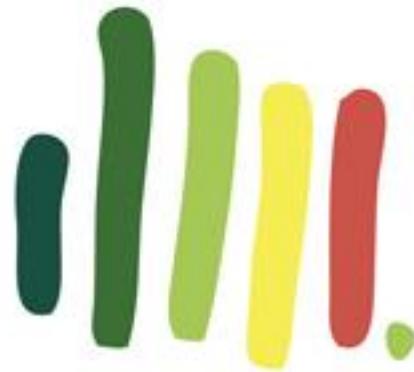


# Preferred Technical Assistance & Resource Provider Guide



PROMISE NEIGHBORHOODS INSTITUTE  
AT POLICYLINK

*Prepared by the Center for the Study of Social Policy*



## Preferred Technical Assistance & Resource Provider Guide

### Introduction

The Preferred Technical Assistance and Resource Provider Guide was developed by Center for the Study of Social Policy (CSSP) for the Promise Neighborhoods Institute at PolicyLink (PNI). This guide is intended to be a resource to both PNI and the Promise Neighborhoods communities it is working to support. What follows is a list and description of organizations, including nonprofits, university-based research centers, and independent consulting firms, that offer high-quality technical assistance and resources that can support Promise Neighborhood communities in their efforts to achieve the federal program's intended results by making improvements on the associated indicators.

Because the focus on a clear common set of results is so central to the Promise Neighborhoods approach, the organizations in this guide are arranged into sections corresponding to each of the federal Promise Neighborhood program's 10 results and their 15 associated indicators. For each organization listed, the following information is included:

- a brief profile of the organization;
- its relevance to the Promise Neighborhoods approach;
- specific technical assistance offerings and resources that might be particularly helpful to Promise Neighborhoods lead agencies and partners;
- the indicators that can be improved through the use of services or resources obtained from the organization.

In selecting the organizations for inclusion, CSSP considered past experience with organizations to ensure they have a track record of success in helping communities move the needle on one or more of the indicators, the extent to which they are able to help communities develop and implement evidence-based solutions, and any experience they might have working with Harlem Children's Zone (HCZ), Promise Neighborhoods communities and/or other similar place-based initiatives. While each organization that is included was recommended by one or more individuals with expertise in the relevant field, this collection is by no means exhaustive, as there are undoubtedly other high-quality organizations that can also support progress in achieving the Promise Neighborhood results that could be included based on further research and future experience.

It is also worth noting that, in addition to the organizations listed in this guide, HCZ, which served as the inspiration for the Promise Neighborhoods approach, is also a great resource. In particular, HCZ's Practitioners Institute<sup>1</sup> provides community delegations with access to a selection of the organization's experts who can share the core principles and lessons learned that undergird the HCZ model.

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<sup>1</sup> For more information on the Practitioners Institute, including a link to download an application form, please visit HCZ's website here: [hcz.org/spreading-the-model/](http://hcz.org/spreading-the-model/)



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<p><b>Result #1: Children enter kindergarten ready to succeed in school.</b></p> <p><i>1A. # and % of children, from 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.</i></p> <p><i>1B. # 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 defined in this notice) as determined using developmentally appropriate early learning measures (as defined in this notice).</i></p> <p><i>1C. # &amp; % 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.</i></p>	<p style="text-align: center;"><b>Brazelton Touchpoints Center</b></p> <p style="text-align: center;"><a href="http://brazeltontouchpoints.org">brazeltontouchpoints.org</a></p> <p style="text-align: center;"><b>Terry Ann Lunt</b> Executive Director <a href="mailto:Terry.lunt@childrens.harvard.edu">Terry.lunt@childrens.harvard.edu</a> (857) 128-4350</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The Brazelton Touchpoints Center (BTC) is a non-profit TA and resource center based at Boston Children’s Hospital. It assists service providers and local communities to work with the adults who provide care and support for very young children – parents, family, neighbors, health and mental health care, public health, early childhood and other service providers – to propel children’s early learning and healthy development.</li> <li>BTC’s special focus is on development from the neonatal period through the developmental process and progress up to age 3: the “Touchpoints Approach” from which BTC takes its name. BTC activities and TA focus on three areas: (1) professional and organizational development focused on successful integration of knowledge into practice skills, (2) knowledge development, and (3) advocacy and awareness.</li> <li>BTC’s Touchpoints Approach has been evaluated in a variety of settings and has demonstrated improved outcomes in: participant knowledge of child development; more appropriate parental expectations of children’s behaviors and development; use of strength based practices in provider -child interactions; establishment of positive, goal oriented parent-provider relationships; reduction in parenting stress, enhanced family well-being; well-child care treatment adherence; longer periods of breastfeeding, and other infant development and maternal mental health indicators.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>BTC’s work is best positioned to help Promise Neighborhood sites with solutions for families with very young children, working across a range of providers and with particular focus on early care and education providers and health, mental health and public health care programs and settings. BTC has worked with</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>BTC offers training programs and other professional development activities (including reflective practice) for multidisciplinary professionals on the Touchpoints Approach™, Newborn Behavioral Observation, and Family Connections as well as a Learning Network, offering special topics related to early learning and healthy development.</li> <li>The Touchpoints Approach™ offers strategies for supporting family-child, family-provider, provider-child and provider-provider relationships. The PN Hayward site offered this training in 2013.</li> <li>BTC is also home to the Office of Head Start National Center on Parent, Family and Community Engagement.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>BTC’s strong focus on helping parents, families and providers to promote healthy development-cognitive and social-emotional- and to prevent developmental derailment, could contribute to solutions that address GPRA indicators 1A, 1B, and 1C. The focus on equipping caregivers with the knowledge and skills to recognize and manage difficult or troubling behaviors associated with developmental progression can provide an especially strong linkage to indicator 1B.</li> </ul>

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	<p data-bbox="548 578 989 656"><b>Emotionally Responsive Practice at Bank Street</b></p> <p data-bbox="548 695 989 792"><a href="http://bankstreet.edu/professional-development/projects/emotionally-responsive-practice">bankstreet.edu/professional-development/projects/emotionally-responsive-practice</a></p> <p data-bbox="591 964 946 1094"><b>Lesley Koplow</b> Director <a href="mailto:lkoplow@bankstreet.edu">lkoplow@bankstreet.edu</a> (212) 961-3430</p>	<p data-bbox="1064 142 1784 240">communities using place-based approaches, and Hayward Promise Neighborhood provided Touchpoints training in its community in 2013.</p> <p data-bbox="1016 315 1333 344"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 350 1795 857" style="list-style-type: none"> <li>• Bank Street Graduate Program in education offers advanced degrees in education and is also a source of expertise, consultation and technical assistance on high quality early education and early grade success.</li> <li>• The program for Emotionally Responsive Practice (ERP) at Bank Street focuses on professional development and on-site consultation to early childhood and elementary school programs. Schools and agencies contract with Bank Street to provide one or more of the services listed under “Specific TA provided”.</li> <li>• In addition to the programs profiled here for early care and education providers, Bank Street has a contract with the U.S. Department of Education to provide services to schools (pre-K through 5<sup>th</sup> grade) as part of the federal Safe and Supportive Schools program.</li> </ul> <p data-bbox="1016 889 1634 919"><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul data-bbox="1016 925 1795 1292" style="list-style-type: none"> <li>• The ERP programs address two priorities of PN sites. It can assist in developing early childhood solutions that include developmentally appropriate attention to social and emotional development; all PN sites are trying to ensure that their early childhood solutions are well-rounded, and not just cognitively oriented (which research has shown to be a too-narrow focus for early childhood interventions. In addition, the ERP program can assist sites ensure that their quality child care expansion attends to social and emotional development as well as early trauma.</li> </ul>	<p data-bbox="1822 315 2182 344"><b><u>Specific TA and services:</u></b></p> <ul data-bbox="1822 350 2580 883" style="list-style-type: none"> <li>• The ERP program can provide TA and consultation to early childhood programs, Head Start programs, Early Head Start programs, and sponsoring agencies (as well as schools) to support the social and emotional well-being of children, teachers, and parents.</li> <li>• Methodologies include professional development, onsite consultation, parent engagement, and teacher support to address (as listed on the ERP website): core concepts of Emotionally Responsive Practice; supporting social and emotional development in classrooms; understanding and working with traumatized children; supporting attachment relationships; creating a balanced classroom with Inviting and Containing Techniques; Transitional Objects in the classroom to promote attachment, empathy and community.</li> </ul> <p data-bbox="1822 915 2279 945"><b><u>Linkage to the GPRA indicators:</u></b></p> <ul data-bbox="1822 951 2564 1019" style="list-style-type: none"> <li>• The ERP program’s consultation and technical assistance link most directly to indicators 1B and 1C.</li> </ul>

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	<p style="text-align: center;"><b>Children’s Learning Institute at University of Texas</b></p> <p style="text-align: center;"><a href="http://childrenslearninginstitute.org/">childrenslearninginstitute.org/</a></p> <p style="text-align: center;"><b>Reese-Anna Baker Communications Specialist</b> <a href="mailto:ms.cli@uth.tmc.edu">ms.cli@uth.tmc.edu</a> (713) 500-3709</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The University of Texas Health Science Center’s Children’s Learning Institute (CLI) combines data and studies from the fields of psychology, neuro-development, education and child development to provide proven learning solutions derived from, and supported by, documented research.</li> <li>CLI services include clinical assessment, diagnosis and treatment of learning disorders, and cutting-edge research on techniques to enhance a child’s home and learning environment. CLI’s team includes experts in the fields of child development, education, medicine, neurodevelopment and research analysis.</li> </ul> <p><b><u>Relevance for Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>CLI staff offer research tested curricula that PN sites can use as part of their solutions for their early learning networks. These are particularly well-suited as evidence-based curricula for quality childcare settings and in the early grades of school. For example, the Harlem Children’s Zone worked with CLI to utilize the Teacher Behavior Rating Scale and the CIRCLE teacher training in the Harlem Gems program.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>CLI usually makes their training and curricula available for communities and providers who license these products. For example, they make available the following types of curriculum which could be part of a PN site’s early childhood solutions focused on enhancing a child’s home and school learning environments: Developing Talkers (Hablemos Juntos); Simply Science Kit; Building Vocabulary for Emergent Readers (BVER) Curriculum; Read Together Parent Bag; Early Learner Read Aloud Kit; and the TSR! School Readiness Kit</li> <li>CLI’s CIRCLE Two Day Teacher Training is interactive and provides hands-on activities, which early childhood teachers can immediately implement in their classrooms. Participants receive a manual containing resources to help promote early language and literacy development in young children.</li> <li>CLI’s CIRCLE-Teacher Behavior Rating Scale (TBRS) rates the quality and frequency of specific teaching behaviors in the classroom including activities related to book reading, oral language development, print and letter recognition, written expression, and phonological awareness.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>CLI’s offerings are most directly linked to GPRA indicators 1B with a focus on child development knowledge and parenting skills and 1C supporting quality early education settings and practice.</li> </ul>
	<p style="text-align: center;"><b>Child Trends</b></p> <p style="text-align: center;"><a href="http://childtrends.org/our-research/early-childhood-development/">childtrends.org/our-research/early-childhood-development/</a></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Child Trends is a nonprofit, nonpartisan research center that provides technical assistance to states and communities as well. Child Trends’ focus is on young children from birth through early elementary school. The organization produces resources and research on school readiness, early care and education quality measurement, implementation science, family</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Child Trends synthesizes findings into fact sheets grouped into three categories: Program Population, Program Outcome, and Program Approach.</li> <li>Child Trends’ What Works/LINKS database is a searchable register of over 650 programs that have had at least one randomized, intent-to-treat evaluation to assess child or youth outcomes related to</li> </ul>

