



RESEARCH REPORT

Making Good on a Promise

Working to End Intergenerational Poverty in Kenilworth-Parkside

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ABOUT DC PROMISE NEIGHBORHOOD INITIATIVE

DC Promise Neighborhood Initiative (DCPNI) is the hub of a comprehensive effort to end intergenerational poverty in the District of Columbia's Kenilworth-Parkside community and beyond. Founded in 2008 and operational since 2013, DCPNI has brought together neighborhood public and charter schools, community and faith-based organizations, resident leaders, local and federal government agencies, funders, corporations, and more than 30 program and service partners to collaborate in this work.

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Since 2008, the Urban Institute (Urban) has supported DCPNI's growth and development. The current research team was preceded by Urban researchers who established a rich baseline understanding of the neighborhood and its residents and students and supported the organization in its early days. These contributors include Kassie (Dumlao) Bertumen, Mary Bogle, Jennifer Comey, Chantal Hailey, Reed Jordan, Amanda Mireles, Rob Pitingolo, Molly Scott, Peter Tatian, and Simone Zhang.

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Foreword

Here, in Kenilworth-Parkside, we have some of the most brilliant, creative, and resilient residents. For years, members of this community have depended on one another to navigate the myriad of challenges they have individually and collectively encountered. These challenges have developed residents who are resourceful and caring but who have frequently been left behind by the economic growth that other parts of the District of Columbia have experienced. We are determined to foster growth and development of *all* members of our community to realize their innate capacities to improve the quality of their social and physical environments and inspire positive change in this neighborhood and the world.

Today, the DC Promise Neighborhood Initiative views its role as building upon the pre-existing strengths of Kenilworth-Parkside and being an equal partner with the members of this community. We connect nonprofit organizations, government entities, private businesses, schools, and community members to each other with the expectation that together we can end intergenerational poverty. We believe that Kenilworth-Parkside and the District of Columbia have many assets that can be built upon, and our work is to help identify and grow community assets to create lasting change.

“Ending intergenerational poverty” is our “big vision.” However we know that this vision can only be accomplished by believing and investing in the ability of community members to own the interventions and transfer knowledge and wealth from their generation to the next.

Our intention for this report is to share the reclaimed narrative of the members of Kenilworth-Parkside and to help others experience a glimpse of what life is like in our community—both the good and the bad. As we continue to do our work and as our partners and community members continue to grow, we hope that this report will be an important baseline to mindfully measure human change over time as a community is respectfully engaged in the transformation process.

We are at the beginning of a long journey, and this report is the first step. Please continue to follow our work and accompany us on this path to ending intergenerational poverty.

Mary Brown
Executive Director, DC Promise Neighborhood Initiative
September 2015

Executive Summary

The Kenilworth-Parkside community is located in Washington, DC, east of the Anacostia River and west of Interstate 295. The community is home to 1,357 families, the majority of which are headed by single females. The poverty rate is high—41 percent— and nearly half of Kenilworth-Parkside’s children are growing up in poverty. Unemployment is three times higher than the DC average, and violent crime is slightly higher here than the city average.

Within the neighborhood are three public schools: Neval Thomas Elementary, Cesar Chavez Parkside Middle School, and Cesar Chavez Parkside High School. All three schools serve high-needs children from chronically disadvantaged backgrounds. Seventy percent of school-age children who live in the neighborhood go to school outside of Kenilworth-Parkside. This is, in part, the result of DC’s school choice policies; DC is one of the most choice-rich cities in the country with 44 percent of students in charter schools and another 24 percent attending traditional public schools outside of their assigned school.

Like other DC neighborhoods east of the Anacostia River, recent investments in residential construction and amenities are transforming the neighborhood. However, these additions do not necessarily translate into improved living conditions for the neighborhood’s families and children. Dedicated, intentional, and targeted supports are essential for connecting the parents in this community and their children to resources and opportunities that might change their lives.

Although they matter, the economic, demographic, and educational indicators alone cannot wholly characterize Kenilworth-Parkside community.

DCPNI Makes a Promise

The DC Promise Neighborhood Initiative (DCPNI) was founded in 2008 as a committee to explore academic supports for students attending the Chavez Parkside middle and high schools. It became a nonprofit in 2009 and has sustained its efforts with funding from US Department of Education Promise Neighborhoods Planning and Implementation Grants and through philanthropic support.

Today, DCPNI employs 32 full-time and 5 part-time staff whose mission is to end intergenerational poverty in Kenilworth-Parkside by addressing chronic and acute problems that affect the education, health, and the socioemotional well-being of community residents. DCPNI coordinates programs to

increase school attendance and test performance, reduce food insecurity and crime, and increase the capacity for community members to identify and solve their own problems. The intent of the activities is to connect, support, and advocate for the Kenilworth-Parkside community.

DCPNI coordinates and funds developmentally appropriate activities and programs to support learning. It offers kindergarten readiness programs for young children and works with the parents of older children who are at risk for chronic absenteeism. Additional classes and counseling are available to parents of elementary school students through DCPNI's Parent Academy and partnerships with other organizations that build parents' capacity to advocate for themselves and their children. It is launching its Promise Mapping effort, which matches children and parents to *promise advocates* to identify strengths and challenges and make referrals to resources in the community.

DCPNI has also led efforts to bring important partners to the neighborhood. A Unity Health Care facility opened in the south end of the community in 2013; it provides affordable, comprehensive medical and dental care for adults and children. Educare, a state-of-the-art early childhood education center that opened in 2012, provides high-quality child care to infants, toddlers, and preschoolers in the community.

DCPNI Makes Good on a Promise

Between 2010 and 2013, DCPNI focused on assessing neighborhood need, assembling staff, and developing internal systems. Over the past couple years, the organization has successfully launched initiatives in the community. The Mothers Cohort supports a cohort of local mothers with young children, the neighborhood survey created opportunities for neighborhood residents to get training and work experience, the out-of-school time programs created enrichment activities for students, and the Every Day Counts initiative is making school attendance a high priority for local families. DCPNI has also continued work on refining its data systems to track demographic, output, and outcome data for all students and residents in Kenilworth-Parkside.

Most recently, DCPNI has articulated a goal to end intergenerational poverty in Kenilworth-Parkside and reconstituted itself with a new executive director, board chair, and theory of change. Still, some residents would like to see more progress more quickly. To create a dialogue with residents around concerns about DCPNI and community change, DCPNI initiated the Listening Project, an extensive project that seeks to engage with 500 residents from the community. This work is essential

for building trusting relationships with residents and understanding the evolving needs of the community.

DCPNI is still a relatively new organization, but it has made progress by demonstrating extensive capacity to assemble and use data for decisionmaking, establishing and enhancing community engagement efforts, and setting in motion an array of programmatic offerings and supports. Looking forward, DCPNI must continue to assess challenges and opportunities and evolve to meet its ambitious goals in Kenilworth-Parkside.

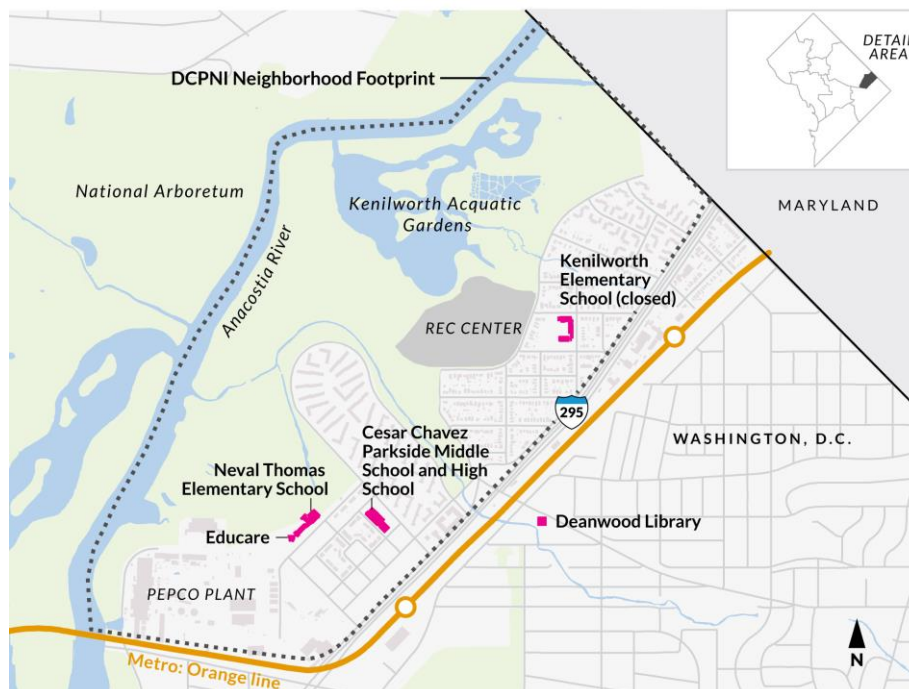
Kenilworth-Parkside Neighborhood

The Kenilworth-Parkside community is located in the eastern-most part of Northeast Washington, DC, nestled between the Anacostia River and other city parklands on the west, I-295 on the east, a decommissioned Pepco electrical plant on the south, and the Maryland line to the north. Although the neighborhood is adjacent to the celebrated Kenilworth Aquatic Gardens and its trademark lotuses, it is a traditionally under-resourced area that lacks many of the social and economic advantages many other neighborhoods in DC enjoy. Isolation from neighborhood necessities like grocery stores and public transit exacerbates the level of need for the more than 5,700 residents and 2,000 children who live in the neighborhood, many who have been trapped in deep poverty for multiple generations.

The neighborhood comprises two distinct areas: Kenilworth is the northern part of the community, and Parkside is the southern part of the community (figure 1). Kenilworth is slightly smaller than Parkside, making up about 44 percent of the total population, and includes a mix of subsidized housing developments and single-family homes. Parkside is a mix of single-family homes and apartments, public and subsidized housing, and senior assisted living facilities.

FIGURE 1

Map of Kenilworth-Parkside Neighborhood



Social and Economic Conditions

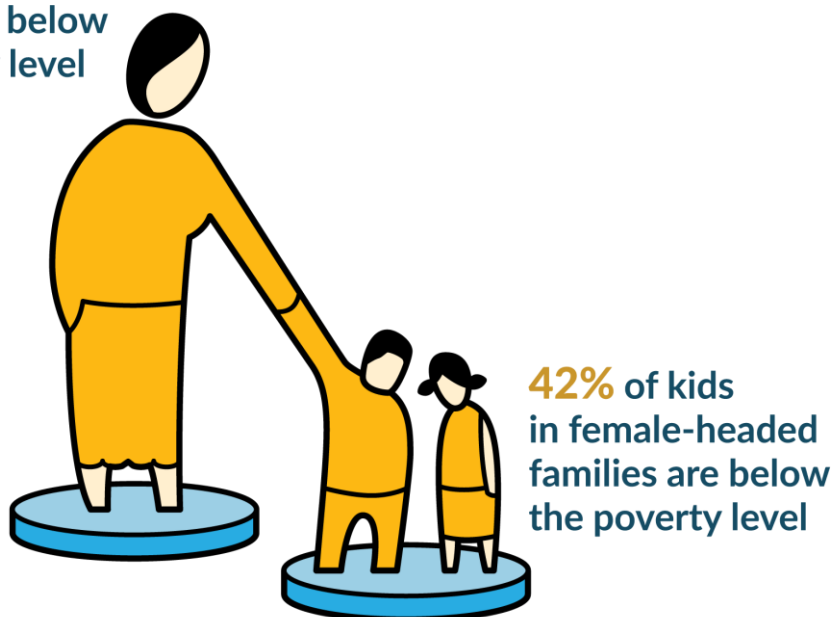
In the past, Kenilworth-Parkside was a prosperous African American neighborhood with the kind of rich history that characterizes many of the communities along the Anacostia River. But beginning in the 1980s, many of the middle class residents moved to nearby Maryland suburbs, leaving these neighborhoods to mostly lower-income families.

Today, most Kenilworth-Parkside residents are still African American—over 97 percent. Sixty-seven percent are female, and the proportion of residents age 18 or younger (36 percent) is higher than in other DC neighborhoods (appendix A). The community is home to 1,357 families, the vast majority of whom are headed by single females—nearly 86 percent in the Parkside area. The poverty rate for these female-headed households is high—39 percent—and above the city average of 30 percent. Forty-two percent of Kenilworth-Parkside children are growing up in poverty (figure 2).

FIGURE 2

The Effects of Poverty Are Multigenerational

39% of female-headed families are below the poverty level



Source: American Community Survey, 2008–12.

Unemployment in Kenilworth-Parkside (29 percent) is nearly three times the city average (11 percent). Not surprisingly, median household incomes on both sides of the footprint are far below the city average of \$65,830, at \$26,620 for Kenilworth and \$21,927 for Parkside; rates of public assistance receipt are higher than the city average. For example, 42 percent of households receive SNAP (formerly food stamps) benefits. Although most heads of household (71 percent) have their high school diploma, this figure is still low relative to the rest of the city (88 percent). Just 13 percent have a college degree; the figure for Kenilworth is higher (24 percent) than that for Parkside (6 percent).

Crime has declined in Kenilworth-Parkside as in the rest of the city. As of 2011, property crime was slightly below the DC average; violent crime was slightly above average with 17 violent crimes per every 1,000 people in Kenilworth and 14 per every 1,000 people for Parkside. The city average was 12 violent crimes for 1,000 people citywide.

Amenities

Like other low-income DC neighborhoods east of the Anacostia River, Kenilworth-Parkside has received substantial investment from public and private investors in recent years. In June 2012, Educare, an evidence-based state-of-the-art early childhood education facility, opened in Parkside. The facility has 171 slots for children from birth to age 5 and provides high-quality early childhood education aimed at narrowing the achievement gap for neighborhood children.¹ In addition, a 43,200-square-foot Unity Health Care facility also opened in 2013, providing primary and specialty health care in the community for an estimated 50,000 patients a year.² Located in Parkside, Unity is the only comprehensive medical facility in the neighborhood.

The Kenilworth-Parkside Recreation Center, which sits near the northern edge of the neighborhood footprint, has a track, football field, basketball court, tennis and handball court, and an open field. However, much of the property is inaccessible to residents because of environmental degradation and contamination that stemmed from years as the site of the city dump. The environmental hazards have been the subject of National Park Service investigations, but plans for environmental cleanup remain stalled.³ Most recently, plans to revamp the site have been put on permanent hold while the city explores the feasibility of developing a new recreation facility on the property adjacent to the Kenilworth Elementary.

The Parkside portion of the neighborhood has recently benefited from increased investment in housing. New townhomes and residential properties have been built in the past 24 months, creating

Metrotowns at Parkside, a mix of townhomes and public housing, and The Grove at Parkside, an apartment community that will eventually house 186 units.

Education Context and Schools

DC's Education Landscape

DC's recent population increase is changing the school landscape and DC Public Schools (DCPS) saw the first increase in public school enrollment in 2009 since the 1960s. Specifically, the number of elementary school students is growing, in part because free, full-day prekindergarten programs are drawing families into the schools.⁴

DC has very flexible enrollment policies; students can choose to attend their neighborhood public school, apply to a selective public school, or enter the MySchool DC common lottery system to enroll in an out-of-boundary public school or any public charter across DC. The lottery uses the student ranking of preferences, number of available spaces, and a variety of student considerations such as proximity or where siblings attend school to make admissions decisions.⁵

DC's experiment with school choice has resulted in an explosion of public charters over the last 20 years. The presence of charters has grown from 2 in 1997 to 126 in 2015.⁶ In fact, Washington, DC, is among the top three cities in the nation of public school students attending public charter schools.⁷ In 2013, 44 percent of DC's 82,958 public school students attended public charter schools.⁸

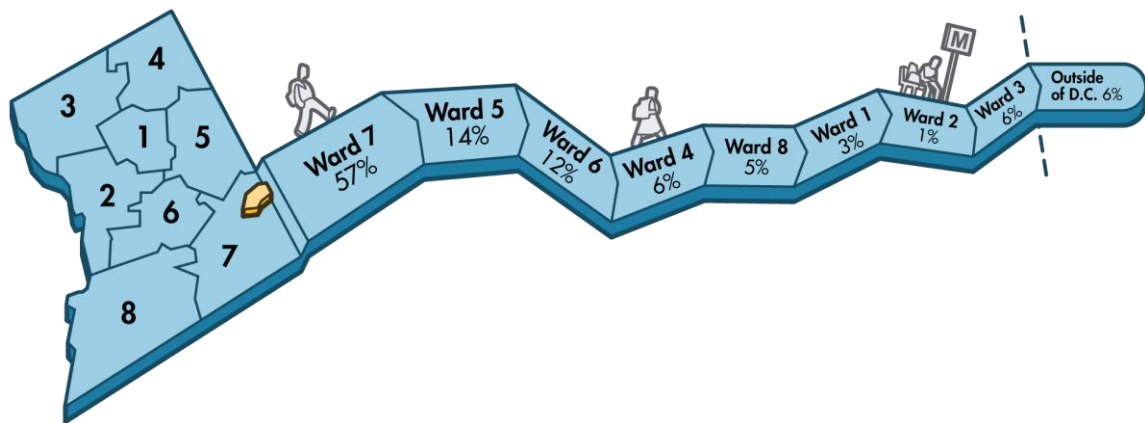
Families have embraced the varied school options. In 2013, nearly 50 percent of public school students traveled outside their home ward to attend schools outside of their neighborhood.⁹ Only 25 percent of students across the city attend their assigned neighborhood schools (21st Century School Fund 2014).

