborhood-level indicators with primary data collected directly from a representative sample of households with children in the ten Promise Zone neighborhoods. We will do this by collecting surveys that are an extension of existing community-based participatory research efforts in the Promise Zone: the five-year evaluation of the Dornsife Center for Neighborhood Partnerships, and the annual parent needs assessment informing the Action for Early Initiative for improving access to quality early childhood education in West Philadelphia. Both of these efforts (████████████████████) hire and train community residents and parents to conduct surveys and report results back to the community in a timely manner, resulting in improved community reception to research efforts and higher response rates than more traditional survey approaches.

Surveys will be conducted by randomly selecting households within each of the ten Promise Zone neighborhoods. Community resident and parent ambassador surveyors will approach each randomly selected household, conduct a screening to identify houses with children aged 0-24, and then conduct a survey interview with a parent or other caregiver. We aim to employ a neighborhood-stratified sampling design, with a balanced sample of approximately 200 adults in each of the ten neighborhoods. Survey items will include: awareness, use, and perceptions of Promise Neighborhood activities; early childhood and school-age educational attainment and academic achievement; child health status; family structure and sociodemographics; and parenting behaviors. Our goal is to create robust and reliable neighborhood-level longitudinal data with which to detect change over time on child-focused resources and outcomes. We intend to collect these data as anonymous repeated cross-sectional samples, but will explore the option of collecting consent and contact information to create a neighborhood longitudinal panel.

Progress to manage and maintain the system

Governance - [REDACTED]

[REDACTED] Prior to establishment of the data system, we will also establish a Data Advisory Committee comprised of several key contributing providers of data as well as members of Drexel University faculty and staff having considerable expertise in the collection and management of data and data systems.

Consent - We will use a unified process for written consent to disclose personally identifiable information. It will be administered at multiple venues and will be FERPA and HIPAA compliant. Consent will be obtained from parents (or eligible students) at the start of the school year or during delivery of program services. In order to minimize duplication of consent

requests, individuals who have not already undergone the consent procedure will be flagged in the case management database so that service providers can identify them and obtain consent.

Data acquisition and sharing - We will use data sharing agreements to specify the data to be provided by each participating entity. We will gain all needed IRB approvals prior to obtaining protected data. As with the case management database, access to elements of the integrated data system will be role-based, with access to protected information limited to what is needed by each user. Specific terms of access for each provider, researcher, or evaluator will be delineated in a data sharing agreement.

Data integration - We will assign individual students and service recipients unique Promise Neighborhood IDs. Individual-level information from different sources will be matched to individuals using a hierarchical matching algorithm. Data from the City of Philadelphia will already be integrated to the individual level prior to incorporation into our data system using existing algorithms already in place by the City for integration of information across city agencies. Individuals will also be assigned household IDs based on household roster information.

Data protection and storage - The Data Advisory Committee will oversee development of a data governance plan prior to implementation of the integrated data system. All Promise Neighborhood and partner staff will be trained in the procedures included in the plan, and will be required to sign a confidentiality statement. The Drexel Office of Information Resources and Technology will provide the project with unencrypted network storage as well as a secured network storage space. The unencrypted network storage space will be used to store only non-protected content (e.g., aggregate census-based measures). All protected data will be stored on file servers in Drexel's two secure data centers, which have restricted card access. File servers use Sophos SafeGuard encryption that is FIPS 140-2 certified. Access will be limited to project

faculty and staff, with permissions varying by individual depending on the level of access required to carry out duties. All project computers will also have Sophos SafeGuard encryption software installed prior to being put into service.

Analysis and Reporting

Data will be compiled, analyzed, and reported in the following ways:

For case management - All rapid-time data available for consented students will be integrated at Drexel, adhering to HIPAA and FERPA data confidentiality and security standards, and then made available through specific permissions to case managers and support service providers through the case management system available through ETO or similar platform. Dashboards integrating data visualization tools will allow providers access to web-based summary reports to inform service provision.

For longitudinal evaluation - Data will be assessed annually to detect change at the student, school, and neighborhood levels to evaluate the collective and cumulative impact of various strategies. Data collection and sampling will be conducted in such a way that enables assessment of family (where sibling data exist), school, and neighborhood-level predictors of educational and health outcomes over time.

