



EVANSVILLE PROMISE NEIGHBORHOOD

MAJOR PARTNERS



MOU PARTNERS



SUSTAINABILITY COUNCIL



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“Casserian Engeri?” And how are the children?

This traditional Masai greeting is an expression of compassion that demonstrates the high value the Masai place on children’s well-being. The Masai believe that knowing the state of their children—the next generation—determines the future health and well-being of their society.

They are not wrong.

And how ARE the children of the United States, of Indiana and Vanderburgh County? Due to daily challenges out of their control, students are unsettled and unprepared to realize their potential. Our strength? Resiliency—in our students, families and our entire community—to ensure the progress and work already taking place here becomes more focused than ever before.

The COVID pandemic held up a magnifying glass to the fact that children have fallen behind. Not every student succeeds. Not every student is prepared. Achievement gaps have grown and postsecondary enrollment has decreased. Science tells us that every child is wired for success, yet student achievement gaps persist, especially among our most vulnerable. **Evansville is done with that.** Today the expectation is that the partnerships and progress made to this point will contribute to a strengthened effort forward. Every child deserves and will continue to receive equitable access to the quality education and supports they need to reach their potential.

Evansville first submitted a Promise Neighborhood grant in 2012, followed by additional applications over the last decade. Upon learning the most recent application (2021) was not awarded, work began on this submission. This approach is not a repeat of history. It is the culmination of progress and partnerships, lessons learned, new insights and an unwavering resolve to build and fund a Promise Neighborhood for Evansville. Evansville has melded the passion, expertise and resources of a diverse many into one purpose—ONE VOICE—for our children. **“Casserian Engeri?” Hear our voice. The children will be well.**

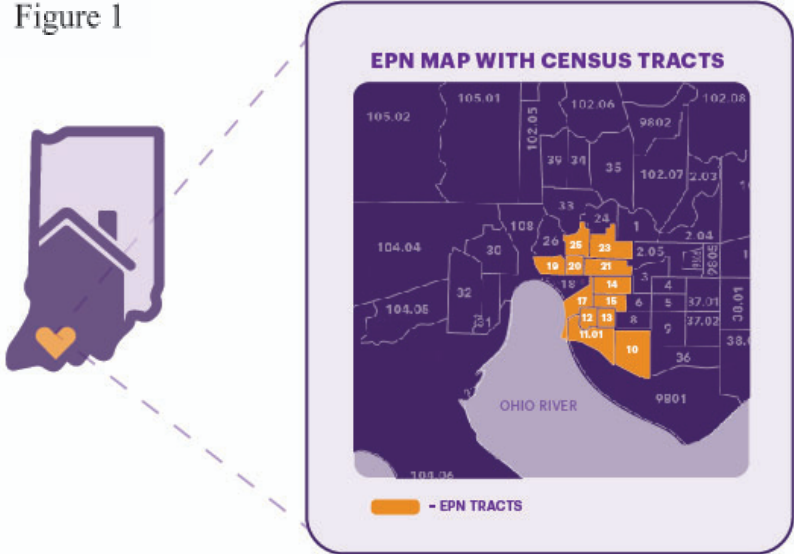
a. NEED FOR THE PROJECT

Geographically-Defined Description of the Evansville Promise Neighborhood (EPN)

The EPN is located in the urban core of Evansville, Indiana, along the Ohio River in Southwest Indiana. **(Absolute Priority - #1 - Non-Rural and Non-Tribal Community)** The EPN consists of 12 census tracts:

10, 11.01, 12, 13, 14, 15, 17, 19, 20, 21, 23, and 25. Zip codes are 47708, 47711, 47713 and 47714. The population is 25,325, which is approximately 14% of the Vanderburgh County population. 6,383 are children aged 0–17. There are

Figure 1



approximately 340 disconnected youth in Vanderburgh County, defined as youth 16-19 who are not in school, not high school graduates and either unemployed or not in the labor force.¹

Most of the EPN overlaps the Evansville Promise Zone (PZ) boundary **(CPP 1)**. 26.4% of the EPN population is Black/African-American (Vanderburgh County - 9.5%), and in tracts 15 and 13, nearly 60% is Black/African-American. Hispanic/Latinos make up 4.2% (Vanderburgh County - 2.8%), and 62.9% of EPN residents are White (Vanderburgh County - 84.7%) (U.S. Census Bureau 2022). Additional socio-demographic information is provided in Section a.1.

¹

<https://growthalliancevv.com/cms/wp-content/uploads/2020/12/Economic-Overview-Vanderburgh-County-Indiana-2.docx>

a.1. The magnitude or severity of the problems

Our needs analysis involved three phases. **Phase 1- Student achievement and risk indicator data segmentation analysis.** To finalize the EPN geographic boundary, a series of Core Team meetings were held to determine how best to gain a more accurate picture of student and family needs. The Core Team consists of representatives from the University of Evansville (applicant)², the Evansville Vanderburgh County School Corporation (EVSC) (LEA), lead partners and project consultants. The challenge is that EVSC **school-level** data alone does not accurately represent EPN student needs. Due to current boundary lines and School Choice, schools comprise students and families from multiple neighborhoods and socio-economic backgrounds. Therefore, it was determined that student data should be examined by both school population and neighborhood population. The two levels of analysis allow for a richer understanding in the EPN. For example, when school population data for high school graduation rates are examined, the rates include students who live outside of the PN focus area and those who are in middle- to upper-income families. Consequently, these rates do not accurately reflect the needs of students living in the neighborhood. However, the neighborhood analysis does. We discovered that only 60% of students in EPN graduated from high school compared to 83% of students living outside the area.

This analysis began with the EPN evaluation partner Diehl Consulting Group (Diehl) and EVSC staff identifying specific indicators to cross-reference with EPN selected GPRA indicators. EVSC provided Diehl with a de-identified list of students enrolled in 2020–21 that included all student addresses for the school year (over 25,000 addresses were reviewed). Next, Diehl identified census tracts for students based on their last address of record. EVSC then prepared an academic file including student demographic information along with NWEA,

² Has never received a Promise Neighborhoods award

ILEARN, IREAD, suspension, attendance and graduation information. Student address and academic files were unduplicated and merged, and various analyses were conducted using census tracts within the PZ and surrounding areas. Analysis of the academic and demographic data described above pointed to the 12 aforementioned census tracts as the **EPN**. These results are described in the needs section under neighborhood analysis.

Phase 2 - Partner, school and community stakeholder input and collaborative analysis - In March of 2021, 234 students from three high schools and four elementary schools took part in a design thinking session led by the Center for Innovation & Change (CIC) at the University of Evansville. This Promise Neighborhood dreaming session (virtual, due to COVID) asked students to imagine what they want for their neighborhood or school. They drew or wrote their answers on blue construction paper, which was then collected by the CIC. Those hopes and dreams were cataloged and coded, and will be presented to school and city leadership in the form of an interactive art installation: a giant “e” in honor of Evansville’s “e is for everyone” campaign. Their ideas will now form the basis for ChangeLab projects that UE and EVSC students will work on together to implement.

October 2021 saw the EVSC begin updating its Continuous Improvement Plan (CIP). This process began with identifying a shared vision and core values, followed by community engagement to envision how to prepare students for a successful future. Stories and input were collected from nearly 2,000 students, employees, parents, community partners and business leaders. Empathy interviews followed to further contextualize and define the values, mission and vision being elevated. This work formed the collective “why.” In March and April 2022, data analysis and research took center stage along with stakeholder conversations around root causes of problems identified. Commitment area reflections and themes were further defined with *How*

might we? discussions around fostering a community-wide mindset of high expectations and student potential, increasing the sense of belonging in school communities and representation among those who serve students, aligning investments to student success and outcomes, and strengthening family engagement. In May 2022, community teams began to draft strategies. This work coincided with the timing of the EPN needs assessment for alignment to EPN strategies. The PZ conducted its latest neighborhood survey in 2021 (7,504 households, 450 responses). These responses also informed our needs assessment.

Also in May 2022, the EPN Core Team sought additional school and community stakeholder input through community sessions conducted by Leadership Everyone (LE), an award-winning non-profit in Evansville and key engagement partner for the EPN. Through a proprietary process called VOICE, LE enables diverse populations to be heard through visioning sessions that invite input about hopes and dreams for the community. Since 2012, LE's visioning work has informed community initiatives like the PZ, Evansville Downtown Master Plan and projects of the Regional Cities Initiative (IEDC 2022), to name just a few. In 2021–2022, 16 EPN visioning sessions were held with 330 adult and child participants. Top visions were *DEI, Beautification, Housing and Education Access, and Environmental Health*. Top concepts were *Collaboration, Positivity, Inclusion, Kindness and Education*.

Table 1 - 2021–22 School Information: Grade-level, Enrollment, Race/Ethnicity, Free/Reduced (Indiana Department of Education 2022)

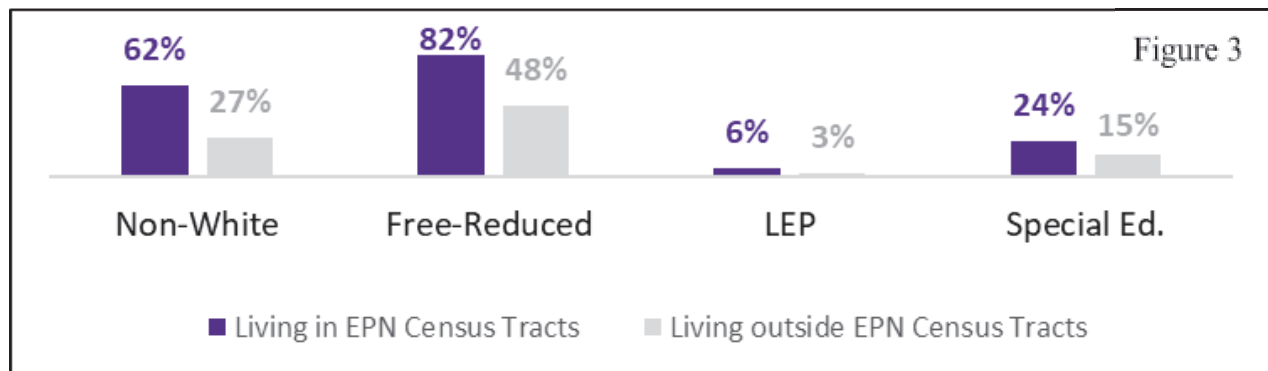
| Level | School | Enr | Am. Ind | Asian | Blck | Hisp | Multi | Nat. Haw | White | ** F/R | Sp Ed | ELL |
|-------|-----------------------------|-----|---------|-------|------|------|-------|----------|-------|--------|-------|-------|
| PK–6 | Evans Elem | 456 | * | * | 22% | 7% | 10% | 2% | 57% | 85% | 27.3% | 6.9% |
| K–6 | Delaware Elem | 346 | * | * | 19% | 6% | 18% | * | 56% | 88% | 24.6% | 2.8% |
| K–8 | Glenwood Leadership Academy | 420 | * | * | 43% | 12% | 17% | 6% | 21% | 88% | 27.2% | 12.9% |
| K–8 | Lincoln School | 212 | * | * | 44% | 8% | 11% | * | 33% | 92% | 33.8% | 3.4% |
| K–8 | Lodge Comm. School | 340 | * | * | 37% | 15% | 13% | 12% | 23% | 86% | 26.5% | 21.1% |
| 9–12 | Bosse H.S. | 781 | * | * | 39% | 11% | 13% | 4% | 32% | 71% | 17.7% | 8.5% |

*Fewer than 10 students.

** FRL rates dropped recently due to free lunch/breakfast no longer contingent on proof of eligibility. During COVID-19, every EVSC school was covered with the USDA federal waiver. Now, due to high student poverty, EPN schools are covered under the Community Eligibility Provision (CEP), which does not require household eligibility verification.

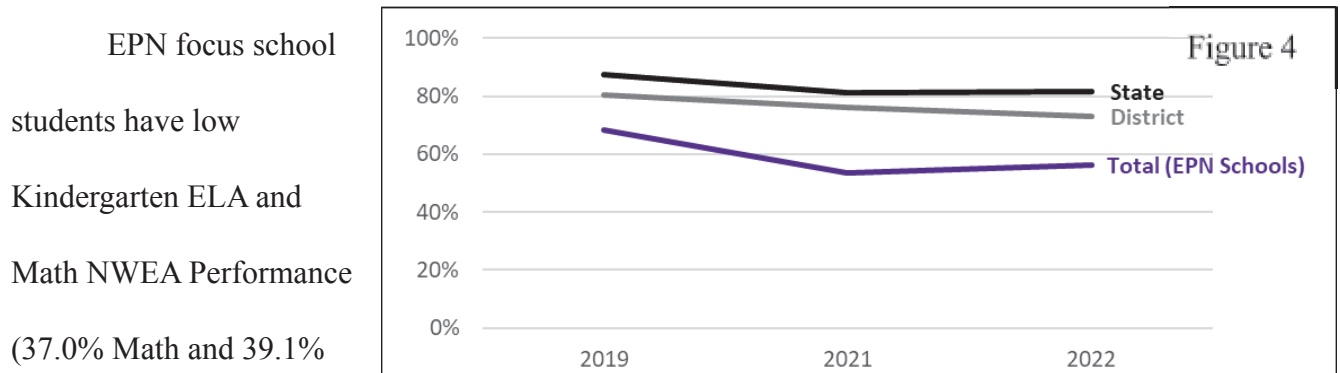
Demographics (Neighborhood Analysis)

Of the 23,313 students enrolled in EVSC in 2020–21, 3,838 lived in the EPN and 1,524 (62%) of these students attended a focus school (81% - Lincoln, 74% - Lodge, 77% - Delaware, 74% - Glenwood, 47% - Evans, 43% - Bosse). Compared to EVSC students living outside the EPN, students living in the EPN are more likely to be non-White, eligible for free reduced lunch, have limited English proficiency and be receiving special education services. **(Figure 3)**



Children are entering kindergarten unready:

Kindergarten Readiness (School Population Analysis)



EPN focus school students have low Kindergarten ELA and Math NWEA Performance (37.0% Math and 39.1% ELA) compared to the district’s 57.3% Math and 57.2% ELA.³ Students living in the EPN increasingly pass IREAD less often than students at the district and state level. **(Figure 4)**

Kindergarten Readiness (Neighborhood Analysis)

Compared to EVSC students living outside the EPN, students living in the EPN are less likely to have passed IREAD (Spring 2021) by grade 3 (57% compared to 81%). **(Figure 4)**

Other needs - The Vanderburgh County Health Department reports a current waiting list of 250 families for its Pre to 3 home visiting program **(Section c.1, Solution 1.1)**. According to Building Blocks, Inc., the regional child care resource and referral agency, there are waiting lists of 605 families in the EPN. A report by Early Learning Indiana (2021) shows that only 46.1% of all Indiana early learning capacity qualifies as high quality. The high-quality capacity rating in Vanderburgh County is only 60.7%.

Students have low proficiency in core academic subjects:

Academic Needs (School Population Analysis)

Four out of five schools show declines in the percentage of students passing ILEARN ELA from 2019–2022. **(Figure 5)**

³ **Source:** EVSC Data Warehouse (Decision Ed) NWEA District MAP Performance

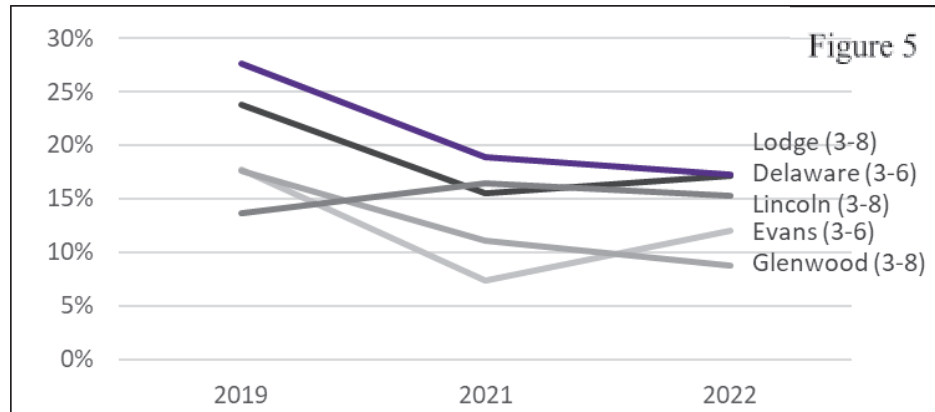


Table 2 - Spring 2022 ILEARN: % Passing Reading (3-8) by Free/Reduced and Primary Race/Ethnicity

| School | Free/Reduced | Black | Hisp | Multi | White |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| Delaware | 18.1% | 18.2% | 21.4% | 23.1% | 14.9% |
| Evans | 9.1% | 14.3% | 9.5% | 11.8% | 10.6% |
| Glenwood | 9.2% | 8.6% | 3.3% | 10.9% | 12.8% |
| Lincoln | 14.9% | 5.2% | 18.8% | 21.1% | 24.4% |
| Lodge | 15.8% | 15.4% | 7.5% | 13.3% | 36.5% |
| District | 25.7% | 15.7% | 26.5% | 30.3% | 48.0% |
| State | 27.0% | 19.1% | 28.1% | 36.8% | 48.0% |

Table 3 - Spring 2022 ILEARN: % Passing ELA by Grade Level (3-8)

| School | 3 | 4 | 5 | 6 | 7 | 8 | School-wide |
|-----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Delaware | 21.6% | 9.5% | 13.0% | 26.4% | --- | --- | 17.2% |
| Evans | 8.2% | 8.3% | 5.6% | 25.8% | --- | --- | 12.0% |
| Glenwood | 6.8% | 5.0% | 4.3% | 7.3% | 19.5% | 10.2% | 8.8% |
| Lincoln | 11.5% | 11.5% | 28.0% | 5.3% | 13.6% | 19.2% | 15.3% |
| Lodge | 14.6% | 3.1% | 5.7% | 13.3% | 36.4% | 28.9% | 17.3% |
| District | 37.4% | 39.0% | 38.2% | 42.1% | 41.3% | 41.2% | 39.9% |
| State | 40.7% | 41.1% | 41.0% | 39.0% | 42.4% | 43.1% | 41.2% |

Table 4 - Spring NWEA Reading 2022: % who Meet Benchmark (RIT score at or above the 50th percentile compared to national norms)

| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | School-wide |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Delaware | 53% | 49% | 42% | 35% | 21% | 30% | 43% | --- | --- | --- | --- | 38% |
| Evans | 27% | 18% | 8% | 25% | 19% | 26% | 34% | --- | --- | --- | --- | 22% |
| Glenwood | 41% | 13% | 7% | 27% | 5% | 9% | 20% | 33% | 16% | --- | --- | 19% |
| Lincoln | 28% | 27% | 29% | 50% | 19% | 23% | 0% | 21% | 20% | --- | --- | 25% |
| Lodge | 36% | 26% | 31% | 32% | 22% | 21% | 24% | 28% | 39% | --- | --- | 30% |
| Bosse | --- | --- | --- | --- | --- | --- | --- | --- | --- | 35% | 39% | 37% |
| District | 57% | 45% | 50% | 54% | 50% | 50% | 50% | 49% | 50% | 56% | 56% | --- |

Four out of five schools show declines in the percentage of students passing ILEARN

Math from 2019–2022. (Figure 6)

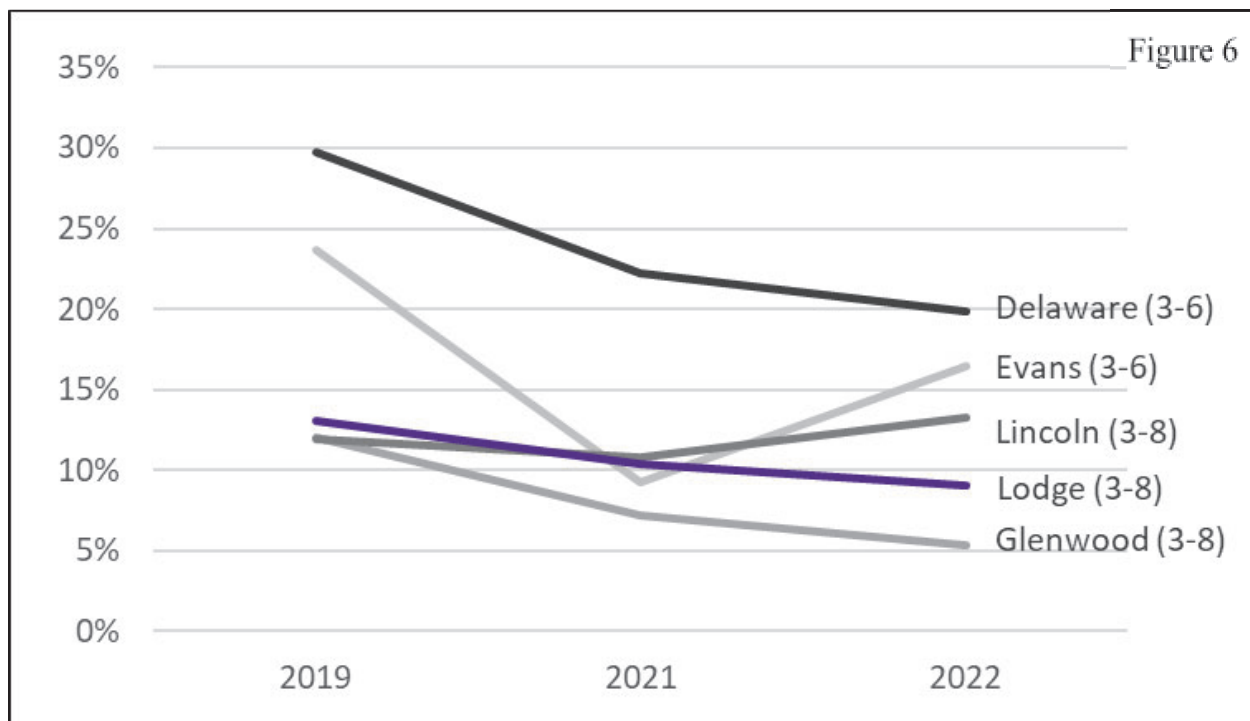


Table 5 - Spring 2019, 2021, and 2022 ILEARN: % Passing Math (3–8)

| School | 2019 | 2021 | 2022 |
|----------------|-------|-------|-------|
| Delaware (3–6) | 29.7% | 22.2% | 19.9% |
| Evans (3–6) | 23.7% | 9.3% | 16.5% |
| Glenwood (3–8) | 12.0% | 7.2% | 5.4% |
| Lincoln (3–8) | 11.9% | 10.8% | 13.3% |
| Lodge (3–8) | 13.1% | 10.4% | 9.1% |

Table 6 - Spring 2022 ILEARN: % Passing Math (3–8) By Free/Reduced and Primary Race/Ethnicity

| School | Free/Reduced | Black | Hisp | Multi | White |
|-----------------|--------------|-------|-------|-------|--------------|
| Delaware | 21.5% | 18.2% | 21.4% | 28.2% | 18.2% |
| Evans | 16.5% | 10.2% | 0.0% | 11.8% | 21.2% |
| Glenwood | 5.6% | 3.4% | 3.3% | 4.3% | 12.8% |
| Lincoln | 14.0% | 3.5% | 6.3% | 15.8% | 24.4% |
| Lodge | 8.5% | 7.7% | 7.5% | 10.0% | 13.5% |
| <i>District</i> | 23.7% | 12.3% | 23.8% | 26.9% | 45.8% |
| <i>State</i> | 24.6% | 14.4% | 24.8% | 33.3% | 47.1% |

Table 7 - Spring 2022 ILEARN: % Passing Math by Grade Level (3–8)

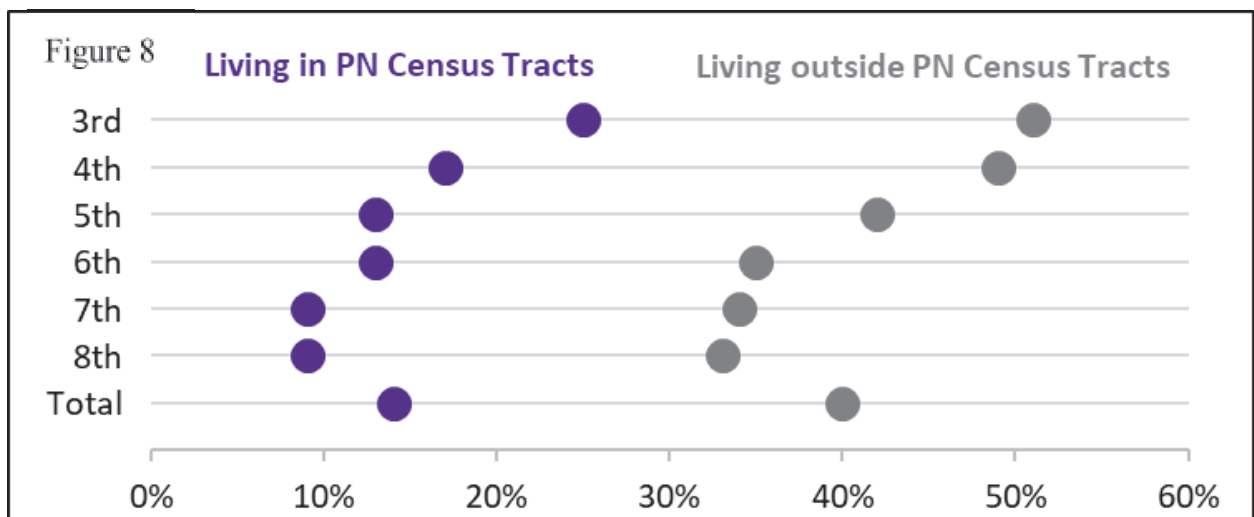
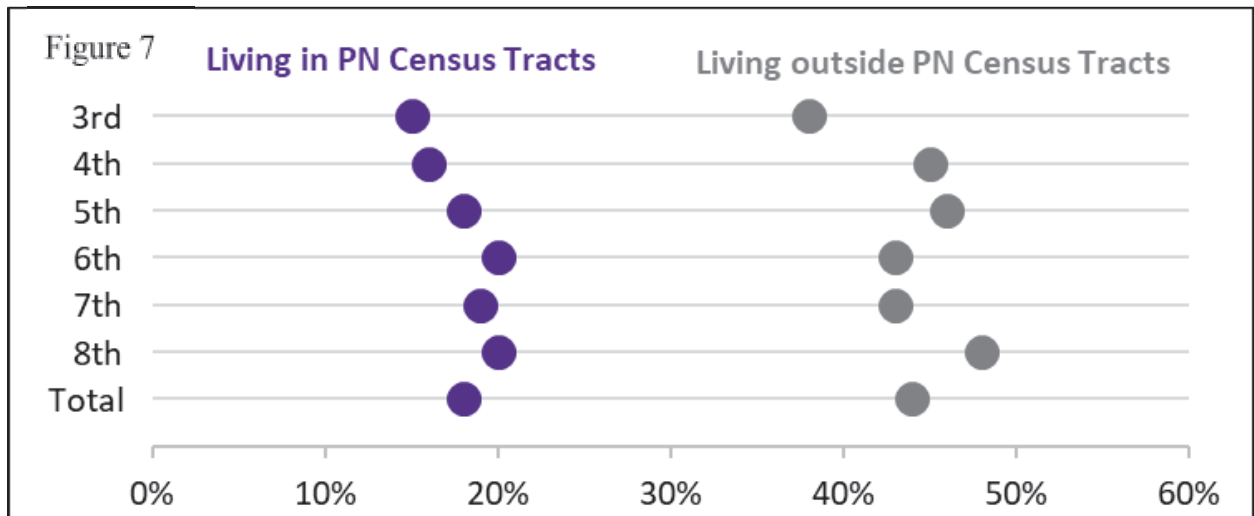
| School | 3 | 4 | 5 | 6 | 7 | 8 | School-wide |
|-----------------|-------|-------|-------|-------|-------|-------|--------------|
| Delaware | 21.6% | 12.7% | 20.4% | 26.4% | --- | --- | 19.9% |
| Evans | 23.0% | 8.3% | 11.1% | 24.2% | --- | --- | 16.5% |
| Glenwood | 9.1% | 0.0% | 0.0% | 17.1% | 7.3% | 0.0% | 5.4% |
| Lincoln | 19.2% | 15.4% | 24.0% | 5.3% | 9.5% | 3.8% | 13.3% |
| Lodge | 19.5% | 9.4% | 2.9% | 2.2% | 15.2% | 6.7% | 9.1% |
| <i>District</i> | 46.7% | 44.7% | 39.9% | 33.3% | 30.9% | 29.8% | 37.5% |
| <i>State</i> | 51.9% | 47.5% | 40.8% | 35.5% | 31.9% | 29.8% | 39.4% |

Table 8 - Spring NWEA Math 2022: % who Meet Benchmark (RIT score at or above the 50th percentile compared to national norms)

| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | School-wide |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|
| Delaware | 60% | 46% | 29% | 26% | 30% | 19% | 31% | --- | --- | --- | --- | 34% |
| Evans | 44% | 28% | 4% | 22% | 12% | 18% | 30% | --- | --- | --- | --- | 23% |
| Glenwood | 43% | 26% | 7% | 16% | 0% | 2% | 20% | 14% | 9% | --- | --- | 15% |
| Lincoln | 52% | 42% | 21% | 33% | 15% | 27% | 6% | 13% | 12% | --- | --- | 25% |
| Lodge | 43% | 42% | 20% | 22% | 22% | 14% | 13% | 41% | 20% | --- | --- | 26% |
| Bosse | --- | --- | --- | --- | --- | --- | --- | --- | --- | 17% | 16% | 17% |
| <i>District</i> | 66% | 52% | 40% | 51% | 48% | 49% | 45% | 49% | 49% | 49% | 46% | --- |

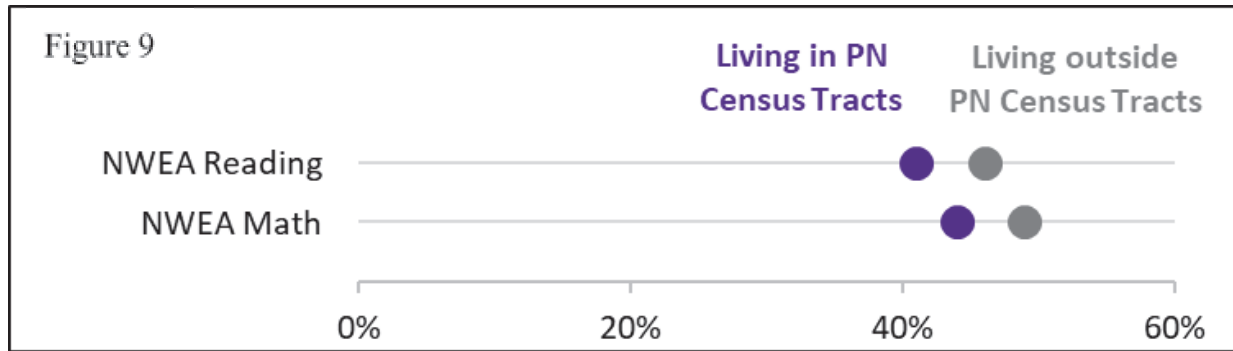
Academic Needs (Neighborhood Analysis)

Proficiency rates for 2021 ILEARN ELA are lower for students of all grade levels living in PN Census Tracts compared to those living outside PN Census Tracts. **(Figure 7)**



Proficiency rates for 2021 ILEARN Math are lower for students of all grade levels living in PN Census Tracts compared to those living outside PN Census Tracts. **(Figure 8)**

Students in grades K–10 living in PN Census Tracts meet NWEA growth targets less frequently than those living outside of PN Census Tracts. **(Figure 9)**



Students are unsuccessful transitioning from middle to high school:

Attendance and Behavior Needs (School Population Analysis)

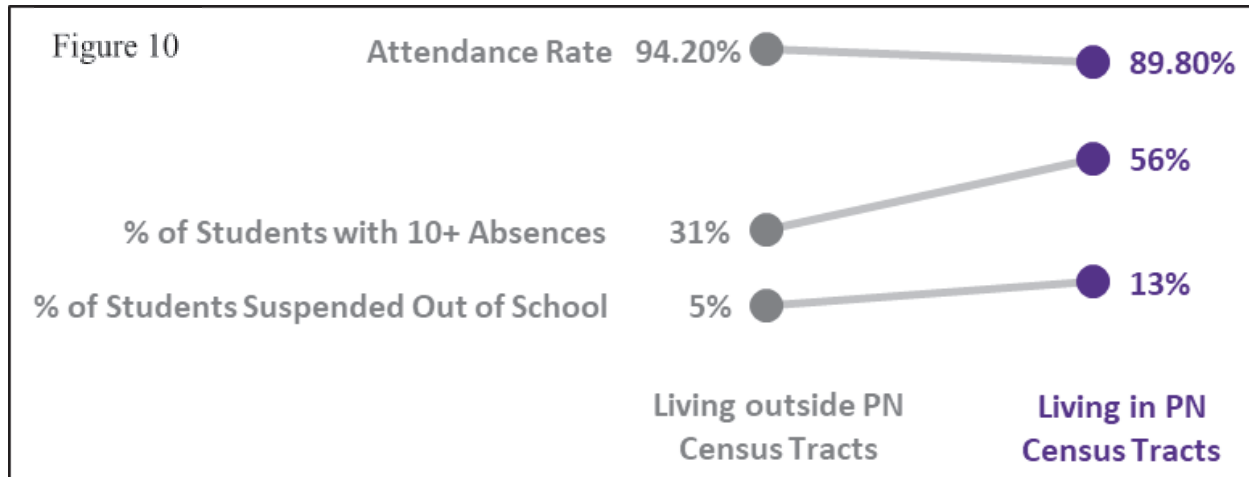
| Table 9 - Attendance and Behavior: 2021–2022 | | | | |
|---|----------------------|--|---|------------------------------------|
| School | 2022 (K–12) | | | |
| | % Attend Rate | Absent 10% or More of Enrolled Days | # of Students with at least One Out of School Suspension | Total Number of Suspensions |
| Delaware | 92.7% | 25.6% | 91 | 55 |
| Evans | 91.1% | 37.1% | 36 | 222 |
| Glenwood | 92.8% | 24.7% | 147 | 378 |
| Lincoln | 93.4% | 22.1% | 73 | 137 |
| Lodge | 93.4% | 26.2% | 63 | 120 |
| Bosse | 90.4% | 33.6% | 134 | 256 |
| PN Schools | 91.9% | 29.3% | 544 (24%) | 1168 (26%) |
| District | 92.9% | 20.7% | 2262 | 4412 |

Of the 2,262 students in the entire EVSC with at least one suspension, 24% are from EPN schools, and one out of five students across the entire district are chronically absent.

