

**The Mattahunt-Wheelock Partnership:
Accomplishments and Lessons Learned
2010 - 2016**

Report Prepared for
Wheelock College
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Executive Summary

For six years, a unique and vibrant public-private partnership has flourished between Wheelock College, the City of Boston, the Mattahunt Community Center (MCC), and residents in the Mattapan neighborhood of Boston.

The immediate aim of the Mattahunt-Wheelock Partnership (MW Partnership) was to ensure that a community center slated for closure in one of the city's most underserved neighborhoods would not only remain open *but actually expand its mission* by delivering innovative, holistic services to children, youth, and families. The MW Partnership accomplished this goal and emerged as a successful example of a public-private partnership involving a community center and an institution of higher education focused on academics, youth development, and family support. Among the partnership's many accomplishments:

- Re-opening the MCC in 2011 with an innovative blend of recreational, intergenerational, and academically focused programs
- Establishing the center as a thriving community hub using a place-based model
- Making significant landscaping and exterior improvements to enhance public safety at the facility
- Repairing and opening the facility's closed pool
- Recruiting nearly 40 collaborators to deliver a range of services
- Enhancing the civic capacity of Mattapan's residents

Important lessons for similar partnerships emerged from this successful civic experiment. The MW Partnership offers key learnings for how:

- Government can partner effectively to maximize services to community members
- Community centers can conceptualize service delivery
- Higher education can better engage in respectful, productive relations with communities

The MW Partnership to save and sustain the MCC would not have been possible without the commitment of Wheelock College and its President Jackie Jenkins-Scott, as well as the work of its leadership team, faculty, staff, and students. Significant roles in nurturing the MW Partnership were played by both Marta T. Rosa, Wheelock College's Senior Executive Director of the Department of Government & External Affairs and its Chief Diversity Officer, and Rashad O. Cope, Director of the MCC. But ultimately, the success of the MW Partnership relied upon the active participation of the residents of Mattapan. As reflected in the leadership and teamwork of the late Gareth Kinkead and others, Mattapan residents showed that they care deeply about their community and are willing to work to ensure a high quality of life for its youth and families.

The purpose of the report is to document the history, design, implementation, and accomplishments of the MW Partnership and to share its lessons in the hopes of informing future public-private partnerships.

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Introduction

This report is a study of a public-private partnership between Wheelock College, the City of Boston, a host of nonprofit partners, and the Mattapan community. It describes how the MW Partnership pursued a community engagement process to design a strategy for saving a community center and positioning it as the nexus for a range of education, youth, and family services. The report highlights the accomplishments, outlines the challenges, and shares the lessons learned as the MW Partnership evolved between 2010 and 2016.

The MW Partnership raises a number of key questions for educators, government officials, and community leaders about the ultimate purpose of collaboration. Specifically, it asks for thoughtful consideration regarding:

- Public-private partnerships and their value as catalysts for short- and long-range social change
- Government's role in partnerships between higher education and communities that involve the delivery of education and basic human services
- Colleges and universities moving from academic partners to actual facilitators of the partnership between higher education, government, and communities
- Community organizing and its role in defining, proscribing, and sustaining partnerships between higher education, government, and communities

This report provides a context for understanding and applying these questions to future collaborative initiatives; it also points to five key lessons that can serve to guide other partnerships that focus on neighborhood issues. In summary, the lessons touch upon the need for:

1. Supported and sustained community participation through investment of resources
2. Strong local participation in the design and implementation of initiatives
3. Creating a place-based service delivery model in which people are not compartmentalized and the natural interconnections between youth, parents, and families are emphasized

4. Utilization of technical assistance to expand and enhance the quality of civic engagement on the part of residents
5. Designing data measures that assess short- and long-range impacts and provide an opportunity for involving residents in understanding and using data to further their own community interests.

This report provides a brief history of the MW Partnership and its key components followed by a discussion describing its implementation as well as goals and stakeholders. The next section explains how an extensive community engagement process was initiated and completed. Finally, the accomplishments associated with this collaboration are summarized and followed by observations regarding lessons learned and possible next steps for the MW Partnership and the MCC.

The Mattahunt-Wheelock Partnership Model

The MW Partnership emerged from a period of fiscal stress during which the City of Boston – facing severe budget constraints – determined it could no longer support several of its community centers, including the MCC. In 2010, the late Boston Mayor Thomas Menino sought private partners’ support for the continued operation of these centers. After visiting community centers targeted for closing and reviewing their portfolios, Wheelock College, a “private college with a public mission,” offered to support the MCC’s operations and assist it in becoming self-sustaining. The MCC, located at the Mattahunt Elementary School and Athletic Complex in Mattapan, offered the college a unique opportunity to engage in academic programming as well as the creation of sports-related youth development activities.

On June 10, 2010, Wheelock College President Jackie Jenkins-Scott issued a campus-wide letter announcing that the City of Boston had approached the institution about co-managing the MCC and keeping it open for the children, youth, and adults of Mattapan. Such

a partnership would be consistent with the Wheelock mission and offered a “unique opportunity to strengthen our student experiences, our research and scholarship efforts, and to demonstrate the efficacy of our multidisciplinary approach to teaching and learning,” wrote Jenkins-Scott. The letter described the appointment of a coordinating committee composed of campus administrators, faculty, and staff to further explore this opportunity both for Wheelock College and the Mattahunt community.

A Mission-Driven Partnership

Wheelock College’s decision to embark on this partnership was based on its strong mission of service to the community. As explained by President Jackie Jenkins-Scott:

Wheelock College decided to embark on a bold and innovative effort for an institution of higher education. We decided to take over a community center located in one of the most underserved areas of Boston. Inspired by our mission to improve the lives of children and families, Wheelock engages in scholarship and service that enhances the vitality of families, communities, and societies. Because service is woven into our institutional and educational fabric and is strongly supported by faculty, administration, trustees, and students, [the Mattahunt Community Center Partnership](#) became an extension of the college.¹

Wheelock College’s participation and commitment to this public-private partnership was aimed at improving the lives of children and families by ensuring access to academic enrichment and recreation opportunities. As a private institution of higher education with a strong foundation in training practitioners in the “helping professions” of social work and teaching, Wheelock’s leadership and faculty understood that working with the city’s youth and their communities possessed important pedagogical value. College founder Lucy Wheelock believed in education as a social reform method. Through its involvement with the MCC,

¹ “The Three P’s: Public Private Partnerships in Action Sustaining Community Programs and Services,” *The Huffington Post* (March 10, 2014).

Wheelock College could extend its mission to serve the public good through service to the children of Mattapan, one of the most diverse neighborhoods in Boston.²

The MW Partnership is Born

Following an in-depth exploratory process, the MW Partnership was officially announced in August 2010.³

Under the agreement negotiated, the partnership would be implemented in collaboration with Boston's Office of the Mayor, Boston Public Schools (BPS), and Boston Centers for Youth and Families (BCYF). Wheelock College would provide technical assistance for enhancing the MCC's capacity and handle the management of some operations. The BPS, as the landlord for the community center's building, would provide needed repairs and maintain the swimming pool.

First proposed under the auspices of Wheelock's Center for Study and Practice of Sports Based Youth Development, the MW Partnership would reflect several components:

- Community capacity building
- Coordination of educational opportunities to connect children, youth, and families
- Increasing sports-based activities for the community
- Elevating the connection between academic theory and practices

² There were earlier efforts along the same lines that were used to establish a foundation for this new initiative. One example is the "MW Partnerships: Building Community Program," an undergraduate program where students would "train together to work as partners among the same community network of schools, social services agencies, and health care-systems in Roxbury, Massachusetts." See, *Memo* by Amy L. Phillips-Losso, "Opportunities for change that build on institutional advantages" (September 29, 2007).

³ This was followed by a *Memorandum of Agreement* between Wheelock College and Boston Public Schools in January 2011 in which some responsibilities and obligations between these two entities were defined further.