For annual school and community briefs - Data aggregated to the school and neighborhood levels will be reported annually to Promise Neighborhood-enrolled students' families, program providers, and school catchment area community residents. We will report annual aggregated data in brief, user-friendly, and infographic formats that will be useful for broad dissemination and transparency. Parent ambassadors and neighborhood surveyors will assist with outreach and community dialogue.

Applicant use of Rapid-Time Data Approach

Our design for assessing the Promise Neighborhood interventions draws on principles of developmental evaluation, which is ideal for helping diverse stakeholders understand the effectiveness and potential impact of interventions through a series of focused, action-driven, rapid cycle assessments. This approach is informed by evaluative and systems thinking, data, and data-based reflection to provide regular feedback, informing decision making and implementation adaptations.

Documentation of the Implementation Process

ProSPER proposes the creation of a new method of reporting to document our work in the Promise Neighborhood. Materials will reflect our process as much as our outcomes and allow us to better tell our story for the purposes of both ongoing coalition building and model dissemination. We propose the development of a multi-year digital ethnographic case study to serve as a living document, updated regularly. We envision the case study as a website that is rich in testimonials, stories, photographs, and videos – all narrated from multiple perspectives. The ProSPER's core work will continue to evolve but is very much grounded in the five years of shared planning to date. This case study format will illustrate this long term evolution. Lessons learned will be shared annually via community newsletters and community meetings as well as the digital ethnographic web-based case study.

Creation and Strengthening of Formal and Informal Partnerships

Note that each key partner has completed an MOU (attached) describing their full commitment to this project to include participation in an integrated, comprehensive, and longitudinal data system. The MOUs are included in the appendix, and outline each partner's financial and programmatic commitment, as well as a description of how each partner's existing vision, theory of change, theory of action, and current activities align with those of the Promise Neighborhood.

The proposed shared data system is expected to both reinforce and strengthen existing formal partnerships within the Promise Zone as well as result in opportunities to expand informal partnerships within the Promise Zone through data dissemination and relevant data sharing.

Governance Structure

The Project Management Committee serves as the project’s governance committee and the Community Advisory Board (CAB) will serve as an advisory committee specifically for outreach and community engagement. Fiscal management, compliance, human resources are all the responsibility of Drexel University, a comprehensive research university having an annual operating budget of \$1,070,178,000 and significant experience in relevant areas of grants management, staff management, and fiscal management. The project will be managed by the Promise Neighborhoods Director, [REDACTED]

The Director will be responsible for developing, executing, and managing the five-year program of work. A major focus will be project strategy, partnership development, management of the operations and program staff to ensure that all project goals, objectives, and deliverables are met on time, within budget, and at the highest possible quality of work. The ideal candidate will have a Master’s degree (required) or Doctoral degree (preferred) in a relevant area of Education (e.g. Urban

Education, Early Childhood Education, English Education, Curriculum and Instruction, or STEM Education). The job posting will further require five to seven years of experience focused on school-based efforts in urban schools/districts and a minimum of five years of management experience. The position will be advertised widely and posted through the University's job posting portal. Candidates will be vetted and interviewed by the Project Management Committee, [REDACTED]

[REDACTED] Drexel recognizes the importance of this position to the success of the program and is committed to prompt hiring within 90 days of notice of award. [REDACTED]