Attendance and Behavior Needs (Neighborhood Analysis)

Attendance rates for students living in the EPN are lower, with higher rates of chronic absenteeism and out-of-school suspension, compared to students living outside of the EPN.

(Figure 10)



Students have lower graduation rates:

School Population Analysis & Neighborhood Analysis

The ESSA graduation rate for Bosse High School is 89.29% (2021–22). However, the graduation rate for students living in PN focus census tracts is 60% compared to an 83% average of EVSC students living outside of the area.

High school graduates have low postsecondary enrollment (i.e., 2- and 4-year degree programs, advanced certifications, skilled trades, high-wage employment):

School Population Analysis

In 2022, the percentage of EVSC seniors who completed the ACT or SAT was 31.9%. Only 42% of Bosse graduates went on to enroll in a 4-year college or university, a rate lower than four other EVSC high schools. The 2021–2022 clearinghouse file was unavailable at the time of submission. Therefore, a neighborhood analysis could not be done. (EVSC Data Warehouse internal records).

EPN residents have low education attainment:

16.6% of EPN residents age 25+ did not graduate high school, compared to Vanderburgh County’s 9.7% and Indiana’s 10.7%. In four EPN census tracts, the percentage ranges from 21% to 31.4% (U.S. Census Bureau 2022).

EPN has high unemployment rates:

The average unemployment rate among EPN individuals 16+ is 10.3%, but in four census tracts it ranges from 18.1% to as high as 20.3%, compared to 2.2% for Vanderburgh County (U.S. Census Bureau 2022). However, job openings in the county remain plentiful. During 2021, there were announcements of capital investments amounting to \$844 million and the creation of 1,529 new jobs. In 2022, jobs in the county are projected to increase by 4,700 with the manufacturing sector topping the list (Khayum 2022). Worker shortages and the skills gap have only intensified due to COVID-19 (Indiana Manufacturing Survey 2022).

EPN students are unhealthy and have limited access to fresh fruits and vegetables:

The EVSC Student Panorama Survey March–April 2022 shows less than half of EPN focus school students consume five or more servings of fruits and vegetables daily (46.46%). 43% of 2021 PZ survey respondents indicated having no access to food (grocery). EPN residents receiving food stamp/SNAP assistance is 24.6% (Vanderburgh - 10%, IN - 9.3%). A USDA study shows that 88% of SNAP participants report facing some type of barrier to achieving a healthy diet throughout the month (USDA Food and Nutrition 2021). With 46% of the EPN population on Medicaid (Vanderburgh - 20%, IN - 17.3%), research suggests higher rates of chronic health conditions in the EPN (62.1% of Medicaid beneficiaries). Moreover, 15.8% of the EPN population is uninsured (U.S. Census Bureau 2022; Chapel et al. 2017).

Although infant mortality in S.W. Indiana (including Evansville) has stabilized in recent years, disparities remain. Vanderburgh County ranks fourth in Indiana for mortality among Blacks, where Black infants have a 2.5 to 3 times greater chance of dying before reaching their first birthday (Indiana Department of Health 2021).

EPN students do not feel safe in their school and community:

The EVSC Student Panorama Survey (March–April 2022) shows only 57.16% of EPN focus school students feel safe at school and traveling to and from school. Only 25% of 2021 PZ survey respondents agree their neighborhood is safe, and 44% agree that neighborhood crime is a problem. The Evansville Police Department (EPD) reports illegal guns as the biggest community threat. Gun-carrying adolescents and shootings carried out by juveniles are on the rise, and this past summer the local youth detention center was at capacity with nearly 70% of detainees being held on gun charges.

Students experience unstable living conditions:

The EPN poverty rate is 34.1%, and in two EPN census tracts, poverty is over 40% (Vanderburgh - 16.1%, IN - 12.9%); 53% of children under 18 are in single-parent homes (Vanderburgh - 32%, IN - 25%), and EVSC records show 147 students in the EPN focus schools were homeless in 2021–22. The 2021 PZ Survey shows only 52% of participants feel their full- or part-time job meets their financial needs. Geographic mobility is also a problem, with 20% of the population having resided in a different house just one year ago; the U.S. Census Bureau (2022) reports the rate to be 44.5% in Tract 37.02 (Vanderburgh - 17.8%, IN - 13.9%). The EPN also has a high renter-occupied rate of 57% (Vanderburgh - 35.2%, IN - 30.5%) (U.S. Census Bureau 2022). And according to a 2020 census tract analysis (most recent available), the area exhibits characteristics and trends of declining or “troubled” neighborhoods, with declining housing occupancy rates, low/declining overall Median Household Income and a high share of severe cost-burdened renter households (Bowen National Research 2020). These issues likely contribute to the EPN student mobility rate - 33.8% (school level) in 2020–21. Out of all EPN schools, Lincoln has the highest rate of 41.8%. During this same year, 12% of students living in the EPN had two or more addresses, compared to 7% of EVSC students living outside the EPN.

Students have low parent/community support for learning and higher ed. enrollment:

The EVSC Annual My School Climate Survey-Family Version (grades K–8) shows that only 58.02% of EPN focus school parents or family members reported reading to or encouraging their children to read three or more times a week or reported that their child read to themselves three or more times a week. Also, only 65.22% of parents/family members reported talking about the importance of college and career (grades 9–12). Significantly, in 2022 only 71% of eligible EPN 8th graders enrolled in 21st Century Scholars. The U.S. Department of Education Federal Student Aid Office shows that only 50% of Bosse seniors completed the FAFSA through December 2021. Further, 16.6% of EPN individuals 25+ did not graduate high school, and only 41.7% have a high school diploma or equivalent. The fact that low parental educational attainment negatively impacts a student’s pursuit and completion of postsecondary education (Lamar University 2021) may indicate many EPN parents are not prioritizing talking with their children about college, and so students may be less motivated to explore the options. With 73.3% of Bosse students qualifying for free or reduced lunch—the average Pell grant being \$4,491 in 2021 and 50% of Pell Grants going to students whose families earn less than \$20,000 annually (Hanson 2021)—it stands to reason that thousands of dollars in federal funding are not being accessed by EPN students.

EPN students have lower access to 21st century learning tools:

Even though 100% of EVSC K–12 students are equipped with a tablet or computer, fast internet access (i.e., DSL, Broadband or cable) is still a barrier. State funding recently helped to create five public access zones in historically underserved areas of Evansville, including in the EPN. This was a step in the right direction, but a Wi-Fi gap still poses challenges.

Barriers to meeting needs: Barriers to this work are described throughout and accounted

for. **(Section b.)** The origins point to lack of funding, high student/family mobility, and lack of coordination and unification of the excellent solutions and wraparound support already in place.

Precarious financial health for organizations has never been more pronounced than in the past two years, and most EPN partners are still experiencing the effects of COVID-19. During the pandemic, over \$5.6 million was awarded to 126 organizations in the region (80 in Vanderburgh County) through the local COVID-19 Crisis Response Fund to keep doors open and services flowing, a clear sign of a community that supports its own. The EPN will facilitate stronger collaboration, less duplication for increased resource sharing and new funding leverage.

Often, families—for whom organizations have invested time and resources and are making progress—will move from the neighborhood (EPN student mobility rate is 33.8%). While services are available in multiple schools and neighborhoods, there is no coordinated system to facilitate a warm hand-off to another provider for uninterrupted support. A two-generation approach will address student mobility through family stability, housing and neighborhood assistance efforts, and a wraparound care framework will support families wherever they are.

Further, existing solutions are still siloed and lack fluid connectivity in schools and between schools, providers and neighborhoods. The EPN management framework and wraparound care will harmonize solutions and information flow across classrooms, departments, schools and partners.

a.2. Gaps or weaknesses in services, infrastructure, or opportunities

a.2.(i) The nature and magnitude of gaps or weaknesses

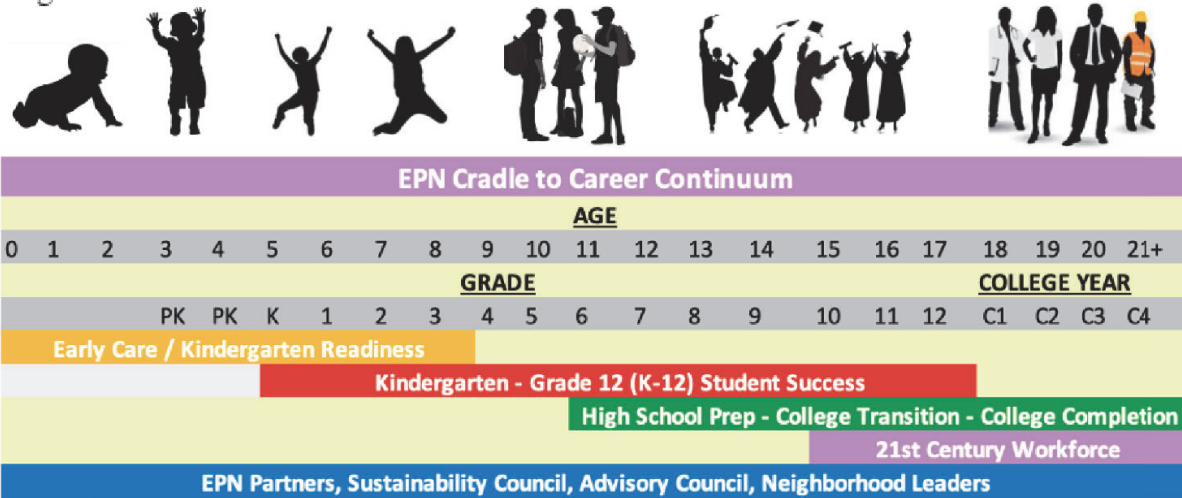
Table 10 - Gaps and Weaknesses with Pipeline Solutions to Address

| Scope of Gaps Weaknesses | Solutions to Address Gaps (Pipeline Block #) |
|--|--|
| Gaps/Weaknesses in Services | |
| Gap 1: Not all EPN children receive high quality early health, education and literacy resources to prepare for kindergarten. | Expand access to early health, quality early childhood education and literacy programs for parents and caregivers and children 0–5, and education assistance to parents to strengthen engagement in early childhood education. (Block 1) |
| Gap 2: Not all students and families receive kindergarten transition support. | Provide kindergarten transition support. (2) |
| Gap 3: Not all EPN parents and caregivers receive assistance to meaningfully engage in their child’s education. | Provide support, accountability, assistance and referrals through EPN Case Managers. (1,2,3) |
| Gap 4: Low number of EPN students receive quality in-school and out-of-school programs to address academic achievement and overall positive youth development | Increase enrollment in quality out-of-school time programs. (2) |
| Gap 5: Not all students who need it receive mental and behavioral health support. | Expand mental and behavioral health support services. (2) |
| Gap 6: Not all adults and disconnected youth in the EPN return to the educational system to obtain H.S. diploma/equivalent or high-education. | Provide access to free adult education to obtain H.S. diploma, GED or equivalent, 2- or 4-year degree, advanced training or certification. (2,3) |
| Gap 7: Services from K–12 to college and career are disconnected. Coordinated, seamless transition support is needed. | Expand services that help students transition seamlessly from high school to postsecondary to the workplace. (2,3) |
| Gap 8: Services for parents and caregivers to address mental health, education and workforce readiness needs are lacking. | Expand services that remove barriers and create pathways to wellness, education and workforce success. (2,3,4) |
| Gap 9: EPN areas have high levels of crime, violence and drugs, causing unsafe neighborhood and school environments. | Expand neighborhood safety and quality of life improvement strategies and increase enrollment in youth violence prevention programs. (2,4) |
| Gap 10: High number of families are experiencing housing instability causing transience and high student mobility. | Provide services to assist with housing and rental stability. (4) |
| Gaps/Weaknesses in Infrastructure | |
| Gap 11: Lack of high quality early learning centers and early childhood staff and educators to meet the need in the EPN. | Provide assistance and financial support for individuals to get a degree or advanced certification in early childhood. (1) |
| Gap 12: EPN is a food desert with limited access to affordable fresh fruits and vegetables. | Expand strategies and systems to distribute fresh fruits and vegetables in the EPN. (4) |
| Gap 13: Lack of coordinated wraparound navigation and centralized resources creates disconnected services that do not reach or | Establish a coordinated system that seamlessly links students and families to services and tracks progress to ensure success. (1,2,3,4) |

| | |
|---|--|
| meet the full needs of children and families. | |
| Gap 14: Low access to Wi-Fi in homes and neighborhoods. | Expand on existing Wi-Fi hotspots to increase home access. (4) |
| Gap 15: Lack of continuity in transitioning kids from in-school to after-school programs. | Expand access to Student Success Mentors (SSMs). (2) |
| Gap 16: EPN schools are not neighborhood schools (i.e., students in one neighborhood attend different schools), making it difficult to wrap around and follow students through cradle-to-career continuum. | Scale wraparound care coordination to the entire EPN. (1,2,3,4) |
| Gaps/Weaknesses in Opportunities | |
| Gap 17: Parents have the opportunity to become more engaged, but free early literacy resources are underutilized. | Expand outreach and distribution of books and early literacy resources to support parents as teachers at home. (1,2) |
| Gap 18: Neighborhood Quality of Life work offers opportunities to engage community in neighborhood and student success. | Engage residents in neighborhood improvement initiatives, input, socialization and bonding. (4) |
| Gap 19: Federal financial aid and scholarship opportunities are underutilized. | Expand services to help students/families complete financial aid and scholarship applications. (3) |
| Gap 20: Capital investments and projected job increases in the county provide ample high wage employment opportunities (Khayum 2022). | Expand promotion and accessibility of employment skills training for all. (3) |

a.2.(ii) A pipeline of solutions addressing the identified gaps and weaknesses: early childhood, K–12, family and community supports, and college and career

Figure 11



| Pipeline | Children and Youth Solutions | Parents and Family Solutions |
|--|---|---|
| Pipeline 1: Improving Early Health and Kindergarten Readiness | Solution 1.1 Pre to 3 Solution 1.2 K Camp, Early Learning Provider Training, Early Education Case Managers Solution 1.3 1,000 Books Before Kindergarten, New Baby Literacy Kits | Solution 1.4 Adult Literacy, Goodwill Excel Center Solution 1.5 Ronald McDonald Mobile Care for prenatal health |
| Pipeline 2: Improving Student Achievement & Success | Solution 2.1 Check and Connect (K-12, emphasis on 6-9), Reconnecting Youth, Truancy Roundtable, Pre-Court with the Judge Solution 2.2 GAIN™ Support Specialists, Student Success Mentoring ("Peacemaker" role), MA Rooney Lessons and Orton Gillham, Training in the Science of Reading, LETRS® Solution 2.3: <i>LEVEL UP!</i> , <i>Experience Corps</i> , 21 st Century Community Learning Centers, Family First Program Solution 2.4 School Social Work Services, Teen Series Solution 2.6 (Disconnected Youth) Supporting CPP 1 & 2, Youth Build | Solution 2.2 Family First Program Solution 2.5 Adult Learning Programs (as described in 1.4) |
| Pipeline 3: Improving Postsecondary Education Access, Affordability, Completion and Success and Workforce Readiness | Solution 3.1 Inside Track Coaching Model, College Connection Coaches, K-14 Completion Coordinators, Parent Liaison, Career Specialist, Aces Opportunity Grant, Hoosier Aces Scholarship, Jobs for America's Graduates (JAG), JA JobSpark, JA BizTown Adventures, and JA Finance Park Virtual, JA Job Shadow, JA Innovation Challenge and JA Career Exploration Fair Solution 3.2 OptIN, RAMP Solution 3.5 (Disconnected Youth) as described in Solution 2.7 | Solution 3.3 Adult Learning Programs to parents and caregivers (as described in 1.4) Solution 3.4 High School Equivalency (HSE) testing, Employment Specialist |
| Pipeline 4: Improving Neighborhood & Community | Solution 4.1 Healthy Communities Partnership, Nourish Program, Upgrade in Schools Program, Promise Zone Express, ChangeLab for community improvements Solution 4.3 Cops Connecting with Kids, Fraternal Order of Police Camp, School Liaison Officers | Solution 4.2 Family Stability, Housing Policy Director, Down Payment Assistance Program Solution 4.3 Neighborhood Revitalization LE Sessions, Quality of Life Phasing Plan (CPP1), WIFI access, Group violence initiative, Crime Prevention Officers |

Foellinger Independence Continuum

b. QUALITY OF PROJECT SERVICES

b.1. The quality and sufficiency of strategies, equal access and treatment for eligible participants, traditionally underrepresented

UE, EVSC and the EPN Advisory Council (Council), to consist of representatives from

lead partners and neighborhood residents and leaders, will advance equity under the advice of UE's Center for Diversity, Equity and Inclusion (CDEI), and the EVSC Chief Equity, Diversity and Inclusion Officer. The Council will assure EPN compliance with the American Disabilities Act and the Higher Education Act (est. 1965) and the provision of services to all. **UE and EVSC GEPA statements are attached.**

The grant will allow rapid scaling to reach the EPN through the DEI priorities of these two entities and EPN partners. EPN partners will collaborate, using comprehensive wraparound care coordination, to pair children in need with programs and services. Additionally, the Council will identify and arrange for professional development for schools and partners. This includes collegiate student DEI trainers who are being developed in UE's ChangeLab program and who will be made available to the community on request. Individuals working with schools will be invited to contribute by participating on EVSC school site councils.

At EVSC, equity assurance starts with hiring. Vacancies are communicated through well-connected partners. Inclusive interview questions invite candidates to share experiences illustrating their ability to support students and families. EVSC's Equity Framework canopies the work of EVSC leadership, staff, volunteers and community partners and increases the cultural proficiency of all who impact the success of students and families. This framework prioritizes systems, processes and infrastructure around DEI and promotes inclusivity for all. This work will—and already does—seamlessly impact EPN students and families.

For children from 0–5 years and their families, equitable access is assured through the EPN Early Education Case Managers working with agency partners to assess child and family needs and facilitate referrals. For example, ESL families will be linked with translation services; parents with children with disabilities (and children aged 3–9 with developmental delays) will be

referred on for diagnostic assessments and referrals. Agency partners serve children and families through ADA compliance and other non-discriminatory practices.

Through the EVSC GAIN™ initiative (**Section b.2**), cultural proficiency is prioritized for continued expansion of Equal Opportunity Schools. This year, this effort has taken a great leap forward with the EVSC's receipt of a \$296,900 CareSource Foundation grant for community-wide training from the Center for Mind Body Medicine. This program is taking the GAIN™ model and language to the greater community, with 18 trainees from 13 different agencies receiving training this year, and more are planned.

As shown in **Table 1, Section a.1**, one fourth of students in EPN focus schools are special education students, with the exception of Bosse. The EVSC's Special Education Continuum of Services ensures that *every student, including those with disabilities, is held to high expectations and has equitable access to educational opportunities that enrich lives and prepare students for future success*. A core belief is that students with disabilities benefit through inclusion in general education settings. Through the work of a case conference committee, students are supported in the general education setting and in special education classrooms. Related services (occupational and physical therapy, bus transportation, orientation and mobility services, interpreting services, and adaptive physical education) will also be provided; 504 plans are provided to students who meet the criteria.

There are many barriered sub-groups, such as ELL (**Table 1, Section a.1**), disconnected youth, teen mothers, youth aging out of foster care, homeless individuals, those with exposure to the juvenile justice system, and undocumented students and families. They will be supported through direct services (i.e., YouthBuild, Infant Toddler Center at Bosse for parenting students, etc.), universal promotion of resources and referrals. For example, disconnected youth will be

referred to organizations like YouthBuild for help to continue their education and tackle barriers. Undocumented families and those with Deferred Action for Childhood Arrivals (DACA) classification that need assistance will be referred to the local Immigration Legal Services through Catholic Charities, accredited by the United States Executive Office for Immigration Review and Board of Immigration Appeals.

b.2. Services improve student achievement measured against rigorous academic standards

One - The EPN solution continuum is a two-generation approach that emphasizes the interrelatedness of outcomes for parents and children. Research has shown that increasing parent human capital can lead to improved cognitive stimulation in the home and in parent-child interactions, which in turn nurtures children's well-being and school readiness (Harding, Morris, and Hughes 2015). One way the EPN will account for the multifaceted nature of independence is to apply Foundation's Independence Continuum (Foellinger Foundation 2022). There are three primary aims: for adults to engage in behaviors that support themselves and their families; for children to achieve developmental milestones through parental (or other adult) support; and, for parents and youth to engage in behaviors that promote positive social, emotional, and academic development, thus facilitating a successful transition to adulthood.

EPN Case Managers and Wraparound Care Specialists (WACS) will work with families to assess position on the independence continuum: In Crisis → At Risk → Safe → Stable → Thriving → Independent. Depending on needs and root issues identified, families will be assisted to develop agency toward their own independence, measuring progress across assets, conditions, and behaviors like income, education, employment, childcare, health, nutrition, housing, transportation, support systems and family interactions (Foellinger Foundation n.d.). For example, families are considered "Thriving" when they have access to childcare that is safe,

reliable, affordable and high quality and when adults are implementing a career and educational path. The Foellinger Early Childhood Development goal is that children achieve developmental milestones, and parents or providers engage in behaviors to support children's health and well-being. The Family Development goal is that adults engage in behaviors that support themselves and their families to move from dependence to independence. The Youth Development goal is that youth and parents engage in behaviors that promote positive social, emotional and academic development and facilitate a successful transition to adulthood. When families are supported through strategic partnerships and a theoretical framework to map integrated and coordinated human service, education, and workforce development services, the model holds promise as a mechanism for establishing a shared vision of self-sufficiency by stakeholders from multiple disciplines (Future Works 2003).

Foellinger at Work in the EPN

The Dream Center (DC) currently uses the Foellinger Independence Continuum in service to Jacobsville area families. Recently a mom whose family is being served through the DC was seen panhandling by a DC staff member to afford transportation to her son's football game. The staff member encouraged her to come back to the Dream Center to find a better solution together with the Wraparound Care Specialist (WACS).

The WACS invited her on a walk to discuss her situation. When they returned, TOGETHER they had resolved her immediate barrier with a sustainable solution.

Instead of spending hours in an unsafe situation for a temporary fix, she gained increased confidence and agency to solve problems more productively. As the DC has seen time and again, parents want to support, and be present for, their children, but they don't always know how. WACS + Foellinger is changing the script.

Two - The EPN focuses on whole child development through the EVSC's Growth in Academics through Innovation and Neuroeducation (GAIN™) initiative. The EVSC and community partners are implementing a research-based approach and universal theory of whole child development attuned to how the brain develops. The goal is for students to graduate high school with the cognitive, emotional and employability skills needed to be successful citizens. Through education, training and applied practice, GAIN™ advances and aligns student and adult

understanding of basic biology. The model facilitates learning the different parts of the brain and how each part works; having this deeper understanding can support more inclusive, whole child learning. GAIN™ embraces the research of Dr. Bruce E. Wexler at Yale School of Medicine. Professor Wexler is a world leader in harnessing neuroplasticity to improve cognition through brain exercises. He and his colleagues developed the first program that integrates computerized brain exercises with physical exercises to improve executive function in young children. This program is used by thousands of children across the U.S. (IBCCES 2016). GAIN™ operationalizes brain and human development so that all EPN students can maximize their mental resources. Since piloting GAIN™ in 2015–2016, every teacher in EVSC elementary schools, including EPN focus schools, has been trained in GAIN™, and every EVSC elementary classroom has integrated the GAIN™ framework into their learning culture. This has resulted in countless numbers of students benefiting from applied theory and practice in root cause analysis, executive functioning and foundational skill sets they can apply in and out of the classroom.

Three - The EPN applies the evidence-based Multi-Tiered System of Support (MTSS). This is implemented by MTSS teams in each school building that consist of administrators, teachers and certified staff in intervention, counseling, special education, therapy, health and social worker roles. Teams gather and analyze student data, identify appropriate supplemental curriculum, interventions and resources in ELA and math, including Dyslexia reading intervention, and GAIN™ self-regulation practices, interventions and strategies, and provide ongoing student progress monitoring through three tiers:

Tier 1 is a universal curriculum every child within the grade level receives. Teachers collaborate through Professional Learning Communities (PLCs) that meet during the school day to ensure that regardless of the assigned teacher, each child is receiving high-quality instruction

that is aligned to specific learning targets and grade level standards. PLC's examine student data, identify root issues of student challenges then pair the student with the right intervention supported by intensive progress monitoring. Teachers utilize the most impactful curriculum resources and plan for instruction according to the curriculum maps, designed by teachers, administrators, and directors in the Office of Schools and Instructional Core. Tier 1 also applies the practice of Cognitive Motor Movement through a model called CogniMoves™, developed by Harvard trained Pediatric Psychologist Lynne Kenney and Neuroscientist Benjamin S. Bunney. As the first school district in the country to pilot this model, EVSC students, through the process of strengthening executive function skills, learn about their brains and the power they have to influence their own learning and behavior (CogniMoves n.d.). Tier 1 self-regulation practices are preventative and proactive to create an optimal learning environment for learning and development of cognitive, academic and self-regulation skills.

Tier 2 is for students who have not yet mastered certain content or skills in reading, math, and GAIN™ skills. Schools are provided with multiple intervention programs to strengthen a wide variety of skills. Students who participate in Tier 2 will do so in a small group for 30–40 minutes each day, three to five days a week. Progress is monitored on a biweekly basis. Parents are encouraged to monitor their child's progress, and if possible, practice specific skills at home. Tier 2 instruction is in addition to Tier 1, and students do not miss universal learning to participate in Tier 2, rather, are provided with Tier 2 support in addition to Tier 1. Tier 2 self-regulation practices focus on increased opportunities for refueling, reteaching classroom lessons, group plans and additional opportunities for connecting.

Tier 3 is the most intensive student support. The purpose is to strengthen a student's skill set to reduce to Tier 2. Interventions taper off as skills are developed. Evidence-based programs

in Tier 2 are used in Tier 3; however, time intensity and group size change. Tier 3 students participate in the intervention more frequently than in Tier 2. In some cases, Tier 3 is in addition to Tier 2. Student group size decreases in Tier 3 so students receive optimal attention and focus on specific skills. Student Tier 3 progress is monitored weekly. Teachers use data collected from Tier 2 and 3 to adjust instruction at the universal or Tier 1 level. Decisions for modifying instruction at any tier are based upon formative data collected by the classroom teacher (Tier 1 2022). Based on a conversation with the author (Amy Bolek) on September 25, 2022, Kelsey Wright (EVSC) explained that Tier 3 self-regulation practices are based on root cause analysis with interventions at multiple levels.

Four - EPN solutions (**Section c.1**) align to national and Indiana state education standards (pre-K through high school graduation). Programs are evidence-based and are either listed in the What Works Clearinghouse (WWC), replicate aspects of programs in the WWC, or are validated through other research and sources. All strategies meet one or more of WWC's four tiers of evidence (1: strong; 2: moderate; 3: promising; or 4: evidence that demonstrates a rationale, meaning a key project component is informed by research or evaluation) (Jacobson 2018).

A true community school approach, EPN solutions reflect the very best evidence available, were born from a collective growth mindset, and are supported by a universal theory of whole child development. The result will be that every EPN student succeeds to their fullest potential. Most importantly, strategies will be delivered seamlessly by a collective many, exercising one VOICE for one goal: **“Casserian Engeri?” The children will be well.**

b.3. Services involve appropriate partnerships to maximize effectiveness.

EPN partners have long served the EPN target population, neighborhoods and schools. Staying true to their unique identities, each is committed to a strengthened and integrated service model in the EPN footprint that builds on existing school and broad-scale collaboratives in which most EPN partners are involved.

(EPN lead applicant and manager) The **University of Evansville (UE)** - (See full description in Section d.1). As the applicant and lead partner, UE is leveraging its status as Indiana's only Ashoka Changemaker campus to connect the college community to the Evansville community for collaborative idea generation and needs-based programs and services. One example among many provided in this proposal is UE's Office of Youth Programs, formed in 2021 to facilitate summer camps and school-year programs through the Pathfinder program. Working with faculty camp leaders and local youth organizations, staff develop programs that address community needs and provide exposure to a range of disciplines and skills. The STEAM (Science, Technology, Engineering, Arts, and Math) and Humanities curriculum is infused with critical thinking skills, creative problem solving and collaboration. Daytime, weekend, residential, spring break, and after-school programs provide opportunities on a college campus where youngsters can begin to envision a future that includes a university education. Pathfinder programming launched summer 2021 with 118 participants (34% were EVSC students, including from two EPN focus schools). Increasing EPN student participation is a priority and will be addressed through expanding existing partnerships, outreach and engagement with youth organizations and EVSC's Title 1 schools, including the EPN focus schools. The EPN extends UE's commitment to our community's highest-need students. Programs delivered through the

Office of Youth Programs are collaboratively developed through UE's CIC student ChangeLab courses in partnership with many community partners.

The EVSC has a history of working alongside family and community partners. With thriving children at the core, the EPN involves robust community collaboration and working relationships already formed to expand a culture of belonging, safety and care. This work takes place through the EVSC's Center for Family, School and Community Partnerships (CFSCP). The CFSCP houses both EVSC and community-based offices and serves as the coordinating hub for student and family wraparound services and community partnerships. School Site Coordinators, Site Councils, and the district's School-Community Council ("Big Table") guide this work with representation from partners, families, and community members. Partners provide programs both during and outside of school time through Title 1 services, 21st Century Learning Communities, Full Service Community Schools and other high quality programs. The approach is an integrated support system with shared decision-making power through the collective VOICE of students, families and community members.