These components were in keeping with the three guiding principles for the college's participation (paraphrased below) that were presented at a meeting of Wheelock's Board of Trustees on December 1, 2010:

1. *To successfully develop an effective and sustainable partnership, Wheelock will require control of the facility in coordination with BPS*
2. *The MW Partnership must provide benefits to the Mattapan community as well as remain in keeping with Wheelock's core mission in ways that benefit and enhance the college*
3. *To ensure effective implementation, the City of Boston will be fully supportive throughout all departments as part of this collaboration model*

A Place-Based Model for Strengthening a Community

To set the foundation for the MW Partnership, Wheelock College created the Mattahunt Coordinating Committee, a leadership team comprised of faculty and administrators who would help frame the partnership's guiding principles. This framework was further refined in a report, *Mattahunt Wheelock Partnership Community Engagement Project Report: A Joint Path to Tomorrow*.⁴ The report reflected feedback from Mattapan residents and other stakeholders aimed at identifying community assets and programs needed to develop the MCC under a "place-based model" that would sustain a network of interconnected services for youth and older residents.

As explained by Dr. Adrian Haugabrook, Vice President for Student Success and Engagement at Wheelock College, a place-based model incorporates a range of actors to make an entire community better and stronger.

⁴ Marta T. Rosa, M.ED. Senior Executive Director, Wheelock College Office for Government and External Affairs, *Mattahunt Wheelock Partnership Community Engagement Project Report: A Joint Path to Tomorrow* (June 2011); full report available at: www.wheelock.edu/mattahunt

In a public presentation to the Wheelock Board of Trustees, Dr. Haugabrook and MCC Director Rashad O. Cope explained that a community and place-based integrated program model will:

[utilize assets and expertise to achieve agreed upon goals and outcomes; cultivate and support engagement and partnership; ensure community interests are assessed, understood, and considered; direct services and support other organizational activities; ...ensure programs, services, and practices designed to improve overall quality and effectiveness; and lend expertise and support throughout the Mattapan community.]⁵

Planning and Responsibilities

The partnership's planning timeline ran from 2010 to 2015 and would encompass several distinct phases of activity. These phases included:

- Implementing the engagement plan
- Developing operational objectives and new programs
- Establishing benchmarks for program evaluation
- Creating an action plan for building community capacity
- Exploring strategies for building and enhancing a public-private partnership
- Outlining the next steps for the MW Partnership and the MCC

For more details regarding the partnership's phases and related activities, see Appendix A.

Under the MW Partnership, Wheelock College would provide the administrative and fiscal oversight of programming for the MCC including the hiring of a director and staff.⁶ It would

⁵Dr. Adrian K. Haugabrook and Rashad O. Cope, *Mattahunt-Wheelock Community Partnership: A New Model for Public-Private Partnerships in Action* (June 2013).

⁶Rashad O. Cope was appointed as the first executive director; the staffing personnel remained small over the five-year period. Other positions included a program coordinator, youth advocates, two lifeguards, and in the

also maintain the MW Partnership as a venue for attracting resources and building collaboration with other organizations, including the Mattahunt Elementary School. The BPS would keep control of facilities for the elementary school and the swimming pool located at the MCC. The Boys and Girls Club would continue to offer its own programs at the MCC but in alignment with center programs. The MW Partnership would be responsible for the coordination of these entities.

For Wheelock College, the benefits of the MW Partnership were twofold: enhancing the educational experiences of its students by introducing a contextually-relevant urban learning space and emerging as an institutional leader in outreach scholarship and working with communities. Wheelock College students and faculty would have an opportunity to apply learning and teaching practices but also to learn from the Mattapan community. The partnership could also show how out-of-school-time programs can be informed by involving community partners and serve to strengthen the connections between academic programs and community interests. Finally, there was hope that the MW Partnership could model a holistic approach to academic achievement, youth leadership and development, and adult and family programs in a community setting.

A Partnership Shaped by the Community

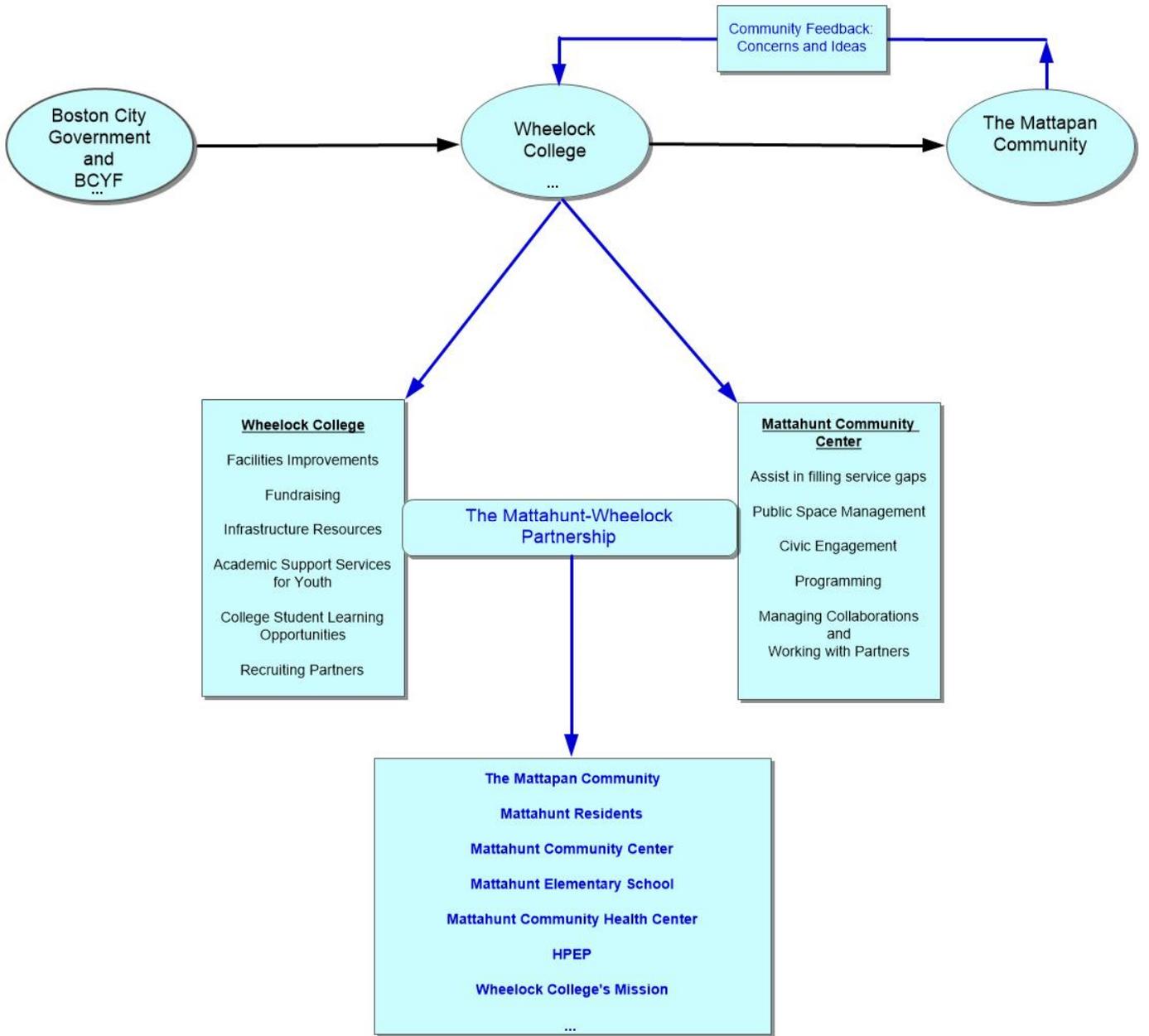
Community and resident feedback represented a critical element of the MW Partnership and provided a basis for shaping both its structure and its programming. Residents wanted a “safe place for kids to come to and feel a part of something, not excluded,” as well as “a community center that reflects what I’m doing at home with my children.” Residents also

final year a site coordinator. Currently, in addition to the director, MCC’s staff includes Barbara Pierre, Jessica Withers, Michele Andrade, Jessica Romero, Oliver Burns, Myante Ross, Damon Mercer and Rose Dorgilus.

expressed sentiments such as, “I would like to see [the] Mattahunt as a place that offers programming for child development as well as development for adults.”⁷

Driven by community input, relationships were planned between the City of Boston, Wheelock College, and the MCC. The next chart, *The MW Partnership: Relationships and Program Components*, show the relationships that were planned and implemented. The chart indicates that Boston approached Wheelock College to assist with the MW Community Center. With extensive and sustained feedback from residents Wheelock College effectively helped to build a foundation that represented a synergy between all sectors involved, but framed consistently by enhancing the types and quality of benefits for the Mattahunt Community Center and the Mattapan community. And the benefits were based on the collaborative work of the partners and the resources that could be tapped at the MW Community Center. This latter space could be used for a range of civic engagement activities in addition to program services.