However, the expansion of choices has not improved quality across the board. According to *Quality Schools: Every Child, Every School, Every Neighborhood*, a 2012 study commissioned by the Office of the Deputy Mayor for Education, two-thirds of DC's 60,000 "academic seats" among traditional and charter schools are rated low quality based on student performance on the DC Comprehensive Assessment System (DC CAS). Of those 40,000 low-quality seats, 59 percent are in Wards 7 and 8. With two-thirds of students choosing to attend a school within their own ward or an adjacent ward, the study suggests that students would prefer to attend a school close to home, but that is not an option for students whose neighborhoods or wards do not house high-performing schools (Office of Deputy Mayor for Education 2012).

Seventy percent of school-age children who live in Kenilworth-Parkside go to school outside of their neighborhood and 43 percent go to school outside of their ward (figure 3). Part of the reason such a high proportion of students leave the neighborhood to attend school is that there is no traditional public middle school or high school within the neighborhood boundary, and one public elementary school recently closed, re-routing some students' school assignments out of the neighborhood. Of those who are leaving the ward, about three-quarters are attending school in Wards 5, 6, and 8, but the remaining 27 percent are traveling beyond those neighboring wards to attend schools as far out as Ward 3.

FIGURE 3

Many Students in Kenilworth-Parkside Travel outside the Ward for School



Source: Office of the State Superintendent, DC.

Kenilworth-Parkside Neighborhood Schools

There are three schools in Kenilworth-Parkside: Neval Thomas Elementary, Cesar Chavez Parkside Middle, and Cesar Chavez Parkside High. Neval Thomas Elementary school is a traditional neighborhood public school to which neighborhood students are assigned based on their residential address. The other two are charter schools that belong to Cesar Chavez Public Charter Schools for Public Policy. All three schools are located in Parkside, the southern portion of the neighborhood. Kenilworth Elementary School, the only school located in the northern portion, closed in 2013.¹⁰

All three schools in the neighborhood face similar challenges of educating students with high needs from chronically disadvantaged backgrounds. Appendix A presents demographic information about

students and performance information about the schools and how they compare with public schools and public charters citywide.

Kenilworth Elementary School

When Kenilworth was selected as one of 15 DC public schools to close in 2013, Kenilworth students were reassigned to Houston Elementary School. DCPS cited a number of reasons for the closure, including low enrollment, community members' interest in their students attending Neval Thomas, and DCPS's ability to partner with DCPNI in developing a recreation center on site of the old Kenilworth elementary property (District of Columbia Public Schools 2013). We learned from interviews with community stakeholders that the school's closing was traumatic for many members of the Kenilworth neighborhood because the school was an anchor and one of the few assets in the northern part of the neighborhood.

Kenilworth parents and DCPNI worked together after the school's closing to overturn DCPS' decision to assign all students to Houston. Though Houston is closer, it is on the other side of a major highway that students would have to cross to get to school. There are also historical neighborhood conflicts between Kenilworth and the community surrounding Houston, so parents did not want their children to be sent into an unwelcome environment. DCPS eventually reconsidered, zoned former Kenilworth students to Neval Thomas Elementary School (in addition to Houston Elementary) located within the DCPNI footprint and even sent the former Kenilworth principal to become an assistant principal at Neval Thomas. DCPNI encouraged former Kenilworth Elementary families to enroll their children at Neval Thomas to ensure that as many families as possible remained in Kenilworth-Parkside.

DCPNI now uses the former Kenilworth Elementary facility as its headquarters and is responsible for its maintenance and renovations, though the property remains in DCPS' inventory. Kenilworth Elementary School may reopen if recent enrollment trends continue.

Neval Thomas Elementary School

Neval Thomas Elementary School serves 414 students in preschool through fifth grade and is located on the south end of the neighborhood. Neval Thomas's mission is to help "students excel academically while becoming well-rounded, global citizens." Neval Thomas, based on the Elementary and Secondary Education Act (ESEA) accountability system, is categorized as a "developing school," which means that it

has moderate performance and still needs more support, such as professional development and technical assistance, to continue making strides (box 1). The median growth percentile is lower than the DC average, and only a third of students are performing on grade level in reading and math (box 2). Neval Thomas serves a high-need population with a large proportion of low-income and special needs students; it will be especially challenging to raise test scores for these children.

BOX 1

What Is the ESEA Accountability System?

The Elementary and Secondary Education Act (ESEA) accountability system is a tool to compare DC schools. It helps parents make informed choices about where to send their students to school, helps the school district decide where to funnel resources, and holds schools accountable for reaching their targets. Each school gets an index score between 0 and 100 that reflects student performance on the DC Comprehensive Assessment System (DC CAS) and student growth on the DC CAS from one year to the next. The index score determines where the school falls within their classification system as a priority (below 25), developing (26–44), focus, rising (45–79), or reward (80 or above) school.¹

1. “ESEA Accountability,” LearnDC, accessed April 23, 2015, <http://www.learndc.org/schoolprofiles/about/glossary/esea-accountability>.

When Kenilworth Elementary closed, Neval Thomas received many of their students, in addition to having just received students from River Terrace Elementary school a year prior. Neval Thomas’s enrollment grew from 235 in the 2011–12 school year, to 312 in the 2012–13 school year, to 414 the year after, effectively combining three schools into one. Despite lower average reading and math performance of Kenilworth students during the last two years of its existence, Thomas was able to embrace new arrivals while maintaining its proficiency rate in the 30 to 40 percent range.

As one of DCPNI’s primary partners, Neval Thomas collaborated with DCPNI on tutoring and attendance programs, such as Out of School Time Power Hour and Every Day Counts, and worked together to leverage community resources to support families and improve outcomes for students.

Cesar Chavez Parkside Middle and High Schools

Chavez Middle School Parkside serves 305 students in grades 6–8 and Chavez Parkside High School serves 373 students in grades 9–12. The mission of the Chavez Schools is to “prepare scholars to succeed in competitive colleges and to empower them to use public policy to create a more just, free, and equal world.” Founder and former chief executive officer of Chavez Public Charter Schools, Irasema Salcido, assembled the steering committee that created DCPNI when she realized how far below grade level the students entering the Parkside Campus were. The schools have implemented student supports to prepare students for college and beyond, such as College Preparatory Advisory classes in the high school where students learn how to apply for and navigate college. Both middle and high schools bring in college students for presentations and arrange for students to visit university campuses to get a feel for higher education.

BOX 2

What Is the Median Growth Percentile?

The median growth percentile is a summary of student growth percentiles by school, district, teacher, grade, or any other subgroup of interest. This statistic gives a better picture of how effective the school, or other subgroup, is in raising student achievement. A student growth percentile uses a model to measure a student’s gains or losses in one academic year’s time by comparing that student’s standardized test scores to other students with a similar score history. The model then uses those scores to identify whether that student grows at a faster or slower rate than his or her peers.¹

1. “Growth Model FAQ,” District of Columbia Public Charter Schools Board, accessed April 22, 2015, <https://pcsb-pmf.wikispaces.com/Growth+Model+FAQ>.

Chavez Parkside High is now one of 22 public charters and one of 6 public charter high schools classified as a tier-1, or high-performing, school, as measured by DC’s performance measurement framework. The framework measures how well the school prepares students for college, growth on DC CAS, and other performance indicators. Though the high school scored within the top tier, half of its tested students are still performing below grade level in reading, and one-quarter are performing below grade level in math. Chavez Parkside Middle School is rated as a tier-2, or mid-performing, public charter school. Fewer than half of their students are performing at or above grade level in reading and math.

Chavez Parkside High is also one of the few public charter schools in the district noted for its improvement in giving students the extra time and resources needed to graduate from high school; it had an impressive 90.4 percent five-year graduation rate in 2014.¹¹ Both Chavez Parkside middle and high schools are showing higher median growth percentiles than those achieved by traditional assigned middle and high schools. Since only 10 percent of the children in Kenilworth-Parkside attend Chavez Parkside schools, a large part of DCPNI's challenge is to develop supports that will improve the performance of those who attend schools outside the footprint.

Nearby Schools

Students who attend their assigned schools begin at Neval Thomas Elementary, located in Kenilworth-Parkside, then go beyond the neighborhood boundary to Kelly Miller for middle school, and finally to H.D. Woodson for high school. Neither of the schools is within the neighborhood footprint. Despite the number of school options families have, many neighborhood families are enrolling their elementary age children at Neval Thomas and begin to use their school choice freedom when students enter the middle grades. The largest share of the elementary-age children in Kenilworth-Parkside go to their assigned elementary school, Neval Thomas, but only 2 percent of neighborhood children attend Kelly Miller, and only 5 percent attend Woodson High School. Appendix A shows basic demographic characteristics of all three of the assigned schools to DCPS and public charter schools (PCS) overall.

DCPS rates both Kelly Miller and Woodson as “priority schools,” which with the lowest rates of proficiency, student growth, and graduation, and are required to show three years of increased performance before moving off the list. As of 2014, Kelly Miller became one of two schools to ever be removed from priority status (Office of State Superintendent 2014). Its students boasted DC CAS scores high enough to promote the school to a “rising” ESEA classification and had math scores that rival the public charter school average of 60 percent proficient or advanced.

DCPNI faces a challenge with serving students who follow this feeder pattern. As appendix tables A.8a and b show, average math proficiency drops once students get to high school. Also, students are only graduating from Woodson at a 44 percent rate, 14 percentage points lower than the public school average and 35 percentage points lower than the public charter school average.

DC Promise Neighborhood Initiative

DC Promise Neighborhood Initiative (DCPNI) was founded in 2008 as a steering committee tasked with identifying strategies to support students attending Cesar Chavez Parkside Public Charter Schools. It incorporated as a nonprofit and garnered philanthropic support in 2009, and, in 2010, DCPNI was granted a \$500,000 US Department of Education Promise Neighborhoods planning grant. Between 2010 and 2012, DCPNI conducted community outreach, planning, and assets and needs assessments that supported its successful application for a \$20 million US Department of Education Promise Neighborhoods implementation grant.

DCPNI is the hub of a comprehensive effort to end intergenerational poverty in the District of Columbia's Kenilworth-Parkside community and beyond. DCPNI has brought together neighborhood public and charter schools, community and faith-based organizations, resident leaders, local and federal government agencies, funders, corporations, and more than 30 program and service partners to collaborate in this work.

Four drivers strengthen our approach to ending intergenerational poverty:

- **Children Succeed.** Ensuring children have the skills and support needed to succeed in and graduate from college to obtain a job with a lifetime career path.
- **Parents Succeed.** Giving parents the tools they need to be able to transfer knowledge, skills, values, and wealth to their children, fostering success from one generation to the next.
- **Strong Community.** Supporting all members of the Kenilworth-Parkside community in realizing their innate capacity to improve the quality of their lives and inspire positive change in their neighborhood and beyond.
- **Healthy Places.** Ensuring residents have access to healthy food, safe places to live, and ample opportunities and information to make wise and healthy lifestyle choices.

As the “hub” of the work to end intergenerational poverty, DCPNI primarily is a connector, supporter, and advocate engaged in

- bridging the gaps among family, community, and schools;
- encouraging high expectations, setting high standards, and creating accountability systems to ensure these expectations and standards are met;

- fostering meaningful long-term relationships within the community and between residents; and
- building a community of practice and learning so that others might find their way to ending intergenerational poverty in their own communities.

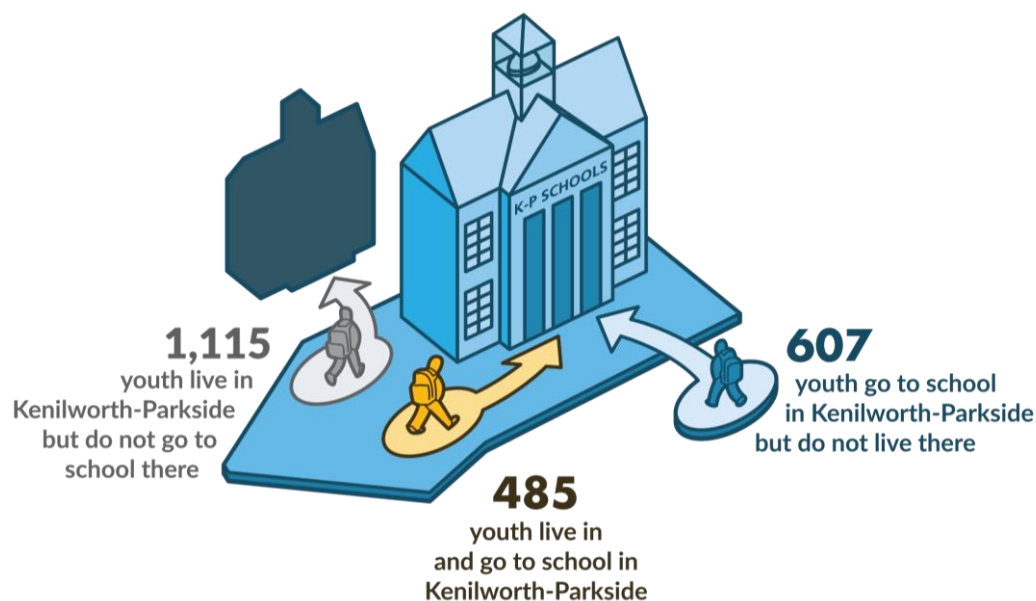
Service Population

DCPNI aspires to serve all children and families in the Kenilworth-Parkside neighborhood of Washington DC, whether they live there, go to school there, or both. Today, DCPNI serves approximately 3,000 children from birth to age 18. The school-age population (2,200 children) comprises three groups (figure 4).

- The primary service population consists of children and youth who live and attend school in Kenilworth-Parkside (485 students).
- The secondary service population consists of children who come to school in Kenilworth-Parkside but do not live in the footprint (607 students).
- The tertiary service population consists of children who live in Kenilworth-Parkside but attend school outside the neighborhood. (1,115 students).

FIGURE 4

DCPNI Serves Three Groups of School-Age Children in Kenilworth-Parkside



Source: DCPNI.

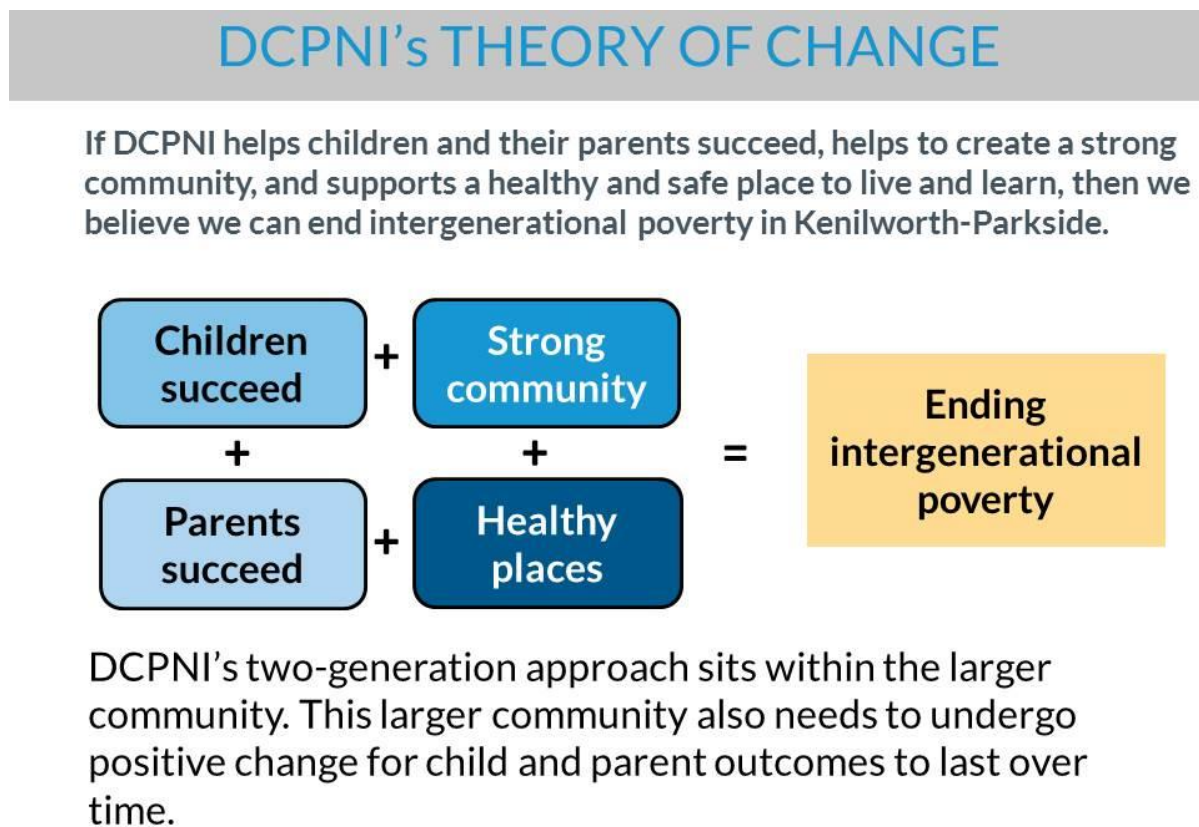
Theory of Change

A theory of change requires an organization to outline its goals, measureable outcomes, and strategies to address them (figure 5). Although some well-meaning organizations have implicit theories of change that are based on assumptions about goals and strategies, they may lack the definition or focus that is needed to achieve success. DCPNI articulates its theory of change as follows:

If DCPNI helps children and their parents succeed, helps to create a strong community, and supports a healthy and safe place to live and learn, then we believe we can end intergenerational poverty in Kenilworth-Parkside.