The PZ is improving the quality of life of residents who live, work and play in the PZ (*CPPI*). Through PZ working groups, partners are aligned and collaborating around common goals. The PZ education goal is to *increase educational opportunities through a coordinated community school strategy that includes high quality early childhood experiences, community and school partnerships, systems that support learning, and connecting youth with resources to support postsecondary education*. The EVSC is the lead school partner for the PZ. Other PZ goals are impacting student success with a focus on poverty, housing, health, crime and safety, and overall economic development. Since the 2016 PZ designation, \$753,680,636 in investments have been made. This includes direct funding received through competitive grant or tax credit

applications awarded to PZ collaborative initiatives and partners, as well as leveraged private and public investments occurring within the PZ area (Promise Zone Annual Report 2021).

Further, the entire Evansville region has a strategic plan called Talent EVV. In 2018, leading regional businesses sought to understand what needs to be done for the area to become a nationally recognized place to call home. Data research with a consulting firm found five areas of focus: Population Growth, Employment and Wage Growth, Educational Attainment, Poverty Reduction, and improving the Overall Health Index.

Through community listening and researching best-practices, stakeholders identified strategies to advance each of these focus areas. The EPN will address three of these areas more specifically while impacting all five. The strategies identified to advance Educational Attainment, Poverty Reduction, and our Overall Health Index call for a cohesive cradle-to-career ecosystem and a two-generational approach that recognizes the importance of serving whole families. Between Talent EVV, UE, PZ, the EVSC and now the EPN, there is deep alignment in the stakeholders being engaged. So much so that Talent EVV has identified Promise Neighborhood as a key catalyst to advancing the focus areas of Talent EVV. The Sustainability Council (**Section e.2**) includes more than 90% of the same investment partners of Talent EVV, helping the EPN leverage the recent \$50 million of strategic Regional Economic + Acceleration Development Initiative (READI) funds invested in our community. As Talent EVV continues, stakeholders will continue to focus on many of the PN GPRA indicators. Our local United Way is serving as the collective backbone of the Poverty Reduction focus area of Talent EVV and has aligned impact investing to the same key areas that the EPN approach identifies as most impactful topics such as empowering employment, advancing educational attainment through two-generational approaches, investing in mental health resources, and finally building

communities that can have social stability and growth opportunities through place-based asset alignment. While Talent EVV focuses on a region, the EPN Core Team, PZ, and EVSC along with the broader Talent EVV stakeholders recognize the EPN is the best way to advance thriving communities through cohesive and intentional partnerships. Agency partners who will provide services and be accountable for data gathering and participation in planning and decision-making are committed to the EPN through attached MOUs describing their role in the EPN.

c. QUALITY OF THE PROJECT DESIGN

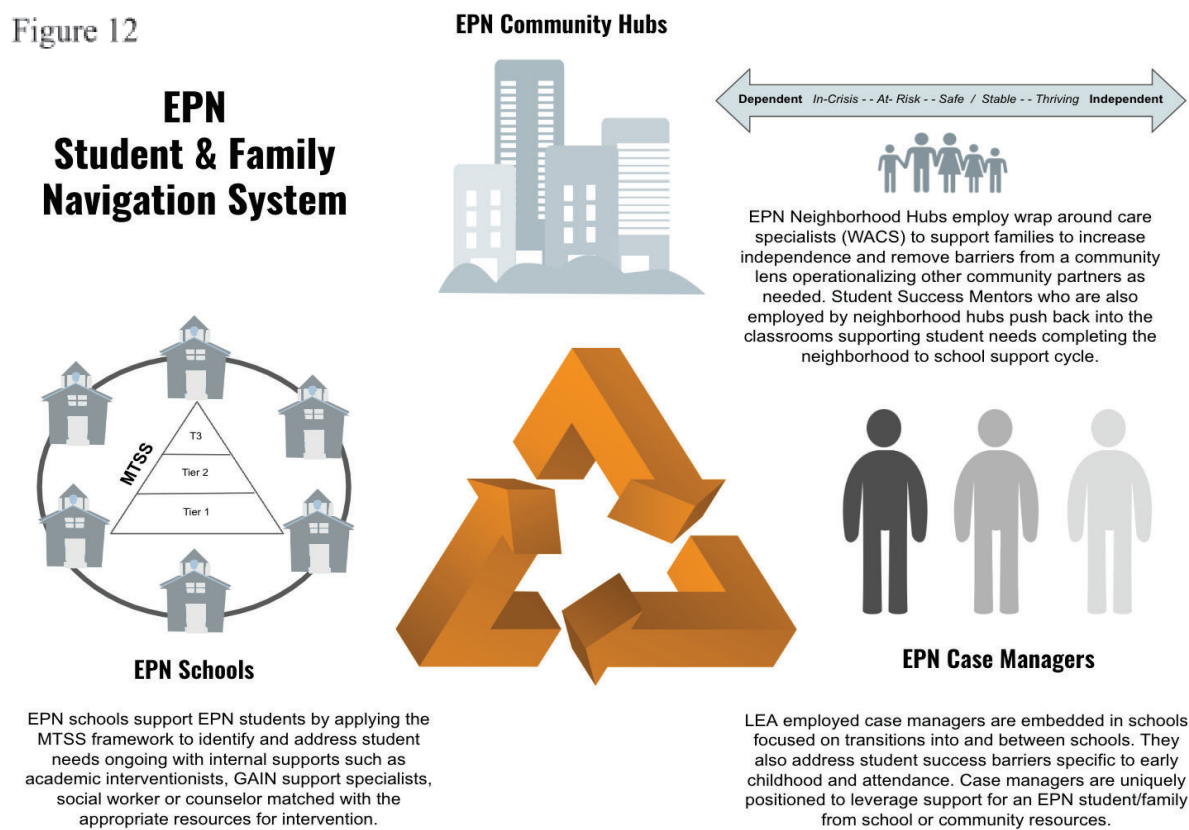
c.1. Plan to create a complete service pipeline, without time and resource gaps, to prepare all EPN children to attain a high-quality education and transition to college and a career

Aligning to the pillars of Community Schools—comprehensive, research-based, locally owned, and designed in response to local needs and assets—solutions holistically address goals of the PZ (*CPPI*), EVSC Continuous Improvement Plan (CIP), Talent EVV and community visioning and improvement plans. This ensures full student access to inclusive and meaningful learning opportunities, high-quality teaching and mentoring, and support systems to address learning barriers, delivered within a culture of high expectations, trust, and shared responsibility (Community Schools Playbook n.d.). A process of continuous improvement that includes our unique asset in UE’s ChangeLab program, equitable resource development, collaborative infrastructure, and a plan for sustainability also supports the work, ensuring timely implementation with ample resources.

All students and families will have the opportunity to enroll in EPN programs. To support this, a comprehensive family navigation system will be scaled to integrate a seamless and fluid continuum of two-generation support. The first step will be a centralized enrollment intake process. WACS, employed by agency partners serving as EPN neighborhood “hubs” will explain

the initiative, services and activities, and with permission, enroll students and families. Referrals will come from EVSC staff and EPN partners. Enrollment will take place in the partner office, or in-home setting. This type of centralized intake approach, and assigning staff to collect the information from families, will ensure the appropriate data are collected and help reach all eligible and interested families. This process is further detailed in **Section d.2**.

Figure 12



The navigation system has its roots with EPN partner, the Dream Center (DC). After convening a trip to New York City with community partners to learn about the Harlem Children’s Zone model, the DC piloted a similar program in 2018, serving just four families. Now in its fourth year, the DC serves a 200+ block radius of the Jacobsville neighborhood. Two other organizations are also replicating aspects of the Harlem model. The program includes Student Success Mentors (SSMs), replicating the HCZ Peacemaker role in the school building

and classrooms to monitor student progress, provide one-on-one support to students and assist teachers as needed. See **Solution 2.3**.

WACS will also provide parent and family support in the neighborhood setting to catch and address barriers. For example, if a WACS suspects imminent risk of housing loss, intervention support will be provided directly or through service referrals. WACS will also track program interactions and outcomes for participating children and adults. As the DC and other partners have found, family navigation involves meticulous coordination and communication with a network of partners. The EPN family navigation system will provide personalized care and accountability while decreasing societal costs due to unmet family needs.

Best of all—we know this model works for our target population. The percent of DC students who were at or above grade level in their Reading/ELA and Math proficiencies at the start of the program in 2018 increased from 50% to 90% from baseline assessment to year end. There were improvements in student absences and tardies, and school staff reported a 76% drop in classroom problem behaviors, and 31% drop in office referrals. These outcomes have been sustained. The DC will provide technical assistance to scale the model to the entire EPN.⁴

The navigation system will support students and families through a cradle-career serving continuum, consisting of four pipeline blocks. **Pipeline 1: Improving Early Health and Kindergarten Readiness - Pipeline 2: Improving Student Achievement & Success - Pipeline 3: Improving Postsecondary & Workforce Readiness - Pipeline 4: Improving Neighborhood and Community.**

⁴ A technical assistance fund will be established at UE for this type of work. See the budget.

Pipeline Block 1 - Improving Early Health and Kindergarten Readiness

| | |
|-------------------|--|
| Serving | Children from birth to age 5, parents and primary caregivers |
| Supporting | Result 1 - Children enter kindergarten ready to succeed in school, and Competitive Preference Priority 2 (Pg. 131) |

Solutions for Children

Solution 1.1 Deliver high quality home visiting program

The **Pre to 3 Home Visiting Program** will be delivered and expanded to support early learning, health and bonding, and to secure parent to baby attachments among low-income expectant and new parents with children from birth to age three. Community Health Workers (CHWs) assist families in the home and through virtual platforms (if families request it) using the evidence-based Growing Great Kids (GGK) curriculum. Intake assessment includes a review of home safety, Adverse Childhood Experiences (ACEs), ASQ-3 and ASQ SE for physical and social-emotional development, interpersonal violence, depression, social determinants of health and preeclampsia. Education visits take place once per week. Families determined to need additional support receive follow-up visits once a month until the child is preschool eligible. CHWs make referrals to health and social service resources to ensure families are accessing what they need to be healthy and stable.

Families also receive preschool transition support, referrals and assistance with enrollment barriers. As families approach preschool enrollment, Early Learning Coaches hold transition conferences with parents to determine needs to be communicated to pre-K teachers. Pre to 3 has partnered with the local jail to serve pregnant mothers during incarceration through to post-release. CHWs also make visits at an inpatient transitional facility for substance misuse issues. **Led by Vanderburgh County Health Department and Building Blocks, Inc.**

Evidence: Home visiting programs are increasingly recognized as an important part of the early childhood system of care, showing effectiveness in family economic self-sufficiency, birth outcomes, maternal health, child health and development, and positive parenting (Minkovitz, O’Neill, and Duggan 2016). The GGK curriculum supports infant-parent bonding and secure attachments, and is a demonstrated effective intervention model for families needing social support (LeCroy and Davis 2017). The VCHD Pre to 3 program has a 91-day retention rate of 68.6% with a goal of 70%, and as a result of participation, 50% of clients reported a “large change” in their ability to care for their child/children (Vanderburgh County Health Department 2021).

Solution 1.2: Provide high quality early childhood education

The **K-Camp** kindergarten readiness summer program will be expanded in EPN focus schools. K-Camp is a four-week program for incoming kindergartners who never attended preschool or need more time in a preschool setting. The program helps children adjust to a formal classroom, practice following directions and rules, and strengthen literacy skills. It concludes with highly-focused transition support provided by Early Learning Case Managers and kindergarten teachers. For example, last summer 13 K-Camp kids who tested in the developmentally delayed range on Brigance were able to have their data shared with kindergarten teachers, principals and other staff prior to starting school. This allowed for more timely student IEP evaluations and tiered intervention support, which supported their kindergarten transition. **Led by the EVSC, YMCA and Potter’s Wheel.**

The **Early Learning Provider Training Program (ELPTP)**, an evidence-based training model for early childhood providers, will be expanded. The program addresses gaps in high quality early learning centers and educator training. Presently, one early learning provider in the EPN reported a waiting list of 450 kids; another had 155 due to local staffing and talent pipeline shortages. The ELPTP launched in 2021 with a cohort of 29 early learning sites committing to a three-year plan to improve best practices in five areas: Program Structure; Environment; Curriculum and Assessment; Health, Safety and Nutrition; and Families and Communities. The

program will also assist cohort site educators to obtain advanced certification, including MTSS certification. Through partnerships with two local universities, teachers will receive a living expense stipend while they complete the three-month, unpaid student teaching requirement for certification.

The ELPTP incorporates the Teaching Strategies evidence-based early learning curriculum and assessment tools (the Creative Curriculum, GOLD and Brigance). The Creative Curriculum® features exploration and discovery as a way for students to learn and helps educators create a quality learning environment with built-in instruction on early childhood best practices. GOLD is a formative assessment tool to help educators understand student progress toward kindergarten readiness and is embedded into the everyday interactions of the teaching day (Teaching Strategies 2022). Brigance is a leading outcomes measurement tool to assess kindergarten readiness. Both tools will support aggregated data collection across all early childhood programs of the EPN. **Led by Building Blocks, Inc.**

High Quality Early Childhood Education Enrollment Assistance will be provided to connect EPN families to various providers. Early Education Case Managers will coordinate access and enrollment of EPN families into high quality programs. **Led by Building Blocks, Inc. and the EVSC.**

Evidence - The National Institute of Early Education Research (NIEER) found that high quality early childhood programs contribute to school readiness, literacy, social-emotional and cognitive development skills (Gormley et al. 2005; Love et al. 2005). The NIEER also found a strong relationship between higher-quality programs and regular on-site monitoring, similar to what is delivered through the ELPTP. Studies show an ROI as high as \$14.00 by implementing best practices. Many families do not complete the enrollment process on their own, despite demonstrating interest (Weixler et al. 2020). In 2021, 95% of K-Camp program completers demonstrated academic growth (defined as any total score improvement in “Ready to Read” Brigance assessments). Results from the year one ELPTP pilot demonstrated promising outcomes specific to provider effectiveness and child outcomes. Specifically, early learning educators demonstrated a significant increase in quality on several domains based on early learning observational assessments (e.g., CLASS, ELLCO and ECERS-3). Quality domains

reflected teacher-child interactions specific to emotional support and instructional support, aspects of the classroom environment, and use of literacy practices. In addition, children also demonstrated a significant increase on the Woodcock Johnson Applied Problems scale and the Peg Tapping Test (a measure of executive functioning) from fall 2021 to spring 2022 (Diehl Consulting Group 2022).

Solution 1.3: Provide free early literacy resources to families

Free **early literacy resources** will be delivered with expanded outreach to ensure all 100% EPN families know how to access and be assisted to do so. Through the public library, *1000 Books Before Kindergarten* encourages daily reading to children by distributing literacy kits with early literacy tips for parents, recommended age-appropriate book lists and a reading log. *Storytime to Go* is modeled after Every Child Ready to Read, a program that incorporates easy research-based practices to help parents and caregivers support their child's early literacy skills (Every Child Ready to Read 2022). Designed for children from birth to age five, each kit contains a resource guide of songs and rhymes, a schedule of library virtual storytimes, and access to videos demonstrating each of the manipulatives (a shaker egg, bean bag, scarf and bubbles) in the kit. *New Baby Literacy Kits* will be provided to parents of newborns through partnerships with local physicians and doulas. Resources are available in Spanish and available at all library locations and through ongoing EPN neighborhood outreach and pop-up events. Expanded outreach and promotion will be key to ensuring EPN families access and make use of these resources. Dolly Parton's Imagination Library, a free book gifting program will also be expanded. Through scaled outreach (Section c.2), approximately 5,200 children could be served.

Led by the Evansville Vanderburgh Public Library and Building Blocks, Inc.

Evidence: Book distribution or book provision programs that provide free books to families with young children have been shown to generate positive parental views toward the impact on family literacy practices (Gillanders and Barak 2022), and reading daily to a child as early as possible increases kindergarten readiness by building essential skills for academic success (Niklas, Cohrsen, and Tayler 2016; Nebraska Department of Education n.d.).

Solutions for Parents / Primary Caregivers

Solution 1.4: Provide free adult learning programs to parents and caregivers

Early Case Managers will assist families to enroll in free adult learning programs such as adult literacy, High School Equivalency (HES) and diploma earning programs. Programs that include quality childcare will be prioritized, such as the Goodwill Excel Center (GEC) model. The GEC is a tuition-free adult charter high school to be piloted in Evansville. The program awards industry recognized certifications and high school diplomas, not GEDs, to adult learners. Academic Success Coaches, College and Career Counselors, high quality instructors, and flexible scheduling address barriers and help students with varied knowledge and skill levels to succeed. Credits are earned through eight-week terms held year round (Excel Center 2022). Childcare is provided along with referrals and assistance to access other community resources. Dual credit is also available. This strategy also supports *Competitive Preference Priority 2*. **Led by Goodwill Industries.**

Evidence - Parental educational level is an important predictor of children’s educational and behavioral outcomes (Dubow, Boxer, and Huesmann 2009). Excel Centers in the U.S. during the 2017–18 school year showed these combined graduate outcomes: 73% earned an industry certification and/or college credit; 38% enrolled in postsecondary education within a year of graduating (CEEP 2017); according to a 2014 study by Hicks, \$793.60 was the average Public Assistance savings per graduate, not including any HUD, EPA or EDA savings (as cited in Scott n.d.), and those in the workforce saw a \$14,000 increase in annualized wages compared to status at time of enrollment (Scott n.d.).

Solution 1.5: Provide Prenatal and Early Childhood Medical Care

Ronald McDonald House Charities of the Ohio Valley will partner with Deaconess Women’s Hospital to pilot and scale prenatal and early child health services through the **Ronald McDonald Care Mobile**. By driving into neighborhoods where families live, work and play, the program will build trust, strengthen engagement and create equitable opportunities to access

care, preventative health screenings, and community assistance programs for parents and children up to age one. Preventative services will be overseen by Deaconess Women’s Hospital and be provided by local academic programs to support healthy pregnancies and deliveries of children. The Care Mobile will deliver preventative health screenings, such as blood glucose and blood pressure monitoring, pregnancy testing and confirmation, and the opportunity to access prenatal care in the first trimester. Parents can also bring infants through age one to the vehicle to access care and education regarding nutrition, home safety, and safe sleep. The program will partner with schools, churches, health agencies, business and industry and local detention centers to ensure Care Mobile services are reaching EPN *Young Families* in need. As this program grows, additional clinical services will be offered, such as ultrasounds. **Led by Ronald**

McDonald House Charities.

Evidence - A growing body of literature supports the success and cost-effectiveness of mobile health clinics as a model of healthcare delivery uniquely positioned to assess and fulfill the needs of underserved populations nation-wide (Yu et al. 2017).

| Table 11 - Timeline and Milestones - Pipeline Block 1 | | | | | | | | |
|---|-------------------------|----|----------------------|----|----|---------------------|----|----|
| Activities/Milestones | Planning | | Early Implementation | | | Full Implementation | | |
| | Y1 Jan 2023–Dec 2023 | | | | Y2 | Y3 | Y4 | Y5 |
| | Q1 | Q2 | Q3 | Q4 | | | | |
| Enrollment | | | | | | | | |
| Partner staff hired and trained | | | | | | | | |
| Promote programs in the EPN | | | | | | | | |
| Enroll families in Pre to 3 | | | | | | | | |
| Enroll children in K-Camp | | | | | | | | |
| Enroll new early learning sites in the ELPTP | | | | | | | | |
| Register families for early literacy resources | | | | | | | | |
| Enroll parents/caregivers in the Goodwill Excel Center Adult Charter School program | | | | | | | | |

| Implementation | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| Deliver Pre to 3 Program | | | | | | | | |
| Expand Pre to 3 Program | | | | | | | | |
| Deliver K-Camp at Evans and Lodge | | | | | | | | |
| Scale K-Camp to Delaware | | | | | | | | |
| Scale K-Camp to Lincoln | | | | | | | | |
| Provide Pre-K enrollment assistance to families | | | | | | | | |
| Deliver the ELPTP | | | | | | | | |
| Deliver early literacy resources | | | | | | | | |
| Increase outreach and expand early literacy resources | | | | | | | | |
| Pilot Goodwill Excel Center Adult Charter School program | | | | | | | | |
| Pilot Ronald McDonald Care Mobile | | | | | | | | |
| Expand Ronald McDonald Care Mobile services | | | | | | | | |
| Milestones - See Tables 22 and 23, pp. 114-124 | | | | | | | | |

Pipeline Block 2 - Improving Student Achievement & Success

| | |
|-------------------|---|
| Serving | K–12 students, parents / primary caregivers, disconnected youth |
| Supporting | Result 2 - Students are proficient in core academic subjects; Result 3 - Students successfully transition from middle school to high school; Result 4 - Youth graduate from high school; Result 6 - Students are healthy; Result 9 - Families and community members support learning in PN schools; and Competitive Preference Priority 2. (pg.131) |

Solutions for Students

Solution 2.1: Provide chronic absenteeism/drop-out prevention and intervention programs

*For students in grades K–12 (with an emphasis on grades 6–9), the evidence-based **Check and Connect** school-time mentoring program will be piloted to help students stay on track to graduate. The program increases student agency with attendance, school persistence and credit accrual, and decreased truancy, tardies, and behavioral referrals. An Attendance Case Manager will **CHECK** student attendance, grades and behavioral referrals to identify the highest risk students along with the most prevalent causes (i.e., health issues, bullying, family hardship,*

developmental delays, etc.). The program will **CONNECT** chronically absent students with an adult mentor for support to strengthen agency, and make progress toward goals, navigate failures and make adjustments based on their own acquired knowledge, desires and intentions. Home visits for habitual absences may be conducted to identify barriers and make appropriate referrals. Check and Connect Mentors will be screened and trained volunteers from the EPN community.

Attendance teams consisting of school staff and representatives from partnering organizations will work with the Attendance Case Manager to examine other contributing issues like school safety and culture, and to help coordinate interventions. *For grades K–5*, interventions may include parent education and building their understanding of the importance of student attendance, the difference between excused and unexcused absence, the school’s attendance policy and how to report absences. *For grades 6–12*, interventions may be directed to both students and parents, and may include truancy letters, parent consultations and/or case management and coordination with community partners for optimal wraparound support. Additionally, to assist with transportation, the EVSC will purchase and outfit a Light Commercial Vehicle (LCV) to pick up kids from home who miss the bus and safely take them to school. The LCV will be driven by an EVSC staffer with Yellow Card certification. Universal messaging (i.e., Peachjar electronic parent communication, flyers, school newsletters, etc.) will promote the importance of school attendance in all grades. Note: Support is already in place for students who must be absent due to illness, disability or other circumstance. **Led by the EVSC.**

For students in grades 6–12, **drop-out prevention programs** will be provided. These include *Reconnecting Youth (RY)*, an intervention for high school students at risk for dropping out due to drug involvement, school performance or emotional distress. It re-engages students into their school environment by increasing school performance, decreasing drug involvement

and improving mood management. Co-facilitated by School Social Workers and trained teachers, this semester-long program will guide students through a supportive process that leads to positive changes. Goals include: 1) enhancing school-smarts skills (attendance, attitudes toward school, homework completion, etc.); 2) enhancing mood management; and 3) increasing control over drug use. High schools provide a half health credit for the program. *Coping Support Training (CAST)* is an abbreviated version of RY and a trauma-informed intervention used primarily to support middle school students struggling with suicidal ideation and mood management. It can also help vulnerable students transition more successfully to high school by strengthening their social and emotional skills. **Led by Youth First, Inc.**

*For students with truancy issues in grades 1–8, the **Truancy Roundtable and Pre-Court with the Judge*** programs will be expanded. This collaborative program of the Vanderburgh Juvenile Court and the EVSC is being implemented in the Harrison attendance district through the EVSC’s Full Service Community Schools grant. *Truancy Roundtable* involves a team from the Judge’s office meeting monthly with EVSC staff members, the EVSC Director of Attendance, Chief of EVSC Police, Truant Officer and Chief Officer of Family, School and Community partnerships and a representative from the United Methodist Youth Home, a partner that serves truant students, to discuss wraparound support for truant students. Probation officers will be assigned to students and will engage partners to work with students and families to remove barriers. Partners will provide support for as long as needed, on average 4–6 months. District support staff and probation officers will meet twice monthly to discuss progress and next steps. *Pre-Court with the Judge* involves one-on-one conversations between the Judge, students and parents. For students in grades 1–8 who have been pre-courted and continue to miss four days in a 30-day period, the parents (grades 1–5) and parents and students (grades 6–8) will be

required to attend. The Judge holds a meeting in his courtroom to address EVSC attendance policy and legal ramifications of continued truancy. If students continue to miss, the Prosecutor can get involved. Parents and students can be put on probation for three to six months. **Led by the EVSC (partnering with the Vanderburgh Juvenile Court)**

Evidence - According to the WWC, Check & Connect is the only dropout prevention intervention found to have positive effects on staying in school. Moderate evidence supports recommendations to provide intensive, individualized support to students who have fallen off track and face significant challenges to success (IES 2017). While many factors may drive truancy, prevention and intervention programs need to integrate both school and community resources to best address these factors (Development Services Group 2010).

Solution 2.2: Provide high-quality in-school academic support programs

For students in grades K–8, school capacity to support students’ ability to remain calm, alert and ready to learn will be strengthened through the GAIN™ framework (**Section b.2**). This work follows research and best practices in the science of learning. **GAIN™ Support Specialists** will serve schools by connecting to and establishing relationships with students and staff across academic and afterschool programs. This ensures students with social, emotional and/or behavioral challenges have access and can successfully participate in afterschool programming. Support Specialists also provide additional support to afterschool staff to improve their skills to support students in this manner, which will improve student participation, engagement, self-efficacy and resilience. **Led by the EVSC.**

For students in grades K–12, **Student Success Mentoring** will be enhanced and expanded. Replicating the “Peacemaker” role of the Harlem Children’s Zone model, SSMs, who are employed by partnering organizations, work inside schools to build relationships with students, families, educators and case managers. They receive professional development training alongside teachers, identify student and family needs and facilitate support with the appropriate parties. SSMs also provide teacher, classroom and school-building assistance which ensures a

positive, supportive community school culture. SSMs spend half the day in the school buildings and the other half of the day in after-school programs to ensure students are supported seamlessly from in-school to out-of-school time activities and in their neighborhoods. EVSC Staff will provide technical support to partners that employ SSMs to build a unified program and strengthen service alignment across partners. Partners will continue to tailor their work to the unique needs of the neighborhood, students and families they serve, while working toward defined student success metrics, such as improvements in grades, attendance and behaviors. **Led by the EVSC and multiple agency partners.**

*For students in grades K–12, school day **academic tutoring** will be provided through tiered remediation and intervention structures. Tier 1 provides teacher-facilitated small group support for students not on level, but only needing minor assistance. Tier 2 intervention is for students scoring in the bottom 20% on NWEA or showing dyslexia. In these cases, a letter is sent home to request parent/guardian permission for additional intervention. Tiers 1 and 2 use the evidence-based curricula MA Rooney Lessons (grades K–2) and Orton Gillingham. Support is delivered by certified or non-certified staff. Tier 3 intervention is for students needing the highest degree of support. The same curriculum is delivered, but only by certified staff with more experience and expertise working with special needs students. Tier 3 intervention requires legally binding parent approval. Also, a partnership between the EVSC and the public library gives students in grades 3–12 access to online tutoring through Tutor.com as well as other academic and instructional databases housed by the library. Students access resources with their own EVPL e-access cards. **Led by the EVSC.***

***Benefiting students in grades K–12 - training and professional development in the Science of Reading** will be provided to EPN teachers and administrators. To build foundational*

knowledge, educators and administrators will be provided with Language Essentials for Teachers of Reading and Spelling (LETRS®), a flexible professional learning suite developed by literacy experts Dr. Louisa Moats, Dr. Carol Tolman, and Dr. Lucy Hart Paulson, to increase literacy and language expertise. To expand content expertise, Reading Specialist training will be provided to EPN teachers from accredited sources. Training will develop teacher knowledge and skills to enhance reading instruction and activities in their own classrooms and other classrooms in EPN schools. As a resource to other EPN teachers, Reading Specialists will provide assistance with curriculum development, develop and coordinate classroom reading activities, and provide one-on-one interventions for students who need extra reading support. This will help operationalize evidence-based curriculum, including MA Rooney, Skills Block and JustWords (grades 3–6) and increase teacher ability to address foundation skill gaps.⁵ **Led by the EVSC.**

Evidence - Academic support programs and strategies applied at all grade levels (Peterson, O’Connor and Strawhun 2014), such as tutoring, mentoring and internet-based instructional support programs, which students can do on their own, have positive effects on student achievement. GAIN™ embraces the research of Dr. Bruce E. Wexler at Yale School of Medicine. Professor Wexler is a world leader in harnessing neuroplasticity to improve cognition through brain exercises. He and his colleagues developed the first program that integrates computerized brain exercises and physical exercises to improve executive function in young children. This program is used by thousands of children across the U.S. (IBCCES 2016). Academic support (“extra help”) provides an obtainable path to success (Peterson, O’Connor and Strawhun 2014). The Self-Regulated Strategy Development (WWC 2017) showed potentially positive effects on students’ writing skills. Additionally, the Early Risers: WWC Intervention Report (WWC 2012) showed potentially positive effects on academic performance and social outcomes. Moderate evidence supports the recommendation of drawing on relationships with professional colleagues and students’ families for continued guidance and support (IES 2008). With moderate evidence to support professional development instructional support (IES 2009), professional development will be provided to afterschool staff. Multiple studies have shown the work of literacy specialists and literacy coaches results in higher reading achievement (ILA 2015). The Dream Center has employed SSMs working in Delaware School since 2018, and in 2019 the Potter’s Wheel launched a program at Glenwood with outcomes in child personal growth, character and respect, improved school transitions, overcoming interpersonal conflict, and quicker crisis/intervention referrals.

⁵ Embedded practice in the EVSC that requires no grant funding, nor does it contribute to match.

Solution 2.3: Provide high-quality programs outside of school time

For students in grades K–3, the **Bridging Literacy** early literacy support program will be delivered during the summer with ongoing tutoring intervention during the school year. Bridging Literacy consists of three programs. The first, *K-Camp*, was previously described. *LEVEL UP!* provides students in grades 1–3 with 20 days of literacy-focused programming in July, including both academic literacy content taught by licensed school-day teachers and enrichment (e.g., nutrition, STEM, physical activity). Students engage with community members, such as fire fighters and mental health workers, and receive age-appropriate books that help build their at-home literacy library. This program uses the Four Block Model with 2.5 hours of academic intervention and 4.5 hours of enrichment activities. *Experience Corps* is a literacy-based intervention aligned with a national initiative using volunteers to help struggling students with reading. Volunteers, age 50 and older, assist teachers during the school day to help students who are performing below grade level. Sessions are from two to four hours per week. Bridging Literacy also provides high impact family engagement support. **Led by the EVSC, the United Way of Southwestern Indiana and the YMCA of Southwestern Indiana.**

For grades K–12, **high quality out-of-school time tutoring, educational enrichment and youth development programs** will be delivered through the EVSC’s 21st Century Community Learning Centers program and agency partners. Programs are delivered by trained staff (many are academic specialists) to provide students, parents and community residents with quality enrichment, recreation, drug/alcohol prevention, and educational opportunities in safe, drug-free environments. Programs focus on improving grades and adjusting to school, COVID learning loss, social emotional learning, environmental stewardship, digital literacy, leadership, physical and mental health, DEI, healthy choices, resisting negative peer and environmental

influences and character development. College and career readiness programs also introduce students to various education and career pathways and include guest speakers, business and industry tours and college campus visits. **(Also supporting Pipeline Block 3)** Programs incorporate family engagement and will support unique EPN student learning needs with strengthened partner communication and data-sharing across the EPN footprint. Transportation is provided by partners and the EVSC. **Led by the EVSC, UE and multiple agency providers.**

For students in grades K–8 (and their families), the **Family First Program (FF)** will be delivered four times per year at Delaware, Evans, Glenwood, Lincoln and Lodge schools. This program applies the evidence-based Strengthening Families curriculum and is suited to both high-risk and general population families. FF is delivered by trained facilitators in seven to ten weekly sessions that focus on building a strong foundation for **all** families. There is one curriculum for families with children ages 3–6 and one for families with children ages 7–17, plus a Spanish-language version. Parent sessions cover rewarding positive behavior, family communication and bonding. Youth sessions include dealing with stress, following rules and resisting peer pressure. Common parenting frustrations verbalized by past *FF* parent participants include boundary setting, home rule-setting and follow-through with consequences, and lack of quality time with their children, all of which is addressed in this program.

