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There are many tough places in this country: the ghost cities of Detroit, Camden and Gary, the sunbaked misery of inland California and the isolated reservations where Native American communities were left to struggle. But in its persistent poverty, Eastern Kentucky—land of storybook hills and draws—just might be the hardest place to live in the United States. Statistically speaking.

Annie Lowery, “What’s the Matter with Eastern Kentucky?” *New York Times*, June 29, 2014

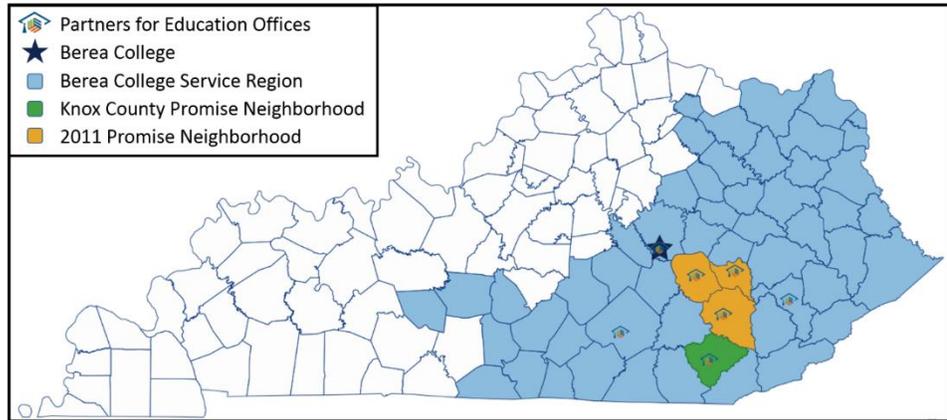
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Berea College offers a high-quality education to bright and talented students who have limited economic resources. Founded in 1855 by ardent abolitionists and radical reformers, Berea was the first interracial and coeducational college in the South. Today, Berea College is dedicated to serving students mostly from Appalachia, black and white, women and men, who have limited economic resources and great promise. Seventy-two percent of Berea’s student population is from the Appalachian region, twenty-five percent are students of color, and eight percent are from countries other than the United States. Most important, all Berea students demonstrate financial need and all receive a full-tuition scholarship and work in the college’s labor program¹. We are consistently ranked as one of the leading private liberal arts colleges in the United States. We earn this recognition by focusing on rigorous academic programs and graduating first generation, low-income students with little or no student loan debt.

In 1995, Dreaama Gentry established Partners for Education at Berea College to increase educational outcomes in students, birth to age 24, in rural Appalachian Kentucky. Under Gentry’s leadership, Berea College uses a place-based, student-focused approach to improve educational outcomes in 54 of the most impoverished counties in Kentucky and the nation.

From our campus in Berea, Kentucky, and from six regional offices, we braid services

and align funding streams to optimize results for the children and youth of Appalachian Kentucky. Through



a suite of federally funded programs Berea College leverages \$25 million annually to serve 35,000 young people and their families.

In 2011, Berea College was awarded a Promise Neighborhood implementation grant from the U.S. Department of Education to implement a continuum of services, cradle to career, in Clay, Jackson and Owsley counties in rural Appalachia. This was the nation’s first rural Promise Neighborhood. Under Gentry’s leadership, the Berea College team has implemented this program effectively and efficiently and has met all goals and objectives.

The U.S. Department of Education modeled the Promise Neighborhood program after Geoffrey Canada’s Harlem Children’s Zone (HCZ). Since 2011, Gentry has learned from Canada and his team and has taken the HCZ model and transformed it into a model that works in Appalachian Kentucky. Canada began the HCZ project as a one-block pilot in the 1990s. With bold ambition, careful planning, and a strong infrastructure, Canada steadily and systematically expanded the depth and breadth of programming to encompass 24 blocks, then 60 blocks, and ultimately 97 blocks. Following Canada’s example, we have developed a plan and the infrastructure necessary to replicate our effective rural Promise Neighborhood model in

neighboring Knox County, Kentucky. We took the first step toward the Knox Promise Neighborhood in 2012 when we established a small outreach office in Knox County. **We are applying for funding for our Knox Promise Neighborhood under Absolute Priority 2 and will exclusively serve LEAs eligible under the 2016 Rural Low-Income School program—**Barbourville Independent School District, Corbin Independent School District and Knox County School District.²

Our Knox Promise Neighborhood will positively impact children and families in rural Eastern Kentucky by providing services to 10,347 students in Knox County. Knox County is located in the Southeastern Kentucky Promise Zone, the first rural Promise Zone. Our Knox Promise Neighborhood **puts a face on rural poverty** and emphasizes **the dire need** for increased educational services in rural America. Poverty levels are high; educational attainment and income are low—all exacerbated by the isolation of the area.

In 2015, we convened a key group of partners committed to improving educational outcomes for all youth within Knox County—our Management Team. The Management Team has provided guidance and direction to the development of Knox Promise Neighborhood and has secured committed fiscal resources, both direct and in-kind, to support the Promise Neighborhood initiative. To ensure community voice in the project we have established a Management Board to serve as the governance body for Knox Promise Neighborhood. The Management Board will include representatives of all partnering organizations and school systems. More than 60% of the Management Board members will be residents of the Neighborhood.

I. NEED

1. The magnitude or severity of the problems to be addressed as described by indicators of need in part by the needs assessment and segmentation analysis

We conducted a needs assessment and segmentation analysis to determine the severity of the problems to be addressed by our continuum of solutions. Over the last eighteen months, we conducted extensive quantitative and qualitative data collection and analysis of information to determine and prioritize the needs of our Promise Neighborhood. Our primary methods of data collection included:

- **Review of archival data:** We reviewed dependable sources of archival data that measure indicators of neighborhood quality, health and well-being (for example, the Annie E. Casey Foundation KidsCount and the American Community Survey) as well as educational achievement and progress. (For example, Kentucky Department of Education reports on attendance and graduation rate.)
- **Surveys:** We reviewed reliable surveys conducted by our partners (for example school climate surveys) and conducted surveys (for example, a student health and wellness survey).
- **Focus groups and meetings:** During the planning period, open meetings and focus groups were hosted by multiple stakeholders including Promise Zone, Byrne Criminal Justice Innovation, Shaping Our Appalachian Region, Rural IMPACT, KCEOC Community Action and Full-Service Community Schools. These meetings and focus groups centered on topics such as disconnected youth, justice-involved youth, dropout prevention, health, and early childhood—and were held throughout the Neighborhood.

Once data was collected, it was analyzed by the Management Team and partners and

segmented by gender, race, income, school level (elementary, middle or high), grade level, and place of residence within the county. It is important to note that our Neighborhood reflects the homogeneity of the state; that is, the majority of Kentucky (and Knox County) lacks racial and ethnic diversity, making segmentation by race and ethnicity problematic at best. Sample sizes are so small—less than 10%—that the data is redacted for student privacy concerns. Qualitative data leads us to infer that children and youth of color do need focused interventions to ensure they are prepared for college and career. Thus, we will work to engage these students and their families in all interventions.

The needs assessment and segmentation analysis informed our selection of 15 indicators to guide our work. The following summarizes need by indicator with relevant data, quantitative and qualitative, that attests to the magnitude and severity of the problems in our Promise Neighborhood.

Indicator 1

Number and percentage of children from birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

There is a tremendous shortage of available physicians to serve the population, and too many of our youngest and most vulnerable children lack a medical home. In Kentucky, 43.6% of children lack a medical home. In rural areas of Kentucky, like our Neighborhood, **44.2% of children lack a medical home.**³ Using data for rural communities in Kentucky, we project that 942 of Knox County children from birth to age 4 do not have a medical home (44.2% of 2,131 children age 0–4 in Knox County).⁴

Knox County has one primary care physician for every 3,526 members of the

community, compared to a rate of 1 to 1,551 for the state of Kentucky. The rate of mental health providers in Knox County is even more alarming at one mental health provider to every 6,358 members of the population, which is more than ten times the rate for Kentucky (1:621).

Interviews and focus groups over the last 18 months lead us to conclude that many children do not have a medical home due to costs—the costs of the medical care and the transportation costs necessary to reach medical care. In Knox County, 17.9% of the population is uninsured with 24.4% of adults reporting they could not see a doctor due to cost.⁵ For many residents, preventive health care can be a 60-minute drive from their homes.

Indicator 2

Number and percentage of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.

Few three-year-olds and children in Kindergarten demonstrate age-appropriate learning. The Knox County School District reports that 61 three-year-olds have been screened in 2016. Of these, 19 three-year-olds demonstrated age-appropriate functioning (31.3% of those screened). During interviews in August of 2015, Knox County Head Start reports that it has enrolled 145 three-year-olds this year (2016). Although the screening process is not yet complete, to date, 71% of the children screened show delays. Knox County schools offer developmental screening for all three- and four-year olds in the county. Of the 478 three- and four-year olds served in Head Start and state-funded preschool in 2015, 128 children were identified as eligible due to a disability (27% of children served).⁶

In August 2015, of the 565 children entering kindergarten in our Promise Neighborhood, 98.8% (558 children) were assessed by the Brigance Kindergarten Screen. Only 42.1% of those

assessed exhibited age-appropriate motor, language and concept development functioning as compared to 50.1% of children in Kentucky.

Figure 1. Children Demonstrating Age-Appropriate Functioning			
Area	# Tested	# K-Ready	% K-Ready
Neighborhood	558	235	42.1%
Kentucky	46,789	23,441	50.1%
Kentucky's Common Kindergarten Entry Screener 2015–16			

Segmentation of this data by school shows glaring inequity depending upon the

elementary school the children attend. In our rural Promise Neighborhood, students attend elementary schools near their home. Analysis of the data shows that those students in the **most geographically isolated parts** of Knox County have much lower levels of kindergarten readiness. In these isolated areas, children live miles away from their nearest neighbor.

Figure 2. Children Demonstrating Age-Appropriate Functioning by School			
School	Number Tested	Number K- Ready	% K-Ready
Flat Lick	36	9	25%
Lynn Camp	86	24	28%
Dewitt	21	6	29%
Central	59	21	36%
G R Hampton	31	12	39%
Jesse D Lay	52	23	44%
Corbin Primary	177	83	47%
Girdler	42	23	55%
Barbourville City	54	33	61%
Corbin Preschool	7	*	*
Neighborhood	565	234	41%
Kentucky's Common Kindergarten Entry Screener 2015–2016			

Further segmentation, Figure 3, shows that those children that come to kindergarten with no formal early childhood education experiences (those in a home setting) have much lower rates of entering kindergarten ready to learn.

Figure 3. Children Demonstrating Age-Appropriate Functioning by Prior Setting			
Prior Setting	# Tested	# K-Ready	% K-Ready
Pre-K	219	116	52.9%
Head Start	153	63	41.2%
Child Care	50	26	52.0%
Home	132	35	26.5%
Kentucky's Common Kindergarten Entry Screener 2015–16			

In addition, further segmentation of the kindergarten-readiness data reflect that fewer boys are scoring at readiness. Of the 290 boys tested in the Neighborhood, only 34% were ready for kindergarten (98 boys) as compared to 52% of girls tested (136). More distressing, is that in the most isolated areas of the Neighborhood, the differences are even more dramatic in the kindergarten readiness of boys and girls. For example, in Flat Lick only 9% of the boys were ready for kindergarten as compared to 50% of the girls.⁷

Indicator 3

Number and percentage of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs.

Currently, there are only 24 licensed and regulated childcare sites in our Promise Neighborhood, with only 19 of these programs participating in the child-care program rating system. To further compound the problem, 67% of these 19 programs received only one out of four “stars” on the state quality rating scale. Public pre-K programs do not currently participate in the rating system.⁸

The vast majority of our children do not have access to early learning opportunities as illustrated in Figure 4 below.

Figure 4. Eligibility for and Participation in Promise Neighborhood Early Learning Programs				
Program	Ages Served	Number Eligible Youth	Number Served	% Served
Center-based or formal home-based	Birth to 5	2,131	352	16.5%
Early Head Start	Birth to 3	546	40	7.3%
Head Start	3–4 year olds	505	304	60.2%
Preschool	3–4 year olds	505	174	34.7%
Kentucky’s Common Kindergarten Entry Screener 2015–2016				

Indicator 4

Number and percentage of students at or above grade level according to state mathematics and ELA in grades 3rd through 8th and once in high school.

Kentucky’s assessment, K-PREP, yields scores that describe how students’ work compares to a fixed level of performance. As illustrated in Figure 5 and Figure 6 below, less than half of our students are at or above grade level according to Kentucky mathematics and English language arts assessments (3rd through 8th and once in high school).

Figure 5. Number and Percentage of Promise Neighborhood Students At or Above Grade Level in ELA State Assessments				
	English Language Arts			
	Total # of PN Students	# PN Students Grade Level or Above	% Students Grade Level or Above	
			Our Neighborhood	Statewide
3 rd Grade	610	288	47.2%	54.3%
4 th Grade	579	257	44.4%	52.2%
5 th Grade	615	311	50.6%	56.0%
6 th Grade	626	308	49.2%	52.9%
7 th Grade	632	365	57.8%	54.5%
8 th Grade	647	360	55.6%	54.1%
High School	642	344	53.6%	56.8%
Kentucky Department of Education School Report Card, 2014–2015				

Figure 6. Number and Percentage of Promise Neighborhood Students At or Above Grade Level in Math State Assessments				
	Math			
	Total # of PN Students	# PN Students Grade Level or Above	% PN Students Grade Level or Above	% Kentucky Students Grade Level or Above
3 rd Grade	610	246	40.3%	47.6%
4 th Grade	579	232	40.1%	48.6%
5 th Grade	615	268	43.6%	50.3%
6 th Grade	630	261	41.4%	43.2%
7 th Grade	637	259	40.7%	40.9%
8 th Grade	638	284	44.5%	44.2%
High School	671	279	41.6%	38.2%

Kentucky Department of Education School Report Card, 2014–2015

Within the Promise Neighborhood, significant achievement gaps exist between subgroups of students. As illustrated in Figure 7, there is a significant gap (>5%) between students who qualify for free and reduced lunch and those who do not.

Figure 7. ELA & Math, Percentage of Students at or Above Grade Level in State Assessments in Promise Neighborhood by Qualification for Free /Reduced Lunch							
English Language Arts	3rd	4th	5th	6th	7th	8th	High School
Qualify for Free/ Reduced Lunch	41%	39%	45%	41%	51%	46%	47%
Do Not Qualify for Free/ Reduced Lunch	65%	64%	66%	69%	73%	74%	64%
Achievement Gap	24%	25%	21%	28%	22%	28%	17%

Source Kentucky Department of Education School Report Card *ELA* Assessment, 2014–2015

Math	3rd	4th	5th	6th	7th	8th	High School
Qualify for Free/ Reduced Lunch	34%	34%	35%	33%	32%	34%	35%
Do Not Qualify for Free/Reduced Lunch	60%	61%	64%	63%	58%	64%	51%
Achievement Gap	26%	27%	29%	30%	26%	30%	16%

Kentucky Department of Education School Report Card *Math* Assessment, 2014–2015

Very few students are successful in rigorous Advanced Placement courses. Twenty-

two percent of Advanced Placement exams taken in the 2014–2015 school year in the Promise Neighborhood received qualifying scores (175 qualifying scores out of 789 exams taken) compared to 48% of students receiving qualifying scores in Kentucky.⁹

The low number of students at or above grade level and the low number of passing scores on AP courses is a reflection of the lack of rigorous instruction in our schools. Over the last 18 months, we commissioned the Collaborative for Teaching and Learning and AdvancED to gather data to quantify the presence, or lack, of rigor within Knox County classrooms. Their data gathering included:

- Instructional walkthroughs of classrooms;
- Interviews with teachers at every grade level;
- Interviews with administrators, students and parents; and
- A thorough review of student work as well as a review of school-level and individual student assessment results.

The Collaborative for Teaching and Learning (CTL) works with educators to improve instruction and increase learning for all students. CTL's staff of veteran educators provides services including data collection and analysis. CTL's focus areas include K–16 literacy, English language arts and the Common Core, mathematics and the Common Core, and instructional coaching. CTL utilizes an in-depth analysis designed to give a detailed description of classroom practices that implement the standards, reflect research on effective instruction and correlate with two key documents used by the Kentucky Department of Education: Webb's Depth of Knowledge Framework and Danielson's Framework for Teaching. In its detailed reports on the observed schools, CTL consistently provides evidence around a need for increasing rigor and high-level learning through varied high-quality literary materials, student-centered activities and

student discourse.

AdvancED conducts rigorous, on-site external reviews of Pre-K–12 schools and school systems across the country to ensure that all learners realize their full potential. The expertise of AdvancED is grounded in more than a 100 years of work in school accreditation. The organization’s commitment is to help schools improve. AdvancED utilizes the Effective Learning Environment Observations Tool to compare data around student engagement with that of averages gathered from schools throughout the United States and other countries inclusive of the following key factors: equitable learning; high expectations; supportive learning; active learning; progress monitoring; well-managed learning; and digital learning.

Overall, ratings of our schools were lower in observed schools than the national averages, demonstrating an ineffective classroom environment that lacks rigor and high order thinking.

Figure 8 below summarizes the findings of CTL and AdvancED.

Figure 8. Promise Neighborhood Classroom Rigor Findings by Content	
Literacy	<ul style="list-style-type: none"> • Classroom literacy activities lack higher levels of rigor as evidenced by the absence of high-quality materials that incorporate student analysis, synthesis and depth of learning. • Instruction is mostly teacher directed and whole-class oriented. • Students generally lack ownership of their work and learning process.
Math	<ul style="list-style-type: none"> • Students are extremely limited in their access to and use of technology—an essential life skill that is common in college and careers. • Although students are generally paired or grouped for activities, observations display a lack of intentionality and/or use of group work. • Students appear to be busy in the classroom, but may not be cognitively engaged as evidenced by a lack of discourse and discussion. • Learning targets are almost universally posted, but not often aligned to Common Core standards.
Instructional Environments	<ul style="list-style-type: none"> • Many classrooms rely on lecture or whole-class activities which leave out opportunities for differentiated instruction and student-centered activities. • Teachers may be providing too much assistance as this does not challenge student thinking, engagement and cognitive development.

Figure 8. Promise Neighborhood Classroom Rigor Findings by Content	
	<ul style="list-style-type: none"> There is a need for monitoring student progress more closely (in real time), so students are receiving concise, immediate and focused feedback.
Summary analysis from CTL and AdvancED reports.	

Indicator 5

Attendance rate of students in 6th, 7th, 8th and 9th grade.

Attendance rates are lower for Promise Neighborhood students enrolled in 6th, 7th, 8th and 9th grades than they are for Kentucky as a whole, 95%.

Figure 9. 2015–2016 Attendance Data for 6th, 7th, 8th and 9th Grade Students by District			
	Barbourville	Corbin	Knox
6 th	92.11%	93.70%	93.77%
7 th	93.13%	95.90%	93.30%
8 th	92.49%	95.89%	90.79%
9 th	91.05%	95.15%	91.08%
Data reported by districts, August 2016			

It is critical that we segment attendance data and analyze based on those students who are chronically absent.

Chronically absent students are those who miss more than 10% of the days of a school

year—which would be 17 days of absence in Kentucky schools. In our Promise Neighborhood, 22% of all students were chronically absent in the 2013–14 academic year (the most recent data available for chronic absenteeism) as compared to Kentucky’s 14.4%.¹⁰

Figure 10. Chronic Absentee Rates for Schools with Grades 6th, 7th, 8th and 9th		
School (grades enrolled)	# Chronically Absent	% Chronically Absent
Knox Central High School (9–12)	328	37.8%
Knox County Middle School (6–12)	160	31.9%
Lynn Camp Schools (K–12)	292	27.0%
Barbourville City School (K–12)	182	27.3%
Corbin High School (9–12)	178	21.5%
Corbin Middle School (7–8)	81	17.0%
Civil Rights Data Collection, 2013–14		

School-level data for students enrolled in grades 6, 7, 8 and 9 (Figure 10) reflects that there is a **much higher rate** of chronic student absenteeism in the Knox County School District,

the district that serves students from the remote areas of the Neighborhood. One in three students enrolled in grades 6, 7, 8 and 9 in the Knox County School District is chronically absent.

