

Table of Contents

Competitive Preference Priority 1—Byrne Criminal Justice Innovation (BCJI Program)..... i

Competitive Preference Priority 2—Drug Free Communities (DFC) Support Program..... i

Competitive Preference Priority 3—Evidence-Based Activities, Strategies, or Interventions ii

Competitive Preference Priority 4— Promise Zones..... vii

I. NEED..... 4

 1. The magnitude or severity of the problems to be addressed as described by indicators of need identified by the needs assessment and segmentation analysis..... 4

 2. The Promise Neighborhood geographically defined area 23

 3. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses..... 27

II. QUALITY OF THE PROJECT DESIGN..... 31

 1. The implementation plan to create a complete pipeline of services without time and resource gaps, that will prepare all children to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students served by the complete continuum to reach scale over time 31

 2. Methods of evaluation include the use of objective performance measures that are related to the intended outcomes and will produce quantitative and qualitative data 39

 3. The extent to which the proposed project is supported by strong theory..... 46

III. QUALITY OF PROJECT SERVICES..... 48

- 1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability..... 48
- 2. The likelihood that the services to be provided will lead to improvement in the achievement of students as measured against rigorous academic standards 49
- 3. Quality of the plan to establish formal and informal partnerships as described in its memorandum of understanding, and to hold partners accountable for performance 56
- IV. QUALITY OF THE MANAGEMENT PLAN 61
 - 1. The adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities for accomplishing project tasks 61
 - 2. The adequacy of the plan’s provisions on collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including plan to expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws..... 74
- V. ADEQUACY OF RESOURCES 83
 - 1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits..... 83
 - 2. The applicant has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of partners; evidence of broad support 85
 - 3. Existing Neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement pipeline services..... 91

Table of Figures

Figure A: Promising Evidence of Effectiveness: Cited studies of Check and Connect vi

Figure 1. Neighborhood Students at or Above State Standard in Math..... 7

Figure 2. % At or Above at State Standards, Qualification for Free /Reduced Lunch..... 8

Figure 3. Neighborhood Students at or above State Standards in ELA..... 8

Figure 4. At or Above State Standards, Qualification Free /Reduced Lunch..... 9

Figure 5. Promise Neighborhood Classroom Rigor Findings by Content 10

Figure 6. Classification of Lowest Performing Neighborhood Schools, 2015–2016..... 12

Figure 7. 2016–2017 Attendance Rate for 6th, 7th, 8th and 9th Grade Students 13

Figure 8. 2016–2017 Chronic Absentee Rates for 6th, 7th, 8th and 9th Grade Students 14

Figure 9. Number and Percent of Disconnected Youth Age 16–24 in Neighborhood 15

Figure 10. Promise Neighborhood Educational Pipeline 16

Figure 11. Percent and Number of Neighborhood Students, Safety Concerns..... 19

Figure 12. Neighborhood Youth by Race/Ethnicity classified as homeless..... 20

Figure 13: Enrollment by Neighborhood School..... 24

Figure 14: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be
 Addressed by the Project 27

Figure 15: Solutions as Connected to Need Indicators..... 35

Figure 16: Performance Measures and Quantitative and Qualitative Data Produced 39

Figure 17. Data Collection Timeline and Instruments..... 45

Figure 18. Standards for a College-Going Culture 51

Figure 19. Plan to Manage Partnerships within the Perry Promise Neighborhood 58

Figure 20. Perry Promise Neighborhood Accountability Systems 60

Figure 21: Project Director (100% for 12 months)..... 67

Figure 22. Processes to Ensure the Work Continues Beyond Federal Funding 86

Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions..... 92

Competitive Preference Priority 1—Byrne Criminal Justice Innovation (BCJI Program)

Partners for Education at Berea College is a recipient of the Bureau of Justice Assistance (BJA) Fiscal Year 2015 Byrne Criminal Justice Innovation Program implementation award to serve the Southeastern Kentucky Promise Zone which includes Perry County (documentation is included in Appendix J). Perry County, our Promise Neighborhood (PN), is included within the proposal as part of the designated geographic area in which we implement our targeted strategy to address crime. We are committed to coordination of the implementation of BCJI and Perry Promise Neighborhood. We will align resources between BCJI and Promise Neighborhood to the greatest extent practicable. BCJI and Perry Promise Neighborhood will coordinate on the implementation of activities that will enhance and/or expand current BCJI strategies. Furthermore, BCJI efforts and data will inform Promise Neighborhood of gaps in community safety that can be addressed through coordination of both projects.