Evidence - Moderate evidence supports the following out-of-school time recommendation of closely aligning the content and pacing of instruction with student needs to better address student performance (IES 2009). Local evaluation demonstrates positive impacts—youth that attend at higher frequencies (60 to 90 days) show significantly higher school attendance (Diehl Consulting Group 2018). EVSC school staff also report positive academic and behavioral outcomes such as turning homework in on time. National research shows students who participate in afterschool programming receive higher grades, have better attendance and are better behaved (Durlak and Weissberg 2007; Leos-Urbel 2013; Shernoff 2010; Smith et al. 2013). Bridging Literacy was selected due to moderate evidence supporting the following out-of-school time recommendation: When the content and pacing of instruction is closely aligned with student needs, student performance improves. (IES 2009). A study by Baker, Gersten and Keating (2000) found that the SMART (Start Making a Reader Today) program

produced statistically significant positive outcomes in reading fluency and substantial positive effects in alphabets and comprehension (located on WWC Review of Individual Studies with at least significant positive finding). A study by Zvoch and Stevens (2013) found that kindergarten and first grade students participating in a summer reading intervention program performed significantly better than control groups in the areas of alphabets for kindergarten and reading fluency for first grade (WWC Single Study Review, February 2013). Research described in this report meets WWC evidence standards without reservations.

Research suggests that fourth-graders not reading at grade level are four times less likely to graduate. Bridging Literacy addresses this need through literacy interventions for high-risk students from pre-K to third grade. Programs have demonstrated benefits on their own, and the combined benefit is expected to be greater. For example, after one year, students who work with Experience Corps volunteer tutors achieve as much as a 60% improvement in critical literacy skills compared to their peers; last year 64% of students in Summer Learning Loss increased their STAR percentile rank during the program.

Twelve Randomized Control Trials (RCTs) for Strengthening Families found significant improvements in youths' behavioral health, including 50% reductions in substance misuse, depression/anxiety and child maltreatment. Culturally adapted SFP versions have improved family relations and children's behavioral health in 36 countries (Kumpfer and Magalhães 2018). Locally, past evaluations of Youth First's delivery of the Family First program shows reduced family conflict and improved mood management, communication, bonding, coping skills, decision-making and parenting skills.

Solution 2.4: Provide School Social Work Services

*For students in grades K–12, and also benefiting families, administrators, teachers and staff in EPN schools, **school social work services** will be delivered. The program uses a three-tier model recommended by the Substance Abuse and Mental Health Services Administration (SAMHSA) and National Institute on Drug Abuse (NIDA). The evidence-based process, recognized by the Social Work Policy Institute (SWPI), combines well-researched prevention and early interventions with clinical experience/ethics and client preferences/culture to guide and inform the delivery of treatments and services (Evidence-based practice, 2010). Working with school administration, teachers and staff, Social Workers deliver three tiers of strategies: 1) Universal, targeting the entire student population; 2) Selective, targeting at-risk groups; and 3) Indicated, targeting at-risk individuals. Social workers are MSWs and prevention*

specialists that maintain a caseload of 30–40 students per FTE, provide evidence-based programs focused on skill-building strategies such as Cognitive Behavioral Therapy; motivational interviewing; grief support; Dialectical Behavior Therapy; Restorative Justice; Trauma-Informed Care; parent, family and teacher consults; QPR training for suicide prevention and more. School social workers connect students and families to community resources and provide case management, social skills education and development; they also provide assistance with post-treatment care and community collaboration. School social workers participate on MTSS teams to help assess and identify students who need supplemental tiered academic interventions.

For students in grade nine, the program **Teen Series** will be delivered in freshman health classes covering healthy relationships, suicide prevention, ATOD, and other basic prevention information. *Teen Series* supports a successful middle- to high-school transition and serves to introduce the social worker to new students and remove the stigma of seeking support.

Led by the EVSC and Youth First, Inc.

Evidence - Research shows students who receive social work services demonstrate a significant reduction in behavioral concerns after six months of service (Diehl and Frey 2008). School social work is part of a prevention/early intervention national health model that follows a three-tiered student and family support approach. It is supported by evidence in two separate Practice Guides: Reducing Behavior Problems in the Elementary School Classroom (IES 2008) and Preventing Dropout in Secondary Schools (IES 2017). Locally, EVSC students have reduced individual concerns (i.e., disengagement, defiance, poor academic performance), have better school adjustment (i.e., attendance, homework completion, class participation and peer relationships), and have decreased problem behaviors (i.e., aggression, poor social behavior.)

Solutions for Parents / Primary Caregivers

Solution 2.5: Provide free adult learning programs to parents and caregivers

(As described in Solution 1.4)

Disconnected Youth Focus

Solution 2.6: YouthBuild (Supporting CPP 1 & 2)

Education, job development and mental health support will be delivered through **YouthBuild**, a program of the Evansville Housing Authority. YouthBuild is for individuals 16–24 years who have dropped out of high school or have been expelled, are court-involved, low-income, or in foster care (presently or in the recent past). It is a self-paced program of education, job skills development and mental health support. A full-time master’s level educator with advanced training in serving students with disabilities facilitates educational activities, including HSE exam prep and testing, administered by Ivy Tech Community College. Students also receive assistance with FAFSA completion through EHA. An on-site construction manager/NCCER trainer provides approximately 150 hours of construction-focused classroom instruction, skills development and labs. YouthBuild collaborates with community partners to coordinate build projects in surrounding neighborhoods, the most recent being in the Tepe Park Neighborhood in the EPN. Every student receives a construction certification upon program completion. Other job development opportunities are coordinated by a full-time job developer with emphasis on internships and experiential learning opportunities. YouthBuild partners with Advantix Construction. Grow Southwest Indiana Workforce Board (Work One) supplements by providing on-site support with resume building and job skills training. An on-site food pantry through the Tri-State Food Bank is available to YouthBuild participants and families, and mental health support and referrals are also provided. **Led by YouthBuild, Inc. (program of the Evansville Housing Authority)**

Evidence - YouthBuild is an evidence-based model with research demonstrating positive effects on those between the ages of 16 and 24 who did not finish high school. A 2018 study (Miller et al. 2018) showed that YouthBuild increased the achievement of a high school equivalency credential, college enrollment, and (survey-reported) employment rates and earnings. Currently, the local YouthBuild has a near 75% retention rate, projected to reach over 85% by 9/30/22. Further, by 9/20/22, 60% of participants are projected to obtain their HSE, and over 90% are expected to have measurable skills gains and OSHA-30 certification (YouthBuild Evansville 2022).

Table 12 - Timeline and Milestones - Pipeline Block 2

| Activities/Milestones | Planning | | Early Implementation | | | | Full Implementation | |
|--|-------------------------|----|----------------------|----|----|----|---------------------|----|
| | Y1 Jan 2023–Dec 2023 | | | | Y2 | Y3 | Y4 | Y5 |
| | Q1 | Q2 | Q3 | Q4 | | | | |
| Enrollment | | | | | | | | |
| Partner staff hired and trained | | | | | | | | |
| Enroll students in Reconnecting Youth | | | | | | | | |
| Enroll students in CAST | | | | | | | | |
| Identify students for Truancy Roundtable | | | | | | | | |
| Enroll students for Pre-Court with the Judge | | | | | | | | |
| Enroll students in Student Success Mentoring | | | | | | | | |
| Identify students for academic tutoring | | | | | | | | |
| Select teachers for Reading Specialist Training | | | | | | | | |
| Enroll students in Bridging Literacy | | | | | | | | |
| Enroll students in out of school time programs | | | | | | | | |
| Enroll students in School Social Work | | | | | | | | |
| Enroll “disconnected youth” in YouthBuild | | | | | | | | |
| Implementation | | | | | | | | |
| Develop Check and Connect implementation | | | | | | | | |
| Pilot Check and Connect | | | | | | | | |
| Expand Check and Connect | | | | | | | | |
| Purchase and outfit LCV for school day student transportation assistance | | | | | | | | |
| Deliver/expand school day transportation assistance | | | | | | | | |
| Deliver Reconnecting Youth | | | | | | | | |
| Deliver CAST | | | | | | | | |
| Deliver Truancy Roundtable | | | | | | | | |
| Deliver Pre-Court with the Judge | | | | | | | | |
| GAIN Support Specialists provide support | | | | | | | | |
| Deliver Student Success Mentoring | | | | | | | | |
| Expand Student Success Mentoring | | | | | | | | |
| Deliver academic tutoring | | | | | | | | |
| Provide Reading Specialist Training | | | | | | | | |
| Deliver Reading Specialist support programs | | | | | | | | |
| Expand Reading Specialist support programs | | | | | | | | |
| Deliver Bridging Literacy | | | | | | | | |
| Deliver out of school time programs | | | | | | | | |
| Deliver School Social Work Services | | | | | | | | |
| Deliver Teen Series | | | | | | | | |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| Deliver YouthBuild program | | | | | | | | |
| Milestones - See Tables 22 and 23, pp. 114-124 | | | | | | | | |

Pipeline Block 3 - Improving Postsecondary Education Access, Affordability, Completion and Success and Workforce Readiness

| | |
|-------------------|---|
| Serving | Middle and high school students, parents/caregivers, disconnected youth |
| Supporting | Result 5: H.S. Graduates obtain a postsecondary degree, certification or credential and Competitive Preference Priority 2 (pg. 131) |

Solutions for Students

Solutions 3.1: Provide postsecondary preparation, coaching and exploration programs

For students in grades 6–12, the evidence-based Inside Track Coaching model will be applied through College Connection Coaches, K–14 Completion Coordinators, a Parent Liaison and Career Specialist employed by Ivy Tech and working in EPN schools during the school day. Staff will assist students in enrolling in college and persisting to postsecondary degree completion. They provide guidance along with a completion pathway leading to postsecondary opportunities and/or employment. They also: work with the high school and Ivy Tech on dual credit/dual enrollment; help identify gaps in dual credit/dual enrollment offerings that must be available for an Ivy Tech credential; support the school counselor’s career and college paths for students; and, help students and families enroll in the 21st Century Scholars program and complete scholarship and college applications. Students are also referred to the annual College Goal Sunday event on Ivy Tech’s campus where volunteers from Ivy Tech and UE provide onsite, hands-on assistance to students and parents to complete their FAFSA. UE also has a new program, just recently sent to 12,000 21st Century Scholars, specifically targeted to helping them complete the FAFSA Application.

UE’s new FAFSA assistance program will also help families be automatically considered for the **ACES Opportunity Grant**, which covers tuition and full time fees for families with an adjusted

gross income of less than \$50,000, or who are eligible for free and reduced lunch. Families will also automatically be considered for the **Hoosier Aces Scholarship**, which covers tuition, full-time fees and room and board.

In addition, students take the Indiana Career Explorer and are connected with work and internship opportunities. A Parent Liaison will bridge communication and planning between school, students and families and a Career Specialist will work with students on assessments and soft-skills development. **Led by UE, Ivy Tech and EVSC.**

*For students in grades 9–12, the **Advancement Via Individual Determination (AVID)** program will be provided. AVID was piloted in EVSC high schools, including Bosse during the 2021–22 academic school year. The program will be scaled at Bosse High School. AVID is an elective in-school academic college prep support program to help prepare students for college eligibility and success. AVID teaching methodologies are incorporated school-wide in various content areas. The program places students in the most challenging courses they can handle, and features a focused elective course designed for students in the academic middle who desire to attend college, but need additional support, such as first generation to college students and those with other success barriers. AVID is most appropriate for students with average to above average grades but who are capable of completing more rigorous coursework but are not tapping their full potential. The course teaches skill sets in writing, inquiry, collaboration, organization and reading (AVID 2022). **Led by EVSC.***

*For students in grades 9–12, the **Jobs for America’s Graduates (JAG) Program** will be delivered during the school day at Bosse H.S. This existing program at Bosse provides resiliency-building workforce support. Participants learn in-demand employability skills and receive bridge support to postsecondary education and career advancement opportunities. JAG*

students are mentored by trained adults while still in school and receive one-year of follow-up counseling after graduation. Indiana’s JAG program consistently graduates approximately 95% of participants, and many students enroll in a postsecondary degree or certification pathway (JAG Indiana 2018). **Led by Grow Southwest Indiana Workforce Board and EVSC.**

For Students in grades K–12, Junior Achievement In-School Programs, Capstone Experiences and Authentic Experiences/Student Experiences will be delivered. *In-School Programs* will be delivered by community, civic, business and industry volunteers. In addition to technical skills, JA’s In-School Programs support competencies identified by the Partnership for 21st Century Skills as necessary for academic and professional success, such as collaboration, communication, critical thinking and creativity. *Capstone Experiences* support learning and competency mastery, including strategic leadership, financial decision making, critical thinking, cultural agility and others. Capstone programs will include JA JobSpark, JA BizTown Adventures, and JA Finance Park Virtual. *Authentic Experiences/Student Experiences* will include JA Job Shadow, JA Innovation Challenge and JA Career Exploration Fair. Through JA Job Shadow, students visit a professional work environment and learn about securing a fulfilling career, while JA Innovation Challenge teaches how to run a successful business. Through JA Career Exploration Fair, students learn about career options across multiple career clusters. Most significant for high school students, JA Career Exploration Fair helps students prepare to make postsecondary decisions, and allows students to view options through three event sections: 1) Postsecondary education, 2) Military and 3) Workforce. **Led by Junior Achievement of Southwestern Indiana and the EVSC.**

| |
|--|
| <p>Evidence - Ivy Tech’s CCC program replicates aspects of the InsideTrack© Coaching model in the WWC, which increases students’ persistence and degree attainment (IES 2019). AVID is listed in the WWC with research showing positive impacts on graduation rates and enrollment into college immediately after high school for students in Title 1 schools in Southern Florida</p> |
|--|

(Breen 2021).

In an email to the author (Amy Bolek) on April 14, 2022, Sara Worstell of Grow Southwest Indiana stated that, locally, during the 2020–21 academic year, the Bosse JAG program resulted in a 94.12% graduation rate for participants, and a 100% placement (positive outcomes) rate (31.25% job placement, 75% postsecondary). JA’s programs inspire and give young people tools for success. According to a 2020 survey by Ipsos, 4 in 5 JA alumni credit JA for influencing their education decisions, affecting their self-confidence, and motivating them to succeed professionally. Also, 45% of JA alumni say JA influenced their work ethic, and 38% say JA influenced their career decisions. Research also shows that alumni are more likely to finish college, start a business, and have confidence in managing money (Junior Achievement USA 2020).

Solution 3.2: Provide workforce readiness preparation, coaching and exploration programs

For students in grades 9–12, Opportunities through Partnerships that Transform and Inspire (OptIn) is an existing program between the EVSC and area employers to prepare students for pathways to high-wage, high-demand careers. An OptIN assistant program manager works with students, applying evidence-based practices in career exploration, Naviance College and Career Readiness Curriculum and other processes aligned with college and career readiness and social-emotional learning research as well as American School Counselor Association (ASCA) Standards. OptIN takes a four-strand approach:

Community Collaboration - The OptIN Advisory Council—consisting of EVSC staff, regional business leaders, higher education, city leadership, community organizations and EVSC parents—develops strategies and initiatives. These include the Work Ethic Certificate program for students, and expanding career pathways and certification aligned to regional needs. *Career Introduction and Exploration* - The OptIN Assistant Program Manager will work within the EVSC’s comprehensive counseling model to map student strengths and interests to postsecondary options. This includes *Embedded Mentoring and Support* (working with students interested in employment with area businesses to remove barriers to postsecondary success and to serve as a bridge for families) and *Parent and Student Education* (working with the OptIN

advisory council to develop communications for students and their families, such as development of career exploration videos for employers, and parent engagement tools).

In April 2019, OptIN launched RAMP (Real-World Application; Maximizing Potential), a partnership between EVSC and AmeriQual, LLC. RAMP is a first-of-its-kind comprehensive work-based learning program that embeds high school students at AmeriQual, and allows those who need additional support to complete diploma requirements and develop life success skills. RAMP students spend a half-day as employees of AmeriQual, learning hands-on readiness and technical skills, and a half-day in the classroom at AmeriQual, mastering skills required for a high school diploma. Classroom content combined with hands-on work creates strong, transferable skills in collaboration, critical thinking, problem solving, communication and ethical practices. Upon high school graduation, students are prepared for positions in high-wage, high-demand careers or continued postsecondary training. Transportation will be provided to and from the program each day, based on need. The program is facilitated with the OptIn Advisory Council made up of representatives from business, industry and other stakeholders. **Led by the EVSC and business partners.**

Evidence - OptIN has been implemented by the EVSC for three years and was selected by the USDOE to be one of the Promise Zone Communities of Practice under both groupings of “Workforce” and “Postsecondary.” EVSC’s OptIN team is linked nationally with coaching and support through Jobs for the Future and also in a national network of other PZ initiatives focused on Postsecondary Success and Workforce. Strong evidence supports the recommended practice of engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school (IES 2017).

Solutions for Parents / Primary Caregivers

Solution 3.3: Provide free adult learning programs to parents and caregivers

(As described in Solution 1.4.)

Solution 3.4 Provide Neighborhood-based Employment and Job Skills Assistance

Serving individuals 16+, Neighborhood-based Employment and Job Skills Assistance

will be provided by an Employment Specialist providing services at agency partner locations. Through individualized assistance and workshops, employment services will include High School Equivalency (HSE) testing, resume development, career planning, interview coaching, job search assistance and skills evaluation, computer classes, resource connections (i.e., Indiana Dept. Workforce Development programs, such as Hoosier Talent Network, Indiana Career Connect, Indiana Career Explorer and Indiana Career Ready.com) and follow-up support for accountability, assistance with employment barriers, and attaining new employment or expanding existing employment (i.e., skills advancement for promotion, etc.). Participation time varies for each individual based on their unique circumstances. For example, someone with a “hot” job would require less support than someone with no leads and unidentified interests and skill sets. The Employment Specialist will coordinate with agency partners located in the EPN to establish regular office hours for residents to schedule and easily access this support in their neighborhood. **Led by Grow Southwest Indiana Workforce Board (WorkOne).**

Evidence: These services are provided under the Workforce Innovation and Opportunity Act (WIOA), signed into law in 2014 to provide low-skilled, low-income workers with assistance and connections and opportunities that lead to increased income, increased education and reduced reliance and public assistance (Employment and Training 2022). WorkOne reports 80–82% of WIOA eligible individuals enrolled in employment assistance have successfully gained new employment for at least two quarters (six months).

Disconnected Youth Focus

Solution 3.5: YouthBuild

(As described in Solution 2.6.)

Table 13 - Timeline and Milestones - Pipeline Block 3

| Activities/Milestones | Planning | | Early Implementation | | | | Full Implementation | |
|---|-------------------------|----|----------------------|----|----|----|---------------------|----|
| | Y1 Jan 2023–Dec 2023 | | | | Y2 | Y3 | Y4 | Y5 |
| | Q1 | Q2 | Q3 | Q4 | | | | |
| Enrollment | | | | | | | | |
| Partner staff hired and trained | | | | | | | | |
| Enroll students/families in Inside Track Coaching programs (annually) | | | | | | | | |
| Enroll students in AVID | | | | | | | | |
| Enroll students in OptIN programs | | | | | | | | |
| Enroll EPN residents in Neighborhood-based Job Skills Assistance | | | | | | | | |
| Implementation | | | | | | | | |
| Deliver Inside Track Coaching services | | | | | | | | |
| College Goal Sunday held (students referred) Annually November | | | | | | | | |
| Deliver AVID | | | | | | | | |
| Confirm Junior Achievement Program schedule and timing | | | | | | | | |
| Deliver Junior Achievement In-School Programs | | | | | | | | |
| Deliver Junior Achievement Capstone Experience (JA BizTown in-class upper elementary) | | | | | | | | |
| Deliver Junior Achievement Capstone Experience (Simulations - upper elem, MS, & upper HS) | | | | | | | | |
| Deliver Junior Achievement Authentic Experiences/Student Experiences | | | | | | | | |
| Confirm OptIN Advisory Council | | | | | | | | |
| OptIn Advisory Council meetings (every other month or quarterly TBD) | | | | | | | | |
| Deliver OptIN | | | | | | | | |
| Confirm schedule and locations for Neighborhood-based Job Skills Assistance | | | | | | | | |
| Deliver Neighborhood-based Job Skills Assistance | | | | | | | | |
| Milestones - See Tables 22 and 23, pp.114-124 | | | | | | | | |

Pipeline Block 4 - Improving Neighborhood & Community

| | |
|-------------------|---|
| Serving | EPN children and youth, families and residents |
| Supporting | Result 6: Students are healthy, Result 7: Students feel safe at school and in the community, Result 8: Students live in a stable community, Result 10: Students have access to 21st century learning tools. |

Solution 4.1: Provide health, nutrition education, healthy food access and distribution

Equitable opportunities for healthy eating and nutrition education will be expanded through the work and initiatives of the Healthy Communities Partnership (HCP). HCP is a consortium of over 35 organizations, schools, institutions of higher learning, healthcare providers, funders, businesses and civic and community leaders leveraging their roles and influence to make healthy foods more affordable and accessible to all. Residents and community members join the efforts through ongoing volunteer opportunities. The primary aims related to food access include ensuring nutritious food across all settings and creating new food access points, providing nutrition education, and strengthening the local food system by promoting and increasing opportunities for local growers and goods producers. The **Nourish Program** will be delivered. This is a local community food buying club that offers members convenient online grocery shopping at prices 40% lower than big box stores; they also provide food education, budgeting, nutrition and cooking classes. Additionally, through the **Upgrade in Schools** grant initiative of the Welborn Baptist Foundation, school programs that foster healthy student behaviors will be implemented by various organizations.

Additional programs will be developed through ongoing neighborhood needs analysis and planning. For example, programs may be identified and developed through neighborhood revitalization efforts and community input sessions; then they can be implemented with support by UE ChangeLab students working with resident and community stakeholders applying Design

Thinking. UE will have a ChangeLab team devoted exclusively to the Promise Neighborhood's needs. Programs may include pop-up produce stands, food and agricultural justice, and emergency food distribution, mobile market and transportation expansion to area grocery stores (i.e., Promise Zone Express). **Led by Urban Seeds, Welborn Baptist Foundation, UE and others involved in the Healthy Community Partnership.**

Evidence - Organizations like the American Heart Association recognize the importance of “food as medicine” programs, particularly for underinsured populations (American Heart Association 2019). A 2012 study (Widener et al.) found that mobile food distribution systems show evidence of fostering a decrease in food insecurity, requiring few outside resources and promoting healthier lifestyles by making more nutrient-dense foods accessible to low-income communities. Two of three Nourish Program members reported improved (or maintained the highest level) affordability of nutritious foods.

Solution 4.2: Provide family stability programs

Housing Policy Development - ECHO Housing Corporation will employ a Housing Policy Director to develop and enforce municipal policies and address root causes of substandard, unsafe and unaffordable housing in the EPN. This work will include: 1) Working with city officials and housing advocates to review municipal codes and code enforcement to hold negligent landlords accountable for property maintenance; 2) Working with housing developers and rehabbers to stabilize neighborhoods by increasing the rate of home ownership through assisting potential homeowners to improve their credit to qualify for a home mortgage; 3) Working with city officials and housing advocates to create a Community Land Trust to maintain housing affordability, quality and home ownership; 4) Working with the City affordable housing advisory committee to align local efforts with national best practices for more effective use of assets and to attract outside investments; 5) Collaborating with legal aid groups to educate renters and potential homeowners on rights and responsibilities (i.e., workshops, podcasts, social media, etc.); and 6) Collaborating with healthcare systems, city government and the EVSC to

research links between poor housing, poor health and educational outcomes. **Led by ECHO Housing Corporation and H.O.U.S.E (coalition of housing support providers.)**

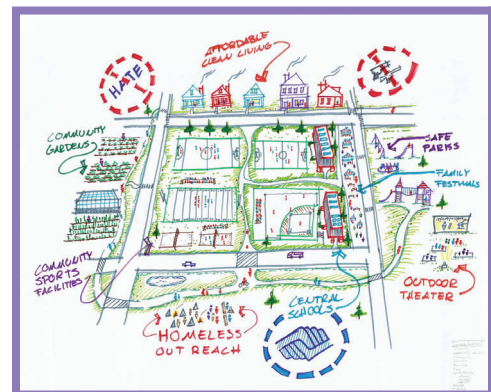
A **Down Payment Assistance Program** will be provided for qualifying families to receive up to \$10,000 toward the down payment on a home. Through this program, families will also receive financial literacy education, housing counseling support and referrals to the Fair Shot program. Fair Shot is a comprehensive financial coaching program developed by the PZ that helps families create a budget and set goals. The program also offers participants a \$500 cash incentive to continue making progress toward goals. **Led by Hope of Evansville.**

Evidence - Housing policy work is based on the Camden Coalition Medical Legal Partnership (MLP) Approach, an initiative coordinated by the Camden, New Jersey, Coalition of Healthcare Providers in partnership with Rutgers Law. Further, the work is supported by peer reviewed research in housing code violation density associated with ER and hospital use by children with asthma (Beck et al. 2014). The Urban Institute views homeownership as a primary way for American families to build financial security, and resulting wealth can pave the way for homeowners to fund their children’s education or help them to become homeowners themselves. Down payment assistance reduces home buying debt, can break generational cycles, and opens cash reserves for other needs (Choi and Ratcliffe 2021).

Solution 4.3: Neighborhood Revitalization

Neighborhood **Quality of Life and sustainable development** initiatives will be planned and implemented using a “neighbor-up” approach that invites residents and stakeholders to the forefront to guide sustainable change. Locally, this process is called Love Your Neighborhood (LYN), developed and implemented by Community One. Resident input, skills and capacity to develop and carry forward sustainable solutions drive this work as it already has in the Jacobsville and Tepe Park Neighborhoods. LYN involves three stages that support

Figure 13



VOICE Visioning Session - Boys & Girls Club - May 19, 2022

neighborhoods from setting the foundation to sustainability and community flourishing. Neighborhood associations will be strengthened through strategic planning and resident leadership development, and neighborhood action teams will gather and document resident opinions, and resident-led working groups will align work to the identified needs. This model empowers residents to advance a QofL plan into actionable strategies more attuned to their wishes, hopes and dreams.

An EPN QofL phasing plan will be developed during the planning phase; Extended LYN coaching and TA support will be provided to neighborhood organizations and stakeholders with specific outcomes tied to organization capacity to lead QofL and neighborhood progress toward implementing and sustaining revitalization. **Led by Community One, Dream Center, Leadership Everyone and the PZ (CPPI).**

Neighborhood broadband/internet access will be expanded by building onto the existing hotspot at Dream Center to strengthen student home/property access in the Jacobsville Neighborhood. In 2021, the City of Evansville, partnering with EVSC and others, expanded public Wi-Fi access with rooftop installations on the buildings of five organizations either located in the EPN or serving EPN families, including the Dream Center. Locations were selected based on Fall 2020 EVSC student access reports. Expansion will involve the installation of mesh access points (MAPs) at the Dream Center to repeat the signal and provide greater coverage to more individuals and homes **Led by the PZ, EVSC and City of Evansville.**

Evidence - Extensive research has shown that students without equitable access to Wi-Fi are unfairly disadvantaged when it comes to academic achievement and success. Increased Wi-Fi will also increase healthcare and healthcare access by allowing families to establish and access individual health records with providers as well as increase opportunity to enroll in health insurance and receive tele-health services. Since the existing hotspots were installed, in 2021, approximately 200 people utilize the free public service per day, with roughly 1,200 visitors using the services per month.

Solution 4.4: Community Safety and Violence Prevention Programs

For members of the community, intervention is provided through various means. Through the **Group Violence Initiative**, modeling a program of the National network for Safe Communities (NNSC), EPN Police officers and community partners conduct custom notifications of people known to be involved with violence. NNSC is a national organization that partners with communities to reduce violence, build trust, and transform public safety. Meetings that are separate from investigations are held with the offender and/or family members to identify and help address the root issues of the behavior. Assistance is provided in the form of referrals to services to address barriers and improve protective factors (i.e., job assistance, mental/behavioral health counseling, housing, etc.). Through the EPN Family Navigation system, increased referrals, awareness and coordination for this program will be developed and scaled through the grant period.

EPD Crime Prevention Officers (CPOs) attend monthly neighborhood association meetings to build relationships with residents and stakeholders, provide security instruction as well as information about EPD and police work in general. Additionally, CPO offices are housed in four EPN focus schools, which places them in closer proximity to their assigned neighborhoods at all times while on duty. CPO presence will be increased through stepped up patrols. This will bring CPOs into closer contact with students and neighborhood residents to build trust and rapport and a safer neighborhood all around. A plan to expand CPO presence in after-school programs will be developed and scaled to increase positive and fun student exposure to police officers. Expansion will take place in grant year two after a more in-depth needs analysis is conducted through various means (i.e., EPD crime and cluster data, community input sessions, neighborhood revitalization efforts, etc.)

