

**PILOT FUNDING PROPOSAL:
CAPACITY BUILDING FOR A TENNESSEE PROMISE
NEIGHBORHOOD MODEL**

Proposed by,
Building Families and Communities (BFC) Missions Incorporated

Rueben Y. Dockery, Sr., M.Ed.
Preparer

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Absolute Priority- Promise Neighborhood Plan

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I. Needs Assessment of Proposed Promise Neighborhood

Socioeconomic Indicators

In the past forty-six years, the Metropolitan Nashville-Davidson County Government has evolved into a metropolitan city comprising many diverse cultural influences. While there are many customs that remain the same for the city, the overall civic culture is constantly emerging. Unfortunately, not all of its neighborhoods benefit from civic growth and prosperity. Building Families and Communities Missions Incorporated, hereafter referred to as BFC, believes that a neighborhood has promise when its children are nurtured in a sub-cultural environment that is driven by healthy family values, that is permeated with proactive socioeconomic influences and that encourages civic engagement with the larger community in which it is surrounded. The latter philosophy drives BFC's interest in a Promise Neighborhood Implementation grant.

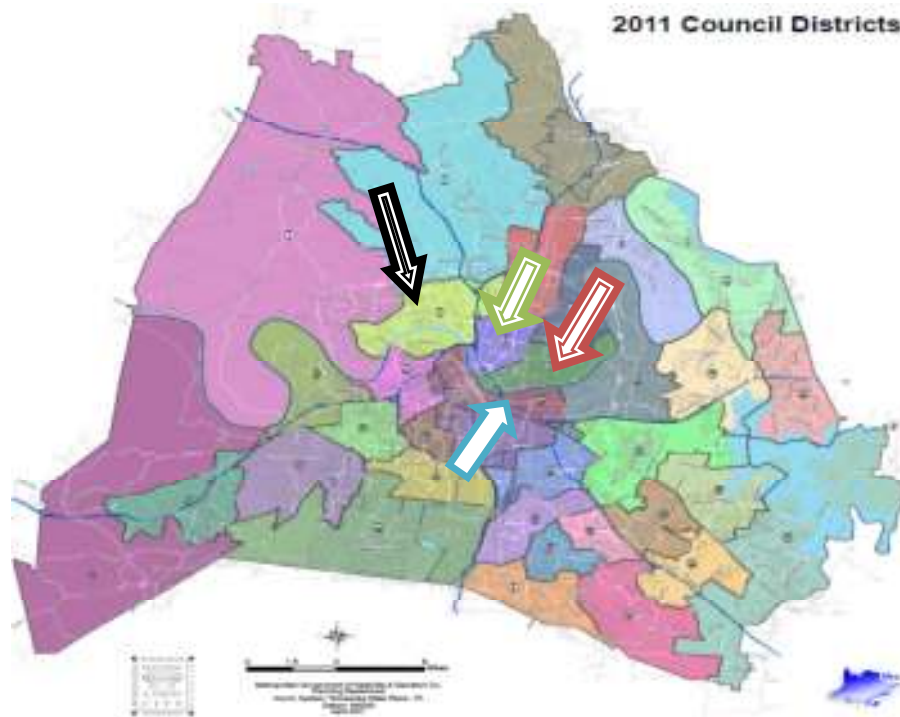
This proposal is largely based on local research of BFC, a Nashville, Tennessee based non-profit organization. As a contributing member of a taskforce (*Project for Student Success 2008*), appointed by Nashville Mayor Karl Dean, BFC made substantive recommendations to the mayor's office for improving the quality of life for struggling families within disadvantaged neighborhoods. Targeted neighborhood assessment results indicate four socioeconomic factors that shape the necessity for establishing a Promise Neighborhood in the Metropolitan Nashville - Davidson County area. The four socioeconomic factors are high ethnic concentration, economic disparities, social disparities and educational disparities.

High Ethnic Concentration

Specifically, the proposed Promise Neighborhood geography consists of Metropolitan Nashville-Davidson County, Council Districts 2, 5, 6 and 19. The following map offers an aerial view of the metropolitan area in comparison to the proposed Promise Neighborhood's

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boundaries. The outlined arrows on the map below are directed to the respective council districts: black- council district 2, green- council district 5, orange- council district 6 and blue-council district 19.



While there are thirty-five separate council districts in Metropolitan Nashville-Davidson County government, the four council districts targeted comprise the urban center of the city. Statistically, by default, African- Americans make up the majority of the residents in this urban center. The table below illustrates the demographic breakdown by ethnic groups for this urban center:

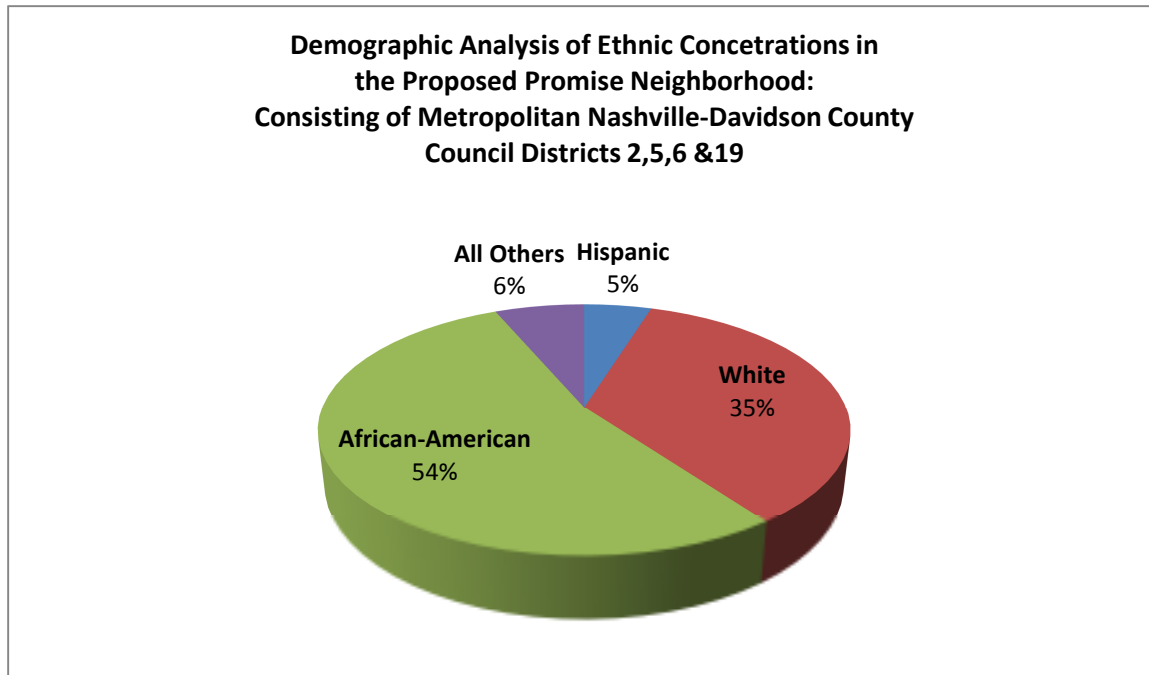
Council District	Total Population	African - American	White	Hispanic	All Other
2	17,048	13,523 (79.3%)	2,346 (13.8%)	743 (4.3%)	1,179 (6.9%)
5	17,013	9,471 (55.7%)	5,952 (35.0%)	1,601 (9.4%)	1,590 (9.3%)
6	17,670	6,286 (35.8%)	10,375 (59.0%)	570 (3.2%)	909 (5.2%)