FIGURE 5

DCPNI Theory of Change



Tracking Progress

DCPNI uses a three-person data and evaluation team to measure action and progress toward outcomes by collecting and analyzing data, tracking well-being, and assessing program effectiveness.

Data on DCPNI clients is being included in a client-relationship management database using software called Efforts to Outcomes. Demographic and program participation for students will be compiled, tracked, and used to guide DCPNI's future work. Ultimately, school data will be integrated into the database; DCPNI has data-sharing agreements with Neval Thomas Elementary and Cesar Chavez Parkside middle and high schools to secure student data.

DCPNI has also continued refining its data systems to track demographic, output, and outcome data for all students and residents in Kenilworth-Parkside. This work includes providing capacity building to partner organizations on outcome measurement and data analysis. DCPNI continues to assist all of its partners in the use of data to identify community needs and develop programmatic interventions to address these needs.

In 2013, DCPNI hired the Urban Institute (Urban) to provide support for a number of its data and evaluation pursuits, including a school climate survey (2013), a neighborhood survey (2013), implementation study (2013–present), and other technical assistance.

Meeting the Goal of Child Success

Personal and academic success for children is central to DCPNI's mission of ending intergenerational poverty. DCPNI has set high standards for young people in its service population to have exceptional educational, health, and socioemotional outcomes from birth through post-secondary education that will create transformational change in their community. By connecting young people to the resources and supports they need to begin school and successfully transition through each grade level on or above target, the neighborhood will produce a growing base of young adults with advanced and professional degrees and certifications that will improve the economic trajectory of the community.

Healthy and Smart Start

Starting Healthy

DCPNI's goals are for young children to have a healthy first two years of life and for them to be ready for kindergarten upon entry. A healthy first two years includes receiving regular health, dental, and vision checkups as well as having a medical home. A medical home is described as a place where the child and family have built ongoing relationships with a physician who provides comprehensive medical care coordinated with other services. A key indicator for the health of children from birth to age 5 is the share that has a place to go, other than an emergency room, when they are sick or in need of advice about their health (Comey et al. 2013).¹²

Kenilworth-Parkside has a higher rate (68 percent) of parents who reported having a medical home for their young children (from birth to age 5) than the national average (58 percent) and the DC average (56 percent).

According to results from the neighborhood survey we conducted in 2013 (see box 4), Kenilworth-Parkside has a higher rate (68 percent) of parents who reported having a medical home for their

children (birth to 5) than the national average of 58 percent and the DC average of 56 percent. Of those parents who indicated that their child has a regular place to go when sick or in need of medical advice, 20 percent reported that they attended a clinic or health center. Over 50 percent reported attending a doctor's office.

Because of the large share of very low income households in the neighborhood, most residents and their children have publicly subsidized health insurance. A new medical clinic was opened in the southern part of the neighborhood, Unity Healthcare, which provides affordable, comprehensive medical and dental care to adults and children, regardless of their ability to pay. This particular center also offers pediatric and case management services.

Staying Healthy

In addition to a healthy start, DCPNI aims to turn Kenilworth-Parkside into a community where residents stay healthy by practicing healthy eating and exercise habits. Creating a healthy lifestyle starts early, so DCPNI is focusing on improving children's nutrition and exercise outcomes so they have healthier habits as adults.

In the neighborhood survey, 50 percent of parents reported that their middle school age child exercises every day, and 38 percent said that their high school age child exercises every day (figure 6a and b). Twenty-one percent of Chavez Parkside middle school students exercise for 60 minutes a day, seven days a week, and 18 percent of Chavez Parkside high school students do the same. Both middle and high school students fall behind the national average of 29 percent. Girls, specifically, lag in this area—only 14 percent of girls exercise 60 minutes daily compared with 25 percent of boys.

Almost half (44 percent) of students at Chavez Parkside report eating fruits and vegetables five or more days a week, which is 21 percentage points above the national average of 23 percent. However, there are age and gender disparities. Boys and middle school students are reporting rates 8–9 percentage points higher in this area than girls and high school students.

FIGURE 6A

Students and Parents Report Age and Gender Disparities for Youth Exercise and Nutrition

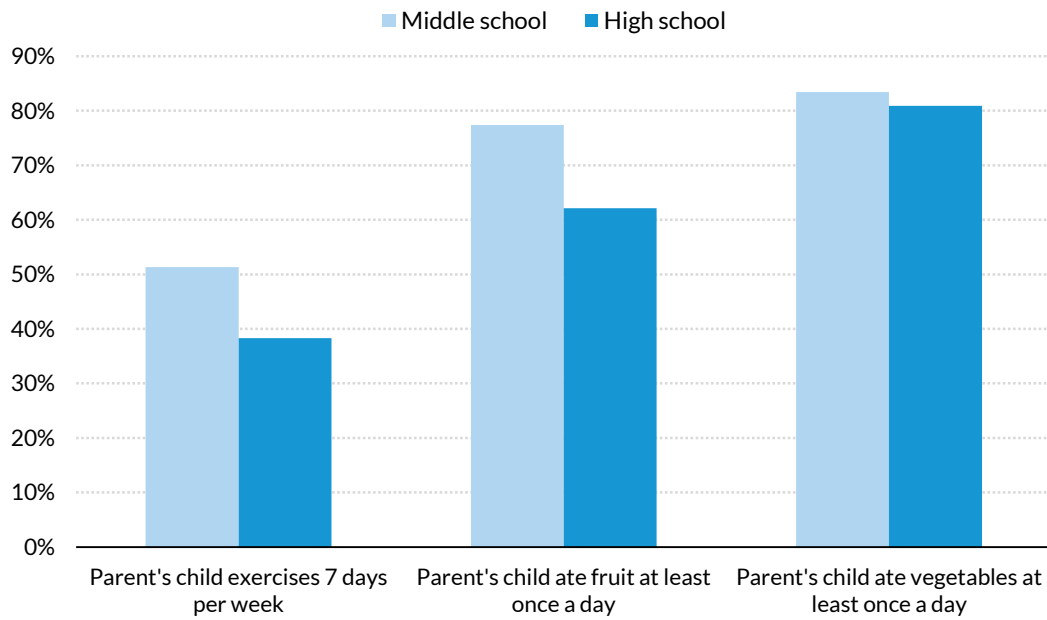
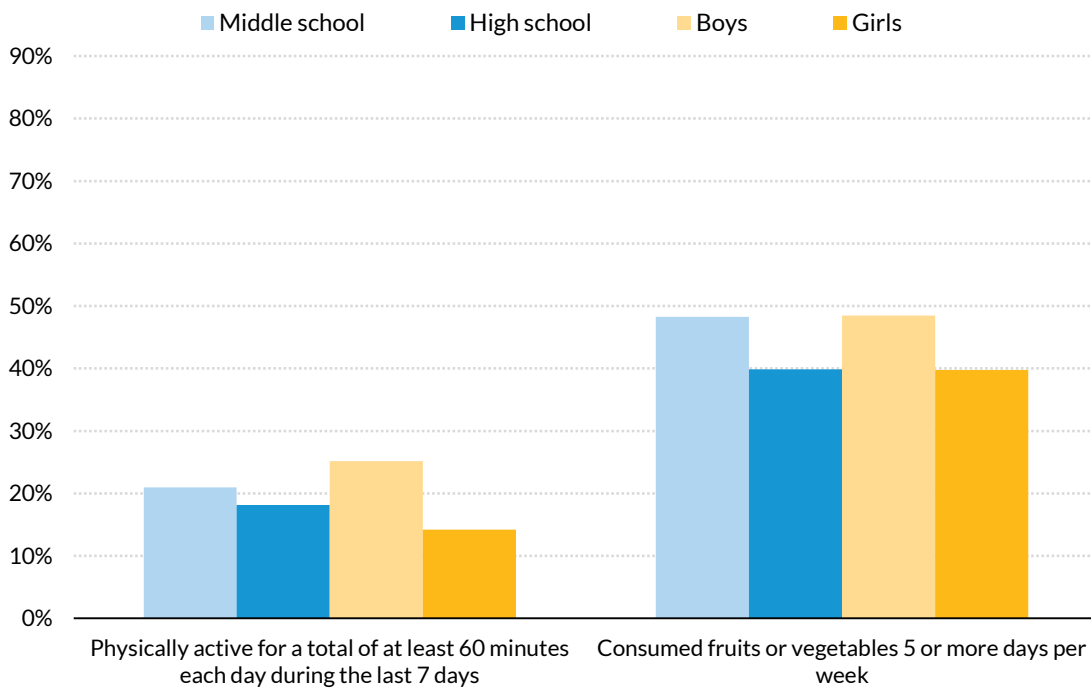


FIGURE 6B



Source: 2013 neighborhood survey.

Instilling these healthy values starts early, and DCPNI and partners have to figure out how to create a commitment to exercise and nutrition that will last throughout life. Currently, DCPNI is partnering with Chase Your Dreams Academy, which will provide health and fitness programming and assessments to children in grades three through eight.

In the spirit of staying healthy, preventative medical care and insurance coverage is essential for parents as well. It creates an opportunity for DCPNI to assess whether parents are receiving preventative medical care, now that it is more easily accessible within the footprint.

Smart Start

DCPNI also believes that students are ready for kindergarten when they have been exposed to reading and language regularly, enrolled in high-quality early learning programs, and developed a core set of social skills (box 3). A key indicator for the school readiness of children from birth to age 5 is the share participating in center-based early learning programs, such as Early Head Start, Head Start, child care, or publicly funded preschool (Comey et al. 2013).¹³

In the 2013 neighborhood survey, 59 percent of neighborhood residents reported (box 4) that their children from birth to age 5 attended center-based care, which is significantly above the national average of 34 percent. Thirteen percent reported that their children attend home-based care, either by a relative or nonrelative. By comparison, 60 percent of children nationally are in a weekly nonparental care arrangement, of which 56 percent attended center-based care, and 42 percent were cared for by a relative.

BOX 3

Child Care Settings

Center-based child care includes day care centers, early learning centers, nursery schools, pre-school, and prekindergarten arrangements. Though there is no formal definition of home-based care, it is sometimes defined as home settings that meet state standards for licensure which would disqualify unlicensed family members, friends, and neighbors that many parents use for their child care arrangements. However, families may not recognize the distinction between licensed and unlicensed home-based early learning settings. To mitigate this misconception, DCPNI asked parents in the neighborhood survey whether they used relatives or nonrelatives as their regular home care providers. Survey question text explained that “a relative could include grandparents, brothers or sisters, or any other relative. A nonrelative could include home child care providers, regular sitters, or neighbors. It does not include child care centers or preschools...”

DCPS offers free full-day preschool and prekindergarten opportunities for 3 to 5 year olds that live in DC through its traditional public schools, public charter schools, and community-based organizations. This universal prekindergarten context helps to explain the high percentage of young children in the footprint attending center based care. Neval Thomas’s prekindergarten program is the only DCPS based prekindergarten offering in the neighborhood, with an enrollment of 95 students in the 2013–14 school year.

A new, state of the art, Educare facility opened in July 2012 in the Kenilworth-Parkside community to provide high-quality child care to low-income children living in Ward 7. It currently serves approximately 160 children and their families. There is great demand for the infant and toddler slots, but slots remain available for 3 to 5 year olds. DCPNI collaborated with Educare to get information out to the community about the benefits of the program, but interest in those open spots remained low. Some stakeholders speculate that this is because the facility is adjacent to Neval Thomas, which offers a free full-time prekindergarten program and that community residents may feel more comfortable enrolling their children in the local public school rather than at an organization that is new to the community. Even though there was a lot of excitement among funders and local policymakers around the opening of Educare, community residents were initially hesitant to engage with Educare in part because of the prekindergarten offerings at Neval Thomas, and because many traditionally used home-based or relative care.

Fifty-nine percent of neighborhood residents reported that their children from birth to age 5 attended center-based care, significantly above the national average of 34 percent.

DCPNI is complementing the work of existing prekindergarten programming by connecting children and parents to partner organizations that will offer programming to help improve kindergarten readiness. One planned program will target young children and their parents in teaching communication, problem-solving, fine-motor, gross-motor, and personal-social skills through evidence-based learning and play activities that parents can do at home. DCPNI also plans to provide a similar program for young children whose parents are attending DCPNI-sponsored workshops and trainings. DCPNI is also offering a Kindergarten Readiness Summer Camp for 4 and 5 year olds that will focus on language arts and literacy, mathematics, science, social studies, and character.

DCPNI also supports early learning by working closely with Educare and supplying developmentally appropriate activities and books. In addition, it runs the Mothers Cohort, a program for the mothers of young children that focuses on social, educational, and emotional supports that work to enhance early learning.

Recent improvements on standardized tests at Neval Thomas are encouraging. In 2013–14 prekindergarten students at Neval Thomas demonstrated larger than normal improvements in their standard, common-core aligned assessment.¹⁴ For example, they jumped from 34 percent proficient in social and emotional skills at the beginning of the year to 94 percent by the end of the year. Similar gains were seen in kindergarten students taking their standard assessment; 49 percent of students were proficient at the beginning of the year and 80 percent were proficient by the end of the year.¹⁵

BOX 4

Conducting the Neighborhood Survey

DCPNI conducted a neighborhood survey to gather the experiences and perspectives of community residents. It was administered by DCPNI, the Urban Institute, Kenilworth-Parkside community residents, and DC-based City Year participants who were hired as part-time DCPNI employees. During each weekend in October 2013, pairs of survey administrators and community residents conducted the survey using tablet computers. The community resident located specific addresses, made introductions between residents and surveyors, tracked and recorded progress, and distributed survey incentives. The survey administrator acquired individual consent, asked the survey questions, and recorded the answers. Data were uploaded directly from the tablets to a secure server to be retrieved for analysis by Urban.

Urban randomly selected the sample addresses from a list of properties in the neighborhood. Teams went door-to-door in eight subcommunities that make up Kenilworth-Parkside including: Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation, Eastland Gardens, Mayfair, Paradise, Lotus Square, Victory Square, and Parkside. Households that completed the survey received \$50 gift cards to Wal-Mart or Target. Of the 872 randomly selected addresses, approximately 115 were not occupied. Teams completed 444 surveys with 757 eligible households—a 59 percent response rate. After cleaning, 434 responses were viable for analysis, representing all eight areas of the neighborhood. Of the total sample of respondents, 203 were parents of children in the Kenilworth-Parkside footprint.

The survey contained 156 questions that assessed respondents' perspectives on neighborhood conditions, safety, services, and amenities and gathered information on each respondent's household composition, transportation use, education level, employment status, and income. Parents of children from birth to age 5, ages 6–14, and ages 15–19 were directed to age-relevant questions regarding their child's well-being, such as questions regarding exercise and nutrition, after-school activities, supervision, and parental engagement.

School Success

School Attendance

Research on chronic absenteeism shows an association with lower achievement and higher dropout rates, and it even is a predictor for substance use and a risk factor for juvenile delinquency (Sheldon and Epstein 2004; McKulskey, Bynum, and Patchin 2004). A chronically absent student is one who has missed 18 or more of instructional days (10 percent) in the same academic year, with or without a valid excuse.¹⁶

In Kenilworth-Parkside, one-third of students are chronically absent. Prekindergarten students have the highest rate of chronic absenteeism at 53 percent followed by kindergarteners at 40 percent (figure 7). Absenteeism declines as students move from kindergarten into first and second grades, hitting its lowest point in third grade, but then it peaks at each of the major transition points, fifth and ninth grades, when students have the most at stake.

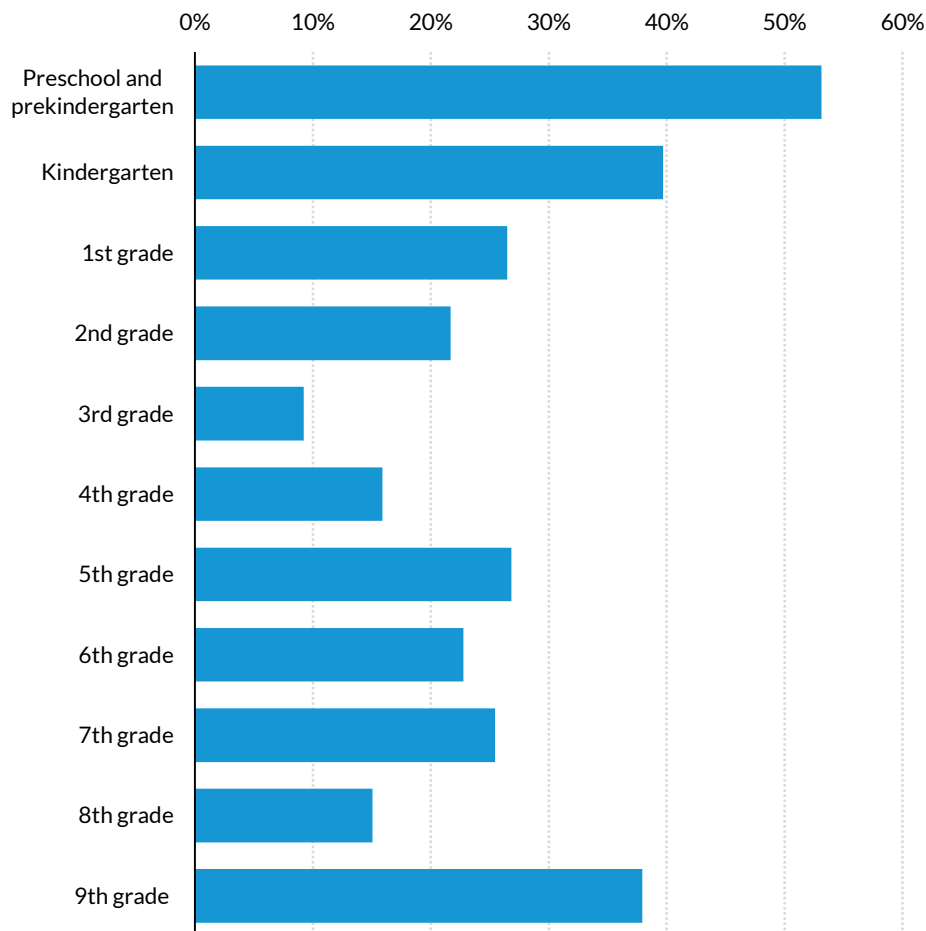
In-seat attendance is improving in DC, as well as in Kenilworth-Parkside.¹⁷ Chavez Parkside Middle School was among the top three public charter schools with the most improved attendance; the school's in-seat attendance rates increased 5.1 percentage points between the 2012–13 and 2013–14 school years.¹⁸ Attendance is improving at Neval Thomas as well; chronic absenteeism dropped from 36 to 30 percent over the same period. The largest declines were seen among kindergartners and third graders, each dropping 6 percentage points in one school year.