According to national research conducted by Attendance Works, there is a direct link between chronic absenteeism and graduating high school on time particularly in low-income populations. Attendance Works found that only 38% of low-income 9th graders who are chronically absent during 9th grade graduate from high school in 4 years.¹¹

Indicator 6

Graduation rate.

In 2013, Kentucky transitioned to using the cohort graduation rate. Using the Adjusted Cohort Graduation Rate, our Promise Neighborhood graduation rates range from 88.3% to 95.3%. While these rates are above the Kentucky rate of 87.9%, all three of our neighborhood school districts show declines in their cohort graduation rates from 2014 to 2015.

Figure 11. Adjusted Cohort Graduation Rate			
District	2013	2014	2015
Knox Co.	87.4%	91.0%	88.3%
Barbourville Ind.	95.2%	94.1%	91.9%
Corbin Ind.	94.4%	96.7%	95.3%
PN Aggregate	90.6%	93.6%	91.3%
Kentucky	86.1%	87.5%	87.9%
KDE School Report Card, 2014–2015			

While the Kentucky Department of Education’s reported cohort graduation rate is 91.3% for the PN, our focus groups and interviews lead us to

suspect that the actual number of 9th graders who graduate within four years is a much lower rate. Using data from the Kentucky Department of Education, we looked at the number of 9th graders in 2011–2012 and compared this to the number of 12th graders that graduated. Our analysis of Kentucky Department of Education data reveals that only 75.4% of Promise Neighborhood 9th graders were retained through high school and graduated. (In a class of 605 9th

graders, only 456 graduated four years later.) We hypothesize that the dropout problem within the Promise Neighborhood is much more serious than the reported cohort graduation rate would lead us to believe. Our hypothesis is supported by the number and percent of disconnected youth in the Promise Neighborhood. Data reflect that 16% of all youth ages 16–19 within the Promise Neighborhood are not in school and not working. (See Figure 12.)

Figure 12. Number and Percent of Disconnected Youth Age 16–19 in Neighborhood			
	Number Youth Ages 16–19	Number Disconnected	Percent Disconnected
Knox	1,672	266	16%
Kentucky	229,896	20,954	9%
Nation	17,312,027	1,380,539	8%
U.S. Census Bureau, 2010–2014, American Community Survey 5-Year Estimates			

Indicator 7

Number and percentage of Promise Neighborhood students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

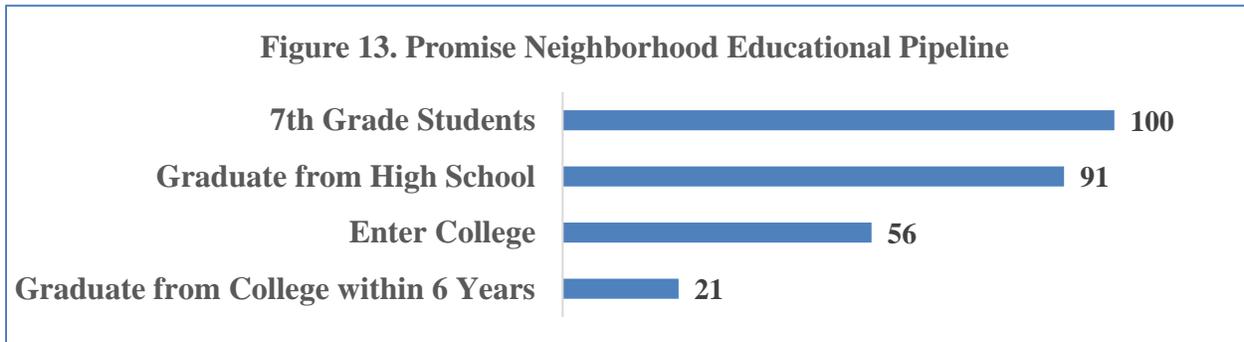
Student-level data illustrates that our students are not college ready upon entry to college—they need remediation. A majority of our Promise Neighborhood students are not meeting benchmark levels in English and math as measured by the ACT. Importantly, those students who are at benchmark on the ACT in English and math do not have to take remedial college courses in those subjects. The number of Neighborhood students achieving reading and math benchmark levels is extremely low. Given that 38 percent of all current Neighborhood high school seniors are at or above benchmark in English, and only 22% are at benchmark in math,¹² we project **62% and 78% will need remedial courses** in English and math, respectfully, when they enter college. Students assigned to take remedial math or reading in college have a substantially smaller probability of graduation from college.¹³

Too few Promise Neighborhood students are attending college or vocational school.

Of the class of 2014 Promise Neighborhood high school graduates, only 62% entered college (276 students out of 446 graduates) as compared 60% of Kentucky high school graduates. Only 3.8% of Promise Neighborhood high school graduates entered vocational school (11 students out of 446 graduates) as compared to 4.9% of Kentucky graduates.¹⁴

Too few youth from the Neighborhood are attaining a college degree, either an associate or a bachelor’s, or a certification. The three-year associate degree graduation rate for Knox students in the 2010 cohort was 5% compared to the overall rate in Kentucky of 11% (based on the 2010 Knox graduation cohort, the most recent data available). The six-year bachelor’s completion rate is only 38%, a much lower rate than Kentucky’s six-year graduation rate of 54.2% (based on the 2007 cohort, the most recent data available).¹⁵ Students are doing poorly at obtaining certifications. Of the 3,691 9th–12th-grade enrollments in career and technical education pathways for 2014–15 in the neighborhood, only 238 certifications were earned.¹⁶

Current statistics predict a dire future for our youth. (See Figure 13.) *If we maintain status quo, only 21 out of 100 7th graders are likely to receive a bachelor’s degree.*



Indicator 8

Number and percentage of children who participate in at least 60 minutes of moderate to

vigorous physical activity daily.

Neighborhood children are not physically active, and they do not have adequate opportunities for physical activity. Our planning team surveyed students and reviewed both quantitative and qualitative data. A survey of 879 6th- through 12th-grade students in our Promise Neighborhood revealed **only 15.47% of youth (136 of the 879 surveyed) participate in at least 60 minutes of moderate to vigorous physical activity daily.** Data further reveals that schools provide limited opportunities for physical activity. Fitness equipment is primarily for athletes. While some schools have walking trails and fitness tracks, these are not staffed or used for structured activity during in-school or out-of-school time. Furthermore, no middle or high schools provide the recommended 225 minutes of physical activity a week.

The lack of physical education opportunities in schools is particularly relevant given that our schools are the primary place where students have an opportunity to be physically active. As Derek Chapman, associate director of research at Virginia Commonwealth University's Center on Society and Health, states, "Factors in a community can affect or limit individual choices." That can include a lack of sidewalks, so people can get out and walk or a shortage of places to buy healthy food. In our Promise Neighborhood, sidewalks are virtually nonexistent, and most roads have no shoulder, making it dangerous for bicycling, jogging or walking.

Chapman used data on historic trends to map life expectancy for every Kentucky County as part of a project supported by the Robert Wood Johnson Foundation. Knox County has one of the lowest life expectancies in the state at 72 years;¹⁷ and only 8 percent of residents in Knox County have access to exercise opportunities.¹⁸ As Chapman states, "We know that not all neighborhoods are created equal." In stark contrast to Knox County, in Fayette County, a mere

two hours up the road, the life expectancy is 79 years, and 97 percent of residents have access to exercise opportunities.

Indicator 9

Number and percentage of children who consume five or more servings of fruits and vegetables daily.

Youth in our Promise Neighborhood are not getting the recommended servings of fruits and vegetables. Over the last six months, our school partners surveyed 888 6th through 12th graders in our Promise Neighborhood. Of the 888 students surveyed, **only 6.19% (55 students out of 888 students) eat the recommended five servings of fruits and vegetables a day.**

In Knox County access to high quality and inexpensive food is a major concern. Two Census tracts within Knox County are classified by the USDA Economic Research Service as Food Deserts.¹⁹ Our site visits to schools within the Promise Neighborhood and our interviews with school personnel and students reveal the following: 1) While school cafeterias serve fresh fruits and vegetables, selection is limited, and they often are not ripe or edible; 2) There is no collaboration between food-service staff and teachers; 3) School districts do not have nutritionists to ensure that students are served nutritious foods; 4) Professional development is provided for food-service staff only on safety and compliance topics; and 5) Several Knox County schools do not have their own cafeteria; food is prepared off-site and delivered to the school each day.

The lack of physical activity combined with poor eating habits has devastating impacts in our Promise Neighborhood. In 2013, Kentucky along with Arkansas had the highest percentage (18%) of high school students who were obese;²⁰ Knox County is certainly part of that number. Ranking 87 out of 109 Kentucky counties, with 1 being the best, Knox

County has a high rate (19.8%) of children age’s two to four that are overweight or obese, compared to Kentucky’s rate of 15.6%.²¹

Indicator 10

Number and percentage of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.

In fall 2014, our Promise Neighborhood schools administered a school climate survey, the Kentucky Incentives for Prevention survey, to all 6th, 8th, 10th and 12th graders. The survey asks questions related to youth behavior, risks and safety concerns. Ten percent of 6th through 12th graders (872 of 1,760 students) feel unsafe at school or traveling to and from school. More than 23% of the students believe there are unsafe places at school. The most common school areas cited as unsafe by 6th graders are restrooms and school parking lots. Older students, 8th, 10th and 12th graders, cite school restrooms as areas of concern. And many of our students have experienced bullying on school property or cyberbullying; one in four students (481 students) report being bullied. Data segmented by grade level is illustrated in Figure 14.

Figure 14. Promise Neighborhood Student Perceptions on Safety at School				
Grade	6th	8th	10th	12th
	507	471	451	331
% Who Feel Unsafe or Very Unsafe at School	10.5%	13.4%	9.9%	11.3%
% Who Believe Particular Places at School are Unsafe	26.5%	29.1%	26.5%	23.7%
% Who have been Bullied, Either on School Property or Electronically	35.8%	32.2%	20.3%	16.9%
Kentucky Incentives for Prevention Youth Survey, 2014				

Indicator 11

Student mobility rate.

In 2013–2014, **the student mobility rate in the Promise Neighborhood was 12.5%** as compared to a national rate of 13.5%.²² Segmentation of the data reveals that the student mobility rate for the Corbin Independent School District is significantly higher with one in five students enrolled in Corbin schools (599 students, 20% of all students) moving schools or school districts during the 2014–2015 academic year.²³

As families move from place to place, homeless rates increase. In 2015, 239 Knox County youth were classified as homeless (4.75% of all students), a rate twice the national rate of 2%.²⁴

Indicator 12

For children from birth to kindergarten entry, the number and percentage of parents or family members who report that they read to their child three or more times a week.

Eighty-two percent of children, birth to kindergarten entry, in rural Kentucky have a parent or family member read to them three or more times a week. Nine percent of children have no parent or family member read to them. (See Figure 15.)

Figure 15: Days during the Previous Week on which Family Members Read to Young Children, age 0– 5			
	Nationwide	Kentucky	Kentucky Rural
3 or more Days	81.9%	81.7%	81.3%
0 Days	7.4%	6.0%	8.8%
National Survey of Children’s Health, 2011–2012			

Our interviews and focus groups lead us to infer that even fewer Knox County parents and family members

of children birth to age five read to their children three or more times per week. Supporting this inference is the persistent under-education in Knox County. One-third of all adults in Knox County do not have a high school diploma or GED (32% of adults over the age of 25), a rate that is almost double that of Kentucky, 17%.²⁵

Further supporting our inference is our asset mapping of the Neighborhood during which we found that parent engagement activities for parents of children birth to five were offered only to parents of children participating in the few early learning programs and those participating in the public library programs. As illustrated in Indicator 3 (See page 8.), the majority of children in the Promise Neighborhood do not participate in early learning opportunities. And, while our Neighborhood public library does offer literacy programs for children ages 5 and under, participation in these free literacy programs is very low as illustrated by Knox County's ranking of 91st of 120 counties (with one being best) in attendance to the library's children's programs.²⁶ Interviews and focus groups lead us to conclude that this low participation relates to lack of transportation to the county seat, where the library is located and families' lack of comfort level in the library environment.

Indicator 13

For children in K–8th grades, the number and percentage of parents or family members who report encouraging their children to read books outside of school.

A sample survey of parents and family members of children kindergarten–8th grade in our Promise Neighborhood reveals **only 20% of Knox County parents encourage their children to read books outside of school (17 parents out of 85 parents).**

Many of our neighborhood children are being raised by a grandparent or an alternative family member such as an aunt or uncle. Official data reports 4% of Knox County school-age children, 287 kids, living with neither parent.²⁷ However, community and school leaders state that the actual number of children living with relatives other than parents is tremendously higher. A superintendent of one of our Promise Neighborhood school districts collected data on his

students and reports close to 50 percent of students in his district are being raised by a relative other than a parent.

We posit that the number of grandparents who encourage their school-age children to read is extremely low. Grandparents raising grandchildren face a number of challenges that make it difficult for them take the time to encourage their grandchildren to read outside of school. Our experience tells us that many of the grandparents raising grandchildren in our Neighborhood have limited financial resources and experience difficulty providing adequate housing, food, and clothing for their grandchildren. We see many grandparents struggling to protect their grandchildren, while still allowing them to visit with their parents. Unfortunately, activities like encouraging reading fall to the bottom of the list of priorities of our grandparents.

Indicator 14

For children in the 9th–12th grades, the number and percentage of parents or family members who report talking with their child about the importance of college and career.

For children in 9th–12th grades, parents have limited information or the skills to assist with college and career planning. Contrary to popular stereotypes depicting Appalachian parents who do not want their children to attend college for fear of losing the children or that the children “will get above their raising,” we find that most parents *do* want their children to succeed at school and attend college. **A 2014 Partners for Education survey of 373 parents of Knox County 9th- and 10th-grade students showed that 94% (351 of 373 parents) have spoken with their children about college.** Sixty-seven percent (249 of 373) think their children will receive four-year degrees.

While the parents have high educational and career aspirations for their children, they lack the information or skills to assist them. According to our 2014 survey, 56% (209 out of 373)

A report on August 2, 2016, from the National Telecommunications and Infrastructure Administration shows that there are significant differences within the rural-urban digital divide when you look below the surface at sub-groups of rural Americans.

Rural college graduates, for example, use the Internet at about the same rate as urban graduates (83 and 84 percent respectively).

But as education levels fall, the gap between rural and urban usage increases. Sixty-three percent of rural residents with just a high school diploma use the Internet. That's 6 points lower than the rate for urban residents with a high school diploma.

“People with lower levels of educational attainment were even more likely to find themselves on the wrong side of the digital divide when living in a rural area,” said the report, which was based on Census and NTIA data.

Rural-Urban Digital Access Gap Hits Some Subgroups Harder

By Tim Marema August 23, 2016
Print article

of Knox County parents had not talked to anyone about college entrance exams, and 52% (194 out of 373) of parents had not spoken with anyone about financial aid availability. Only 80.7% (301 of 373 parents) thought their children could afford to attend public four-year colleges using financial aid, scholarships and family resources. A parent's education level influences a child's preparation for college²⁸. Only 10% of Knox adults have a bachelor's degree or above as compared to 29% of adults in the nation.²⁹

Indicator 15

Number and percentage of students who have school and home access to broadband internet and a connected computing device.

Many students and families within our Promise Neighborhood do not have access to broadband and a connected computing device. According the Kentucky Center for Education and Workforce Statistics, **92.2% of Knox County residents have access to broadband internet**

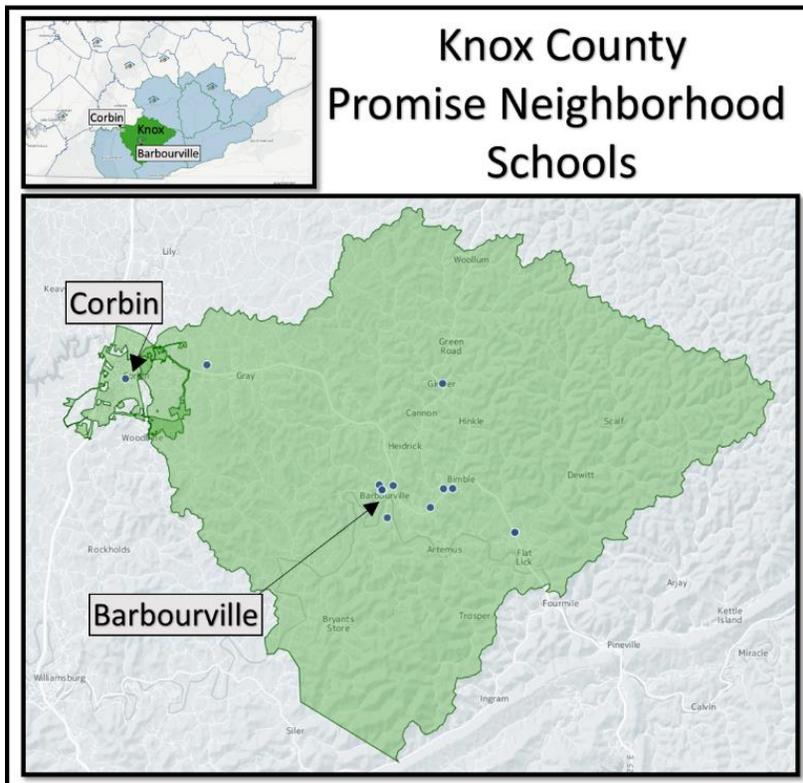
compared to the nation's rate of 96.6%.³⁰ Only 27.7% have access to high speed broadband (greater than 25 Mbps).³¹ High speed internet is needed for students to access online software

platforms, like Blackboard, used by our schools.³² Knox County is ranked high, 32 of 120 with one being the best, in regard to the amount of wireless sessions at the public library annually. We infer from this frequent internet usage of internet at our public library, that many residents have limited home access to internet.

Students have limited access to internet and computing devices at school. Promise Neighborhood schools have insufficient computing devices for students. A reporter described the situation in one of our Promise Neighborhood schools as, “There are a handful of desktop computers, outdated in the iPad era.”³³

2. The Promise Neighborhood geographically defined area

Appalachia has come a long way in the past five decades: its poverty rate, 31 percent in 1960, was 17.2 percent over the 2010–2014 period. Despite progress, our part of Appalachia, central



Appalachia still does not enjoy the same economic vitality as the rest of the nation. For example, after adjusting for inflation, the median income was higher in Knox County in 1979 than it is now, even though the American economy has more than doubled in size since 1979.

Knox County, Kentucky, our Promise Neighborhood, is 386 square miles in the heart of central Appalachia. Located within Kentucky’s Fifth Congressional District, our Neighborhood is home to 31,857 people. **The homogenous population of Knox County faces such similar economic, educational and health challenges that they are one neighborhood.** Two-thirds of our residents live in the county and must drive at least fifteen miles to get to town. There are two towns within the Neighborhood: Barbourville, population 3,176, and Corbin, population 7,051.

In the Neighborhood there are:

- 2,099 children ages 0–4;
- 5,390 ages 5–17; and
- 2,858 youth ages 18–24.

As illustrated by the Knox County Promise Neighborhood Schools map, most schools are clustered around the two towns of Corbin and Barbourville. There are three local education agencies with a total of fifteen schools within the Promise Neighborhood:

- Barbourville Independent (675 students) with one school, Pre-K–12;
- Corbin Independent (2,902 students) with two elementary schools (K–4), two middle schools (5–8), and one high school (9–12); and
- Knox County (4,406 students) with six elementary schools (Pre-K–6), one middle school (7–8), one high school (9–12), and one school, pre-school through twelfth grade.

In 2015, 82% of the school-age children in the Promise Neighborhood qualified for free and reduced lunch.³⁴

“One of the challenges that faces eastern Kentucky is the remoteness of the area,” reports James P. Ziliak, director of University of Kentucky’s Center for Poverty Research.³⁵ Students go to small elementary schools, close to their homes. As these students transition to middle school, many of them get on the bus as early as 5:15 a.m. and arrive back home at 5:30 p.m.