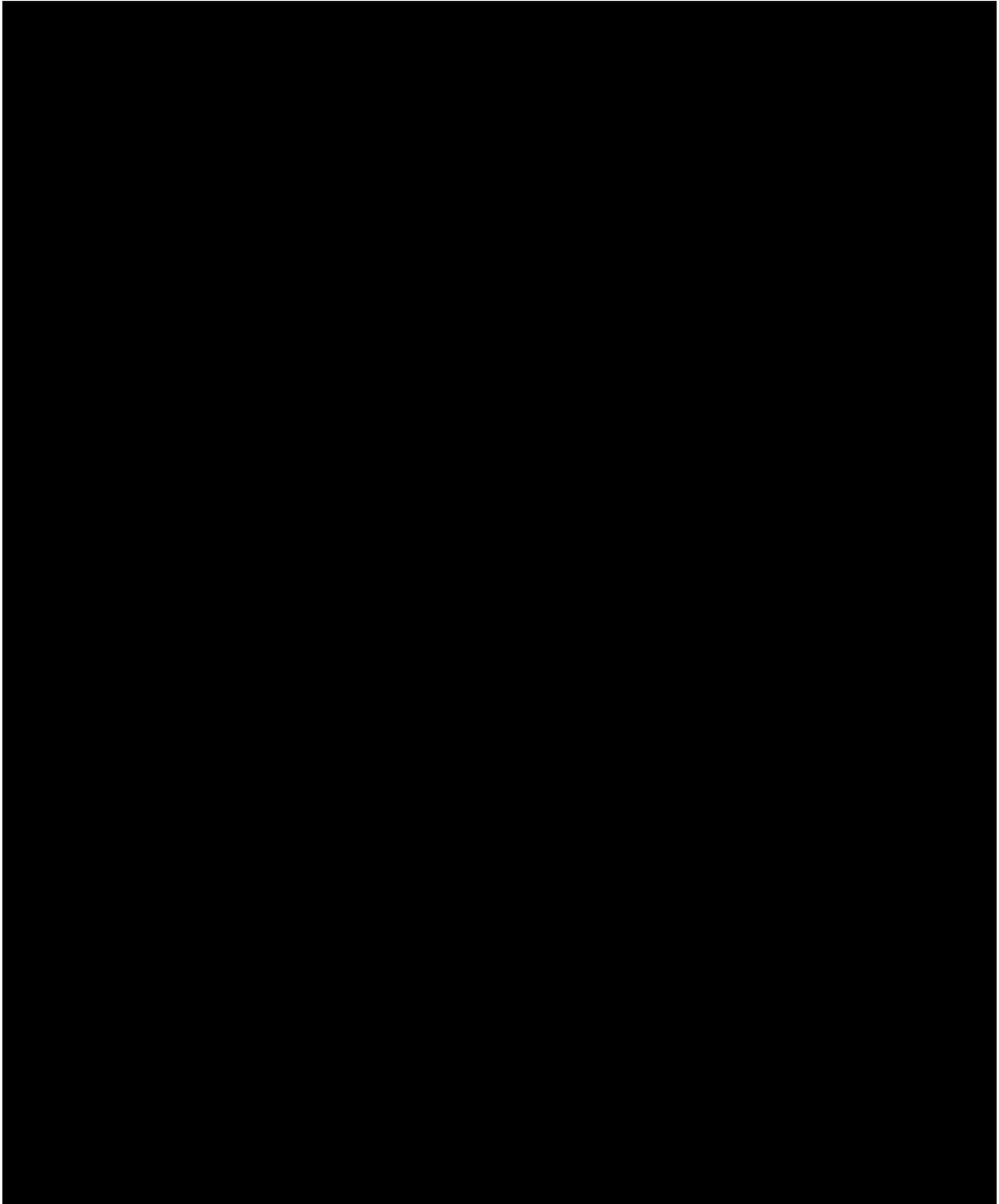
[REDACTED]

Drexel will also hire an Education Deputy Director, K-12 Schools Assistant Director, Adult Education and Workforce Coordinator, Administrative Coordinator, Public Awareness Manager, Data Integration Coordinator, and Case Management System Administrator. Faculty and staff from Drexel's Dornsife School of Public Health will support the planned data and evaluation activities. Complete job descriptions for each of these positions are included in Appendix B. The attached Organizational Chart details the relationship between these staff members and the various subcontractors, Drexel staff, City staff, and Advisors (Appendix B). All core staff (non-subcontract) will be Drexel employees and therefore subject to all Drexel HR policies and performance management protocols.

Drexel has assembled a Project Management Committee to provide staff with oversight and guidance for the project's duration. [REDACTED]

[REDACTED] Each member was selected for participation on the Project

Management Committee due to their expertise, connections within the community, longstanding commitment to the Promise Zone and ability to tangibly contribute to project success.