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19	17,307	9,555 (55.2%)	6,723 (38.8%)	625 (3.6%)	1,029 (5.9%)
Total:	69,038	38,835	25,396	3,539	4,707

Source: Metropolitan Government of Nashville & Davidson County Planning Department (April 2011)

The following pie chart further illustrates a comparative analysis of ethnic concentrations:



Source: Metropolitan Government of Nashville & Davidson County Planning Department (April 2011)

Economic Disparities

A child’s overall quality of life is largely affected by the economic stability of their parent (s) or caregivers. Many families within the proposed Promise Neighborhood are adversely affected by economic disparities. The most recent community needs evaluation by the Metropolitan Social Services planning committee reports that there is stagnation in economic growth for residents of the urban center of Nashville. Furthermore, significant disparities exist between the four ethnic groups represented in the target area. African-Americans have been reported to be the ethnic subgroup most likely be unemployed. The proceeding table highlights

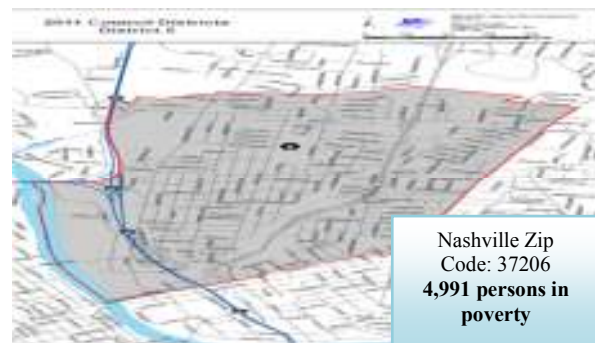
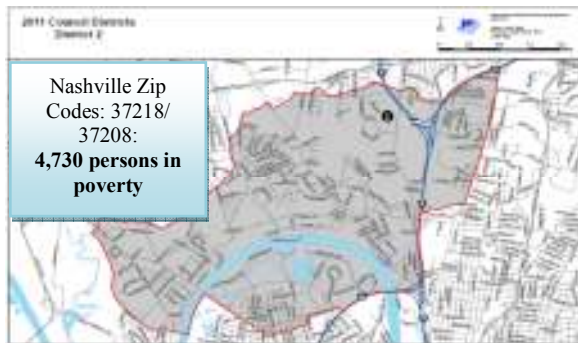
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the presence of economic disparities as related to unemployment rates for each ethnic subgroup within the urban center of Nashville.

African-American	Unemployment Rate	
	Males 16-24 19.80%	Females 16-24 17.70%
White	Males 25-64 6.50%	Females 25-64 8.10%
	Males 16-24 11.00%	Females 16-24 8.7%
Hispanic	Males 25-64 0%	Females 25-64 0%
	None	Females 16-24 15.10%
	None	Females 25-64 9.40%

Source: Metropolitan Government of Nashville & Davidson County, 2010, Social Service Committee

According to the U.S. Census Bureau, 2005-2009, American Community Survey, there were approximately 20,171 persons (adults) living in poverty in the proposed Promise Neighborhood (Urban Center of Nashville) just a year ago. Each council district is paired with the respective U.S. postal zip codes in the following map images:



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Sources: (Maps) Metropolitan Government of Nashville & Davidson County Planning Department & (Persons in zip codes) U.S. Census Bureau 2005-2009 American Community Survey Estimates

When considering the implications of the economic conditions being presented, it is easy for one to assume that somehow the African-American subgroup is systematically prone to live in economic disparity more than other ethnic subgroups. However, a closer look at the larger picture will reveal that in general, citizens who suffer from economic disparities tend to be disconnected from civic opportunities that lead to productive citizenship later in life. It is imperative that parent (s) or caregivers teach and model pro social civic expectations for children and youth within the homes and neighborhoods they live in order for them to embrace such values as they grow and develop through life.

Social Disparities

Specific social challenges for the proposed Promise Neighborhood are single parenting, high rates of crime and environmental disorganization. This sub section discusses those challenges. The family is the most essential unit of support within a civilized society. The family environment shapes the character of children. Ideally it affords a child two caring parents, who provide love, protection and positive direction for their children. Unfortunately, for many children living within the proposed Promise Neighborhood, their family units suffer from dysfunction. As a consequence to being raised in dysfunctional family environments, children tend to manifest flawed characters traits in social interactions.

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The Metropolitan Government of Nashville & Davidson County, social services planning and coordination committee recently published its 2010 Community Needs Evaluation Update. In the publication it was reported that 55% of children in Tennessee live with parents who do not have a high school diploma. 37% of Tennessee’s urban children live in poor families (as compared to 9% for suburban and 22% for rural families). A staggering 69% of Tennessee’s children living in poor families are cared for by a single parent (*taken from the National Center for Children in Poverty*). The previously reported Tennessee circumstances are mirrored by families in the proposed Promised Neighborhood. While many single parents do a great job rearing productive citizens of society, the reality is that the tremendous challenges of a traditional two parent family are overbearing for the vast majority of them. As an unintended consequence, children suffer in the end. Many children start life at a disadvantage socially when early investments are not made in them. Those investments include but are not limited to a language rich environment, modeling of pro social values and behaviors and respect for civic expectations of the greater society. The proposed Promise Neighborhood can provide the necessary support for struggling parents and families alike.

