

## Choice Neighborhoods Implementation Grant (2012)

### **People (and Education) Strategy**

(32 points)

#### 1. Conduct Resident Needs Assessment and Results (3 points)

- a. Describe Demographics of Affected Residents (# and %) across all age groups (young children 0-5, school-aged children, transition age youth, working-age adults, and seniors), including those with unique circumstances such as the elderly, disabled and hard-to-house
- b. Describe key data (# and %) in the areas of health, education, employment, safety and relocation and reoccupancy across all age groups (young children 0-5, school-aged children, transition age youth, working-age adults, and seniors), including those with unique circumstances such as the elderly, disabled and hard-to-housed
- c. Discuss resident satisfaction with the quality and accessibility of existing services and resident preferences for improved and new services (research and data from reports, public meetings, partner organization that apply in general to residents in the targeted neighborhood **AND** admin and survey data from public and/or assisted households)
- d. To the extent practicable, include data that shows risks relevant to children and youth in the targeted development(s) and neighborhood.

Health, Education, Economic Self-Sufficiency and Safety Outcomes	
Outcome	Metrics
1. Children, youth, and adults are physically and mentally healthy	<ul style="list-style-type: none"> <li>• # and % who have a place where they regularly go (medical home), other than an emergency room, when they are sick or in need of advice about their health</li> <li>• # and % reporting good physical health</li> <li>• # and % reporting low psychological distress</li> <li>• # and % reporting healthy weight</li> </ul>
2. Children enter kindergarten ready to learn 3. Children are proficient in core academic subjects 4. Youth graduate from high school college- and career-ready	<ul style="list-style-type: none"> <li>• # and % of children in kindergarten who are assessed as developmentally ready at the beginning of the school year</li> <li>• # and % of students at or above grade level according to state math and English language arts assessments in 3<sup>rd</sup> – 8<sup>th</sup> grade</li> <li>• # and % of youth who graduate from high school</li> </ul>
5. Households are economically stable and self-sufficient	<ul style="list-style-type: none"> <li>• # and % of working-age adults meeting proficient literacy standards</li> <li>• # and % of working-age adults working at least 30 hours/week</li> <li>• Average earned income of HUD-assisted households (excluding those who cannot work due to being elderly or disabled)</li> </ul>
6. Residents feel safe in their neighborhood	<ul style="list-style-type: none"> <li>• Part I violent crime rates (per 1000 residents)</li> <li>• # and % reporting feeling safe in their neighborhood</li> </ul>

**Tasks**

- **Conduct and analyze Resident Survey (>51% of residents in targeted developments).**
- **Gather demographic data from Property Managers.**
- **Conduct focus groups as needed for key topics, i.e. resident satisfaction with quality of services.**
- **Identify local data sources and compile neighborhood level data on health, education, employment, and crime.**
- **Identify data that shows risks relevant to children and youth.**
- **Identify baseline data for HUD's required Health, Education, Economic Self-Sufficiency and Safety Outcomes and Metrics (not all data will be captured in the resident survey).**
- **Complete and map inventory of services in area via web search and partner interviews.**
- **Complete gap analysis, including resident satisfaction with quality and accessibility of services as well as preferences for improved and new services.**

**2. Supportive Service Strategy (7 points)**1) *Supportive Services and Programs:*

- a. Identify each priority outcome, metric, related baseline from the needs assessments and expected result by Year 5
- b. Describe the priority services that will serve as the foundation of your strategy and that will be coordinated to meet the priority resident needs identified in the needs assessment, paying particular attention to the public and/or assisted households
- c. Explain how these services are based on evidence-based practice or other successful models that have not yet been studied but have produced significant and comparable improvements in the outcomes your plan aims to achieve
- d. Describe how you are leveraging and building on high-quality services and programs that are already in the neighborhood and directly addressing the results of your needs assessment, this includes identifying and describing the leverage commitment funds dedicated to each outcome and the number and percentage of residents (specifying HUD-assisted vs. neighborhood residents) expected to be served by each service
- e. Demonstrate an understanding of and an approach to incorporating positive youth development into your strategy

**Tasks**

- **Identify and outreach to key partners and quantify leverage commitments.**
- **Identify partners and services that incorporate positive youth development.**
- **Ensure leverage commitments align with needs assessment. Cultivate additional partnerships and services as needed.**
- **Research evidence-based practice to support proposed services as well as best practices to support positive youth development.**
- **Quantify outcome, metric, baseline and expected Year 5 result for each service.**

2) *Service Coordination and Case Management:*

- a. Describe how your strategy will leverage and improve access to existing high-quality case management and service coordination services for HUD-assisted and other low-income residents in the neighborhood
- b. Describe how your framework will support hard-to-house residents as well as households with children ages 0-5, school-age children, transition age youth and elderly or disabled members
- c. Describe how your strategies are evidence based and responsive to resident needs