The community attributes these improvements in attendance to Every Day Counts, an initiative of DCPNI, East River Family Strengthening Collaborative, City Year, and the Neval Thomas administration and staff. Every Day Counts is a collaborative approach aimed at decreasing chronic absenteeism through school-wide rallies and contests that encourage monthly and weekly perfect attendance. Partners conduct outreach meetings with students who are at risk of becoming chronically absent and weekly meetings with parents of students who have already missed 10 percent or more of instructional days.

FIGURE 7

Share of Children Chronically Absent in Neighborhood Schools

2013-14



Source: OSSE.

Note: Chronic absenteeism is missing 10 percent (18) or more of instructional days without a valid excuse.

As improving school attendance is one of DCPNI's programmatic priorities, the organization plans to expand the Every Day Counts initiative by reaching out early in the school year to parents of students who were chronically absent in the previous school year as a preventative technique.

Student Perspectives on School

Student success in school is not just a function of early learning, cognitive ability or regular attendance. The school must also provide a good learning environment for students. School climate surveys can

provide insights about the school's learning environment from the students' perspectives (box 5). Survey questions explore issues like school safety, relationships with staff, teaching and learning, and the school environment. DCPNI administered a school climate survey to Chavez Parkside middle and high school students in the fall of 2013. The school climate survey was not conducted at Thomas Elementary School.

BOX 5

Conducting the School Climate Survey

The Urban Institute administered the school climate survey at Cesar Chavez's Parkside Campus, the only middle (grades 6–8) and high school (grades 9–12) within the DCPNI footprint. The survey was made up of 68 questions to assess students' attitudes toward school and included questions on safety, teaching and learning, exercise and nutrition, and the physical environment of the school. The survey was designed to collect information required by the US Department of Education, as well as information that would be useful to the school, DCPNI, and the neighborhood. It was administered during class time over a two-week period from October 28–November 8, 2013. Urban collaborated closely with the administration and select teachers at Chavez Parkside on the survey schedule and logistics. Students completed the surveys on laptops using Checkbox, an online survey tool that allowed each student to log on using a unique username and password. Urban made accommodations for various levels of student ability by providing detailed, age-appropriate, written instructions; programming audio into the survey so that each question was read aloud; and providing headphones so students could work at their own pace.

Before the survey, Urban sent a letter to the parents of each student informing them of the survey and providing them with instructions for how to excuse their child from participating, if they wished. Participation in the survey was voluntary, but students who completed it received a \$10 gift card to Target or Chipotle. Rather than drawing a random sample of students to administer the survey, Urban attempted to survey all of the students in the school. The research team collected 625 completed surveys out of a student body of 677 students—a 92 percent response rate.

The school climate survey results suggest that most Chavez Parkside students have internalized the strong college-bound culture that the school hopes to create. Almost all students want to go to college and think doing well in school is important for their future. They are taking the necessary steps to make

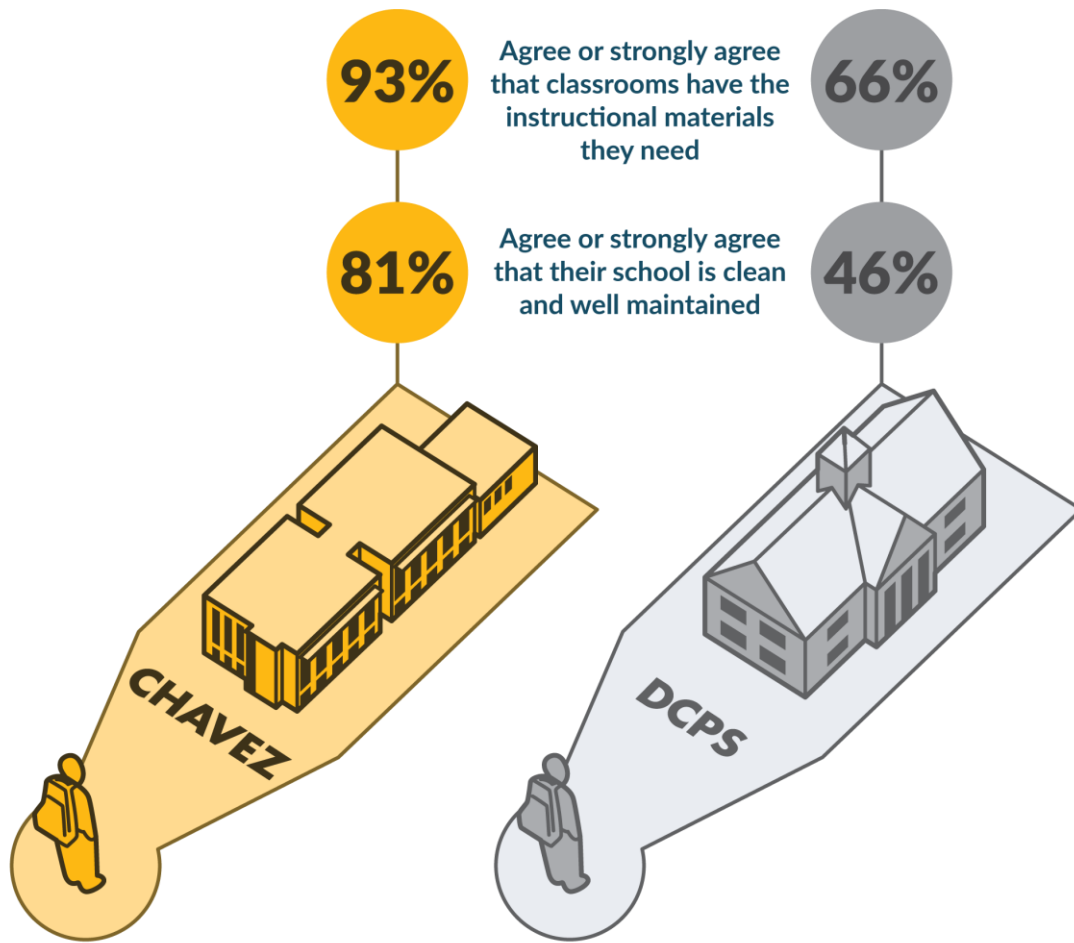
that goal a reality by attending their classes. And when students were asked whether or not they liked school, 77 percent of high school students agreed that they liked school, a figure higher than for DCPS students overall based on results from a district-wide stakeholder survey taken in 2009.

According to the 2013 school climate survey, students attending Chavez Parkside think more highly about the cleanliness and resources their school provides than the average DCPS student (figure 8). Only 46 percent of DCPS students felt their school was clean and well maintained compared with 81 percent of students attending Chavez Parkside middle and high schools. That percentage was a bit lower for the middle school (77 percent) than the high school (84 percent). However, both Chavez middle and high school students felt strongly that the school has the instructional materials that they need (over 90 percent), whereas only 66 percent of DCPS students agreed with that statement.

FIGURE 8

Student Perceptions of School Cleanliness and Resources

Comparing Chavez Parkside schools with DCPS



Source: School Climate Survey, 2013; DCPS Stakeholder Survey, 2009.

The DCPS survey shows that students at Chavez Parkside middle and high schools feel more positive about teaching and learning than students at DCPS do. Over 90 percent of Chavez Parkside students feel that staff expect them to be in class every day, staff set high standards for achievement, and that they can ask their teachers for help if they need it. A similar proportion (though more middle than high school students) felt like teachers assign homework that helps them learn. Overall, 83 percent of students feel that staff members treat them with respect. A similar proportion of DCPS students share those sentiments.

To address support issues, DCPNI continues to build the capacity of community partners and will extend support for students and their families by connecting them to needed services through “Promise Mapping.” Promise Mapping practices “life management” (often referred to as case management) and is rooted in effective practices. The team consists of *promise advocates*, primarily with a professional clinically trained background, who honor the Kenilworth-Parkside community through acknowledging the resident’s voice and invaluable contribution to the advancement of their own household and overall community. Furthermore, promise advocates are responsible for monitoring, empowering, and enhancing Kenilworth-Parkside resident’s success in various community referral programs by assessing external risk factors through crisis management or intervention to support program completion. This includes a strengths-based theoretical approach, which allows promise advocates to offer coaching and support for families faced with challenges, build internal program capacity, and expand access to external resources that deliver counseling and social services.

Promise advocates play the primary role in the referral and enrollment processes and, when needed, provide life-skills programming to the parents/adults of Kenilworth-Parkside. They facilitate the intake process and support the robust, diverse pool of referrals. Lastly, in keeping with DCPNI’s vision, the promise advocates also serve Kenilworth-Parkside children as an advocate, participating in creating and sustaining a positive educational environment, as well as building trust amongst parents, faculty, and worksite leaders.

Academic Achievement

As mentioned in the school overview, school-level performance data reveal low rates of student proficiency at Kenilworth-Parkside schools (figure 9). Less than half of students at Neval Thomas Elementary School and Chavez Parkside Middle School are performing on grade level in reading and math.

Less than half of students at Neval Thomas Elementary School and Chavez-Parkside Middle School are performing on grade level in reading and math.

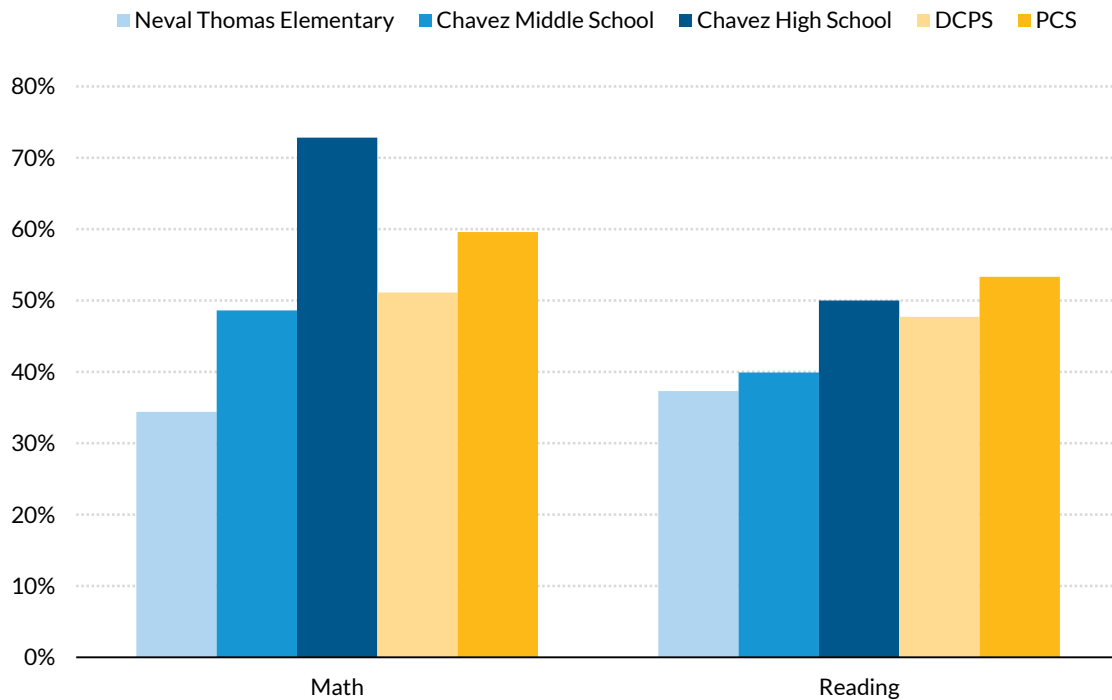
In 2014, 37 percent of Neval Thomas students were proficient or advanced in reading and 34 percent in math. Chavez Parkside Middle School student proficiency rates are slightly higher with 40 percent proficient or advanced in reading and 49 percent in math. Chavez Parkside High School is performing better than both the neighborhood middle and elementary school with 50 percent of students scoring proficient or advanced in reading and 73 percent in math.

Neval Thomas elementary school and Chavez Parkside middle school fall behind overall DCPS proficiency rates, but Chavez Parkside high school exceeds them. In 2014, 51 percent of DCPS students were on or above grade level in math, 17 percentage points higher than Neval Thomas but 23 percentage points lower than Chavez Parkside high school. DCPS students overall were 48 percent proficient or advanced in reading, 11 percentage points higher than Neval Thomas, 8 percentage points higher than Chavez Parkside middle school, but 2 percentage points lower than Chavez Parkside high school. Chavez Parkside high school even exceeds the public charter school (PCS) proficiency rate in math (60 percent) by 13 percentage points, but its proficiency rate in reading (53 percent) is 3 percentage points lower than PCS's rate.

FIGURE 9

Proficiency Rates for Neighborhood Schools versus DCPS and PCS

2013-14



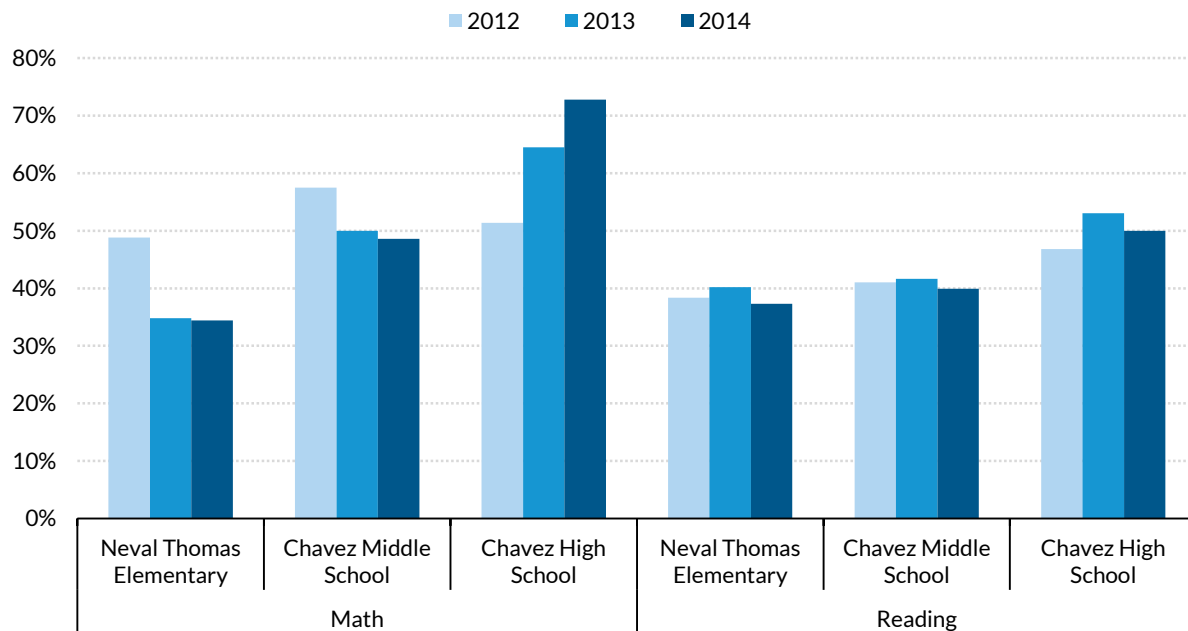
Source: OSSE.

At both Neval Thomas elementary and Chavez Parkside middle schools, math scores have been on the decline since 2012, while Chavez Parkside high school math scores have risen sharply (figure 10). Neval Thomas is down 15 percentage points from its 2012 math proficiency rate of 49 percent, and Chavez Parkside middle school is down 8 percentage points from 57 percent in 2012. Chavez Parkside high school has made significant math gains since 2012, jumping 22 percentage points from 51 percent. In reading, it seems that each neighborhood school has only seen moderate growth that is in a state of constant fluctuation from year to year.

FIGURE 10

Proficiency Rates for Neighborhood Schools

2012-14



Source: OSSE.

DCPNI has significant work ahead to reach its goal of bringing students in its entire service population to grade level. Part of the challenge will be ensuring that children are not just on grade level, but are prepared for the academic rigor that college demands. Though Chavez Parkside high school has a four-year graduation rate that exceeds the DCPS rate of 58 percent and a 100 percent college acceptance rate, only 50 percent of seniors scored what the public charter school board considers “on track for college readiness,” which is a combined math and verbal score of 800 on the Scholastic Aptitude Test (SAT). According to the SAT’s College and Career Readiness Benchmark, these students would still have to earn a 750 on the writing portion just to have a 65 percent chance of earning a B-average during their first year of college (College Board 2011).