⁷ Quotes taken from PowerPoint presentation, Mattahunt/Wheelock Partnership Community Engagement Process, produced by Wheelock Students in the Organizational Leadership Program Capstone Team (April 2011).



As shown, the MW Partnership draws institutional knowledge and resources from a private entity — Wheelock College — and connects these elements to government and community-based organizations through collaborative initiatives at Mattahunt Elementary, a public school and home to the MCC. As a result of this collaboration, gaps in services are bridged and programs are expanded for the benefit of the center’s youth and their families, who can now become more effective learning partners with their children and their children’s teachers.

This partnership model reflects, in part, an earlier public-private partnership for the rebuilding of Boston’s schoolyards.⁸ The Boston Schoolyard Initiative did not include a higher education partner. Nevertheless, the elements of success for that initiative are also represented in the MW Partnership. These are:

- Involving neighborhood residents in meaningful ways
- Collaboration among stakeholders with common and transparent missions and goals
- Activities that add educational value to both schools and communities
- Utilization of project activities for building and sustaining civic participation and relationships⁹

⁸ R. Lopez, R. Campbell, and J. Jennings, “The Boston Schoolyard Initiative: A Public-Private Partnership for Rebuilding Urban Play Spaces,” *Journal of Health Politics, Policy and Law*, vol. 33, no.3 (June 2008).

⁹ See, R. Lopez and J. Jennings, *Using Public-Private Partnerships to Improve Public Schoolyards and Playgrounds: A Manual for Community Groups*, Prepared for the Robert Wood Johnson Foundation (May 2009), p.4.

MW Partnership: Major Goals and Stakeholders

First Steps

After several public meetings in 2010, the Mattahunt Wheelock Community Planning Committee was established to continue soliciting community input.¹⁰ Its membership included Mattapan residents, parents, neighborhood associations, area businesses, and other local organizations, all critical for guaranteeing the initiative's success. In addition to Wheelock College and BCYF, other organizational partners included:

- Mattapan Boys and Girls Club
- Mattahunt Elementary School
- Bethel AME Church
- Mattapan St. Association
- BPD Area B-3 Community Service
- BELL After School Program
- Mattapan Patriots
- Mattapan Community Health Center
- The Garrett Pressley Autism Resource Center
- Mattapan CDC
- Franklin Park Tennis Association
- Boston Youth Enrichment Services
- Girl Scouts of Eastern Massachusetts
- Big Brothers Big Sisters of Massachusetts Bay

The committee developed seven recommendations to help guide the MW Partnership:

1. Develop programs that have an academic focus, engage all age groups, and respond to identified community priorities
2. Begin immediate improvements to facilities
3. Ensure attention and improvement to identified public safety issues
4. Engage MBTA to improve transportation to the MCC
5. Work with City Hall to change the street address for the MCC

¹⁰ The Mattahunt Wheelock Community Planning Committee was co-chaired by the late Gareth Kinkead, long term Mattapan resident representing the Colorado St. Citizens Group, and Marta T. Rosa, M.Ed. representing Wheelock College.

6. Establish an advisory board to ensure continued community engagement
7. Seek private and public funding to ensure sustainability of programs, services, and capital improvements

The committee also conceived three overarching goals that represented a framework for connecting services:

Goal 1: The MCC would be a self-sustaining community center with established leadership, a diverse program portfolio, and multiple funding streams. To achieve this goal required a governance structure of volunteers along with a recruitment and retention plan, program elements that were evaluable, and a shared space model.

Goal 2: Increase the focus on Mattapan through public leadership, awareness, and investment in community capacity building. For instance, the MW Partnership provided expertise and support to “Mattapan United”¹¹ – part of the Resilient Families Resilient Communities initiative – to create a network of resources, programs, and services to link institutions to the needs and values of the community. This effort included training residents in civic engagement and social issues; expanding community access to education, leadership, health and wellness, and adult services; and increasing awareness of social issues through public forums, media, and grassroots efforts.

Goal 3: Identify local stakeholders, residents, and parents for greater involvement. This recognition of “invested others” was important not only to maintain the legitimacy of the initiative as place-based but also because these individuals represented community assets, strengths, and a historical understanding of the issues and challenges facing Mattapan.

¹¹ See, *Mattapan United Community Contract*, Resilient Communities Resilient Families, Local Initiatives Support Collaboration – Boston (April 2013).

These three goals framed the MW Partnership’s work in recruiting organizations to provide numerous programs for the residents of Mattapan. These organizations included:

- Mattahunt PUSH Academy
- Mattahunt Technology Center
- Mattahunt DYEE Engagement Project
- Mattahunt Family Fun Night
- Haitian Parent Engagement Program (HPEP)
- Mattahunt Aquatics and Gym
- FPTA Tennis
- Mattapan Patriots Sports Collaborative
- SWIRLS Double Dutch
- P.A.C.E. Straight A’s Summer Leadership
- Catalyst IV Change (Breakfast IV Brothers)
- Girl Scouts of Eastern Massachusetts
- Boy Scouts of America
- Girls LEAP

Due in large part to the MW Partnership, the implementation of services by these organizations reflected the synergy between academics, youth development, and parental involvement.¹²

¹² *Joint Path to Tomorrow*, op cit.; other organizations that have participated in the MW Partnership to various degrees include: B-3 Summer Youth Program; Boston Nature Center; Boys and Girls Club; Flaherty Swim; Gallivan Community Center; Jewish Vocational Services; Mattapan ABCD; Mattapan Food & Fitness Coalition – “Healthy on the Block”; Mattapan Library; Mattapan Patriots; Mildred Ave Community Center; Museum of Science - Street Team Visit; Parent University (Seminar and Series for Parents); PKMA (Martial Arts); Roxbury Youth Program; SCA

An Emphasis on Collaboration

In addition to programs, however, the MW Partnership also encouraged collaboration between sectors. A primary example was the synergistic relationship generated between the MCC and the Mattahunt Elementary School. Genteen Lacet Jean-Michel (also a Mattapan resident) was appointed as principal of the Mattahunt Elementary School in 2013 and was a member of the MW Partnership Community Advisory Board. She worked closely with the MCC and other MW Partnership members to improve the quality of services and opportunities available to her students.¹³

Another example of how the Mattahunt Elementary School and MCC still work together is the Haitian Parent Engagement Project (HPEP). This 2015 initiative was designed in collaboration with a number of groups and modeled after the work of the family-centered Boston Chinatown Neighborhood Center's "English for New Bostonians" program. Today, HPEP "is providing Haitian parents with the tools and the resources they need to become effective, vocal advocates for their children in Mattapan."¹⁴ Via its Parent Solutions program, Haitian immigrant parents receive information, supportive services, and workshops to help them navigate the Mattahunt Elementary School as well as other public schools. HPEP also provides case management and referrals. According to its coordinator, Rose Dorgilus, HPEP helps parents "to have better access to services and resources at the school and in the community."¹⁵ This program also enhances the school's cultural competency resources

(The Student Conservation Association); Senior for the Future (Health and Wellness program for seniors and youth); Soccer 1/Mass Premiere Soccer; Sylvan Learning; Trustees of Reservations (Healthy food program).

¹³ *Mattahunt-Wheelock Progress Report*, Prepared for The Boston Foundation (December 2013).