Competitive Preference Priority 2—Drug Free Communities (DFC) Support Program

In 2016, our partner organization, the Owsley County Action Team received a Drug Free Communities (DFC) grant. A key area of focus of the DFC grant is the reduction of opioid abuse through implementation of programs like *Accidental Dealer* and *Truth and Consequences*. *Accidental Dealer* is a community campaign targeted to parents, grandparents and caregivers. The campaign raises awareness for the need to properly secure opioid prescription medications. The majority of youth who experiment with prescription drugs for the first time obtain these drugs from family members or a friend’s family member without consent – making that person an “Accidental Dealer.” This is particularly worrisome, especially since, according to Operation UNITE’s student survey, the average age of first- time drug use in our region is age 11. *Truth*

and Consequences: The Choice is Yours is an enrichment activity designed to show students the impact of getting involved with illegal substances. Students role-play scenarios including possession of prescription drugs. Depending on the scenario, students visit appropriate officials and/or agencies to experience the consequences of their behavior. Parents are encouraged to participate with their children. When parents are unable to participate, community volunteers assume the role of “parents” to the youth and accompany them as they visit the law enforcement agencies, judges, school officials, hospital, and coroner.

We provide, in Appendix J, a memorandum of understanding with the Owsley County Action Team, the recipient of the DFC grant.

Competitive Preference Priority 3—Evidence-Based Activities, Strategies, or Interventions

We propose to carry out evidence-based activities, strategies, or interventions that are supported by promising evidence. Our strategies/solutions, activities and interventions have been greatly informed by research and evidence. We have developed a pipeline of solutions with supporting interventions that reflect generally accepted best practices for improving educational outcomes for birth to age 24. Our efforts focus on implementing interventions with a strong evidence base. Following an exhaustive research and literature review and with input of school leaders and teachers, we have imbedded interventions with a strong evidence base within each of our solutions. Each of these interventions meet the promising level of evidence. **A detailed listing of all evidence based interventions, two citations for each intervention, relevant What Works Clearinghouse designations, a description of the intervention and the relevance of the intervention are included in Appendix G.** The following summarizes our evidence-based interventions:

- **Early Learning and Development:** We have identified three evidence-based programs—Doors to Discovery, Pre-K Mathematics and Creative Curriculum for Preschool—that will enhance the quality of early childhood learning within the Neighborhood and will improve student learning outcomes. We will provide the curriculum and professional development to the early childhood teachers, both public and private, to support the implementation of the interventions. Coaching and support will be provided to ensure the programs are implemented with fidelity.
- **Promise Schools:** Working with the instructional leaders in our two school districts, we have identified the following evidence-based interventions to support reading and math instruction: Success for All, Fast ForWord, Accelerated Math, and Advanced Placement Incentive Program. Working with each district, we have developed a plan to support teachers, through training and job-embedded coaching, in implementing and delivering these evidence-based interventions. To provide the support needed to those students most at risk of not graduating from high school, we have identified Check and Connect as an intervention. Check and Connect will be implemented by AmeriCorps members.
- **Family and School Coordination:** Recognizing the need to connect families to schools, we will implement Families and Schools Together (FAST). FAST empowers parents in multi-family groups held after school, builds relationships among and between families and schools, enhances the parent-child bond, and improves family cohesion. We will utilize FAST to engage parents who have been alienated from the schools and to provide these parents with the information they need to support their child in school success and college going.

- **Wellness and Safety:** To increase students' social-emotional competencies, we will implement Too Good for Drugs and the Teen Outreach Program. Too Good for Drugs promotes social skill development and resiliency to promote learning readiness and social emotional competency. Students learn and practice setting reachable goals, making responsible decisions, and refuse peer pressure and influence through independent, paired, and cooperative learning activities and games. The Teen Outreach Program (TOP) promotes the positive development of adolescents through curriculum-guided, interactive group discussions; positive adult guidance and support; and community service learning. TOP is focused on key topics related to adolescent health and development, including healthy relationships, communication, influence, goal-setting, decision making, values clarification, community service learning, and adolescent development and sexuality.