*For students in grades K–12, youth and community engagement initiatives will be delivered. **School Liaison Officers (CLOs)** address and investigate crimes committed by juveniles that occur in schools. In order to focus on rehabilitation over punitive measures, CLOs work with Juvenile Court, Child Protective Service, Substance Abuse Council, EVSC and various community agencies to provide opportunities for restitution, counseling and restorative justice programs. CLOs also present the Officer Friendly programs in their assigned elementary schools on various topics (e.g., stranger danger, gun laws and safety, and narcotics avoidance.)*

*For students in upper elementary and middle school, the **Cops Connecting with Kids** program provides an opportunity to be selected to go to Walt Disney World, accompanied by EPD police officers. The mission of Cops Connecting with Kids Inc. is to build positive relationships between members of the law enforcement profession and the youth in their local communities, through open and honest channels of communication, mentorship, and connectivity. For one week each year, EPN students will be selected for this experience. Students are chosen based on a number of factors like good grades, behavior and character. This program helps incentivize students to do and be their best in their school communities, provides at-risk students with a week of positive adult mentoring and relationship building with members of law enforcement and the chance to feel supported and valued.*

*For students in grades 4 and 5, the EPD will provide **summer youth camp experiences** at the Fraternal Order of Police (FOP) camp facility. Free three-day camps will be provided during the summer to provide a fun, structured environment. Staffed by police officers, the FOP summer camp allows kids to have positive interactions with police officers and enjoy outdoor recreation while also learning about prosocial behaviors and law enforcement. Studies show youth can hold implicit biases against police officers and demonstrate perceptions of injustice*

and societal marginalization by acting disrespectful toward police (Broaddus et al. 2013). This camp will mitigate these issues among youth most likely to be impacted. **Led by the EPD.**

Evidence - Concerned adults, mentors, and role models can assist adolescents in achieving social competence and reducing problem behaviors. Police officers are a strong influencer for youth, promoting positive and productive outcomes when they interact (IACP 2018). A stronger, more visible police presence in and around schools and on routes to and from schools will create a safer transit environment for students. Feeling unsafe creates stress on students to the point it impacts their studies. Study results show that children who live in unsafe neighborhoods fall behind academically to that of their peers who live in safe neighborhoods, because living in unsafe communities has been proven to impact stress levels (Burdick-Will 2016).

| Table 14 - Timeline and Milestones - Pipeline Block 4 | | | | | | | | |
|---|-------------------------|----|----------------------|----|----|----|---------------------|----|
| Activities/Milestones | Planning | | Early Implementation | | | | Full Implementation | |
| | Y1 Jan 2023–Dec 2023 | | | | Y2 | Y3 | Y4 | Y5 |
| | Q1 | Q2 | Q3 | Q4 | | | | |
| Enrollment | | | | | | | | |
| Partner staff hired and trained | | | | | | | | |
| Promotion of programs and services | | | | | | | | |
| Enroll families in the Nourish Program | | | | | | | | |
| Enroll families in family stability programs | | | | | | | | |
| Enroll students in FOP summer camp (annually) | | | | | | | | |
| Select students for Cops Connecting with Kids (annually) | | | | | | | | |
| Implementation | | | | | | | | |
| Conduct food access and nutrition education needs assessment | | | | | | | | |
| Deliver Nourish Program | | | | | | | | |
| Deliver food access / nutrition ed. programs | | | | | | | | |
| Conduct housing policy work Housing Policy Director | | | | | | | | |
| Deliver Down Payment Assistance Program and related counseling services | | | | | | | | |
| Develop neighborhood revitalization locations and timing | | | | | | | | |
| Implement neighborhood revitalization work | | | | | | | | |
| Expand neighborhood revitalization work | | | | | | | | |
| Finalize public Wi-Fi/broadband expansion plan | | | | | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| Cops Connecting with Kids Disney Trip (annually) | | | | | | | | |
| Complete public Wi-Fi/broadband expansion | | | | | | | | |
| Identify EPN crime cluster areas for CPO expansion | | | | | | | | |
| Expand CPO patrols in crime cluster areas | | | | | | | | |
| Expand CPO involvement in after-school programs | | | | | | | | |
| Conduct custom notifications for individuals known to be involved in violence | | | | | | | | |
| Deliver universal violence prevention presentations via School Liaison Officers | | | | | | | | |
| Deliver FOP summer youth camp (annually) | | | | | | | | |
| Milestones - See Tables 22 and 23, pp. 114-124 | | | | | | | | |

c.2. Increase the proportion of students served in the neighborhood

The EPN phasing plan is based on geography, tiered interventions and program scaling.

Geography-Based Phasing

As previously noted in **Section a**, the EPN Core Team first considered the complex nature of the student population and described student needs using a two-tiered analysis: school population analysis and neighborhood analysis. EVSC’s current boundary lines, coupled with School Choice, also presents an opportunity for students who reside in the EPN, **but do not attend an EPN focus school** to also be impacted through aspects of the pipeline continuum. The EPN will also serve families with young children. For clarity's sake, our target population is:

- *Target Students* - Students who live in the EPN and attend an EPN focus school and/or students who attend a focus school, but do not live in the EPN. (1,524 students)
- *Neighborhood Students* - Students who live in EPN but do not attend a focus school. (2,314 students)
- *Young Families* - Children aged 0–5 (and their families). (approx. 1,400 children)

Many EPN families have both *Target* and *Neighborhood Students*, and these situations constantly change.

In years 1 (2023) and 2 (2024), the EPN will primarily provide solutions to *Target Students* and their parents/caregivers. Also in years 1 and 2, *Young Families* will be served, mainly through Pipeline Block 1. During this timeframe, the EPN Advisory Council will finalize a plan to scale solutions to an additional 2,314 *Neighborhood Students* and families, primarily through the work of WACS to be added in years 2–5. The goal is that by the end of Year 5, the entire EPN population of 6,383 children (aged 0–17) and parents and caregivers who have not reached full Independence (Foellinger) and desire support, will have been impacted.

Tiered Intervention Phasing

Tiered intervention will take place through the EVSC’s Multi-Tiered System of Support (MTSS) in conjunction with EPN WACS applying the Foellinger Independence Continuum for families. The EVSC’s MTSS was previously described in **Section b.2**. Multi-tiered support provides an opportunity for increased numbers of students to receive more intensive, individualized interventions, while other students may not need it.

Tiered student support will be matched with leveled support to families by applying the Foellinger Foundation Independence Continuum (Section b.2). By first establishing their baseline category (Crisis → At Risk → Safe → Stable → Thriving → Independent), families will be assisted through wraparound care and case management to develop agency toward their independence. As students and families move from crisis to independence, service intensity will lessen as agency improves. However, the EPN approach is structured so that support is always available, particularly in cases where situations worsen and stronger intervention is again needed. Services will be provided to all students and families regardless of status. Categorization and

tiered interventions are intended to allow for the ramping up of services according to the student’s or family’s status and needs. This tiered system will result in increased numbers of students and families being served with appropriate dosage, timing and intensity of interventions.

Program Delivery and Expansion Phasing

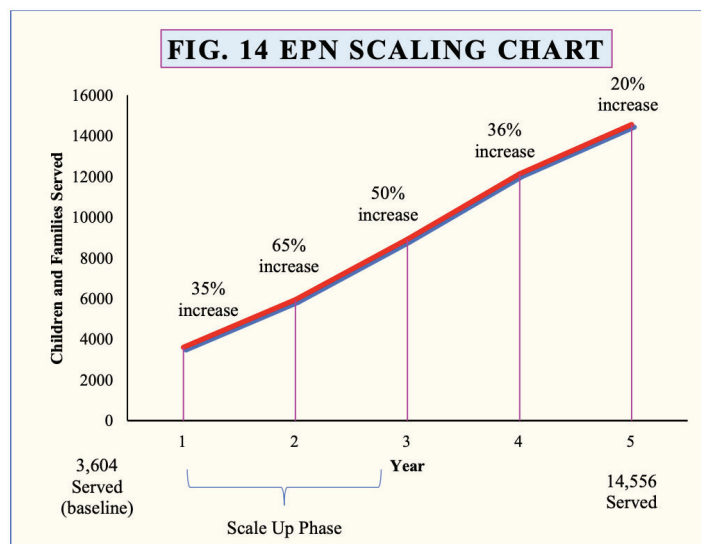
The EPN approach advances through the developmental stages—from early implementation to sustaining results. **Figure 14** represents the percentage of individuals estimated to be served over the funding period. This starts with a baseline of 3,604 individuals, which is 35% of EPN children and

families. The scale up phase will take place between years 1 and 3 after planning has taken place. Essentially, the graph represents programs tapering as services saturate the EPN footprint toward years 4 and 5.

For example:

The Pre to 3 Program (**Section c.1,**

Solution 1.1) currently serves 200 families in any given year in the EPN, beginning in grant year one, this will increase to 280 families with the addition of two Community Health Workers. The Early Learning Provider Quality Improvement initiative will be serving 20 early learning classrooms in the EPN by the end of Year 1. K-Camp, which is currently established at Evans and Lodge schools, will be scaled to Delaware in Year 2 and to Lincoln in Year 4, thus increasing the number of children receiving evidence-based curriculum, instructional practices and assessments, and *Young Families* participating in engagement activities and support from Year 1



to Year 5. In years 1–2, Early Literacy Resources will initially be promoted to serve an estimated 1,420 Neighborhood Children ages 0–5 and 758 K–3 EPN *Target Students*. In years 3–5, these resources will be promoted to serve all EPN children aged 0–17, totalling 5,258. Through the UE ChangeLab work to take place with coordinators placed at the six focus schools, 180 kids are estimated to participate in ChangeLag programming by the end of year 1. By the end of year 5, 605 students will be participating to develop programs exclusively benefitting the EPN footprint.

Several in- and out-of-school time programs provided by EVSC school and community partners will also support increasing numbers served in a few ways. Student Success Mentors (SSMs) (replicating the Harlem Children’s Zone Peacemaker role) are currently serving students in Delaware, Glenwood and Lincoln schools. The YMCA will add a SSM position to serve students at Evans School, increasing the number of students served through this program by the end of Year 1. The Level Up program is currently offered at Glenwood, Delaware and Evans schools, and will be scaled to Lincoln and Lodge schools in Year 1; the College and Career Readiness program is currently offered at Evans and Delaware and will be scaled to serve Bosse, Lodge, Glenwood and Lincoln.

The EPN Family Navigation System will scale up with three additional WACS to be hired to work in agency partners (TBD) in years 2–5, allowing for more families to be enrolled in the EPN. JA Capstone Programs will be introduced later in the funding period. Other programs such as neighborhood revitalization planning and implementation, healthy food access and distribution, and crime and safety interventions in partnership with the EPD will be scaled to impact more students and families based on need, capacity and readiness. A discretionary fund will be established and housed with UE for this purpose (See the budget).

d. QUALITY OF THE MANAGEMENT PLAN

d.1. Management plan

The University of Evansville - Center for Innovation & Change (CIC) will oversee EPN implementation and reporting with UE leadership, the EVSC and other partners. The management plan also includes three strategic advisory committees to support EPN implementation, evaluation, scaling and sustainability.

Established in 1854, the **University of Evansville (UE)** is a private, United Methodist Church-related, comprehensive university with a mission to empower each student to think critically, act bravely, serve responsibly and live meaningfully in a changing world. UE has approximately 2078 undergraduates from 46 states and 48 countries. For over 10 years, UE has been ranked as a top Midwest University by the U.S. News & World Report, and has also been recognized as a top performing Midwest school for social mobility, which is a measure of the number of Pell Grant recipients graduating (Doyle 2019). UE has been named a 2022- 2023 College of Distinction for student engagement, vibrant community, and student outcomes, and *The Wall Street Journal* ranked UE in the top 20 in 2020 and 2021, and #5 Best Regional University in the Midwest for 2022–23. Since 1980, UE has received over \$48 million in grants from the Lilly Endowment Inc., National Science Foundation (NSF) and multiple other local, regional and state grant funders. UE is Indiana’s only Ashoka U Changemaker Campus, a designation received from the world’s leading social innovation organization that recognizes significant programming allowing students to directly impact their communities.

Under the leadership of UE’s President, Christopher Pietruszkiewicz, UE has undertaken and completed a 5-year strategic plan which sets a bold course expanding UE’s distinctive approach where students use the community as their classroom. Students learn by developing

solutions to real-world problems faced by actual organizations, and then by putting those solutions into action. In April 2022, *Forward*, the Campaign for the University of Evansville, launched with a stated goal of \$125 million. As of September 2022, over \$78 million has been raised. Pietruszkiewicz is a member of several boards, including the Evansville Regional Economic Partnership (E-Rep). He is involved in the educational conversation at the state and national level, and represents UE as a member of the National Association of Independent Colleges and Universities, Council of Independent Colleges, Independent Colleges of Indiana, and National Association of Schools & Colleges of the United Methodist Church. He is also a member of the Missouri Valley Conference Presidents Council (University of Evansville 2022).

The EPN will be coordinated through UE's CIC, which focuses on experiential learning and community impact by housing and building upon existing programs where students work in the community and their field to solve real world challenges. EPN staff employed by UE will work out of the CIC, which helped earn UE the Ashoka U Changemaker Campus designation—one of fifty colleges and universities worldwide to achieve this distinction. The CIC administers UE's ChangeLab program, a semester-long course in which multidisciplinary student teams, guided by expert coaches, solve challenges with businesses, nonprofits, and the community.

Examples of successful ChangeLabs include:

- Physics-led ChangeLab received \$90,000 worth of solar panels built for the Carver Community Center (in the EPN), lowering energy bills by about \$16,000 annually—crucial money they put back into their programming for children.
- Communications-led ChangeLab worked with the Vanderburgh County Health Department to develop a campaign to teach people how babies can sleep safely.

- Physics, Biology and Engineering students worked together to build dozens of air filters for an elementary school, so children too young to be vaccinated can stay safe during the pandemic, impacting over 400 children and teachers.
- Embrace, UE's student-run communications and marketing agency, designed and launched The Jacobsville Advantage with a local banking institution to provide discounted services to small businesses in the EPN's Jacobsville neighborhood.

A significant outcome of the CIC ChangeLab projects is that our community can immediately see real change and improvements. By strategically deploying this unique resource—available only at UE and able to be utilized for the EPN's needs through the creation of an EPN specific ChangeLab team—projects planned as part of a ChangeLab course will be implemented and maintained without waiting years for volunteers or grant assistance. Expanded ChangeLab offerings and an innovation fund to support them will position UE as the EPN's creative problem-solving and consulting agency, led by college students, some of whom have lived in the neighborhood. For example, a \$350,000 water filtration park project was led by a ChangeLab student from Bosse High School, who is now a UE student. ChangeLab coordinators will be identified in each of the EPN Focus schools to coordinate bringing to life programs and projects identified through the EPN framework. These coordinators may be teachers, parents, and/or community volunteers. This will allow ChangeLab to serve as the implementation arm of our EPN families' hopes and dreams; and as it runs every semester, it will be a crucial and distinctive aspect of our continuous improvement plan.

An EPN **Sustainability Council** was established in August 2022 to set the foundation, vision and plan for EPN sustainability. This Council will be chaired by UE President, Christopher Pietruszkiewicz, and consists of other UE administrative staff, business and

community leaders. During the planning phase in Year 1, the Council will finalize members, establish a meeting schedule and begin work to finalize and implement the EPN's comprehensive 10+ year funding plan. Lateral to the Sustainability Council will be the **EPN Advisory Council**, consisting of EPN community members, partners and consultants. The Council will advise staff and partners on all aspects of EPN implementation, including data collection and sharing, evaluation, scaling, partnerships and communication. A **Continuous Improvement Team (Section d.2.)** will help develop, implement and provide feedback on evaluation and outcomes measurement with Diehl. Professional development opportunities, including site visits to PN grantees will be provided for EPN staff, members of these entities and select partners.

The EPN will be managed by the following Top Tier staff positions. Full job descriptions for these and other key staff are attached.

Top Tier Management Staff

(UE) EPN Director (100% effort) *Responsibilities:* oversee the successful development, communication, implementation, scaling and sustainability of the EPN; hire and supervise UE-employed EPN staff members; oversee budget, expenses and compliance measures with the Grant Accountant; work with the evaluation consultant to ensure coordination of evaluation procedures and data gathering with partners; work with the EPN Sustainability Council, EPN Advisory Council, staff and partners to set the foundation and culture of all EPN work, ensuring timing and key conditions of the developmental pathway are advanced. *Qualifications:* Master's degree in educational administration, policy or program development, education, or related field, or significant experience leading educational or community reform efforts, with a background in community organizing or organizational management strongly preferred; minimum five years federal grants management experience, including budget responsibility; understanding of

community-schools; demonstrated effectiveness in interpersonal communication and partnership management.

(UE) Grant Accountant (100% effort) *Responsibilities:* oversee the grant budget; monitor expenditures and compliance; generate reports; apply, and advise on university policies for projects; serve as a resource on grant administration and overall technical resource to the Project Director and university staff. *Qualifications:* 4-year degree in accounting preferred; 3–5 years experience with federal, public or privately funded grant administration; strong accounting skills, including applying GAAP.

(UE) Data & Program Evaluation Manager - (100% effort) *Responsibilities:* set up and manage the data collection software (Clear Impact Comply Case Management System and Scorecard), and assist with extracting datasets for analysis and submission to the external evaluator; provide training and technical assistance to agencies; oversee strategy and practice for data collection for EPN partners; work with the project evaluators, the Continuous Improvement Team (described in **Section d.2**) and working groups to file specifications for data transfers, and assist EPN schools with data reports. *Qualifications:* Bachelor's degree in a statistical or human services field from an accredited university, required. Master's degree in data analytics or mathematics, preferred. Five years' experience in database management, spreadsheets and word processing, required. Equivalent education and experience can be substituted. Strong preference for experience in reporting on large federal projects.

(UE) EPN Marketing Coordinator - (100% effort) *Responsibilities:* work with EPN staff and Advisory Council to develop and implement a comprehensive marketing and communications plan for the EPN, with a focus on increasing family access to services where awareness gaps may be significant; handle media relations; work with partners to gather and

promote stories of progress and impact; work with EVSC, the PZ and agency partners to promote EPN programs and services, events and opportunities; work with E-REP/Talent EVV to align messaging for strengthened community and regional information dissemination, and ensure all external messaging is consistent with EPN overall culture and branding. *Qualifications* - 5-10 years marketing and communications expertise; demonstrated experience identifying awareness gaps and developing targeted campaigns to address access to services.

(UE) Program Coordinator - (100% Effort) - Responsibilities: assist Project Director in program implementation; help coordinate administration of services provided by partners to EPN children and families and be an empathetic and trusted source of support to the partners; manage Project Director's calendar, assist in meetings and appointment coordination for EPN partners; use data to inform practice and decision making; assist in the coordination and event planning for UE based programming; help coordinate neighborhood improvement projects and volunteer service efforts that come up through ChangeLab or the partners; *Qualifications:* Resident of EPN preferred. Bachelor's Degree (or equivalent work experience) required. Master's Degree in social work, public health, policy analysis, public affairs, education, sociology, criminal justice, or related field preferred. Experience in human service, social services, education, early childhood or healthcare leadership experience.

(EVSC) Data Specialist (100% effort) Responsibilities: support the development of specifications for uploading and exporting files; enter EPN ID numbers; create EPN-specific data dashboards; develop data queries; export data for evaluation; coach school on relevant data use; monitor data integrity; assist in all aspects of data collection, entry, and management; assist in all aspects of the EVSC assessment, student data, and Response to Intervention programs; work with EVSC staff to produce reports. *Qualifications:* Degree in information systems or

research-related field or equivalent work experience. Knowledge of SPSS and or other data analysis software, and experience in database management and data entry.

(EVSC) Grant Manager (100% effort) *Responsibilities:* work with UE and partners to oversee compliance and reporting of EVSC involvement and strategies in the EPN; work with principals and Community Learning Center Coordinators to monitor and support grant implementation, including program coordination and community outreach; work with partners to support and develop programming at EPN school sites; support EPN schools to implement Site Councils; work with school staff to ensure alignment of afterschool programs to student needs and district vision and mission; attend School Community Council meetings and support summer programs. *Qualifications:* Minimum Bachelor's Degree in education or related field.

(Contractual) Evaluation Partner - Diehl Consulting Group will provide five consultants with backgrounds in industrial organizational/experimental psychology, public health, instructional design, communication, social work and nonprofit management (2,250 hrs YR 1; 1,750 hours YRs 2–5). They will serve as the lead evaluator to implement the EPN Continuous Improvement and Evaluation Framework outlined in Section D2c; lead a Continuous Improvement Team; conduct annual data review meetings and work with the UE Data and Program Evaluation Manager and EVSC Data Specialist to align EPN evaluation activities; work with student research assistants recruited through UE to support survey data collection; inform ongoing needs assessments, logic model development, and evaluation planning and implementation with UE, EVSC and partners.

Diehl has 20 years of experience implementing large-scale local, state and federal evaluations with organizations and schools, and informing the development of local and statewide data systems. They have evaluated multiple federal projects, demonstrating

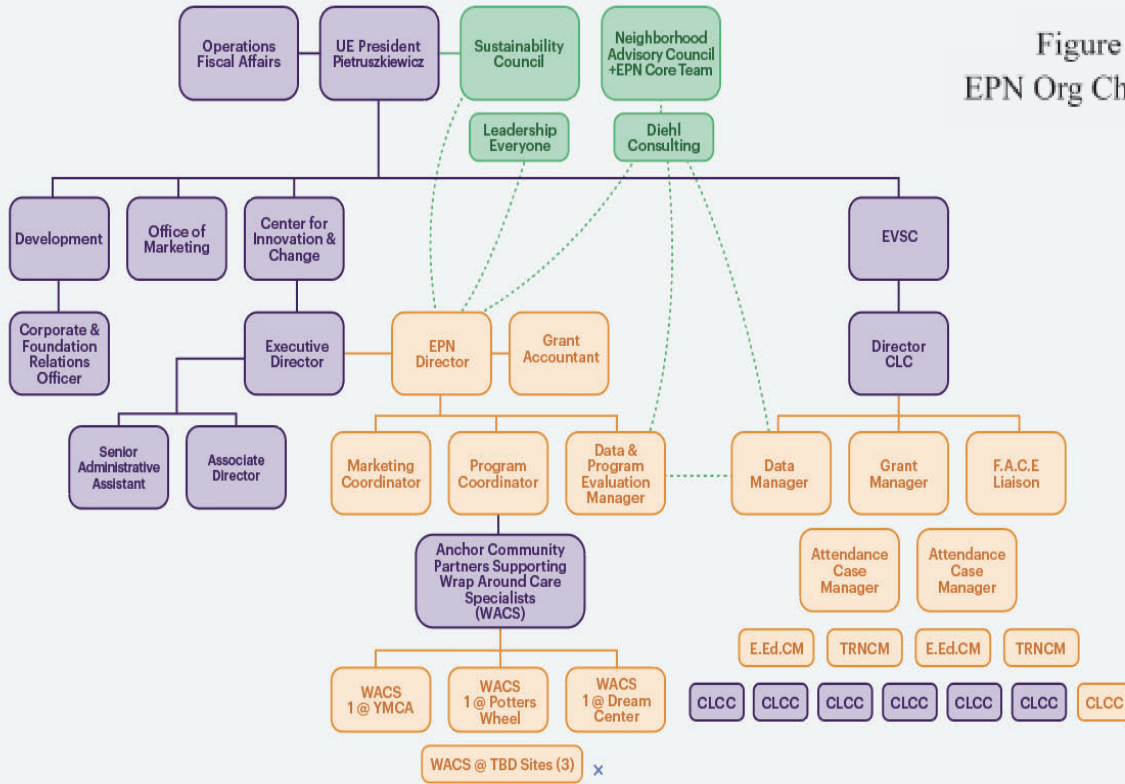
competency in federal GPRA reporting (e.g., Carol White Physical Education Grant, 21st CCLC, Full-Service Community Schools; three multi-district Safe School Healthy Students grants; Byrne Criminal Justice Grant). Diehl has extensive experience conducting large scale community needs assessments and survey processes (e.g., United Way Needs Assessment, Southwestern Mental Health and Addiction Assessment), and currently serves as the data and evaluation partner for the PZ and provides evaluation services to EVSC and many area partners. Diehl coordinates the EVSC My School Climate Survey process and the PZ Community Survey (CPPI). Through work with EVSC, Diehl has extensive experience in mining educational data and informing data system development.

| Table 15 - Timeline and Milestones - Management | | | | | | | | |
|--|-------------------------|----|----------------------|----|----|---------------------|----|----|
| | Planning | | Early Implementation | | | Full Implementation | | |
| Activities/Milestones | Y1 Jan 2023–Dec 2023 | | | | Y2 | Y3 | Y4 | Y5 |
| | Q1 | Q2 | Q3 | Q4 | | | | |
| Data Use | | | | | | | | |
| Purchase EPN database & finalize TA support | | | | | | | | |
| Complete initial database setup | | | | | | | | |
| Finalize partner data sharing agreements | | | | | | | | |
| Conduct partner database training | | | | | | | | |
| Finalize data security and governance plan | | | | | | | | |
| Form Continuous Improvement Team (CIT) | | | | | | | | |
| CIT meetings (biweekly) | | | | | | | | |
| Finalize EPN Evaluation Continuous Improvement Framework | | | | | | | | |
| Finalize longitudinal data system | | | | | | | | |
| Finalize CQIC reporting and comm. plan | | | | | | | | |
| Provide formative reports (monthly) | | | | | | | | |
| Provide summative reports (annually) | | | | | | | | |
| CIT monthly service review / action planning | | | | | | | | |
| Conduct annual school climate survey | | | | | | | | |
| Conduct annual neighborhood survey | | | | | | | | |
| Ongoing evaluation activities | | | | | | | | |

| Partnerships | | | | | | | | |
|---|---------------------------------|-----------------------------|-----------|-----------|----------------------------|-----------|-----------|-----------|
| Finalize partner MOUs | | | | | | | | |
| Conduct evaluation review meetings w/partners (annually) | | | | | | | | |
| Administer annual EPN partnership survey (Q3 annually) | | | | | | | | |
| Establish internal partner communication plan | | | | | | | | |
| Conduct ongoing new partner recruitment | | | | | | | | |
| | | | | | | | | |
| | Planning | Early Implementation | | | Full Implementation | | | |
| Activities/Milestones | Y1 Jan 2023–Dec 2023 | | | | Y2 | Y3 | Y4 | Y5 |
| | Q1 | Q2 | Q3 | Q4 | | | | |
| Engagement | | | | | | | | |
| Recruit and engage stakeholders for CIT | | | | | | | | |
| Recruit stakeholders for Advisory Council | | | | | | | | |
| Develop schedule for Leadership Everyone (LE) community input sessions | | | | | | | | |
| LE community input sessions (10 per year) | | | | | | | | |
| LE community input sessions (4 per year) | | | | | | | | |
| LE community input sessions (2) | | | | | | | | |
| Identify ChangeLab school coordinators | | | | | | | | |
| Engage UE students via UE ChangLab courses to support EPN pipeline implementation | | | | | | | | |
| Conduct neighborhood outreach and engagement for EPN enrollment | | | | | | | | |
| Financing | | | | | | | | |
| Finalize EPN grant budget | | | | | | | | |
| Finalize budget discretionary fund for programs identified through further needs analysis (i.e. CPO patrols, healthy food access) | | | | | | | | |
| Establish internal grant accounting system | | | | | | | | |
| Conduct annual budget audit | | | | | | | | |
| Establish TA fund and process for allocation to partners for TA work | | | | | | | | |
| Finalize EPN Sustainability Council members | | | | | | | | |
| Finalize Sustainability Council goals | | | | | | | | |
| EPN Sustainability Council meets (two times per year) | | | | | | | | |
| Policy & Systems | | | | | | | | |
| Develop general EPN operating/compliance procedures | | | | | | | | |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| Conduct EPN policy and systems audit to identify student barriers and policies to address | | | | | | | | |
| Finalize grant reporting schedule and procedures | | | | | | | | |
| Communications | | | | | | | | |
| Publicly announce EPN grant award | | | | | | | | |
| Develop EPN website | | | | | | | | |
| Develop comprehensive EPN marketing and communications plan | | | | | | | | |
| Ongoing communication, and storytelling of EPN progress and impact | | | | | | | | |
| Organizational Leadership | | | | | | | | |
| Finalize EPN Advisory Council and Chair | | | | | | | | |
| Finalize management staff job descriptions | | | | | | | | |
| Contract with Start-Up consultant to bridge gap from award to hiring the EPN Director | | | | | | | | |
| Hire and train new staff | | | | | | | | |
| Schedule PN site visits (Berea Ky, Boner Center) | | | | | | | | |
| Participate in site visits | | | | | | | | |
| Participate in professional development (staff & partners) | | | | | | | | |
| Identify organizations to employ WACS (to expand WACS positions from two to five) | | | | | | | | |
| Hire WACS (3 new positions) and begin serving students and families | | | | | | | | |

Figure 16
EPN Org Chart



Partners

Pipeline 1 Early Childhood

EVSC, VCHD, EVPL, Potter's Wheel, YMCA, Building Blocks, Goodwill Industries, Ronald McDonald House Charities

Pipeline 2 K-12 + after school

EVSC, Youth First, Inc., UE, Youth serving agency partners, United Way, YMCA, Goodwill Industries, Evansville Housing Authority, Youth Build

Pipeline 3 College + Career

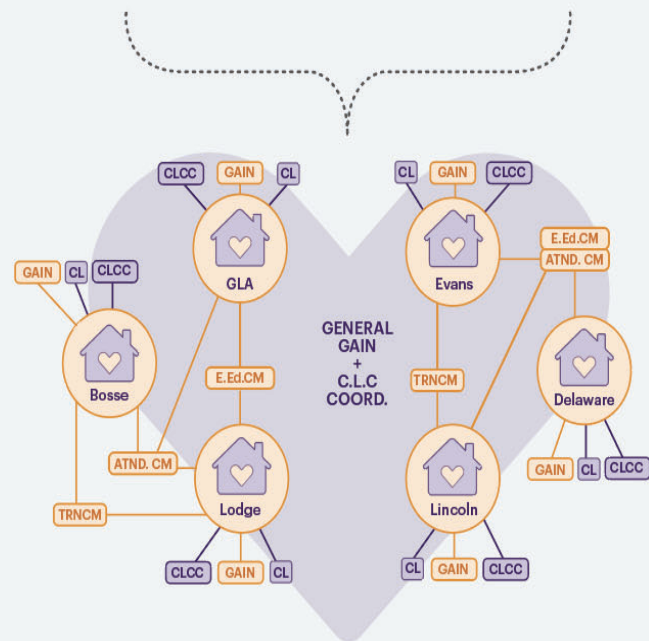
EVSC, Ivy Tech, UE, Grow Southwest Indiana Workforce Board, JA, Corporate Partners, Goodwill Industries, Evansville Housing Authority, Youth Build

Pipeline 4 Neighborhood + Community

Urban Seeds, Welborn Baptist Foundation, UE, Promis Zone, Healthy Communities Partnership, ECHO Housing Corporation, H.O.U.S.E., Hope of Evansville, Community One, Dream Center, City of Evansville, EVSC, EPD

Key

- Grant Funded Position
- Sustainability Evaluation + Continuous Improvement
- Match Position / Infrastructure Support



d.2. The experience, lessons learned, and proposal to build management team capacity to collect, analyze, and use data for decision making, learning, continuous improvement, and accountability... longitudinal data system that integrates student-level data from multiple sources to measure progress within privacy laws and requirements

Experience, Lessons Learned, and Capacity Building Plan

As noted in **Section d.1** and attached resume, Diehl Consulting Group (Diehl) has extensive experience in evaluating large-scale federal grant and community initiatives (e.g., PZ, Full-Service Community Schools, Safe Schools Healthy Students, Byrne Criminal Justice Grant). This has resulted in lessons learned in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability. These key practices are integrated in a continuous improvement framework (described below) and will help build the capacity of the EPN management team and partners to support this process. **Key lessons and practices** to support management team capacity, Project Director, and partners include:

Ensure data are meaningful and actionable. Data are more likely to be used if they are meaningful. All stakeholders (EPN leadership, partners, students, families, community residents) must have a voice in developing our framework (e.g., instruments, interview questions) with opportunities to provide feedback. As an example, Diehl conducted a needs assessment in an EPN census tract. As part of planning, an advisory council was created to review surveys and methods. Diehl explained that they will be doing a *key informant interview*. One participant questioned the term *informant*, explaining that an “informant” in their neighborhood was viewed negatively. This shows the value of participant voice in this process. Our continuous improvement and evaluation framework ensures this.

Leverage existing evaluation structures and improvement processes. In addition to the specific EPN evaluation measures, many partners have program evaluation frameworks in place, as well as continuous improvement structures.

Leveraging these efforts will ensure key stakeholder involvement in the process and allow more in-depth analysis of program efficacy.

Ensure data are communicated effectively. For data to be used effectively, they need to be understood. Approaches to reporting that visualize information and connect findings to targeted audiences are critical. Reporting frameworks draw on best practice of data visualization and communicating findings (e.g., report snapshots, scorecards, dashboards).

Dedicated staffing to support data collection, management, and utilization.

Large-scale evaluation and improvement processes take considerable time, effort, and experience. Therefore, core infrastructure must be created to support the work. Diehl (Lead Evaluator-team of five evaluators), a UE data and program evaluation manager, an EVSC data specialist, and a consultant from Clear Impact (Dan Duncan, Senior Consultant), along with faculty and research assistants through UE will provide capacity to collect, manage and utilize data for decision-making, learning, continuous improvement and accountability. These roles are described above and in the continuous improvement and evaluation section below.

Collaborative decision-making. In each of our initiatives, we have employed a collaborative team to guide the evaluation and improvement process. Diverse perspectives bring a greater sense of context and cultural considerations to decision-making.