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	<p style="text-align: center;"><b>Natalia Pane</b>  Vice President for Research Operations  <a href="mailto:npane@childtrends.org">npane@childtrends.org</a>  (240) 223-9331</p>	<p>engagement, and coaching and consultation in early childhood settings.</p> <ul style="list-style-type: none"> <li>• Child Trends has a variety of efforts devoted to identifying and disseminating information about the evidence underlying best practice interventions.</li> <li>• Child Trends contributes to the Early Childhood Data Collaborative (ECDC).</li> </ul> <p><b>Relevance to Promise Neighborhoods sites:</b></p> <ul style="list-style-type: none"> <li>• Child Trends materials and resources about evidence-based and promising practices can be of assistance to PN sites as they design, implement and refine their solutions, providing accessible information about the likely impact of interventions with specific populations and in specific contexts.</li> <li>• Child Trends can be a source of TA in use of indicators, measures of performance and in generating needed data from information systems.</li> <li>• Child Trends' expertise could also help sites design survey and evaluation instruments as part of overall plans to assess implementation and/or impact of interventions.</li> </ul>	<p>education, life skills, and social/emotional, mental, physical, behavioral, or reproductive health.</p> <ul style="list-style-type: none"> <li>• Child Trends' potential consultation to local or state initiatives includes: crafting, administering and analyzing surveys and assessments; developing systems for evaluation, performance management, and program quality monitoring; and providing research-to-practice tools, training, and technical assistance.</li> </ul> <p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>• Child Trends' materials provide information about effective interventions that can help sites achieve GPRA Indicators associated with result 1. Other units of Child Trends can provide expertise in other result areas, including 6, 7, and 9.</li> </ul>
	<p style="text-align: center;"><b>Center on the Developing Child at Harvard University</b></p> <p style="text-align: center;"><a href="http://developingchild.harvard.edu">developingchild.harvard.edu</a></p>	<p><b>Organizational profile:</b></p> <ul style="list-style-type: none"> <li>• The Center on the Developing Child ("the Center") is an academic resource center which describes its purpose as generating, translating, and applying knowledge in the service of driving science-based innovation to achieve breakthrough outcomes for children facing adversity.</li> <li>• The Center conducts research, disseminates multiple written products and tools, and provides a limited amount of technical assistance to states and localities.</li> <li>• Through these activities, the Center aims to (a) build a unified science of health, learning, and behavior to explain the early roots of lifelong impairments, and (b) help lead in the design, implementation, and evaluation of innovative program and practice models that reduce preventable disparities in well-being;</li> </ul>	<p><b>Specific TA and services:</b></p> <ul style="list-style-type: none"> <li>• The Center's website features useful multimedia materials explaining the science of early childhood development. They are available free of charge for download or public use.</li> <li>• Faculty and staff affiliated with the Center frequently discuss and present their work through webinars and other presentations. Some are available to make presentations by request at events that are aligned with the Center's mission.</li> <li>• The Center has a special interest in PN, and faculty and staff are willing to provide some consultation on development of PN solutions, on a consultative basis.</li> </ul>

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	<p style="text-align: center;"> <b>Sally Pfitzer</b>  <b>Project Coordinator</b>  <a href="mailto:Sally_pfitzer@harvard.edu">Sally_pfitzer@harvard.edu</a>            (617) 496-5256         </p>	<p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>The information published and disseminated by the Center can contribute directly to PN sites' understanding of children's development, parent-child interaction, and of innovative solutions to promote healthy development, particularly for young children. The knowledge base is particularly relevant on issues of early trauma and its effects; on the importance of parent child interaction in the earliest years; and the science behind language development and other early development progress.</li> </ul>	<p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The Center's materials and consultation are directed to the developmental science that underlies GPRA indicators 1A, 1B and 1C. The Center's materials are likely to be most useful in helping sites understand the essential elements of solutions that address 1B.</li> </ul>
	<p style="text-align: center;"> <b>Help Me Grow</b>   <a href="http://www.helpmegrownational.org">www.helpmegrownational.org</a>   <b>Sara Sibley</b>  <b>Program Manager</b>  <b>Office for Community Child Health</b>  <a href="mailto:smartel@connecticutchildrens.org">smartel@connecticutchildrens.org</a>            (860) 837-6232         </p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The <i>Help Me Grow</i> National Center, based at Connecticut Children's Medical Center, helps states and localities implement the "<i>Help Me Grow</i>" system, which links families with young children with needed programs and services.</li> <li>In this system, centralized "<i>Help Me Grow</i>" information and referral centers accept referrals from children/families, and/or physicians. Care coordinators ensure that children are connected to the resources necessary to address any behavioral/developmental concerns. <i>HMG</i> uses a systems approach that builds collaboration across the child health care, early care and education, and family support sectors. Through ongoing data collection and analysis, <i>HMG</i> programs track referrals, services and results achieved, helping to identify gaps in services and system barriers, so these can be addressed and resolved.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>The <i>HMG</i> approach can be part of a continuum of solutions for young children, helping to ensure that developmental delays in the first three years of life are identified, addressed, and that appropriate services</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>The <i>Help Me Grow</i> National Center serves as a national resource to support the replication of <i>Help Me Grow</i> systems throughout the country.</li> <li>Technical assistance is available through the National Center, for state implementation of the <i>Help Me Grow</i> System. A PN site interested in connection to or establishing a <i>Help Me Grow</i> system can contact the National Center or visit the <i>HMG</i> National website to find an existing <i>HMG</i> in their state.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The <i>HMG</i> system is most directly related to GPRA Indicators 1A and 1B. Its emphasis on ensuring that children/families are well-linked to essential services that could link a child to a medical home. Its emphasis on ensuring that developmental gaps and/or needs are addressed can help assure that children enter school developmentally on track.</li> </ul>