Another contributing risk factor for negative child growth and development is high exposure to violent and criminal activities. The Metropolitan Police Department of Nashville & Davidson County published a summary report of crime statistics by council districts (June 2011), for the last two years. The following table has been prepared to illustrate the prevalence of criminal activity within the proposed Promise Neighborhood.

<i>Council District</i>	<i># of Violent Incidents Reported</i>	
	2009	2010
2	469	435
5	378	378
6	641	559

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19	626	599
Total:	2,114	1,971

Source: Metropolitan Police Department of Nashville & Davidson County:
Police Summary by council District Report 2011

Considering the reported data, the good news is that overall the crime rate has dropped in the proposed Promise Neighborhood for the reported two year period however; there remains evidence for the need of a neighborhood based strategy to totally eliminate the exposure to violent and criminal behaviors for children and youth living within the target area. As will be discussed a little later in the subsection titled Educational Disparities, examples of anti-social and disruptive behaviors are often expressed in public venues such as public schools.

Educational Disparities

Currently, the majority of students in Metropolitan Nashville-Davidson County attend Metropolitan Nashville Public Schools (MNPS). MNPS is the second largest school district within the state of Tennessee that is comprised of approximately 144 schools. According to recent reports of the Tennessee Department of Education, the district currently serves close to 80,000 students in grades PK-12 with approximately 5,064 teachers. While the vast majority of students are attending school regularly and classrooms are staffed with professional educators, there remains an achievement gap among student learners.

MNPS currently faces significant challenges in closing the achievement gap for its collective student population. Specifically, the African-American student subgroup appears to be most at risk to suspension and subsequent academic deficiency. According to the Tennessee Department of Education 2010 Report card, African-Americans as a whole are three times more likely to be suspended than their white counterparts. However, the data suggests that the largest amount of suspensions exist among African-American males. Therefore, they appear to be the most at risk subgroup of students.

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To fully appreciate the scope of the achievement gap in MNPS, perhaps one should consider what barriers are inferred by the 2010 data. One strong inference is that of significant disciplinary problems among African-American students district wide. Addressing the latter issue may lead to closing the achievement gap. Data found in the following three charts indicates that a concerning number of African-Americans in MNPS were highly susceptible to suspensions.

MNPS Suspensions/Expulsions	Suspensions	Expulsions
African Americans	6,688	221
Asian/Pacific Islander	125	4
Hispanic	1,020	55
Native American	9	2
White	1,858	77
Female	3,477	77
Male	6,223	282
All Students	9,700	359

Source: Tennessee Department of Education 2010 Report Card

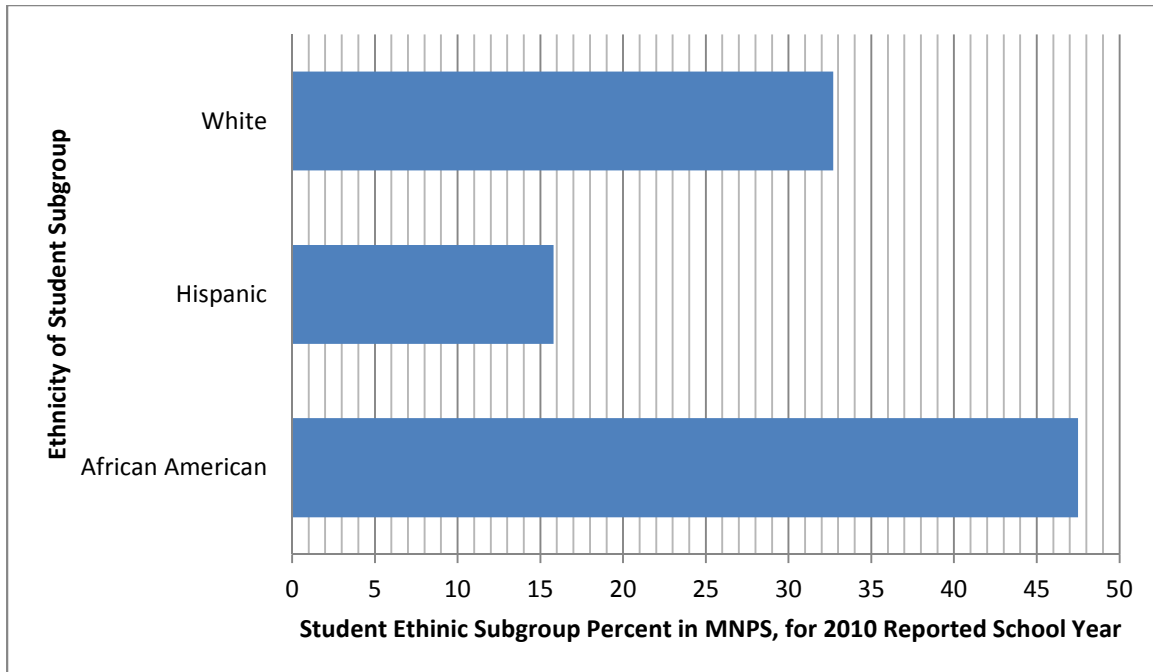
Additionally, African American students as a whole represent the dominant student population in the MNPS district. As indicated in the chart below, this subgroup largely factors into the socio-economically disadvantage students (SES) population. There is an apparent correlation between the SES and Title 1 student populations as well.

MNPS 2010 Student Body Demographics	# of Students	% of Students
African American	35,706	47.5
Asian/Pacific Islander	2,853	3.8
Hispanic	11,882	15.8
Native American	105	.1
White	24,554	32.7
Economically Disadvantaged	51,882	72.1
Title 1	64,965	86.5

Source: Tennessee Department of Education 2010 Report Card

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The next chart demonstrates a comparison between the three largest student ethnic-subgroups within MNPS (African American-47.5%, Hispanic-15.8% and White-32.7):



Source: Tennessee Department of Education 2010 Report Card

In light of inferences from the data presented above, it appears reasonable to conclude that there is a major gap in services for a segment of African-American students on the district level. For students living in the Promise Neighborhood, a targeted, school cluster approach is needed to close service gaps for African-American students in MNPS. Typically, students in Metropolitan Nashville-Davidson County are assigned to a public school district determined by geographical boundaries. Those districts are broken up into attendance zones. Within each attendance zone are school clusters comprised of a high school and designated middle and elementary schools from which students are promoted from kindergarten through the eighth grade. As previously alluded to, examples of violent and criminal behaviors put children at risk to school suspension and expulsion.