While the Project Management Committee is comprised of a fairly large number of individuals, they each bring a unique perspective to the many facets of the proposed initiatives. The Committee has been successfully working together to implement pilot programs and projects in the Promise Zone since 2014. The Promise Neighborhoods Director, to be hired, will be well supported by a collegial and collaborative team of professionals dedicated to ensuring the success of this initiative. The Director will benefit from the wealth of expertise and support offered by the Committee, without burdensome, top-heavy oversight as found in a Board of Directors governance structure. The Committee provides valuable expertise, resources, and support to ensure continued progress toward stated goals, but will not supervise or manage the Director. 



Initially, the Director will meet with the Project Management Committee every other week for a standing meeting that will focus on data collection and analysis and implementation of the longitudinal data system, hiring updates, implementation updates, and fundraising and sustainability efforts. Formal presentations by the Director on progress will be made to the Committee on a quarterly basis. This allows for real-time program and project adjustments and reporting on progress.

The Community Advisory Board (CAB), led by LISC, ensures community input, participation and feedback in all programs, projects and activities and is highly representative of the proposed

geographic area to be served. The CA will monitor and provide feedback on ProSPER's programs and processes to ensure that goals of equitable inclusion of neighborhood residents are carried out in a way that preserves the rich culture and history of the affected neighborhoods. The majority of CAB members are residents of the Promise Zone, and come from multi-generational families that have called the Promise Zone home for many years. This level of community input and commitment is vital to the success of this initiative and to sustained benefit beyond the five-year term of this grant. LISC, a partner and subcontractor, will lead the Community Outreach and Engagement activities and provide structure for the CAB. Two community representatives will sit on the Project Management Committee and will be selected from among the members of the CAB. The Project Director will make regular presentations to the CAB to describe work underway and to ensure community awareness of projects and initiatives being developed. LISC will take feedback to the Director and Project Management Committee, ensuring a closed loop communication and feedback system that elevates CAB input and feedback to all project leads. The CAB will meet quarterly to help shape the direction of the initiative. ProSPER will provide capacity building support to facilitate the creation of effective subcommittees around issues areas such as youth, parent/family engagement, workforce, and adult education. The CAB will require active participation from all members.

The CAB will be comprised of a mix of local residents and public officials to ensure that voices from within the defined geographic area have an active and meaningful influence on project activities. At a minimum, the CAB will include: a principal or teacher from each school; one parent from each school; representatives from CDC's (PEC and Mount Vernon Manor); representatives from Civic Associations (Mill Creek Advisory Council, Mantua Civic Association, West Powelton/Saunders Park Registered Community Organization, Belmont

Alliance Civic Association, West Belmont Civic Association, Powelton Village Civic Association, West Powelton Concerned Community Council, United Block Captains Association); a representative from the Councilwoman’s Office; a representative from the Mayor’s Office of Education; a city liaison to Promise Zone; a representative from the Free Library; a representative from Parks and Recreation; a representative from Youth Development; faith-based representatives; representatives of the local philanthropy sector; and Drexel faculty representatives in the fields of education, public health, and public policy. Community leaders sitting as part of the CAB include: [REDACTED]

[REDACTED]

[REDACTED]

The Project Management Committee and CAB are equally held accountable to each other, while also collectively working toward intentional and equitable inclusion of residents.

Accountability and Compliance

Drexel’s Office of Research will ensure that the Promise Neighborhoods Director and staff meet all grant reporting deadlines. It will also support the execution of subcontracts to include clear statements of work, performance and reporting requirements, insurance coverage, and legal mechanisms to cover contingencies. The ongoing monitoring of subrecipients under the Promise Neighborhoods grant will be a shared responsibility of the Director, the Director of University and Community Partnerships, the Office of Research, and Research Accounting Services. Multiple university departments, including Human Resources and the Office of Government and Community Relations at a minimum, will support the initiative’s work and ensure that the project complies with all applicable regulatory guidelines.