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	<p data-bbox="594 695 943 773" style="text-align: center;"><b>National Head Start Association</b></p> <p data-bbox="612 816 924 846" style="text-align: center;"><a href="https://www.nhsa.org/">https://www.nhsa.org/</a></p> <p data-bbox="567 1019 970 1182" style="text-align: center;"><b>Edward Condon</b> Senior Director, Professional Development Services <a href="mailto:econdon@nhsa.org">econdon@nhsa.org</a> (866) 677- 8724 ext. 121</p>	<p data-bbox="1064 147 1795 410">reach the family. HMG helps connect disparate services around the needs of each child, and is particularly effective in ensuring that pediatrician in children’s medical homes can link well to community services. HMG can also advance PN goals because this approach addresses problems systemically, building data about needed services and service utilization across multiple domains of child well-being.</p> <p data-bbox="1016 451 1333 480"><b>Organizational profile:</b></p> <ul data-bbox="1016 488 1795 954" style="list-style-type: none"> <li>• The National Head Start Association (NHSA) is a national not-for-profit organization which has as its mission to coalesce and support the Head Start field as a leader in early childhood development and education. As such, it is the organization that attempts to be the voice for the more than 1,600 Head Start grantees (with over 200,000 staff, serving more than 1 million children) in the nation.</li> <li>• NHSA makes information, training, resources and assistance available primarily to Head Start providers and, to a lesser extent, the early childhood education community. Its materials and trainings are intended to be part of strong professional development experiences for Head Start providers.</li> </ul> <p data-bbox="1016 992 1634 1021"><b>Relevance to Promise Neighborhoods sites:</b></p> <ul data-bbox="1016 1029 1795 1357" style="list-style-type: none"> <li>• Local Head Start programs offer a two generational service model. They are central to sites efforts to expand quality early care and education, family engagement, social service/in-home visitation and health services, as they serve many children in most Promise Neighborhood communities. Using the professional development materials and information available through NHSA to the fullest can help provide TA to vital Promise Neighborhood partners at low or no cost.</li> </ul>	<p data-bbox="1822 451 2179 480"><b>Specific TA and services:</b></p> <ul data-bbox="1822 488 2575 1461" style="list-style-type: none"> <li>• NHSA offers professional development training for Head Start providers, designed to support the implementation of the Head Start Performance Standards, thus helping to assure that Head Start care is of high quality.</li> <li>• NHSA maintains a Professional Development Consultants Directory, which is potentially useful to local Head Start providers and PN site leaders seeking to implement quality improvement efforts with Head Start partners.</li> <li>• Acelero Learning, in partnership with NHSA is hosting a webinar series, <i>Innovations for Better Outcomes</i>, which will delve into a set of high-impact practices in the areas of family services and early childhood education, specifically for Head Start programs.</li> <li>• NHSA partners with the Abriendo Puertas National Training Team to make available “Opening Doors”, which is a peer-to-peer training program adapted for Head Start providers that seeks to improve the outcomes of our nation’s Latino children by focusing on building the capacity and confidence of parents to be strong and powerful advocates in the lives of their children.</li> <li>• Other resources include the <i>Two Generations Together Initiative</i>, which seeks to increase awareness of two-generation adult education and job training models that are part of the comprehensive child and family services delivered by Head Start programs across the country, and support for the</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
			<p>development of Early Head Start-Child Care Partnerships.</p> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The services and resources noted here could support efforts related to both GPRA 1B and 1C, as they may help to achieve higher quality Head Start care as well as greater participation in center-based early learning programs.</li> </ul>
	<p align="center"><b>Ounce of Prevention Fund's Educare Learning Network</b></p> <p align="center"><a href="http://educareschools.org/eln/index.php">educareschools.org/eln/index.php</a></p> <p align="center"><b>Diana Rauner, President</b> <a href="mailto:drauner@ounceofprevention.org">drauner@ounceofprevention.org</a> (312) 922-3863</p> <p align="center"><b>Jessie Rasmussen, President, Buffett Early Childhood Fund</b> <a href="mailto:jr@buffettearly.org">jr@buffettearly.org</a></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The Ounce of Prevention Fund is dedicated to providing all children – especially those from low income families – with high-quality early childhood experiences from birth to age 5. It is supported by public and private funding.</li> <li>The Ounce houses a national staff to support Educare Schools, in partnership with the Buffett Early Childhood Fund. This staff coordinates the Educare Learning Network, which helps to develop new partnerships in communities that want to create Educare Schools and support existing schools.</li> <li>With a research-based program, Educare Schools aim to level the academic playing field for very young children at risk for school failure, while also engaging key decision-makers in the worlds of early childhood practice and policy. Each Educare School serves 140 – 200 students ages birth to five with full-day, full-year services. Educare Schools engage families in their child’s education, assist with children’s transitions to elementary school and connect to community organizations that benefit the children and families they serve.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>As PN sites work to expand high-quality child care for children in their neighborhoods, Educare Schools are one option to explore. The Educare Learning Network</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>The Educare Learning Network staff, located at the Ounce of Prevention Fund, helps community leaders (1) determine the feasibility of having an Educare School in their community, and then (2) develop the expertise, experience and capacity to fully implement the Educare model over time. Services include intensive implementation assistance and consultation, as well as provision of training and learning events.</li> <li>The Educare Learning Network also offers challenge grants to develop new Educare Schools, if the initial exploration of the feasibility of developing an Educare School has a strong prospect for success.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The development of an Educare School expands the amount of high quality child care in a neighborhood and thus directly helps achieve GPRA indicator 1C. The intensive developmental services of Educare Schools would contribute toward achievement of indicator 1B as well.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p style="text-align: center;"><b>ZERO TO THREE</b></p> <p style="text-align: center;"><a href="http://zerotothree.org">zerotothree.org</a></p> <p style="text-align: center;"><b>Jodi Whiteman</b>            Director, Center for Training            Services and Special Projects  <a href="mailto:jwhiteman@zerotothree.org">jwhiteman@zerotothree.org</a>            (202) 857-2634</p>	<p>can provide technical assistance to help communities assess whether this is an option that works – programmatically, financially and politically – for them. For example, Educare Washington, DC, is a key partner in DCPNI.</p> <p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>• ZERO TO THREE (ZTT) is a national nonprofit that provides parents, professionals and policymakers the knowledge and know-how to nurture early development.</li> <li>• ZTT’s mission is to ensure that all babies and toddlers have a strong start in life. ZTT envisions a society that has the knowledge and will to support all infants and toddlers in reaching their full potential.</li> <li>• Founded in 1977 by top experts in child development, health and mental health, the organization plays a critical leadership role in promoting understanding around key issues affecting young children and their families, including child care, infant mental health, early language and literacy development, early intervention and the impact of culture on early childhood development.</li> <li>• ZERO TO THREE is unique in our multidisciplinary approach to child development. Our emphasis on bringing together the perspectives of many fields and many specialists is rooted in the robust research studies showing that all domains of development—social, emotional, intellectual, language and physical—are interdependent and work together to promote a child’s overall health and well-being in the context of his family and culture.</li> </ul> <p><b><u>Relevance for Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>• ZERO TO THREE’s professional development, technical assistance and materials can provide support to Promise Neighborhood sites on the design, development and implementation of all of their early childhood solutions, with a particular focus on solutions</li> </ul>	<p><b><u>Specific Professional Development and TA services:</u></b></p> <ul style="list-style-type: none"> <li>• ZERO TO THREE brings specific expertise in the areas of Professional Development for professionals working in the infant/family field, including child care, early intervention, family support, child welfare and health and mental health. In addition, the organization publishes a professional journal and convenes the field’s premier professional development conference.</li> <li>• The ZERO TO THREE Policy Center promotes <i>good health, strong families, and positive early learning experiences</i> for all infants and toddlers, with special emphasis on those who are the most vulnerable and in need. The Policy Center synthesizes and disseminates knowledge, cultivates advocacy leadership, and engages policymakers.</li> <li>• The organization also publishes materials and guides for parents of infants and toddlers and has released a New Parenting App called <i>Let’s Play! Little Kids, Big Questions</i> is a series of 12 podcasts that translates the research of early childhood development into parenting practices that mothers, fathers and other caregivers can tailor to the needs of their own child and family.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>• ZERO TO THREE’s Professional Development and TA offerings are most directly linked to GPRA indicators 1B and 1C, although the organization’s expertise could also be useful in advising sites in relation to 1A.</li> </ul>

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		for families with the youngest children (neo-natally through the first years of life).	
<p><b>Result #2: Students are proficient in core academic subjects.</b></p> <p><i>2A. # &amp; % 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 (3rd through 8th and once in high school).</i></p>	<p align="center"><b>Annenberg Institute for School Reform</b></p> <p align="center"><a href="http://annenberginstitute.org/">annenberginstitute.org/</a></p> <p align="center"><b>Jaime L. Del Razo</b> Principal Associate <a href="mailto:Jaime_Del_Razo@brown.edu">Jaime_Del_Razo@brown.edu</a> (213) 447-3448</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The Annenberg Institute for School Reform at Brown University (AISR) conducts national policy research and supports education reform efforts in partnership with urban districts and communities.</li> <li>AISR's work focuses on three main areas: school transformation, college and career readiness, and expanded learning time. This work focuses on the district level rather than the school level and draws on AISR's expertise in district redesign, community organizing and engagement, and research and policy.</li> </ul> <p><b><u>Relevance for Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>AISR's body of work, which includes publications and resources from ongoing project work with partner sites, could help inform Promise Neighborhoods as they partner with local K-12 districts to implement system-level education reform strategies that support the academic proficiency solutions partner schools are pursuing.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>AISR is a core partner in the Ford Foundation's More and Better Learning Time Initiative and is developing a broader set of measures that document how multiple sectors (district leaders, teachers, business leaders, funders, policymakers, community organizers) can collaborate to create the conditions for and ensure access to, educational opportunities that prepare students for careers, college and civic life. AISR calls this set of measures the MBLT Indicators Framework. The MBLT Indicators Framework, which will be released during Summer 2014, is a tool that Promise Neighborhoods could use to develop broader ways of measuring their impact, and learning about best practices from peer organizations.</li> <li>AISR partners with districts to carry out the majority of their projects and research. The Center for Education Organizing provides strategic education organizing support, research, policy analysis, and training to its partners. The College Readiness Indicators Project, a joint effort with the Gardner Center at Stanford, is developing, testing and disseminating tools that provide early diagnostic indications of what students need to become college ready.</li> <li>AISR's publications are available online in a searchable catalogue and are organized by its areas of expertise: district redesign and leadership, community organizing and engagement, research and policy.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The policy research conducted by AISR and the support they provide to school districts can help align school system action with academic proficiency solutions to help ensure that successes in this area</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
			are supported and sustained as Promise Neighborhoods work to reach their GPRA 2A.
	<p style="text-align: center;"><b>Campaign for Grade-Level Reading</b></p> <p style="text-align: center;"><a href="http://gradelevelreading.net/">gradelevelreading.net/</a></p> <p style="text-align: center;"><b>Ron Fairchild</b>            Director, Network Communities Support Center  <a href="mailto:rfairchild@gradelevelreading.net">rfairchild@gradelevelreading.net</a>            (443) 986-1275</p>	<p><b><u>Organizational Profile:</u></b></p> <ul style="list-style-type: none"> <li>The Campaign for Grade-Level Reading is a partnership comprised of nonprofits, foundations, states, and communities that are committed to ensuring that low-income children are ready for success in college and career. To achieve that end, the Campaign focuses its efforts on achieving grade-level reading for students by the end of third grade, as research has shown this data point to be a strong predictor of future academic success.</li> <li>While the Campaign is focused on helping students to achieve grade-level reading, its approach includes community solutions targeted at improving school readiness, reducing chronic absenteeism, and reducing or eliminating “summer learning loss,” as well as core strategies around parent engagement, health development, and policy and advocacy efforts at the state level.</li> </ul> <p><b><u>Relevance to Promise Neighborhood sites:</u></b></p> <ul style="list-style-type: none"> <li>The goals and approaches of the Campaign align closely with a number of Promise Neighborhood indicators. Furthermore, the Campaign’s community solutions and core strategies reflect Promise Neighborhood’s emphasis on both school and community services and supports. The Campaign is supporting efforts in cities and states across the country.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>The Campaign provides access to the latest research and solutions for ensuring students are reading on grade-level by the end of 3<sup>rd</sup> grade.</li> <li>Members of the Campaign’s Network also have access to additional resources, including experts related to key community solutions (school readiness, attendance, and summer learning); information about evidence-based programs and strategies, and funders looking to support local efforts.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The work and resources of the Campaign for Grade-Level reading would most closely support the literacy component or indicator 2A, particularly in the 3<sup>rd</sup> grade. (Core solutions employed by the Campaign also include parent engagement, which could contribute to improvements in 9A and 9B.)</li> </ul>
	<p style="text-align: center;"><b>Children’s Defense Fund Freedom Schools Program</b></p> <p style="text-align: center;"><a href="http://childrensdefense.org/programs-campaigns/freedom-schools/">childrensdefense.org/programs-campaigns/freedom-schools/</a></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Established in 1992 by the Children’s Defense Fund (CDF), a nonprofit child advocacy organization, the Freedom Schools program provides children with after-school and summer learning opportunities focused on improving literacy and creating positive attitudes about learning. During summer 2013, the Freedom Schools</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>CDF can help qualified sponsor organizations, which may include community or faith-based organizations, schools, and institutions of higher education, to establish a Freedom Schools after-school or summer learning program.</li> </ul>