Knox County's topography is hilly and mountainous, and it is on the watershed of the Cumberland River. Highest elevations are in the southern and eastern sections, which reach about 2,000 feet above sea level. Lowest elevations are along the Cumberland River, which runs from east to west through the south-central portion of the county. Approximately three-fourths of the county is forested. The hilly and mountainous terrain means roads are narrow and curvy, making for hazardous travel during inclement weather. On average, our schools miss more than 25 instructional days each winter because of snow and flooding.

Knox County is in coal country. Since 2009, Appalachian Kentucky has lost more than 8,000 coal and coal-related jobs, and the losses continue.³⁶ The impact is felt throughout Knox County. As one administrator shares, “Families are losing hope and students no longer see a reason to work hard and come to school.” The Appalachian Regional Commission created an index of county economic status that ranks all 3,113 counties in the nation with 1 being the best ranking. The ranking is based on three-year average unemployment rates, per capita market income and poverty rate. Knox County is ranked 3,070—the bottom 1.4% of all counties in the nation.³⁷ In Knox County, the per capita income is \$15,013, and 48% of children live in poverty as compared to a national per capita income of \$28,555 and 22% of children living in poverty.³⁸

The economic crisis is compounded by the widening education gap between Knox County and the nation. Since 1980, the percentage of adults with bachelor's degrees has increased nationally by 13% (from a rate of 16% in 1980 to 29% in 2014). The percent of Knox County adults with a bachelor's degree has increased by only 3%. Only 7% of adults had a bachelor's degree in 1980, and only 10% had a bachelor's degree in 2014.³⁹

Appalachia is a place where we see flagrant injustice to land and people.

Historian Ron Eller

3. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses

Analysis of data, both quantitative and qualitative, has led us to identify specific gaps and weaknesses in services, infrastructure or opportunities that will be addressed by our continuum of solutions, Figure 16.

Figure 16: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Specific Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
1: Medical Home	44.2% lack medical home; high cost of transportation to providers; 17.9% uninsured and 24.4% cite cost as barrier to care; lack of knowledge regarding importance of preventive care	Solution: Early Learning and Development (Appendix F, page 2)
2: Age-Appropriate Functioning	Less than one-third of 3-year-olds demonstrated age-appropriate learning; only 42% of children enter K ready to learn; K-readiness impacted by where home is located (more isolated = less ready) and by prior setting (home setting = less ready)	Solution: Early Learning and Development (Appendix F, page 2)
3: Early Learning	Low percentages enrolled in early learning programs; only 24 licensed and regulated child-care sites; 66% of rated programs received the lowest quality rating (1 in 4)	Solution: Early Learning and Development (Appendix F, page 2)
4: Academic Proficiency	Only 44% to 57% of students at grade level in ELA; Only 40% to 44% of students at grade level in Math; achievement gap of 21%–28% students who qualify for free/reduced lunch and those who do not in ELA; achievement gap of 26% to 30% between students who qualify for free/reduced lunch and those who do not in math; 22% of students received qualifying score on AP exams; lack of rigor and lack of strong instructional practices in classrooms	Solution: Promise Schools (Appendix F, page 9) Solution: Family and School Coordination (Appendix F, page 23)

Figure 16: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Specific Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
5: Attendance	17% to 37% of students chronically absent; attendance at 6 th , 7 th , 8 th , 9 th grade ranges from 90% to 96%	Solution: Promise Schools (Appendix F, page 9) Solution: Family and School Coordination (Appendix F, page 23) Solution: Wellness and Safety(Appendix F, page 29)
6: Graduation Rate	AFGR ranges from 88.3% to 95.3%; number of 9 th graders who graduate in 4 years is 75.4%; 16% of 16–19 year olds in the community are disconnected from education and work	Solution: Promise Schools (Appendix F, page 9) Solution: Family and School Coordination (Appendix F, page 23) Solution: Wellness and Safety(Appendix F, page 29)
7: Postsecondary Success	62% need remedial courses in English, and 78% need remedial courses in math; 61.9% students enter college; 3.8% enter vocational school; 6-year college graduation rate of 38%; 3-year associate completion rate 5%; only 238 certifications earned	Solution: Promise Schools (Appendix F, page 9) Solution: Family and School Coordination (Appendix F, page 23)
8: Physical Activity	15% of students participated in 60 minutes of exercise daily; limited access to exercise opportunities in school and in community	Solution: Wellness and Safety(Appendix F, page 29) Solution: Family and School Coordination (Appendix F, page 23)
9: Healthy Eating	6% of students report consuming 5 or more servings of fruits and vegetables daily; 2 census tracks are food deserts; lack of quality food available in school and out	Solution: Wellness and Safety(Appendix F, page 29) Solution: Family and School Coordination (Appendix F, page 23)
10: Safety	10% of students feel unsafe at school or traveling to school; 25% students report being bullied	Solution: Family and School Coordination (Appendix F, page 23)

Figure 16: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Specific Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
11: Mobility	12.5% mobility rate with one school district having 20% mobility rate; no continued services to students who move within the county	Solution: Promise Schools (Appendix F, page 9) Solution: Family and School Coordination (Appendix F, page 23)
12: Family Reads to Children	82% have a parent who reads to them 3+ days; 9% have no one read to them; lack of opportunities for literacy activities and lack of transportation to activities	Solution: Family and School Coordination (Appendix F, page 23)
13: Family Encourages Reading	20% of parents encourage child to read; large number of grandparents and relatives raising school age children;	Solution: Family and School Coordination (Appendix F, page 23)
14: Family Encourages College and Career	94% of parents believe their child will attend college and have spoken with child about college; 56% of parents have not spoken to anyone about planning/paying for college; 10% of adults have college degree	Solution: Family and School Coordination (Appendix F, page 23)
15: Access to Broadband	92% of families have internet access; 28% have access to high-speed internet; high number of families use public library for internet access	Solution: Family and School Coordination (Appendix F, page 23)

II. QUALITY OF THE PROJECT DESIGN

1. The implementation plan to create a complete continuum of solutions, including early learning through grade 12, college and career readiness, and family and community supports, without time and resource gaps, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time

We base our continuum of solutions—which we will bring to scale over time—on a set of assumptions needed to prepare all children for success. These assumptions are based on our experience increasing educational outcomes for rural Appalachian children and our experiences in supporting the improvement and growth of low-performing Appalachian Schools. Our assumptions include the following:

- Strong schools prepare students for eventual college and career and are a central component to increasing community self-efficacy.
- Parents and the community hold assets that, when tapped, can contribute to both the strengthening of local schools and the economic and social development of the community.
- Student literacy development is a critical component of student success, requiring renewed emphasis as students make the transition to middle and high school. Engaging parents in literacy development activities with students can promote student learning and strengthen parents' ability to succeed economically and contribute socially.
- Creating a culture committed to college-going within the K–12 system and the larger community can contribute to raising student and family aspirations for college and career.
- Strong schools are the heart of a community and instrumental in establishing a community culture that supports all children and youth on their path to college and career.
- Attending to health needs of students can ensure that they are ready for school as they enter

kindergarten and that health concerns will not be a barrier to learning as they progress.

- Engaging local businesses and services can result in students and their parents learning together and working to strengthen local schools.

Following an exhaustive research and literature review and with input of students, parents, educators, partners and policy makers, we have developed our continuum of services, a proactive response to our neighborhood's current educational pipeline. There are four foundational pieces to our continuum of solutions as follows:

- **Early Learning and Development:** We have developed comprehensive interventions and services targeted to ensure that children from birth to age 5 receive support, services and resources necessary to ensure they enter kindergarten ready to succeed. Key within this solution are 1) services targeted to the families to ensure that caregivers have the resources and support needed to support their child's learning and 2) services targeted to early learning providers to ensure that early learning environments are using evidence-based curriculum and that early learning professionals have quality training.
- **Promise Schools:** As a result of the rural nature of our neighborhood, the vast majority of our neighborhood services to our students will be provided within the school. We have developed a comprehensive set of services and interventions that will transform each of our fifteen schools into Promise Schools that provide each student with the curriculum, support and experiences to successfully transition from high school to postsecondary education to career. Key components of a Promise School are 1) a strong coordination between the school and the community that connects learning to real-world application; 2) a tiered system of integrated student supports to ensure each student is getting the supports necessary for academic success; 3) an academic case management system to ensure students are academically on track; 4) educational advocates who work directly with those students most at risk to ensure they are engaged and supported; 5) a rigorous curriculum that integrates evidence-based instruction and support, specifically in math and reading and provides teachers with the support to deliver this instruction; and 6) a college readiness approach that ensures each student has an individual learning plan, is on track to take rigorous Advanced

Placement courses, graduate without the need for remediation, and achieve a degree beyond high school.

- **Family and School Coordination:** Within our Appalachian culture, the family has a strong influence on a young person's future plans. We have developed a comprehensive plan designed to assist parents of children from birth to age 24 as they support their children to high school graduation then to postsecondary success to career. Key is 1) transforming the school to a place where families can be supported and engaged; 2) building the social capital and networks of parents; 3) supporting the skills and resources of parents to ensure they can support their child's literacy development; 4) providing parents the information they need to support their child in transitioning to and through high school to postsecondary to career.
- **Wellness and Safety:** Recognizing the impact that community conditions have on a student's academic success, we have developed a solution to ensure students are healthy, safe and supported. Key is 1) increasing student and family knowledge on the importance of physical activity and healthy eating and providing opportunities to integrate physical activity and healthy eating into their lives; 2) integrating within the academic curriculum of the school evidence-based curricula on substance abuse prevention; and 3) building the social emotional competencies of youth.

Specific details on our continuum of solutions including description of the solution, cost and saturation rate, source of funding, implementation plan and segmentation analysis can be found in Appendix F.

Figure 17 connects the activities of our solutions to our need indicators. Our strong theory, as outlined in our logic model in Appendix G, is that implementation of this continuum of solutions without time and resource gaps will positively impact these indicators and improve educational outcomes of children and youth.

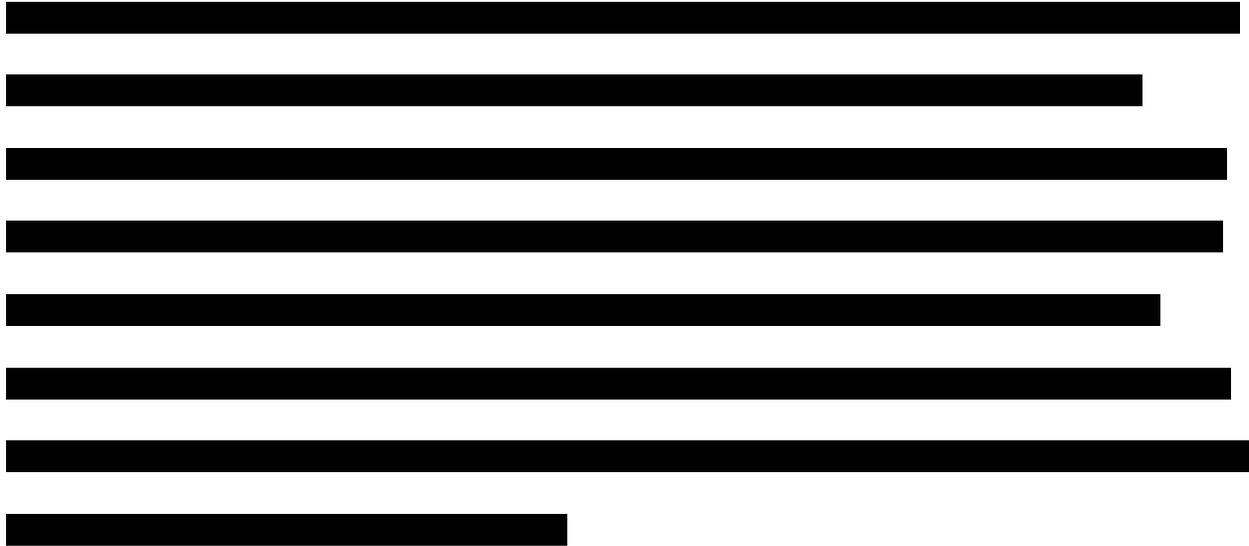
Figure 17: Indicators and Solutions	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
Solution: Early Learning and Development (birth to age 5)	
1: Medical Home	Assist Knox County Health Department and partners in referring children 0–3 to medical homes.
	Incorporate importance and availability of preventive health care into early childhood programming activities, such as home visiting and kindergarten transition programs.
	Partner with health-care providers to hold well-child sessions during Neighborhood events.
2: Age-Appropriate Functioning	Home visiting for pre-birth–age 3 and Raising a Reader Book Bag Exchange for age 3–5.
	Train formal as well as informal home and center-based child-care providers on appropriate screening, progress monitoring and curriculum to ensure school readiness.
	Provide coaching for early child care and education providers to achieve higher levels of Kentucky’s Early Childhood Professional Development Framework.
	Professional development for early childhood educators that emphasize engaging boys and girls.
	Partner with preschools and early learning settings to develop a curriculum plan which will identify and implement evidence-based curriculum such as Pre-K Mathematics, Success for All, etc. along with the corresponding professional development to address programming gaps.
3: Early Learning	Build capacity of local early learning network to improve communication and leverage resources.
	Provide technical assistance to child-care providers on the newly mandated Kentucky All STARS quality rating system to assist centers in meeting standards for continuous improvement.
	Licensing training sessions to support starting formal in-home child-care centers.
	Technical assistance to increase the number of early learning centers with All STARS rating of 3.
Promise Schools (school entry–college or credential completion)	
4: Academic Proficiency	With school leadership, integrate evidence-based math and reading programs; develop a three-phase (planning, implementation and evaluation) professional development plan for teachers to ensure effective implementation.
	Implement early warning system; A–B–C One-to-One Academic Case Management system, tiered

Figure 17: Indicators and Solutions	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
	interventions, integrated student supports to include embedded tutoring, referrals to tutoring, academic programs, support services and summer reading programs.
	AP enrollment/active recruitment of low-income students into AP with parent sessions.
	Out-of-school learning opportunities; active recruitment and retention efforts targeted at low-income students; differentiated activities to meet the learning styles of males and females.
	Parent institutes and workshops to engage parents in the educational process.
	Using the myON digital library as a platform, lead parent academies to equip parents with the necessary tools, resources and training to support their children’s literacy development.
5: Attendance	AmeriCorps members implement Check and Connect, refer students and families to support services, provide student outreach and mentoring and engage students in activities of interest.
	Family programming to improve communication among families and school.
	Provide elementary to middle school and middle school to high school transition programs.
	Attendance Works training; with school leadership, implement attendance campaigns annually.
	Home visits to review student progress, identify barriers to attendance and provide supports, referrals.
6: Graduation Rate	High-impact practices to engage students; TOP; work-based learning; project-based learning.
	AmeriCorps members implement Check and Connect, refer students and families to support services; provide student outreach and mentoring and engage students in activities of interest.
	Career- and college-readiness activities; career exploration; test prep study sessions; homework assistance; and educational planning for postsecondary study and workforce entry.
	Afterschool and out-of-school enrichment opportunities including summer programming.
7: Postsecondary Success	College- and career-readiness programs braided from elementary through high school, as age appropriate, to build a college-going and career culture within school and community.
	Rigorous curriculum to support students in attaining academic skills needed graduate college ready.
	Summer bridge programs that focus on leadership development and essential life skills, as well as academic preparation for college and career to decrease the impact of summer melt.
	Partnerships with colleges to support students while in college with focus on first-to-second-year retention rates.
	Provide workshops for study skills, financial literacy, time management, test taking.

Figure 17: Indicators and Solutions	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
	Each student develops an Individual Learning Plan that outlines goals and steps for successful transition.
	Financial planning workshops for parents to include FAFSA training, budgeting for college.
	Provide periodic visits to “matched” college campuses, vocational schools and career sites aligned with students’ Individual Learning Plans for students and their family members.
Wellness and Safety (school entry – age 24)	
8: Physical Activity	HealthCorps Living Labs provide opportunities for physical activity during and out-of-school.
	Workshops for families on nutrition, healthy eating and the importance of physical activity.
	Organize a school wellness group (including students) to develop coordinated school health plan.
	Integrate HealthCorps curriculum into school programming both in-school and out-of-school
9: Healthy Eating	Provide professional development for food service workers and teachers on food preparation, farm-to-school, and integrating food production and preparation into the curriculum.
	Provide family learning opportunities (food preservation/canning, gardening, cooking, baking, community gardens, Longest Dinner Table); establish a community food policy council.
10: Safety	Activities for parents and students on anti-violence, interpersonal communications, awareness and prevention of cyberbullying, bullying, sexting and promotion of healthy relationships.
	Partnering with local law enforcement, modify school practices and ensure that best practices are in place and implemented relative to new Kentucky legislation for IPO procedures.
	In partnership with Operation UNITE, implement the Too Good for Drugs Programs
	Facilitate a youth safety council for each high school.
	Provide Youth Mental Health First Aid workshops for school and community members.
Family and School Coordination (birth–age 24)	
11: Mobility	Connect with families that are moving their child from a school to ensure they have information necessary to enroll student in new school. Serve as resource to the family during the transition.
	Engage parents of students who transfer into school to review the student records and to ensure that they have the resources they need to support their student.
	AmeriCorps will check and connect with students transferring into and out of our schools.
12: Family Reads to	Provide family academies to train families to utilize the myON literacy platform to read to their children, utilizing the audio feature if the parent has a low literacy level.

Figure 17: Indicators and Solutions	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
Children	Provide home visiting program to improve school readiness and literacy.
	Provide training to child-care providers on engaging their students’ parents and provide the parents with information and activities to use with their children.
13: Family Encourages Reading	Family engagement programming embedded with literacy information.
	Using the myON digital library as a platform, lead parent academies to equip parents with the necessary tools, resources and training to support their children’s literacy development.
14: Family Encourages College and Career	College fairs and career expos for students and families.
	FAFSA workshops (parents of 11 th graders); FAFSA completion sessions (parents of 12 th).
	Individual financial aid and college match information provided to each student and their family.
	Provide college and career site visits where parents can attend alongside students.
15: Access to Broadband	Provide expanded access to computing devices via PN offices, schools and partner sites.
	Provide Wi-Fi internet access via the public library bookmobile, allowing students to download books and sync their accounts on the myON literacy platform for offline reading.