DCPNI partners with Capitol Educational Support to host Academic Power Hour outside of school to increase the number of students who are at or above grade level according to state assessments and increase academic achievement. Together, they provide individualized sessions during which students receive tutoring in math and reading, academic enrichment, homework assistance, as well as instruction on test-taking skills and strategies.

DCPNI's Education and Learning Team, made up of 5 staff, connects Kenilworth-Parkside schools with community-based organizations that provide wraparound supports for students. Within the schools, DCPNI partners include JumpStart, AARP Experience Corps, City Year, Literacy Lab, Scholastic Inc., Higher Achievement, Chess Challenge, College Success Foundation, and Mentor Foundation USA.

The DCPNI team started by engaging partners who bring academic support and enrichment to improve reading and math performance through small-group tutoring, enrichment activities, and individual instruction offered during and after school five days a week and throughout the summer. For the 2015–16 school year, DCPNI will select an organization to bring experiential learning to students at Neval Thomas to increase student connection of classroom-based learning with practical, real-world applications.

The team also supports out-of-school time learning by partnering with organizations that offer classes after school and during the summer. Classes include theater, dance, and web and video game design. These classes provide students a safe space after school to interact with peers and express themselves creatively in ways they might not be able to in school. DCPNI out-of-school time partners include Capital Education Services, DC Tuition Assistance Grant, Kid's Kitchen Inc., Dance Visions of Art, Higher Hopes, Chase Your Dreams Academy, and Red Sprinkle.

DCPNI is working to set students up for post-secondary success by partnering with organizations that will focus on SAT prep for students beginning in the ninth grade in addition to college and career readiness programming that will include mentoring, college tours and job shadowing, leadership development, and guidance in navigating the application and financial aid process.

Meeting the Goal of Parent Success

The success of Kenilworth-Parkside's parents is central to the mission of DCPNI's two-generation model. DCPNI will support the success of parents by adequately connecting them to resources throughout the community. In DCPNI's theory of change, parents are a central component in the work to end intergenerational poverty. In particular, DCPNI plans to assist parents by connecting them to a promise advocate, who will connect them and their children to necessary services. Community resources for parents are focused on their development as leaders of the family, role models, and self-sufficient individuals, with improvements in financial and educational outcomes. Ideally, success of parents within the footprint will bolster the success of their children and, overall, the success of the neighborhood.

Parents Teach

With such a high concentration of children in Kenilworth-Parkside, it is imperative to DCPNI's mission that parents embrace their roles as educators, creating home environments that can foster the academic and extracurricular success of their children. Though much of this relationship is impossible to measure, the 2013 neighborhood survey illuminated many of the strengths of mothers and fathers throughout Kenilworth-Parkside. Similarly, the survey highlighted some weaknesses, indicating areas where DCPNI may need to focus resources in the future.

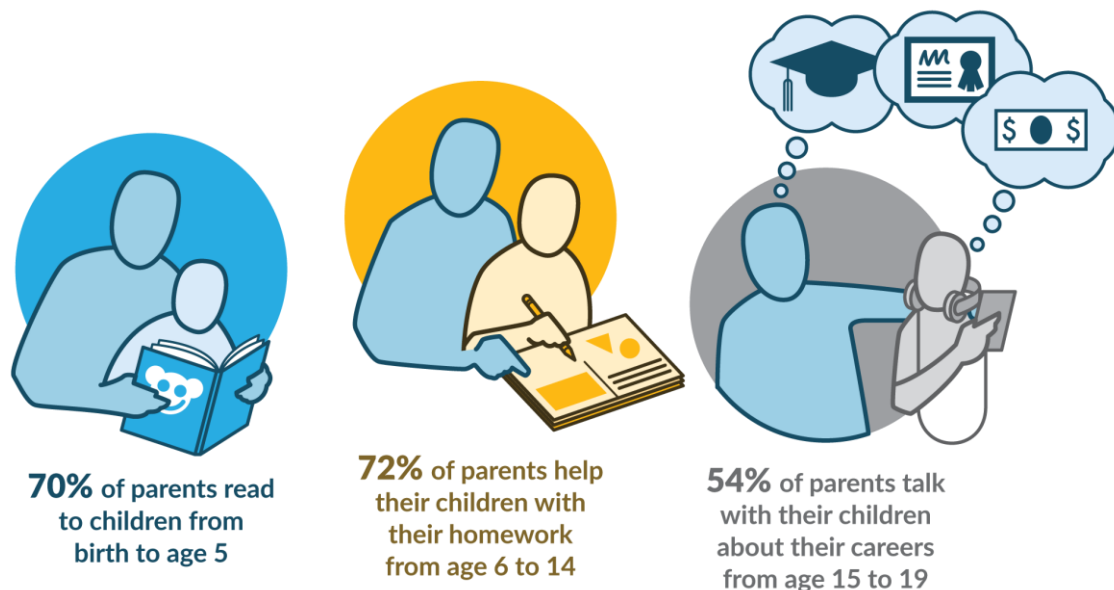
According to the neighborhood survey, 70 percent of parents in Kenilworth-Parkside read to their young child (from birth to age 5) three or more times a week, much higher than the 55 percent estimated by the Early Childhood Longitudinal Study (figure 11).¹⁹ Parents of school-age children (ages 6–14) appear to be highly active in their child's education. Nearly 72 percent of parents help their 6- to 14-year-old child with homework every day, while another 89 percent check to see if it is completed; just over 70 percent do both. In contrast, parents of older children fall slightly behind national benchmarks, with about 54 percent of parents in Kenilworth-Parkside reporting talking to their child about post-high school college and career, less than the national estimate of 65 percent (Chapman 2009).²⁰

Looking more closely at parents of kindergarten-age children (birth to age 5) reveals that the majority engages in playful activities with their kids, including singing songs and telling stories, while far fewer engage in physical activities at a park or playground. Nonetheless, a majority of parents of kindergarten-age children still take their children to a park or playground three or more times a week.

In 2015, DCPNI is identifying and partnering with an organization to deliver programming to parents and families of students in K–12 focused on building parental capacity to support child development and increase parental engagement through workshops, trainings, and service-learning opportunities.

FIGURE 11

Parental Involvement in Student Education Declines As Children Get Older



Source: “2005 Early Childhood Longitudinal Study, Birth Cohort,” National Center for Education Statistics, accessed June 29, 2015, <http://nces.ed.gov/dasol/tables/index.asp>.

Parents Nurture

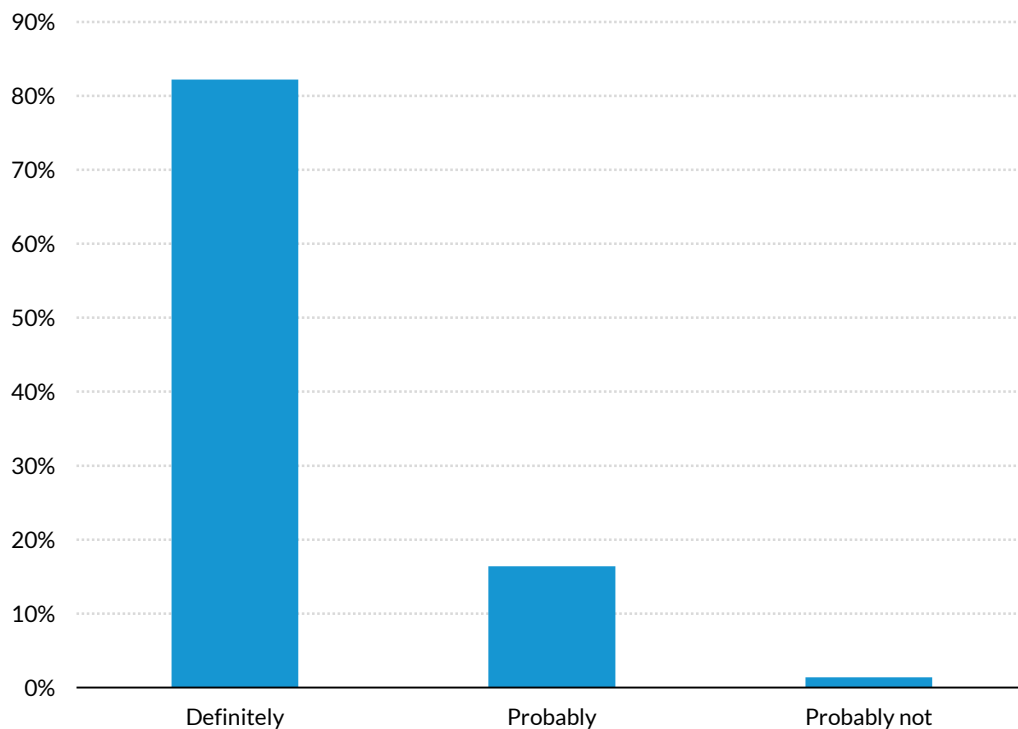
Aside from shepherding their children’s academic and developmental achievements, parents are role models, instilling a set of values for children to reflect in their own development. DCPNI’s neighborhood survey assessed several aspects of parents’ roles as nurturers.

Rule making is an important driver of household values. According to the neighborhood survey, parents of younger children (ages 6–14) tended to be more active in setting rules for the household than parents of older youth (ages 15–19). When asked about curfews on school nights and on weekends, nearly all parents of younger children (99 percent) determined curfews in the household compared with 81 percent of 15 to 19 year olds.

Beyond household rules, academic expectations are also imperative for establishing and modeling values for children. The neighborhood survey asked parents of youth ages 15–19 if they thought their child had the ability to earn a bachelor’s degree and about the likelihood of him or her attending college (figure 12). Of the 74 parents with high school–age children, 82 percent reported that they “definitely” believed their child had the ability to earn a bachelor’s degree and 69 percent reported that it was very likely that he or she would attend college. For the 4 percent of parents who reported that it was somewhat unlikely or very unlikely that their child would attend college, the reasons cited were that (1) the job that the child wanted did not require college, (2) the child had bad grades, or (3) the child wanted to obtain a job. Compared with the national results of the High School Longitudinal Study of 2009, which contained the same questions that were fielded to parents about their expectations of their children, Kenilworth-Parkside parents are slightly less confident in those aspects of their children’s future (Ingels et al. 2011).

FIGURE 12

Most Parents Believe Their High School–Age Child Has the Ability to Earn a Bachelor’s Degree



Source: 2013 neighborhood survey.

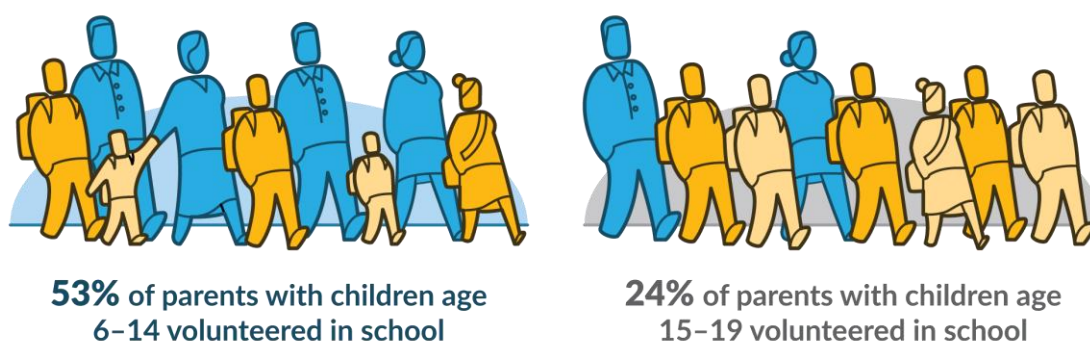
As part of DCPNI's broader effort to support parents, DCPNI launched Parent Academy, which offers classes and counseling sessions to parents of elementary school children. At the time of survey, DCPNI's Parent Academy had only just begun (late October in 2013), so the proportion of parents who had access to classes and counseling sessions was fairly low. Still, 14 percent of parents noted that they had attended a parenting class, but the survey did not ascertain whether they had attended one offered by DCPNI.

Parents Lead

Parents invested in their child's educational environment in many ways. Based on the 2013 neighborhood survey, 53 percent of parents of younger children (ages 6–14) volunteered in the child's classroom or elsewhere in school, compared with 24 percent of high school parents (figure 13). Parents of younger children are also more likely to participate in fundraising for the school and serve on a school committee. In contrast, parents of older children are far more likely to have met with guidance counselors, presumably to discuss college and career decisions. Nearly all report talking to their children about school work, grades, or studies.

FIGURE 13

Parental Involvement in School-Related Activities Decreases As Children Get Older



Source: 2013 neighborhood survey.

Between 30 to 40 percent of parents “never” provide advice when their child is selecting courses or programs, planning and prepping for college entrance exams, applying to college or other schools after high school, or applying to specific jobs after high school. The activities that parents take part in “often” are mostly focused on specific jobs after high school, rather than applying to college or other schools, 27

percent and 19 percent, respectfully. Nearly 50 percent of parents “sometimes” provide advice about applying to school and planning and prepping for entrance exams.

Parents in Kenilworth-Parkside are providing advice to their children, but we know little about the advice they are providing. DCPNI can help parents to prepare for these conversations by providing guidance in advance of college- and career-search discussions.

Parents Achieve

If parents do not have a strong education, it is difficult to assist their child with homework and reading. Most parents who responded to the 2013 neighborhood survey have a high school diploma, but the majority (72 percent) does not have a college degree. Although most have earned a diploma, about 12 percent have less than a high school-level education and another 5 percent have received a GED. In contrast, 89 percent of DC residents have a high school degree and 54 percent have a bachelor’s degree or higher.

About one-fifth of neighborhood parents are currently enrolled in classes. Of those parents enrolled in classes, most are enrolled in career-training programs, junior college, associate’s program, or a four-year college or university. The share of parents enrolled in a four-year college or university declined slightly from the previous year.

Since the neighborhood survey, fielded in October 2013, DCPNI launched Parent Academy and other parent supports to educate adults. Classes include Parent Foundation, focusing on mothers with children from birth to age 5; Parent Pathways, for mothers with children in grades K–12; and the Mothers Cohort, a program focusing on life skills, supported by dedicated caseworkers.²¹

DCPNI community calendars are stocked with weekly classes dedicated to the development of parents and students. The March 2015 Community Calendar includes Concerned Black Men’s GED and Workforce Development programs, offered every week at Mayfair Mansions, and Effective Black Parenting Program for Parents/Grandparents/Caregivers, a vast improvement from last year’s calendar.

DCPNI should look into other barriers that could be keeping parents from accessing outside opportunities and others who may be good partners for giving parents more flexibility. Now that Educare is operating in the neighborhood, there may be more opportunities for parents of young children to receive their GED or to attend job training.

Parents Prosper

Just about 50 percent of all parents in the neighborhood work for pay, and of those, 10 percent have more than one job. About 14 percent of parents who responded to the survey also work 40 or more hours a week.

Of those who were not working, 93 percent had been gainfully employed at some point. For those who are still unemployed, most have had either less than a year since their last job, or have been unemployed for three to five years. Nearly 12 percent of neighborhood parents are chronically unemployed, having been out of the job market for over five years.

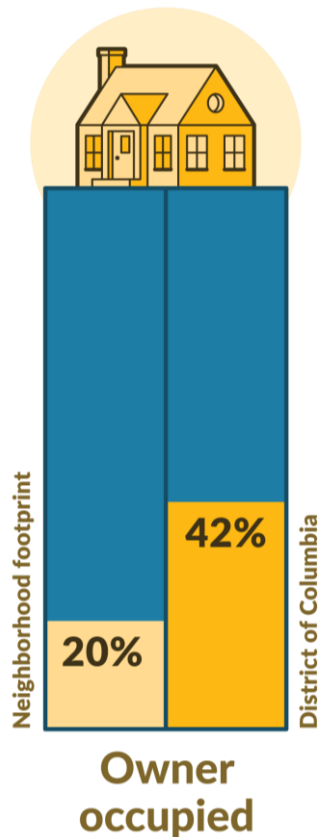
To make ends meet, many families rely on public benefits to supplement earnings. Over 40 percent of neighborhood parents rely on cash from public assistance like TANF, SNAP, or Medical Assistance, while about 15 percent of the Kenilworth-Parkside parents use Supplemental Security Income and Social Security. Fifty-three percent of the households in the neighborhood rely on SNAP/EBT compared with 67 percent of neighborhood parents who earn wages, whether salaried or hourly.

Parents Support

Parents provide support by encouraging their children to work or obtain college degrees or by passing on family assets and wealth. An important component of wealth building is home ownership, yet about 80 percent of households in the neighborhood live in rental properties; in the Parkside portion of the neighborhood 93 percent of properties are rentals (figure 14). This figure is particularly noteworthy when compared with the district as a whole, where only 58 percent of properties are rentals. The high proportion of renter-occupied properties may contribute to the neighborhood's economic lag behind other parts of the city and result in less intergenerational wealth transfers for the families within the footprint.

FIGURE 14

Kenilworth-Parkside Lags Behind DC in Homeownership



Source: American Community Survey, 2008–12.

The Kenilworth portion of the neighborhood, though home to Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation, also contains Eastland Gardens, which has traditionally been a thriving community for homeownership, for seven decades.²² In contrast, the Parkside portion of the neighborhood has the remaining communities: Mayfair Mansions, a large-scale rental complex; Lotus Square and Paradise, subsidized-housing developments that are a mix of apartments and townhomes; and Victory Square, a multi-family senior rental property. At the time of the neighborhood survey, there were few properties available for homeownership and, thus, few opportunities for families to start building wealth.