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	<p><b>Dr. Cameron Van Patterson</b>  <b>Interim National Director</b>  <a href="mailto:cpatterson@childrensdefense.org">cpatterson@childrensdefense.org</a>  (202) 662-3654</p>	<p>program operated in nearly 100 cities spanning 28 states and the District of Columbia, reaching more than 11,500 children.</p> <ul style="list-style-type: none"> <li>The program uses an integrated reading curriculum that connects the books, activities, and experiences children are exposed to during the course of the program.</li> <li>CDF identifies five key components of the Freedom Schools Program: high quality academic enrichment; parent and family involvement; social action and civic engagement; intergenerational servant leadership development; and nutrition, health, and mental health.</li> </ul> <p><b>Relevance to Promise Neighborhoods sites:</b></p> <ul style="list-style-type: none"> <li>The Freedom Schools program can help to provide children with access to quality learning opportunities, particularly during the summer, and provide opportunities for community organizations to partner with a Promise Neighborhood effort in pursuit of improved academic proficiency.</li> </ul>	<p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>The CDF Freedom Schools program’s focus on literacy could support improvements in the reading or language arts assessment component of indicator 2A. (The requirement that all programs provide snacks and meals that either meet or exceed USDA nutrition standards could also contribute to improvements in indicator 6A. Weekly workshops for parents might also support improvement in family and community support for learning, particularly indicators 9A and 9B.)</li> </ul>
	<p><b>Children’s Literacy Initiative</b></p> <p><a href="http://cli.org/">cli.org/</a></p> <p><b>David Younkin</b>  <b>Director of Professional Development Services and Innovation</b>  <a href="mailto:dyounkin@ChildrensLiteracyInitiative.org">dyounkin@ChildrensLiteracyInitiative.org</a>  (215) 561- 4676 ext.157</p>	<p><b>Organizational profile:</b></p> <ul style="list-style-type: none"> <li>Since 1988, CLI has worked with pre-K to 3rd grade teachers nationally to transform instruction so that children can become powerful readers, writers, and thinkers. CLI's focus on improving literacy instruction in the early grades is grounded in research: we know that reading proficiently by the end of third grade is key for future success, and that teaching quality has a greater effect on student achievement than any other in-school factor.</li> <li>In 2010, CLI was awarded a first-round Investing in Innovation (i3) grant and elected to scale back its services to urban districts in the i3 project – Camden, Chicago, Newark, and Philadelphia. CLI’s signature Philadelphia projects (the Philadelphia portion of our i3 project and the CLI Philadelphia Early Literacy Campaign) focus our work with principals and school leaders to leverage the strength of their teachers to foster meaning collaborations among colleagues, build</li> </ul>	<p><b>Specific TA and services:</b></p> <ul style="list-style-type: none"> <li>CLI helps more low-income children read on grade level by the end of third grade by providing: training and coaching in the most effective practices for early literacy instruction for their teachers, principals and school leaders; workshops and resources on literacy learning at home for their families; and collections of high-quality children’s literature and other learning materials for their classrooms.</li> </ul> <p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>CLI’s products and services might support improvement in the component of indicator 2A related to reading or language arts assessments, particularly in 3rd grade given the organization’s focus on teachers from pre-k through that level.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
		<p>strong home-to-school connections with families, and boost student and teacher success.</p> <p><b>Relevance to Promise Neighborhoods sites:</b></p> <ul style="list-style-type: none"> <li>Given that grade-level reading by the end of 3rd grade is a strong predictor of later academic success, and the fact that low-income children are less likely than their more affluent peers to enter school ready, CLI's professional development resources could help set children up for success in the early grades and beyond.</li> </ul>	
	<p><b>Coalition for Community Schools (at the Institute for Educational Leadership)</b></p> <p><a href="http://communityschools.org/">communityschools.org/</a></p> <p><b>Martin J. Blank Director <a href="mailto:ccs@iel.org">ccs@iel.org</a> (202) 822 - 8405</b></p>	<p><b>Organizational Profile:</b></p> <ul style="list-style-type: none"> <li>The Coalition for Community Schools, which is housed Institute for Educational Leadership, is a diverse group of organizations, ranging from education and youth development to family support and health and human services, at the local, state, and national level who are committed to the integration of work in their respective fields through partnerships with public schools as the hub.</li> <li>The Coalition for Community Schools offers technical assistance in partnership with a number of other organizations, as well as resources to support in policy and advocacy at the local, state and national levels.</li> </ul> <p><b>Relevance to Promise Neighborhoods sites:</b></p> <ul style="list-style-type: none"> <li>Given Promise Neighborhoods' focus on seamlessly linking the education, health, family and community services and supports young people need to thrive, community schools are one set of models for coordinating and integrating many of the different pieces of a community's cradle-to-career pipeline. The Coalition's policy and sustainability TA and tools could be especially helpful to Promise Neighborhoods who are trying to bring community schools strategies to greater scale and ensure they can be sustained.</li> </ul>	<p><b>Specific TA and services:</b></p> <ul style="list-style-type: none"> <li>The coalition offers technical assistance to community schools initiatives to support their planning and management. Technical assistance partners of the Coalition include the Children's Aid Society (also listed in this guide) and can provide support on the community schools model, child and youth development within the context of this model, and school-community partnerships more broadly.</li> <li>Support for policy and advocacy related to community schools can be enhanced by reviewing the Coalition's advocacy toolkit and a set of exemplary legislation at the local, state, and federal level to support the implementation and expansion of the model.</li> <li>The Coalition offers resources covering a wide range of topics, including guides on developing a community schools strategy and planning to scale your community schools approach.</li> </ul> <p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>Resources and assistance from the Coalition for Community Schools related to these models might support improvements in a variety of indicators, including math and literacy proficiency as described in 2A.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p align="center"><b>Mass Insight Education</b></p> <p align="center"><a href="http://massinsight.org">massinsight.org</a></p> <p align="center"><b>Alison Segal</b> Program Manager <a href="mailto:asegal@massinsight.org">asegal@massinsight.org</a> (617) 784-3594</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Mass Insight Education is a national nonprofit dedicated to closing achievement gaps and transforming schools into high-performing organizations. Mass Insight collaborates with school districts and state education agencies to create more supportive environments for school improvement through academic, organizational, and community partnership services. The ultimate goal of this work is to increase college readiness and success.</li> <li>Partnership Zones help states and districts create policies, incentives, and structures that embrace “the three C’s” of turnaround: conditions, clustering of schools, and greater capacity of an internal or external Lead Partner organization.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Promise Neighborhoods often partner with schools that are among the lowest performing in their jurisdictions or states, and support in developing a broad strategy for school improvement might be beneficial to the effort and the partnering district. Mass Insight has experience working with one of the partner schools of the DC Promise Neighborhood Initiative (DCPNI).</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Mass Insight offers a variety of services at both the district and state level, including: assistance to states, districts, and policymakers in creating Partnership Zones, which are focused on turning around clusters of low-performing schools; policy analysis and advice to help promote policies that call for schools’ increased accountability for student outcomes while allowing greater building autonomy; facilitation of workshops; and an academic program focused on increasing both access/enrollment and performance in Advanced Placement (AP) courses.</li> <li>Partnership Zone development works with states, districts, and policymakers to create sustainable strategies for turning around clusters of low-performing schools. Additional services include providing speakers, facilitating workshops, and other customized services.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Mass Insight aims to help turnaround low-performing schools, with a focus on making a measurable impact on academic proficiency indicators including those described in 2A.</li> </ul>
	<p align="center"><b>National Center for Community Schools at the Children’s Aid Society</b></p> <p align="center"><a href="http://nationalcenterforcommunityschools.childrensaidsociety.org/">nationalcenterforcommunityschools.childrensaidsociety.org/</a></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>National Center for Community Schools at the Children’s Aid Society provides practical training, consultation, facilitation, resources and tools to help school districts and schools develop high-performing community schools that promote academic achievement, youth development, and family and community well-being. They also operate highly successful community schools in New York City and use that experience to inform their assistance to the field.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>The Center typically begins a consultative relationship with a district or school through an initial consultation to explore desired results, the environment in which schools are operating, strengths to build on and challenges that need to be addressed. The Center helps their partners use data to understand the needs of schools, students, families and community partners and develop solutions that are responsive to those particular needs. Center staff act as critical friends and thinking partners to people on the ground designing and implementing community schools</li> </ul>

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	<p style="text-align: center;"> <b>Jane Quinn</b>  <b>Director, National Center for Community Schools</b>  <a href="mailto:janeq@childrengroups.org">janeq@childrengroups.org</a>  <b>(646) 867-6670</b> </p>	<p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Through onsite consultation, phone and email, study visits to successful community schools, professional development seminars and a suite of online resources and tools, the Center offers assistance in using data to design a community schools approach, helps build strong accountable partnerships, provides support for implementation, and helps create plans to take successful solutions to scale and sustain them over time. They do not encourage the replication of a single model, but instead helps schools develop a customized approach.</li> </ul>	<p>models and are able to bring a variety of tools and resources—including study visits to other community schools—to support the development and implementation of solutions.</p> <ul style="list-style-type: none"> <li>A range of tools and resources are available on the Center’s website.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Based on the results of their needs assessments and segmentation analyses, many Promise Neighborhoods have elected to design and implement a community schools approach as a key part of their academic proficiency solutions. The National Center for Community Schools at the Children’s Aid Society brings their own experiences operating successful school in partnership with the New York City Public Schools as well as their experiences working with community schools across the country to their TA approach. Their assistance can help Promise neighborhoods address GPRAs 2A and 3A.</li> </ul>
	<p style="text-align: center;"> <b>National Center on Time &amp; Learning</b>  <a href="http://timeandlearning.org/">timeandlearning.org/</a> </p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The National Center on Time &amp; Learning (NCTL) is a nonprofit organization dedicated to the expansion of learning time to improve academic achievement and enable a well-rounded education to help children meet the demands of the 21<sup>st</sup> century.</li> <li>NCTL pursues its vision of expanded learning time through research, technical assistance, and public policy efforts at both the state and national levels. NCTL offers a variety of resources, such as tools, research publications, policy briefs, and examples of successful efforts to expand learning time.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>NCTL supports districts and schools to redesign their school day and/or year to incorporate significantly more learning time for all students that is both high-quality and sustainable. They also support state-level efforts to create policy environments to foster this work.</li> <li>NCTL’s support to states, school districts, and individual schools include a variety of resources, including school profiles, frameworks to assess the implementation of best practices, rubrics to identify strong school-community partnerships, and tools to</li> </ul>