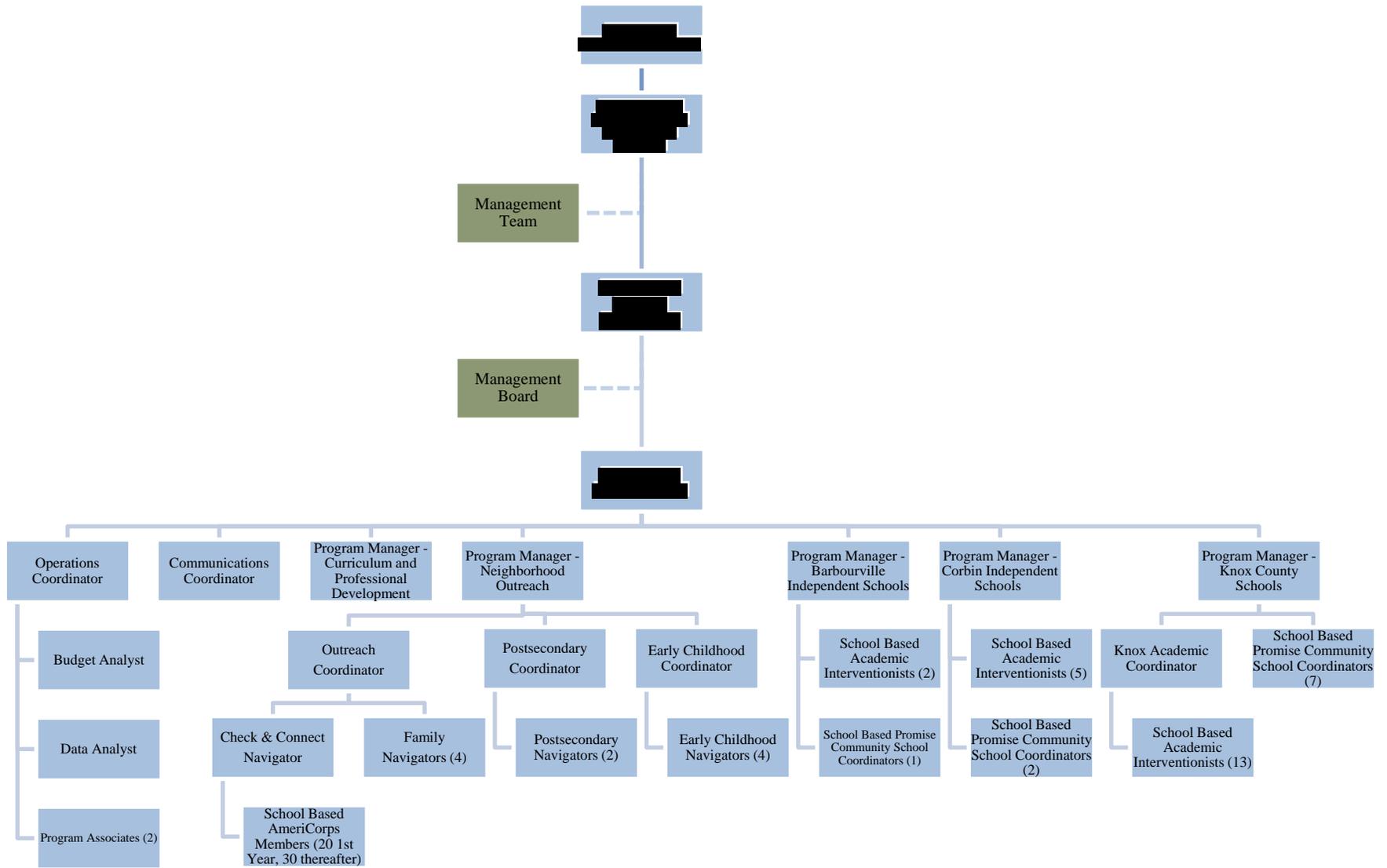
Key elements along our continuum—for example integrated student supports, community schools—immediately impact all students in the Neighborhood. To illustrate, within the first six months of the project, each of the fifteen Promise Neighborhood schools will develop a work plan to implement integrated student supports to ensure all students are receiving necessary supports, referrals and services. Thus, all students will be impacted by solutions along the continuum in year one. Other elements—for example Teen Outreach Program, Check and Connect—will reach a subset of students each year based on our initial and ongoing data analysis and segmentation. To illustrate, Check and Connect will be targeted to those students who are chronically absent. Each year, targeted interventions will serve more students. See Appendix F for information on the scaling up of our interventions over the life of the grant.



Upon notification of funding, Berea College will search for key personnel to ensure the effective and efficient implementation of the project. Key personnel include:

- Program Managers (5 positions, 100% FTE),
- Coordinators of Early Childhood, Outreach, Postsecondary, Academic (4 positions, 100% FTE),
- School Based Academic Interventionists (20 positions, 100% FTE),
- School Based Promise Community School Coordinators (10 positions, 100% FTE),
- School Based Check and Connect Navigator (1 position, 100% FTE),
- Postsecondary Navigators (2 positions, 100% FTE),
- Family Navigators (4 positions, 100% FTE),
- Early Childhood Navigators (4 positions, 100% FTE),
- Communications Coordinator (1 position, 100% FTE),
- Operations Coordinator (1 position, 100% FTE),
- Budget Analyst (1 position, 100% FTE), and
- Data Analyst (1 position, 100% FTE).

A detailed personnel plan that connects each position to our results and indicators is included in Appendix B along with position descriptions. An organizational chart follows:



Our year-one timeline with milestones for accomplishing project tasks and the responsible parties follow. No major changes are anticipated during the 2nd through 5th years.

Figure 19. Implementation Timeline					
YEAR ONE OPERATIONAL TIMELINE AND PERSONNEL RESPONSIBLE					
Project Director	PD	Acad. Interventionists	AI	Family Navigator	FN
Communications Coor.	CC	Acad. Coordinator	AC	Check & Connect Nav.	CCN
Data Analyst	DA	Promise Community		Principal	P
Program Managers	PM	School Coordinators	PSC	Budget Analyst	BA
Coord.s: Early Child.,		Postsec. Navigators	PSN	Operations Coor.	OC
Postsec., Outreach	CO	Early Child. Navigators	ECN	Evaluator	E
WEEKLY ONGOING ACTIVITIES					
<ul style="list-style-type: none"> • School meetings to review data, discuss caseload of individual students: AI, AC, ECN, P • School check-in meetings to ensure integration P, CO, PSC • Embedded and pull-out tutoring sessions and rigorous courses AI • Early warning reports, maintenance of time and effort logs and service reports ALL • Family, health, safety, out-of-school programming during academic year (both before and after school) and summer PM, CO, PSC, FN, ECN, CCN • Mentoring with at-risk students AI, PSC, PSN • Postsecondary support services for high school graduates PSN, CO • Collect and analyze data (DA); Maintain early warning system DA, E 					
MONTHLY ONGOING ACTIVITIES					
<ul style="list-style-type: none"> • Meetings: <i>Management Board Meeting (ALL)</i> • <i>PN All Staff Stats Meeting (ALL)</i> • <i>School Faculty Meetings (PM), (PSC), (AC), (AI)</i> • <i>Berea College Partners for Education Leadership Council Meeting (PI), (PD), (PM)</i> • Partner and community meetings (PD), (PM) • Staff development and training (ALL) • Professional development for teachers and administrators (AC) (PM) • Workshops for students (AI), (PSC), (CCN) • Parent informational workshops (FN), (CO), (ECN), (PSC) • Reconcile federal/match expenditures with college accounting office statements (PD), (BA) • College, cultural and job site visits for students and parents (FN), (CO), (PSC), (PSN) • Review, monitor and modify school and partner integrated work plans (PD), (PM), (AC) • PN community and school newsletters disseminated and press releases for local papers provided (PD), (CC) 					
QUARTERLY ONGOING ACTIVITIES					
School District Financial Site Visits (Mar, Jun, Sep, Dec) (PD), (BA)					
Partner Monitoring Visits (Apr, Jul, Oct, Jan) (PD), (PM), (AC)					
Management Board Meetings (Feb, May, Aug, Nov) (PI), (PD), (PM)					

SUMMER ACTIVITIES	
Extended learning opportunities for all grade levels; Home visiting; Parent institutes (PM), (CO), (PSC), (FN), (CCN), (ECN)	
January 2017 Hire Project Director, Establish Offices (PI) Introduce Promise Neighborhood (PI), (PD) Meeting with school officials (PI), (PD) Receive data download from KDE (PI), (PD)	February 2017 Continue staff hiring—Program Managers, Coordinators and Support Staff (PD) Set project targets and PMs (PD), (DA), (E) parent & student survey (DA), (E)
March 2017 Continue staff hiring—Interventionists & Navigators—(PD), (PM), (CO) Continue parent & student surveys (DA) School team planning retreat (PD), (PM)	April 2017 Planning for summer (PD), (PM), (Partners) Community-based programming begins (PSC), (CO), (FN), (ECN) Staff performance planning (PD), (PM), (CO)
May 2017 Begin longitudinal study (E) Summer out-of-school programming begins (PSC), (AI), (CO), (ECN), (FN), (AC) Recruit volunteers (CCN) Draft communications plan (CC), (PD)	June 2017 Collect baseline performance-level data (DA) Continue summer out of school programming (PSC), (AI), (CO), (ECN), (FN), (AC) ESSS home visiting begins (CO) Postsecondary programming begins (PSN)
July 2017 Continue data collection (DA) Continue summer out of school programming (PSC), (AI), (CO), (ECN), (FN), (AC) Continue postsecondary summer programming (CO), (PSN) PN staff summer training institute (ALL) National meeting (PD), (PM)	August 2017 File Annual Performance Report (PD) School-based and postsecondary programming begins including integrated student supports, A–B–C One-to-One Case Management and Check and Connect, APIP (AC), (AI), (PSC), (CCN), (AC), (PM), (CO), (ECN), (FN)
September 2017 Review results from July partner monitoring visits and prepare for October visits, suggesting necessary programmatic and operational changes (PD), (PM), (OC) FAST programming (FN), (CO) Health Corps living labs (CO), (PSC), (FN)	October 2017 Collect and analyze baseline from schools (DA), (PD), (PM) Literacy connection academies begin (PM), (CO), (FN), (AI) Safety programming begins (Too Good for Drugs) (PM), (CO)
November 2017 TOP facilitator training (PSC), (CCN) Year 2 financial commitments (PD) (BA) Year 2 retreat and data debriefing (ALL)	December 2017 Annual review and evaluation (PD) (E) (DA) Issue press releases highlighting Year 1 results (CC), (PD)

Adequate procedures for program management and reporting: Policies and procedures are in place for data collection, recordkeeping and reporting—financial, student and services. Berea College personnel, financial and management policies are in place to ensure

compliance with all federal and state regulations. In compliance with Department of Education regulations, all personnel will maintain time and effort logs and submit them monthly to the project director who will review and sign them, filing them in the Grant Services office.

2. The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence

Our solutions have been greatly informed by research and evidence. We have developed a continuum of solutions with supporting interventions that reflect generally accepted best practices for improving educational outcomes for birth to age 24. Our efforts focus on implementing interventions with a strong evidence base. Following an exhaustive research and literature review and with input of school leaders and teachers, we have imbedded interventions with a strong evidence base within each of our solutions as follows:

- **Early Learning and Development:** We have identified three evidence-based programs—Doors to Discovery, Pre-K Mathematics and Creative Curriculum for Preschool—that will enhance the quality of early childhood learning within the Neighborhood and will improve student learning outcomes. We will provide the curriculum and professional development to the early childhood teachers to support the implementation of the interventions. Coaching and support will be provided to ensure the programs are implemented with fidelity.
- **Promise Schools:** Working with the instructional leaders in our three school districts, we have identified the following evidence-based interventions to support reading and math instruction: Success for All, Fast ForWord, Accelerated Math, and Advanced Placement Incentive Program. Working with each district, we have developed a plan to support teachers, through training and job-embedded coaching, in implementing and delivering these evidence-based interventions. Appendix F provides details on the implementation plan, including our plan to phase in these interventions and then take them to scale. To provide the support needed to those students most at risk of not graduating from high school, we have identified Check and Connect as an intervention.

Check and Connect will be implemented by AmeriCorps members and targeted toward those students most at risk of not graduating from high school.

- **Family and School Coordination:** Recognizing the need to connect families to schools, we will implement Families and Schools Together (FAST). FAST empowers parents in multi-family groups held after school, builds relationships among and between families and schools, enhances the parent-child bond, and improves family cohesion. We will utilize FAST to engage parents who have been alienated from the schools and to provide these parents with the information they need to support their child in school success and college going.
- **Wellness and Safety:** To increase students' social-emotional competencies, we will implement Too Good for Drugs and the Teen Outreach Program (TOP). Too Good for Drugs promotes social skill development and resiliency to promote learning readiness and social emotional competency. Students learn and practice setting reachable goals, making responsible decisions, and refuse peer pressure and influence through independent, paired, and cooperative learning activities and games. TOP promotes the positive development of adolescents through curriculum-guided, interactive group discussions; positive adult guidance and support; and community service learning. TOP is focused on key topics related to adolescent health and development, including healthy relationships, communication, influence, goal-setting, decision making, values clarification, community service learning, and adolescent development and sexuality.

An implementation plan for taking these evidence based interventions to scale over time has been developed as outlined in Appendix F.

Figure 20 and Appendix G provide information on these interventions, including their evidence rating intervention and a citation to at least one study supporting their **strong evidence rating**. Note: we have documented two studies for each intervention and detailed information on these two studies, and copies of these studies, are included in Appendix G.

Figure 20. Interventions with Strong Evidence Base	
Intervention	Strong Evidence Rating and Citation to Study (additional studies with citations included in Appendix G)
Solution: Early Learning and Development (birth – age 5)	
<p>Doors to Discovery is a preschool curriculum that uses thematic units of literacy activities to encourage children’s development in a number of areas identified by research as the foundation for early literacy success: oral language, phonological awareness, concepts of print, alphabet knowledge, writing, and comprehension.</p>	<p>Meets WWC evidence standards without reservations.</p> <p>Christie, J., Roskos, K., Vukelich, C., & Han, M. (2003). The effects of a well-designed literacy program on young children’s language and literacy development. In F. Lamb-Parker, J. Hagen, R. Robinson, & H. Rhee (Eds.), <i>The first eight years. Pathways to the future: Implications for research, policy, and practice. Proceedings of the Head Start National Research Conference</i> (pp. 447–448). New York: Mailman School of Public Health, Columbia University.</p>
<p>Pre-K Mathematics is a supplemental curriculum designed to develop informal mathematical knowledge and skills in preschool children. Mathematical content is organized into seven units: (1) Counting and Numbering, (2) Understanding Arithmetic Operations, (Fall Activities) (3) Spatial Sense and Geometry, (4) Patterns, (5) Understanding Arithmetic Operations (Spring Activities), (6) Measurement and Data, and (7) Logical Reasoning.</p>	<p>Meets WWC Evidence Standards without reservations.</p> <p>Klein, A., Starkey, P., Clements, D., Sarama, J., & Iyer, R. (2008). Effects of a pre-kindergarten mathematics intervention: A randomized experiment. <i>Journal of Research on Educational Effectiveness</i>, 1(3), 155–178.</p>
<p>The Creative Curriculum for Preschool is a project-based, early childhood curriculum designed to foster the development of the whole child through teacher-led, small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom. Child assessments are an ongoing part of</p>	<p>Meets WWC evidence standards without reservations.</p> <p>Preschool Curriculum Evaluation Research (PCER) Consortium. (2008). <i>Creative Curriculum</i>: University of North Carolina at Charlotte. In <i>Effects of preschool curriculum programs on school readiness</i> (pp. 55–64). Washington, DC: National Center for Education</p>

Figure 20. Interventions with Strong Evidence Base	
Intervention	Strong Evidence Rating and Citation to Study (additional studies with citations included in Appendix G)
the curriculum, and an online program provides record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.	Research, Institute of Education Sciences, U.S. Department of Education.
Solution: Promise Schools (school entry – college or degree completion)	
Success for All is a whole-school reform model that includes a reading, writing, and oral language development for students in pre-kindergarten through fifth grade. Classroom reading instruction is delivered in daily, 90-minute blocks to students grouped by reading ability, allowing teachers to teach the whole class without having to break the class into multiple smaller reading groups.	Meets WWC evidence standards. Borman, G. D., Slavin, R. E., Cheung, A., Chamberlain, A., Madden, N., & Chambers, B. (2006). <i>Final reading outcomes of the national randomized field trial of Success for All.</i>
Fast ForWord (elementary) is a computer-based reading program intended to help students develop and strengthen the cognitive skills necessary for successful reading and learning. The program includes three series that aim to build cognitive skills such as memory, attention, processing, and sequencing.	Meets WWC evidence standards without reservations Borman, G. D., Benson, J. G., & Overman, L. (2009). A randomized field trial of the Fast ForWord language computer-based training program. <i>Educational Evaluation and Policy Analysis, 31</i> (1), 82–106.
Accelerated Math (elementary) is a software tool used to customize assignments and monitor progress in mathematics. Students receive individualized daily assignments that challenge them on the skills they need to work on most. Because each assignment is personalized, students can work together toward a better understanding of a math concepts.	Meets WWC evidence standards. Ysseldyke, J., & Bolt, D. M. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. <i>School Psychology Review, 36</i> (3), 453–467.
Fast ForWord (middle school) is a computer-based reading program intended to help students develop and	Meets WWC evidence standards.

Figure 20. Interventions with Strong Evidence Base	
Intervention	Strong Evidence Rating and Citation to Study (additional studies with citations included in Appendix G)
strengthen the cognitive skills necessary for successful reading and learning. The program includes three series that aim to build cognitive skills such as memory, attention, processing, and sequencing. They also strive to build language and reading skills, including listening accuracy, phonological awareness, and knowledge of language structures. There is also a series that focuses on increasing processing efficiency and improving reading skills such as sound-letter associations, phonological awareness, and word recognition, knowledge of English language conventions, vocabulary, and comprehension.	Rouse, C. E., & Krueger, A. B. (2004). Putting computerized instruction to the test: A randomized evaluation of a “scientifically based” reading program. <i>Economics of Education Review</i> , 23(4), 323–338.
Accelerated Math (middle school) is a software tool used to customize assignments and monitor progress in mathematics. Students receive individualized daily assignments that challenge them on the skills they need to work on most. Because each assignment is personalized, students can work together toward a better understanding of a math concepts.	Meets WWC evidence standards with reservations. Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. <i>Research in the Schools</i> , 14(1), 40–59.
Check & Connect is an intervention to reduce dropping out of school. It is based on monitoring of school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students. Students enrolled in Check & Connect are assigned a “monitor” who regularly	Meets WWC group design standards without reservations. Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. <i>Exceptional Children</i> , 65(1), 7–21.

Figure 20. Interventions with Strong Evidence Base	
Intervention	Strong Evidence Rating and Citation to Study (additional studies with citations included in Appendix G)
reviews information on attendance, behavior, or academic problems and intervenes when problems are identified. The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.	
The Advanced Placement Incentive Program (APIP) is a novel program that includes cash incentives for both teachers and students for each passing score earned on an Advanced Placement (AP) exam. The program is targeted primarily to low-income, minority-majority school districts with a view towards improving college readiness. The APIP is entirely voluntary for schools, teachers, and students. The APIP also includes teacher training conducted by the College Board, and a curriculum that prepares students for AP courses in earlier grades.	<p>Consistent with WWC evidence standards with reservations.</p> <p>“A Little Now for a Lot Later: A Look at a Texas Advanced Placement Incentive Program.” Working Paper 107. Kirabo Jackson. Cornell Higher Education Research Institute (CHERI), December 7, 2007.</p>
Solution: Wellness and Safety (school entry – age 24)	
Too Good for Drugs and Violence (TGFDV) is designed to promote high school students' prosocial skills, positive character traits, and violence- and drug-free norms. The delivery model features interactive lessons, games, and activities that promote full participation and retention. Lessons foster analysis and discussion of the effects of alcohol, tobacco and other drug (ATOD) use as well as prescription and OTC drug use and various nicotine delivery devices.	<p>Meets WWC evidence standards.</p> <p>Bacon, T. P. (2001a). Evaluation of the Too Good for Drugs and Violence–High School prevention program. A report produced for the Florida Department of Education, Department of Safe and Drug-Free Schools, Tallahassee, FL. Available from: Mendez Foundation, 601 S. Magnolia Avenue, Tampa, FL 33606.</p>

Figure 20. Interventions with Strong Evidence Base	
Intervention	Strong Evidence Rating and Citation to Study (additional studies with citations included in Appendix G)
<p>The Teen Outreach Program (TOP) is a life skills curriculum for 12- to 17-year olds that aims to prevent negative youth behaviors, such as school failure and early pregnancy. Trained facilitators deliver the curriculum in weekly classes throughout the school year. Participants discuss topics such as goal-setting, peer pressure, relationship dynamics, values, and communication skills. During the program year, teens enrolled in <i>TOP</i> must also plan and carry out a community service project.</p>	<p>Meets CrimeSolutions.gov evidence rating as promising.</p> <p>Moore, C. W., and Allen, J. P. (1996). The effects of volunteering on the young volunteer. <i>Journal of Primary Prevention</i>, 17(2), 231–258.</p>
Family School Coordination (birth to age 24)	
<p>Families and Schools Together (FAST) is an internationally acclaimed parent engagement program that helps children thrive by building strong relationships at home. The FAST® program helps children succeed by empowering parents, connecting families, improving the school climate and strengthening community engagement. FAST has been credited with meeting the needs of all socioeconomic, racial, or geographical groups making it a successful universal program.</p>	<p>SAMHSA’s National Registry of Evidence-Based Programs and Practices Rating: Met NREPP’s review standards as well as its requirements for independent assessment, and received a rating of 3.7 out of a possible 4.0.</p> <p>Crozier, M., Rokutani, L., Russett, J., Godwin, E. & Banks, G. (2010). A Multisite Program Evaluation of Families and Schools Together (FAST): Continued Evidence of a Successful Multifamily Community-Based Prevention Program. <i>The School Community Journal</i>, 20 (1), 187-207.</p>

3. Existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions

Our Promise Neighborhood initiative will work closely with existing assets and programs to maximize resources and avoid duplication of services. During our Knox Promise Neighborhood planning period we identified programs within the Neighborhood that can be

aligned with our continuum of solutions. These programs, and their funding streams, whether federal, state, local or blended (a mixture of federal, state or local funds), are detailed in Figure 21. We have garnered the support of the leaders of these programs.