Integrating Funding Streams from Multiple Public and Private Sources

The proposed continuum leverages significant existing investment in the Promise Zone. [REDACTED]

The proposed solutions are specifically designed to ensure that existing resources are fully leveraged, such that proposed solutions and activities are not duplicated and funding requests are

reasonable and necessary to effectuate the outcomes described herein and further described in the attached logic model.

School and Family Support Services Program Staffing

Wordsworth, through a subcontract with Drexel, will staff each school with Master's level clinicians (Compassionate School Coordinators) and Bachelor's level resource coordinators (School and Family Support Coordinators) who will deliver the various components of the SFSS program (described in Quality of Project Design). Additionally, a Deputy Director of School and Family Support Services will oversee the entire program and supervise the staff.

Commitment to Work with a National Evaluator

Drexel in collaboration with the City, SDP, Wordsworth, and other organizations contributing to the proposed shared data system are fully able to respond to the commitments outlined in the MOU with the Promise Neighborhoods national evaluator. We are committed to providing project data on a quarterly basis, if requested, and to the development of a plan to identify a comparable comparison group for evaluation purposes.

 key members of the Project Management Committee, Data Committee, and the Director will work in consultation with the national evaluator to develop an evaluation strategy to include a credible comparison group. In addition, Drexel will also contract with a Local External Evaluator for this project to ensure the project is implemented with fidelity. The contracted consultant will include, as part of the contract for External Evaluator, the requirement to work collaboratively with the national evaluator and as requested by Drexel.

All contributing members to the proposed, shared longitudinal data system will enter into a detailed MOU, outlining requirements of the shared data system to include security, privacy, and

commitment to working with the Promise Neighborhoods National Evaluator. Drexel will maintain the data system, and will ensure that the national evaluator and the Department of Education have access to all relevant project data including administrative data and program and project indicator data on a quarterly basis, or as requested by the Department of Education.

V. Adequacy of Resources

A. Costs

Drexel is a world-class comprehensive research institution, and the University's research activities result in more than \$110 million in annual expenditures for sponsored projects. As such, Drexel has the capacity to develop and administer a complex, multi-year financial and operating model and sets forth a plan herein. Possessing significant physical, human, and liquid capital, Drexel University is committed to ensuring the success of the proposed Promise Neighborhoods Initiative. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] An anchor institution in West Philadelphia, Drexel is committed to being a strong partner for its community. Drexel's mission for this project is to ensure equitable development, reduce education and economic disparities for residents, and ensure fair access to all neighborhood assets for all residents. As such, Drexel is poised to serve as lead applicant for this initiative, and dedicates its full resources to ensuring its success.

All key partners in this project have demonstrated commitment to the proposed solutions through significant investment in the form of physical and human capital [REDACTED]

[REDACTED] Key stakeholders have been voluntarily

contributing to the planning efforts and pilot projects currently underway within the Promise Zone since 2014. All existing activities, pilot projects, and planning activities have taken place without additional resources, further demonstrating the commitment of the partnership.

Each key partner has committed matching funds to demonstrate commitment to this initiative and to ensuring the success of the proposed continuum of solutions. See *Integrating Funding Streams* on page 117 for a detailed description of the amount of match contributed by each partnering organization.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The project is expected to result in significant return on investment considering the long-term economic impact of the proposed solutions for residents of West Philadelphia. Attachment F. details the number of children/students/families to be served by each activity and the number of schools and educators impacted by the proposed solutions. The growth indicators demonstrate the expected ability to expand the reach and impact of the proposed solutions over time. The requested budget, combined with the dedicated resources contributed in the form of matching funds (see attached MOUs) is adequate to support the proposed continuum of solutions, and is reasonable in relation to the number of persons to be served in the short and long term.

Sustainability Plan

The proposed project includes many systems changes that will result in the long-term institutionalization of the proposed solutions as demonstrated in the Quality of Project Design.

The shared data system will allow for the coordination of education, health, and social services long after the term of this grant.

Extensive resources have been purposefully leveraged in the design of the proposed solutions to ensure long term, sustainable impact. [REDACTED]

[REDACTED] This project aims to make these existing funds more efficient and more intentionally aligned, resulting in the highest and best possible outcomes for each dollar invested in ProSPER.