¹⁴ *SAMPAN* (December 8, 2015); also see *Boston Haitian Reporter* (November 17, 2015).

¹⁵ Email correspondence, February 27, 2016.

because it facilitates communication and relationship-building with parents who may be immigrants or non-English speakers.

Planning for Community Engagement

In September 2010, meetings were held by the Wheelock leadership team at the MCC to engage community stakeholders and to form a joint community advisory board, comprised initially of 13 Mattapan residents and civic leaders, as well as Marta T. Rosa representing Wheelock College. Mattapan residents were recruited in October 2010 to participate in planning meetings for the MCC and to strategize about future community services. In November and December 2010, the United Way of Massachusetts Bay and Merrimack Valley provided funding to support the Mattahunt Community Engagement Project. A project consultant, Tracey Britton, was subsequently hired to facilitate a wide range of community-based planning activities.¹⁶

An immediate issue for the MW Partnership was how to conceptualize “community.” Ultimately, Mattapan’s residents would help to describe and define this concept as an evolving one.

Community is not static but ever changing, with a sense of place and history. The community engagement process was built on this understanding and strengthened as a result. Indeed, the consensus among interviewees was that the MW Partnership contributed to greater community bonding.

¹⁶ *Mattahunt Wheelock Community Engagement Project Report: A Joint Path to Tomorrow* (June 2011) is a comprehensive review of the community engagement process and results; readers should refer to this document for a thorough understanding about the nomenclature of this extensive and deep community engagement process.

In alignment with this approach, Wheelock College’s leadership supported a vision in which its faculty and students would work with the community in a “mutually beneficial and respectful collaboration” that was responsive to the needs and decisions of residents for sustaining a community institution. Wheelock College sought to build an MW Partnership derived from the community’s strengths and resources, including a long “community heritage and sense of belonging in the area.”¹⁷ The Wheelock College team approached community engagement as a venue and timeline that would reflect the mission of the College and the stated interests and concerns of residents as it identified resources, community assets and stakeholders for the benefit of the residents.¹⁸

The Community Outreach Process

Wheelock College representatives understood the challenges to maintaining a comprehensive community engagement process. These challenges included: a lack of adequate funding to support planning and engagement, managing public messages about the initiative, and the need to understand Mattapan as a community in order to work with it as a true partner.¹⁹

Extensive outreach would be required to engage residents in the planning process. This process of community engagement utilized various tools for soliciting concerns and recommendations directly from Mattapan residents including interviews, meetings, charrettes,

¹⁷ Ibid.

¹⁸ See, Marta Rosa, Willie Rodriguez, Chris Sumner, Diana Cutaia, *Mattahunt Community Center* (August 2, 2010); also, *Wheelock College and Mattahunt Community Center Documentation Project, Documenting Community Engagement 2010-2011*, a report prepared for internal college discussions.

¹⁹ Marta Rosa, William Rodriguez, Chris Sumner, Diana Cutaia, *MCC* (August 2, 2010).

and surveys. In addition, a door-knocking campaign conducted by five “street teams” composed of Wheelock students, Mattapan residents, and other volunteers (such as the Boston Police Department) canvassed the neighborhood and encouraged residents to complete a needs assessment survey. If residents were not at home, the teams left a letter requesting that they complete and return the survey.

Wheelock College Capstone students in the Organizational Leadership master’s program also supported the Community Engagement Project through a yearlong experiential learning process.²⁰

To keep the community informed about the partnership’s activities, a website and a telephone line were set up and ongoing email communications sent. Written reports were also provided to stakeholders to maintain involvement in the planning process.

Wheelock College committed to sustaining community engagement by continuing communication with residents and government representatives regarding the development of the MW Partnership. This effort included holding open planning meetings with translation in Spanish and Haitian Creole, community surveys aimed at youth and adults, written information materials in Haitian Creole, Spanish, and English, and sharing information with local media. Wheelock College also provided child care and food for all community meetings to help these events feel less like formal presentations and more like family gatherings.

Throughout the community planning meetings and charrettes, some big picture questions were posed to residents: What are the strengths of Mattapan? What are the biggest or most important priorities? What are the biggest challenges in the way of the priorities?²¹

²⁰ *Joint Path to Tomorrow*, op cit.

The MW Partnership effectively tapped the concerns and ideas expressed by residents through this planning process. For example, at one early planning charrette, residents called for youth programming connected to families and the local public school to ensure that children are in fun but supervised settings and not hanging out on the streets. Residents also requested opportunities to increase parental involvement with youth programming while respecting that families can be overstretched in this part of Boston. Other priorities raised included:

- Youth programming that resonates with a diverse community
- Expanded daily and weekend hours at the MCC
- The need for public transportation
- Enhancing public safety with better lighting and signage at the center

Through the planning process, the MW Partnership also provided Mattapan residents, Wheelock College, and the broader Boston community with volunteer opportunities focused on youth and family activities. Ultimately, this extensive and community-based planning process built an impressive volunteer base of residents. Since 2011, the MCC has provided the community with about 4,000 volunteer hours.²²

²¹ See, "Mattahunt Wheelock Partnership Opening Community Planning Session," (December 7, 2010).

²² See, *Engaging Public-Private Partnerships to Sustain Community Programs*, Presentation at the Massachusetts State House (February 11, 2014).

Key Accomplishments

The accomplishments of the MW Partnership are extraordinary given its short timeframe. Indeed, the partnership's work and place-based approach has been lauded throughout its tenure. State Senator Linda Dorcena Forry has noted that Wheelock made "a very direct and intentional effort to get voices from the community out there.... There's a feeling that this is really being done in partnership with the community, instead of just the idea of someone trying to 'save' Mattapan."²³

The MW Partnership has also been the recipient of several awards for its commitment to community service and civic engagement. In 2012, the partnership received the John Blackburn Award from The American Association of University Administrators for service related to the MCC's revitalization. And in 2014, Wheelock College received President Obama's Higher Education Community Service Honor Roll for providing 220,000 hours in service to communities; Wheelock's work at the MCC was one of the projects highlighted in this award.

Such accolades shine a light on the MW Partnership's many achievements over the past six years. A sampling of key accomplishments follows below.

Accomplishment: The MW Partnership's foremost achievement is the simple fact that its efforts ensured that a community center slated for closure in an often-neglected city neighborhood was able to survive and thrive during a difficult fiscal time for Boston. The MW Partnership's managerial and infrastructure support kept the MCC open and allowed the center to expand as a hub for community organizing and the delivery of place-based services.

²³ See, *The Mattahunt Wheelock Partnership*, Final Report (January 2013), at: www.wheelock.edu

According to Wheelock College Professor William Rodriguez, this achievement occurred because the college “has been able to establish a presence in the community and worked through the MW Partnership with the leadership of Mattapan to bring attention to the concerns and needs of that community and of the critical importance of preserving the center as a hub for youth to engage and families to improve their quality of life.”²⁴

Accomplishment: The MW Partnership established the MCC not just as a venue but as a nexus for place-based investments and collaboration. Respecting community feedback ensured that the MCC would emerge as an entity actively involved in civic engagement around the social challenges facing Mattapan’s residents. For example, the MCC:

- Worked with the MW Partnership to spearhead civic education programs and provide venues for residents to become involved in helping their community
- Engaged community members beyond the confines of typical after-school programs to provide opportunities for building community spirit and mutual support
- Emerged as a point of access for services, including mental health, physical health, education, and youth development
- Provided a public space for churches, neighborhood groups, and individual members to meet and sponsor a range of activities

Accomplishment: During a four-year period, the MW Partnership attracted 36 collaborators in delivering a range of coordinated services. This was done by ensuring that strategies and activities reflected the concerns and recommendations of residents, managing

²⁴ William Rodriguez, *Mattahunt-Wheelock Sustainability Report* (November 2013), p.12.

communication among the partners through various meetings and presentations, and using the MCC as a nexus for services implementation.