Figure 21. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Solution: Early Learning and Development	
Rural IMPACT (Federal and Private)	Technical assistance from federal agencies to implement two-generation efforts focused on parenting youth and their children complemented by funding from American Academy of Pediatrics.
Corbin Public Library (Local)	Provide reading programs for children age 0–5 and parents, bookmobile that can be fitted with Wi-Fi.
KCEOC Community Action Partnership (Blended)	Access to teachers and staff within Early Head Start and Head Start programs for professional development.
Baptist Health (Private)	Provide families and their children, birth to age five, medical services.
Barbourville Hospital (Private, Federal, State)	Provide families and their children, birth to age five, medical services.
Grace Community Health (Blended)	Provide medical services and wellness programs for families and their children from birth to age 5.
Partnership Performance Pilot, P3 (Federal)	Staff will provide navigation services to parents under the age of 24 and their children.
Solution: Promise Schools	
Corbin and Lynn Camp 21 st Century Community Learning Centers (Blended)	After school and summer programming for youth of Corbin Independent Schools and Lynn Camp Schools at two sites within the Neighborhood.
AmeriCorps School Turnaround (Federal)	Provides 20–30 AmeriCorps members to implement Check and Connect in Neighborhood High Schools.
Berea College Gaining Early Awareness for Undergraduate Programs (GEAR UP; Federal)	College and career awareness activities for students at Knox Central High School, Lynn Camp School and Barbourville Independent; college and financial aid planning activities for families; professional development activities for teachers; materials to support a college going culture in schools.
Somerset Community College (State)	Space on campus to place PN staff person; data sharing agreement to ensure PN students enrolled are provided appropriate services.

Figure 21. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
KCEOC Community Action Partnership (Blended)	In-school youth work program, mentoring, essential skills training for youth.
Eastern Kentucky University (State)	Provide students with mentoring, tutoring, college-access information; provide high school teachers with professional development on math and literacy content.
Partnership Performance Pilot, P3 (Federal)	Staff will provide navigation services, mentoring, training, and support for disengaged youth.
Union College (Private)	College students providing mentoring and tutoring; access to early college opportunities
University of the Cumberlands (Private)	Space on campus to place PN staff person; data sharing agreement to ensure PN students enrolled are provided appropriate services.
Southern Kentucky Chamber of Commerce (Blended)	Implement Junior Achievement Work Ethic Seal program in area schools; assist with job shadowing opportunities
Knox County Chamber of Commerce (Blended)	Provide students with mentoring and job shadowing opportunities, internships and career readiness workshops.
Knox County Adult Education (Blended)	Provide WorkKeys preparation for high school students.
Eastern Kentucky University—Corbin Campus (Blended)	Professional development for teachers; on-campus learning experiences for students including summer camps.
Corbin Public Library (Local)	Provide literacy programs for in-school youth and their parents, bookmobile that can be fitted with Wi-Fi.
Knox County Health Department (Blended)	Health education workshops and activities for Knox County children and families.
KCEOC Community Action Partnership (Blended)	Housing, financial literacy programs, wellness center and energy assistance.
Eastern Kentucky University (State)	Engage families in college information sessions.
Partnership Performance Pilot, P3 (Federal)	Staff will provide navigation services to parents under the age of 24 and their children.
Baptist Health (Private)	Provide community health and wellness initiatives to all children.
Prichard Committee (Private)	Provide training and information sessions to schools and parents throughout the PN.
Barbourville Hospital (Private, Federal, State)	Provide community health and wellness initiatives to all children.
Cumberland River Comprehensive Care (Blended)	Provide students with mental health services in and out of school.

Figure 21. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Knox County Adult Education (Blended)	Provide GED programs for families of students and provide WorkKeys preparation for high school students and out-of-school youth.
Barbourville Mayor (Local)	Provide students with community service opportunities.
Corbin City Mayor (Local)	Provide student with community service opportunities.
First Priority (Private)	Faith-based group will provide leadership and community service opportunities.
Cumberland Valley RECC (Private)	Provide scholarships to students, information sessions on safety and educational activities; provides scholarships, community supports.
Kentucky Career Center (Federal)	Provide career counseling and advising to high school seniors.
Tri-County Education Pays (Blended)	Provide tutoring, essential skills training and support to low-income youth enrolled in higher education.
Full-Service Community Schools (Federal)	Provide mentoring, community services, and leadership opportunities to students at Knox Central and Lynn Camp.
Investing In Innovation (Federal)	Provide training for teachers in Laying the Foundation and APIP in Knox County Schools; provide support for students taking AP courses in Knox County Schools.
Solution: Wellness and Safety	
Operation UNITE (Federal)	Provide students with education programs to prevent substance abuse.
Knox County Cooperative Extension (Blended)	Provide students and their families with health and wellness programs; assistance in developing home gardens, nutrition workshops; provide teachers and school leaders with assistance in establishing farm to school program.
Corbin City Police (Local)	Provide resource officers in schools and integrate trauma-informed care information into training of safety officers.
Barbourville Police (Local)	Provide safety workshops for students and families
Corbin Family Resource and Youth Service Centers (Blended)	Provide linkages between families and health providers; transportation to medical providers; connections to emergency housing.
Barbourville Independent Schools Family and Youth Service Centers (Blended)	Provide linkages between families and health providers; transportation to medical providers; connections to emergency housing.
Solution: Family and School Coordination	
Knox Public Library (Local)	Provide literacy programs for students and their parents.
Corbin Public Library (Local)	Provide literacy programs for in-school youth and their parents, bookmobile that can be fitted with Wi-Fi.
Corbin Family Resource and Youth Service Centers	Provide linkages between families and service providers (social services, housing and food); provide support to

Figure 21. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
(Blended)	students (clothing, transportation to medical providers, connections to emergency housing).
Cabinet for Health & Family Services (Blended)	Provide family support services to families of our students, our parenting teens.

4. Methods of evaluation include the use of objective performance measures that are related to the intended outcomes and will produce quantitative and qualitative data.

Our methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data as illustrated in Figure 22.

Figure 22: Performance Measures and Quantitative and Qualitative Data Produced	
Goal: To build within the Promise Neighborhood a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports with great schools at the center.	
Result 1: Children enter kindergarten ready to succeed in school.	
Indicator 1: Medical home	
PM 1.1: # of early childhood home visits that discuss medical home importance/% of caseload served PM 1.2: # of medical home related information dissemination services/% of population served	Quantitative Data: Early childhood mail survey with a random sample administered annually; records of home visits from early childhood navigators; home visit service data entered weekly into the Promise Neighborhood longitudinal data system by early childhood navigators. Qualitative Data: Interviews with parents who received home visits; focus groups with health-care providers and parents.
Indicator 2: 3-year-olds and kindergarten children—age appropriate functioning	
PM 2.1: # of early childhood home visits focused on transition to preschool or Head Start; % change in enrollment of early learning programs PM 2.2: #/% of preschool/Head Start teachers who receive PD related to early childhood instruction (with PD emphasis on techniques targeted at low-performance groups) PM 2.3: #/% of children participating in kindergarten transition programs	Quantitative Data: Records of home visits; enrollment data from school districts and Head Start programs; administrative data from Save the Children; sign-in sheets from kindergarten transition programs and early childhood professional development workshops; census data on number of eligible children in the Neighborhood. Qualitative Data: Interviews with parents who received services; focus groups with early learning providers; classroom observations by early childhood coordinator and early childhood navigators; focus group with kindergarten teachers.

Figure 22: Performance Measures and Quantitative and Qualitative Data Produced	
Indicator 3: Birth to kindergarten in high-quality early learning settings or programs	
PM 3.1: #/% of center-based or home-based programs scoring a three or above on the Kentucky All STARS quality rating system	<p>Quantitative Data: Kentucky Cabinet for Health and Family Services STARS reports; sign-in sheets for early childhood professional development workshops.</p> <p>Qualitative Data: Classroom observations; interviews with parents and early childhood providers.</p>
Result 2: Students are proficient in core academic subjects.	
Indicator 4: Academic proficiency	
<p>PM 4.1: #/% of early warning system (EWS) students on ABC 1:1 caseload</p> <p>PM 4.2: #/% of EWS students (on caseload) who receive intervention services</p> <p>PM 4.3: #/% of EWS students (on caseload) who move to proficiency</p>	<p>Quantitative Data: Individual data on caseload students to include: attendance data, assessment data and risk factor data; number of hours and type of services provided caseload students via sign-in sheets and case reports; KPREP scores for caseload students.</p> <p>Qualitative Data: Logs of students referred for integrated student support; student focus groups and interviews; teacher interviews; student observations.</p>
Result 3: Students successfully transition from middle school grades to high school.	
Indicator 5: Attendance rates of 6th, 7th, 8th and 9th grade students	
<p>PM 5.1: #/% of 6, 7, 8 and 9th grade students identified by EWS with attendance issues (at risk for chronic absenteeism)</p> <p>PM 5.2: #/% of 6, 7, 8 and 9th chronic absent students who received mentoring or other direct services</p> <p>PM 5.3: # / % of 6, 7, 8 and 9th chronic absent students with families involved in FAST</p> <p>PM 5.4: # / % of 6, 7, 8 and 9th chronic absent students who participate in TOP</p>	<p>Quantitative Data: School provided student level attendance data; average daily attendance data; chronic absentee data; sign in sheets from FAST, TOP; logs of students participating in mentoring or other direct services.</p> <p>Qualitative Data: Logs of student absences (marking period); chronically absent student focus groups; interviews with students whose absenteeism has shifted from “at risk” to “Low risk”;</p>
Result 4: Youth graduate from high school.	
Indicator 6: Graduation rates	
<p>PM 6.1: #/% of high school students who received work-based learning who graduate</p> <p>PM 6.2: #/% of high school students who participate in high impact practices (mentoring, TOP, project based learning, service learning, FAST) who graduate (caseload</p>	<p>Quantitative Data: Individual student-level graduation data provided by districts; number, type, dosage of service data (work-based learning, high impact practices, credit recovery); sign-in sheets from programs.</p> <p>Qualitative Data: Student focus groups and interviews; student individual learning/career plans;</p>

Figure 22: Performance Measures and Quantitative and Qualitative Data Produced	
students) PM 6.3: #/% of high school students who received Check and Connect services who graduate	lists of students who indicate college or career plans; survey on student perceptions.
Result 5: High school graduates obtain a postsecondary degree, certification or credential.	
Indicator 7: Postsecondary achievement	
PM 7.1: #/% of students who graduate College or Career Ready PM 7.2: #/% of students who received college- or career-ready services who graduated college or career ready PM 7.3: #/% of EWS students who received college- or career-ready services who graduated College or Career Ready PM 7.4: #/% of college student population that received postsecondary services	Quantitative Data: individual student-level college- and/or career-ready data provided by districts; number, type and dosage college- and career-related services; sign-in sheets from services; college student data (attendance, retention, remedial courses taken) from the National Student Clearinghouse and colleges. Qualitative Data: Service reports of students who receive college or career advising services; student interviews and focus groups; follow-up surveys of students who participated in the program; student survey on student perceptions.
Result 6: Students are healthy.	
Indicator 8: Physical activity	
PM 8.1: #/% of students served by the living labs PM 8.2: #/% of students participating in Promise Neighborhood health and wellness activities	Quantitative Data: Sign-in sheets from living labs; Number, type, dosage of health and wellness services; sign-in sheets from health and wellness events, Qualitative Data: Student interviews; logs of student services; focus group of teachers, students and parents; pre-post survey measuring student perceptions on health.
Indicator 9: Fruits and vegetables	
PM 9.1: #/% of students in target area who are served by the living labs PM 9.2: #/% of students participating in Promise Neighborhood health and wellness activities	Quantitative Data: Sign-in sheets from living labs; Number, type, dosage of health and wellness services; sign-in sheets from health and wellness events, Qualitative Data: Student interviews; logs of student services; focus group of teachers, students and parents; pre-post survey measuring student perceptions on health.
Result 7: Students feel safe at school and in their community.	
Indicator 10: Students feel safe at school.	
PM 10.1: #/% of students who receive Too Good for Drugs services PM 10.2: #/% of youth who	Quantitative Data: Sign in sheets from Too Good for Drugs, Youth Mental Health First Aid and TOP events; service rosters from these events; aggregate-

Figure 22: Performance Measures and Quantitative and Qualitative Data Produced	
participate in TOP PM 10.3: #/% of schools that have protocols in place regarding student safety	level data as reported by schools and collected through the Kentucky Incentives for Prevention (KIP) survey. Qualitative Data: Tools, agreements, professional development, and protocols reported by Neighborhood schools; student interviews and focus groups; teacher focus groups.
Result 8: Students live in stable communities.	
Indicator 11: Student Mobility Rate	
PM 11.1: #/% of students who move into school that are provided services PM 11.2: #/% of students who move from the school that are provided services	Quantitative Data: Number, type, dosage of services provided to students who enter and who withdraw; enrollment data for student who enter and exit school including school from which/to which they came/go; Qualitative Data: Student level withdrawal data provided by districts collected by staff via meetings with student or family; student interviews and focus groups; entry and exit survey with students transferring between Promise schools.
Result 9: Families and community members support learning in Promise Neighborhood schools.	
Indicator 12: Parents read to birth-kindergarten children.	
PM 12.1: #/% of parents of children birth to K who receive information about reading to children PM 12.2: # children and parents birth to K entry served by programs	Quantitative Data: Records of home visits; census data on estimated population of birth-kindergarten children; sign-in sheets from events; number, type, dosage of services provided by Save the Children, libraries, PN. Qualitative Data: Interviews with parents who received home visits; interviews with parents participating in activities and those not participating; focus groups with early childhood providers.
Indicator 13: K–8th-grade students are encouraged to read.	
PM 13.1: #/% of K–8 parents who receive information about reading to children	Quantitative Data: sign-in sheets from events; number, type, dosage of services provided by PN and partners. Qualitative Data: Interviews with parents who are participating in activities and those not participating; focus groups with elementary teachers.
Indicator 14: 9th–12th grade students talk to parents about college and career.	
14.1: #/% of parent’s receiving information on college and career. 14.2: #/% of parents who participate in college and career planning and events with their youth.	Quantitative Data: Sign-in sheets from workshops related to college, career, financial aid or other relevant topics; number, type and dosage of services to students and families related to college and career planning.

Figure 22: Performance Measures and Quantitative and Qualitative Data Produced	
	Qualitative Data: Student interviews; parent interviews and focus groups.
Result 10: Students have access to 21st century learning tools.	
Indicator 15: Access to internet	
PM 15.1: #/% of children who receive technology to assist learning PM 15.2: #/% of children who access myON digital reading platform PM 15.2: #/% of books opened on myON platform PM 12.4: #/% of opened books read on myON platform	Quantitative Data: Distribution records of technology to include type of technology, location of usage, hours of usage, type of usage; myON usage reports (number of books opened, number of books read) by student and aggregate. Qualitative Data: Student interviews; parent and teacher focus groups.

REACH of Louisville, Inc. (REACH) will serve as our evaluator. [REDACTED]

[REDACTED]

[REDACTED]

REACH has an extensive history of working with large federal initiatives involving multiple collaborating partners. Beginning in 2005 REACH served as the state-level evaluators for Kentucky’s Strategic Prevention Framework State Incentive Grant, a large scale six-year substance abuse prevention project. More recently, REACH served as the evaluator for SPEAK, a three-year state-level youth suicide prevention and early intervention project funded by SAMHSA. Currently, under Birkby and Pennington’s leadership, REACH serves as the evaluator for the 2011 Berea College Promise Neighborhood program. As such, REACH is firmly grounded in the Promise Neighborhood evaluation framework, they are knowledgeable about the U.S. Department of Education’s expectations for Promise Neighborhoods, and, are experienced in successfully meeting federal data collection and reporting requirements.

The primary purpose of the proposed performance management and evaluation system is to enable our Promise Neighborhood leadership to gather, analyze, and interpret data to make informed decisions about progress and provide recommendations for quality improvements as

the project progresses. The nature of our Promise Neighborhood necessitates a range of design considerations since it is likely that various questions will emerge, and numerous processes and activities may need to be observed or assessed across different levels. However, we anticipate employing primarily quasi-experimental and repeated measures designs, with theory-based and qualitative methods also serving as important approaches.

We will ensure that our evaluation strategy is coordinated with, and complementary to, the national evaluation. And we will conceive and implement both an implementation and outcome evaluation that maximizes rigor, is realistic, and ensures ethical feasibility.

We anticipate using the following guiding evaluation questions to steer our work and generate information about the effectiveness of our Promise Neighborhood.

1. What assortment of services were implemented and delivered? To whom? What were the characteristics of participants?
2. How was the Berea PN transformation envisioned, implemented and managed? To what extent was the transformation implemented as designed? How much variation occurred across settings? What adjustments needed to be made?
3. Did the Berea PN improve specific outcomes for participants (at different levels) receiving services? Is the project differentially effective with subgroups? What dosage of services and supports are needed to achieve outcomes?
4. Did the Berea PN improve specific outcomes for neighborhood residents?
5. Did the Berea PN project improve neighborhood conditions?
6. To what extent do children and families perceive that the Berea PN solutions are effective?