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	<p style="text-align: center;"><b>Lindsay Cyr</b>  <b>Program Associate</b>  <a href="mailto:lcyr@timeandlearning.org">lcyr@timeandlearning.org</a>  (617) 378 - 3916</p>	<p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>NCTL’s work can help Promise Neighborhoods explore, plan for and implement expanded learning time in an effort to close opportunity and achievement gaps for students. NCTL can also support the development of policy environments that are supportive of expanded learning time to help scale and sustain local efforts to expand learning time.</li> </ul>	<p>analyze how schools are currently using time and how it can be used more effectively.</p> <ul style="list-style-type: none"> <li>NCTL provides webinars, video conferencing, and full-day technical assistance sessions to introduce the research behind high-quality and sustainable expanded learning time and support schools through the redesign process. .</li> </ul> <p><b><u>Linkage to GPRA Indicators:</u></b></p> <ul style="list-style-type: none"> <li>High-quality expanded learning time provides a well-rounded education, leading to improvements in indicator 2A related to academic proficiency in math and reading.</li> </ul>
	<p style="text-align: center;"><b>National Equity Project</b>   <a href="http://nationalequityproject.org/">nationalequityproject.org/</a></p> <p style="text-align: center;"><b>Hugh Vasquez</b>  <b>Senior Associate</b>  <a href="mailto:hvasquez@nationalequityproject.org">hvasquez@nationalequityproject.org</a>  (510) 208 - 0160 ext.320</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The National Equity Project's mission is to transform educational experiences, outcomes, and life options for students and families who have been historically underserved.</li> <li>Their unique leadership and organizational development approach focuses on the technical, relational, social, and cultural aspects of complex community change efforts.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>The National Equity Project is well attuned to the complex dynamics of community change. They've supported educators, families and community members, philanthropists and others to authentically collaborate to transform educational systems towards equity.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>The National Equity Project offers a range of services focused on equity leadership; organizational development; community and family engagement; and collective action change initiatives. Services include: Executive Coaching/Consultation; Process Design &amp; Facilitation; Project Management; Research and Analysis (including community listening campaigns); Professional Development &amp; Training</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>National Equity technical assistance and services are intended to build culture, conditions, and competencies for excellence and equity and can target GPRA indicator 2A.</li> </ul>

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	<p data-bbox="585 305 946 383"><b>National Institute on Out-of-School Time</b></p> <p data-bbox="693 422 838 454"><a href="http://niost.org/">niost.org/</a></p> <p data-bbox="585 623 946 756"><b>Kathy Schleyer</b> Training Director <a href="mailto:kschleyer@wellesley.edu">kschleyer@wellesley.edu</a> (781) 283 - 2547</p>	<p data-bbox="1016 142 1333 175"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 178 1795 548" style="list-style-type: none"> <li>• The National Institute on Out-of-School Time at Wellesley College (NIOST) has nearly three decades of experience in the after-school field.</li> <li>• NIOST’s work includes experience in after-school system-building initiatives as well as research and evaluation efforts that included the first national standards for after-school programs. More recent public policy work includes efforts to promote standards on healthy eating and physical activity in out-of-school time programs. The organization also develops and offer trainings for after-school professionals.</li> </ul> <p data-bbox="1016 581 1634 613"><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul data-bbox="1016 617 1795 850" style="list-style-type: none"> <li>• NIOST has system-building efforts in cities and states across the nation, including Boston, Philadelphia, Minneapolis and Wyoming. In line with Promise Neighborhoods’ focus on using data for learning and continuous improvement, the organization also provides assistance in using its A Program Assessment System (APAS) for assessing and improving program quality.</li> </ul>	<p data-bbox="1822 142 2075 175"><b><u>Specific services:</u></b></p> <ul data-bbox="1822 178 2558 483" style="list-style-type: none"> <li>• NIOST’s work to support the after-school field includes customized trainings on topics such as assessment and evaluation and program improvement, including use of NIOST’s APAS.</li> <li>• Consultation with a wide range of clients, including school districts and individual programs, on system building, program evaluation and improvement, technical assistance and training, and the facilitation of community planning;</li> </ul> <p data-bbox="1822 516 2225 548"><b><u>Linkage to GPRA indicators:</u></b></p> <ul data-bbox="1822 552 2532 649" style="list-style-type: none"> <li>• Effective out-of-school time programs can support improvements in indicator 2A related to academic proficiency in math and reading.</li> </ul>
	<p data-bbox="575 1101 956 1179"><b>National Summer Learning Association</b></p> <p data-bbox="618 1218 913 1250"><a href="http://summerlearning.org/">summerlearning.org/</a></p>	<p data-bbox="1016 888 1333 920"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 924 1795 1463" style="list-style-type: none"> <li>• With origins as a summer learning program for Baltimore public school students and later as a center at Johns Hopkins University, the National Summer Learning Association (NSLA) is a nonprofit organization with more than a decade of experience working to bring about its vision “for every child to be safe, healthy, and engaged in learning during the summer.”</li> <li>• NSLA focuses its efforts on improving the quality of summer learning available to low-income students, working to make summer learning a priority for organizations and policymakers, and increasing the funds available for high-quality summer learning programs.</li> <li>• In service of that vision and those goals, NSLA serves as a hub for a network of thousands of summer learning program providers and stakeholders across the country,</li> </ul>	<p data-bbox="1822 888 2182 920"><b><u>Specific TA and services:</u></b></p> <ul data-bbox="1822 924 2585 1326" style="list-style-type: none"> <li>• NSLA supports efforts to expand and improve the quality of summer learning opportunities by providing presentations, trainings, technical assistance and quality assessment. In addition, they provide consultation on designing, implementing, and evaluating summer learning programs;</li> <li>• NSLA also administers a Comprehensive Assessment of Summer Programs, a research-based tool to measure program quality across nine domains, including aspects of program infrastructure and design and facilitates Professional Learning Communities for summer learning program providers</li> </ul> <p data-bbox="1822 1359 2225 1391"><b><u>Linkage to GPRA indicators:</u></b></p> <ul data-bbox="1822 1395 2494 1463" style="list-style-type: none"> <li>• NLSA’s work can support solutions to improve indicator 2A by reducing or eliminating summer</li> </ul>

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	<p style="text-align: center;"><b>Monica Logan</b>  Vice President of Program  Quality  <a href="mailto:mlogan@summerlearning.org">mlogan@summerlearning.org</a>  (410) 856 - 1270 ext. 300</p>	<p>offering tools, professional development, and consulting services in areas such as assessment and evaluation, best practices youth access and participation, and collaboration.</p> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>• Many students lose a significant amount of academic knowledge and skills developed during the school year if not adequately engaged during the summer months. This phenomenon, often referred to as “summer learning loss,” is pronounced for many low-income students and is cited as a significant factor contributing to the educational achievement gap between these students and their more affluent peers.</li> <li>• NSLA has experience working with a wide range of clients, including community collaboratives, in coordinating the work of partner organizations and stakeholders and helping them to build systems and the capacity, at both the program and community level, to deliver high-quality summer learning.</li> </ul>	<p>learning loss. (Support for summer learning programs with a nutrition and/or physical activity focus or component might also assist efforts to improve indicators 6A and 6B.)</p>
	<p style="text-align: center;"><b>TASC</b>  (The After-School  Corporation)    <a href="http://expandedschools.org/">expandedschools.org/</a></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>• Founded in 1998, The After-School Corporation (known now as TASC) is a nonprofit organization whose early work was focused on building a system of high-quality after-school programs provided by community organizations for school-age kids in New York City.</li> <li>• Over the past several years, TASC has taken lessons learned from its work in supporting effective after-school programs and developed the ExpandedED Schools model, which strives to create a seamless experience for children by blending the school day with after-school programming and expand learning time by increasing the typical 6.5 hour school day by approximately three hours.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>• TASC supports efforts to expand learning opportunities for youth through a number of opportunities, including technical assistance to Out-of-School Time systems and tools and resources to assess a school or school district’s readiness to plan and implement an expanded school day model.</li> <li>• TASC also offers access to the ExpandedED Network, which is made up of large-scale organizations including school districts and youth development intermediaries. Members of the network receive access to range of resources, including webinars, invitation-only convenings at conferences, and opportunities for customized technical assistance.</li> </ul>