II. Capacity Building Project Strategies

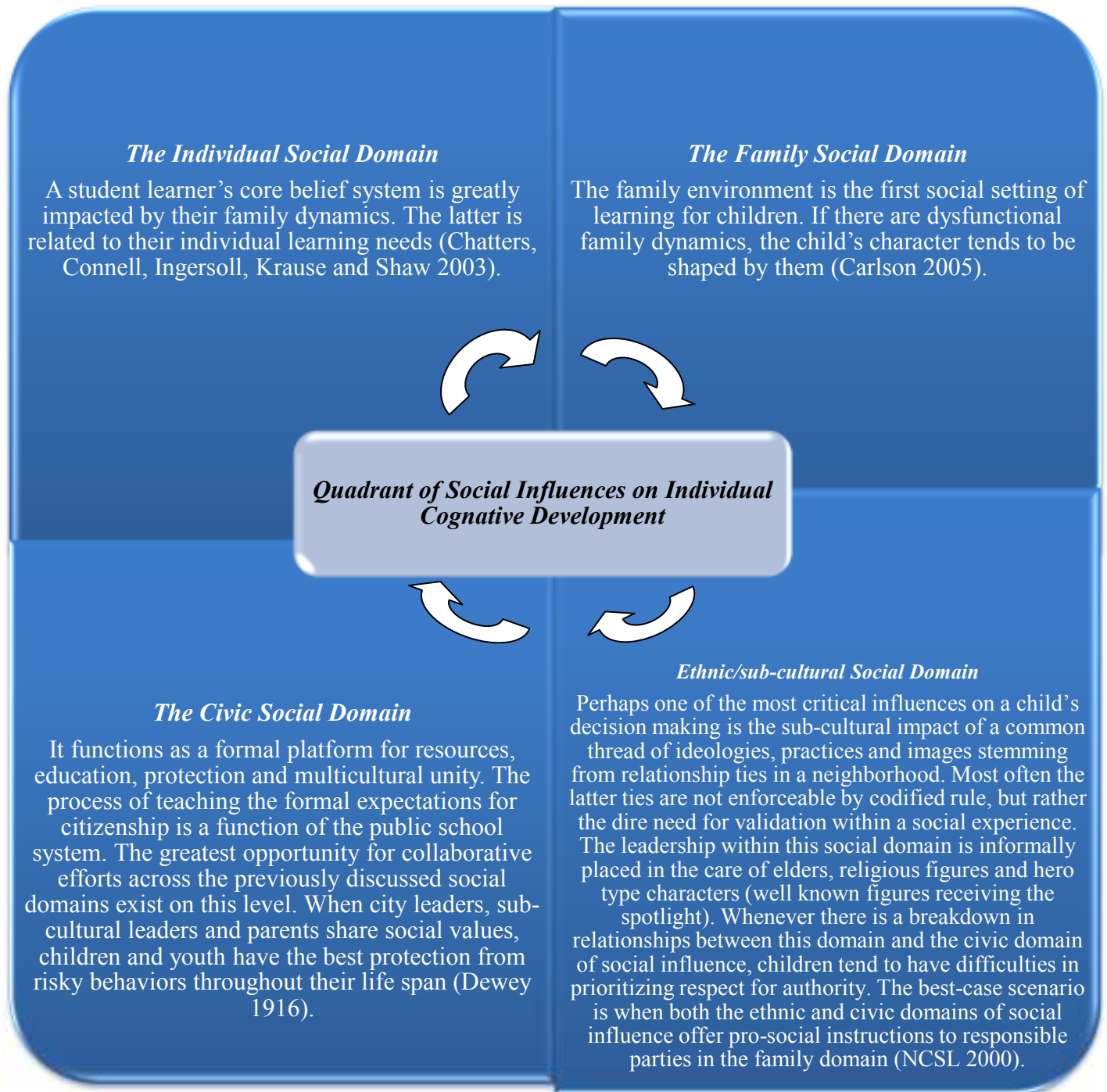
Pilot Project Design

As mentioned in the needs assessment section, BFC conducted a needs assessment of the Nashville area. The assessment was guided by the premise that the more risk factors a child or youth experiences in early social development the more likely she/he will experience difficulties throughout their life. It offered the proposition that risk factors occur across varied social domains of influence, which are interrelated and cannot be addressed effectively without coordinated actions across these domains. Those social domains of influence include the impact of civil government, sub-cultural ideologies, individual family dynamics and individual core beliefs. Additionally, it asserted that the central problem of school dropout is not merely about children growing up and dropping out. "School dropout" is about the risk factors (social influences) in an individual's life from birth that might cause a student to be in the position of considering this possibility as a viable option.

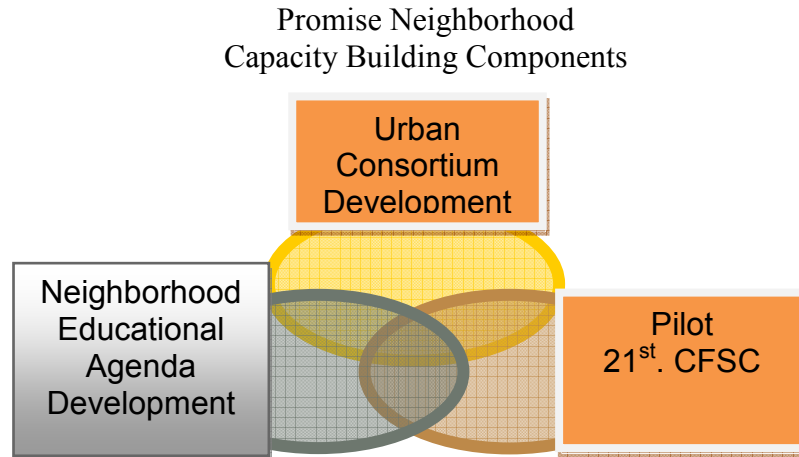
Stakeholders seeking to assist students who are "at-risk" must acknowledge the fact that a child is not exclusively guided by their personal domain of decision making, but rather by a combination of all four of the domains previously mentioned. Appropriate and pro-social relationships must exist between each domain of the child's social growth environment in order for them to adjust well throughout his/her life span. Accordingly, BFC has enmeshed all of the previously identified domains of social influences into a framework for pro-social support measures to be applied to the pilot Promise Neighborhood project. The following structural model is explicit of a research oriented paradigm designed by BFC to provide holistic support for children and families via neighborhood oriented instructions and proactive parental involvement.