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

Our use of Check and Connect illustrates our integration of interventions with a promising evidence base into our pipeline of services. Research shows that 9th-grade retention rates and failure rates are higher than any other grade.¹ In fact, a 9th-grade student is three to five times more likely to fail a class than students in any other grade.²

High-achieving students who are low-income tend to fare worse in high school than high-achieving, high-income students. Analyses of three nationally representative longitudinal data sets showed that once students enter high school, 28% of high-achieving, low-income students fall out of the top achievement quartile in math (This is twice the rate of high-achieving, high-income students), and twice as many high-achieving, low-income students fail to graduate on

time as compared to high-achieving, high-income students.³ Failure to graduate high school is strongly associated with 9th-grade course failure. Research shows that 70-80% of students who fail in the first year will not graduate from high school.⁴

For Promise Neighborhoods to be effective, we must strengthen the protective factors of our youth as they transition into, through and from high school. A protective factor is “a characteristic at the biological, psychological, family, or community (including peers and culture) level that reduces the negative impact of a risk factor on outcomes.”⁵ Research shows that the presence of a mentor in the life of an at-risk youth is a strong protective factor.

*A recent and comprehensive meta-analysis of more than 73 independent mentoring program evaluations published between 1999 and 2010 found positive outcomes across social, emotional, behavioral, and academic areas of youths’ development.*⁶

In light of this research on the effective outcomes of mentoring, we have developed a plan for integrating **Check and Connect**, a structured mentoring program, into the services Promise Neighborhood provides to 9th–12th grade students. We hypothesize that by providing students with a mentor as they transition into, through, and out of high school, we will be increasing the likelihood that these students will graduate high school, transition to, and successfully complete postsecondary education.

Check and Connect has two main components: “Check” and “Connect.” The *Check* component is designed to continually monitor student performance and progress (including the student’s attendance, incidence of suspensions, course grades and credits). The *Connect* component involves mentors giving individualized attention to students, in partnership with other program staff, school staff, family members and community service organizations. Promise

Neighborhood staff and Partners for Education AmeriCorps members will be trained in Check and Connect.

We have identified two research studies on Check and Connect, our mentoring strategy, which meet promising evidence of effectiveness. These two studies meet the What Works Clearinghouse group design standards without reservations and meet the standard required for promising evidence of effectiveness, Figure A.

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7–21.

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.

Figure A: Promising Evidence of Effectiveness: Cited studies of Check and Connect	
Criteria	WWC Review of Check and Connect Studies
At least one study of the effectiveness of the process being proposed meets the WWC Evidence Standards without reservations.	Two studies are randomized controlled trials of Check and Connect that meet WWC group design standards without reservations: <ul style="list-style-type: none"> • Sinclair, Christenson, Evelo, & Hurley, 1998 • Sinclair, Christenson, & Thurlow, 2005
A statistically significant favorable impact on a relevant outcomes (with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of	The WWC review of Check & Connect for the dropout prevention topic area includes student outcomes in the domain of staying in school. Two studies that meet WWC group design standards without reservations reported findings in the staying in school domain as follows: <ul style="list-style-type: none"> • The Sinclair et al. (1998) study reported that 9th-grade students enrolled in Check & Connect were statistically significantly less likely than similar comparison group students

Figure A: Promising Evidence of Effectiveness: Cited studies of Check and Connect	
Criteria	WWC Review of Check and Connect Studies
the intervention reviewed by and reported on by the What Works Clearinghouse)	<p>to have dropped out of school by the end of 9th grade.</p> <ul style="list-style-type: none"> The Sinclair et al. (2005) study reported that Check & Connect students were statistically significantly less likely to have dropped out of school at the end of the fourth follow-up year (corresponding to the senior year for students making normal progress). <p>For the staying in school domain, both studies showed statistically significant positive effects.</p>
Includes a sample that overlaps with the populations or settings proposed to receive the process, product, strategy or practice.	<p>Check and Connect Study Populations</p> <ul style="list-style-type: none"> Included 238 students who attended Minneapolis high schools and entered the program in the beginning of 9th grade. Included students that received special education services. <p>Our Mentoring Program Population</p> <ul style="list-style-type: none"> Will include 1050 students in grades 9-12. Students to be served will include some students who receive special education services.

Our Check and Connect activities align with the cited studies with fidelity. Our implementation aligns with the implementation in the cited studies.

Competitive Preference Priority 4— Promise Zones

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

Zone organization are attached herein (Appendix J). The Promise Zone is operated by our partner, Kentucky Highlands Investment Corporation. We are the lead education implementation partner for the Promise Zone. Dreama Gentry, executive director of Partners for Education, serves on the Promise Zone Advisory Board and chairs the Promise Zone Education Working Group.