The MW Partnership was thus able to help the MCC obtain and deliver services for a significant number of Mattapan youth and residents. By 2015, the partnership had initiated and sustained a number of programs aimed at enhancing educational opportunities for youth.²⁵ Initiatives included the following:

- **PUSH Academy** is an afterschool program that prepares elementary and middle school students for college and future careers. Based at the MCC, it also provides academic support in math and science, creative writing and technology. Approximately 55 students were served under the program in 2015.
- **MCC Teen Civic Engagement Program** is aimed at youth who are 14-17 years of age. Civic leadership training is offered and teens have opportunities to attend workshops touching upon college and career interests, financial literacy, and self-empowerment.
- **Mattahunt Elementary School** works with the MCC to ensure that every 4th and 5th grader receives college exposure experience such as campus tours. In 2015, 141 children participated in these activities. Wheelock College also established an Early College Access Program (ECA) at the school that serves 4th to 10th graders in Mattapan and the Greater Boston area. Approximately 600 youth participated in this program in 2015, including 200 served at the MCC. Under the MW Partnership, Wheelock College contributed computer and technology

²⁵ Wheelock College, *Institutional Master Plan Update*, Submitted to the Boston Redevelopment Authority (March 17, 2015).

resources to help operate a technology lab. The MW Partnership also obtained funding so that every teacher at the school would have a classroom computer.²⁶

Accomplishment: MCC served as an incubation space for The Institute of Pan African Cultural Education (P.A.C.E), an out-of-school-time program that targets the kindergarten through third grade population, ages 5 to 9. The P.A.C.E. program sought its own 501c (3) approval as a result of the MW Partnership. It has also expanded its services to another site.

Accomplishment: The MW Partnership provided interconnecting services and opportunities for youth, families, and adults in Mattapan through the MCC. Examples of such intergenerational programming include:

- Family Fun Nights, which occur monthly at the MCC. Families, friends, and neighbors participate in various activities and enjoy a free and healthy meal courtesy of Sodexo, the food management corporation. In 2016, about 600 adults and children participated in this program.

Accomplishment: Under the MW Partnership, Wheelock College students were provided with innovative learning and service opportunities aligned to the institution's mission.²⁷ College volunteers helped MCC youth with MCAS preparation activities. Wheelock's Juvenile Justice and Youth Advocacy Program planned a community forum with MCC youth. There were field placement opportunities for undergraduate students to help with after-school activities. Wheelock College interns staffed a summer enrichment program. A team of graduate students completed an independent study about ways to strengthen academic

²⁶ Wheelock College, *Institutional Master Plan Update*, op cit.

²⁷ *Mattahunt-Wheelock Progress Report*, Prepared for The Boston Foundation (December 2013).

support for Mattahunt Elementary School students. Wheelock College's Center for International Partnerships and Programs arranged for visiting scholars to visit and meet with students and youth at the Mattahunt Elementary School and MCC.

Accomplishment: The Mattapan Integrative Care Partnership (MICP) represented a significant development for the residents of Mattapan. Under the auspices of the MW Partnership, Wheelock College, MCC, the Mattahunt Elementary School, and the Mattapan Community Health Center (MCHC) worked together to address the comprehensive health care needs of residents by opening a Behavioral Health Unit in December 2014.²⁸ State Senator Linda Dorcena Forry and State Representative Dan Cullinane secured \$50,000 in state funding for the initiative.

As reported by President Jackie Jenkins-Scott:

After assessment, discussion, and work within the community, it was evident that Mattapan lacked easily accessible behavioral health services within the neighborhood. Mental health issues like depression and substance abuse have grown and the increases in homelessness and a poor economy have exacerbated the need for these services. From our work within the Mattahunt Elementary School, we found out that the absence of mental health providers has resulted in disruptive student behavior that makes effective change challenging to achieve. As a result of its work at the [Mattahunt Community Center](#), Wheelock is facilitating the development of a MW Partnership that brings together our college, a community health center, two elementary schools, and a community center to reach out and serve an under-resourced community. The partners committed to tackling this community challenge by adopting an innovative model on the cutting edge of integrated medical care, which will reduce fragmentation of care and attend to the needs of the whole patient.²⁹

Once again, the MW Partnership helped initiate another major collaboration: "The MCC and Mattahunt Elementary School will act as satellite, feeder locations for the MCHC's

²⁸ See, www.wheelock.edu/about/programs-and-initiatives/mattahunt-community-center

²⁹ "Forging Community Partnerships to Improve Integrated Health," *The Huffington Post* (March 11, 2015; updated May 11, 2015).

Behavioral Health Department. Wheelock College's advanced social work students, under the supervision of a licensed social worker, will administer comprehensive screenings at these satellite locations, which will help identify child/family health, behavioral health, and social service needs. Students will then make referrals to appropriate services at the MCHC as well as other agencies within the City of Boston."³⁰

Accomplishment: Wheelock College triggered facility improvements such as landscaping and exterior improvement, public signage and lighting. Volunteers participating in the annual Wheelock College Service day replaced damaged or missing panels in the MCC's multi-purpose room. Wheelock College students worked with residents to landscape and clean the MCC's field and outdoor areas. Volunteers painted and beautified the center's interior lobby. Signage was installed throughout the MCC and Mattahunt Elementary School.³¹

Accomplishment: The MW Partnership attracted considerable external funding from public, private, and foundation sectors to support its programming.

- Wheelock College made a \$300,000-per-year investment to operate the MCC for an estimated total of \$1.2 million over four years, a figure that includes in-kind contributions and funds raised.
- The MW Partnership also raised funds via The Boston Foundation, United Way of Massachusetts Bay and Merrimack Valley, Blue Cross Blue Shield of Massachusetts, Santander Bank, The Hamilton Company, and others. Corporate and philanthropic partners contributed more than \$400,000. Significantly, the

³⁰ See, [www.wheelock.edu/mattapan-integrative-care-MW Partnership](http://www.wheelock.edu/mattapan-integrative-care-MW-Partnership)

³¹ Rashad O. Cope, *Mattahunt-Wheelock: A Year by Year Look at Progress and Success* (December 12, 2013).

partnership also raised Mattapan's profile with major corporate funders that had been unaware of the neighborhood's needs.

- Government funding also played a key role. The MW Partnership leveraged \$550,000 for behavioral health services in collaboration with Mattapan Community Health Center and state legislators. The MCC received \$63,000 from Department of Youth Engagement & Employment for hiring teens in 2013 - 2014.³²

Challenges

While these are significant accomplishments, challenges arose as the MW Partnership sought to implement programs and services. As with all partnerships, the devil is in the details when it comes to defining roles and accountability. The MW Partnership was no exception.

The primary challenge was that for some of the public agencies charged with implementing initiatives, there was a disconnect between Wheelock College's role as an academic partner and as operations manager of the MCC under the MW Partnership. Three issues emerged as a result of this disconnect.

1. Engagement with the BPS as a full partner proved elusive. For example, the BPS agreed to waive after-hours building fees at the MCC but attempts to get it to initiate and complete building repairs met limited success. The BPS's attention was more directed to the MCC swimming pool, which it sometimes treated as separate from the MCC operations. The inconsistent nature of BPS's engagement limited the MW Partnership's impact.

³² Wheelock College, *Institutional Master Plan Update*, op cit.

2. The MW Partnership also bumped into limits on comprehensive neighborhood improvements in the context of agencies making silo-based decisions to meet their own missions. A BPS decision to declare Mattahunt Elementary a “turnaround” school in 2013 due to its low MCAS exam scores required the school to institute an extended daily schedule. As a result, the Boys and Girls Club would not be able to provide its programs due to the change in school hours.³³ As noted by the MCC’s director in a presentation to The Boston Foundation, “We have had to re-think programming, develop new MW Partnerships, and, through several conversations with the new principal, seek a deeper understanding of the current needs and assets.”³⁴ Avoiding such siloed decision making is critical for ensuring that future partnerships can evolve within a consistent framework of shared understandings.
3. Public transportation is crucial in ensuring that Mattapan residents, youth, and families can access the MCC. Residents have made numerous requests that a local bus be routed past the MCC. At a June 19, 2012, meeting of the Mattahunt Wheelock Partnership Community Advisory Board, one member, Corey Allen, asked that a letter be sent to then-State Representative Linda Dorcena Forry and State Senator Jack Hart asking the MBTA to have Bus #30 make a turn into the MCC. Aligning public transit with the center can have a positive impact on community participation and outreach.