The partnership has presented a plan to set annual goals to leverage existing funding within the Promise Neighborhood and is committed to continuing the activities of this project by seeking additional resources, both federal and philanthropic, to continue the efforts begun with this application. We envision this application as the seed investment in a long-term strategy to effectuate real change in West Philadelphia. As such, each and every partner is committed to maintaining the beneficial impacts expected over the next five years as a result of award under the Promise Neighborhoods program, while leveraging all other possible funding, by aligning programs and projects to build from and complement the work that is begun here.

The broad support for this project has been discussed, but should be reiterated. This project is supported by key stakeholders including the City of Philadelphia, the School District of Philadelphia, Wordsworth, and Drexel. Most importantly, the project was designed in collaboration with the residents of the neighborhood, ensuring long-term buy-in and commitment to project success. Community support for this project extends to nearly all institutions, organizations, and agencies within the Promise Zone and includes anchor institutions,

government, and the school district. The strength of the partnership and the buy-in of residents and community organizations ensure the project's long term success.

ProSPER is built on a foundation of community-university partnerships, a network of commitment and collaboration enabled by a Promise Zone designation. ProSPER is laser-focused on the education and economic disparities that are increasingly characteristic of American cities, but particular to the Promise Zone. We must act now to leverage these existing investments, to capitalize on the current economic growth and expansion happening in University City, and to maximize the potential of every dollar invested in an effort to transform a disenfranchised neighborhood into a community of opportunity for every child and their family.

Competitive Preference Priority #1- Improving Early Learning Development

The WPPNZ “Cradle-to-Career Continuum” rests on a suite of coordinated activities and programs aimed at improving early learning development and outcomes. The Action for Early Learning Network (AFEL), a Drexel University-led collaboration of social service and education agencies and community stakeholders, is the cornerstone partner for this segment of the continuum. AFEL’s systems approach aims to connect West Philadelphia childcare centers and families to citywide programs and evidence-based best practices. To this end, AFEL is: a) creating an Alliance of West Philadelphia Childcare Providers; b) aligning with citywide work; and c) enhancing communication and coordination among service providers to better meet the needs of neighborhood families. Since the launch of AFEL, the percentage of neighborhood children from the Promise Zone who are enrolled in high quality childcare has increased from 42% to 60% (following only 18 months of support).

One widely recognized barrier to the improved quality of early childhood education is its cost structure relative to its revenue potential. Public sector subsidies combined with parent fees generate too little revenue to cover the cost of delivering a high quality program. The field of early education is overwhelmingly populated by small proprietary and nonprofit providers operating on exceedingly thin margins, which make it difficult to allocate resources to more generous staffing, competitive salaries, and benefits that attract and retain more experienced teachers – all practices associated with program quality and positive child outcomes. WPPNZ partners, led by AFEL, have identified shared services as a promising, evidence-based strategy for mitigating the high cost structure in early childhood care and education.

Ongoing Activities: AFEL partners are currently working together to provide support for quality improvement in curriculum and teaching; professional development opportunities; individualized

coaching; mentoring between high and low quality directors, matching experienced directors with those in need of professional development; mini-grants for providers to purchase educational materials; networking opportunities with other providers and School District early education and kindergarten teachers; and Early Intervention referral assistance. These services are centered on building the capacity of educators and childcare centers to improve essential domains of school readiness among early learners.

Proposed Expansion of Early Learning Activities at the Systems Level: WPPNZ proposes to build on past successes and lessons learned by introducing new activities that are clustered around three primary solution areas: 1. Ensuring high quality early childhood education at the neighborhood level; 2. Building knowledge, awareness, and engagement among families about the importance of high-quality early childhood education and health; and 3. Improving the transition from pre-K to Kindergarten. Activities will include: create a pipeline for entry-level ECE workforce; strengthen the existing mentoring program between high and low quality directors; coordinate AFEL activities with the Mayor's Universal Pre-K Expansion Program; provide assistance and support to caregivers seeking childcare benefits; expand offerings to include support for business services, human resources, and STAR paperwork; build leadership and advocacy capacity of directors for long-term sustainability; create Advisory Board comprised of AFEL members as well as representative parents, directors, Drexel, and community members; and provide parenting education, coaching, and support for caregivers of young children.