However, opportunities for wealth building in the neighborhood are improving. Since 2013, there has been significant work to develop new for-sale properties on the Parkside portion of the neighborhood. Metrotowns at Parkside will soon offer 104 affordable townhomes, as well as additional units of public housing.²³ Many are already sold out and more are under construction. The Grove at

Parkside, another apartment community, will house 186 units, with a mix of studios to up to three bedrooms units. Future plans for the area include additional rental and ownership units. As the neighborhood evolves, DCPNI should track whether and how Kenilworth-Parkside families move into homeownership and pass wealth onto future generations. Likewise, DCPNI should monitor how gentrification pressures are affecting the neighborhood's long-term renters. In some parts of the city, affordable housing is at risk of disappearing as neighborhoods redevelop and property values increase.

Meeting the Goal of Strong Community

DCPNI's vision for a strong community is for residents to understand DCPNI's role in the community, embrace DCPNI and the community, take on leadership roles, and become agents for community change. DCPNI is building on the idea that when residents assume responsibility for community change and improvement, DCPNI's work will be sustained over time.

Residents Understand DCPNI

As a nascent organization, DCPNI focused more on internal capacity building than it did on its outward-facing community engagement efforts. Its small outreach staff talked with residents, attended community meetings, and shared what they learned with DCPNI, but knowledge about DCPNI's work had not permeated the community. Residents in the neighborhood may have known that DCPNI existed, but they did not necessarily know what the organization did.

One contributor to DCPNI's early community outreach work was the neighborhood survey, which created opportunities for community residents to gain training and work experience by conducting surveys. In addition, the neighborhood survey provided opportunities for neighborhood residents to learn about DCPNI's work in the community and share their thoughts and experiences.

DCPNI is still a young organization and is working on getting the right balance. As it completes and refines its continuum of services and associated goals, the organization can build a stronger presence in the community, one that is a resource for both residents and service providers. A more clearly defined continuum and service model will also allow the organization to make itself known and demonstrate its contributions to the Kenilworth-Parkside community.

Residents Embrace DCPNI

Kenilworth-Parkside residents reported struggles with DCPNI's staff turnover, treatment of community leaders, and unfulfilled promises and disappointments with community-oriented classes. However, DCPNI staff believe that the situation has improved and that residents are beginning to

engage with DCPNI since it hired a manager of community outreach (Sharita Slayton) in 2013 and a new executive director (Mary Brown) in 2014.

DCPNI trains direct-service providers in culturally competent engagement practices to ensure that they are not only proficient in the content but are also capable of working with children experiencing significant and multiple challenges and developing them holistically through a structure that builds soft skills, such as confidence and self-determination.

DCPNI staff report they are now making a conscious effort to remain present in the community, by planning strategic events that have an impact on the residents; staff are also increasing the visibility of the organization. For example, DCPNI hosts several events throughout the year to socialize and get residents involved in community-based conversations, such as back-to-school events, holiday parties, and town hall meetings. In addition, DCPNI attends non-DCPNI-branded events, reinforcing its intention to be a community stakeholder and a friendly partner in the Kenilworth-Parkside neighborhood. These contributions range from providing snacks, water, and volunteers to Eastland Gardens' events to supporting bereaved residents.

Parents of children participating in out-of-school time programming are particularly appreciative of DCPNI's efforts, noting in a 2014 focus group that DCPNI support has been an incredibly positive change for children in the neighborhood.

Residents Lead

Although many residents historically had been involved in Kenilworth-Parkside, 2013 was a landmark year for DCPNI in terms of community leadership roles. The neighborhood survey allowed DCPNI to hire adult community residents for data collection and organizational support, making many of them DCPNI ambassadors in the neighborhood. Since survey completion, many of those community members have continued to work with DCPNI in various capacities. In August 2014, many of these community members, along with DCPNI staff and partners, attended a NeighborWorks training in Orlando, Florida, focusing on professional development for community development and nonprofit leadership, bolstering their leadership skills.

Inspired by Boston's Dudley Street Neighborhood Initiative and its method of community organizing, DCPNI began forming Community Action Teams (CAT) in 2013 to organize residents around certain issues and support them in setting their own agendas and action plans. Current issues

include safety, early learning, K–12 support, college/career planning, family, and community. To encourage participation, increase capacity, and reduce barriers to participation, CAT members are offered free child care and opportunities to get certified in Microsoft Office by partner group Amala Lives.

DCPNI's Family and Community Engagement team has 8 staff members, who are responsible for engaging residents and other stakeholders as well as for identifying opportunities for them to work together to improve the neighborhood. DCPNI favors efforts that train and educate neighborhood residents to perform necessary work, in an effort to build capacity within the community. Outreach staff attend and hold community events and participate in online community groups, as well as Facebook and Twitter, to announce activities in the community.

Residents Engage

Community members have also lent their voices to local causes unprovoked, most recently to protest the closing of Kenilworth Elementary School, now the home of DCPNI. DCPNI stakeholders noted the organic engagement associated with this movement through pamphlets and organized demonstrations. It was a moment that demonstrated the neighborhood's ability to coalesce around an issue, and it continues to inspire DCPNI to motivate residents to become passionate about community change.

Though parents of young DCPNI program participants have expressed support for DCPNI, other stakeholders want DCPNI to better harness the neighborhood's passion and perspectives. Some residents are growing impatient with what they perceive to be slow progress, and they are looking to see more immediate results in terms of neighborhood change. DCPNI's newly created Listening Project is a potential method for mitigating this frustration. It is expected to be a way for residents to communicate their "hopes, needs, feelings, fears, and ideas" directly to DCPNI. The project aims to have conversations with over 500 households in the community, inviting many more participants into conversations about community change.

DCPNI has articulated goals that include strengthening partnerships, increasing engagements, and growing to be a leading employer of neighborhood residents. However, to achieve those goals, it is important for there to be appropriate benchmarks and metrics that can help measure progress. DCPNI should continue to host and attend engagement events and track how many residents attend and who the most frequent visitors are. Tracking this data can help DCPNI think more strategically about how best to reach neighborhood residents. It is also important to measure the effectiveness of events designed to engage residents.

Meeting the Goal of Healthy Places

Community Thrives

Some families in Kenilworth-Parkside have incomes so low that they struggle to meet their basic needs. According to the 2013 neighborhood survey, 49 percent of Kenilworth-Parkside residents experienced some level of food insecurity, defined by running out of food or money to buy food at some point in the past 12 months. Eighteen percent of those households had to cut the size of their meals or skip meals during that time. In addition, many respondents noted concern with medical facilities and access. Twenty percent of parents with children under age 5 reported that they did not have a regular place to take their child for medical care, and 14 percent noted their child did not have an appropriate regular doctor.

Forty-nine percent of Kenilworth-Parkside residents experienced some level of food insecurity, running out of food or money to buy food at some point in the past 12 months.

Additionally, many families have a difficult time accessing healthy and affordable foods within a reasonable distance from their home. Only 37 percent of neighborhood families shop for food within the Kenilworth-Parkside footprint, and only 8 percent of residents are either “neutral” or “satisfied” with the quality of food in their neighborhood. Most residents perceived food within the neighborhood as expensive (figure 15). As a result, many residents travel outside of the footprint to do their grocery shopping, and nearly 6 percent travel 45 minutes or more to reach their preferred grocery store. On average, most residents select one out of five grocery stores and travel about 22 minutes to get to them.

Even with the long distance that some families travel, most are still unsatisfied. Only 31 percent of the neighborhood thinks that the grocery stores they use always have fresh fruits and vegetables, and almost 50 percent think the fruits and vegetables at the grocery stores are too expensive.

FIGURE 15

Residents Travel an Average of 22 Minutes for Groceries



Source: 2013 neighborhood survey.

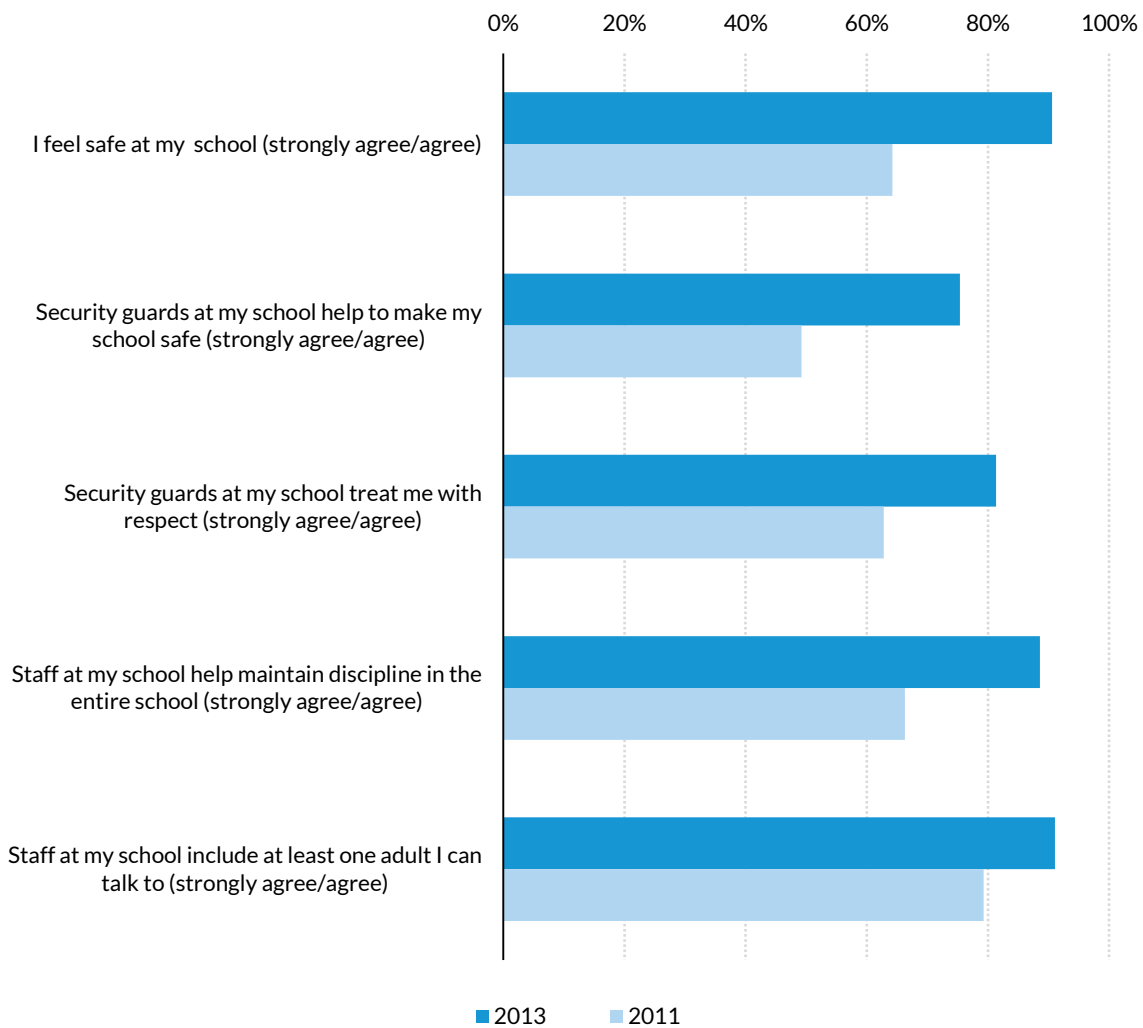
Community Protects

Overall School Safety

Students must feel safe in and around school so that they can focus on their growth and development. The school climate survey showed that a higher share of Chavez Parkside students felt safer in school in 2013 than they did in 2011 during the needs assessment phase of DCPNI (figure 16). Ninety percent of Chavez-Parkside students felt safe at school compared with 64 percent in 2011. Seventy-five percent of students felt that security guards help make the school safe compared with only 50 percent of students in 2011. Another 90 percent of students felt that staff help maintain discipline in the school compared with 70 percent of students with similar sentiments in 2011.

FIGURE 16

Students' Sentiments about School Safety and Staff Have Improved



Source: 2011 and 2013 school climate surveys.

Though 90 percent of Chavez Parkside students reported feeling safe at school in the most recent survey, only about 50 percent of students reported feeling “very safe” on school property. Students felt slightly safer in bathrooms (61 percent), and hallways (65 percent). This could suggest that students feel safer when they are inside of the building in monitored spaces than when they are outside and around the campus.

Chavez Parkside middle and high schools share the same facility, but they are separated by levels with common spaces on the first floor. Middle school students may not feel safe when they are in open

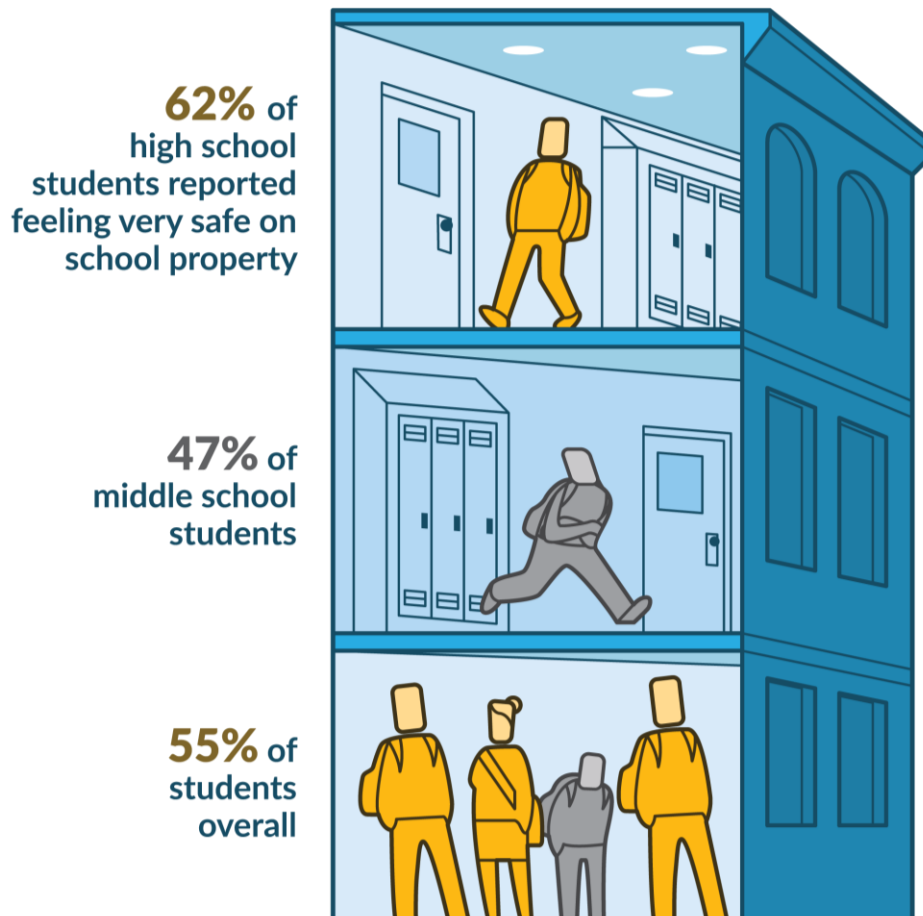
areas close to the high school section of the facility (figure 17). Only 47 percent of middle school students reported feeling very safe on school property compared with 62 percent of high school students.

Differences in reported safety also emerged between students who live inside and outside of Kenilworth-Parkside. Sixty-one percent of students who live in the neighborhood felt very safe at school compared with 53 percent of students who live outside of Kenilworth Parkside. The numbers suggest that students who are more familiar with the neighborhood may be more likely to feel very safe at school.

Though the conditions improved between 2011 and 2013, there is more work to do to make schools safe, neutral, healthy spaces.

FIGURE 17

Middle School Students Feel Less Safe than High School Students at Chavez Parkside



Source: 2013 school climate survey.