Reliable and valid data management. Having access to data in real-time is essential to the improvement process, and these data must be reliable and valid to instill partner trust. A robust data management system is proposed below. Initial indicators were selected based on our partnership's ability to collect the data consistently moving forward. Data collection methods include validated instruments and data sources typical in educational practice.

Create an overall culture of evaluation and continuous improvement. Everyone has

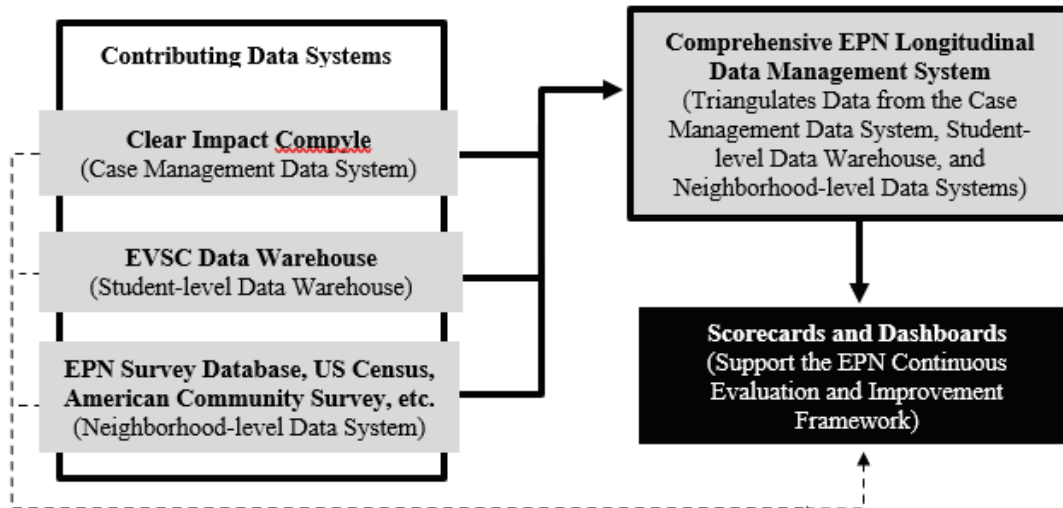
a role to play in evaluation and continuous improvement, whether a front-line member who collects data or an evaluator responsible for specific analyses. As such, all stakeholders should understand their responsibilities. To create a culture of evaluation and improvement, the work will be integrated into all aspects of implementation versus viewed as a separate task. The EPN Advisory Council, continuous improvement teams, and partner meetings will support this culture. Training in evaluation planning and strategic data review meetings will further reinforce this. Given the scope of this initiative and community size, the EPN Evaluation and Continuous Improvement Framework (below) has the potential to establish a common evaluation and improvement culture across schools and organizations in our community.

Plan to Build, Adapt and Expand a Longitudinal Data System

Our partnership will implement a robust data-sharing framework that builds on existing infrastructure (EVSC Data Warehouse, Clear Impact Scorecard, and Compyle) and creates a foundation for a culture of data collection, management and utilization to support EPN implementation and outcomes. A **Comprehensive EPN Longitudinal Data Management System** will support this framework. This system triangulates data across (1) Case Management Data System (Clear Impact Compyle), (2) School-level Data System (EVSC Data Warehouse), and (3) Neighborhood-level Data System. Data from each will be visualized through scorecards and data dashboards (Clear Impact Scorecard, Data Warehouse, Tableau). The system is illustrated in Figure 16, and each component is described in detail below.

Figure 16

EPN DATA MANAGEMENT SYSTEM



(1) Case Management System (Clear Impact Compyle): Dream Center (DC) is a key partner in our application, providing holistic family services support and SSMs. The DC currently uses the Clear Impact Compyle case management platform to track participants, and the Scorecard to track performance measures. Given this, our planning team met with Clear Impact staff to inform scaling the current system to support the EPN. The EPN will utilize Clear Impact Compyle as the case management platform. Clear Impact provides TA support and training in the attainment of measurable improvements for customers and communities. Clear Impact is a participant tracking and survey tool which communicates directly with the Scorecard. These tools are instrumental in demonstrating measurable improvement with both quantitative and qualitative in-depth analysis. The EPN will use Clear Impact (for participant case management) to help identify the assets, barriers and opportunities for collective improvement. Dan Duncan (Senior Consultant, Clear Impact) will provide technical support to the project evaluators, UE data and program evaluation manager, EVSC data specialist, and the EPN Director and management team for setup and ongoing support. Dan is experienced in

results-based accountability, including working with the Promise Neighborhoods Program.

Clear Impact will allow for both private organizational data collection and public or collaborative data collection, reporting and sharing. Our partnership will be able to analyze, benchmark and improve the results of programs and performance of partner organizations using participant-level data. As recommended by the Urban Institute (Comey et al. 2019), the system will include key information to track participants over time and understand connections between the services received and outcomes realized.

Key data elements: Data elements will be identified through the initial setup, but examples include: *(a) a family roster*, including basic information about family relationships and core demographics (e.g., EPN ID, family ID, name, DOB, gender, employment status), and will be used to understand who lives with the client, the various relationships of family members present and socio-economic information about the family; *(b) participant demographic/socioeconomic information*, such as EPN ID, name, address, years at current residence, DOB, gender, race, ethnicity, primary language, English as a second language (ESL), school enrollment status, grade level, school name, current or highest grade completed, free/reduced meal eligibility, special education status, date of H.S. graduation, current caregiver setting; *(c) implementation data* will detail services provided, including core fidelity indicators (e.g., EPN ID, service provider, enrollment start and stop, type of service, activity of service, length of time in service, expected level of participation, dates of participation, duration of service, exit date, exit reason, quality), and *(d) outcome data* on results or accomplishments of individuals served (e.g., program milestones achieved, academic performance). Specific data elements are further described in the process and outcome measurement section.

Enrollment: An EPN form will be developed to capture core demographic information and necessary permissions for tracking and sharing data across partners. Providers will receive specialized training in the process and will serve as navigators (e.g., how to explain the EPN initiative to families and individuals, consents, and populating data fields). The UE data manager and project evaluators will conduct data quality reviews, and data support staff will conduct follow-ups with EPN enrollment providers for quality control. Since the system is web-based, enrollment will take place on-site during provider contacts. In some cases (with permission), the system will be pre-populated with basic information about potentially eligible individuals to streamline enrollment (e.g., preschool programs).

Unique identifiers: Procedures will be created for assigning a unique EPN identifier (ID number) for everyone enrolled. This will allow data to be tracked across providers and longitudinally (see below). **Consent:** Written consent procedures will allow partners to disclose personally identifiable information to the EPN. Consents will follow FERPA and HIPAA compliance. Informed consent for evaluation will be included based on documents approved by UE's Institutional Review Board.

Data sharing/security: Data sharing agreements will be developed to allow partners to share information across providers and with the EPN. Data access will be uniquely restricted to only what is needed by each user. The evaluators will have separate agreements detailing the terms of access to data. (Note: An initial agreement has already been developed between the evaluator and the EVSC to collect and report needs assessment data.) A data security and governance plan will be developed, including policies and procedures that direct data handling from acquisition to disposal. Staff working with the system will be trained in data security and sign confidentiality agreements to protect participant information.

System maintenance: As noted in **Section d.1**, UE will hire a data manager to manage and support the case management system.

(2) School-level Data: EVSC maintains a robust student information system and data warehouse. This comprehensive, longitudinal data management system pulls data from the EVSC student data management system, allowing for real-time access to core educational outcomes, and is a robust suite of educational data analysis, management, and vision alignment tools designed to help pre-K to 12 school districts drive systemic change. The warehouse serves as a collection of data into one electronic repository. Student-level data from multiple sources (e.g., student test scores and after-school participation) allow users to make queries, disaggregate data and explore the relationship among multiple variables. Schools have access to dashboard reports that present quick, comprehensible overviews of relevant data, allowing for ongoing analysis with a user-friendly interface. Ultimately, the data warehouse will play a central role in providing data necessary to track required and project-specific GPRA indicators, evaluate programming, drive decision-making and improve practice. EVSC data coaches and data specialists support the system. A 1.0 FTE data specialist specific to EPN will be hired by EVSC to develop protocols for uploading and exporting files, entering EPN ID numbers, and creating EPN-specific data dashboards. Additionally, the UE data and program evaluation manager will work with project evaluators, the Continuous Improvement Team (below), and working groups to file specifications for data transfers. The UE coordinator will also assist EPN schools with reports.

(3) Neighborhood-level Data: Neighborhood population and demographic information (e.g., Census, American Community Survey) and survey results from the EPN Survey (described below) are currently being organized and maintained by the project evaluators (Diehl) to

support the Promise Zone. Neighborhood population, and demographic summary information from the Census and American Community Survey by census tract are maintained in an Excel spreadsheet. The EPN Survey data are maintained in the Statistical Package for the Social Sciences (SPSS). Diehl will maintain this information, and specific data points connected with required and project-specific measures will be imported into data dashboards and scorecards.

Comprehensive EPN Longitudinal Data System. Diehl will maintain a comprehensive, longitudinal data system using SPSS analytic software. Data from the Clear Impact Comply Case Management System will be extracted and merged with data from the EVSC Data Warehouse to examine specific process and outcome measures. Data will be password-protected and housed on a secure server. All file transfers between Diehl, UE and EVSC will be done using a secured FTP site. The system will include individual-level data from the case management system (Comply) and school data systems (EVSC Data Warehouse), as well as summary-level data aggregated from these systems, and population-level data from school and neighborhood data systems.

Individual-level longitudinal data: Our plan allows for ongoing case management data from providers to be tracked in Comply, and core educational data to be tracked in the EVSC Data Warehouse. Data will be stored with consistently defined and named data fields that allow comparisons to be made in measures of program participation and results over time. As part of the enrollment process, the UE data and program evaluation manager will provide EVSC with EPN ID numbers (student and family IDs), which will be matched with student educational ID numbers by the EVSC Data Specialist and entered into the data warehouse. This will connect all educational data with service provider information housed in Comply. Upon school entry, all school-age children within Comply will be cross-mapped to the EVSC

student data system and student IDs added. Data from both systems will be extracted (time stamped to include date and time of download), merged into SPSS analytics, and used by the evaluators to examine data at a deeper level. Specifically, SPSS files housing individual data—including school climate and neighborhood survey data, all individual files used to create project and GPRA indicators, and all participant service information—will be maintained.

Population-level longitudinal data: Individual-level data extracted, merged and aggregated from the various systems will be used to derive project and required GPRA specific indicators. A school-level summary file will be created and will include core GPRA and project indicators by year, including basic information about target schools. Examples include but are not limited to: Project (scholar enrollment, NWEA changes) and GPRA summary data (e.g., mobility rates, ELA/math assessment proficiencies, average daily attendance, postsecondary enrollment provided by the National Student Clearinghouse), school address, grade levels, official enrollment, and all demographic information. In addition, population-level data will be collected and tracked to describe populations living in the entire neighborhood. Examples include but are not limited to: population, percent distribution of population by age/gender and race/ethnicity, percent of population by foreign born, percent distribution of households by household type (e.g., female-headed with children under age 18, male-headed with children under age 18, and married with children under age 18), unemployment rate, percent of residents age 16 and over and employed, median household income, percent of persons below poverty, homeowners as percent of households, percent of households moved in the last five years, number of births, percent of births with adequate prenatal care, and violent and property crimes per 100,000 residents.

Scorecards/Dashboards: Clear Impact is a leading resource for Results-Based Accountability™ (RBA). The Clear Impact Scorecard supports communities and organizations to effectively apply the RBA framework. Clear Impact's Scorecard will be used to quantify responses (both aggregate and disaggregated) as well as qualify the data with the story behind the curve, and context around where we started to where we are headed (ends to means). Data dashboards will also be created in the EVSC Data Warehouse to display implementation and outcome data as available in the system. The evaluation team will also use Tableau data visualization software to create a comprehensive display of all indicators related to EPN. These dashboards will be updated quarterly (as data are available) and housed on a website to facilitate communication of progress toward core EPN indicators. In addition, the evaluation team will be responsive to partner requests for additional data and will create snapshot reports related to specific evaluation questions to inform decision-making. Key strategies for communicating and reporting results are described below.

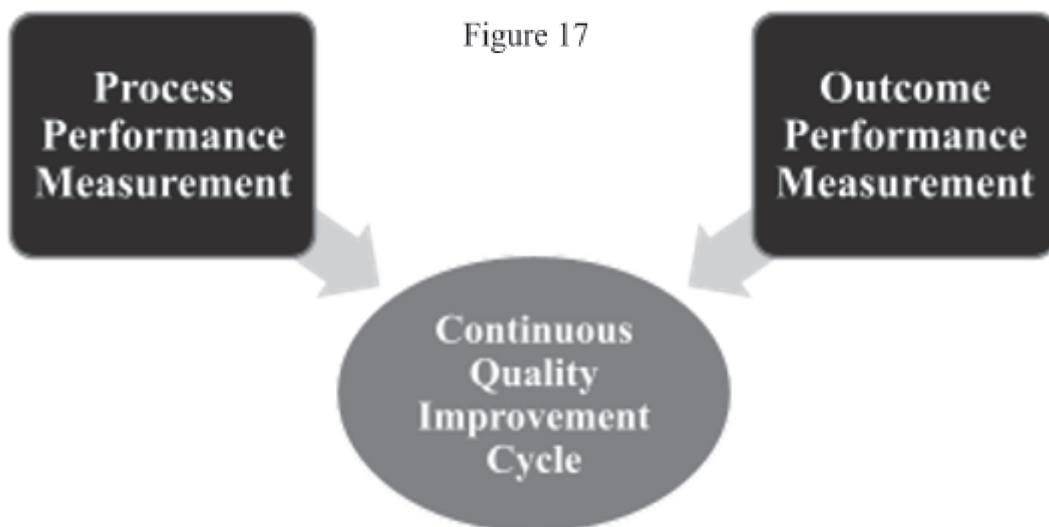
d.2.a. - How the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion

The **EPN-Continuous Evaluation and Improvement Framework (EPN-CEIF)** is grounded in RBA principles, as outlined in the Results-Based Accountability Guide (Clear Impact 2022), and allows for comprehensive process and outcome performance measurement across the continuum of high-quality pipeline services. The framework builds upon current evaluation and improvement practices being implemented in our existing PZ (local lessons learned in data collection, analysis, management, and utilization to drive improvement), and incorporates Promise Neighborhood national best practice recommendations from the Urban Institute (Comey et al. 2019). The plan is also informed by several large-scale federal

initiatives implemented within our community (e.g., Safe Schools Healthy Students, Full-Service Community Schools, and PZ). Additionally, the EVSC has been implementing a district model of community schools for over 20 years and our plan is aligned with the community-school / place-based principles guiding this work. This approach reinforces a focus on individual students and families, populations, and systemic-level school and community changes resulting from this work. The plan will provide timely and valid information on the management, implementation and efficiency of the initiative, and yield reliable performance data for relevant program outcomes.

Overview of the EPN Continuous Evaluation and Improvement Framework (EPN-CEIF)

The EPN-CEIF integrates process and outcome performance measurement within a continuous quality improvement cycle of inquiry (CQIC). The inquiry component describes how qualitative and quantitative data from process and outcome performance measurement are used to continuously improve services and identify areas for expansion. Core components of the EPN-CEIF are described in **Table 16**. Next, a description of CQIC is provided, followed by a detailed description of the process and outcome performance measurement plan.



| Table 16 - Core Components of the EPN-CEIF | |
|---|---|
| Continuous Quality Improvement Cycle | <ul style="list-style-type: none"> → CQIC structure supporting review of data and reflection → CQIC analysis, reporting, and communication plan to examine process and outcome data to continuously improve services and identify areas for expansion |
| Process Performance Measurement | <ul style="list-style-type: none"> → Evaluation of system operations and partner functioning → Evaluation of pipeline services and strategies implementation |
| Outcome Performance Measurement | <ul style="list-style-type: none"> → Assessing impact of pipeline services and strategies on required GPRA and project-specific program and service indicators |

CONTINUOUS QUALITY IMPROVEMENT CYCLE

The CQIC uses data from both process and outcome evaluation to continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion.

CQIC Structure: The CQIC structure outlines responsibilities, intended purpose, and the frequency for data review and reflection. A Continuous Improvement Team (CIT) will be responsible for reviewing all evaluation data and making recommendations for program improvement and expansion. The team will meet biweekly to coordinate data collection processes and planning. The team will be led by Diehl (project evaluator) and include each EPN-dedicated evaluation staff member (e.g., UE Data Manager, EVSC Data Specialist), EPN leadership, and key community partner representatives. The committee ensures multiple perspectives help to inform the evaluation framework. In addition to coordination and planning, the CIT will review process and outcome measurement data (described below) at least monthly to determine if program adjustments are warranted. As noted below, various approaches will be used to collect feedback from children, youth and adults. The CIT will review this feedback for

decision-making. Additional interviews and focus groups will be conducted to clarify findings.

Annual Strategic Data Review: Annually, partner review meetings with EPN leadership will be held to review program specific data and inform action planning (described below). In addition, Diehl will facilitate an annual strategic visioning session with all partners. During this annual review, formative and summative data specific to overall EPN operations and progress toward intended results will be reviewed. Partners will convene in workgroups to review findings and identify strategies for coordinating across strategies and connecting children and families to pipeline services.

Integrated School and Partner Continuous Improvement Structures. While biweekly CIT meetings, individual partner meetings, and annual strategic planning reviews will inform overall implementation efforts, performance management is also embedded within the EVSC district continuous improvement process and each school's improvement plan. Further, many of our EPN partners also have existing structures focused on continuous improvement. For example, Youth First, Inc. has a program review committee that examines process and outcome data for their programs. These existing efforts will inform annual review meetings.

CQIC Reporting and Communication Plan: The CQIC reporting and communication process describes how findings from process and outcome performance measurement will be presented and used to inform improvement efforts. Reporting will include a combination of static formative and summative evaluation reports, real-time dashboard through Clear Impact and EVSC, and quarterly dashboard reports created by Diehl utilizing Tableau data visualization software. Formative reports for results and outcomes (process, implementation, and outcome data as available) of pipeline services and strategies will be provided monthly and summative

reports annually. Reports will be tailored to the target audience and include one-page “snapshot” documents, along with full technical reports. Collectively, reports will identify which program components worked well, which did not, and areas where adaptations are warranted.

Monthly Service Review and Ongoing Action Planning. Each month, core process performance measures (as available) will be reviewed by the CIT. Specific questions include: *To what extent are services being provided as planned? Are we reaching our intended target? Are we achieving the necessary penetration rates for outcomes to be realized? Are there specific barriers to implementation? Are any adjustments warranted?* Based on findings, an action plan will be created documenting improvement needs, strategies, specific tasks, action steps, person(s) responsible, a timeline, and key milestones.

Individual Annual Strategy Review and Action Planning. For each strategy, an annual program review worksheet will be developed and reviewed with partners to inform planning. A worksheet example is in **Table 17**, along with an action plan. Based on partner feedback, the CIT will examine these questions: *Are resources being used effectively across partners, given demonstrated results? Are adjustments in the logic model and continuum of solutions warranted? What community conditions support or impede implementation?* Programming adjustments will follow.

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| Table 17 - Service/Strategy Improvement Worksheet (w/abbreviated example) |
| A. Overall description and purpose of the strategy (e.g., Comprehensive Afterschool and Summer Learning Programs, such as small group tutoring, enrichment and recreational programs, summer recreation and enrichment) |
| B. EPN specific result(s) connected to the service/strategy (e.g., Result 2: Academic supports) |
| C. Universal Process Measure Summary [see Table 18] |
| i. Participant Characteristics (e.g., gender, race/ethnicity, age, address) |
| ii. Adherence (e.g., activity description and lesson plans for programs) |

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| iii. Dosage/Exposure (e.g., number of days students attended programs based on 45 days or more completion threshold) |
| iv. Quality (e.g., site observation protocol of observable IN Quality Program Standards; overall self-assessment using IN-Quality Program Standards) |
| v. Engagement (e.g., participant satisfaction with programming and extent to which students and families feel they have a voice in program offerings and decision-making based on fall and spring surveys) |
| D. Progress toward program specific outcomes intentionally aligned to result (e.g., summative analysis of student academic progress based on students completing recommended attendance threshold of 45 days; (<i>GPRA Specific</i> : ILEARN results; <i>Project Specific</i> : NWEA Reading and Math, student grades) |
| E. Action Plan |
| i. Description of potential improvement needs (e.g., middle school students have lower attendance rates compared to elementary students) |
| ii. Strategies for improvement: (a) Host focus groups with middle school students to better understand lower attendance; (b) Implement attendance incentive system |
| iii. Action steps specific to each strategy: (a1) Coordinator prepares list of students attending less frequently and those attending at recommended levels; (a2) School Site Council meets to help inform the focus group protocol, identifying questions to ask; (a3) Students are recruited for focus groups; (a4) Data are gathered, analyzed and shared with afterschool program staff; (a5) A new improvement strategy is created to respond to recommendations. (b1) Suggestions for incentives are gathered from students; (b2) Site Council works to identify resources to obtain incentives; (b3) Each day a student comes to the program, they receive a ticket for a monthly incentive draw. The more times they come, the more chances they get to win the incentive. |
| iv. Person(s) responsible (e.g., School site coordinator, Site Council members, students/families) |
| v. Timeline & Evaluation Milestones (e.g., Strategy A: Completed by November 2023; Strategy B: Plan implemented beginning of spring 2023 semester) |
| vi. Resources needed (e.g., facilitation expertise, time, funding, in-kind donations for incentives) |

PROCESS PERFORMANCE MEASUREMENT

Process performance measurement will involve systematic documentation of key aspects of program performance to ensure services and strategies are functioning as intended, to allow program adjustments, and to identify expansion areas. Evaluation includes: (a) Evaluation of system operations and partner functioning, and (b) Evaluation of services and

strategy implementation. Evaluation questions and measurement strategies for these are:

Evaluation of System Operations and Partner Functioning

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| <p>Key Operational and Partner Evaluation Questions</p> | <ul style="list-style-type: none"> ● <i>To what extent are partners working together effectively to coordinate resources and implement solutions?</i> ● <i>How has the EPN changed the way services are delivered to children and families in the area?</i> ● <i>What specific policies, programs and processes have been created or adapted to enhance implementation?</i> |
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Primary Methods: A partner survey, individual interviews and focus groups will be used to examine evaluation questions re: operations and partner functioning. Annually, a partnership survey, the Internal Coalition Effectiveness (ICE) Instrument (Cramer, Atwood, and Stoner 2007), will be administered to assess overall collaborative functioning. The ICE is a 30-item instrument with six subscales: 1) social vision, 2) efficient practices, 3) knowledge and training, 4) relationships, 5) participation, and 6) activities. Other items will be included as recommended by the CTI. During the first year of implementation, individual and focus group interviews with key stakeholders responsible for implementation will also be conducted to assess perceptions of project management and implementation. Interviews will examine how organizations have adapted service delivery and specific changes made or necessary to support implementation. While questions will include aspects of the process going well and areas identified for improvement, the semi-structured interview protocol will also be informed by annual survey results and CTI feedback. The interviews allow deeper analysis of how partners are engaging with the initiative and areas needing additional support. Collectively, these methods are essential to partners’ shared understanding of the initiative, and identification of implementation barriers. Feedback will be provided to the CIT and adjustments made as

needed. Interviews will be replicated in subsequent years with results shared with the CIT and partners to highlight areas of strength and improvement.

Evaluation of Pipeline Services and Strategies Implementation

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| Key Pipeline Implementation Questions | <ul style="list-style-type: none"> • <i>What are the characteristics of children and families receiving services? (Who is receiving services?)</i> • <i>Are services aligned to the needs of our target population?</i> • <i>To what extent are pipeline services being implemented with fidelity? (Results-Based Accountability—What and how much was done? How well did we do it?)</i> |
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Primary Methods: Various methods (e.g., enrollment forms, observation protocols, participant surveys) will be used to collect data for five universal process performance measures across programs. Data from enrollment information will be examined to describe the populations served, examine program efficacy by subpopulations, identify underserved populations, and assist in understanding the alignment of strategies being provided and target population needs. This will ensure alignment with needs assessment and segmentation analysis. Partner services will be examined to identify which program components worked well, which did not, and areas needing adaptations. Four levels of implementation fidelity will be examined, including *adherence to core components, dosage/exposure, quality of delivery,* and *participant responsiveness.* These process performance measures will be tracked.

| Table 18 - Universal Process Performance Measures | |
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| Universal Process Performance Measures (UPM) | Examples of Data Source(s) |
| UPM 1. Participant characteristics (e.g., gender, race/ethnicity, age, address): <i>Used to describe the populations served, examine program efficacy by subpopulations, identify underserved populations, and alignment of strategies being provided and needs of target population.</i> | EPN Enrollment Form |
| UPM 2. Adherence to program/service implementation (fidelity): <i>Used to examine the extent to which programs/ services are implemented as designed and to understand local adaptations.</i> | Facilitator checklist with learning objectives |

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| <p>UPM 3. #/% of participants receiving minimum level of program dosage/exposure (fidelity): <i>Used to track actual service received to inform retention efforts and program efficacy. Also used to assess penetration rates in relation to students and families being served.</i></p> | <p>Attendance entered in EPN case management system</p> |
| <p>UPM 4. #/% of programs and services implemented with quality (fidelity): <i>Used to inform the extent to which programs and services are being implemented in a manner consistent with quality as defined by the specific solution being offered (e.g., for early childhood programming, the CLASS observation tool will be used)</i></p> | <p>Quality observation tools (e.g., CLASS, Afterschool Site Observation Protocols, Indiana Afterschool Network Quality Assessment); participant feedback surveys</p> |
| <p>UPM 5. #/% of participants reporting high levels of engagement with programs and services (fidelity): <i>Used to understand participant reactions to the program and ensure solutions are being implemented to address needs and are delivered effectively.</i></p> | <p>Participant feedback surveys; observation tools</p> |

A selection of process performance measures as they align to each pipeline block and intended results is below. (Note: Initial measures are below. Process measures will be expanded as part of evaluation planning for ongoing monitoring of implementation fidelity and to inform improvement areas.) While measures align with the five universal dimensions above, selected measures are included to further explain the EPN framework.

| Table 19 - Pipeline Block 1 - Improving Early Health and Kindergarten Readiness | |
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| Result 1 - Children enter kindergarten ready to succeed in school, and CPP 2. | |
| Solutions | Selected Process Performance Measure (PM) (Data Source) |
| <p>Solution 1.1: Deliver high quality home visiting program</p> | <p>PM 1.1.1 # of families completing the Growing Great Kids (GGK) (Pre to 3 Administrative records); PM 1.1.2 % of core GGK content implemented as designed (GGK curriculum checklist)</p> |
| <p>Solution 1.2: Provide high quality early childhood education</p> | <p>PM 1.2.1 # of early childhood providers within the EPN boundaries receiving early childhood Professional Development support to enhance quality (Building Blocks Administrative Records); PM 1.2.2 % of early childhood providers within the EPN boundaries (through the Early Learning Provider Training Program) observed as demonstrating high quality teacher interactions (5.5 or higher) (Classroom Assessment Scoring System; CLASS)</p> |
| <p>Solution 1.3: Provide free early literacy resources to families</p> | <p>PM 1.3.1 Number of early literacy kits provided to PN residents (Library Adm. Records); PM 1.3.2 Number of pop events provided by PN geography (Library Adm. Records)</p> |

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| Solution 1.4: Provide free adult learning programs to parents and caregivers | PM 1.4.1 Number of families enrolled in adult learning programs (Case Manager Service Log); PM 1.4.2 Number of families enrolled in adult learning programs (Case Manager Service Log) |
| Solution 1.5: Provide Prenatal and Early Childhood Medical Care | PM 1.5.1 Types of prenatal and early healthcare services provided to PN residents (Ronald McDonald House Adm. Records); PM 1.5.1 Number of families receiving services (Ronald McDonald House Adm. Records) |
| Pipeline Block 2 - Improving Student Achievement & Success | |
| Result 2 - Students are proficient in core academic subjects; Result 3 - Students successfully transition from middle school to high school; Result 4 - Youth graduate from high school; Result 6 - Students are healthy; Result 9 - Families and community members support learning in PN schools; and CPP 2. | |
| Solutions | Selected Process Performance Measure (PM) (Data Source) |
| Solution 2.1: Provide chronic absenteeism and drop-out prevention and intervention programs | PM 2.1.1 #/% receiving check and connect services (Attendance Manager Service Log) PM 2.1.2 #/% of students living in the PN and at risk for not graduating who receive pipeline services (Compyle and EVSC Warehouse records); PM 2.1.3 #/% of students receiving drop-out prevention programming (Compyle); PM 2.1.4 Barriers and challenges impacting attendance of grades 6–9 students as identified by students and families (Attendance Mgr Service Log) |
| Solution 2.2: Provide high-quality in-school academic support programs | PM 2.2.1 % of EPN students reporting lower levels of emotion regulation and self-management by grade level (EVSC Panorama Student Surveys; formative assessment in fall, winter and spring) PM 2.2.2 #/% of students receiving mentoring services (Compyle); PM 2.3.2 #/% of students receiving tutoring services (Compyle) |
| Solution 2.3: Provide high-quality programs outside of school time | PM 2.3.1 #/% of students in afterschool and summer learning opportunities identified as at risk for not passing ILEARN (Cayen Afterschool Data Management System; EVSC Data Warehouse) PM 2.3.2 #/% of students participating in health and wellness activities (Case Management System (Compyle) records) PM 2.3.3 #/% of school sites receiving high quality ratings on the Indiana Afterschool Quality Rating Assessment (IAN QPSA) |
| Solution 2.4: Provide School Social Work Services | PM 2.4.1 #/% of students on social work caseloads identified with social-emotional learning needs (Youth First Social Work Records/Gain Support Specialist Services Logs); PM 2.4.2 #/% of students on social work caseloads referred to community resources (Youth First Social Work Records) |
| Solution 2.5: Provide free adult learning programs to parents and caregivers | <i>See solution 1.4</i> |
| Solution 2.6: YouthBuild (Supporting CPP 1 & 2) | PM 2.6.2 #/% of PN youth receiving construction certifications (YouthBuild Records); PM 2.6.2 Type of job development opportunities provided to youth (YouthBuild Records) |

| Table 20 - Pipeline Block 3 - Improving Postsecondary Education Access, Affordability, Completion and Success and Workforce Readiness | |
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| Result 5: H.S. Graduates obtain a postsecondary degree, certification or credential and CPP 2. | |
| Solutions | Selected Process Performance Measure (PM) (Data Source) |
| Solutions 3.1: Provide postsecondary preparation, coaching and exploration programs | PM 3.1.1 #/% of students receiving services through the College Connection Coaches, K–14 Completion Coordinators, a Parent Liaison and Career Specialist (Coach Logs); PM 3.1.2 #/% of students completing AVID programming (Counselor Records) PM 3.1.2 #/% of students receiving Junior Achievement programming (JA attendance records) |
| Solution 3.2: Provide workforce readiness preparation, coaching and exploration programs | PM 3.2.1 #/% of students receiving the Governor’s Workforce certificate, EVSC Workforce Certificate Records (EVSC Adm. Records); PM 3.2.2 #/% of students graduating from RAMP (EVSC Opt-in Records) |
| Solution 3.3: Provide free adult learning programs to parents and caregivers | <i>See solution 1.4</i> |
| Solution 3.4: Provide neighborhood-based employment and job skills assistance | PM 3.4.1 #/% of students receiving employment and job skills assistance (Workone Records); PM 3.4.2 Frequency and location of employment and job skills assistance opportunities provided throughout PN (Workone Records) |
| Solution 3.4: YouthBuild | <i>See solution 2.6</i> |

| Table 21 - Pipeline Block 4 - Improving Neighborhood & Community | |
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| Result 6: Students are healthy, Result 7: Students feel safe at school and in the community, Result 8: Students live in a stable community, Result 10: Students have access to 21st century learning tools. | |
| Solutions | Selected Process Performance Measure (PM) (Data Source) |
| Solution 4.1: Provide health and nutrition education, healthy food access and distribution | PM 4.1.1 Identified barriers to food access and identified solutions (within each primary PN Census Cluster) Partner interviews |
| Solution 4.2: Provide family stability programs | PM 4.2.1 # of students classified as homeless that are provided pipeline services (Compyl & EVSC Data Warehouse); PM 4.2.2 Identified housing priorities and plan to address them (HOUSE Records); PM 4.2.3 % of housing policy milestones accomplished (HOUSE Records) |
| Solution 4.3: Neighborhood Revitalization | PM 4.3.1 # of neighbors participating in listening sessions; PM 4.3.2 # of residents living in the EPN reporting a fast internet connection (Neighborhood Survey); PM 4.3.3 # of students |

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| | living in EPN able to access the internet with a computer or laptop specifically (Panorama/My School Survey) |
| Solution 4.4: Community Safety and Violence Prevention Programs | PM 4.4.1 # of police patrols provided by EPN census tract (EPD Records); PM 4.4.2 # Identified crime hotspots within the EPN (EPD Records; ESRI Mapping Software); PM 4.4.2 #/% of youth participating in summer youth programming (EPD and youth serving organizations) |

Process performance measures (and outcome measures below) for pipeline services will be finalized in a formal evaluation plan during the planning phase and will include details for each indicator: (a) target population, (b) data collection procedures and level (individual, school, or neighborhood), (c) data source and frequency, and (d) calculations/ analysis. Data collection staff will be trained in relevant procedures.