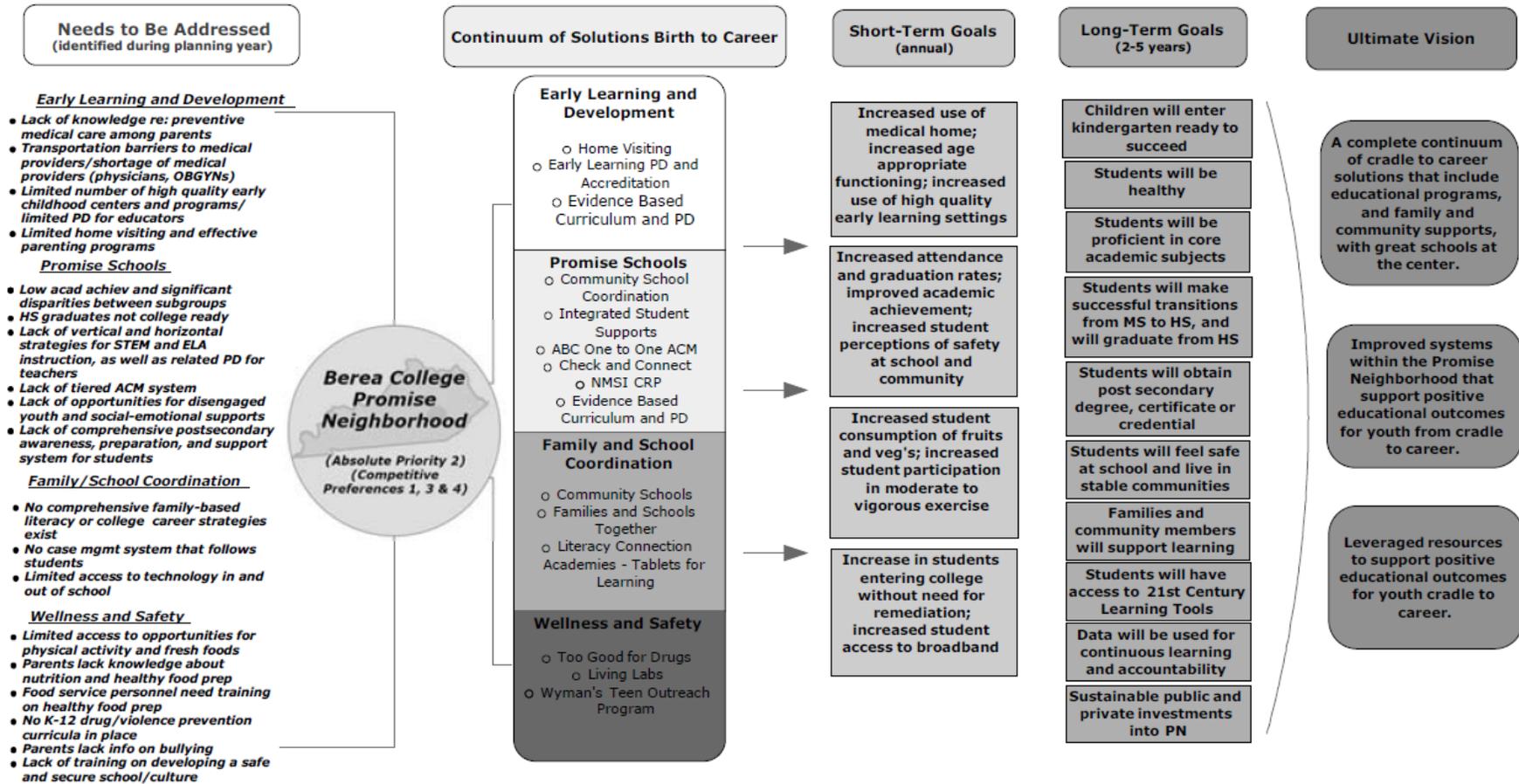
Further, we will be equipped to collect and report on each of the required performance and outcome measures associated with the project without delay. Figure 23 summarizes our intentions in this regard:

Figure 23. Data Collection Timeline and Instruments

Collection Date	Evaluation Dimensions	Collection Vehicle
Bi-Monthly	Demographic & Educational Characteristics of Students	Kentucky Department of Education (KDE) Data Download Report
Years 1, 3, 5 in May	Medical Home	Berea PN Survey: Early Childhood—High School
Annually at beginning of school year	Age-Appropriate Functioning (3 yrs., K)	Knox Co. Head Start Developmental Screening (3-year-olds); Brigance Early Childhood Screen III Kindergarten (Administrative Data from KDE)
Years 1, 3, 5 in June, Dec	Center- and Home-Based Early Learning Settings	Administrative Data—Knox Co. Local Preschool Coordinators
Annually in the Fall	Academic Proficiency	Administrative Data—KDE Annual K-PREP Report
Monthly	Delivery of Services	Berea PN Longitudinal Data System
Years 1, 3, 5 in May, Nov.	Attendance and Chronic Absenteeism	Administrative Data—Local School Districts
Each year in the Fall	Graduation Rate	Administrative Data—KDE School Report Cards
Years 1, 3, 5 in May, Nov	Enrollment in Postsecondary Institution; Obtainment of Degree or Certificate	Administrative Data—National Student Clearinghouse
Years 1, 3, 5 in May, Nov	Enrollment in Postsecondary Without Remediation; Obtainment of Industry-Recognized Credential	SignalVine Text Messaging Platform
Annually in March/April	Moderate Daily Physical Activity; Consumption of Fruits and Vegetables	Berea PN Student Survey
Annually in March/April	Student Safety	Berea PN Student Survey (annual); KIP Student Survey (even years only)
Annually in May/Nov.	Student Mobility	Administrative Data—Local School Districts
Years 1, 3, 5 in May	Parents Read to Children (early childhood, K-8)	Berea PN Survey: Early Childhood—High School
Years 1, 3, 5 in May	Parents Talk to HS Students about College and Career	Berea PN Survey: Early Childhood—High School
Annually in March/April	Student Access to internet	Berea PN Student Survey

5. The extent to which the proposed project is supported by strong theory

Our project is supported by strong theory as illustrated by our logic model.



III. QUALITY OF PROJECT SERVICES

1. The likelihood that the services to be provided by the project will lead to improvement in the achievement of students as measured against rigorous academic standards

Knox Promise Neighborhood will lead to improvement in the achievement of students in math and reading/English language arts as measured against rigorous academic standards. We are implementing a continuum of solutions based on a strong theory of change. (See logic model page 60.) As stated in our logic model, an ultimate outcome of our project is “improved systems within the Promise Neighborhood that support positive educational outcomes.”

To ensure we are leading to improvements in student achievement, we will measure student achievement with rigorous academic standards. In grades K–8, student achievement will be measured by the Kentucky Performance Rating for Educational Progress (K-PREP), a blend of norm-referenced and criterion-referenced assessments. At grades 9–12, student achievement will also be measured by state mandated End Of Course exams (EOCs) in English II and Algebra II.

Key to our work of improving the achievement of students is creating within our schools and communities a college-going culture of high expectations. We have adopted a set of standards or conditions, with research-based attributes, that must exist in schools to achieve and maintain a college-going culture. These are shown in Figure 24, below.

Figure 24. Standards for a College-Going Culture	
Aspiration	School setting that inspires and supports students’ college and career goals. All schools provide all students access to advising and activities linking school, personality and aptitude to career and college.
Rigor	College and career success are intricately linked to preparation in the school. All students assured opportunities and support to acquire core knowledge and skills that provide them the best chance for success in college.

Figure 24. Standards for a College-Going Culture	
Expectation	School provides clear indicators of college readiness which are focused on both college knowledge and college-ready coursework to close the gap between aspiration and college going. Students advised on progress toward readiness and provided support.
Accountability	School makes decisions about student readiness and school improvement using data to create a complete profile and uses data to gauge progress over time.
Sustainability	School focuses on transforming culture to attain lasting success.

All Promise Neighborhood programs, services and activities are aligned with these overarching standards or conditions. For example, our integration of instructional programs with a strong evidence base and the related professional development expands the capacity of teachers in our schools to present classes with increased rigor and greater efficacy. To further illustrate, the APIP program is an intervention focused on improving the capacity of schools to provide rigorous courses. Promise Neighborhood will increase school capacity, refine and update teaching practices, and empower non-teaching personnel to nurture and sustain the college-going culture. This expanded capacity ensures that students, schools and communities will benefit long into the future from the services, connections and successes of Promise Neighborhood.

The continuum of solutions is aligned with an ambitious, rigorous and comprehensive strategy for improvement of schools in the Neighborhood. Creating excellent schools is at the heart of our Promise Neighborhood work. The three public school systems in our Neighborhood are key partners as evidenced by the Memorandum of Understanding (Appendix C). In Kentucky, there are no charter schools, and in our rural area, there are no private schools. The youth of our Promise Neighborhood attend the public schools within the Neighborhood. Therefore, to improve the educational outcomes of our youth, we **must** improve our public schools. The key elements of our strategy to improve all Promise Neighborhood schools are discussed below.

Accreditation of all schools within the Promise Neighborhood: Our partner

AdvanceED, parent company of the Southern Association of Colleges and Schools, will assist all Neighborhood schools through the accreditation process. Accreditation is a voluntary method of quality assurance and is a set of rigorous protocols and research-based processes for evaluating an institution's organizational effectiveness. The internal self-assessment a school conducts against a set of research-based quality standards can produce a wealth of galvanizing insights.

Use of data-based decision making in school planning: Our school leadership lacks sufficient tools and skills to analyze and use data to shape instruction. This weakness, revealed during our data collection, is impacting student achievement. AdvanceED will provide each school district with ASSIST, a web-based school and district improvement planning and management system, and hands-on training and follow-up on using the system. ASSIST uses state-of-the-art technology to guide users through a meaningful continuous improvement process, support disciplined thought and data-based decision making, and ensure that compliance details and improvement activities are effectively monitored and implemented. Through the use of ASSIST, school leaders will have the ability to create unique data profiles, build high-quality goals and plans, document the implementation process, and evaluate effectiveness of program and planning initiatives in a single user-friendly system.

Use of college- and career-readiness targets and benchmarks: College- and career-readiness performance targets are test scores that indicate a student is on track to be academically prepared for college by the time he or she finishes high school.⁴⁰ Once college- and career-readiness performance targets have been set, students can be divided into academic preparation groups, and services can be targeted to students based on college- and career-readiness performance targets and the size of students' academic preparation gaps. We will use the ACT

Aspire College and Career Readiness Targets (CCR targets) as an assessment. ACT Aspire is a standards-based system of assessments to monitor progress toward college and career readiness from grades 3 through early high school, connecting each grade to the next. ACT Aspire is aligned with the ACT College Readiness Benchmarks.

We will assess students using ACT Aspire starting at 3rd grade, and the Kentucky Department of Education will assess each 11th grader using the ACT. Thus, we will have college-readiness benchmarks **for each Promise Neighborhood student**. This individual student data will be downloaded into our Promise Neighborhood early warning system (below) and will provide staff and school partners information needed to define a path to college and career readiness for each student. Continual monitoring of student-level targets and benchmarks via the Promise Neighborhood data system will ensure that the interventions necessary to get each student on track for high school graduation and college and career readiness is provided.

Use of longitudinal early warning system: Research has shown that students who eventually leave high school before graduating exhibit strong predictive warning signs, such as infrequent attendance, behavior infractions and course failure. These warning signs more accurately predict whether a student will drop out of high school than any socio-economic factors and can be used to predict high school graduation as early as the start of middle school.⁴¹ We are prepared to launch a Promise Neighborhood longitudinal early warning system that tracks individual student data—socio-economic status, school data, achievement data, CCR targets and ACT benchmarks. The backbone of this system will be Kentucky’s longitudinal data system, the Persistence to Graduation Tool. Promise Neighborhood academic interventionists located in each of our schools will access the system to produce academic early warning reports using the student-level longitudinal data. This will enable staff to intervene early and consistently

to ensure students are on track.

Increased access to rigorous and engaging coursework: The culture in our Neighborhood schools must be transformed into one that recognizes students can achieve well beyond expectations. We have developed a comprehensive plan for K–12 integration of evidence-based math and reading programs into the school curriculum. Our school leadership assisted in the design of the curriculum plan and will provide the access to teachers and administrators necessary to effectively implement and support the implementation. We recognize that for the evidence-based programs to have impact, teachers must be supported in the implementation, and we will develop targeted professional development plans that include job-embedded coaching for each evidence-based program we implement.

For example, we will replicate the National Math and Science Institute Advanced Placement Incentive Program (APIP) with fidelity. (Note: the National Math and Science Institute now calls this program the College Readiness Program, thus, we use the titles interchangeably.) A key step in replicating APIP is to establish an inclusive school environment that encourages students to enroll in rigorous courses. While some schools require students to prove their way into challenging courses, which limits enrollment to just the top few, this policy erroneously reinforces stereotypes about what AP students “look like.” In contrast, APIP schools rethink their AP culture by adopting open enrollment and recruiting more students, including high-need students, thereby allowing many more students to succeed at that level.

NMSI insists those who replicate APIP train pre-AP and AP teachers with relevant pedagogical methods and provide continual support as teachers adopt new skills. This intensive support and training is critical to building the capacity and in-depth content knowledge required to successfully teach AP courses. Over five years, all math, science and English teachers will

receive three years of Laying the Foundation,⁴² the pre-AP program within the NMSI model.

Tiered Intervention System: We have designed a Promise School model with a tiered intervention system based on the Response to Intervention (RTI) System followed in our classrooms. Many articles provide descriptions of RTI models in their entirety and data to support their effectiveness.⁴³ We will utilize the philosophy and framework of RTI to ensure we provide *the right resources to the right students at the right time*. The model is built on the recognition that all students need varied levels of supports, targeted and intensity. And the model looks at all student needs: academic, family, health and safety. For example, the family engagement program is designed to support all families through the provision of monthly sessions. Some families need *targeted interventions* because of factors impacting their success—unemployment, incarcerated family member or traumatic event. A *targeted intervention* may include small-group activities designed for specific groups of students, such as a Grandparents as Parents support group. Lastly, even fewer families, like families headed by a teen parent, require *intensive supports* in order to succeed. Intensive support could include a one-on-one mentoring relationship with a caring adult. Across all our services, Promise Neighborhood utilizes tiered interventions to ensure each student and family receives supports at the *appropriate level*.

To further support the achievement of students, we have built into our Promise School solution the implementation of an academic case management system. We are basing our academic case management system on the John's Hopkins' A–B–C One-to-One Case Management System. This system uses early warning indicators and intervention systems to ensure students effectively progress to graduation. Case management is a collaborative approach among school administrators, teachers, Promise Neighborhood academic interventionists and parents using data to keep students performing at grade level and thus on track for graduation.

Our case management system will utilize three key early warning indicators: attendance, behavior and course performance to identify struggling students and potential drop outs. Using these indicators allows case managers (our academic interventionists) to quickly identify students who are in trouble and provide immediate targeted student interventions while monitoring their progress. Recognizing that some students (specifically those chronically absent students that are at-risk of not completing high school) need even more intensive interventions, our academic case management system at the high school will be complemented by the Check and Connect monitoring system. AmeriCorps members will be assigned a caseload of chronically absent students that they will check and connect with on a regular basis.

Our strong partnership with our Promise Neighborhood public schools makes it feasible for the rigorous improvement of our schools to be key to our Promise Neighborhood strategy. This strategy, and the Promise School solution within our continuum of solutions, was developed with schools, and the schools will provide us access to students, teachers and data. The schools will actively engage us each year as they develop their calendars, their professional development plans, budgets and school improvement plans.

Key elements of the Promise School solution that will increase achievement are further described in Appendix F.

2. Creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding

Partners for Education at Berea College has extensive experience in managing formal and informal partnerships with multiple non-profit and government partners both locally and nationally, through private and federally funded projects. In the past 20 years, Berea College Partners for Education, with Dreama Gentry at the helm, has effectively implemented several

major projects that demonstrate our experience effectively managing partnerships, holding partners accountable for outcomes, and managing federal and private grant-funded projects including:

- The development and implementation of five U.S. Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnership grants that engaged partners in more than 33 rural Appalachian school districts.
- Serving as the backbone education organization for the nation's first Promise Zone and integrating a shared results framework and data collection across eight rural counties
- Launching a Performance Partnership Pilot in 2015 to serve 1,000 disconnected youth that blended multiple federal funding streams to meet shared objectives
- The 2011 implementation of the nation's first rural Promise Neighborhood in three rural Kentucky counties.

Each of these projects achieved its intended outcomes and held partners accountable through systems of formal and informal MOUs, contractual and reimbursement agreements, and continuous communication with our partner organizations. Additionally, we have strong experience managing effective partnerships in Knox County as evidence by the successful implementation of our Full-Service Community Schools grant at Knox Central High School and Lynn Camp School.

We go into this work with the lessons we have learned in previous partnerships. Figure 25 illustrates our collective lessons learned from previous partnerships and our plans for maintaining and managing partnerships within our Promise Neighborhood.

Figure 25. Managing Partnerships within the Knox Promise Neighborhood	
Lessons Learned from Previous Partnership	Steps to Build Strong Partnership within the Promise Neighborhood
Successful partnerships come together first and foremost to meet a need in the community and because they are committed to shared mission and vision.	We have created a shared mission, vision, theory of change and theory of action with our partners who are committed to achieving this vision. The Management Board will have strong, mutual accountability to our shared goals and will discuss our progress in an open, constructive forum with ample resources for building capacity to reach our shared vision. The Management Board will become the “holder” of the PN vision and culture for all involved.
Strong partnerships and accountability are built on consistent, clear communication, trust, follow-up and follow-through and structure	We will be clear in our agreements (MOUs, work plans and budgets), our mutual commitments and responsibilities. We will monitor our results frequently and use data to continuously improve upon our results and process. We will allocate resources to partnership development, coordination and evaluation to ensure that organizations have the resources to engage in building strong partnerships.
Effective partnerships are mutually beneficial and have buy-in from multiple levels of staff.	Our system of coordination is designed to develop substantive relationships with staff of partner organizations and school districts at multiple levels. Direct-service staff will receive training ensuring they understand and are “bought in” to the partnership, outcomes, and process.

Our key formal partners in this Promise Neighborhood are the signatories to our Memorandum of Understanding. **The Memorandum of Understanding included in Appendix C describes each formal partner’s commitment.** Partners for Education at Berea College has been intentional in forming partnerships with organizations key to the success of the Promise Neighborhood initiative. Each key partner has signed the MOU, which specifies the following:

1) a theory of change that is consistent with each partner’s way of conducting work and engaging with the community; 2) specific financial support of each entity; 3) partner accountability requirements; and 4) a governance structure that all partners support. Our key formal partners are Knox County Public School System, Corbin Independent School System, Barbourville Independent School System, Berea College, KCEOC Community Action Partnership, Operation

UNITE, Kentucky Highlands Investment Corporation (Promise Zone), and Save the Children.

In addition, we have 39 informal partners that have committed to the support of the Promise Neighborhood by aligning their current services and programs to the Promise Neighborhood results, indicators and continuum of services (See Figure 21. Existing Assets in the Promise Neighborhood and Contribution to Solutions, page 50). In addition to the alignment of theories of change and vision with our partners, we have documented financial support, both direct and in-kind, from numerous community, regional and national partners. We have included signed forms documenting significant match from 26 partners in Appendix D.

This strong support of our Promise Neighborhood by our formal and informal partners is due in part to the fact that the theory of change and action of our partners is consistent with that of our Promise Neighborhood. **Our theory of action for our Promise Neighborhood** is as follows:

A well-coordinated collaboration of partners working with parents, implementing well-designed programs and closely monitored services will positively impact the lives of children. We believe that by collectively engaging in this intense effort to promote academic achievement; foster physical, social and emotional well-being; encourage parental engagement and effective parenting; build healthy habits and environments; and nurture productive citizens, we will be able to create and sustain a Promise Neighborhood in which all children can thrive physically, educationally, socially and emotionally in preparation for productive, enjoyable lives as adults.

Processes are in place to ensure accountability of all partners. We will create and nurture “effective partnerships” defined as those that are mutually accountable and supportive; have 100% buy-in from both sides of the partnership; create and adhere to shared vision, goals and outcomes; and have strong, consistent and ongoing communication. Our accountability mechanisms for achieving these “effective partnerships” and ensuring strong outcomes are described below.

Figure 26. Knox Promise Neighborhood Accountability Systems		
Goal	Accountability Process for PN Partners	Accountability Process for Partners for Education
Knox PN achieves its goals and realizes its outcome targets and deliverables.	<ul style="list-style-type: none"> The principal investigator and evaluator will use information from PN’s database and from the evaluation team to monitor progress towards goals, outcome targets and deliverables as articulated in MOUs and contracts with partners. In the event a partner agency or contractor consistently fails to meet deliverables, Partners for Education will retain the right to cancel the contract and identify a new contractor to complete the proposed work. 	<ul style="list-style-type: none"> The Knox PN Management Board will monitor Partners for Education’s progress through its work plan towards its goals and deliverables. Partners for Education’s PI will monitor contract compliance. Staff goals and deliverables will be monitored according to individual work plans. Partners for Education will refer to data and evaluation information to continuously gauge progress.
Knox PN solutions are effective and create the intended change.	<ul style="list-style-type: none"> Principal investigator and project director will monitor the effectiveness of PN outcomes in creating positive change and make modifications as needed. The Knox PN Management Board, community partners and other thought partners will assess PN’s success in creating positive change in the target community. 	
Knox PN is transparent. PN data, outcomes and process information are shared with partners and the community.	<ul style="list-style-type: none"> The principal investigator and the project director will ensure that PN’s outcomes and vision are widely accessible to community members through a variety of methods including forums and leadership discussions. In addition, Knox PN will maintain a strong online presence and make data available to partners and community members through the Knox PN webpage. The project director and communications coordinator will contribute to the effective distribution of PN program and outcome information to community members. 	
Knox PN is fiscally responsible.	<ul style="list-style-type: none"> The project director and program managers will co-manage partner compliance with MOUs, subcontracts, and purchasing protocols. This will include regular review of contracts and MOUs, partner audits and strong reimbursement policies based on meeting program deliverables. 	<ul style="list-style-type: none"> Annual OMB single audit. Management Board will review PN’s fiscal information quarterly. Undergo programmatic and finance audits that include review of cost per client and per solution and a cost-benefit analysis to determine cost-effective solutions.