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The schematic on the following page illustrates the cyclical pattern of social influences affecting the impact of life-long outcomes of children and youth.



Pilot Project Components



Urban Consortium Development Component

BFC serves as the fiscal agency for the development and supervision of the “Urban Community Support Consortium”; hereafter referred to as UCSC. The UCSC is purposed to collaborate and document effective community outreach efforts of local churches, grass-root and non-profit organizations in varying geographical locations and or organizational structures. Additionally, it is designed to serve as a liaison between local schools and neighborhood organizations and leaders. During year one of the grant cycle, a board of twelve members (UCSC governing body) will be elected by neighborhood residents. The UCSC will represent eight 21st Century Family Support Centers (21st. CFSC) strategically located in the propose Promise Neighborhood. Each center will operate under the protocol of BFC’s service model. Additionally, each center will receive special ongoing training and a two year operational sub-grant from BFC (as a sub-contractor) throughout the three-year grant cycle.

There are five basic areas of strategic development for the UCSC governing body. Via technical support and training, the consortium will extend its information and

resources to the eight (two located in each council district) 21st CFSCs located throughout the geographic areas targeted. The five strategic developments are as follows:

I. Building healthy social relationships on four levels of civic interaction

- Training around understanding common values and expectations in public venues such as the public schools
- Establishing a bridge of communication and support for local neighborhoods reflecting the interest of citizens residing in them and the greater Nashville-Davidson County community
- Ensuring that leadership (formal and informal) within local neighborhoods is equipped with information and resources necessary to provide pro-social instructions and support for families based on cultural and family dynamics
- Ensuring that children and youth receive love, protection and healthy directions on how to interact in the family setting, local neighborhoods and the larger public arena

II. The consortium will identify, track and document effective grass-root type efforts within local neighborhoods to address civic issues of truancy, juvenile delinquency, family dysfunction and criminal activities in general. The latter will be accomplished via the following offerings to the consortium

- Technical support and training in areas of organizational goal setting and strategic planning
- Training on methods of collaborating efforts and information sharing
- Funding strategies to sustain neighborhood based efforts
- Training on implementing strategies

III. The consortium will build a bridge of communication and trust between parents and the public schools system. The latter will be accomplished by training local faith based organizations and grass-root entities to collaborate their efforts with government agencies such as:

- The public school system (MNPS)
- Public Health Agencies (Metropolitan Health Department)
- Social Service Agencies (Metropolitan Social Services)

- Employment Services
- Mental Health Agencies

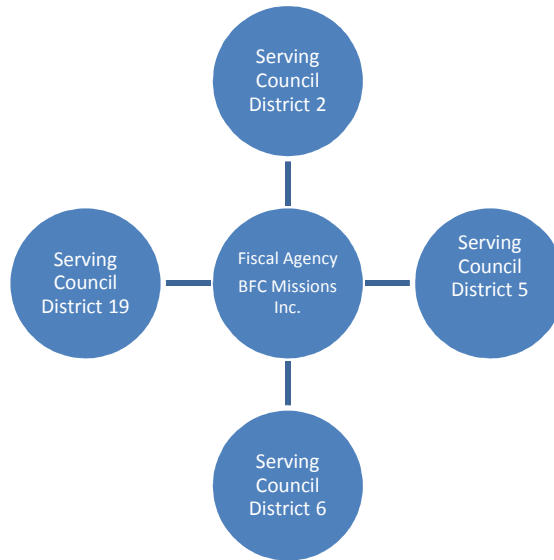
IV. The consortium will be trained to build protective factors within neighborhoods and families via training and counseling. The latter will be accomplished by providing the following training in each 21st CFSC

- Parental Involvement Training
- Family Development Education
- Family Health Education
- Supplemental Educational Services

V. The consortium will focus on economic growth and development for local neighborhoods. The latter will be accomplished via offering of the following trainings

- Job Readiness Skills Training
- Business Planning Training
- Financial Management Training
- Economic Development for the Promise Neighborhood

Pilot 21st. CFSC Component



BFC aims to pilot its research-based protocol in the one Twenty First Century Family Support Center (21st. CFSC) within the geographic Promise Neighborhood. This center will be centrally located in the geographic target boundaries. Approximately 1,725 residents from each targeted council district within a thirty block radius of the geographic center of the Promise Neighborhood will be served.

Many small inner city neighborhood organizations are more than willing to assist in the educating of youth, however, they tend to be less familiar with effective and consistent methodologies of using their resources to offer non-religious support within their neighborhoods and communities. The basis for the latter approach is to address the under-representation of the faith based community in efforts to provide social and educational support for struggling students in the urban center of Nashville-Davidson County. The UCSC as an arm of the Promise Neighborhood project provides a unique

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opportunity for collaboration between the public school system, health and social agencies and city government as a whole and an under-represented stakeholder of the inner city faith base community.

Neighborhood Educational Agenda Development Component

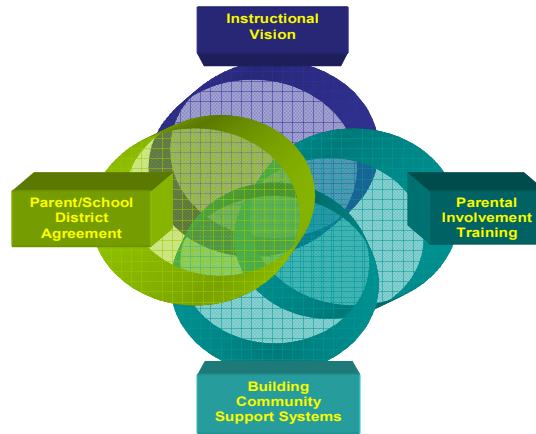
Research suggests that an effective school district will have strategies in place to develop and sustain a district wide academic culture that is fully responsive to the needs of all populations of students served by the school district. Such strategies will include a robust plan for collaboration between the instructional staff in schools, parents in the home environment and the local community. At the end of the day the school district will have fostered a practice of instructional homogeneity.