**Tasks**

- **Determine if case management will be conducted in-house or by outside partner.**
- **If outside partner, draft RFP and complete procurement for execution of contract upon funding award.**
- **Document case management partner experience and capacity if not evident from response to RFP.**
- **Research evidence based practices to support strategy.**
- **Specifically consider supports for hard-to-house residents, households with children ages 0-5, school age children, transition age youth (16-24) and elderly/disabled members.**
- **Review database options and identify preferred software for case management tracking.**
- **Determine cost of case management contract and tracking software for budgeting purposes.**

3. **Supportive Services Sustainability (2 points)**

- a. Set aside 5% of CNI grant to create a Supportive Services Endowment , OR
- b. Demonstrate an equivalent sustainability mechanism using other firmly committed financing

**Tasks**

- **Review CNI Budget and determine feasibility of set-aside. For \$30M grant this is \$1.5M.**
- **Investigate other funding sources to demonstrate sustainability.**

4. **Education Strategy (7 points)**

1) *Early Learning* (3 points):

- a. Describe specific activities undertaken during the grant period to ensure that HUD-assisted and other neighborhood children ages birth to kindergarten entry have access to high-quality early learning programs and services that are evidence based and that lead to significant improvements in child health, social-emotional and cognitive outcomes
- b. Describe how you and/or your partners will continue to provide access beyond the grant period
- c. Identify the metrics you will track, the baseline for those metrics (as determined by the needs assessment) and the projected results for that metric (# and %) at Year 5.
- d. The strategy must be evidence based and responsive to the needs assessment to demonstrate the likelihood of success at improving the priority outcome that children enter kindergarten ready to succeed

- e. The identified early learning programs should use a set of statewide program standards that demonstrate high expectations of program excellence commensurate with nationally recognized standards and are linked to the States licensing system. The standards must include a family engagement component; family supports either on-site, through partners, or in the homes of participating families; and other learning supports, such as connections to health and nutrition programs, to address relevant needs identified in the resident needs assessment.
- f. The early learning program must also include intensive community outreach and enrollment. You must commit to enrolling, tracking and supporting the attendance of the affected HUD-assisted households with children ages birth to kindergarten entry in the receiving neighborhoods and/or in the original neighborhood during the grant period, arranging transportation as needed. You must commit to a post-revitalization goal of enrolling at least 65% of families with children ages birth to kindergarten entry that will occupy the revitalized site in high-quality early learning opportunities. HUD encourages enrollment of all children across income levels in the revitalized community, though CNI grant funds must be used for the primary benefit of the public and assisted housing residents.

**Tasks**

- **Identify Education Lead and document capacity and experience.**
- **Identify early learning programs that meet definition of high-quality and document standards for family engagement and other family and learning supports.**
- **Map locations and assess accessibility to residents during relocation and post-revitalization. Identify transportation plan as needed.**
- **Determine the number of available high-quality early learning slots. If insufficient to reach 65% goal, identify strategy for expanding capacity.**
- **Detail community outreach strategy and sustainability to meet 65% goal.**
- **Identify metrics to track progress. Determine base line and project results at the end of 5 year grant period.**
- **Set up coordinated system with case management provider to track enrollment and attendance of affected households to ensure meet 65% goal.**
- **Confirm list of partners to carry out early education strategy and secure leverage commitments from early learning partners.**

2) *Schools* (4 points):

- a. Identify the name, type, size (total student body count) and current performance of all schools located in the neighborhood (both reading and math scores for the neighborhood school compared to the state average for grades 4, 8 or any high school grade)
- b. Describe specific activities what will be undertaken to ensure that young neighborhood residents have access to high-quality schools after implementation of the Transformation Plan by either providing them with access to high-quality schools or making school improvements, which may include:

- Significant improvements to the programs, policies and personnel of an elementary, middle and /or high school to improve academic success
  - Establishing a new high-quality school serving your population
- c. Explain the student outreach plan, enrollment policies, and parent involvement strategies
  - d. Describe how you and your partners will continue to provide access to consistently high-quality schools to children and youth from the community beyond the grant period
  - e. Identify and describe the metrics you will track, the baseline for those metrics and the projected results for Year 5.
  - f. The strategy must be evidence based and responsive to the needs assessment to demonstrate the likelihood of success at improving the priority outcome that children are achieving academically and children are graduating from high school college- and career-ready as well as additional outcomes and associated metrics identified in the needs assessment as a priority for affected residents.
  - g. Consider one of the four rigorous interventions identified in DEP’s Title 1 School Improvement program as an indicator of the quality of a school improvement strategy.
  - h. Commit to enrolling, tracking and supporting the attendance of the affected HUD-assisted households with school age children in high-quality and/or improving schools located in the original and/or receiving neighborhoods during the grant period, arranging transportation as needed.
  - i. Commit to a post-revitalization goal of enrolling at least 65% of the families with school age children that will occupy the revitalized site in high-quality schools and schools that are undergoing significant improvement. HUD encourages enrollment of all children across income levels in the revitalized community, though CNI grant funds must be used for the primary benefit of the public and assisted housing residents.