OUTCOME PERFORMANCE MEASUREMENT

Outcome evaluation will document changes in key outcome areas and provide evidence that services/strategies are accomplishing intended goals. At this level, focus is on assessing impact of pipeline services/strategies on GPRA and project-specific program/service indicators.

Assessing Impact on Required GPRA and Project-Specific Indicators

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| Key Outcome Evaluation Question | <ul style="list-style-type: none"> ● <i>To what extent are GPRA-specific outcomes being accomplished?</i> ● <i>To what extent are project-specific outcomes being accomplished as evidenced by individual program evaluations?</i> ● <i>Are our collective efforts making a difference within the Promise Neighborhood?</i> |
|--|--|

Primary Methods: Quasi-experimental, pre-experimental and time series designs will be used.

Quantitative data (e.g., assessment scores, achievement scores, attendance rates, climate/engagement scales) and qualitative data (e.g., focus groups, interviews, case studies) will measure strategy effectiveness and provide feedback on progress towards objectives. As noted, a comprehensive evaluation plan will be developed and partners trained.

To what extent are GPRA-specific outcomes being accomplished? Required GPRA indicators, including baseline data, annual and 5-year targets, and planned data sources are in **Table 22**. EVSC administrative data (e.g., NWEA, ILEARN, attendance, grad. and mobility rates), National Student Clearinghouse (retrieved by EVSC), EVSC My School Climate Survey, the Panorama Survey (teacher-kindergarten version), and the EPN Survey (child Module) will primarily be used to collect and report progress on required indicators (described below). Evansville has planned for this funding opportunity for several years, which has led to identifying data collection procedures specific to these required measures. For example, data sources for results 6.1, 7.1, 9.1, 9.2 and 10.1 require specific survey items (e.g., consuming fruits and vegetables, feeling safe traveling to and from school, etc.). EVSC added closely aligned survey items to the My School Climate Survey, allowing baseline data to be established. EVSC Office of Accountability also has developed data queries to support data extraction. All required data will be reported as requested. In addition, implementation data collected as part of the process performance measurement (e.g., participant demographic, dosage/exposure) will be linked with required GPRA indicators to examine the efficacy of specific services and the percentage of target population served. In addition, while school population data will be reported, data will also be provided specific for those students attending EPN schools and living in the identified EPN boundaries. This level of data analysis will identify EPN students most in need of services with outcomes to be examined specifically to the focus population.

To what extent are project-specific outcomes being accomplished as evidenced by individual program evaluations? Initial project-specific outcomes, including baseline data (as available),

annual and 5-year targets, and planned data sources are in **Table 22**. Administrative data from EVSC (e.g., NWEA, ACT/SAT, Scholar Track), the EVSC My School Climate Survey (Student and Family versions), Panorama Survey, and the EPN Survey will primarily be used to collect and report progress on project-specific indicators (described below). In addition, each of the pipeline services will include program-specific evaluations, which several partners are already implementing, specific to services proposed in this application. Programs include pre- and post-measures specific to the outcomes of their programs (e.g., Youth First school social workers administer baseline and 6-month measures to students and teachers to assess students' academic and behavioral changes; Building Blocks administers the Brigance to assess early childhood development milestones). These designs will be leveraged to report on individual program efficacy. For newer strategies, pre- and post-measures will be identified, developed and aligned with the EPN logic model and documented in the evaluation plan.

Are our collective efforts making a difference within the Promise Neighborhood? Methods mentioned above will also be used to examine the impact of the collective efforts of all partners on the intended results. The longitudinal data system (previously described) will allow participant data from multiple programs to be examined to understand the cross-strategy and cumulative impact of services on EPN students and families. Further, case studies will be conducted to provide in-depth understanding of outcomes/processes used to generate findings.

Data Sources Supporting Outcome Evaluation: Data sources are identified for GPRA indicators and initial project measures and are linked with performance measures in **Tables 22 and 23**.

Baseline data represents available data and methods used at time of submission. Updated baseline data will be recalculated to allow for most recent results. Subsequent GPRA reporting will be adjusted to align with guidance. Additional measures for services will be developed in the

first five months. For reliable comparisons, existing data collection processes will be used primarily to align with measures. Description of primary data sources follows.

Administrative Data. Administrative data will be collected and reported by EVSC (e.g., Math and Reading NWEA Measures of Academic Progress (MAP) administered in fall, winter and spring; ILEARN (Indiana state accountability test administered in the spring), attendance, graduation rates, mobility rates, and Scholar Track data). Data collection parameters are operationalized by the Indiana DOE, and EVSC schools have been trained in consistent data collection and reporting. Data are entered in the EVSC student management system (RDS) and imported in real time into a Data Warehouse. The EVSC Technology Department submits reports to the Indiana Department of Education which allows ongoing monitoring of data for reliability and validity. The EVSC Data Specialist (grant hire) will develop data queries, export data for evaluation, and provide coaching in the use of relevant data to EPN schools.

GPRA Indicators: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 8.1; Project-specific indicators: 2.3, 2.4, 4.2, 5.3

Annual Climate Survey (Panorama Survey). Since 2010, the EVSC has conducted an annual building-level climate survey (“My School Survey”) of instructional staff and students. Beginning in 2021–22, selected subscales of the staff and student versions of the survey were integrated within the Panorama Survey process. The EVSC currently administers Panorama surveys to students in grades 3–12, and teachers provide ratings of students in grades K–2. Surveys are administered at the beginning, middle and end of the year. Panorama Surveys have helped improve social emotional learning programs. Survey subscales will be used to examine social emotional growth. The fall teacher kindergarten survey will also be used as a measure of social emotional readiness and an additional early learning domain. The EVSC is currently

adjusting scale items for the K survey; final items will be similar to the following: *Overall, how focused is this student in your classroom? This student can stay on task even when it gets difficult, can wait his/her turn even when she or he really wants something, and can switch from one activity to another when asked.* Additionally, the EVSC added student engagement subscales specific to affective and cognitive engagement and the family engagement subscale from the original My School Climate Survey. EVSC employees and independent consultants designed the initial survey subscales via literature review and revisited the instrument each year to ensure content validity. Concurrently, an independent psychometrician from Seton Hall University established reliability (based on coefficient alphas) and validity (based on Rasch modeling techniques and principal components analysis) of each subscale. To guide EPN planning, recommended GPRA survey items were included in the 2022 spring survey and used to inform need and baseline (e.g., consumption of fruits and vegetables, feeling safe traveling to and from school, access to broadband internet). This same approach will be used annually. All EVSC students in grades 3–12 have access to netbooks. In winter/spring of each year, students and instructional staff are invited to complete the survey electronically. *GPRA Indicators: 1.2, 6.1, 7.1, 10.1; Project-specific indicator: 6.3*

Annual Climate Survey (EVSC My School Family Climate Survey). Since 2010, the EVSC has conducted an annual building-level climate survey (“My School Survey”) with families (PK–12). Managed by Diehl (EPN evaluator), this survey measures two domains: (1) *School Climate* refers to the extent to which positive and supportive relationships exist between students and staff, and aspects of school culture. Subscales include: Relationships among Staff and Students, Welcoming Environment, and Safe School Environment. (2) *Family Engagement*

refers to open and mutually supportive relationships among families and staff, along with the level of family participation in the decision-making process related to school issues. An overall Family Engagement subscale comprises this domain. Families complete either an electronic or hardcopy version. Hard copies are sent home with students in grades K–8 and mailed to households with students in grades 9–12. Parents with an email address may receive a survey link. Instructions state only one survey is to be completed per household per school. Spanish surveys are also available. Due to a highly coordinated process between district and building-level administrators, other district staff, and external consultants, response rates have been historically strong. Schools receive reports specific to their building. To guide EPN planning, recommended GPRA survey items were included in the 2022 spring survey and used to inform need and baseline (e.g., parents/family members encouraging their K–8 child to read, parents/family members talking to their high school child about college/career). Recommended GPRA survey items will also be included in the EPN Neighborhood Survey described below.

GPRA Indicators: 9.1, 9.2, 10.1; Project-Specific Indicators: 3.3, 9.3

Evansville Promise Neighborhood (EPN) Survey. The EPN Survey will collect data on EPN outcomes (Relevant GPRA Indicators: 9.1 & 9.2; Project-specific indicators 6.2, 7.2, 8.2) and gather ongoing resident feedback related to needs and perceptions of neighborhood strengths. Diehl, in partnership with UE, will conduct the neighborhood survey in Year 1 (March–May 2023), Year 3 (March–May 2025), and Year 5 (March–May 2027). Evansville PZ is currently engaging in a mailed survey with door-to-door follow-up. This process will be used as the initial framework and adjusted to include focus census tracts and stronger follow-up data collection (using UE student research assistants). With the PZ Survey process

as our framework, planning has already begun to implement this process. These steps and recommended best practices (Hildner, Oo, and Tatian 2015) will be used:

Step 1) Planning team: In keeping with best practice, a diverse planning team (e.g., CIT members, parents, youth, neighborhood residents, providers) will inform the survey development, procedures and timelines.

Step 2) Finalize populations and subpopulations: The primary population includes all individuals living in EPN census tracts: 10, 11.01, 12, 13, 14, 15, 17, 19, 20, 21, 23, and 25. Additional planning will determine subpopulations of interest (e.g., racial, ethnic, gender, and age groups) and additional indicators to be collected for different survey populations.

Step 3) Finalize survey method: A mailed survey of all households will be conducted. To ensure a representative sample and response rate, in-person follow-up will be conducted. Ten UE student research assistants (five pairs) will be hired and trained in the goals, methodology and survey instrument, as well as safety issues while in neighborhoods. Students will work in pairs to conduct door-to-door contacts based on randomly selected and assigned household addresses. Follow-up data will be collected via iPad using an offline survey platform. Specific teams will be assigned to a small group of selected households. The team will work the sample until it is complete (i.e., either have completed the survey with or been refused by the selected household and respondent, or have made a specified number of attempts to the household and have been unable to contact the selected household member) before receiving the next batch of addresses. To ensure quality and to provide support, a dedicated UE faculty member will organize and supervise the process with Diehl.

Step 4) Create and pilot test the survey: The EPN survey will include items that

align with outcomes identified in **Table 21** (e.g., My neighborhood is safe, During the past 30 days, Did you ever want to purchase fresh fruits and vegetables but were unable?), a review of existing measures used by other PN grantees, validated instruments from the community development literature, and items currently included in the PZ Community Survey (e.g., I am proud to live in this neighborhood? Do you use a personal budget or spending plan?). In addition, a separate child module will be created and include required survey items specific to required GPRA items 9.1 and 9.2. (**Table 22**) Once updated, the measure will be tested again with residents from neighborhood associations and the specific populations of interest to ensure readability and understanding, and to assess length of time to complete.

Step 5) Finalize the sampling plan: Using the most recent census estimates from the 2021 American Community 5-year estimates (U.S. Census 2022), a random set of EPN households will be surveyed (N=10,416 households). The minimum sample size needed (based on head of household) is estimated to be 968 participants (95% confidence rate with 3.0% margin of error). A final sampling plan will be aligned with decisions made in Step 2 concerning determining the subpopulation.

Step 6) Implement and collect data: Data will be collected over an 8-week period and aligned with recommended survey periods post-grant award. Planning will begin immediately. To maximize response rates, an incentive (decided within planning) will be provided to all participants and follow-ups with non-respondents. In addition, neighborhood outreach will take place prior to the official launch in partnership with neighborhood associations and Evansville Promise Neighborhood (e.g., newsletters, social media, website, engagement meetings).

Residents completing the survey will be encouraged to talk to other residents about completing

the survey and data will be shared with residents to help create buy-in for future surveys.

Relevant GPRA Indicators: 9.1, 9.2; Relevant Project-Specific Indicators: 6.2, 7.2, 8.2

Third party data: The National Student Clearinghouse® will be used to report on EPN graduates who enroll in two-year or four-year college or university and students who graduate from a two-year or four-year college or university or vocational certification. EVSC will extract relevant data for this indicator at the individual student level and for each of the school populations to support reporting. During the initial evaluation planning, an alumni survey and plan will be developed for students pursuing vocational certifications in partnership with the EVSC. *Relevant Required GPRA Indicators: 5.1, 5.2*

Brigance (Kindergarten Readiness): Brigance offers early childhood screening tools that provide valid and reliable data in child's development. The screens support early identification of developmental delays. Domains of assessment include: 1) Physical Development; 2) Language Development; 3) Academic Skills/Cognitive Development; 4) Self-help Skills; and 5) Social-Emotional Development. Brigance will be administered to children attending early learning sites being served in the Building Blocks ELPTP prior to kindergarten entry. *Relevant Project-Specific Indicators 1.3 (also supplements required GPRA indicator 1.1*

Map of Continuum of Services by Result, GPRA Project Outcome & Performance Indicators, and Pipeline Solutions



FAMILY & COMMUNITY RESULTS

| Result | GPRA & Project Performance Indicators |
|---|--|
| Result 6 Students are healthy. | <p>6.1 (GPRA) % of children who consume 1ve or more servings of fruits and vegetables daily. (Target=20%; increase by Y5; avg. annual increase of 4%)</p> <p>6.2 (Project) % of residents who are not able to purchase fresh fruits and vegetables within the last 30 days. (Target=20%; decrease by Y5)</p> <p>6.3 (Project) % of students increasing social emotional awareness, (social regulation, self-management) from fall to spring each school year. (Target=10% annual increase)</p> |
| Result 7 Students feel safe at school and in their community. | <p>7.1 (GPRA) % of children who feel safe at school and from school. (Target=20%; increase by Y5; avg. annual increase of 4%)</p> <p>7.2 (Project) % of residents reporting their neighborhood as being safe. (Target=20%; increase by Y5)</p> |
| Result 8 Students live in stable communities. | <p>8.1 (GPRA) Student mobility rates (Target=5% decrease by Y5; annual decrease of 1%)</p> <p>8.2 (Project) % of residents reporting connection (e.g., proud to live in this neighborhood; close knit neighborhood; connected to neighbors; people willing to help each other; Neighborhood is a place I want to stay). (Target=20% increase by Y5)</p> |
| Result 9 Families and community members are learning in Promise Neighborhood schools. | <p>9.1 (GPRA) % of parents or family members that read to their child on more than three times a week or reported their child read to themselves three or more times a week (birth-8th grade). (Target=10% increase by Y5; avg. annual increase of 2%)</p> <p>9.2 (GPRA) % of members/family members who report talking about the importance of college and career (9th-12th grade). (Target=10% increase by Y5; avg. annual increase of 2%)</p> <p>9.3 (Project) % of parents in PN schools reporting high levels of family engagement. (Target=10% increase by Y5; avg. annual increase of 2%)</p> |
| Result 10 Students have access to 21st century learning tools. | <p>10.1 (GPRA) % of students with access to 21st century learning tools.</p> |

ACADEMIC RESULTS

| Result | GPRA & Project Performance Indicators |
|---|---|
| Result 1 Children enter kindergarten ready to succeed in school. | <p>1.1 (GPRA) % of children who score at or above the 50th percentile compared to national norms on WYFLSH assessment at the beginning of the year. (Target=10 percentage point increase by Y5)</p> <p>1.2 (GPRA) Composite percent of K children who score at favorable levels on the Florida Social English Language Arts (SEL) based on teacher perceptions at the beginning of the year. (Target=10 percentage point increase by Y5)</p> <p>1.3 (Project) % of children participating in the Building Blocks Community Training program (located in the PN) will meet or exceed school readiness as measured on the Kindergarten Readiness Inventory (Brigance). (Target=80% meeting or exceeding annually)</p> |
| Result 2 Students are proficient in core academic subjects. | <p>2.1 (GPRA) % of students (3; 10) at or above grade level on ILEARN math annually. (Target=10 percentage point increase by Y5; annual increase of 2 percentage pts.)</p> <p>2.2 (GPRA) % of students (3; 10) at or above grade level on ILEARN English language arts annually. (Target=10 percentage point increase by Y5; annual increase of 2 percentage pts.)</p> <p>2.3 (Project) % of students meeting targets growth. (Target=10 percentage point increase by Y5; annual increase of 2 percentage pts.)</p> <p>2.4 (Project) % of K-12 students meeting math growth targets annually. (Target=10 percentage point increase by Y5; annual increase of 2 percentage pts.)</p> |
| Result 3 Students successfully transition from middle school grades to high school. | <p>3.1 (GPRA) Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance. (Target=5% increase by Y5; avg. annual increase of 1%).</p> <p>3.2 (GPRA) Chronic absenteeism rate (absent 10% or more of enrolled days) in 6th, 7th, 8th, and 9th grade. (Target=10% decrease by Y5; avg. annual decrease of 2%).</p> <p>3.3 (Project) % of students in PN schools reporting high levels of student engagement. (Target=10% increase by Y5; avg. annual increase of 2%)</p> |
| Result 4 Youth graduate high school. | <p>4.1 (GPRA) Four-year adjusted cohort graduation rate. (9th-12th grade). (Target=10% increase by Y5; avg. annual increase of 2%).</p> <p>4.2 (Project) % of eligible 8th graders who are enrolled in the 21st Century Scholars program. (Target=10 percentage point increase by Y5; annual increase of 2%)</p> |
| Result 5 High school graduates obtain a postsecondary degree, certification, or credential. | <p>5.1 (GPRA) % of EPN students who enroll in a two-year or four-year college or university after graduation. (Target=5% increase by Y5; avg. annual increase of 1%).</p> <p>5.2 (GPRA) % of EPN students who graduate from a two-year or four-year college or university or vocational certification. (Target=5% increase by Y5; Annual=NA).</p> <p>5.3 (Project) % of senior students completing the ACT or SAT. (Target=10 percentage point increase by Y5; annual increase of 2%)</p> |

Pipeline Block 4
Improving Neighborhood & Community

Pipeline Block 3
Improving Post-Secondary Education Outcomes and Success and Workforce Readiness

Pipeline Block 2
Improving Student Achievement & Success

Pipeline Block 1
Improving early Health and Kindergarten Readiness

Solutions

- Health, nutrition education, healthy food access and distribution
- Family stability programs
- Neighborhood revitalization
- Community safety and violence prevention
- Drum Therapy

Partners

- Urban Seeds
- Weiborn Baptist Foundation
- UE
- Promise Zone
- Healthy Communities Partnership
- ECHO Housing Corporation
- H.O.U.S.E.
- Hope of Evansville
- Community One
- Dream Center
- City of Evansville
- EVSC
- EPD

Results

Students are healthy, feel safe, live in a stable community, and have access to 21st Century Learning Tools.

Solutions

- Post-secondary preparation, coaching and exploration
- Workforce readiness and exploration programs
- Free adult learning programs for parents and caregivers
- Neighborhood Revitalization Authority (YouthBuild)
- Skills Assistance
- YouthBuild

Partners

- EVSC
- Ivy Tech
- Indiana Workforce Achievement
- Grow Southwest
- Corporate partners
- Goodwill Industries
- Evansville Housing Authority (YouthBuild)

Results

Students obtain post-secondary degree, certification or credential.

Solutions

- Chronic Absenteeism dropout prevention programs
- High quality, in-school academic programs
- High-quality outside of school time programs
- School social work programs for parents and caregivers
- YouthBuild

Partners

- EVSC
- Youth First, Inc.
- UE
- Youth serving agency
- United Way
- YMCA
- Goodwill Industries
- Evansville Housing Authority (YouthBuild)

Results

Students are proficient in core academic subjects, have successful school transitions, graduate, are healthy and have parents engaged in learning.

Solutions

- Home visiting program
- High Quality early childhood education
- Free early literacy programs
- Free adult learning programs for parents and caregivers
- Prenatal and early childhood mental care

Partners

- EVSC
- Health Dept.
- Evansville Library
- Vanderburgh Public Library
- EVSC's Wheel
- Building Blocks
- Ronald McDonald House Charities

Results

Children enter kindergarten ready to succeed in school.

Programming, Solutions, and Partners (Pipeline Blocks 1-3)

Programming, Solutions, and Partners (Pipeline Blocks 4)

Table 22 - Required Promise Neighborhood Outcome Performance Indicators (GPRA)

Note: Baseline data presented are based on available data and methods (survey items, procedures) used at the time of submission. As requested and applicable, updated baseline data and targets will be recalculated to allow for the most recent available data (e.g., 2021–22/2022–23 school years). Subsequent GPRA reporting will also be adjusted as requested to align with reporting guidance. Annual targets were derived based on an average percent change or percentage point difference to achieve the 5-year target. In some cases indicators reflect a school-year timeframe. While the funding period is estimated for January 1, 2023, average Year 1 targets considered current intervention efforts occurring within the fall 2022.

| Result: (1) Children enter kindergarten ready to succeed in school. | | | | | | | | |
|--|----------------------------------|------------|--------------|-------------------------|--------------|--------------|--------------|--------------|
| 1.1 (GPRA) #/% of 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 (K children who meet benchmarks [RIT score at or above the 50th percentile compared to national norms] on NWEA reading and math assessment at the beginning of the year) (Target = 10 percentage point increase by Y5; annual increase of 2 percentage points) | | | | | | | | |
| School | Baseline (Math: Fall 2021) | | | 5YR Target=10% increase | | | | |
| | n | N | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 87 | 235 | 37.0% | 39.0% | 41.0% | 43.0% | 45.0% | 47.0% |
| Delaware | 18 | 51 | 35.3% | | | | | |
| Evans | 23 | 70 | 32.9% | | | | | |
| Glenwood | 19 | 47 | 40.4% | | | | | |
| Lincoln | 9 | 22 | 40.9% | | | | | |
| Lodge | 18 | 45 | 40.0% | | | | | |
| | Baseline (Reading: Fall 2021) | | | 5YR Target=10% increase | | | | |
| Total | 92 | 235 | 39.1% | 41.1% | 43.1% | 45.1% | 47.1% | 49.1% |
| Delaware | 20 | 51 | 39.2% | | | | | |
| Evans | 24 | 70 | 34.3% | | | | | |
| Glenwood | 19 | 46 | 41.3% | | | | | |
| Lincoln | 9 | 23 | 39.1% | | | | | |
| Lodge | 20 | 45 | 44.4% | | | | | |

Source: Adm. data from LEA. NWEA Reading Math Fall Assessment 2020 (EVSC Data Warehouse) *Note: As noted below and in the project-specific table, indicators 1.2 and 1.3 will supplement data collection.*

Result: (1) Children enter kindergarten ready to succeed in school.

1.2 (GPRA) #/% of 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 (Composite percent of K children who score at favorable levels on the Panorama Social Emotional Scale based on teacher perceptions at the beginning of the year) (Target=10 percentage point increase by Y5; annual increase of 2 percentage points)

| School | Baseline (Fall 2021) | | | 5YR Target=10 percentage point increase | | | | |
|--------------|----------------------|------------|--------------|---|--------------|--------------|--------------|--------------|
| | n | N | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 122 | 163 | 74.8% | 76.8% | 78.8% | 80.8% | 82.8% | 84.8% |
| Delaware | 20 | 26 | 76.9% | | | | | |
| Evans | 49 | 68 | 72.1% | | | | | |
| *Glenwood | --- | --- | --- | | | | | |
| Lincoln | 17 | 23 | 73.9% | | | | | |
| Lodge | 36 | 46 | 78.3% | | | | | |

Source: Adm. data from LEA. Panorama Survey-K Teacher Version Fall 2021 (EVSC Data Warehouse) *Data were not available for Glenwood in 2021.
 Note: Items for this scale are being adjusted for the fall 2022. A new baseline and composite will be calculated based on these new items.

Result (2) Students are proficient in core academic subjects.

2.1 (GPRA) #/% of students (grades 3–8) at or above grade level on ILEARN math annually. (Target=10 percentage point increase by Y5; annual increase of 2 percentage points)

| School | Baseline 2022 | | | 5YR Target=10 percentage point increase | | | | |
|--------------|---------------|-------------|--------------|---|--------------|--------------|--------------|--------------|
| | n | N | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 139 | 1105 | 12.6% | 14.6% | 16.6% | 18.6% | 20.6% | 22.6% |
| Delaware | 44 | 221 | 19.9% | | | | | |
| Evans | 41 | 249 | 16.5% | | | | | |
| Glenwood | 14 | 261 | 5.4% | | | | | |
| Lincoln | 19 | 143 | 13.3% | | | | | |
| Lodge | 21 | 231 | 9.1% | | | | | |

Source: Adm. Data from LEA. Spring ILEARN (IDOE 2022)

| Result (2) Students are proficient in core academic subjects. | | | | | | | | |
|--|---------------|-------------|--------------|---|--------------|--------------|--------------|--------------|
| 2.2 (GPRA) #/% of students (grades 3–8) at or above grade level on ILEARN English/language arts annually. (Target=10 percentage point increase by Y5; annual increase of 2 percentage points) | | | | | | | | |
| School | Baseline 2022 | | | 5YR Target=10 percentage point increase | | | | |
| | | | | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 153 | 1106 | 13.8% | 15.8% | 17.8% | 19.8% | 21.8% | 23.8% |
| Delaware | 38 | 221 | 17.2% | | | | | |
| Evans | 30 | 249 | 12.0% | | | | | |
| Glenwood | 23 | 261 | 8.8% | | | | | |
| Lincoln | 22 | 144 | 15.3% | | | | | |
| Lodge | 40 | 231 | 17.3% | | | | | |
| Source: Adm. Data from LEA. Spring ILEARN (IDOE 2022) | | | | | | | | |

| Result (3) Students successfully transition from middle school grades to high school. | | | | | | | |
|--|----------|----------------|------------------------|--------------|--------------|--------------|--------------|
| 3.1 (GPRA) Attendance rate of students in grades 6, 7, 8 and 9 as defined by average daily attendance. (Target=5% increase by Y5; avg. annual increase of 1%) | | | | | | | |
| School | GR | Baseline 21-22 | 5YR Target=5% increase | | | | |
| | | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 6 | 92.5% | 93.5% | 94.5% | 95.5% | 96.5% | 97.5% |
| | 7 | 93.6% | 94.6% | 95.6% | 96.6% | 97.6% | 98.6% |
| | 8 | 92.6% | 93.6% | 94.6% | 95.6% | 96.6% | 97.6% |
| | 9 | 92.1% | 93.1% | 94.1% | 95.1% | 96.1% | 97.1% |
| Delaware | 6 | 90.8% | | | | | |
| Evans | 6 | 91.7% | | | | | |
| Glenwood | 6 | 93.2% | | | | | |
| | 7 | 92.7% | | | | | |
| | 8 | 92.2% | | | | | |
| Lincoln | 6 | 93.8% | | | | | |
| | 7 | 94.3% | | | | | |
| | 8 | 92.0% | | | | | |
| Lodge | 6 | 94.7% | | | | | |
| | 7 | 94.2% | | | | | |
| | 8 | 94.7% | | | | | |
| Bosse | 9 | 92.1% | | | | | |
| Source: Administrative data from LEA (2021–22 EVSC DOE ATT attendance file submitted to IDOE by EVSC) | | | | | | | |

| Result (3) Students successfully transition from middle school to high school. | | | | | | | |
|---|----|-------------------|-------------------------|-------|-------|-------|-------|
| 3.2 (GPRA) Chronic absenteeism rate (absent 10% or more of enrolled days) in grades 6, 7, 8 and 9. (Target=10% decrease by Y5; avg. annual decrease of 2%) | | | | | | | |
| School | GR | Baseline 21-22 | 5YR Target=10% decrease | | | | |
| | | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 6 | 28.1% | 26.1% | 24.1% | 22.1% | 20.1% | 18.1% |
| | 7 | 21.4% | 19.4% | 17.4% | 15.4% | 13.4% | 11.4% |
| | 8 | 24.8% | 22.8% | 20.8% | 18.8% | 16.8% | 14.8% |
| | 9 | 27.3% | 25.3% | 23.3% | 21.3% | 19.3% | 17.3% |
| Delaware | 6 | 35.5% | | | | | |
| Evans | 6 | 37.3% | | | | | |
| Glenwood | 6 | 19.3% | | | | | |
| | 7 | 22.2% | | | | | |
| | 8 | 27.1% | | | | | |
| Lincoln | 6 | 22.0% | | | | | |
| | 7 | 14.3% | | | | | |
| | 8 | 22.4% | | | | | |
| Lodge | 6 | 14.3% | | | | | |
| | 7 | 30.0% | | | | | |
| | 8 | 24.2% | | | | | |
| Bosse | 9 | 27.3% | | | | | |
| Source: Administrative data from LEA (2021–22 EVSC DOE ATT attendance file submitted to IDOE by EVSC) | | | | | | | |

| Result (4) Youth graduate from high school. | | | | | | |
|--|----------|--------------------------|--------|--------|--------|--------|
| 4.1 (GPRA) Four-year adjusted cohort graduation rate (grades 9–12). (Target=10% increase by Y5; avg. annual increase of 2%) | | | | | | |
| School | Baseline | 5YR Target =10% increase | | | | |
| | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 89.29% | 90.29% | 91.29% | 92.29% | 93.29% | 94.29% |
| Source: Adm. data from LEA (2022 EVSC Administrative Records) Federal Graduation Rate for Bosse High School | | | | | | |

| Result (5) High school graduates obtain a postsecondary degree, certification, or credential. | | | | | | |
|---|----------|---|-----|-----|-----|-----|
| 5.1 (GPRA) #/% of EPN students who enroll in a 2-year or 4-year college or university after graduation. (Target=5% percentage point increase by Y5; annual increase of 1%) | | | | | | |
| School | Baseline | 5YR Target =5 percentage point increase | | | | |
| | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 47% | 48% | 49% | 50% | 51% | 52% |
| Bosse | 47% | | | | | |
| Source: National Student Clearinghouse (Retrieved by EVSC) | | | | | | |

| Result (5) High school graduates obtain a postsecondary degree, certification, or credential. | | | | | | | |
|--|------------|--|---|----|----|----|-----|
| 5.2 (GPRA) #/% of EPN students who graduate from a 2-year or 4-year college or university or vocational certification. (Target=5% percentage point increase by Y5; Annual=NA) | | | | | | | |
| School | Baseline | | 5YR Target =5 percentage point increase | | | | |
| | % | | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 18% | | NA | NA | NA | NA | 23% |
| Bosse | 18% | | | | | | |

Source: National Student Clearinghouse (Retrieved by EVSC); Represents % of students graduating in four years. Note: During the initial evaluation planning, an alumni survey and plan will be developed for students pursuing vocational certifications in partnership with the EVSC.

| Result (6) Students are healthy. | | | | | | | | |
|---|------------------------|------------|-------------|-------------------------|---------------|---------------|---------------|---------------|
| 6.1 (GPRA) #/% of children who consume five or more servings of fruits and vegetables daily. (Target=20% increase by Y5; avg. annual increase of 4%) | | | | | | | | |
| School | Baseline (Spring 2022) | | | 5YR Target=20% increase | | | | |
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 46.46% | 485 | 1044 | 48.31% | 50.17% | 52.03% | 53.89% | 55.75% |
| Evans | 45.12% | 74 | 164 | | | | | |
| Delaware | 47.83% | 99 | 207 | | | | | |
| Glenwood | 58.72% | 101 | 172 | | | | | |
| Lincoln | 48.25% | 55 | 114 | | | | | |
| Lodge | 48.33% | 101 | 209 | | | | | |
| 3-8 Total | 49.65% | 430 | 866 | | | | | |
| Bosse | 30.90% | 55 | 178 | | | | | |
| 9-12 Total | 30.90% | 55 | 178 | | | | | |

Source: Student Panorama Survey Administered March–April 2022 Note: Baseline includes all students surveyed (grades 3–12) to inform planning; analysis will be adjusted for specific grades as requested for reporting.

| Result (7) Students feel safe at school and in their community. | | | | | | | | |
|---|------------------------|------------|------------|-------------------------|---------------|---------------|---------------|---------------|
| 7.1 (GPRA) #/% of children who feel safe at school and traveling to and from school. (Target=20% increase by Y5; avg. annual increase of 4%) | | | | | | | | |
| School | Baseline (Spring 2022) | | | 5YR Target=20% increase | | | | |
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 57.16% | 519 | 908 | 59.44% | 61.73% | 64.02% | 66.30% | 68.59% |
| Evans | 56.25% | 81 | 144 | | | | | |
| Delaware | 65.54% | 116 | 177 | | | | | |
| Glenwood | 51.08% | 71 | 139 | | | | | |

| | | | |
|-------------------|---------------|-----|-----|
| Lincoln | 52.08% | 50 | 96 |
| Lodge | 56.91% | 103 | 181 |
| <i>3–8 Total</i> | 57.12% | 421 | 737 |
| Bosse | 57.31% | 98 | 171 |
| <i>9–12 Total</i> | 57.31% | 98 | 171 |

Source: Student Panorama Survey Administered March–April 2022 Note: Baseline includes all students surveyed (grades 3–12) to inform planning; analysis will be adjusted for specific grades as requested for reporting.