In the absence of a healthy, well established bridge of communication and trust between parents of students within a given school district and its instructional leadership, there will invariably be obstacles to teaching and learning within the district as a whole. A significant challenge for many moderate to large sized urban school districts is to develop and sustain an all inclusive academic culture that is responsive to the social and emotional needs of a diverse population of student learners. Without the latter being in place, it is difficult for district administrators to effectively align available learning resources with the social and cognitive learning needs of all its student learners. Additionally, instructional staff will likely face significant barriers to ensuring student academic mastery for all student learners.

BFC has developed a protocol for building an “*Instructional Nexus*” between the instructional vision of a school district and the community its student population resides. This paradigm is based on six plus years of research and advocacy for reform in public

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education. As illustrated in the figure below, there are four representative threads in the model. The schematic below is a visual representation of the expected outcome of this service piece.



III. Fiscal Agent Capacity

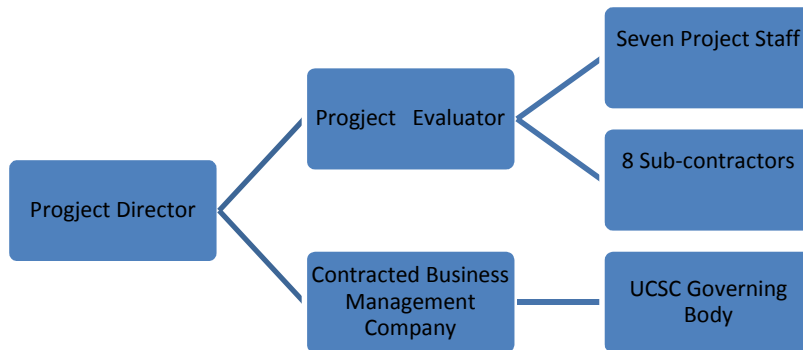
Organizational Background

As previously stated, BFC is a local Nashville, Tennessee based 501(c) (3) non-profit organization (EIN: 62-1729604). Our mission is to improve the quality of life for dysfunctional families. Since 1998 we have provided services to Nashville citizens ranging from youth and family counseling to educational support for adults and children. The organization is registered in the State of Tennessee and operates primarily in Nashville-Davidson County. Currently a six member - volunteer board of directors, governs the organization. Additionally, there is a local advisory board comprised of local civic, business and educational professionals. In 2003 the Tennessee Department of Education awarded the organization a ten thousand \$10,000 grant to develop a Charter School Model. (Contract Number: GR-0415662-00). Additionally, the organization was

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approved as a Title I Supplemental Educational Service (SES) provider that operates within the Nashville-Davidson County area.

Project Staffing



The above flow chart represents the management structure for BFC Missions Incorporated as the fiscal agents of the proposed Promise Neighborhood Project. As indicated, there will be a project director, a project evaluator, a project coordinator, an administrative assistant, four project monitors, eight sub-contractors, a business managing partner and the UCSC governing body. The founder and executive director of the applicant organization will supervise the project. Mr. Rueben Y. Dockery, Sr. is currently a doctoral level student with Walden University of Baltimore, Maryland. He holds a Master of Education degree (educational administration) from Trevecca Nazarene University of Nashville, Tennessee; see attached Curriculum Vitae for further details. A university level faculty person; in a field related to Education and or Social Work will be contracted to serve as project evaluator for the Promise Neighborhood Project. Four project monitor positions will be filled soon after an award decision has been determined.

Recognizing the magnitude of the grant funds being requested in relation to the size and scope of BFC's overall financial experience, the services of an established business management company will be retained. This company will act as the primary

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advisor for payroll, project disbursements, auditing and all other relevant business decisions related to the grant contract. Additionally, a surety bond (in the amount of one third of the grant award) will be secured by BFC upon grant approval.

Program Goals & Outcomes

Achieving the stated results of this project will be evaluated by the use of BFC's research driven paradigm. It provides guidance for programmatic processes and the basis of data collection. The effectiveness of self designed-neighborhood initiatives of the 21st. CFSCs will be measured via BFC's evaluation rubric. The latter conceptual framework can be gleaned in the proceeding logic model. Furthermore, there are five key project goals for this Promise Neighborhood grant proposal. Those goals include:

- To build a bridge of active collaboration and trust between government agencies (MNPS, Social Services, Health Services, etc.) and the Promise Neighborhood which experience socio-economic challenges and feel detached from civic growth and success, by the end of twelve (12) months of the project grant cycle
- To forge a healthy and continuous partnership between UCSC leaders and the Davidson County government, within twelve (12) months of the project grant cycle
- To improve parental engagement in the process of educating children and youth, from birth to the post secondary level that live in the Promise Neighborhood, over a three year period, throughout the project grant cycle
- To develop a common agenda for educational attainment within the Promise Neighborhood, by the end of the twelfth month of the project grant cycle
- To improve the overall academic and social experiences for Promise Neighborhood children and youth from pre-kindergarten to college, by the end of the three year project grant cycle

Beginning on page twenty nine of the narrative, preceded by the BFC logic model; each of the project goals have been Numbered 1-5 in the following tables. Also included in each respective table are measurable objectives and expected outcomes. Additionally, an