Bullying and Fighting

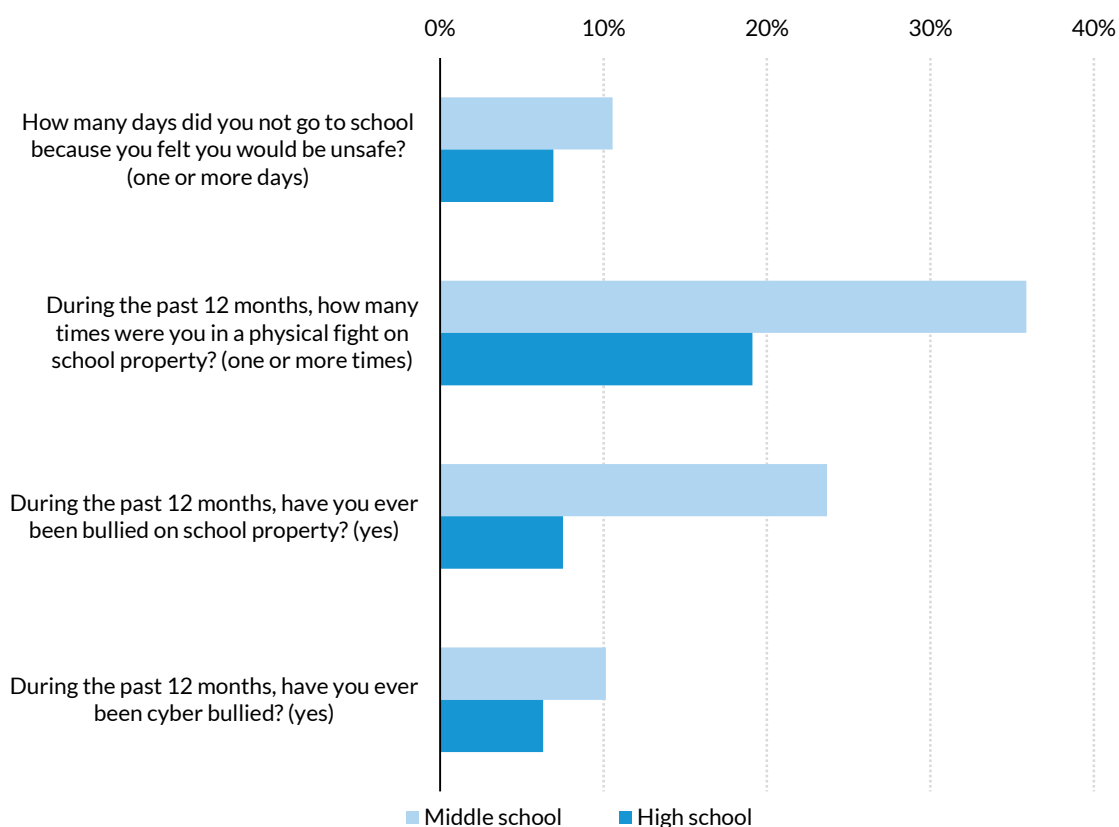
Chavez Parkside middle school students experienced bullying at three times the rate of Chavez Parkside high school students (30 percent compared with 11 percent). This trend is consistent with DC middle and high school students overall, but it is lower for middle school and higher for high school than the national average (figure 18).

Chavez Parkside middle school students are experiencing bullying at three times the rate of Chavez Parkside high school students.

Middle school students also fought almost twice as much as high school students. Thirty-six percent of middle school students reported fighting on school property in the 12 months leading up to the survey, while only 19 percent of high school students reported fighting. While Chavez Parkside high school students report less fighting than the middle school students and DCPS high schools overall, Chavez Parkside high school is well over the national benchmark of 8 percent (Kann et al. 2014).

FIGURE 18

Middle School Students Experience More Bullying than High School Students



Source: 2013 school climate survey; Eaton et al., 2012; Ost and Maurizi, 2013.

Threats and Property Damage

Chavez Parkside students reported lower instances of illegal and violent activities than in 2011. The percentage of students reporting they were offered or sold illegal drugs on school property was cut in half from 12 percent down to 5 percent. Though only 7 percent of high school students reported this occurrence, they still encountered it at twice the rate of middle school students. The share of students reporting that someone had threatened them with a weapon on school property dropped from 21 to 11 percent from 2011 to 2013. There was also a drop since 2011 in the share of students reporting that someone had stolen or deliberately damaged their property from 41 to 26 percent.

Unwanted Sexual Comments

When examining neighborhood and school safety, it is important to capture the likelihood for people to feel harassed in common spaces. According to the most recent school climate survey, girls are much more likely than boys to receive unwanted sexual comments from their peers at school and from adults on their way to and from school. Twenty-two percent of Chavez Parkside students experience their peers making unwanted sexual comments to them on school property; however, when examined by gender, 28 percent of girls report experiencing this unwanted behavior compared with 16 percent of boys. Similarly, 14 percent of girls reported that adults make unwanted sexual comments to them on their ways to and from school, and only 9 percent of boys reported the same issue. Unwanted sexual comments have decreased from 41 percent in 2011 to 22 percent in 2013.

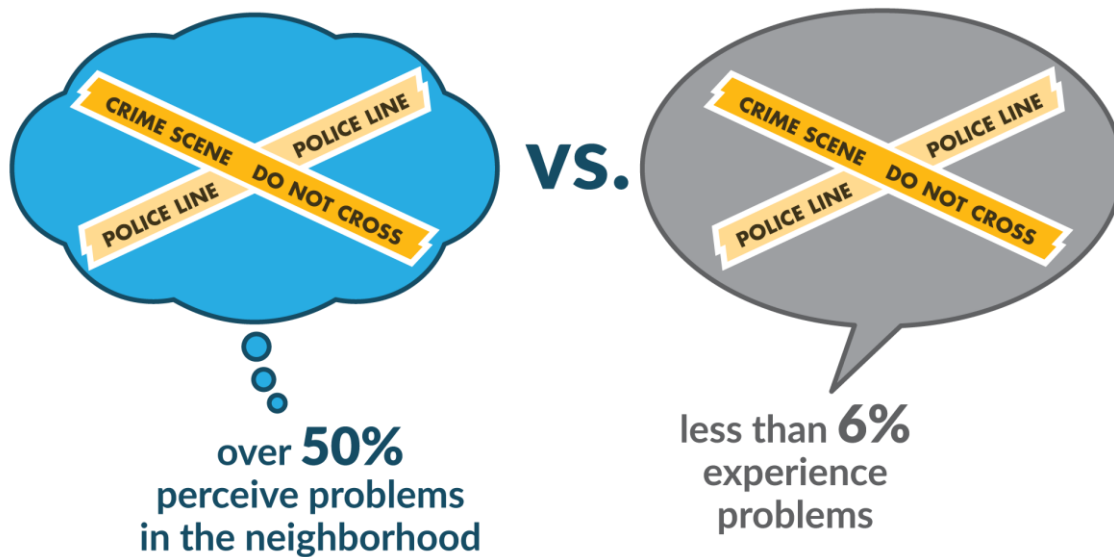
Neighborhood Safety

Although most residents feel safe during the day, 43 percent of respondents noted that they felt “somewhat unsafe or very unsafe” outside of their home during the evening (figure 19). Some residents noted in interviews and focus groups that poor lighting and harassment made it difficult for them to feel safe riding the metro at night, or travel in the neighborhood after dark.

The high levels of fear may be related to certain elements of the neighborhood. About 60 percent of residents noted that groups of people just hanging out and people selling and using drugs were either a “big problem”, or “somewhat of a problem.” Generally, a majority of the neighborhood is concerned with traffic safety and violence in the community.

FIGURE 19

Residents Are More Likely to Perceive an Unsafe Neighborhood than Experience Victimization



Source: 2013 neighborhood survey.

Though the perception of violence is high in the neighborhood, most have not had a violent encounter. About 5 percent of the neighborhood has had a personal possession stolen, and about 4 percent have been beaten or assaulted. Just slightly less common (3 percent) are home break-ins and violent threats with a knife or gun.

Community Progresses

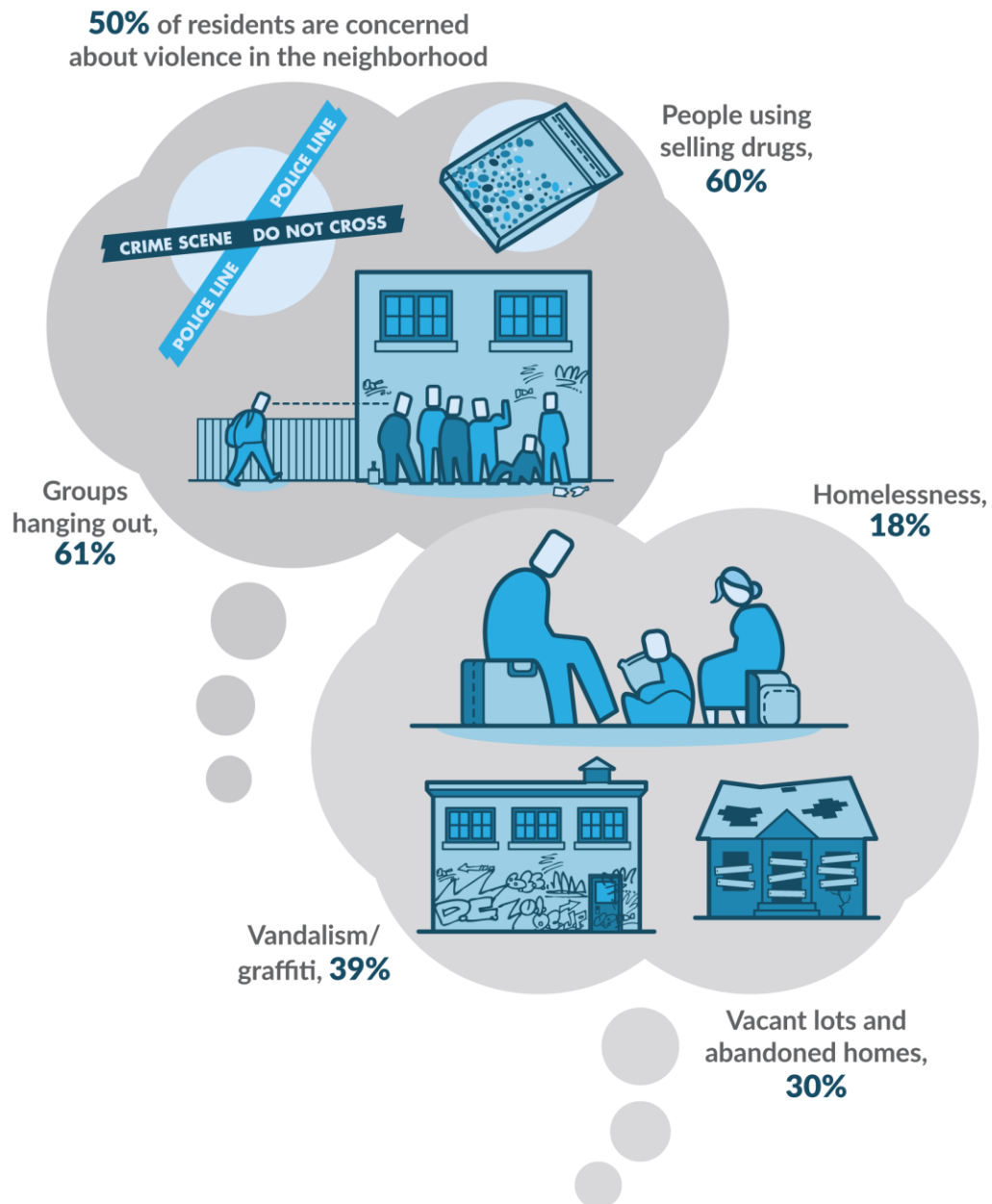
Despite environmental contamination at the Kenilworth-Parkside Recreation Center, one-third of respondents of the neighborhood survey noted they use some aspect of the facilities, most often the track or the football field. In addition, many parents in focus groups noted that they consider the DCPNI facility to be a great neighborhood resource. The facilities are located in the old Kenilworth Elementary School building and are available and in use year-round. Though the space is mainly dedicated to children, in the form of after-school and summer programs, parents in the focus group appreciate that the computer lab is open to them as well.

About 53 percent of residents are “satisfied” or “very satisfied” with the neighborhood, and another 27 percent are neutral. Nonetheless, residents perceive a wide range of problems (figure 20). At least 50 percent of neighborhood survey respondents report that trash and junk in the parking lots, streets, lawns, and sidewalks; traffic safety; and the quality of schools are either “somewhat of a problem” or “a big problem.” Between 30 and 40 percent find problems in arguments, fights, or threatening behavior; irritating noise at any time of the day; poorly lit streets and walkways; poorly maintained streets and sidewalks; vandalism and graffiti; and gangs and crews. A few also reported problems of homelessness, prostitution, or rape or other sexual attacks.

Despite concerns, most residents are optimistic that the neighborhood has a brighter future. As of 2013, 48 percent of residents believed that their neighborhood was a good place to raise children and 78 percent are optimistic that the future in Kenilworth-Parkside will get better.

FIGURE 20

Residents Perceive Drugs, Violence, and Loitering As Big Problems



Source: 2013 neighborhood survey.

Looking Forward

Building a school-centered, neighborhood-based, cradle-to-career continuum for children and families is hard work. It takes time to assess the community's strengths and most pressing needs, develop a rapport with residents, and design and launch a set of coordinated services. DCPNI has made a lot of progress on these fronts by demonstrating an extensive capacity to assemble and use data for decisionmaking, establishing and then enhancing community engagement efforts, and setting in motion an array of programmatic offerings and supports. But the organization is still relatively new and its work has really only just begun. Looking forward, DCPNI must continue to follow its continuous improvement process by assessing challenges and opportunities and being willing to make changes that will help it meet its ambitious goals.

1. DCPNI must continue to develop trust and build relationships with community members. Parents and residents who have been touched by DCPNI are strong supporters; thus extending the circle of supporters will help the organization take root in the community. DCPNI's Listening Project is intended to be a way for residents to communicate their "hopes, needs, feelings, fears, and ideas" directly to DCPNI and improve their connection with community residents. DCPNI aims to have conversations with over 500 households in the community and engage in a collaborative discussion about community change.
2. To address the ongoing challenge of connecting residents to a set of coordinated services and supports, DCPNI continues to build the capacity of its community partners and will also directly link students and their families to needed services through its Promise Mapping, which will provide comprehensive family case management. DCPNI will assign promise advocates to participating young people; these staff will refer young people to programming and services on a case-by-case basis. To help parents succeed, DCPNI should provide them with similar supports.
3. Programmatic offerings and supports must continue to evolve to meet the changing needs of the community. DCPNI needs to continuously review its programs and partners and terminate or replace any that are culturally incompetent, undersubscribed, not achieving expected outcomes, or not serving the interests of the community. Moreover, DCPNI needs to think about whether or not their offerings will improve various aspects of students' well-being and be mindful about gaps in service that require new and creative approaches.
4. For example, DCPNI has significant work ahead to reach its goal of bringing students in the footprint to grade level. It has already engaged partners who bring academic support and

enrichment through small group tutoring, enrichment activities, and individual instruction offered during and outside of school. It is planning to partner with a second organization that will bring experiential learning to students at Neval Thomas Elementary School to increase student connection of classroom-based learning with practical, real-world applications. These partnerships represent promising progress toward a more holistic set of offerings.

5. Likewise, there are no health programs that target high school students or teenage girls, the two subpopulations who appear to have highest needs in this area. Leveraging its relationships with schools and Unity Health Care, DCPNI has the opportunity to improve information about healthy eating, exercise, and preventative care.
6. DCPNI must sustain its investment in data and evaluation efforts, to ensure that it is able to track how their work is affecting individuals as well as the community overall. DCPNI is building the capacity to track improvements in student and parent well-being. Ultimately, the Efforts to Outcomes database will include outcome data on health, safety, self-esteem, and academic performance that can be linked to documentation of interactions with promise advocates and referrals to services.
7. Across DC, historically under-resourced neighborhoods are being “discovered” by young professionals. Although Kenilworth-Parkside is a candidate for such change, it continues to have a high rate of subsidized rental units. Through its data and evaluation efforts, DCPNI can monitor neighborhood economic and demographic change. Additionally, through its community engagement and support efforts it can ensure that residents who want to stay in the neighborhood are able to do so.
8. As the end of the US Department of Education Promise Neighborhoods Implementation grant period draws nearer, DCPNI and its partners must begin to consider how they will sustain their efforts over time. As it wisely invests the grant funding into the human capital of the neighborhood, DCPNI must establish plans for sustaining the effort, by leveraging some of its current funding for future investment.

Appendix A

The GPRA indicators are as follows:

- GPRA Measure 1: Number and percent 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.
- GPRA Measure 2: Number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning
- GPRA Measure 3: Number and percent of children from birth to kindergarten participating in center-based or formal home-based early learning settings or programs
- GPRA Measure 4: Number and percentage of students at or above grade level according to state mathematics and English language arts assessments in at least the grades required
- GPRA Measure 5: Attendance rates of students in 6th, 7th, 8th, and 9th grades
- GPRA Measure 6: Four-year adjusted cohort graduation rate
- GPRA Measure 7: Number and percent of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation
- GPRA Measure 8: Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily
- GPRA Measure 9: Number and percent of children who consume five or more servings of fruits and vegetables daily
- GPRA Measure 10: Number and percent of students who feel safe at school and traveling to and from school
- GPRA Measure 11: Student mobility rate
- GPRA Measure 12: Number and percent of parents of children birth to kindergarten who report that they read to their children three or more times a week

- GPRA Measure 13: For children in kindergarten through 8th grades, number and percent of parents who report encouraging their child to read books outside of school
- GPRA Measure 14: For children in the 9th through 12th grades, number and percent of parents who report talking with their child about the importance of college and career
- GPRA Measure 15: Number and percent of students who have school and home access to broadband internet and a connected computing device

TABLE A.1

Population Summary

	Kenilworth tract 96.01	Parkside tract 96.02	Neighborhood footprint	District of Columbia
Population	2,521	3,182	5,703	619,371
Female	64%	69%	67%	53%
Children under 18	38%	35%	36%	17%
65 years and older	9%	7%	8%	11%
African American	98%	96%	97%	50%
Total families	558	799	1,357	112,278
Female householder, no husband	65%	86%	77%	37%
Civilian labor force	911	1,336	2,247	354,171
Unemployed	272	380	652	38,994
Unemployment Rate	30%	28%	29%	11%
Female unemployment rate	19%	23%	42%	10%
Females in civilian labor force	613	979	1,592	182,001
Employed	494	756	1,250	163,148
Median HH income	\$26,620	\$21,927	n/a	\$65,830
Mean HH income	\$52,083	\$30,378	n/a	\$101,076
Percent of families below poverty line	35%	41%	39%	15%
Population 25 years and over	1,209	1,758	2,967	430,307
Percent high school diploma or higher	72%	71%	71%	88%
Percent bachelor's degree or higher	24%	6%	13%	52%
Total households	784	1,378	2,162	263,649
With earnings	62%	68%	66%	81%
With Social Security	28%	23%	25%	19%
With retirement	18%	14%	16%	15%
With Supplemental Security Income (SSI)	13%	10%	11%	5%
Cash public assistance	21%	17%	18%	4%
SNAP/food stamps	42%	43%	42%	14%

Source: American Community Survey, 2009–13.