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	<p style="text-align: center;"> <b>Grace Burke</b>  <b>Program Specialist, ExpandedED Schools,</b>  <a href="mailto:gburke@expandedschools.org">gburke@expandedschools.org</a>  <b>(646) 943 - 8727</b> </p>	<p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>TASC's ExpandedED Schools model emphasizes collaboration between a given school, a community partner organization, and other stakeholders in its planning and implementation. These partnerships also provide opportunities for teachers to work alongside community educators, such as artists, science leaders, and college students, many of whom come from the neighborhood being served.</li> </ul>	<p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>TASC's work can support solutions to improve indicator 2A by providing resources and assistance for expanding high-quality learning opportunities both during the school day and during out-of-school time. (Expanded learning opportunities that allow for the inclusion of physical activity might also assist efforts to improve indicators 6B.)</li> </ul>
	<p style="text-align: center;"> <b>Talent Development Secondary</b>   <a href="http://talentdevelopmentsecondary.com/">talentdevelopmentsecondary.com/</a>   <b>Mary Maushard</b>  <b>Director of Communications</b>  <a href="mailto:mmaushard@jhu.edu">mmaushard@jhu.edu</a>  <b>(410) 516 - 8810</b> </p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Johns Hopkins University's Center for Social Organization of Schools (CSOS) has given rise to Talent Development Secondary, a nationally recognized model for comprehensive school reform.</li> <li>Talent Development Secondary is informed by the scholarship and leadership of Bob Balfanz, a senior research scientist at The Johns Hopkins University and national expert who focuses on America's dropout crisis, chronic absenteeism and the warning signs that show which students are likely to drop out of high school.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Talent Development Secondary's comprehensive approach to school reform reinforces Promise Neighborhoods' emphasis on strengthening the K-12 institutions that serve students in the footprint.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Talent Development Secondary partners with local schools to bring organizational, curricular, and instructional strategies, plus multiple levels of systematic professional development.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Talent Development Secondary actively encourages inquiries from interested parties to see how it can support their work. This kind of partnership could contribute to work in that addresses Promise Neighborhoods GPRA 2A.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p style="text-align: center;"><b>Turnaround for Children</b></p> <p style="text-align: center;"><a href="http://turnaroundusa.org/">turnaroundusa.org/</a></p> <p style="text-align: center;"><b>Mike Gross</b>  Vice President for Partnership Development  <a href="mailto:mgross@tfcusa.org">mgross@tfcusa.org</a>  (646) 786 - 6247</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Turnaround for Children strives to transform public education so that high-poverty schools across America are designed to confront the predictable and recurring challenges of poverty as they manifest inside schools. Turnaround has designed a targeted intervention to mitigate the way the stress of growing up in poverty impacts student readiness to learn. In each partner school, Turnaround creates a student support system, trains all teachers to build highly effective classrooms, and works with school leaders to foster a high-performing culture.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Turnaround’s school-wide intervention is grounded in the science of child development and targets factors that create barriers to learning. Student support and behavioral health interventions are available for students who are chronically absent, disruptive in class, suffer socially and emotionally, and are having performance issues. Teachers are trained in instructional and behavioral practices that reduce disruption, increase student engagement, and create fortified environments for teaching and learning that reduce stress and foster positive relationships between adults, children and their peers.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Turnaround partners with public schools after a mutual selection process. Each school has or agrees to hire a full-time social worker and guarantees access to all of its teachers and top administrators, while Turnaround sets up a partnership with a community-based mental health provider. Turnaround then deploys a team consisting of a Social Work Consultant, Instructional Coach and Program Director to work intensively with a small cluster of schools for three to five years. This team: <ol style="list-style-type: none"> <li>Builds a student support system that gets all children help, either in school or in partnership with a community-based mental health provider;</li> <li>Trains teachers in proven classroom management and instructional strategies that foster a safe, engaging learning environment and strong student-teacher relationships; and</li> <li>Works with school leaders to drive school-wide improvement, and create a high-performing culture that involves the entire school community.</li> </ol> </li> <li>Turnaround knows its partner schools are on track for success because its research and metrics team measures progress at all stages of the 3-5 year process of school improvement, from implementation to leading indicators to end outcomes. Early indicators of success include higher student and teacher attendance, fewer suspensions, and improved teacher practice.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Many students in Promise Neighborhoods have been affected by trauma and toxic stress. Turnaround for Children’s model combines best practices for improving instruction and creating a positive school climate with a set of strategies designed to help promote optimal development and reverse the adverse effects of trauma.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
<p><b>Result #3: Students successfully transition from middle school grades to high school.</b></p> <p><i>3A. Attendance rate of students in 6th, 7th, 8th, and 9th grade</i></p>	<p><b>Attendance Works</b></p> <p><a href="http://attendanceworks.org/">attendanceworks.org/</a></p> <p><b>Cecelia Leong</b> Associate Director <a href="mailto:cecelia@attendanceworks.org">cecelia@attendanceworks.org</a></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success.</li> <li>Director Hedy Chang is a national expert on chronic absence, which the organization defines as missing 10% or more school for any reason, and Attendance Works has significant experience working with local communities through its partnership with the Campaign for Grade-Level Reading.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Attendance Works' goal – to ensure that every district in the country not only tracks chronic absence data beginning in kindergarten or ideally earlier, but also partners with families and community agencies to intervene when attendance is a problem – is consistent with Promise Neighborhoods' emphasis on data-driven solutions and strong partnerships between families, community agencies, and school systems.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Attendance Works provides free online tools and fee-for-service support to help execute a range of strategies: data analysis to examine and interpret chronic absence patterns, professional development for key partners, public messaging to inform ongoing communications, and peer learning to help key stakeholders design and execute coordinated interventions.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Attendance Works' technical assistance focuses on helping sites build local capacity to monitor and address chronic absence and could contribute to work that addresses Promise Neighborhoods GPRA 3A.</li> </ul>
<p><b>Result #4: Youth graduate from high school.</b></p> <p><i>4A. Graduation rate</i></p>	<p><b>Everyone Graduates Center</b></p> <p><a href="http://every1graduates.org/">every1graduates.org/</a></p> <p><b>Mary Maushard</b> Director of Communications <a href="mailto:mmaushard@jhu.edu">mmaushard@jhu.edu</a> (410) 516 - 8315</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Johns Hopkins University's Center for Social Organization of Schools (CSOS) has given rise to Everyone Graduates Center, a nationally recognized effort that focuses specifically on understanding and averting the dropout crisis.</li> <li>Everyone Graduates Center is informed by the scholarship and leadership of Bob Balfanz, a senior research scientist at The Johns Hopkins University and national expert who focuses on America's dropout crisis, chronic absenteeism and the warning signs that show which students are likely to drop out of high school.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Everyone Graduates Center focus on developing and disseminating the know-how required to enable all students to graduate from high school (prepared for</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Everyone Graduates Center provides direct consultation that builds local capacity to analyze the source of a community's dropout crisis, develop effective solutions, and successfully implement and sustain them.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>This kind of technical assistance can help sites analyze data from their needs assessment and segmentation analyses and develop solutions and partnerships that help achieve targets for GPRA 4A.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
		college, career, and civic life) supports Promise Neighborhoods' emphasis on high school graduation as a critical transition point in a continuum of solutions.	
	<p align="center"><b>National Campaign to Prevent Teen Pregnancy</b></p> <p align="center"><a href="http://thenationalcampaign.org/">thenationalcampaign.org/</a></p> <p align="center">Lisa Shuger Director of Public Policy <a href="mailto:lshuger@thenc.org">lshuger@thenc.org</a> (202) 478 - 8576</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The National Campaign focuses on preventing teen pregnancy and unplanned pregnancy (especially among single, young adults) as a way to ensure that children are born into stable, two-parent families with the commitment and capacity to raise them.</li> <li>The National Campaign emphasizes building a culture of personal responsibility regarding sex and pregnancy, supporting practical evidence-based policies to increase the use of contraception, and providing education to teens, parents, and young adults in their 20s. Its work to date demonstrates several strengths including the ability to reduce the kind of ideological conflict that typically impedes action on this issue, an emphasis on youth voice, and a reliance on high quality research.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>In many Promise Neighborhoods, initial needs assessments and segmentation analyses highlighted teen pregnancy as a critical issue for segments of the population. The National Campaign is well positioned to inform local solutions.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>The National Campaign directly supports those working on teen and unplanned pregnancy in states and communities through regularly scheduled communications, personal visits, ongoing technical assistance, topic-specific national conference calls, conference presentations, and access to the latest research and information.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Support from The National Campaign could contribute to Promise Neighborhoods GPRA 4A, particularly in communities where teen pregnancy has been identified as a barrier to high school graduation.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
<p><b>Result #5: High school graduates obtain a postsecondary degree, certification, or credential.</b></p> <p><i>5A. # &amp; % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.</i></p>	<p align="center"><b>FHI 360</b> <b>Postsecondary Success</b></p> <p align="center"><a href="http://fhi360.org/education-us">fhi360.org/education-us</a></p> <p align="center"><b>Maud Abeel</b> <b>Associate Director</b> <a href="mailto:mabeel@fhi360.org">mabeel@fhi360.org</a> <b>(212) 367 - 4586</b></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions.</li> <li>FHI 360's education experts have experience leading national and state postsecondary success initiatives focused on translating research into effective practice. The Postsecondary Success Collaborative, for example, helped and continues to raise the college enrollment and persistence rates of students in three cities by building multi-sector partnerships focused on postsecondary success particularly for low-income and first-generation college students.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>FHI 360's emphasis on multi-sector partnerships as a vehicle for building systems that prepare adolescents and young adults for access to and success in college and careers substantially mirrors the approach of Promise Neighborhoods.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>FHI 360 offers asset mapping, a process to guide high schools, colleges and community partners through an inventory of school and community-based postsecondary success resources needed to help all students achieve postsecondary readiness. Analysis of asset data then enables schools and partners to be strategic about leveraging important resources, redirecting existing and garnering new ones to better support all students. Asset mapping begins with a free online tool and toolkit and FHI 360 is available to provide technical assistance.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>FHI 360's technical assistance places a particular emphasis on college-going and can strengthen efforts to boost postsecondary degree attainment in support of Promise Neighborhoods GPRA 5A, as well as 2A and 4A.</li> </ul>
	<p align="center"><b>Jobs For The Future</b></p> <p align="center"><a href="http://jff.org/">jff.org/</a></p> <p align="center"><b>Lili Allen</b> <b>Director, Back on Track Designs</b> <a href="mailto:lallen@jff.org">lallen@jff.org</a> <b>(617) 728 - 4446 ext. 105</b></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Jobs for the Future (JFF) is a nonprofit organization working to expand the college, career, and life prospects of low-income youth and adults across more than 90 communities in 25 states.</li> <li>JFF's work builds on 30 years of experience designing, implementing, and supporting accelerated pathways that propel at-risk youth and low-skilled adults to enter college and earn postsecondary credentials with immediate labor market value. Its clients include a diverse portfolio of school districts, community colleges, employers, nonprofits, workforce boards, and state agencies.</li> </ul> <p><b><u>Relevance to Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>JFF has assisted place-based efforts in the past and places a special emphasis on fixing leaks in the education to career pipeline. This approach is highly</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>JFF employs a range of strategies to serve clients: expert coaching to support program design and implementation; leveraging labor market data to inform education and training programs; facilitating peer-learning opportunities to build knowledge of proven and promising pathways; consultation to identify and align funding; and specialized coaching to help analyze the state policy climate and identify potential changes.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>JFF's technical assistance offerings are specifically designed to help sites build robust college and career pathways and could contribute to work that supports Promise Neighborhoods GPRA 5A.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
		<p>consistent with Promise Neighborhoods' efforts to increase postsecondary success through a seamless continuum of solutions.</p>	
<p><b>Result #6: Students are healthy.</b></p> <p><i>6A. # &amp; % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily;</i></p> <p><i>6B. # &amp; % of children who consume five or more servings of fruits and vegetables daily</i></p>	<p align="center"><b>Alliance for a Healthier Generation/ The Healthy Schools Program</b></p> <p align="center"><a href="http://healthiergeneration.org/">healthiergeneration.org/</a></p> <p align="center"><b>Victoria Brown</b> Vice President of Strategic Alliances <a href="mailto:victoria.brown@healthiergeneration.org">victoria.brown@healthiergeneration.org</a> (501) 773 - 9031</p>	<p><b><u>Organizational Profile</u></b></p> <ul style="list-style-type: none"> <li>Alliance for a Healthier Generation is a non-profit organization founded by the American Heart Association and the Clinton Foundation to address the growing rate of childhood obesity. The Alliance works with schools, businesses, community organizations, health care professionals and families to create the conditions that enable communities to address the health of their children. Their goal is to reduce the prevalence of childhood obesity and help young people develop healthy habits for life.</li> <li>The Alliance provides a range of resources to partner schools, supports out-of-school time programs, works with doctors to provide and be reimbursed for providing preventive guidance and treatment, and works with businesses to provide healthier products to schools.</li> <li>As a result of the Alliance's work, over 20,000 schools are creating healthier environments, 56,000 physicians are providing preventive services to 2.8 million children and 100 companies are offering healthier options to schools.</li> </ul> <p><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul style="list-style-type: none"> <li>The Alliance's resources can help multiple partners in Promise Neighborhoods achieve their collective goal of helping children and youth eat more healthfully and get more physical activity and become more conscious of their health for a lifetime. Their evidence-based approach helps communities use data to assess their current situation, inform the development of solutions, and implement more effective policies to help bring solutions to scale and sustain them. The Alliance also has resources for parents and other community residents who may want to catalyze a more powerful approach in their Promise Neighborhood. In addition to</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Schools can join the Healthy Schools Program at no cost. Members can access customized online tools to help with assessment, solution and partnership development, policy development, and other resources that support the delivery of their evidence-based approach.</li> <li>The Alliance has an online training center that provides regularly scheduled professional development opportunities as well as on-demand courses that professionals can start, pause and restart in order to meet the demands of their busy schedules. In person professional development is also available.</li> <li>Similar resources and training are available to out-of-school time programs.</li> <li>The Alliance collaborates with businesses and insurers to offer the Healthier Generation Benefit, which creates benefits families can use to work with health care professionals to ensure children receive preventive services and treatment.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The Alliance is well-positioned to help Promise Neighborhood partners work together to help children and youth eat better and exercise more and to achieve the targets they have set for GPRA 6A and 6B.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p data-bbox="588 250 943 326"><b>Food Research and Action Center</b></p> <p data-bbox="706 367 830 396"><a href="http://frac.org/">frac.org/</a></p> <p data-bbox="564 570 967 711"><b>Jennifer Adach</b> Communications Manager <a href="mailto:jadach@frac.org">jadach@frac.org</a> (202) 986 - 2200</p>	<p data-bbox="1064 144 1776 207">working with urban and rural communities, the Alliance has experience assisting tribal communities as well.</p> <p data-bbox="1016 245 1333 274"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 282 1790 513" style="list-style-type: none"> <li>• The Food Action and Research Center (FRAC) is a non-profit organization that works to improve public policies and create public-private partnerships to end hunger and food insecurity. In addition to policy work at the federal and state levels, FRAC provides resources to a network of advocates, service providers, food banks, and local service providers and policymakers.</li> </ul> <p data-bbox="1016 550 1628 579"><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul data-bbox="1016 587 1755 716" style="list-style-type: none"> <li>• FRAC provides a range of resources that can help Promise Neighborhoods develop and carry out policy advocacy strategies to address the link between poverty, food insecurity and childhood obesity.</li> </ul>	<p data-bbox="1822 245 2179 274"><b><u>Specific TA and services:</u></b></p> <ul data-bbox="1822 282 2556 480" style="list-style-type: none"> <li>• FRAC provides resources, including its Legislative Action Center that help communities understand and address the link between food insecurity and obesity and provides advocacy tools for families and residents who want to pursue support for better solutions to prevent obesity.</li> </ul> <p data-bbox="1822 518 2222 547"><b><u>Linkage to GPRA indicators:</u></b></p> <ul data-bbox="1822 555 2542 651" style="list-style-type: none"> <li>• Promise Neighborhoods can use FRAC’s resources to develop policies that support and sustain their efforts to achieve GPRA 6A and 6B.</li> </ul>