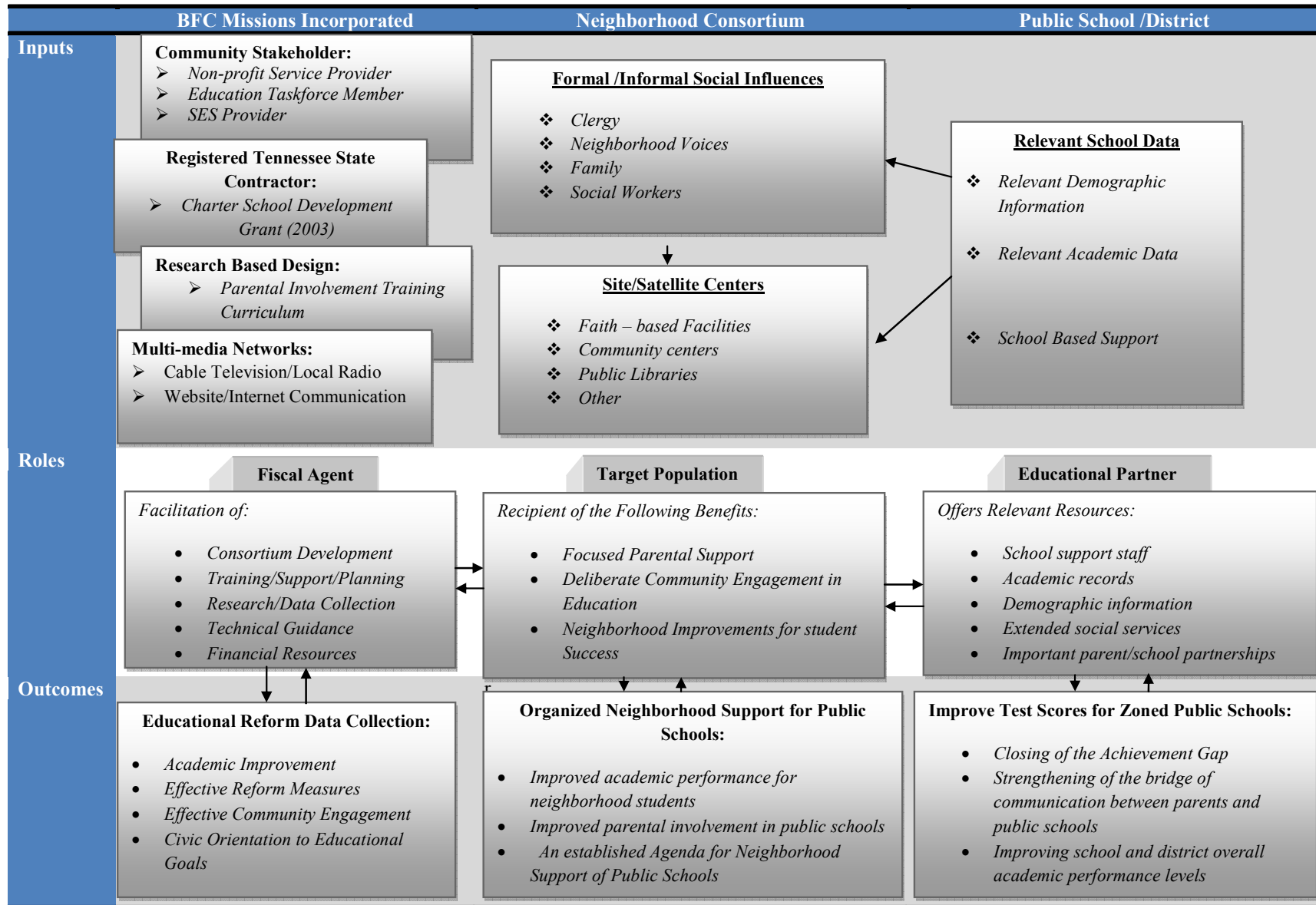
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action plan for meeting objectives and the evaluation procedures are listed. Furthermore, reviewers will find labeled charts describing the project's key evaluation instruments.

Accordingly, reviewers will find descriptions of the following instruments:

- Promise Neighborhood Evaluation Instrument 1: Aligning Expected Outcomes with Treatment Plans
- Promise Neighborhood Evaluation Instrument 2: Description of Project Independent Variables
- Promise Neighborhood Evaluation Instrument 3: Description of Project Dependent Variables
- Promise Neighborhood Evaluation Instrument 4: Criteria for selecting a site as a 21st Century Family Support Center

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PROMISE NEIGHBORHOOD PROJECT GOAL # 1: To build a bridge of active collaboration and trust between government agencies (MNPS, Social Services, Health Services, etc.) and the Promise Neighborhood which experiences socio-economic challenges and feel detached from civic growth and success, by the end of twelve (12) months of the pilot project		PRIORITIES ADDRESSED: <ul style="list-style-type: none"> ▪ Building a Body of Neighborhood Leadership ▪ Creating a Network of Community Collaborators
MEASURABLE OBJECTIVES/ EXPECTED OUTCOMES	PLAN OF ACTION	ASSESSMENT/EVALUATION METHODS
<p><u>Objective 1:</u> BFC will organize an urban community support consortium within the Promise Neighborhood</p> <p><i>Expected Outcome:</i> At the completion of this process, there will be an organized body of neighborhood leadership serving the Promise Neighborhood. By design, the leaders will consist of local church representatives, residents and grass-root organizers.</p> <p><u>Objective 2:</u> BFC will establish a pilot 21st CFSC (Community Family Support Center) satellite classroom location within the Promise Neighborhood.</p> <p><i>Expected Outcome:</i> At the completion of this process each of the four council districts comprising the Promise Neighborhood (Council Districts 2, 5, 6 & 19) will have a central, 21st CFSC available to them. It will directly serve children and families within a thirty block radius.</p>	<p>The objectives listed in this proposal will be met by following the following action plans:</p> <p style="text-align: center;"><i>Action One -</i> Via radio, e-mail, television and regular mail, residents will be informed of the establishing of a UCSC within the Promise Neighborhood. An invitation for membership will be extended to Promise Neighborhood voices of influence.</p> <p style="text-align: center;"><i>Action Two -</i> At the end of the second month of the grant cycle, a governing body for the UCSC will be formed.</p> <p style="text-align: center;"><i>Action Three -</i> Within thirty days of the pilot project BFC will solicit proposals from churches, grass-root organizations and other Promise Neighborhood based entities, to house a 21st CFSC classroom.</p> <p style="text-align: center;"><i>Action Four -</i> Within one hundred and twenty days of the grant cycle a 21st CFSCs will be operational within the Promise Neighborhood.</p>	<p>To measure progress toward reaching these stated goals, BFC will use the following instruments in its evaluation process:</p> <ul style="list-style-type: none"> ▪ Surveys ▪ Progress Reports ▪ Goal sheets ▪ Signature sheets ▪ Questionnaires ▪ And any other “self designed” tracking devices <p style="text-align: center;"><u><i>Data Collection Methods:</i></u> Methods for collecting related programmatic data will include but not be limited to examining of case studies, conducting of surveys, completing of questionnaires and the collecting of quantitative data. Each site will maintain individual reports and specific data. On a weekly basis the evaluator for BFC will collect the latter information and store it into a secured database.</p> <p style="text-align: center;"><u><i>Data Analysis Methods:</i></u> On an ongoing basis, BFC staff will collect relevant data and store it in a specific database controlled by BFC Missions Inc. All weekly, monthly, quarterly and annual results of the data analysis will be tabulated and prepared for future reporting. Data from each individual satellite classroom will be analyzed separately and later compared to other satellite classroom cohorts.</p>

