DC Promise Neighborhood Initiative
Washington, DC

2012 Promise Neighborhood Implementation Grantee

**Promise
Neighborhoods
Institute**
at **PolicyLink**

Mission

The DC Promise Neighborhood Initiative (DCPNI) will be the leading force in ending intergenerational poverty in the Promise Neighborhood and beyond. DCPNI's mission is to provide opportunities and serve as a backbone, convener, and catalyst, supporting all members of the community in realizing their innate capacity to improve the quality of their lives and inspire positive change in their neighborhood and the world. Over the next 20 years, DCPNI projects that it will grow to provide supports to 3,000 children in the community.

Early Results

- Launched community action team led by Kenilworth-Parkside parents and adults.
- Rolled out an early learning network for local home-based, school-based, and center providers.
- Conducted first Kenilworth-Parkside Neighborhood and School Climate Surveys resulting in 1,069 completed surveys.
- Initiated planning with the UC Berkeley Center for Cities & Schools to launch the Youth-Plan, Learn, Act, Now (YPLAN) program to engage high school students on the challenges and changes taking place in their communities.
- Launched in- and out-of-school-time programming targeting students who do not attend schools in the community, resulting in a 5 percent decline in chronic absenteeism; began parent programs focused on technology training, work/life skills, and parental development.
- Developed and implemented strategies to tackle community health disparities and food insecurity, including family food markets at multiple locations in the neighborhood.

Community Served

The Kenilworth-Parkside community is tucked away in the northeast corner of Ward 7 in Washington, DC. The community has a population of 5,725 people. One-third are children under the age of 18. The children of Kenilworth-Parkside live in a community where there is concentrated poverty which threatens their long-term life chances. Yet, there is immense talent, skill, and perseverance that DCPNI will work with residents to bring to bear to improve the lives of Kenilworth-Parkside children and families.
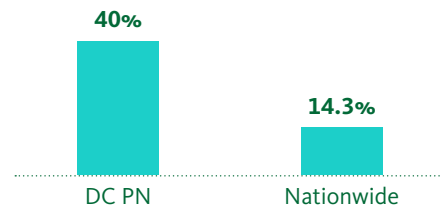
Neighborhood Composition

- African American
- Other

Source: U.S. Census 2010.

2%
98%
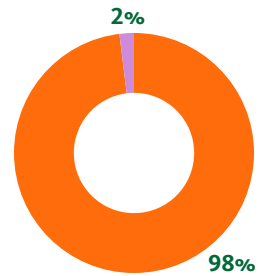
Residents Living Below Poverty Level

40% — DC PN
14.3% — Nationwide

DC Source: American Community Survey, 2007–2001 (updated).
National Source: The U.S. Census Bureau, 2007–2011.

Timeline for the Work

2013	2014	2015	2016	2017
Support teacher professional development and the creation of professional learning communities.	Expand DCPNI 21st century learning tools, initiatives, and programs.	Develop mothers' cohort and parent programs strategy.	Continue implementation of early warning system, identify critical areas for further resources, and invest in partners to fill gaps.	Serve all 1,840 Kenilworth-Parkside children and their families.

Partners

DC Promise Neighborhood Initiative

AARP Experience Corps

America's Promise Alliance

Capital Area Food Bank

Cesar Chavez Public Charter Schools for Public Policy

City Year

College Success Foundation

DC LISC

DC Primary Care Association

DC Public Schools

DLA Piper/Equal Justice Works/Bread for the City

Dolly Parton's Imagination Library

East River Family Strengthening Collaborative

Educare

Georgetown University

Jumpstart

Mentor Foundation USA

Metropolitan Police Department

Neval Thomas Elementary School

Raise DC

Urban Institute

What Is a Promise Neighborhood?

Promise Neighborhoods represent a 20-plus year commitment by local leaders to create communities of opportunity that allow children to learn, grow, and succeed. Based on the operating principles of the Harlem Children's Zone, Promise Neighborhoods build partnerships between schools, community organizations, local businesses, and community members to wrap children in high-quality, coordinated health, social, community, and educational support from cradle to career.

About the Promise Neighborhoods Institute at PolicyLink

The Promise Neighborhoods Institute at PolicyLink (PNI) helps build and sustain Promise Neighborhoods to ensure children are healthy, succeed in school, reach their full potential, and that families and neighborhoods support the healthy development, academic success, and well-being of their children.

PNI's system of technical assistance and disciplined approach moves communities from talk to action by:

- accelerating local leaders' ability to achieve results;
- building evidence that cradle to career systems are working across America; and
- supporting leaders' efforts to scale and sustain results.

From Promise Neighborhood Leaders

"PNI has connected us to resources that helped us understand the importance of decreasing chronic absenteeism in our schools, and over the past year we were able to decrease the percentage of chronically absent elementary students by 5 percent."

—Isaac Castillo, Deputy Director,
DC Promise Neighborhood Initiative (DCPNI)

www.promiseneighborhoodsinstitute.org
www.policylink.org

Promise Neighborhoods
Results & Indicators

The Promise Neighborhoods program is one of the most results-based and data-driven efforts in America focused on collective impact. Every Promise Neighborhood works toward making progress on the same 10 results and 15 indicators through a mix of solutions and strategies that include families, programs, policies, and systems.

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Table 1. Education Results & Indicators

Results	Indicators
Children enter kindergarten ready to succeed in school.	• # and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. • # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures. • # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.
Students are proficient in core academic subjects.	• # and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (third through eighth and once in high school).
Students successfully transition from middle school grades to high school.	• Attendance rate of students in sixth, seventh, eighth, and ninth grade.
Youth graduate from high school.	• Graduation rate.
High school graduates obtain a postsecondary degree, certification, or credential.	• # and % of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

Table 2. Family and Community Results & Indicators

Results	Indicators
Students are healthy.	• # and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily. • # & % of children who consume five or more servings of fruits and vegetables daily; or possible third indicator, to be determined (TBD) by applicant.
Students feel safe at school and in their community.	• # and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment; or possible second indicator, TBD by applicant.
Students live in stable communities.	• Student mobility rate; or possible second indicator, TBD by applicant.
Families and community members support learning in Promise Neighborhood schools.	• For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week. • For children in kindergarten through the eighth grade, the # and % of parents or family members who report encouraging their child to read books outside of school. • For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career; or possible fourth indicator TBD by applicant.
Students have access to 21st century learning tools.	• # and % of students who have school and home access (and % of the day they have access) to broadband Internet and a connected computing device; or possible second indicator TBD by applicant.