<p data-bbox="110 756 513 852"><b>Result #7: Students feel safe at school and in their community.</b></p> <p data-bbox="110 889 513 1052"><i>7A. # &amp; % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.</i></p>	<p data-bbox="551 789 986 951"><b>Local Initiatives Support Corporation (LISC) Community Safety Initiative</b></p> <p data-bbox="685 1000 852 1029"><a href="http://lisc.org/csi/">lisc.org/csi/</a></p> <p data-bbox="596 1203 940 1344"><b>Julia Ryan</b> Senior Program Director <a href="mailto:jryan@lisc.org">jryan@lisc.org</a> (212) 455 - 1618</p>	<p data-bbox="1016 756 1333 786"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 794 1790 1089" style="list-style-type: none"> <li>• The Community Safety Initiative (CSI) at LISC helps communities measurably reduce crime, increase investment, and bring about physical improvements in neighborhoods across the country.</li> <li>• CSI has the capacity to address a wide range of issues including: blight, domestic violence, gang activity, gun violence, reentry, effective community policing, problem properties, crime prevention through environmental design, and illegal drugs.</li> </ul> <p data-bbox="1016 1127 1628 1156"><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul data-bbox="1016 1164 1782 1459" style="list-style-type: none"> <li>• CSI helps build strategic and accountable partnerships among effective law enforcement agencies, neighborhood residents, schools, developers, business owners and other community stakeholders to create safe and sustainable communities. They are skilled at helping communities use data for assessment and accountability, develop evidence-informed solutions, and identify and implement policies that bring effective work to scale.</li> </ul>	<p data-bbox="1822 756 2179 786"><b><u>Specific TA and services:</u></b></p> <ul data-bbox="1822 794 2575 1261" style="list-style-type: none"> <li>• CSI provides cross-training to law enforcement agencies and community partners to help create a common language, bridge cultural gaps, and think beyond their traditional roles and previous partnership efforts.</li> <li>• Community partnerships also receive assistance in developing data-driven frameworks for taking action, evidence-based solutions, and approaches to measuring the results of their joint efforts.</li> <li>• CSI is the training and technical assistance provider for the U.S. Department of Justice’s place-based Byrne Criminal Justice Innovation (BCJI) program and in that role is expanding the already excellent range and type of resources available on its website.</li> </ul> <p data-bbox="1822 1299 2222 1328"><b><u>Linkage to GPRA indicators:</u></b></p> <ul data-bbox="1822 1336 2564 1463" style="list-style-type: none"> <li>• CSI’s experience and work to support BCJI sites at the neighborhood level positions them to assist Promise Neighborhoods develop, implement and evaluate the effectiveness of customized approaches</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p data-bbox="559 334 978 456"><b>The National Center on Safe Supportive Learning Environments</b></p> <p data-bbox="548 505 989 532"><a href="http://safesupportivelearning.ed.gov/">safesupportivelearning.ed.gov/</a></p> <p data-bbox="585 703 951 898">Greta D. Colombi Deputy Director, National Center on Safe Supportive Learning Environments <a href="mailto:gcolombi@air.org">gcolombi@air.org</a> (202) 403 - 5123</p>	<p data-bbox="1016 280 1333 306"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 318 1795 646" style="list-style-type: none"> <li>In addition to working with federal Safe and Supportive Schools grantees, the National Center on Safe Supportive Learning Environments at American Institutes for Research (NCSSE) offers customized technical assistance to institutions of higher education, school districts, schools, teachers, families and students to improve conditions for learning. They also provide culturally and linguistically competent training through webinars and conferences and web-based training modules and other products and tools.</li> </ul> <p data-bbox="1016 686 1628 712"><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul data-bbox="1016 724 1768 881" style="list-style-type: none"> <li>NCSSE's services and products can help Promise Neighborhoods with assessment, evaluation, and the implementation of evidence-based solutions and can address a range of issues including bullying, violence, and substance abuse.</li> </ul>	<p data-bbox="1865 147 2515 240">to increasing neighborhood safety in ways that support the healthy development and educational success of children and youth.</p> <p data-bbox="1822 280 2182 306"><b><u>Specific TA and services:</u></b></p> <ul data-bbox="1822 318 2569 683" style="list-style-type: none"> <li>Communities can negotiate customized technical assistance by contacting referral specialists at NCSSE.</li> <li>NCSSE offers webinars series and conferences that address topics such as supportive school discipline, working with higher education, implementation of evidence-based solutions, and measuring school climate and safety.</li> <li>NCSSE's website has archived resources from their webinars and conferences as well as a variety of other tools and resources.</li> </ul> <p data-bbox="1822 724 2220 750"><b><u>Linkage to GPRA indicators:</u></b></p> <ul data-bbox="1822 761 2569 919" style="list-style-type: none"> <li>Promise Neighborhoods can request assistance or use NCSSE's resources to strengthen their ability to implement evidence-based solutions to increase the number of students who feel safe in school as part of their efforts to achieve their GPRA 7A targets.</li> </ul>
	<p data-bbox="585 1174 951 1250"><b>The National School Safety Center</b></p> <p data-bbox="650 1300 887 1328"><a href="http://schoolsafety.us/">schoolsafety.us/</a></p>	<p data-bbox="1016 963 1333 989"><b><u>Organizational profile:</u></b></p> <ul data-bbox="1016 1000 1768 1157" style="list-style-type: none"> <li>The National School Safety Center (NSSC) is a non-profit organization that advocates for safe schools and works with school districts, schools, law enforcement agencies, and youth-serving professionals to prevent school violence and crime.</li> </ul> <p data-bbox="1016 1198 1628 1224"><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul data-bbox="1016 1235 1768 1393" style="list-style-type: none"> <li>NSSC provides training to a range of community stakeholders, develops customized school safety training and other assistance, assesses school district and site safety, and produces tools and resources that are available through its website.</li> </ul>	<p data-bbox="1822 963 2182 989"><b><u>Specific TA and services:</u></b></p> <ul data-bbox="1822 1000 2569 1430" style="list-style-type: none"> <li>NSSC has a diverse group of trainers who provide professional development on issues such as hate crime prevention, bullying, classroom management, and crisis response. Training is also available for communities creating or implementing school/law enforcement partnerships.</li> <li>NSSC helps communities conduct school safety assessments that uncover the causes of safety issues and help schools and communities develop solutions and policies to address them.</li> <li>NSSC also provides customized technical assistance to school districts and schools facing unique safety challenges.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p>Ronald Stephens Executive Director <a href="mailto:ronalstephens@schoolsafety.us">ronalstephens@schoolsafety.us</a> (805) 373 - 9977</p>		<p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>NSSC’s services can help Promise Neighborhoods develop needs assessments, craft solutions, and build the capacity of partner organizations and staff to address GPRA 7A.</li> </ul>
<p><b>Result #8: Students live in stable communities.</b></p> <p><i>8A. Student mobility rate</i></p>	<p><b>Enterprise</b></p> <p><a href="http://enterprisecommunity.com/">enterprisecommunity.com/</a></p> <p>Maryann Leshin Vice President, Advisory Services <a href="mailto:mleshin@enterprisecommunity.org">mleshin@enterprisecommunity.org</a> (202) 403 - 8022</p>	<p><b>Organizational profile:</b></p> <ul style="list-style-type: none"> <li>Enterprise helps build public-private partnerships to develop innovative approaches to ensure the availability of safe and affordable housing and create communities of opportunity in low-income neighborhoods. Enterprise takes a comprehensive approach, which acknowledges if housing is to become a platform for better results for families and children, it needs to exist in a supportive community with access to jobs, strong schools and other services.</li> <li>Enterprise has offices across the country and offers financial products and programs to stabilize families and communities by increasing the supply of affordable housing.</li> </ul> <p><b>Relevance for Promise Neighborhoods sites:</b></p> <ul style="list-style-type: none"> <li>Enterprise helps build partnerships among government, community organizations, financial institutions and developers, assists in developing viable financing strategies, and advocates for more effective policies.</li> </ul>	<p><b>Specific TA and services:</b></p> <ul style="list-style-type: none"> <li>Enterprise provides financing and development assistance to partnerships that are planning, creating and managing affordable housing.</li> <li>Enterprise also provides assistance and grants to communities that are developing affordable housing in the context of comprehensive community revitalization and can help with innovative solutions such as supportive housing and transit oriented development.</li> </ul> <p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>The availability of safe and affordable housing helps reduce family and student mobility. In Promise Neighborhoods where this is an issue, Enterprise can help with financing strategies and the development of innovative solutions that will contribute to efforts to reduce student mobility and achieve GPRA 8A targets.</li> </ul>
	<p><b>Local Initiatives Support Corporation (LISC)</b></p> <p><a href="http://lisc.org/">lisc.org/</a></p>	<p><b>Organizational profile:</b></p> <ul style="list-style-type: none"> <li>Local Initiatives Support Corporation (LISC) connects local leaders and community organizations with the resources needed to revitalize neighborhoods and improve the quality of life for families and children. LISC provides loans, grants and equity investments, provides technical assistance and supports the development of</li> </ul>	<p><b>Specific TA and services:</b></p> <ul style="list-style-type: none"> <li>LISC’s Sustainable Communities Initiative brings together partners to expand investment in stable affordable housing and other real estate, ensure family economic success, promote community development, improve access to quality education, and support healthy environments and lifestyles. Building authentic partnerships between</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
	<p><i>*Please consult the LISC website to identify the best contact person for your region.</i></p>	<p>innovative and effective policies to help stabilize and strengthen neighborhoods across the country.</p> <p><b>Relevance for Promise Neighborhoods sites:</b></p> <ul style="list-style-type: none"> <li>LISC’s programs include a comprehensive approach to building sustainable neighborhoods, financing the creation of neighborhood organizations such as child care centers and schools, ensuring access to critical educational services, addressing community safety, and family income and wealth building among others.</li> </ul>	<p>neighborhood residents and other stakeholders form the foundation for these efforts.</p> <ul style="list-style-type: none"> <li>Technical assistance is available from LISC’s national programs focusing on issues such as family income and assets, youth development, education, and public safety.</li> <li>For a list of cities supported by LISC, please visit their homepage.</li> </ul> <p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>LISC’s assistance focuses on building strong and effective partnerships, the strategic use of data, and the authentic involvement of families in efforts to stabilize and strengthen neighborhoods. The comprehensive range of assistance, support and financing available from LISC helps address many of the root causes of family and school mobility that can prevent improvements in GPRA 8A.</li> </ul>
	<p><b>NeighborWorks America</b></p> <p><a href="http://nw.org/network/index.asp">nw.org/network/index.asp</a></p> <p><b>Paul Kealey</b> Senior Vice President, NeighborWorks Services Group <a href="mailto:pkealey@nw.org">pkealey@nw.org</a> (202) 760 - 4201</p>	<p><b>Organizational profile:</b></p> <ul style="list-style-type: none"> <li>NeighborWorks is a congressionally chartered organization delivering programs and services that focus on community development and the creation of affordable housing. Much of their work centers on working with a network of high performing community development organizations across the country. In addition they offer a range of assistance and supports that are available to the field at large.</li> <li>NeighborWorks’s national programs and trainings address issues such as homeownership support, foreclosure prevention, creating stable communities, and measuring successful community building and neighborhood stabilization efforts. They have experience working with both urban and rural communities and offer place-based training in communities upon request.</li> </ul>	<p><b>Specific TA and services:</b></p> <ul style="list-style-type: none"> <li>NeighborWorks’s national programs help network members develop and implement innovative programming to create affordable housing and stabilize communities and families. The NeighborWorks website has a list of network members that Promise Neighborhoods can access.</li> <li>NeighborWorks provides extensive training opportunities open to anyone throughout the year. Online learning modules are also available and Promise Neighborhoods can request customized place-based training in their own communities.</li> </ul> <p><b>Linkage to GPRA indicators:</b></p> <ul style="list-style-type: none"> <li>The programming and training provided by NeighborWorks can help Promise Neighborhoods determine the root causes of family and student mobility and develop solutions to improve indicator 8A. NeighborWorks’ Success Measures approach can help neighborhoods measure the impact of</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
		<p><b><u>Relevance for Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>Their programs and training help build strong accountable partnerships, use data to measure the results of community building efforts, deepen the capacity of community development organizations and other potential Promise Neighborhoods partners, and ensure residents are authentic partners in efforts to stabilize communities.</li> </ul>	<p>community building activities and other solutions that may contribute to increasing mobility as well.</p>
	<p style="text-align: center;"><b>Urban Strategies</b> <a href="http://urbanstrategiesinc.org/">urbanstrategiesinc.org/</a></p> <p style="text-align: center;"><b>Esther Shin</b> Executive Vice President <a href="mailto:Esther.shin@urbanstrategiesinc.org">Esther.shin@urbanstrategiesinc.org</a> <a href="http://urbanstrategiesinc.org/">c.org</a> (314) 335 - 2914</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Urban Strategies is a national non-profit that helps low- and moderate-income families from discrete disinvested neighborhoods to secure affordable housing and succeed economically in thriving communities. Their work is focused on helping communities develop human capital as part of efforts to transform public housing and the surrounding areas into well-functioning mixed income urban neighborhoods.</li> </ul> <p><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul style="list-style-type: none"> <li>Urban Strategies works with U.S. Department of Housing and Urban Development Choice Neighborhood grantees around the country and brings a keen understanding of the comprehensive and integrated strategies that are needed to support people and to create places where families thrive. Many of the successful strategies they have developed can be applied to make sure families receive the support they need to stabilize their housing situations.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Urban Strategies works with Public Housing Authorities, government, foundations and other organizations to engage in human capital planning, which entails developing and conducting community engagement processes to identify and address neighborhood problems and issues.</li> <li>They also provide capacity building and technical assistance to neighborhoods that are working to stabilize, mobilize, and strengthen families, with a strong focus on developing and supporting resident leaders and building the capacity of resident-driven organizations, such as community development corporations.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Urban Strategies has a strong track record of helping neighborhoods that are in the midst of transformation stabilize and strengthen families, which in turn can reduce family and student mobility.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
<p><b>Result #9: Families and community members support learning in Promise Neighborhood schools.</b></p> <p><i>9A. 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;</i></p> <p><i>9B. For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school;</i></p> <p><i>9C. 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</i></p>	<p align="center"><b>National Center for Families Learning</b></p> <p align="center"><a href="http://familieslearning.org/">familieslearning.org/</a></p> <p align="center"><b>Donna Elder</b> Reading Specialist/Director of Literacy and Family Learning Services <a href="mailto:delder@familieslearning.org">delder@familieslearning.org</a> (502) 584 - 1133 ext. 143</p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>The National Center for Families Learning (formerly known as the National Center for Family Literacy) helps families make educational and economic progress by promoting effective approaches to family literacy. NCFL works with communities, schools, teachers, and volunteers to create and refine innovative approaches that are able to respond to changing demographics and needs of families in underserved communities.</li> <li>NCFL provides grants and assistance to communities serving families whose first language is not English, supports culturally responsive literacy efforts in tribal communities, and helps community colleges promote family literacy and learning. They also have developed a web-based platform that makes available information about research-based approaches, provides training, and consults with local projects that aim to increase family literacy.</li> </ul> <p><b><u>Relevance for Promise Neighborhood sites:</u></b></p> <ul style="list-style-type: none"> <li>NCFL resources and programming to support a wide range of communities, including those that are tribal or have a significant population for whom English is a second language, might be able to support efforts to increase literacy skills in the diverse types of communities where Promise Neighborhoods are located.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>NCFL works to strengthen and broaden approaches to families learning, building on advancements in education and technology, as well as the changing needs of families. Dedication to working with community partners is at the heart of NCFL’s mission. Model programs and innovative laboratories that have become recognized as advancing family learning have been developed.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>The wide range of support and resources available from the National Center for Families Learning can help Promise Neighborhoods establish the importance of reading early on with families with young children and strengthen the ability of parents and other caregivers to read to their children and encourage them to become life-long readers and learners.</li> </ul>