Result (8) Students live in stable communities.

8.1 (GPRA) Student mobility rates (*Target=5 percentage point decrease by Y5; annual decrease of 1%*)

| School | Baseline 2021–22 | | | 5YR Target=5 percentage point decrease | | | | |
|--------------|-------------------------------|-------------|--------------|--|--------------|--------------|--------------|--------------|
| | Total Entries/ Withdrawals | Total ADM | % | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 844 | 2496 | 33.8% | 32.8% | 31.8% | 30.8% | 29.8% | 28.8% |
| Delaware | 119 | 342 | 34.8% | | | | | |
| Evans | 166 | 429 | 38.7% | | | | | |
| Glenwood | 143 | 410 | 34.9% | | | | | |
| Lincoln | 89 | 213 | 41.8% | | | | | |
| Lodge | 129 | 334 | 38.6% | | | | | |
| Bosse | 198 | 768 | 25.8% | | | | | |

Source: Adm. Data from LEA. EVSC Data Warehouse

Result (9) Families and community members support learning in Promise Neighborhood schools.

9.1 (GPRA) #/% of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade). (*Target=10% increase by Y5; avg. annual increase of 2%*)

| School | Baseline (Spring 2022) | | | 5YR Target=10% increase | | | | |
|------------------|------------------------|------------|------------|-------------------------|---------------|---------------|---------------|---------------|
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 58.02% | 141 | 243 | 59.19% | 60.35% | 61.51% | 62.67% | 63.83% |
| Evans | 51.06% | 48 | 94 | | | | | |
| Delaware | 64.44% | 29 | 45 | | | | | |
| Glenwood | 66.67% | 24 | 36 | | | | | |
| Lincoln | 60.00% | 15 | 25 | | | | | |
| Lodge | 58.14% | 25 | 43 | | | | | |
| <i>K–8 Total</i> | 58.02% | 141 | 243 | | | | | |

Source: Annual My School Climate Survey: Family Version (grades K–8). Note: Subsequent analysis to also include the EPN Survey*

| Result (9) Families and community members support learning in Promise Neighborhood schools. | | | | | | | | |
|--|------------------------|-----------|-----------|-------------------------|---------------|---------------|---------------|---------------|
| 9.2 (GPRA) #/% of parents/family members who report talking about the importance of college and career (grades 9–12). (Target=10% increase by Y5; avg. annual increase of 2%) | | | | | | | | |
| School | Baseline (Spring 2022) | | | 5YR Target=10% increase | | | | |
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 65.22% | 30 | 46 | 66.52% | 67.83% | 69.13% | 70.43% | 71.74% |
| Bosse | 65.22% | 30 | 46 | | | | | |

Source: Annual My School Climate Survey: Family Version (grades 9–12). Note: Subsequent analysis to also include the EPN Survey*

*Note: The EVSC currently includes items related to indicators 9.1 and 9.2 in the annual My School Climate Survey for families, which yields data on grades K–8 for indicator 9.1 and grades 9–12 for indicator 9.2. As noted in the narrative, the specific survey items will also be included in the EPN Survey as recommended for GPRA reporting. The combination of data sources will allow our partnership to have an annual data source to inform progress. We will base GPRA reporting on specific items and methods as requested.

| Result (10) Students have access to 21st century learning tools. | | | | | | | | |
|--|------------------------|------------|-------------|------------------------|---------------|---------------|---------------|---------------|
| 10.1 (GPRA) #/% of students with school and home access to broadband internet and a connected computing device (Target=5% increase by Y5; avg. annual increase of 1%) | | | | | | | | |
| School | Baseline (Spring 2022) | | | 5YR Target=5% increase | | | | |
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 92.50% | 962 | 1040 | 93.43% | 94.35% | 95.28% | 96.20% | 97.13% |
| Evans | 90.12% | 146 | 162 | | | | | |
| Delaware | 89.86% | 186 | 207 | | | | | |
| Glenwood | 93.53% | 159 | 170 | | | | | |
| Lincoln | 91.23% | 104 | 114 | | | | | |
| Lodge | 94.26% | 197 | 209 | | | | | |
| <i>3–8 Total</i> | 91.88% | 792 | 862 | | | | | |
| Bosse | 95.51% | 170 | 178 | | | | | |
| <i>9–12 Total</i> | 95.51% | 170 | 178 | | | | | |

Source: Student Panorama Survey Administered March–April 2022 Note: Baseline includes all students surveyed (grades 3–12) to inform planning; analysis will be adjusted for specific grades as requested for reporting.

Table 23 - Additional Project-Specific Promise Neighborhood Outcome Performance Indicators

Note: For the optional additional project-specific measures provided below, baseline data presented are based on available data and methods (survey items, procedures) used at the time of submission. As requested and applicable, updated baseline data and targets will be recalculated to allow for the most recent available data (e.g., 2021–22/2022–23 school years). Subsequent reporting may also be adjusted as requested to align with reporting guidance. Annual targets were derived based on an average percent change or percentage point difference to achieve the 5-year target. In some cases, indicators reflect a school-year timeframe. While the funding period is estimated to begin on January 1, 2023, average Year 1 targets considered current intervention efforts occurring within the fall 2022.

| Result (1) Children enter kindergarten ready to succeed in school. | | | | |
|--|------------|------------|------------|------------|
| 1.3 (Project) % of children participating in the Building Blocks early childhood initiative (located in the PN) entering kindergarten will meet or exceed school readiness expectations based on the Kindergarten Readiness Inventory (Brigance). <i>(Target=80% meeting or exceeding annually)</i> | | | | |
| Annual Target=80% | | | | |
| Y1 | Y2 | Y3 | Y4 | Y5 |
| 80% | 80% | 80% | 80% | 80% |
| Source: Brigance Kindergarten Readiness Inventory administered in June of each year to children entering kindergarten (Building Blocks) | | | | |

| Result (2) Students are proficient in core academic subjects. | | | | | | | | |
|--|----------------------|------------|-------------|--|--------------|--------------|--------------|--------------|
| 2.3 (Project) #/% K–12 students meeting reading growth targets annually. <i>(Target=10 percentage point increase by Y5; annual increase of 2 percentage pts.)</i> | | | | | | | | |
| School | Baseline Spring 2022 | | | 5YR Target= 10 percentage point increase | | | | |
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| <i>K–8 Total</i> | 37.8% | 587 | 1554 | 39.8% | 41.8% | 43.8% | 45.8% | 47.8% |
| <i>9–12 Total</i> | 45.5% | 140 | 308 | 47.5% | 49.5% | 51.5% | 53.5% | 55.5% |
| Source: Adm. data from LEA. NWEA Reading Assessment 2022 (EVSC Data Warehouse); K–8 & 9–12: Fall 2021 to Winter 2022 | | | | | | | | |

2.4 (Project) #/% K–12 students meeting math growth targets annually. (Target=10 percentage point increase by Y5; annual increase of 2 percentage pts.)

| School | Baseline Spring 2022 | | | 5YR Target= 10 percentage point increase | | | | |
|-------------------|-------------------------|------------|-------------|---|--------------|--------------|--------------|--------------|
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| <i>K–8 Total</i> | 43.4% | 673 | 1550 | 45.4% | 47.4% | 49.4% | 51.4% | 53.4% |
| <i>9–12 Total</i> | 49.7% | 147 | 296 | 51.7% | 53.7% | 55.7% | 57.7% | 59.7% |

Source: Adm. data from LEA. NWEA Math Assessment 2022 (EVSC Data Warehouse); **K–8 & 9–12:** Fall 2021 to Winter 2022

Result (3) Students successfully transition from middle school grades to high school.

3.3 (Project) % of students in PN schools reporting high levels of student engagement.

| School | Baseline (Spring 2022) | | | 5YR Target=10% increase | | | | |
|-------------------|---------------------------|-------------|-------------|-------------------------|---------------|---------------|---------------|---------------|
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 56.26% | 3502 | 6225 | 57.38% | 58.51% | 59.63% | 60.76% | 61.88% |
| Evans | 67.04% | 423 | 631 | | | | | |
| Delaware | 65.87% | 689 | 1046 | | | | | |
| Glenwood | 54.96% | 465 | 846 | | | | | |
| Lincoln | 57.37% | 319 | 556 | | | | | |
| Lodge | 60.67% | 546 | 900 | | | | | |
| <i>3–8 Total</i> | 61.37% | 2442 | 3979 | | | | | |
| Bosse | 47.20% | 1060 | 2246 | | | | | |
| <i>9–12 Total</i> | 47.20% | 1060 | 2246 | | | | | |

Source: Student Panorama Survey Administered January–February 2022 *Note: Represents composite agreement on subscale.*

Result (4) Youth graduate from high school.

4.2 (Project) % of eligible 8th graders who are enrolled in the 21st Century Scholars program. (Target=10 percentage point increase by Y5; annual increase of 2%)

| Baseline 2022 | 5YR Target=10 percentage point increase | | | | |
|-------------------------|---|------------|------------|------------|------------|
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| 71% (74/104) | 73% | 75% | 77% | 79% | 81% |

Source: Administrative data reported by EVSC for Promise Zone Annual Report (Scholar Track Data System)

| Result (5) High school graduates obtain a postsecondary degree, certification, or credential. | | | | | |
|--|---|-------|-------|-------|-------|
| 5.3 (Project) % of senior students completing the ACT or SAT. (<i>Target=10 percentage point increase by Y5; annual increase of 2%</i>) | | | | | |
| Baseline 2022 | 5YR Target=10 percentage point increase | | | | |
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| 31.9% | 33.9% | 35.9% | 37.9% | 39.9% | 41.9% |
| Adm. data from LEA. (EVSC Data Warehouse) <i>Note: Baseline includes all EVSC seniors. Data will be recalculated for 2022 for PN only.</i> | | | | | |

| Result (6) Students are healthy... | | | | | |
|---|-------------------------|-----|-----|-----|-----|
| 6.2 (Project) % of neighborhood residents who are not able to purchase fresh fruits and vegetables within the last 30 days. (<i>Target=20% decrease by Y5</i>) | | | | | |
| Baseline 2021 | 5YR Target=20% decrease | | | | |
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| 29% | 27% | --- | 25% | --- | 23% |
| Source: Evansville Promise Neighborhood (EPN) Survey (Administered biennially) | | | | | |

| Result (6) Students are healthy. | | | | | |
|---|-------------------|-----|-----|-----|-----|
| 6.3 (Project) % of students increasing social emotional adjustment (social awareness, emotion regulation, self-management) from fall to spring each school year. (<i>Target=10% annual increase</i>) | | | | | |
| Baseline | Annual Target=10% | | | | |
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| NA | 10% | 10% | 10% | 10% | 10% |
| Source: Panorama Survey (Fall to Spring) EVSC Data Warehouse | | | | | |

| Result (7) Students feel safe at school and in their community. | | | | | |
|---|-------------------------|-----|-----|-----|-----|
| 7.2 (Project) % of neighborhood residents reporting their neighborhood as being safe. (<i>Target=20% increase by Y5</i>) | | | | | |
| Baseline 2021 | 5YR Target=25% increase | | | | |
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| 25% | 27% | --- | 29% | --- | 31% |
| Source: EPN Survey (Administered biennially) | | | | | |

| Result (8) Students live in stable communities. | | | | | |
|--|-------------------------|-----|-----|-----|-----|
| 8.2 (Project) % of residents reporting neighborhood connection (e.g., feel connected to my neighbors). (<i>Target=20% increase by Y5</i>) | | | | | |
| Baseline 2021 | 5YR Target=25% increase | | | | |
| | Y1 | Y2 | Y3 | Y4 | Y5 |
| 30% | 32% | --- | 34% | --- | 38% |
| Source: EPN Survey (Administered biennially) | | | | | |

| Result (9) Families and community members support learning in Promise Neighborhood schools. | | | | | | | | |
|---|---------------------------|-------------|-------------|-------------------------|---------------|---------------|---------------|---------------|
| 9.3 (Project) % of parents in PN schools reporting high levels of family engagement. (<i>Target=10% increase by Y5; avg. annual increase of 2%</i>) | | | | | | | | |
| School | Baseline (Spring 2022) | | | 5YR Target=10% increase | | | | |
| | % | n | N | Y1 | Y2 | Y3 | Y4 | Y5 |
| Total | 74.09% | 3074 | 4149 | 75.57% | 77.05% | 78.54% | 80.02% | 81.50% |
| Evans | 77.41% | 973 | 1257 | | | | | |
| Delaware | 64.05% | 433 | 676 | | | | | |
| Glenwood | 87.15% | 434 | 498 | | | | | |
| Lincoln | 84.26% | 273 | 324 | | | | | |
| Lodge | 78.38% | 475 | 606 | | | | | |
| 3–8 Total | 77.00% | 2588 | 3361 | | | | | |
| Bosse | 61.68% | 486 | 788 | | | | | |
| 9–12 Total | 61.68% | 486 | 788 | | | | | |
| Source: Annual My School Climate Survey: Family Engagement-Family Version (grades K–12) <i>Note: Represents composite agreement across all subscale items.</i> | | | | | | | | |

e. ADEQUACY OF RESOURCES

e.1. Costs are reasonable in relation to the number served, anticipated results and benefits

As previously noted, the total EPN population is 25,325 with 6,383 children aged 0–17, representing 2,609 households. By year five, the total number of participants served and impacted by all pipeline blocks and solutions is expected to be 14,566 (students + 1.5 household caregivers), with some families and children participating in programs multiple times and throughout the pipeline, primarily due to the EVSC’s delivery of MTSS. Solutions are

collectively tied to the needs and gaps identified in **Section a.1** and will impact all required GPRA indicators plus a few additional measures. (**Section d.2**)

With a total grant ask of \$30 million, the cost associated with onboarding, assessing and introducing a student and their family members to appropriate EPN pipeline strategies is \$2,913.75 per participant over five years, or \$582.75 per year. This does not reflect the positive economic benefit which will come to other household members in those students' homes. Additionally, thousands others will be impacted through the broader, neighborhood-level strategies (e.g., food access and grocery transportation, neighborhood revitalization, Wi-Fi, etc.).

It is important to consider the economic impact of the DOE's grant funding investment in the EPN. As noted throughout this proposal, multi-sector partnerships are in place and driving work to address poverty and student and family well-being at the community level. This work is increasing protective factors and reducing risk factors for student success. According to an economic impact study conducted by the Dream Center, the present discounted value of the additional community income generated in the Evansville Area due to flipping just 25 children from poverty is \$543,993, while the additional state and local tax revenue (sales, property, etc.) generated is \$70,505, and additional local property tax revenue is \$26,315. These estimates assume a one-time successful program for just 25 children (Burnett 2019). As reflected in the budget (described in earlier sections), the EPN is committed to leveraging existing resources to support children and families in our community and to sustaining services. The EPN is an opportunity to build on an existing and strong infrastructure to support students and families through a 10+ year continuum for the broadest student, family **and** economic impact.

e.2. Resources to operate project beyond grant, multiyear financial and operating model and accompanying plan; demonstrated partner commitment; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions)

The University of Evansville (UE) along with all EPN partners have existing and/or emerging capacity to ensure ample resources are brought to the project beyond the grant. For example, partners have strong leadership staff and boards with direct responsibilities in fundraising and resource procurement. As noted earlier, entities are in place to unite partners in shared pursuits of these resources (i.e., PZ, E-REP/Talent EVV). Local and regional corporate, foundation, civic and community partners consistently support these collective impact efforts in early childhood, health, education, workforce and community development. Examples include the Welborn Baptist Foundation, United Way Pathway Grants, CenterPoint Energy Foundation, Holiday Management Foundation, Old National Bank Foundation, 5/3 Foundation, Koch Enterprises Foundation, Vanderburgh Community Foundation (multiple funding opportunities within), Evansville Rotary, WestSide Nut Club, and many private family foundations and church support. Through the Regional Economic Acceleration and Development Initiative (READI), formed under the leadership of Governor Eric J. Holcomb, \$14.6 million out of \$500 million total for the state has been allocated to the Evansville region to support quality of place, quality of life and quality of opportunity.

UE constantly pursues local, private and federal funding for collaborative community initiatives, many of which are developed and planned through the Center for Innovation & Change ChangeLab courses, previously described. As noted earlier, the EVSC has been the recipient of numerous federal funding awards, including Full Service Community Schools and 21st Century Community Learning Center. These pursuits will continue.

A multi-year financial and operating plan is attached. This plan details the strategic aims of a new EPN Sustainability Council, in which President Pietruszkiewicz of UE has convened and will serve as Chair. President Pietruszkiewicz is joined in leadership by the Chief Executive

Director of the Evansville Regional Economic Partnership (E-REP), Tara Barney. This council will involve our region’s economic experts, strategic thinkers, and grant leaders helping to leverage current state and federal investments to ensure the effort to secure this important initiative for our community is matched with equal effort to sustain it. Council members confirmed with a letter of support are listed below.

EPN Sustainability Council Members

Figure 19

| Name | Affiliation |
|--------------------------------------|---|
| Christopher M. Pietruszkiewicz, Esq. | President, University of Evansville |
| Tara Barney | CEO, Evansville Regional Economic Partnership |
| Amy Canterbury | President & CEO, United Way of Southwestern Indiana |
| Peter Paradossi | President, Evansville Regional Business Committee |
| Lloyd Winneke | Mayor, City of Evansville |
| Jim Ryan | CEO, Old National Bank |
| Pat Creech | Executive Director & CEO, Welborn Baptist Foundation |
| Jim Muehlbauer | Vice Chairman, Koch Enterprises, Inc. |
| Nashelle J. Frazier | Vice President and Community & Economic Development Manager, Fifth Third Bank |
| Amanda Schmitt | President, CenterPoint Energy Foundation |
| Elisabet Sena-Martin | EVSC Foundation |
| Leah Dunigan | Holiday Management Foundation |

Additional representatives from area healthcare providers, corporations, higher education and city government will be recruited within the first six months of year 1 of the grant.

Council members will be responsible for the following:

- A. Commitment from the organization to staff the Sustainability Council with an executive-level leader for the 5-year Promise Neighborhoods grant cycle (2023–2027).
- B. Commitment to attend semi-annual meetings where they will review data and performance of the Promise Neighborhood and discuss, and potentially propose, solutions to unfunded mandates surfaced through the work.

- C. Commitment to work toward building a long-term sustainability plan in partnership with the Promise Neighborhoods Advisory Committee to build real-world strategies for sustainability after the 5-year term of the grant.

This work will also involve the development of processes to measurably strengthen stakeholder engagement and support in the EPN. This work represents a truly comprehensive poverty alleviation strategy through education that touches every relevant sector of our non-profit community. By doing so, we believe all funders will be able to commit to participating to secure the future of this endeavor, and each participating entity has signed a letter of support (attached). These letters detail the organization’s existing contributions and commitment to poverty alleviation through education in our city.

e.3. Existing neighborhood assets/programs supported by federal, state, local and private funds used to implement solutions

The EPN solution pipeline consists of programs and services that are fully or partially funded through federal, state, local and private funding sources. As the attached budget indicates, our \$30 million request is matched with a total of **32,497,295.55** in cash and in-kind support over the 5-year funding period. (Table 24)

| Table 24 - Neighborhood Assets and Programs Supported by Federal, State, Local and Private Funds | | |
|---|---|------------------|
| Organization | Neighborhood Assets/Programs/Services | EPN Match |
| UE | Quality out-of-school time programs (Pathfinder), college exploration and readiness programs, ChangeLabs | 1,209,137.87 |
| EVSC | Pre-K–12 public education, Full Service Community Schools, high quality afterschool programs via 21st Century Community Learning Centers, Title 1 programs, behavioral health support, family and neighborhood engagement | 5,173,195 |
| Vanderburgh County Health Dept. | Public health services, Pre to 3 Home Visiting program, immunizations, health promotion and education | 1,208,186 |
| Building Blocks | Early childhood development resources, referrals, evidence-based curriculum, early learning / transition coaches | 2,735,285 |

| | | |
|--|--|----------------------|
| | and provider training model to improve quality of early learning centers | |
| YMCA | 21st Century Community Learning Center programs, physical fitness and family and neighborhood support and engagement | 836,000 |
| United Way | K-Camp | 152,000 |
| EVPL | Public library, child, youth and family programs, including early literacy and quality youth development programs | 126,480 |
| Goodwill Industries | Digital Skills Academy, Excel Center Charter Adult School | 2,631,197.44 |
| Ivy Tech | Community College, College Connection Coaches and K-14 Completion Coordinators | 224,000 |
| Junior Achievement | JA Programs | 4,975,767 |
| Urban Seeds | Healthy eating and food access programs | 172,966 |
| Youth First | School Social Work program and evidence-based student and family strengthening programs | 1,386,435 |
| EPD | Community policing, school liaison officers, custom notifications | 3,403,709 |
| Ronald McDonald House Charities | Care Mobile: mobile prenatal and infant care | 1,235,117.24 |
| ECHO Housing Corporation | Housing support programs, PZ Express grocery transportation, Housing Policy Director | 110,500 |
| Grow Southwest Indiana Workforce Board | Employment assistance programs, skills assessment, training, JAG program | 653,935 |
| Dream Center | In-and out-of-school time programs, Student Success Mentors (SSMs), Wraparound Care Specialist (WACS), neighborhood revitalization | 3,402,000 |
| Potter's Wheel | Quality out-of-school time programs, mentoring, tutoring, recreation, SSMs, WACS | 378,000 |
| Memorial CDC | Housing support, quality out-of-school time programs, mentoring, tutoring, recreation, SSMs, WACS | 374,855 |
| Boys and Girls Club | Quality out-of-school time programs | 780,675 |
| Community One | Neighborhood revitalization and improvement | 1,327,855 |
| Total | | 32,497,295.55 |

Competitive Preference Priority 1

Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change - Community violence prevention and intervention.

The EPN seeks to align and bring fluid connectivity to the innovative, community-driven work already taking place. Helping to drive this work has been the Evansville Promise Zone, designated in 2016 to advance outcomes in six community improvement areas, including reducing criminal activity. Through the PZ, resources, connections and opportunities for data-sharing and capacity-building have contributed to these efforts. The PZ Director, Silas Matchem, is a member of the EPN Core Team and has been instrumental in bridging PZ initiatives and resources to the EPN pipeline. Several PZ MOU partners are also involved in both the EPN and the PZ Crime and Safety Working Group. This Working Group consists of representatives from the EPD, EVSC and various agencies collaborating to implement strategies to reduce violence and improve community safety. The EPD is a lead partner, with neighborhood and school resource officers sharing crime data, trends and the challenges in EPN neighborhoods, and assisting to develop solutions.

As noted earlier, the EPD delivers ongoing violence prevention and intervention programs for children, youth and adults, and partners with schools and community service providers to assist individuals and families in addressing the root issues of violent behavior and increase positive youth exposure to law enforcement officers. In partnership with the EPD and the courts, the local YouthBuild program, currently funded through the Department of Labor, is serving the disconnected youth population through both court order and voluntary enrollment. Other comprehensive violence prevention and intervention initiatives are taking place through the work of multiple organizations and collaboratives. Many are part of the EPN solution pipeline, such as youth prevention/intervention programs through the EPD school and community-based work, GAIN™ Support Specialists, school social work programs, quality out-of-school time programs delivered by multiple agency partners that reduce risk factors and

increase protective factors for troubling behaviors, and neighborhood improvement initiatives.

Since 2016, PZ has channeled the strengths and resources of the community into a

community-driven approach to achieve common goals.

Competitive Preference Priority 2

Increasing Postsecondary Education, Access, Affordability, Completion and Post-Enrollment Success.

As described in Section c.1 (Pipeline Block 3), several programs address this need.

Increased preparedness for K–12 students will be supported through in-school college connection coaching, applying the Inside Track Coaching model, that works with students on enrollment and persistence to degree completion, and assists parents to better support their child toward these goals. This program also provides assistance for FAFSA completion, including referrals to the annual College Goal Sunday event held at Ivy Tech where volunteers from Ivy Tech, UE and other entities provide onsite, hands-on assistance to students and parents to complete their FAFSA. Additional programs include the AVID in-school academic college prep support program, the Jobs for America’s Graduates (JAG) program, Junior Achievement programs, and the OptIN program that supports students in their pathway to high-wage, high-demand careers, including the Naviance College and Career Readiness Curriculum.

EPN parents and caregivers without a high school diploma but who desire to return to the education system will be assisted to enroll in the Goodwill Excel Center (GEC), a tuition-free adult charter high school that awards industry recognized certifications and high school diplomas, not GEDs, to adult learners. YouthBuild also supports this priority with education access services for disconnected youth.

Competitive Preference Priority 3

Evidence-Based Activities to Support Academic Achievement. Activities strategies or interventions that support teaching practices that will lead to increasing student achievement, graduation rates, and career readiness.

This is addressed through EVSC’s application of an evidence-based Multi-Tiered System of Support (MTSS) applying high quality, evidence-based curriculum and practices to support overall teaching practices in all tiers. **Section b.2.** This includes the EL Education (EL), EVSC’s universal curriculum used across all tiers, and three recommended practices outlined in the What Works ClearingHouse™ Practice Brief, *Preventing Drop-Out in Secondary Schools*. Key findings are in the attached **Evidence Form**.

EL Education designed the Teacher Potential Project (TPP) (Dolfin et al. 2019) to build the instructional capacity of English language arts (ELA) teachers. TPP enhances ELA teachers’ instructional practices in areas aligned to Common Core State Standards (CCSS) and fosters student learning and achievement outcomes. TPP provides an ELA curriculum paired with teacher professional learning support to help teachers deliver high-quality instruction. The OpenSource, standards-aligned EL curriculum for grades 3 through 8, focuses on high quality text, focus questions, real world connections, critical thinking and global views and themes. In 2019, an evaluation of the TPP (applying EL) was conducted by Mathematica, a third party evaluator. Mathematica designed a Randomized Control Trial (RCT) and a two-year Quality Evaluation Design (QED) to evaluate the impacts of TPP on students and teachers across 18 school districts nationwide. Results show that TPP is effective in improving student achievement and teacher instructional practice outcomes (Dolfin et al. 2019).

Three recommended practices in the What Works ClearingHouse™ Practice Brief, *Preventing Drop-Out in Secondary Schools* that are or will be implemented in the EPN are:

Recommendation 1: Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

Recommendation 2: Intervene with students who show early signs of falling off track.

Recommendation 3: If data show high rates of absenteeism, take steps to help students, parents, and school staff understand the importance of attending school daily.

Positive outcomes to be replicated in the EPN through the application of these practices include increased student achievement, evidenced by improved performance on ELA from baseline to two-year completion; improved novice and experienced teacher overall ELA instructional practices and specific practice outcomes from baseline to two-year completion. Practice outcomes pertain to relating to connected lessons, supporting students' higher-order thinking, engaging students in reading, writing and/or speaking about texts; supporting students' use of text evidence, and supporting student participation; improved student attendance, improved behavior and office referrals, improved course grades, including intermediate outcomes such as failing test or missing assignments; improved social emotional skills, decision-making and responsible behaviors, reduced drop-out rates, and improved graduation rates.

This work is implemented by MTSS teams in each school building that consist of administrators, teachers and certified staff in intervention, counseling, special education, therapy, health and social worker roles. Teams analyze student data, identify appropriate supplemental curriculum, interventions and resources in reading and math, including Dyslexia reading intervention, and GAIN™ self-regulation practices, interventions and strategies, and provide ongoing progress monitoring through the three tiers: *Tier 1* - universal curriculum every child

within the grade level receives, *Tier 2* - for students who have not yet mastered certain content or skills in reading, math, and GAIN™ skills, and *Tier 3* - most intensive student support.

The process includes a breadth of expert lenses when analyzing student data and determining the appropriate interventions. MTSS *improves* and standardizes culturally responsive assessment and practices, *improves* capacity for early intervention, increases data-driven decision making, improves objective instructional decisions to support positive student outcomes, *improves and expands* high-quality instruction and team-based decision-making (Jackson 2021). Critical to MTSS success is a clear distinction between tiers and follow-through with evidence-based curriculum and supplemental interventions once student needs are identified (Bailey 2018).

Specific to recommended practices of the Works ClearingHouse™ Practice Brief, *Preventing Drop-Out in Secondary Schools* are Solutions 2.1, 2.2, and 3.1. These include Check and Connect, transportation assistance, Reconnecting Youth/CAST, Truancy Roundtable and Pre-Court with the Judge, GAIN Academic Support Specialists, Student Success Mentoring and academic tutoring, Inside Track Coaching model and AVID academic college prep program.

Relevance of the outcomes to PN program: Increasing student achievement is a key aim of PN. MTSS is designed to help every student succeed and for teachers to receive professional development support to know exactly how to help them by assessing their needs and pairing them with high-quality, scientifically-based instructions, interventions and practices. A report published by The Center on Multi-Tiered System of Supports states that “MTSS is a prime opportunity for schools to intentionally create a system that eliminates barriers and contributes to positive outcomes. It has the potential to address long-standing equity challenges and build a new path forward given the flexibility inherent in the framework. MTSS incorporates

foundational practices for addressing equity in education through data based decision making and evidence-based tiered supports to address and prevent academic and behavioral challenges” (Jackson 2021).

Supporting graduation and career readiness: MTSS allows student needs to be identified and assessed early on, and addressed with appropriate, high-quality curriculum and instructional practices. Research has shown this to strengthen overall academic achievement, particularly among at-risk students. Academic achievement is an important indicator of adolescents’ educational adjustment, and, in turn, it predicts their success in later years of life. It not only has implications for their likelihood of completing high school and being prepared to enter college, but is also related to future employment and economic well-being (Redd, Brooks, and McGarvey 2001, 63).