**Tasks**

- **Identify Education Lead and document case management partner experience.**
- **If school assignment is not exclusively done by neighborhood, identify where targeted youth attend school and in what numbers.**
- **Gather data including name, address, type, size (total student body count) and current performance on all neighborhood [traditional public] schools.**
- **Identify targeted schools and current performance according to HUD indicators.**
- **Establish primary contact and buy-in at each school.**
- **Research the four Title 1 School Improvement interventions and other evidence based practices for school improvement.**
- **If making improvements to existing school, determine if employing one of four Title 1 School Improvement interventions or some other rigorous, evidence based strategy.**
- **If establishing new high-quality school, then describe student outreach plan, enrollment policies and parental engagement strategies to ensure access by the targeted households during the grant period and beyond.**

- **If youth in the targeted neighborhood attend other schools that are not targeted for improvement interventions, then must consider additional student-based supports to ensure positive outcomes for this cohort.**
- **Identify the metrics, baseline and projected outcomes in Year 5 to track progress**
- **Set up coordinated system with case management provider to track enrollment and attendance of affected households to ensure meet 65% goal**
- **Confirm list of partners to carryout school reform strategy and secure leverage commitments.**

### 5. Public Safety (3 points)

Comprehensive, community-based strategy that brings together criminal justice entities with other community groups and institutions to coordinate activities that improve key measureable outcomes for community safety. These activities should balance enforcement efforts targeting serious public safety concerns associated with violent crime (Part 1), gang activity, and illegal drugs with prevention, intervention and community building strategies.

- Identify each related baseline result (# and %) from your comprehensive needs assessment and each expected result you anticipate achieving through your Public Safety strategy by Year 5.
- Describe specific activities to address and prevent high violent crime (Part 1), gang and illegal drug activity through law enforcement, innovative police practices, re-entry initiatives, prosecution, adjudication, parole and probation, courts and corrections; and improve the effectiveness and efficiency of criminal justice systems, processes and procedures and demonstrate findings from your needs assessment serve as the foundation for your proposed activities and partnerships.
- Describe how you are aligning with existing public safety efforts and describe commitments that have been established.
- The strategy must be evidence based and responsive to the needs assessment to demonstrate the likelihood of success at improving the priority outcome that residents feel safe in their neighborhood, using the Part I violent crime rate as a key metric, as well as other additional outcomes and associated metrics identified in your needs assessment.

#### Tasks

- **Collect and map baseline crime data.**
- **Identify other outcomes and metrics as needed to address community priorities as identified in the survey and public meetings.**
- **Catalog existing public safety efforts to address and prevent high violent crime (Part 1), gang and illegal drug activity through law enforcement, innovative police practices, re-entry initiatives, prosecution, adjudication, parole and probation, courts and corrections; and improve the effectiveness and efficiency of criminal justice systems, processes and procedures**
- **Initiate dialogue with the police and other public safety organizations to align and enhance these efforts in comprehensive community-based strategy.**
- **Where applicable, draw from Byrne Criminal Justice grant application.**

- **To what extent is the evidence base for the proposed strategy delineated in the Byrne application or other documentation, i.e. evaluation of C-3 program? As needed research evidence based practices on CrimeSolutions.gov website.**
- **Acknowledge overlap with Neighborhood and coordinate accordingly.**

**6. Relocation and Reoccupancy (3 points)**

- Provide an overall description of your relocation and reoccupancy strategy based on resident preferences (# and %), including specific activities that have or will be taken to inform residents of their right to return, and the specific counseling and supports that have been or will be provided prior to and up to 3 years after initial relocation to ensure that all residents remain lease compliant and eligible for units in the new development, including effectively handling landlord disputes
- Explain how you will integrate comprehensive relocation and reoccupancy counseling and supports with the Supportive Services strategy
- Describe how you are leveraging and building on high-quality relocation and reoccupancy services already in the neighborhood
- The strategy must be evidence based and responsive to the needs assessment to demonstrate the likelihood of success at improving the following priority outcomes and metrics, as well as other additional outcomes and associated metrics identified in your needs assessment