Result & Indicators	TA/Resource Provider	Organizational Description	Relevant Services & Resources
<p><b>Result 10: Students have access to 21st century learning tools.</b></p> <p><i>10A. # &amp; % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device</i></p>	<p style="text-align: center;"><b>Education Superhighway</b></p> <p style="text-align: center;"><a href="http://educationsuperhighway.org/">educationsuperhighway.org/</a></p> <p style="text-align: center;"><a href="mailto:districts@educationsuperhighway.org">districts@educationsuperhighway.org</a></p> <p style="text-align: center;"><b>(415) 967 - 7430</b></p>	<p><b><u>Organizational profile:</u></b></p> <ul style="list-style-type: none"> <li>Network Upgrade Coaching Program works to ensure that every K-12 public school in America has the internet infrastructure that students and teachers need for digital learning. They offer a variety of programs and assistance to help school districts and schools upgrade their internet infrastructure and lay the foundation for using 21<sup>st</sup> century learning tools.</li> </ul> <p><b><u>Relevance for Promise Neighborhoods sites:</u></b></p> <ul style="list-style-type: none"> <li>They offer a tool that enables Promise Neighborhoods parents, partners and advocates to measure the current available bandwidth in their schools, enabling data-driven decisions and budgeting to increase access. They also work with school districts and IT staff to assess the current status of their networks and create solutions for improving them.</li> </ul>	<p><b><u>Specific TA and services:</u></b></p> <ul style="list-style-type: none"> <li>Education Superhighway's Network Upgrade Coaching Program provides direct assistance to districts and schools to assess the strengths and weaknesses of their current networks, develop options for upgrading and strengthening them, plan for growth to meet school and student needs, and choose and price needed technological upgrades. Partner districts and schools receive networking support and capacity building for their IT staff.</li> </ul> <p><b><u>Linkage to GPRA indicators:</u></b></p> <ul style="list-style-type: none"> <li>Education Superhighway's assistance can help Promise Neighborhoods make data-driven assessments of the quality of school broadband access and develop affordable solutions to ensure schools have sufficient broadband access to enable the use of 21<sup>st</sup> century learning tools as part of their overall efforts to achieve their GPRA 10A targets.</li> </ul>