³³ Until 2013 after-school programming was after the school day hours of 7:20 am to 1:20 pm. After the change the school day was moved from 9 am to 4 pm; this meant that children and young people of the Mattahunt School would be leaving too late to take advantage of some MCC services or those of the Boys and Girls Club; see, Rashad O. Cope, “Letter to the Mattapan Community,” *Dorchester Reporter* (September 1, 2013).

³⁴ *Mattahunt-Wheelock Progress Report*, Prepared for The Boston Foundation (December 2013), p.3.

These are the kinds of challenges to be considered in planning for strengthening the MCC and its model of service under a future MW Partnership.

Looking to the Future

The MW Partnership between Wheelock College and the City of Boston ended in June 2016 based on a memorandum signed by the College's president and the Office of Civic Engagement on behalf of Mayor Martin J. Walsh.³⁵

Part of the transitional agreement includes the appointment of a committee to discuss potential plans for the administration of the Center. It states that "all parties to this agreement will collaborate to identify the management structure and/or entity to replace Wheelock. This will include – but is not limited to – convening a Transition Leadership Team for purposes of seeking a longer term management partner and plan."

Wheelock College will continue supporting the critical partnerships between the Mattahunt Elementary School and the surrounding community, residents, and agencies as it prepares for a transition of the managing role for the MCC. But looking ahead, there are several MW Partnership scenarios that might emerge in the future. These include:

- Wheelock College remains as full managing partner where "Wheelock has full control over governance structure, strategic position, fiscal oversight, fundraising programs and operations."

³⁵ Correspondence between President of Wheelock College and Office of the Mayor, Martin J. Walsh, *Amendment I: Extension of Agreement*, 2015.

- A co-management partner arrangement similar to the current one emerges where “Wheelock and Community have shared responsibilities and decision-making in governance and leadership, fiscal oversight, programs, and operations.”
- Establishment of an independent entity with academic strategic alliance and affiliation; here, “an independent tax-exempt 501 (c) (3) non-profit corporation would be established...Wheelock would remain as an academic partner.”
- Establishment of a sole independent entity, “a private non-profit or the newly established non-profit to take over all governance and leadership, program operations, facility management, fundraising, and Wheelock College pulls out at the end of the agreement.”³⁶

The other alternative would be to return the MCC to the BPS and BCYF.

There are organizational issues that need to be addressed under any of these scenarios. In summary, these issues include: the need to increase youth and family participation at MCC after the school hours change for the Mattahunt Elementary School; improvement in facilities and grounds, as well inside the MCC and the school; consideration of how public transportation can be utilized as a resource for this part of Mattapan; the need for data metrics to measure and evaluate any future strategies and efforts; and the need to increase resources to sustain a new scenario involving MCC because even successful

³⁶ *Mattahunt-Wheelock Sustainability Report* (November 2013).

fundraising may not be adequate “to build capacity, enhance programs, and bring innovation.”³⁷

Lessons Learned

Whatever decisions are made regarding the MW Partnership’s future, its evolution and accomplishments suggest several important lessons for those interested in pursuing this model of collaboration between the public and private sectors.

Lesson 1: Wheelock College built a successful collaborative model for improving the quality of life and enhancing the civic capacity of Mattapan’s residents within a context of supported community participation. To achieve this objective, the institution committed significant internal resources in terms of funding, time, and other assets to the MW Partnership. However, major institutional commitment and resources from government, foundations, and the private sector are also required to launch and maintain such a collaboration. Entities considering similar future partnerships should carefully and thoughtfully plan for encouraging the full participation of all partners.

Lesson 2: The MW Partnership succeeded in part because Wheelock College’s purpose and presence were transparent to the community. Mattapan residents, local business and nonprofit leaders, and neighborhood organizations were involved in shaping and defining the college’s presence in the community from the beginning. Wheelock College’s own stated aim was not to use this initiative as a research or laboratory opportunity but as a way of meeting

³⁷ Ibid.

its institutional mission of service and teaching. Future partnerships involving higher education and local communities should always be clear about an institution's purposes and objectives so that residents can decide if the arrangement makes civic and economic sense from their own perspective.

Lesson 3: Human services can be delivered holistically and in ways that empower residents to become civically engaged. The MW Partnership took steps to ensure that services were not siloed by demographic categories of residents. Instead, the delivery of services was utilized as an opportunity to increase and enhance civic engagement on the part of all residents. The MW Partnership's success made clear that this strategic approach can work in attracting services and improving the quality of delivery while also acting as a tool for bringing people together.

Lesson 4: The availability of technical assistance is critical for involving residents and sustaining community-based partnerships. However, reliable resources for technical assistance should enhance the quality of civic engagement even as they aim at making programs more effective and responsive to the needs of residents. There is a need for residents to understand *how* to participate and organize themselves. Building civic capacity can lead to a greater sense of individual and collective efficacy. A citizenry thus empowered truly holds institutional partners accountable for decisions and actions that impact the community. In turn, such effective accountability contributes to enhancing the level of trust that may be needed for other undertakings.

Lesson 5: Data and metrics are important for documenting impacts, assessing how systems and programs are designed and implemented, driving improvements, and acting as a

resource for short- and long-range planning. Foundations and institutions of higher education can be especially helpful in this regard, particularly if they involve residents in the design and implementation of surveys and other data collection tools. The MW Partnership and Wheelock College engaged residents in the design and implementation of community surveys. Doing so helped enhance the community's understanding of and stake in the survey process; it also provided residents with the opportunity to consider the findings and implications of what they discovered about their own neighborhood and its needs.

These are the fundamental lessons to emerge from the evolution, experiences, and accomplishments of the MW Partnership.

Concluding Thoughts

The MW Partnership's place-based model offers a robust blueprint for linking youth and family services with an expansion of local civic involvement by breaking down the various barriers to a unified delivery of educational and social services to the community. It also encourages the exploration of related themes such as:

- Developing and implementing youth services that support and enhance the lives of families and older residents
- Connecting community-based services to local economic and business development
- Devising strategies to apply the learnings of the MW Partnership and MCC experience to other public schools

- Linking academic programming in higher education to public schools and community centers synergistically

The MW Partnership is emblematic of the unique opportunity the City of Boston now has to act as a catalyst for innovative partnerships between higher education, communities, and the public sector that aim at enhancing the quality of resident services or targeting a specific concern in neighborhoods. In that spirit, city officials should consider the following questions:

- What kinds of local issues and challenges can be resolved through the holistic strategies represented by the MW Partnership?
- Are there government practices that could encourage this kind of framework?
- How can foundations be encouraged to continue or expand resources and technical assistance for replicating the partnership's benefits?

Boston now has lessons to share – and a foundation from which to build other place-based collaborations – thanks to the tireless work of the MW Partnership, its leaders and partners, and especially the residents of Mattapan.

One statement succinctly captures the story of the MW Partnership and the work of residents in the Mattahunt/Mattapan neighborhood:

We have only just begun. We must continue to work together on our journey to revitalize the Mattahunt Community Center, with Wheelock College as our partner; ...we can make sure that the center can return to the place the Native Americans spoke about, The Mattahunt (Mattapan), which means "a good place to be."

Gareth Kinkead, Co-Chair, Mattahunt Community Planning Committee

Methodology

Analysis of the MW Partnership is primarily informed by two methods. First, an extensive review and analysis of documents – including news accounts and foundation reports – related to the planning, initiation, and implementation of the MW Partnership between 2010 and 2015 was undertaken. Individuals and residents were interviewed regarding the various stages of the MW Partnership, its significance, and its limitations. They were also queried about the MW Partnership’s accomplishments, challenges, and lessons, and what they believe might be its next steps.

List of Appendices

Appendix A provides additional detail regarding the partnership's phases and related activities.