IV. QUALITY OF THE MANAGEMENT PLAN

1. Experience, lessons learned, and proposal to build capacity of applicant's Management Team and project director in working with the neighborhood and its residents; the schools; the LEA in which those schools are located; government leaders; and other service providers

In 2015, we convened a key group of individuals committed to improving educational outcomes for all youth within Knox County: our Management Team. The Management Team has provided guidance and direction to the development of the Knox Promise Neighborhood and has secured committed fiscal resources, both direct and in-kind, to support the Promise Neighborhood initiative.

Moving forward the Management Team will meet twice a year to assist the project director and principal investigator with the development of a Promise Neighborhood multi-year financial and operating model and accompanying plan. [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

█ [REDACTED]

[REDACTED]

To ensure community and partner voice in the governance of the project, we have established a Management Board. The Management Board shall serve as the governance body of the Promise Neighborhood and will be actively involved in decision making. The Management Board will be responsible for oversight of the budget and approval of significant adjustments to the implementation plan.

[REDACTED]	[REDACTED]

The Management Board will meet six times per year. The group will select and institute a decision-making standard (e.g. Robert’s Rules, 60% approval). The project

director will call all meetings of the Management Board. The Management Board includes representation from the key partners and residents.

The Management Board will be comprised of up to 25 members as illustrated in Figure 27. Recognizing that the resident’s voice is critical to Promise Neighborhood, a minimum of 60% of the Management Board must be Neighborhood residents. Currently 92% of the members of the Management Board are residents of the Promise Neighborhood.

To ensure the voice of families and students are heard, we will create a family advisory council composed of parents and family members of students, birth–24, within in

our Promise Neighborhood and a youth advisory council composed of youth age 16–24. The advisory councils will provide guidance and input to Promise Neighborhood staff. The program manager for outreach will call the meetings of the advisory councils which will meet four times per year. Three representatives from each advisory council, selected by the council, will sit on the Management Board. Importantly, the board, team and council structures have been in use on key projects for more than a decade as we implement initiatives in Appalachia.

We have extensive experience working with the Promise Neighborhood and its residents and its community organizations through the Knox County Full-Service Community School Program, Grow Appalachia and GEAR UP as described below.

- **The Knox County Full-Service Community School Program** was launched in the fall of 2014 with funding from the U.S. Department of Education. The Knox County Full-Service Community School Consortium, composed of Partners for Education at Berea College (designated lead agency), Knox County Schools, College for Every Student, Families and Schools Together, Governor’s Commonwealth Institute for Parent Leadership, Eastern Kentucky Asset Building Coalition and KCEOC, developed the Knox County Full-Service Community School Program to meet the needs of the students and families in Knox County, Kentucky. Their program design is influenced by the Coalition for Community Schools’ research and its results framework and works toward the result that “*All Knox County Full-Service Community School Students Succeed at School.*” The Full-Service Community School program serves two schools in the Knox County school district. The lessons learned and best practices of implementing the Knox Full-Service Community School program greatly influenced our Promise Neighborhood design.
- **Grow Appalachia**, a privately funded initiative of Berea College, is one of the largest rural community gardening projects in the United States. Grow Appalachia provides low-income families in our Promise Neighborhood with everything they need to grow their own food and thereby address the food insecurity in the neighborhood. Grow

Appalachia also conducts a full range of instructional classes to teach the skills of garden planning, planting, maintenance, heart healthy cooking and food preservation. Grow Appalachia has extensive relationships with families in the Promise Neighborhood. These connections with families will be invaluable as we start implementing Promise Neighborhood.

- **GEAR UP** is a federally funded Department of Education program designed to provide a cohort of students intensive college and career awareness and preparation activities. Berea College GEAR UP began serving a cohort of Knox County students in 2011 when those students were in 7th grade. Those students are now seniors in high school. The GEAR UP students are provided tutoring, mentoring, and college and career planning. In 2015, Berea College began a second cohort of GEAR UP students in the neighborhood in collaboration with Barbourville Independent schools. Those students are now 7th graders and they will continue to receive GEAR UP services throughout high school. The GEAR UP partnerships with the schools and with area community colleges and four-year institutions will be an important asset as we launch Promise Neighborhood.

Not only do we have experience working with residents and community partners, we also have extensive experience working with the schools described in Absolute Priority 1 and the LEA in which those schools are located. Of the fifteen rural schools in our Promise Neighborhood, we have six low-performing schools that the Kentucky Department of Education has classified as “needs improvement.” Of these low-performing schools, Lynn Camp Middle is a designated focus schools—a school that will receive targeted assistance from the Kentucky Department of Education. It is important to note that the Kentucky Department of Education has classified the Knox County School District as a district that “needs improvement.” Figure 28 is a listing of the lowest performing schools in the Promise Neighborhood and their percentile ranking in Kentucky, with 100 being best.

Berea College has significant experience working with low-performing schools through our GEAR UP initiatives. Information and data demonstrate that Berea College has significantly improved student

Figure 28. Accountability Performance of Lowest Performing Promise Neighborhood Schools, 2014–2015		
School	% in KY	Classification
Lynn Camp Middle	21%	Needs Improvement
Knox Middle School	63%	Needs Improvement
Knox Central High	69%	Needs Improvement
Central Elementary	54%	Needs Improvement
Dewitt Elementary	63%	Needs Improvement
Barbourville Elementary	29%	Needs Improvement
KDE, School Report Card, 2014–2015		

achievement, attainment and retention through our work with low-performing schools. College staff that work with local schools regularly meet to share best practices and lessons learned. Our proposed solutions at the middle and high school level of the continuum grow from Berea College’s experience working with students in similar low-performing Appalachian middle and high schools. We have implemented these interventions and seen a positive impact on student achievement, closing achievement gaps and increasing college-going rates in similar high-need schools as follows.

- **Student Achievement and Growth:** Berea College GEAR UP 1999, from years 1999 to 2005, exceeded its objectives on student achievement and growth. Over six years, the percent of students at or above grade level, as measured by the Kentucky Commonwealth Accountability Testing System, increased 17% in math and 15% in reading. During GEAR UP 2005, from years 2005 to 2009, there was an increase of 17% in middle school students at or above grade level in math and a growth in reading of 3%.
- **Closing Achievement Gaps:** Importantly, Berea College has experience closing achievement gaps for low-income students, who are identified by their eligibility for free/reduced-priced lunch (FRPL). In 2004 (baseline), there was gap of 11% in math between FRPL students and non-FRPL students. By 2008, the gap decreased to 9%. In

reading, the gap of 10% between FRPL students and non-FRPL students in 2004 narrowed to 8% by 2008.

- **High School Graduation and College-Going Rates:** In addition to student achievement, high school graduation and college-going rates increased. GEAR UP 1999 showed considerable progress in increasing high school graduation rates with a growth of 10 percentage points and presented an impressive increase of 13 percentage points in the number of students who attended a college. GEAR UP 2005 also performed admirably: in the 2004 baseline year, the high school graduation rate was 86% and college-going rate was 52%. By 2008, high school graduation rate increased to 90% and college-going rate to 60%.

We have extensive experience working with other Promise Neighborhood service providers as well as state and federal government agencies and representatives. Current roles and programs that form the foundation for Berea College’s work with other service providers and government entities include our role as lead education implementation partner for the Southeast Kentucky Promise Zone, as convener of the Rural Integration Models for Parents and Children to Thrive (Rural IMPACT) demonstration project, and the Full-Service Community Schools program at Knox Central High School and Lynn Camp School, and our longstanding Appalachian Fund and our Brushy Fork Institute programs.

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The Working Team meets quarterly and has adopted a cradle-career results framework for the Zone. Active participation on the team is high.

- Berea College serves as convener of the federally designated **Rural IMPACT Demonstration Project in Knox County**. This demonstration project evolves around

utilizing a two-generation approach to positively impact the educational outcomes of parents, age 24 or younger, and their children. [REDACTED]

[REDACTED] The Rural IMPACT team includes government agencies including community action and local health departments, USDA, adult education, family-based services, and family support.

- **The Partnership Council for the Full-Service Community School program at Knox Central and Lynn Camp** engages cross-sector stakeholders in working to strengthening the school-community connection between these schools and the community. [REDACTED]

[REDACTED] This group of business, government and non-profit leaders has been instrumental in obtaining community service engagement, providing career exploration opportunities and guiding our work to integrate an appreciation of our Appalachian culture through arts integration in schools.

- Since 1988, **Brushy Fork Institute** has worked to develop strong leadership in Appalachian communities. An outreach program of Berea College, the Institute offers leadership training, organizational development workshops and technical assistance to communities working for a better tomorrow. Brushy Fork has collaborated with a variety of organizations within the Promise Neighborhood to design and facilitate training sessions on group process, vision, problem solving, consensus building and other essential skills for successful community development efforts.
- **The Berea College Appalachian Fund**, a philanthropically-restricted portion of the Berea College endowment, has provided grants to rural communities throughout central Appalachia (primarily eastern Kentucky) in the areas of health care, education, leadership and social services for more than 50 years. The Appalachian Fund has provided support to small nonprofit and community service agencies within the Promise Neighborhood since its founding.

Figure 29 summarizes the lessons learned from these experiences and our proposal to continue to build our capacity in these areas.

Figure 29. Working with the Neighborhood and its Residents, the Schools and LEAs, Governmental Agencies and Leaders, other Service Providers	
Lessons Learned from Experience	Proposal to Build Capacity
Resident engagement is critical to the success of the project.	Project director will be a resident of the Neighborhood. Management Board will be over 60% residents (currently 92% residents). A Family Advisory Council and a Youth Advisory Council will provide continual input and will be represented on the Management Board.
A presence within the schools is essential as is an equitable presence in the Neighborhood.	Promise Community School Coordinators, AmeriCorps members, Academic Interventionists will be located within the schools. Recognizing that a disconnect exists between East Knox and West Knox, a Promise Neighborhood office will be located on each side of the county. This will enable all residents to have equitable access to services.
All levels of an organization's leadership must be engaged to ensure project success.	We have developed, and will continue to develop, buy-in at multiple levels within organizations. For example, we have worked closely with LEA leadership and school board members to ensure they have ownership and are supportive of the project. Concurrently, we connected with principals to ensure the continuum of solutions and implementation plan is one they are comfortable implementing. And, we engaged teachers to ensure their voice was heard in the design of the solutions.

2. Experience, lessons learned, and proposal to build capacity of applicant's Management Team and project director in collecting, analyzing, and using data for decision making, learning, continuous improvement, and accountability, including a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements

Berea College has experience collecting, analyzing and using data for decision making, learning, continuous improvement and accountability. Our lessons learned and experiences with GEAR UP and with our 2011 Promise Neighborhood implementation project are particularly relevant to our capacity for implementing this Promise Neighborhood project. GEAR UP illustrates our capacity to improve, refine and expand our work. We took lessons learned in the first GEAR UP partnership, based on the data discussed above, and expanded what

was a successful local project to an effective regional project. In the first Berea College GEAR UP Partnership project the college partnered with one LEA in rural Kentucky, working with 800 students. In 2005, lessons learned in the first GEAR UP project were used to expand the GEAR UP services to a regional program serving eight high-poverty LEAs in Appalachian Eastern Kentucky and more than 5,000 students. In 2011, we again re-engineered our GEAR UP program, creating a program that now serves over 15,000 students annually through partnerships with 22 rural Appalachian LEAs. GEAR UP is a partnership program with local, regional and national partners, each of whom brings skills, resources and experiences relevant to the project's scope, and each partner is financially committed to the project.

For five years, as we provided services to the 15,000 students in our latest GEAR UP cohort, we have been tracking the following data on each student at the individual level and have developed processes for obtaining student level data:

- Interventions received by the students, both interventions provided by GEAR UP and by GEAR UP partners (data provided weekly by provider using GEAR UP service reports);
- Interventions received by the parents of GEAR UP students, both interventions provided by GEAR UP and by GEAR UP partners (data provided weekly by service provider using GEAR UP service reports);
- Demographic data of students (qualification for free or reduced lunch, ESL status, gender, race (data provided by Kentucky Department of Education annually via data download); and
- ACT assessment results of students including interest inventories and career aspirations (data provided by KDE annually via data download).

In 2011, when we were awarded a Promise Neighborhood implementation grant for Clay, Jackson and Owsley counties in Eastern Kentucky, we began development of a longitudinal data system. This data system is fully implemented and is utilized by our GEAR

UP projects and our Full-Service Community Schools project. Our 2011 Promise Neighborhood project has fully utilized this longitudinal database, and the database had the capacity to meet all program reporting requirements and provided the staff with the data needed for continuous improvement. Our 2011 Promise Neighborhood project ends in December of 2016. However, we will continue to use this data system to track the Promise Neighborhood students who are still enrolled in school.

Our data partner for our longitudinal database is REACH of Louisville. REACH also served as our program evaluator for our 2011 Promise Neighborhood project and will serve as the evaluator for this project. REACH has shown the capacity to both design a data system and to serve as our local evaluator. A local (Kentucky) company, REACH designed data collection systems and served as the evaluator of a number of statewide initiatives. Its programmers and evaluators have the experience to move forward immediately upon notice of funding to create a web-based data portal, connected to our existing data system, for this Neighborhood. **The new, customized, web-based portal is expected to be operational within six months of the grant award.**

Our data system links data from multiple systems: We have worked with Promise Neighborhood school superintendents and the Kentucky Department of Education to develop a plan whereby, with requisite permission, we will be able to access record-level data on students in the Promise Neighborhood. The longitudinal, web-based, data system portal developed for this Promise Neighborhood will incorporate, through data downloads from the Kentucky Department of Education and the National Student Clearinghouse, record-level data on student demographics, student performance, CCR targets, student attendance, graduation rates, college going and college remediation.

The Promise Neighborhood longitudinal database will be programmed to allow for the matching and linking of data from a variety of sources (including data from providers of early childhood services within the Promise Neighborhood) and the stratification/disaggregation of the data by grade, race, gender, ethnicity and “dosage” of service. For example, upon notification of funding we will execute a data sharing agreement with our partner Save the Children wherein we can download student level data from their Early Steps to School Success home visiting program. Similarly, upon notification of funding we will execute a data sharing agreement with KCEOC Community Action Partnership wherein they will have the ability to enter student-level data related to the work-based learning services they provide directly into the database from a secure web portal designed for their staff.

We are committed to complying with all requirements related to informed consent processes and all applicable privacy laws, including HIPPA for any student-specific health data. Written informed consent will be obtained from every parent (or other caregiver with custodial control or supervision) of a student on whom additional, child-specific information is collected. Informed consent will include the following elements: (a) a description of the evaluation and its purpose; (b) the voluntary nature of participation in the evaluation (including that participation is not incentivized, and students will not be penalized for lack of participation); (c) a statement that describes there are no foreseeable risks to providing information; (d) a description of confidentiality, including that no report emanating from the evaluation will include personally identifiable information; and (e) contact information for the lead evaluators and project director.

All reports will be limited to aggregate data, with confidentiality of the students and families taking priority over any desire to display data by disaggregated subsets. (For example, if

the number of African American children in a particular grade or school is so small that a viewer/user of the data could identify the individual child/children, then the data will not be displayed at this level.)

Because the data to be held within the longitudinal database is sensitive, it will be handled with care both in transmission and storage. REACH servers sit behind a protected firewall, but a security layer will also be used for the data transmission.

How Rapid Time Data Will Be Used: For this Promise Neighborhood, we envision a data-driven system, with timely access to trend and current data for Promise Neighborhood staff and partners. The data-system will serve as an Early Warning System that will be utilized by school-level staff. One key feature of the customized system will be a project-level “dashboard,” that portrays key data elements in configurations determined by the data system users (by school, county, gender, race, grade, service, time frame, etc.). The system will incorporate a series of reports that conform to federal reporting requirements as well as the unique needs of project-level staff and stakeholders. For example, administrators may want to track service-level data by school, and/or staff member to assure productivity expectations are being met. While a series of reports (monthly, quarterly, annual and project-to-date) will be incorporated into the data system, the system will allow for the creation of a report for a specific, previously unspecified, time frame. Also, all reports will be able to reflect current data (real-time upon data entry). This capacity for flexibility and rapid-time analysis will be a tremendous resource for program management, decision making, continuous quality improvement, accountability and outcome measurement.

Commitment to work with the Department and with the national evaluator: We are fully committed to working with the U.S. Department of Education (USDOE) Promise

Neighborhood national evaluator. We will collaborate with the national evaluator to ensure that our program design and data collection procedures are sound and will produce reliable and consistent information to support a rigorous national evaluation of the Promise Neighborhood program as well as a comprehensive locally focused study. REACH of Louisville and the Promise Neighborhood project director will serve as our primary liaisons with the national evaluator and will supervise all activities and requirements associated with the national evaluation.

Included in our Memorandum of Understanding (Appendix C) are commitments from each school district to share data including data needed for the national evaluation. Each partner will identify a person who will serve as the primary point of contact for evaluation and data-related matters and who is empowered to fulfill requests for information.

Our local evaluator will ensure that our evaluation strategy is coordinated with, and complementary to, the national evaluation. The following are the anticipated key activities of our local evaluation:

- Review/Revise a set of guiding evaluation questions designed to generate information about the effectiveness of our Promise Neighborhood project;
- Conceive and implement an outcome evaluation design that maximizes rigor, is realistic, and ensures ethical feasibility;
- Develop a written evaluation strategy that is comprehensive, including identification and selection of a credible comparison group, and that is sufficiently rigorous;
- Develop a plan to provide the national evaluator with access to data;
- Develop a written plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group;
- Travel to national grantees meetings and evaluation conferences; and
- Coordinate with key stakeholders and participate in teleconferences or other communications.

V. ADEQUACY OF RESOURCES

1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits

Berea College's Promise Neighborhood program will coordinate services to Knox County, Barbourville Independent, and Corbin Independent students and families to ensure the schools and all community organizations are working together to achieve the result—"All Knox County students succeed in school." Promise Neighborhood will provide direct services to **10,347 Knox County children and youth and their families** with an annual federal investment average of less than \$580 per child. Our budget is adequate to implement the planned services and activities, and costs are reasonable in relation to the number served, the high quality of services described, and the results and benefits to be derived from the Promise Neighborhood model. Appendix F illustrates our plan to begin universal implementation of specified services in year one and our plan to bring our services to scale for all students over the course of the project period.

We have included a five-year total project budget that details all project expenses, categorizing expenses as federal or match. Each line item is reasonable in relation to the objectives and scope for the program, has been carefully calculated (using OMB Super Circular and Berea College's costing principles, procedures, guidelines, restrictions and limitations) and is connected to a specific objective.

The Promise Neighborhood program, our activities and our services address long-standing gaps related to rigor, high expectations, and opportunities in our Appalachian Kentucky schools and communities. The glaring inequity faced by our rural Promise Neighborhood schools was exposed in a January 4, 2014 *Lexington Herald-Leader* article by John Cheves. In "Tale of two Kentucky schools: Barbourville gets \$8,362 per student; Anchorage gets \$19,927," Cheves

shows the stark contrast between Barbourville Independent, one of our Promise Neighborhood school districts, and Anchorage Independent, a similar-sized school district just a couple of hours up the road from our Promise Neighborhood.⁴⁴ Cheves states,

Everything looks better in Anchorage: teachers' salaries and experience levels, class sizes, textbooks, computer access, test scores and the future in general ... The stark differences between the school districts show up on standardized test scores. On the 2011 Kentucky Core Contents tests, Barbourville elementary and middle school students fell below statewide averages for reading, math and science while Anchorage students came in far higher than average. The Kentucky Department of Education classifies Anchorage as scoring in the top 1 percentile for accountability standards. Barbourville is scoring in the bottom half for the state.

Figure 30 illustrates the stark contrast in the two schools.