Competitive Preference Priority #2 – Quality Affordable Housing

The proposed geographic area for this initiative, the West Philadelphia Promise Zone, has been the subject of an affordable housing transformation pursuant to a Choice Neighborhoods planning grant awarded by the U.S. Department of Housing and Urban Development in 2010. The Choice Neighborhoods planning grant has impacted rates of distressed public and assisted housing in the Promise Neighborhood, as described below.

Mount Vernon Manor, Inc., a local Community Development Corporation and the recipient of the CHOICE Planning grant, is a key partner in this project and has included a memorandum of understanding indicating its commitment to coordinating and aligning resources with this project (see attached MOU). Drexel University, lead applicant for this Promise Neighborhoods project, was named a key partner in the 2010 Choice Neighborhoods planning grant.

Through the Choice planning grant, Mount Vernon Manor was able to assess the already existing physical, socio-economic and educational assets present in the neighborhood and engage residents and local community groups in a collaborative process to identify the areas where improvements to the neighborhood were possible. The planning process was supported by Drexel University and local Head Start Keystone Stars programs that focus on early childhood development. The term of the planning grant ended in 2013, but resulted in the development of a plan to renovate the Mt. Vernon Apartments, a nine building, 125 unit affordable housing complex located in the Mantua neighborhood.

Mount Vernon Manor, Inc., in collaboration with the Local Initiative Support Corporation of Philadelphia (LISC), effectuated the plan begun as a result of the Choice planning grant and, through the use of Low-Income Housing Tax Credits, successfully renovated the Mt. Vernon Apartment complex. Mount Vernon Manor completed Phase I of the renovations in 2013, with

the remaining units recently completed under Phase II in summer 2016. The renovations of this housing complex have significantly improved the living conditions for low-income residents, reducing vacancy rates and ensuring long-term, continued affordability of these otherwise expiring rental units.

The success of the HUD Choice planning grant has also spurred other affordable housing developments within the Promise Zone. The People's Emergency Center, another local Community Development Corporation, broke ground in February 2016 and is developing a three-story building which will feature 10 one-bedroom, 5 two-bedroom, and 5 three-bedroom units, each to include amenities that are conducive for art-making: flexible open layouts, natural lights and high ceilings. Marketed to artists as part of the designed innovative economy providing live-work space, the project adds affordable housing stock that encourages long-term community residents to enjoy the benefits unique to the lower Lancaster Avenue neighborhoods of Belmont, Mantua, Mill Creek, Saunders Park and West Powelton. The units will be made available to residents with target income of 20%, 50%, and 60% of the area median income.

The development of quality affordable housing continues in the Promise Zone with a mixed-income affordable rental and homeownership development recently proposed by Mount Vernon and the People's Emergency Center in collaboration with West Philadelphia Real Estate (WPRE). The proposed scattered site development is still in preliminary planning stages, but demonstrates the commitment of the development of quality affordable housing by active community development corporations with the Promise Zone having extensive experience in the development and operation of high quality housing for low-income residents.

Other programs addressing substandard homes in the Promise Zone include direct subsidy home repair loans to qualifying home owners. Operated by LISC, the home repair program utilizes a

“sweat equity” model, whereby the owner, family, and volunteers combine with certified contractors to complete needed repairs and renovations at the lowest cost. To date, LISC has provided funding for repairs for more than 100 homes within the WPPNZ.

Additionally within the Promise Zone, Drexel University offers a Home Purchase Assistance Program. Drexel’s program connects university employees to the community and promotes investment and integration within the Promise Zone. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Currently, 73 university full- and part-time employees live within the program boundaries, and Drexel has plans to expand the program to more closely align with the boundaries of the Promise Zone.⁵²

⁵² Drexel University Department of Human Resources presentation on Drexel Home Purchase Assistance Program provided to Urban by Drexel University representatives.

Competitive Preference Priority #3—Promise Zones

The proposed project is designed to serve and coordinate with the federally designated Philadelphia Promise Zone. This application is accompanied by a Certification of Consistency with Promise Zone Goals and Implementation (HUD Form 50153).