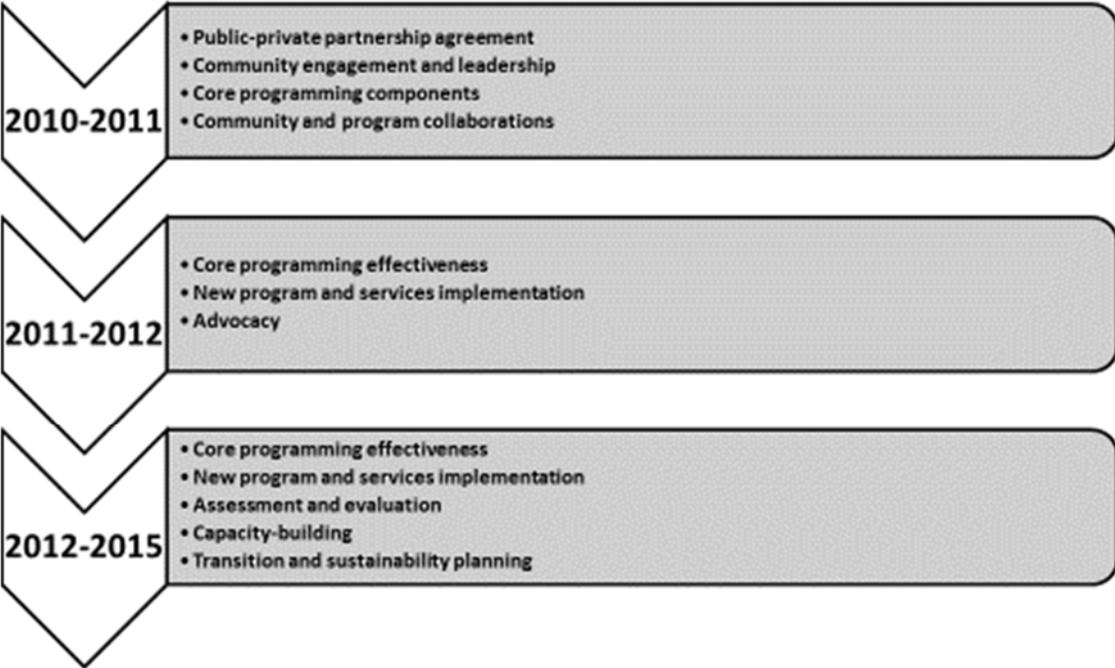
Appendix B consists of a map showing Boston's Mattapan neighborhood and the actual location of the MCC in the Mattahunt section, as well as an arbitrary radius boundary of .5 miles used to describe the population in the report. It also shows the distance between the MCC and the closest bus route.

Appendix C consists of a demographic profile of the area (within the .5-mile radius) adjacent to the MCC, including a chart detailing the demographic breakdown.

A timeline describing the initiation and development of the MW Partnership is presented in **Appendix D**, and **Appendix E** lists the individuals who provided input for the completion of this report.

Appendix A: MW Partnership Phases & Actions

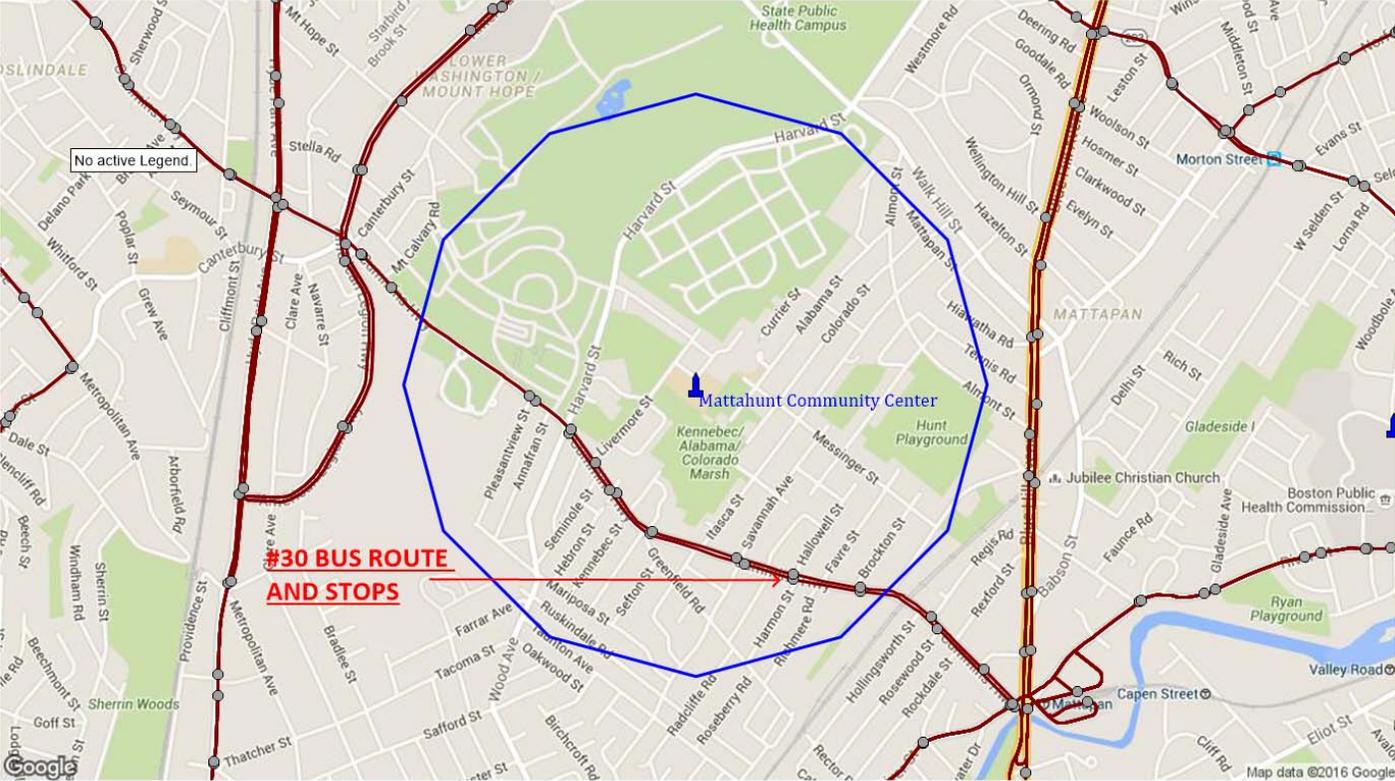
The following figure describes the partnership’s phases and related activities from its proposed inception to its end date.³⁸



³⁸ See, *Engaging Public-Private Partnerships to Sustain Community Programs*, Presentation at the Massachusetts State House (February 11, 2014).

Appendix B: MCC's Location in Mattapan's Matthunt Section

Map 1



Appendix C: Demographics

According to the U.S. Census Bureau's 2010 Decennial Census, the total population of this area is 5,480 persons: 55% are female and 45% are male. Most are Black or African-American (86%). The Latino population is 11%. Almost one fifth (19%) of all persons are between 5 and 19 years of age but the median age of all persons is 40.1 years (compared to 32.9 years for the City of Boston).

This is an area primarily of families, where 85% of all persons live in family households (65% for Boston). More than a third (35.2%) live in households with persons under 18 years of age (23.1% for Boston); 28.5% live in households with persons 65 years of age and over (19% for Boston). In terms of family structure, 40.6% of all families are husband-wife; 10.6% are male, no wife present; and 48.8% are female, no husband present.

A majority of Black households (84.8%) reported living in the "same house one year ago." This compares to 71.2% of all Latino households and 58.6% of all White households living in this area. A third (33%) of all persons 25 years of age and older hold a high school degree or GED (General Equivalency Diploma). Half of all housing units are owner-occupied. Almost one fifth (19.8%) of all persons had incomes below the official level of poverty.³⁹

³⁹ The source for this data is the 2010 Decennial Census and the American Community Survey 2009 – 2013 5 Year Estimates.