Figure 30. Tale of Two Kentucky Schools by the Numbers		
Economic Indicator	Barbourville	Anchorage
2010 population	3,165	2,348
% of adults who did not graduate from high school	33%	1%
% of adults who have at least a four-year college degree	18%	74%
Median family income	\$37,857	\$166,154
Median home value	\$115,900	\$630,000
Per-pupil public school revenue, 2013	\$8,362	\$19,927
Average teacher salary in 2011	\$47,387	\$60,739
% of public school revenue that comes from state and federal funds	82%	16%
Chart excerpted from <i>Lexington Herald-Leader</i> article by John Cheves. In "Tale of two Kentucky schools: Barbourville gets \$8,362 per student; Anchorage gets \$19,927," Jan 4, 2014		

Since the late 1800s, Berea College has partnered with Appalachian communities to provide educational opportunities to low-income youth. Since 1967, when we received our first discretionary federal grant, we have effectively implemented U.S. Department of Education programs in the mountains of Appalachia. We will meet our Promise Neighborhood goals and objectives for our 2011 Promise Neighborhood project in Clay, Jackson and Owsley counties which ends in December 2016. Berea College has shown that we provide a solid return on federal investment. The requested federal investment in our Promise Neighborhood is reasonable

given our capacity to effectively and efficiently implement the project and the long-lasting, systemic change that will likely result.

2. The applicant has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders critical to the project's long-term success; or more than one of these types of evidence.

Berea College has the resources, infrastructure and partnerships necessary to operate the project beyond the length of the grant period. Berea College has an institutional commitment to the Appalachian region. In fact, we have been providing services and interventions to Appalachian communities since the late 1800s. We have an infrastructure and processes in place to ensure that the work of the Promise Neighborhood continues beyond the project period as evidenced by the key elements of our sustainability plan:

1. Establishing a Berea College endowment to fund leadership and fundraising functions to continue the work of Partners for Education, including the work of Promise Neighborhood;
2. Continually seeking funding to support the work of the Promise Neighborhood;
3. Collaborating with LEAs and partners to determine the pieces of the work that can be integrated into their normal course of business while also providing the technical assistance necessary to integrate these elements;
4. Cultivating community partnerships that lead to sustainable and effective practices and programs that continue beyond Promise Neighborhood; and
5. Utilizing strong evaluation to determine the practices having the most significant impact on children and families.

Figure 31 illustrates the foundational parts of our sustainability plan and the success we are having in sustaining the current Promise Neighborhood work which will end December 2016.

[REDACTED]	[REDACTED]

We have obtained demonstrated commitment of our key partners, including LEAs, governmental agencies and nonprofits, that evidence their broad support and commitment to the long-term success. Promise Neighborhood is composed of partners that are committed to our schools, our parents and our students. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

We will develop a multi-year financial and operating model and accompanying plan. As they grow, many nonprofit organizations struggle with the issue of defining the set of programs they should offer to maximize their impact. Translating broad visions into well-defined strategies is an arduous task, and one that often is an unnatural counterpart to day-to-day management activities. Developing a sustainable strategy and implementation plan that incorporates an analytical understanding of an organization’s underlying economics is difficult for small non-profits that quite often are already overwhelmed with need. The Harlem Children Zone grappled with these very issues when it began its cradle-to-career work. The challenge was to evaluate the myriad programs offered, sharpen its strategic positioning, and create a solid growth plan and performance measures Geoffrey

Canada could use to drive the organization forward and attract broad-based, long-term funding. During the implementation of our 2011 Promise Neighborhood, Canada provided mentoring to Partners for Education Executive Director Dreama Gentry. A key suggestion was for Partners for Education at Berea College to develop a plan to guide the direction of the Promise Neighborhood.

As suggested by Canada, we will develop a multi-year financial and operating model and accompanying plan to ensure we have the capacity continue the work of Promise Neighborhoods after the end of federal funding. Our goal will be to ensure we effectively use and repurpose resources (people, time, money) to align with high-impact priorities and overall strategy. We will assess capacity strengths and gaps, identify resource reallocation opportunities, and develop concrete plans to ensure that we and our partners sustain initiatives that are responsive to the diverse needs in our Promise Neighborhood. We seek to ensure we make strategic, sound and sustainable decisions based on evidence that will lead to improved learning for all our Promise Neighborhood students. We have allocated funds for the development of a multi-year financial and operating model that will ensure we sustain the work of Promise Neighborhood after federal funding ends.

In years four and five, Berea College will allocate funds to contract with a professional company to create a business plan. The plan will devise funding strategies to carry out the work of Promise Neighborhood after federal funding has ended.

Competitive Preference Priority 1—Improving Early Learning Development and Outcomes

We will expand the existing network of early learning providers in the Promise Neighborhood to ensure delivery of high-quality programming centered on school readiness and aligned with state early learning standards. This will include building the capacity of current early learning providers and encouraging new early learning programs, both center- and home-based in the Promise Neighborhood.

During our planning phase we have developed a strong network of early learning providers in the Neighborhood. This group is our Promise Neighborhood Early Learning Team. During implementation we will expand this team to include representatives from private child care centers, formal home-based programs, informal home-based programs, Save the Children's Early Steps to School Success program, Early Head Start, Head Start and the area child care councils (state sponsored).

The early learning team will meet quarterly. A key role of the team will be ensuring there is a high standard of quality across all early learning settings in the Neighborhood. The early learning team will be facilitated by the community early childhood council, a key partner in our Promise Neighborhood.

Kentucky All STARS is the new mandatory state quality rating improvement system for all publically funded early learning programs. Currently there are 24 licensed and regulated child-care sites in the Neighborhood. Only 19 (79%) of these licensed and regulated programs participate in the child-care program rating system, with 73% of the 870 (total capacity) children receiving care in a STAR rated program. However, 16 of these licensed and regulated programs (66%) received one out of four stars on the quality rating scale.⁴⁵ Public pre-K programs did not previously participate in the rating scale and now the participation of these programs is mandated. Through our Promise Neighborhood initiative, we will facilitate enrollment in the new system. In addition, we will offer ongoing support as providers navigate progressive levels of All STARS for continuous quality improvement. This support will include access to evidence-based early learning curricula and instructional practices such as DLM Early Childhood Express⁴⁶ which increases preschool math knowledge; Dialogic Reading⁴⁷ which increase vocabulary and expressive language; and HALO, Healthy Alternatives for Little Ones⁴⁸, a prevention program

that increases health knowledge and practices. Children will benefit from increased quality of the environment and curriculum.

Only 28% of the Neighborhood children in child care (245 of the 870 children) participate in the Child Care Assistance Program (CCAP).⁴⁹ Due to recent changes in state guidelines, there is conflicting information and confusion about eligibility and procedures. Promise Neighborhood will offer families and programs updated information and assistance in accessing subsidies to make child care affordable for families and easily managed for programs.

Promise Neighborhood will partner with Eastern Kentucky Child Care Coalition (EKCCC) to assist early childhood practitioners of all education levels and from diverse funding streams to progress in professional development as defined by the Kentucky Early Childhood Professional Development Framework. Locally accessed entry-level classes for the Commonwealth Credential and the Child Development Associate will align with Associate of Arts and Bachelor of Arts degree programs as outlined in articulation agreements with institutions of higher education. Professional development includes identifying and supporting practitioners at various levels of education and experience to obtain early childhood trainer credentials. Having a local cadre of early childhood trainers will support sustainability of quality programming in our Knox County Promise Neighborhood.

We will also partner with the schools, family resource centers, faith-based programs and community agencies to provide families with information and skills they need to raise healthy children eager to learn. We will ensure a seamless system of services and supports as children age along the pipeline from birth into school and during kindergarten and first and second grade. Save the Children's Early Steps to School Success (ESSS) home visiting program begins our pipeline with services for families prenatally through age three. We will also partner with Save

the Children to ensure children age three and into kindergarten participate in the Raising a Reader literacy book bag exchange. Promise Neighborhood early childhood navigators will support transition for ESSS students to an early learning program and, in partnership with teachers, provide interventions as needed through the preschool year. Continuing to engage families during kindergarten to strengthen home/school connections is critical. We will accomplish this in multiple ways: 1) We will offer summer camps for rising kindergarteners and first and second graders to reduce academic loss; 2) We will enroll families K–2nd grade in the myON reading program; 3) We will implement a series of family evenings during which kindergarten parents receive information specific to their own children’s readiness progress as measured by the Brigance Kindergarten Screener. These sessions include individually designed booklets with activities for the families to complete at home; and 4) We will provide schools with Kindergarten FAST, an evidence-based program that increases social equity for families and academic achievement for students.

In Kentucky, **school readiness is defined as each child enters school ready to engage in and benefit from early learning experiences that best promote the child’s success.** It is imperative that families, early care and education providers, school staff and community partners work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn. In our Promise Neighborhood, we will ensure that this collaboration occurs and that children from all prior settings receive high-quality learning experiences before and during the early years of school that lay the foundation for college and career readiness.

Competitive Preference Priority 3— Promise Zones

Our Neighborhood, Knox County, Kentucky, is located in the only federally designated rural Promise Zone: the Southeastern Kentucky Promise Zone. A letter certifying our application and HUD Form 50153 signed by the authorized representative of the lead, HUD designated Promise



Zone organization are attached herein (Appendix H). The Promise Zone is operated by our partner, Kentucky Highlands Investment Corporation. We are the lead education implementation partner for the Promise Zone. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Competitive Preference Priority 4—High School and Transition to College

We have a well-developed plan, based on proven practices and research, to ensure our high-need students enroll in postsecondary institutions prepared for success. This is not enough. We must ensure that our students, particularly our high-need students, complete programs of study and obtain degrees or career and technical education certifications.

Following an extensive research and literature review, including an analysis of What Works Clearinghouse™ proven practices, we have identified three critical factors that greatly impact student persistence in college. We have developed strategies to assist our students in staying on track toward college completion.

1. Services to Promote College Fit and Ameliorate Postsecondary Undermatching: It is critical that high-need students are aware of, consider and choose postsecondary institutions that are a good fit for their academic abilities and interests. Postsecondary academic undermatch occurs when a student's academic credentials substantially exceed the academic credentials of the typical enrolled student at the college or university in which he or she has enrolled. Research has shown that students, regardless of their socioeconomic background, are more likely to complete college when they attend the most academically demanding institution that will admit them. Undermatch results in lower rates of college degree completion, longer time-to-degree and worse labor market outcomes.⁵⁰

Students who attend a postsecondary institution that matches their abilities report more satisfaction with their postsecondary experience. Analysis of National Survey of Student Engagement data shows undermatched students reported a less-challenging academic environment, lower satisfaction and fewer gains.⁵¹ This may explain why students who undermatch are less likely to graduate.

Postsecondary academic undermatching disproportionately impacts students in rural areas. Hoxby and Avery concluded that the low-income students who are least likely to make ambitious applications live in rural areas where they are relatively isolated.⁵²

College Board has done extensive research on the phenomenon of postsecondary academic undermatch and has recommended strategies for ameliorating the impact of undermatching.⁵³ Figure 32 illustrates our integration of these strategies into our work with Promise Neighborhood students:

Figure 32. Research-Based Strategies for Increasing College Fit	
College Board Recommendations	Promise Neighborhood Strategies
Encourage students to submit more applications (within reason). Recent causal research suggests that a student applying to more colleges has a greater probability of matriculating.	PN staff, volunteers and partners will work with students and families, individually and in small groups, to identify a list of colleges that match student skills and aptitudes. Using this list, the student will be provided specific information, such as graduation rate and post-graduate opportunities, for each institution. Campus visits or virtual college tours will be scheduled. PN staff will identify current students from identified campuses, with similar backgrounds, to meet with students virtually. The PN staff will assist low-income students in obtaining application fee waivers.
Encourage students to apply to matched colleges	In developing their lists of colleges, students and their families will be guided in using student college- and career-readiness data to identify where they fit best academically and with their career interest. Even when these colleges may be outside the student’s or parent’s immediate comfort zone (perhaps the college sticker price is too high or it is a four year college and the family had been thinking of community college), the student and family will be encouraged to “apply and see what happens.” If a student is admitted, PN staff will arrange a visit, in real time or virtually, with representatives of the college to discuss the student’s options.
Correct student misperceptions about how much college costs	PN staff and partners will work closely with students and parents to ensure they understand the “true costs” associated with different postsecondary options. Often the institutions that students and parents believe will be most cost-effective are not. Through individual coaching and small group sessions, KHEAA representatives, and mentors will work with high-need students to review their individual student data and review college costs for different types of institutions (four year, two year, technical education programs).

2. Summer Mentoring and Bridge Programs to Offset Summer Melt and Promote

Matriculation: A growing body of research has highlighted that, even when students successfully navigate applying for college admission and financial aid, many subsequent tasks students and families need to complete in the summer after high school graduation can derail the college plans of strongly college intending, recent high school graduates. “Summer melt,” a national phenomenon particularly among low-income students, occurs when high school graduates enroll in a postsecondary institution but fail to matriculate in the fall. Using a proven

text messaging approach, PN staff will maintain contact with students during the summer after high school graduation to encourage them to follow through with the steps of college enrollment.⁵⁴

In addition to continual connection with students via text messaging, PN will connect neighborhood students to summer bridge programs—intensive programs on the campus they are planning to attend. Summer bridge programs are “a promising way to prepare students academically and socially for college.”⁵⁵ Researchers looking at summer bridge programs note that the most effective programs included “faculty members interested in working with younger students, the availability of trained peer mentors, extra academic support, organization of students into cohorts to encourage one another, and a champion on campus.”⁵⁶

Promise Neighborhood will work with our partner postsecondary institutions, those institutions we identified as enrolling the vast majority of our high-need neighborhood students, to ensure our students participate in existing summer bridge programs. Promise Neighborhood staff will lend our time and talents to existing bridge programs and work to ensure these programs are based on the best practices of the research. We will assist institutions that do not have summer bridge programs in developing and implementing programs that integrate proven practices.

3. Connections to On-Campus Resources and Advocates: [REDACTED]

[REDACTED] active engagement, both in and out of the classroom, is a special aid to high-need students. [REDACTED] lauds the development of “meaningful relationships with campus administrators [...] outside the classroom,” as a method of acquiring the “well-documented benefits associated with educationally purposeful engagement.”⁵⁷ Promise Neighborhood will identify individuals (staff, faculty or upperclassmen) on each postsecondary

campus who agree to act as Promise Neighborhood navigators. Navigators will commit to connecting with a small group of neighborhood students weekly during each student's first year on campus, either in person or via technology. As neighborhood students transition into their second year of college, they will be asked to serve as navigators for incoming students.

¹ <https://primary.berea.edu/about/>

² <http://www2.ed.gov/programs/reapsrsa/eligible16/index.html>

³ <http://childhealthdata.org/browse/survey/results?q=2223&r=19>

⁴ https://kcews.ky.gov/reports/EarlyChildhoodProfiles/ECP_2016_Knox.pdf

⁵ <http://www.arh.org/Uploads/files/Publications/CHNA/Barbourville.pdf>

⁶ https://kcews.ky.gov/reports/EarlyChildhoodProfiles/ECP_2016_Knox.pdf

⁷ Kindergarten Readiness. (n.d.). Retrieved September 02, 2016, from

<http://openhouse.education.ky.gov/Data>

⁸ https://kcews.ky.gov/reports/EarlyChildhoodProfiles/ECP_2016_Knox.pdf

⁹ Kentucky Department of Education School Report Card *Advanced Placement* Assessment, 2014-2015

¹⁰ <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

¹¹ <http://www.attendanceworks.org/>

¹² Kentucky Department of Education School Report Card *Assessment* ACT, 2014-2015

¹³ <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchinreview-2003-9-college-persistence-graduation-remediation.pdf>

¹⁴ <https://kcews.ky.gov/Reports/HSFeedback/HSFeedbackReports.aspx>

¹⁵ https://kcews.ky.gov/reports/CountyProfile/CPG_2015_Knox.pdf

¹⁶ Kentucky Department of Education School Report Card *Career and Technical Education* Certifications Earned, 2014-2015

¹⁷ <http://www.kentucky.com/news/state/article81990682.html>

¹⁸

<http://www.countyhealthrankings.org/app/kentucky/2014/rankings/knox/county/factors/overall/snapshot>

¹⁹ <http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>

²⁰ <https://www.cdc.gov/healthyschools/obesity/obesity-youth-txt.htm>

²¹ <http://datacenter.kidscount.org/data/tables/6684-early-childhood-obesity?loc=19&loct=2#detailed/2/any/false/133,38,35,18,17/any/13739,13740>

²² http://www.greatlakescenter.org/docs/Policy_Briefs/Rumberger-Student-Mobility.pdf

²³ Mobility data obtained from district point of contacts in July, 2016, and enrollment data from the KDE Superintendent Annual Attendance Report, 2014-15 at

<http://education.ky.gov/districts/enrol/Pages/Historical-SAAR-Data.aspx>

²⁴ <http://public.tableau.com/profile/deedra.lawhead#!/vizhome/Homelessstudentsbycounty/Dashboard1>

²⁵ https://kcews.ky.gov/reports/CountyProfile/CPG_2015_Knox.pdf

²⁶ <http://kdla.ky.gov/librarians/plssd/Documents/KDLA1415.pdf>

²⁷ Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, Grandchildren Under 18 Years Living with a Grandparent Householder by Grandparent Responsibility and Presence of Parent

²⁸ US DOE, NCES Longitudinal Study of 1988 8th graders, 1994

²⁹ https://kcews.ky.gov/reports/CountyProfile/CPG_2015_Knox.pdf

³⁰ Ibid.

³¹ <http://www.broadbandmap.gov/summarize/state/kentucky/county/knox>

- ³² Ibid.
- ³³ <http://www.kentucky.com/news/politics-government/article44465274.html>
- ³⁴ <http://education.ky.gov/federal/scn/pages/qualifying-data.aspx>
- ³⁵ <http://nyti.ms/1pn7UDd>
- ³⁶ <http://energy.ky.gov/Pages/CoalFacts.aspx>
- ³⁷ <http://1.usa.gov/Vimmi7>
- ³⁸ U.S. Bureau of the Census, *2010-2014 American Community Survey*, December 2015
- ³⁹ 2014 (Source: Data Reports. (n.d.). Retrieved August 22, 2016, from <http://www.arc.gov/data>)
- ⁴⁰ Dougherty, NCEA, 2008
- ⁴¹ Janosz, M. Archambault, *School Engagement Trajectories and their Differential Predictive Relations to Dropout*, *Journal of Social Issues*, 64(1): 21-40, 2009).
- ⁴² Laying the Foundation is a registered trademark of Laying the Foundation, Inc. See <https://www.nms.org/Programs/LayingtheFoundationProgram.aspx>.
- ⁴³ Marston, Muyskens, Lau, & Canter, 2003. McNamara & Hollinger, 2003.
- ⁴⁴ <http://www.kentucky.com/news/politics-government/article44465274.html>
- ⁴⁵ https://kcews.ky.gov/reports/EarlyChildhoodProfiles/ECP_2016_Knox.pdf
- ⁴⁶ <http://nieer.org/publications/federal-pre-k-curriculum-study-shows-few-stand-outs>
- ⁴⁷ <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=135>
- ⁴⁸ <http://haloforkids.org/>
- ⁴⁹ https://kcews.ky.gov/reports/EarlyChildhoodProfiles/ECP_2016_Knox.pdf
- ⁵⁰ Hurwitz, M; Howell, J; Smith, J; Pender, M. 2012. <http://bit.ly/1kjcfcz>.
- ⁵¹ Supiano, B. 2014. <http://www.chronicle.com/blogs/headcount/how-undermatching-shapes-students-college-experience/38093>.
- ⁵² Glenn, D. 2009. <http://chronicle.com/article/The-Missing-Pool-of-Low-Income/1428/>.
- ⁵³ College Board. 2014. <http://bit.ly/1oe6w26>.
- ⁵⁴ Castleman, B. & Page, L. 2013. http://curry.virginia.edu/uploads/resourceLibrary/9_Castleman_SummerTextMessages.pdf.
- ⁵⁵ Adams, C. 2012. <http://bit.ly/1j0sdUn>.
- ⁵⁶ Ibid.
- ⁵⁷ Harper, S. 2012. <https://www.gse.upenn.edu/equity/sites/gse.upenn.edu/equity/files/publications/bmss.pdf>.