In 2014, West Philadelphia was one of five areas designated as a federal Promise Zone. The Philadelphia Promise Zone struggles with a 51% poverty rate, high housing vacancy rates, serious crime, and low education levels that make residents uncompetitive in today's economy. The area received a CHOICE planning grant in 2011 and a Byrne Criminal Justice Innovation Grant in 2012.

The target area of the West Philadelphia Promise Zone is roughly two square miles bounded by the Schuylkill River to the east, Girard Avenue to the north, 48th Street to the west, and Sansom Street to the south. It includes 35,315 residents with an overall poverty rate of 50.78%, nearly double the city's rate of 26.9%.

The mission of the West Philadelphia Promise Zone is to “align efforts ... to lift individuals and communities out of poverty and increase opportunities for low income individuals and families.” Promise Zone initiatives are managed by the Mayor's Office of Community Empowerment and Opportunity (CEO), along with a robust series of community partnerships to support the project's efforts to improve economic development, education, health and wellness, housing, workforce development, and public safety within the Promise Zone.

Competitive Preference Priority #4 – High School and Transition to College

West Philadelphia High School is the Promise Neighborhood’s sole high school, with the majority of its students meeting the Department’s definition of *high-need students*. West Philadelphia High School is a high minority school, with many students coming from families living below poverty. Additionally, West is among the schools with the highest dropout rates in the school district, with nearly 10 percent of their students not completing their studies. At West, four year male graduation rates have not risen higher than 60 percent since the 2011-2012 school year. The average graduation rate for West is just 54 percent, lower than the district’s graduation rate of 65 percent. While nearly 58 percent of dropouts in the school district were male, nearly three-fourths (72 percent) of the dropouts at West Philadelphia High School were male.⁵³ West Philadelphia High School lags behind other schools in the Philadelphia School District, and is ranked in the bottom quartile of high schools in the district on the state’s high school standardized proficiency test.

Drexel proposes, through this Promise Neighborhood Initiative, to coordinate basic education and training requirements between high school and postsecondary education by encouraging dual enrollment and admissions with community college and four year institutions. We will focus on preparing high school graduates for entrance into competitive institutions, especially encouraging students from the Promise Zone to apply and enroll in Drexel University training and degree programs. In the 2014-2015 school year, 42 percent of West Philadelphia High School students enrolled in a post-secondary institution in the fall after graduation.⁵⁴ The proposed project, through a place-based approach, will increase students’ awareness of paths and challenges to postsecondary opportunities and help them develop long-term plans leading to

⁵³ Urban Institute analysis of 2014-2015 dropout data.

⁵⁴ Philadelphia School District. (n.d.). *West Philadelphia High School 2014-2015 school progress report*. Philadelphia, PA.

postsecondary entry and/or vocational training. Disconnected students in the Promise Zone will be screened for participation in alternative academic settings, including accelerated diploma programs. This initiative will increase the number of high school students at West who are enrolled in early warning prevention programs and supplemental vocational programs and will focus on providing multiple pathways to graduation for Promise Zone youth. Active family engagement is intended to provide information, encouragement and support for those students who are on track to graduate within four years who express a desire to go on to earn a postsecondary degree or credential.

In addition to better preparing students for postsecondary school admissions, Drexel proposes the scale up and build out of career and technical education offerings, in coordination with the SDP, in West Philadelphia High School. Although West has some Technical Education programs, it is not a vocational high school. Through this project, we offer in-school career and vocation credits and certifications to students attending West Philadelphia High School and will expand career and technical education offerings at West Philadelphia High School. We will seek to sustain these efforts by bringing the SDP's Career Academies model to West, incorporating more technical education offerings and increasing the number of West High School students enrolled in CTE programs each year. Career preparation for all students at West includes connecting students to internships and workplace experiences, and providing workforce training for youth through the opening of a youth workforce development hub in the Promise Zone.

Through these proposed strategies and solutions, Drexel University proposes to increase the number and proportion of high-need students from the Promise Neighborhood who are academically prepared for and enroll in college or other postsecondary education and/or other career and technical education offerings.