Note: HH = household.

TABLE A.2

DC Student Population

	Neval Thomas Elementary	Chavez Middle School	Chavez High School	Miller Middle School	Woodson High School	DC public schools	Public charter schools
Number of enrolled students	414	305	373	513	762	46,393	36,565
Percent of enrolled students that live in the footprint	77%	29%	22%	7%	10%		
Race/ethnicity, 2012–13							
Hispanic	1%	5%	8%	1%	0%	14%	9%
Black non-Hispanic	97%	95%	91%	99%	100%	67%	87%
White non-Hispanic	1%	0%	<1%	0%	0%	9%	3%
Asian	0%	0%	0%	0%	0%	2%	1%
Multiracial	1%	0%	0%	0%	0%	1%	1%
Identified student percentage, 2014–15	72%	65%	52%	71%	62%	46%	
Graduation rate, 2013			71%		44%	58%	79%
Percent of students in SPED	17%	14%	12%	20%	29%	14%	12%
Percent of English Language Learners	0%	1%	4%	1%	1%	10%	7%
Math performance (proficient/advanced on DC CAS), 2013–14	34%	49%	73%	58%	23%	51%	60%
Reading performance (proficient/advanced on DC CAS), 2013–14	37%	40%	50%	35%	17%	48%	53%
Two-year average student growth percentile in math, 2010–11	38.6	55.9	55.9	32.9	36.0	43.9	53.0
Two-year average student growth percentile in reading, 2010–11	32.0	48.0	48.0	32.1	38.4	46.2	53.9

Source: Office of the State Superintendent of Education

Notes: SPED = special education department.

TABLE A.3

School Attendance among School-Age Youth

	Number of students	Percent of students
Attend school in Ward 7	912	57
Attend school in Ward 5	230	14
Attend school in Ward 6	191	12
Attend school in Ward 4	93	6
Attend school in Ward 8	78	5
Attend school in Ward 1	52	3
Attend school in Ward 2	20	1
Attend school in Ward 3	7	0
Attend school outside DC	17	1
Total	1,600	100

Source: DCPNI.

Note: Percentage may not sum to 100 due to rounding.

TABLE A.4

DCPNI's Service Population

	Number of youth
Total number of youth that DCPNI serves	2,943
Youth (19 and under) living in Kenilworth-Parkside	2,336
Youth coming into Kenilworth-Parkside for school	607
School-aged that DCPNI serves	2,207
Primary service population (youth who live in and go to school in Kenilworth-Parkside)	485
Secondary service population (youth who go to school in Kenilworth-Parkside, but do not live there)	607
Tertiary service population (youth who live in Kenilworth-Parkside, but do not go to school there)	1,115
Youth under age 19 that DCPNI serves, who are not in school	736
Youth age 4 and younger	692
Youth who are not in school	44

Source: DCPNI.

TABLE A.5

Physical Activity and Health among Kenilworth-Parkside Children

Survey question	Chavez Overall		Middle School		High School		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%
Reported by children										
Physically active for a total of at least 60 minutes each day during the last 7 days? (Yes)	121	19	60	21	61	18	73	25	47	14
Consumed fruits or vegetables 5 or more days per week (Yes)	273	44	139	72	134	40	141	48	132	40
Reported by parents										
Respondent's child exercises 7 days per week				51		38				
Respondent's child ate fruit at least once a day				77		62				
Respondent's child ate vegetables at least once a day				83		81				

Source: 2013 DCPNI neighborhood survey.

TABLE A.6

Chronic Absenteeism Rate

2013-14

Grade level	Chronic absenteeism rate
Preschool and pre-K	53%
Kindergarten	40%
1st grade	26%
2nd grade	22%
3rd grade	9%
4th grade	16%
5th grade	27%
6th grade	23%
7th grade	25%
8th grade	15%
9th grade	38%

Source: DCPNI.

TABLE A.7

School Climate

Survey question	Chavez overall	DC public schools
Agree or strongly agree that their school is clean and well maintained	81%	46%
Agree or strongly agree that classrooms have the instructional materials (such as books, posters, and equipment) that we need.	93%	66%

Source: School Climate Survey, 2013; DCPS Stakeholder Survey, 2009.

TABLE A.8A

Math and Reading Proficiency

	Neval Thomas Elementary School	Chavez Middle School	Chavez High School	DC public schools	DC public charter schools
Math performance (proficient/advanced on DC CAS), 2013–14	34%	49%	73%	51%	60%
Reading performance (proficient/advanced on DC CAS), 2013–14	37%	40%	50%	48%	53%

TABLE A.8B

	2012	2013	2014
Math proficiency			
Neval Thomas Elementary	49%	35%	34%
Chavez Middle School	57%	50%	49%
Chavez High School	51%	65%	73%
Reading proficiency			
Neval Thomas Elementary	38%	40%	37%
Chavez Middle	41%	42%	40%
Chavez High	47%	53%	50%

Source: Office of the State Superintendent of Education, DC.

TABLE A.9

Parental Engagement

	Parents of children age 5 and younger	Parents of children ages 6 to 14	Parents of children ages 15 to 19
GPRA 12: Percent of parents in the PN that read to their child age 5 and younger three or more times a week	70%		
GPRA 13: Percent of parents with children age 6–14 living in the PN help their child with homework everyday		72%	
GPRA 13: Percent of parents with children age 6–14 living in the PN check to see if child has completed their homework every day		89%	
GPRA 13: Percent of parents with children age 6–14 living in the PN are involved in the child's learning everyday		70%	
GPRA 14: Percent of parents with children ages 15–19 living in the PN report talking to their child about college			68%
GPRA 14: Percent of parents with children ages 15–19 living in the PN report talking to their child about careers after high school			63%
GPRA 14: Percent of parents with children ages 15–19 living in the PN report talking to their child about college and career			54%
Parents show child how to read?	70%		
Parents tell stories to this child?	75%		
Parents sing songs with child?	81%		
Parents play outside in yard, park, or playground with child?			
Not at all	13%		
Once or twice	27%		
3–6 times a week	20%		
Every day	40%		
Parents take child to public library			
Not at all	54%		
Once or twice	37%		
3–6 times a week	6%		
Every day	4%		

Source: 2013 DCPNI neighborhood survey.

Note: PN = Promise Neighborhood.

TABLE A.10

Parental Expectations of Children Ages 15 to 19

Child has ability to complete bachelor's degree	Parental responses
Definitely	82%
Probably	16%
Probably not	1%

Source: 2013 DCPNI neighborhood survey.

TABLE A.11

Parental Involvement in School

Survey question	Parents of children ages 6 to 14	Parents of children ages 15 to 19
Attended a general school meeting	95%	82%
Attended a meeting of the parent-teacher organization or association	76%	73%
Gone to a regularly schedules parent-teacher conference with child's teacher	92%	86%
Attended a school or class event	71%	56%
Served as a volunteer in child's classroom or elsewhere in school	53%	24%
Participated in fundraising for the school	47%	29%
Served on a school committee	25%	12%
Met with guidance counselor in person	51%	73%
Child attending an after-school program at a school or in a center	52%	41%
Parent and child talk about school work, grades, or studies	100%	100%
Parents give advice about electing courses or programs at school		
Sometimes		31%
Often		28%
Never		41%
Parents give advice about planning and prep for college entrance exams		
Sometimes		45%
Often		38%
Never		38%
Parents give advice about applying to college or other schools after high school		
Sometimes		49%
Often		32%
Never		32%
Parents give advice about specific jobs after high school		
Sometimes		38%
Often		27%
Never		35%

Source: 2013 DCPNI neighborhood survey.

TABLE A.12A

Parental Education

Level of education	All parents
Less than high school	12%
GED	5%
High School diploma	54%
Associate's degree	12%
Bachelor's degree	11%
Graduate/professional degree	6%

TABLE A.12B

Parents are enrolled in the following	2012	2013
School/classes	22%	21%
High school	2%	1%
GED certification program	1%	1%
Vocational or technical program	3%	4%
Career training	5%	4%
Junior college or associate's program	3%	4%
4-year college or university	6%	4%
Graduate or master's program	3%	2%
Other	2%	2%

Source: 2013 DCPNI neighborhood survey.

TABLE A.13

Housing Tenure

	Kenilworth tract 96.01	Parkside tract 96.02	Neighborhood footprint	District of Columbia
Occupied units	784	1,378	2,162	263,649
Occupied	93%	85%	88%	88%
Vacant	8%	15%	12%	12%
Owner occupied	42%	7%	20%	42%
Renter occupied	58%	93%	80%	58%

Source: American Community Survey, 2008–12.

TABLE A.14

Food Insecurity in Kenilworth-Parkside

Measures of food insecurity	Percent of neighborhood
Have run out of food or money to buy food in the past 12 months	49
Had to skip meals or cut the size of their meals in the past 12 months because they did not have enough money to buy food	18
Resident considered food insecure	49
Grocery Access	
Resident shops for food in the footprint	37
Neutral or satisfied with quality of food in the neighborhood	8
Think the price of food in the neighborhood is cheap or affordable	18
Travel 45 minutes or more to get groceries	6
Residents who say grocery stores always have fresh fruits and vegetables	31
Residents who say fruits and vegetables at grocery store are too expensive	48

Source: 2013 DCPNI neighborhood survey.

Notes: The average time to the grocery store is 22 minutes. Respondents used an average of grocery stores.

TABLE A.15A

School Safety

Survey question	School Climate Survey 2013 Overall		School Climate Survey 2011 Overall	
	N	%	N	%
I feel safe at my school (strongly agree/agree)	549	91	307	64
Security guards at my school help to make my school safe (strongly agree/agree)	453	75	235	50
Security guards at my school treat me with respect (strongly agree/agree)	493	81	300	63
Staff at my school help maintain discipline in the entire school (strongly agree/agree)	536	89	317	66
Staff at my school include at least one adult I can talk to (strongly agree/agree)	550	91	379	79

TABLE A.15B

Survey question	School Climate Survey 2013 Overall		Inside Footprint		Outside Footprint		Middle School		High School		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
How safe do you feel in the hallways of your school? (very safe)	402	64.9	132	72.9	240	61.9	162	56.6	240	72.1	201	69.8	200	60.6
How safe do you feel in the bathrooms at your school? (very safe)	374	61.2	113	62.8	234	61.4	141	49.8	233	71	171	61.1	202	61.2
How safe do you feel on school property? (very safe)	335	54.7	108	61.0	203	52.6	131	46.5	204	61.6	162	57.0	172	52.4

Source: 2011 and 2013 school climate surveys.

TABLE A.16

Bullying and Fighting in School

Survey question	SCS 2013 Overall		Middle School		High School	
	N	%	N	%	N	%
How many days did you not go to school because you felt you would be unsafe? (1 or more days)	53	9	30	11	23	7
During the past 12 months, how many times were you in a physical fight on school property? (1 or more times)	167	27	103	36	64	19
During the past 12 months, have you ever been bullied on school property? (yes)	92	15	67	24	25	8
During the past 12 months, have you ever been cyber-bullied? (yes)	50	8	29	10	21	6

Source: 2013 school climate survey; 2011 Youth Risk Behavior Surveillance Survey United States; Youth Risk Behavior Surveillance Survey DC 2012.

TABLE A.17

Perceptions of Safety

Survey question	Percent of residents who think this is a big problem	Percent of residents who think this is somewhat of a problem	Total
Is traffic safety	26%	25%	51%
Are groups of people just hanging out	34%	27%	61%
Is violence in the community, such as people being attacked or shot	26%	29%	55%
Are people selling drugs	40%	20%	60%
Are people using drugs	39%	21%	60%
Quality of schools	26%	24%	50%
Trash and junk in the parking lots, streets, lawns, and sidewalks	29%	29%	58%
Are vacant lots or abandoned homes	13%	17%	30%
Is vandalism and graffiti—that is, writing or painting on the walls of the buildings	17%	22%	39%
Are poorly lit streets and walkways	25%	21%	46%
Are poorly maintained streets	23%	21%	44%
Are poorly maintained sidewalks	18%	21%	39%
Is irritating noise at any time of day	25%	21%	46%
Is homelessness	9%	9%	18%
Are police not coming when called	16%	16%	32%
Are gangs or crews	17%	20%	37%
Is rape or other sexual attacks	11%	9%	20%
Is prostitution	8%	9%	17%
Are people arguing, fighting, or acting threatening	22%	25%	47%
Are men treating women badly in public (physically or verbally)	15%	17%	32%

Source: 2013 DCPNI neighborhood survey.

TABLE A.18

Resident Experiences

Survey question	Residents who have experienced incident
Personal possession stolen	5%
Threatened with knife or gun	3%
Beaten or assaulted	4%
Stabbing or shooting	1%
Caught in a shootout	2%
Bullets entering home	1%
Home break-in	3%

Source: 2013 DCPNI neighborhood survey.

Notes

1. "Northeast D.C.'s Educare a preschool model for the nation," accessed April 17, 2015, http://www.washingtonpost.com/local/education/northeast-dcs-educare-a-preschool-model-for-the-nation/2013/06/11/5dcc37c2-d2cf-11e2-8cbe-1bcbee06f8f8_story.html.
2. DCPNI Fall 2012 newsletter, accessed April 17, 2015.
3. "Will Kenilworth Parkside ever get a new recreation center?" accessed April 17, 2015, <http://www.washingtoncitypaper.com/blogs/housingcomplex/2012/03/28/will-kenilworth-parkside-ever-get-a-new-recreation-center/>.
4. Serena Lei, Austin Nichols, and Graham MacDonald, "Schools," Our Changing City, (Urban Institute, 2014), <http://datatools.urban.org/features/OurChangingCity/schools/index.html#index>
5. "About My School DC," accessed February 23, 2015, <http://www.myschooldc.org/about/about-my-school-dc/>.
6. Lei, Nichols, and MacDonald, "Schools," Our Changing City; "Find a Charter School," District of Columbia Public Charter School Board, accessed March 11, 2015, <http://www.dcpccb.org/find-a-school>.
7. "One in Five Students Across 32 School Districts attend Public Charter Schools According to New Market Share Report," National Alliance for Public Charter Schools, accessed February 23, 2015, <http://www.publiccharters.org/press/students-32-school-districts-attend-public-charter-schools-market-share-report/>.
8. Lei, Nichols, and MacDonald, "Schools," Our Changing City.
9. *Ibid.*
10. *Ibid.*
11. "Charter Board Releases 2014 Performance Management Framework (PMF) Results," District of Columbia Public Charter School Board, accessed February 25, 2015, <http://www.dcpccb.org/charter-board-releases-2014-performance-management-framework-pmf-results>.
12. A Government Performance and Results Act (GPRA) indicator is required to measure progress toward desired results. For the Promise Neighborhood Initiative, the US Department of Education has identified 15 distinct GPRAs on which all promise neighborhood grantees must collect and report data. GPRA 1 is the number and percent of children, birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. See appendix A for a list of 15 Promise Neighborhood GPRAs.
13. GPRA 3 is the number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool. See appendix A for list of 15 Promise Neighborhood GPRAs.
14. Prekindergarten students take the Teaching Strategies GOLD assessment, <http://teachingstrategies.com/assessment/products/>.
15. Kindergarten students at Neval Thomas take the Mclass Text and Reading Comprehension (TRC) assessment, https://www.mclasshome.com/wgenhelp/reporting/Reporting_By_Assessment/mCLASS_Reading_3D/mCLASS_TRC_Text_Reading_and_Comprehension.htm.
16. In DC, the school year is typically 180 days, so a chronically absent student in DC is one who misses 18 or more days in school. Chronic absenteeism does not make a distinction between excused and unexcused absences. All absences are treated the same as they mean that students are missing instructional time.
17. In-Seat attendance measures the percentage of students present at school on a given day. See Michael Alison Chandler, "In-seat attendance up in DC schools," *Washington Post*, September 10, 2014, http://www.washingtonpost.com/local/education/in-seat-attendance-up-in-dc-schools/2014/09/10/7c864412-390a-11e4-8601-97ba8884ffd_story.html.

18. DC Public Charter School Board, "2014 Discipline and Attendance Briefing," September 4, 2014, accessed March 23, 2015, <http://www.scribd.com/doc/238691457/2014-Discipline-and-Attendance-Briefing>.
19. "2005 Early Childhood Longitudinal Study, Birth Cohort," National Center for Education Statistics, accessed June 29, 2015, <http://nces.ed.gov/dasol/tables/index.asp>.
20. As of 2002. Early Childhood Longitudinal Study Kindergarten Class of 1998-99—data tabulated by Urban. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009005>.
21. Tiffany E. Browne, "D.C. Non-Profit Program Develops 'Cradle to Career' Pipeline," *Ebony*, June 24, 2013, accessed June 12, 2015, <http://www.ebony.com/news-views/dc-school-closure-threatens-childrens-non-profit-program-978#axzz3VFNbHGXS>.
22. See Eastland Gardens Civic Association website, <http://www.eastlandgardensdc.org/>, accessed April 17, 2015.
23. See Parkside website, <http://www.parksidedc.com/explore/>, accessed April 17, 2015.

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