Appendix C, Chart 1: Social and Demographic Profile of the Mattahunt Community (.5-mile radius from 100 Hebron St.)

| | | | | |
|--|--------------|-------|----------------|-------|
| Males | 2,463 | 45.0% | 293,488 | 47.9% |
| Females | 3,017 | 55.0% | 318,626 | 52.1% |
| All Persons by Age | 5,480 | | 612,114 | |
| Under 5 years | 343 | 6.0% | 32,077 | 5.2% |
| 5 to 9 years | 297 | 5.0% | 26,526 | 4.3% |
| 10 to 14 years | 340 | 6.0% | 26,183 | 4.3% |
| 15 to 19 years | 412 | 8.0% | 49,414 | 8.1% |
| 20 to 24 years | 386 | 7.0% | 87,743 | 14.3% |
| 25 to 29 years | 345 | 6.0% | 74,346 | 12.1% |
| 30 to 34 years | 330 | 6.0% | 53,063 | 8.7% |
| 35 to 39 years | 371 | 7.0% | 40,285 | 6.6% |
| 40 to 44 years | 379 | 7.0% | 36,306 | 5.9% |
| 45 to 49 years | 400 | 7.0% | 35,590 | 5.8% |
| 50 to 54 years | 390 | 7.0% | 33,780 | 5.5% |
| 55 to 59 years | 412 | 8.0% | 29,806 | 4.9% |
| 60 to 64 years | 347 | 6.0% | 25,486 | 4.2% |
| 65 to 69 years | 240 | 4.0% | 18,441 | 3.0% |
| 70 to 74 years | 180 | 3.0% | 14,049 | 2.3% |
| 75 to 79 years | 139 | 3.0% | 11,011 | 1.8% |
| 80 to 84 years | 92 | 2.0% | 9,025 | 1.5% |
| 85 years and over | 77 | 1.0% | 8,983 | 1.5% |
| Population by Race/Latino Origin | 5,480 | | 612,114 | |
| White | 251 | 5.0% | 332,782 | 27.7% |
| Black or African American | 4,693 | 86.0% | 145,744 | 12.1% |
| American Indian and Alaska Native | 30 | 1.0% | 2,369 | 0.2% |
| Asian | 14 | 0.0% | 55,221 | 4.6% |
| Native Hawaiian and Other Pacific Islander | 0 | 0.0% | 265 | 0.0% |
| Other Race | 304 | 6.0% | 51,589 | 4.3% |
| Two or More Races | 188 | 3.0% | 24,144 | 2.0% |
| | | | | |
| Hispanic or Latino: | 594 | 11.0% | 107,323 | 17.5% |
| Not Hispanic or Latino | 4,886 | 89.0% | 504,791 | 63.5% |

| | | | | |
|--------------------------------------|--------------|-------|----------------|-------|
| Population by Household Type: | 5,480 | | 612,114 | |
| In family households | 4,637 | 85.0% | 367,722 | 65.0% |
| In nonfamily households | 843 | 15.0% | 198,178 | 35.0% |

| | | | | |
|---|--------------|-------|----------------|-------|
| Households by Age Group | 2,127 | | 250,572 | |
| Households with persons under 18 years | 749 | 35.2% | 57,861 | 23.1% |
| Households with persons 65 years and over | 607 | 28.5% | 47,499 | 19.0% |

| | | | | |
|--|--------------|-------|----------------|-------|
| Total Families | 1,411 | | 114,833 | |
| Husband-wife family | 573 | 40.6% | 63,929 | 55.7% |
| Male householder, no wife present | 149 | 10.6% | 10,292 | 9.0% |
| Female householder, no husband present | 689 | 48.8% | 40,612 | 35.4% |

| | | | | |
|--------------------------|--------------|-------|----------------|-------|
| Family households | 1,411 | | 114,833 | |
| 2-persons | 519 | 36.8% | 47,101 | 41.0% |
| 3-persons | 395 | 28.0% | 29,024 | 25.3% |
| 4-persons | 254 | 18.0% | 20,771 | 18.1% |
| 5-persons | 139 | 9.9% | 10,383 | 9.0% |
| 6-persons | 56 | 4.0% | 4,248 | 3.7% |
| 7-or-more-persons | 48 | 3.4% | 3,306 | 2.9% |

Appendix D: Mattahunt-Wheelock Partnership Time Line

April – August 2010

- Exploration initiated about possibility of Wheelock College serving as operational manager and capacity builder for a Boston community center; tours of several centers began in mid-April
- Wheelock leadership team formed and an initial draft of the project created
- Announcements of the new MW Partnership in August

September - December 2010

- Meetings initiated by the Wheelock leadership team at the MCC to engage community stakeholders and to form a community advisory committee
- Mattapan residents recruited to participate in Mattahunt Community Planning Committee
- United Way of Mass Bay donates \$30,000 to support Mattahunt Community Engagement Project
- Project consultant hired to move the Mattapan community work forward; first community-wide planning session held at the community center

2011

- MCC director hired and senior director appointed at Wheelock College to oversee MW Partnership
- *Mattahunt Wheelock Partnership Community Engagement Project Report: A Joint Path to Tomorrow* assembled based on community feedback
- MCC officially re-opens in the fall
- Launch of Mattahunt Boys Academy

2012

- Hosted community-wide Back to School Jamboree by MW Partnership with Mattapan United
- Developed MW Partnership with P.A.C.E.
- Renovations to Mattahunt Pool
- Hosted community engagement forum on “Joint Path to Tomorrow”
- John Blackburn Award received

2013

- Mattahunt Elementary School is declared a turnaround school requiring change in school hours
- Boys and Girls Club closed
- PUSH Academy Out-of-School Time Program started
- The Mattapan Integrative Health Care Partnership established
- Hosted college and career engagement event

- Furnished full-service computer lab

2014

- PUSH Academy programs offered
- Transition committee established in summer 2014; consultant retained to develop a transition plan with the group. Transition team included representatives of the City, Mattahunt school principal, and Wheelock College staff
- Launch of Breakfast IV Brothers MW Partnership
- New and extended collaboration with Boston Mayor Martin Walsh and Boston Public Schools Superintendent Dr. Thomas Chang

2015

- Final year for agreement between City and Wheelock College
- Transition plan presented to the City and the full advisory board in spring 2015
- Mayor Walsh requests and Wheelock agrees to a one-year extension to June 2016 for transitional purposes
- Haitian Parents Engagement Project (HPEP) is established

2016

- Transition plan submitted and its implementation started

Appendix E: Interviewees

Felix G. Arroyo,

Chief of Health and Human Services, Boston, Massachusetts

Tracey Britton,

Member of the Community Advisory Committee

Rashad O. Cope,

Director of the Mattahunt Community Center

Barbara Crichlow,

Resident and Member of Community Advisory Committee

Rose Dorgilus,

Program Coordinator, Haitian Parent Engagement Project

Dr. Adrian K. Haugabrook,

Vice President for Student Success and Engagement, Wheelock College

Genteen Lacet Jean-Michel,

Principal, Mattahunt Elementary School

Jackie Jenkins-Scott,

President, Wheelock College

Annie Kinkead,

Resident and member of Community Advisory Board; also speaking on behalf of her late husband, Mr. Gareth Kinkead

Dr. Makeeba McCreary,

Chief of Staff, Boston Public Schools

Jake Murray,

Former Executive Director, Aspire Institute, Wheelock College

Marta T. Rosa,

Senior Executive Director, Department of Government & External Affairs, Wheelock College

Roy Schifilliti,

Vice President for Administration, Institutional Effectiveness, and Innovation, Wheelock College

Fran Smith,

Former resident and parent

Acknowledgments

I wish to express appreciation to everyone who agreed to talk with me for this case study, including Mattapan residents, parents, public officials, and representatives of nonprofits.

I extend much appreciation to my colleague Lisette DeSouza, a doctoral candidate at Tufts University; she played a major role in working with me in reviewing and analyzing documents, as well as planning the organization and writing sections of the final report.

In writing this case study, I am reminded of the high level of community spirit and social capital exhibited by the residents of Mattapan, who volunteered hundreds of hours helping with activities related to the MW Partnership. The City of Boston owes appreciation to all of these residents.