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

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



Berea College offers a high-quality education to bright and talented students, primarily from Appalachia. Berea College is dedicated to serving students who have limited economic resources and great promise. All Berea students demonstrate financial need and all receive a full-tuition scholarship and work in the college’s labor program⁷. We are consistently ranked as one of the leading private liberal arts colleges in the United States. We earn this recognition by focusing on rigorous academic programs and graduating first generation, low-income students with little or no student loan debt.

In 1995, Dreama Gentry established Partners for Education at Berea College to increase educational outcomes in children and young people in rural Appalachia. Partners for Education uses a place-based, student-focused approach to improve educational outcomes in **54 of the most impoverished counties** in Kentucky and the nation. From our campus in Berea, Kentucky, and from seven regional offices, we braid services and align funding streams to optimize results for the children and youth of Appalachia. Through a suite of federally funded programs Partners for

Education at Berea College leverages \$35 million annually to serve 35,000 children and youth.

In 2011 under Gentry's leadership, Partners for Education began implementation of the nation's first rural Promise Neighborhood when we were awarded a Promise Neighborhood grant from the U.S. Department of Education. We implemented a continuum of services, cradle to career, in Clay, Jackson and Owsley counties in rural Appalachia. We have implemented the Clay/Jackson/Owsley Promise Neighborhood effectively and efficiently and have met all goals and objectives. Most importantly outcomes for children and youth within the Neighborhood have improved. To illustrate, when we began our work only 16% of children in Clay/Jackson/Owsley were ready for Kindergarten (2012 data). Today, 35% of the children in Clay/Jackson/Owsley are ready for Kindergarten (2017 data). We have seen similar improvements in math and English Language Arts proficiency.

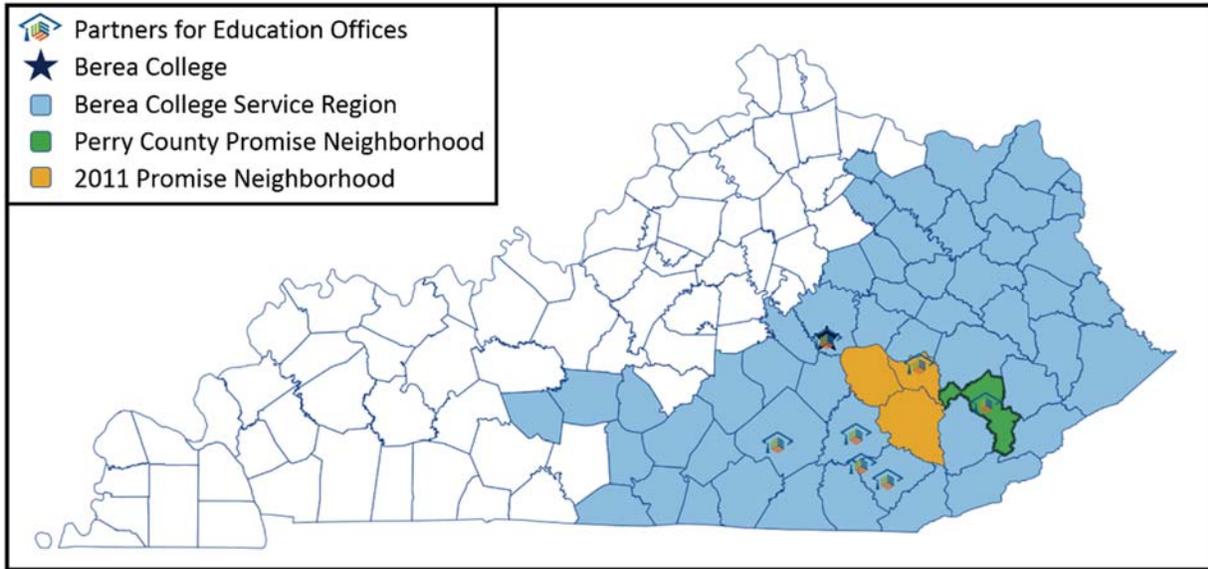
The U.S. Department of Education modeled the Promise Neighborhood program after Geoffrey Canada's Harlem Children's Zone (HCZ). Since 2011, Gentry has learned from Canada and his team, taking the HCZ model and transforming it into a model that works in Appalachia. Canada began the HCZ project as a one-block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

We took the first step toward the Perry Promise Neighborhood in 2012 by establishing a Partners for Education at Berea College office in Perry County. Today that office serves as the hub of our work in Perry County. Our current Perry County programs include a GEAR UP

college access and success partnership, a Performance Partnership Pilot that serves disconnected youth and our Byrne Criminal Justice Innovation program. These programs and our partnerships in Perry County form a strong foundation for a Perry Promise Neighborhood.