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PROMISE NEIGHBORHOOD PROJECT GOAL # 2: To forge a healthy and continuous partnership between UCSC leaders and the Davidson County government, within ninety days (90) days of the pilot cycle		PRIORITY ADDRESSED: <ul style="list-style-type: none"> ▪ Establishing active interactions between Neighborhood Leadership and Government Agencies
MEASURABLE OBJECTIVES/ EXPECTED OUTCOMES	PLAN OF ACTION	ASSESSMENT/EVALUATION METHODS
<p>Objective 1: BFC will provide specialized training in strategic planning and development for the Promise Neighborhood UCSC governing body.</p> <p>Expected Outcome: At the completion of this process the Promise Neighborhood will have a functional body of leadership that supports its continual existence.</p> <p>Objective 2: BFC will facilitate a series of collaborative work sessions between government agencies such as the public school system (MNPS), the police department (MPD), health department (MHD), social services and the governing body of the UCSC. Specific focus will be on crime reduction and family oriented educational support.</p> <p>Expected Outcome: At the completion of this process residents of the Promise Neighborhood will benefit from focused connections with civic support services.</p>	<p>The objectives listed in this proposal will be met by following the following action plans:</p> <p style="text-align: center;"><i>Action One -</i></p> <p>At the beginning of the pilot project cycle, a total of six weekly strategic planning sessions will be conducted with selected members of the Promise Neighborhood UCSC governing body.</p> <p style="text-align: center;"><i>Action Two -</i></p> <p>Beginning the fourth month and continuing throughout the pilot project cycle, the Promise Neighborhood leaders will meet with residents to hear and document their concerns or needs to be addressed.</p> <p style="text-align: center;"><i>Action Three -</i></p> <p>Eight monthly collaborative work sessions will be facilitated involving Promise Neighborhood leaders and representatives from various Nashville government agencies. These sessions will be facilitated, documented and evaluated by BFC.</p>	<p>To measure progress toward reaching these stated goals, BFC will use the following instruments in its evaluation process:</p> <ul style="list-style-type: none"> ▪ Surveys ▪ Progress Reports ▪ Goal sheets ▪ Signature sheets ▪ Questionnaires ▪ And any other “self designed” tracking devices <p style="text-align: center;"><u><i>Data Collection Methods:</i></u></p> <p>Methods for collecting related programmatic data will include but not be limited to examining of case studies, conducting of surveys, completing of questionnaires and the collecting of quantitative data. Each site will maintain individual reports and specific data. On a weekly basis, the evaluator for BFC will collect the latter information and store it into a secured database.</p> <p style="text-align: center;"><u><i>Data Analysis Methods:</i></u></p> <p>On an ongoing basis, BFC staff will collect relevant data and store it in a specific database controlled by BFC Missions Inc. All weekly, monthly, quarterly and annual results of the data analysis will be tabulated and prepared for future reporting. Data from each individual satellite classroom will be analyzed separately and later compared to other satellite classroom cohorts.</p>

PROMISE NEIGHBORHOOD PROJECT GOAL # 3: Develop a common agenda for educational attainment within the Promise Neighborhood, by the end of the eighth month of the pilot project cycle		PRIORITIES ADDRESSED: <ul style="list-style-type: none"> ▪ Building a Comprehensive Early Learning Network within the Promise Neighborhood
MEASURABLE OBJECTIVES/ EXPECTED OUTCOMES	PLAN OF ACTION	ASSESSMENT/EVALUATION METHODS
<p>Objective 1: BFC will provide specialized training for Promise Neighborhood parents and UCSC leaders in understanding formal processes in education and how to set career goals around educational opportunities available to them.</p> <p>Expected Outcomes: At the completion of this process the entire Promise Neighborhood will have established the following:</p> <ul style="list-style-type: none"> ○ A formalized agenda for the education of all of its residents ○ Neighborhood based values for educating children and youth ○ Consistency in supporting cradle to college opportunities ○ The basis for deliberate neighborhood collaboration with public schools 	<p>The objectives listed in this proposal will be met by following the following action plans:</p> <p><i>Action One -</i> Over the one year pilot project cycle there will be two community education conferences sponsored and facilitated by BFC.</p> <p><i>Action Two -</i> Free educational referrals and support services will be offered daily to Promise Neighborhood residents in the 21st. CFSC.</p> <p><i>Action Three -</i> The 21st CFSC will be open daily and serve as a resource for approximately 6,000 Promise Neighborhood residents.</p>	<p>To measure progress toward reaching these stated goals, BFC will use the following instruments in its evaluation process:</p> <ul style="list-style-type: none"> ▪ Surveys ▪ Progress Reports ▪ Goal sheets ▪ Signature sheets ▪ Questionnaires ▪ And any other “self designed” tracking devices <p><u>Data Collection Methods:</u> Methods for collecting related programmatic data will include but not be limited to examining of case studies, conducting of surveys, completing of questionnaires and the collecting of quantitative data. Each site will maintain individual reports and specific data. On a weekly basis the evaluator for BFC will collect the latter information and store it into a secured database.</p> <p><u>Data Analysis Methods:</u> On an ongoing basis, BFC staff will collect relevant data and store it in a specific database controlled by BFC Missions Inc. All weekly, monthly, quarterly and annual results of the data analysis will be tabulated and prepared for future reporting. Data from each individual satellite classroom will be analyzed separately and later compared to other satellite classroom cohorts.</p>

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