Relocation and Reoccupancy Outcomes and Metrics	
Outcome	Metrics
Residents have a choice about where to live	<ul style="list-style-type: none"> <li>• # and % who want to return to the site and actually do return by household type (e.g. elderly, families with children)</li> <li>• # and % living in lower-poverty and higher-opportunity neighborhood than pre-transformation by household type</li> </ul>
Vulnerable populations are supported during relocation	<ul style="list-style-type: none"> <li>• # and % of children/youth enrolled in a new school due to relocation</li> <li>• # and % of school moves during the school year due to relocation</li> <li>• Quality of new schools</li> </ul>
Residents are stably housed during relocation	<ul style="list-style-type: none"> <li>• # of moves between first move and site completion date by household type</li> <li>• # and % of evictions during relocation/ redevelopment period by household type</li> </ul>

- Describe specific activities that have minimized, or will minimize, disruption to and negative impacts on the education of school-aged children ensuring that they have access to high-quality early learning programs and schools during relocation, as well as negative impacts on the well-being of elderly, disabled or vulnerable populations
- Describe your strategy for a regional mobility counseling program for any tenant-based voucher assistance provided, i.e. counseling for, identification of and transportation to neighborhoods that are not minority- or poverty-concentrated and that have high-quality schools and early learning programs

- g. Explain your system for effectively tracking 100% of the original residents for at least five years after their initial move. Describe specific, measurable relocation and mobility outcomes that will be tracked and analyzed, including the metrics identified above

**Tasks**

- **Determine if phasing or off-site development can minimize need for temporary relocation.**
- **Determine if managing relocation in-house. If not, draft RFP and determine best timing for issuance.**
- **If relocation entity is different than case management entity, then describe how they will work together to ensure both comprehensive and seamless set of services.**
- **Assess resident interest in returning to the site via the resident survey.**
- **Identify counseling and supports to maximize lease compliance during relocation to maintain eligibility to return.**
- **Identify activities and supports to mitigate the negative effects of relocation on school age youth, elderly, disabled or other vulnerable populations.**
- **Research the school assignment and transfer process to understand the implications for relocation counseling. Where applicable, consider implications of busing and/or transportation.**
- **Determine neighborhoods in the region that are not minority- or poverty-concentrated and have quality schools and early learning programs and accessible via mobile voucher to focus the mobility counseling program.**
- **Identify tracking system. Ensure compatible/integrated with case management software.**
- **Identify existing services in the community that can be utilized and built upon for relocation and reoccupancy counseling and supports.**

**7. Economic Opportunities for Low- and Very Low-Income Persons (Section 3)**

1) *Section 3 Plan* (1 point)

Demonstrate that you have a feasible plan for directing training, employment and contracting opportunities to Section 3 residents and business entities. Must include 4 or more of the following:

- a. Types and amounts of employment, training and contracting opportunities
- b. Specific actions to ensure that low and very low-income persons and business entities will be given priority consideration for employment, training and contracting opportunities
- c. Criteria to be used for certifying the eligibility of Section 3 residents and businesses
- d. Process for notifying Section 3 residents and businesses about the availability of training, employment and contracting opportunities
- e. Methodology to be used for monitoring developers/contractors and subcontractors to ensure compliance
- f. Strategies for meeting the Section 3 minimum goals for employment and contracting opportunities
- g. Contact information and qualifications for staff persons responsible for day-to-day implementation of Section 3

2) *Section 3 Compliance* (1 point)

Demonstrate that the Lead Applicant or Co-Applicant's compliance with Section 3 by including a copy of the applicant's most recent Section 3 Annual Summary Report (Form HUD 60002) in the attachments section.

**Tasks**

- **Determine if Applicant or Co-applicant is subject to Section 3 and get copy of most recent HUD 60002**
- **Review Section 3 Coordinator grant application and progress reports to date.**
- **Identify responsible staff and discuss methodology for monitoring compliance.**
- **Establish criteria for certifying Section 3 eligibility as well as outreach strategy.**
- **Identify workforce development and training programs to prepare Section 3 residents for employment in the construction industry.**
- **Research best practices and work with selected developer to identify strategies for meeting employment and contracting goals.**

8. **People Leverage (5 points)**

- a. At least half of leveraged amount must be new commitment.
- b. For full points, leverage ratio of 15% of CNI grant vs. non-CN funds must be 1:3 or higher

**Tasks**

- **Identify partner organizations to provide leverage commitments.**
- **Provide sample leverage letter to partner organizations and ensure final letters meet HUD specifications.**
- **Align leverage commitments with support service strategy and cultivate additional partnerships as needed to address priorities identified in needs assessment.**
- **Ensure at least half of leveraged amount represent new commitments.**
- **Strive for leverage ratio of \$3 non-CN funds for every \$1 CN grant funds. For \$30M grant this is \$13.5M in leverage.**