In February 2017, we convened a group of key partners – our Strategy and Sustainability Team – committed to improving educational outcomes for all youth within Perry County. Led by Gentry, these partners developed the Perry Promise Neighborhood pipeline of services and secured commitments for \$3 million dollars, both direct and in-kind dollars, to support the Promise Neighborhood initiative. To ensure community voice in the project we have established an Advisory Board to provide guidance to Perry Promise Neighborhood. The Advisory Board includes representatives of all partnering organizations and school systems along with community members, parents and youth. More than 60% of the Advisory Board members are residents of the Neighborhood.

We are applying for Promise Neighborhood funding under Absolute Priority 2 and will exclusively serve LEAs eligible under the 2016 Rural Low-Income School program— Hazard Independent School District (located in Perry County) and Perry County School District.⁸ Our proposed Perry Promise Neighborhood will positively impact children and families in rural Eastern Kentucky—in the heart of the Southeastern Kentucky Promise Zone—by providing services to 8,495 children and their families in Perry County. Our Perry Promise Neighborhood **puts a face on rural poverty** and emphasizes **the dire need** for increased educational services in rural America. Poverty levels are high; educational attainment and income are low—all exacerbated by the isolation of the area. The following map illustrates our original Promise Neighborhood, our proposed Perry Promise and our Partners for Education offices.



I. NEED

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

Over the last six months, we conducted a needs assessment and segmentation analysis to determine the severity of the problems to be addressed by our Promise Neighborhood pipeline of services. The extensive quantitative and qualitative data collection and analysis helped determine and prioritize the Neighborhood needs. Our primary methods of data collection included:

- **Review of archival data:** We reviewed dependable sources of archival data that measure indicators of Neighborhood quality, health and well-being (for example, the Annie E. Casey Foundation KidsCount and the U. S. Census Bureau’s American Community Survey) as well as educational achievement and progress (for example, Kentucky Department of Education reports on attendance and graduation rate.)
- **Surveys:** We reviewed reliable surveys conducted by our partners (for example school climate surveys) and conducted surveys (for example, a student health and wellness survey).

- **Focus groups and meetings:** We reviewed data from meetings that were held over the last eighteen months by partner organizations including the Promise Zone and Byrne Criminal Justice. Sessions centered on topics such as disconnected youth, health, and early childhood.

Collected data were analyzed and segmented by gender, race, income, school level (elementary, middle or high), grade level, and place of residence within the county. The needs assessment and segmentation analysis informed our selection of **14 indicators** to guide our work. The following summarizes need by indicator with relevant data, quantitative and qualitative, that attests to the magnitude and severity of the problems in our Promise Neighborhood.

Indicator 1: Age-Appropriate Functioning

Number and percentage 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.

Only one out of every two children in the Neighborhood are entering Kindergarten demonstrating age-appropriate learning. In August 2016, of the 370 children entering kindergarten in our Neighborhood, 97% (362 children) were assessed by the Brigance Kindergarten Screen, a developmentally appropriate early learning measure adopted by Kentucky⁹. Only 50% of those assessed (183 children) exhibited age-appropriate motor, language and concept development functioning, a rate comparable to that of Kentucky.

Segmentation of Brigance Kindergarten readiness data by Neighborhood school shows glaring inequity depending upon the elementary school the children attend. In our rural Promise Neighborhood, students attend elementary schools near their home. Analysis of the data shows that those students in the **most geographically isolated parts** of Perry County have much lower levels of kindergarten readiness. To illustrate, 72% of children (54 of 75 children) entering

Kindergarten at East Perry Elementary entered Kindergarten ready to learn¹⁰. East Perry is located in Hazard, the county seat, and largest community in the Neighborhood with a population of 5,415 and a few fast food restaurants, businesses, and churches. But at Buckhorn Elementary, the most isolated school in the Neighborhood, only 6% of children (1 of 16 children) entered Kindergarten ready to learn¹¹. While Buckhorn is only 29 miles from Hazard, it takes 50 minutes to drive to Buckhorn from Hazard. The drive is along a small and winding road around a mountain that is often impassable in the winter. The Buckhorn community has fewer than 150 residents; the only restaurant is located at a state-operated park.

Segmentation of data also shows that children who come to kindergarten with no formal early childhood education experiences (those in a home setting) have much lower rates of entering kindergarten ready to learn. Specifically, only 35% of children with no early learning experiences (38 of 107 children)¹² were ready for kindergarten as compared to 57% of children enrolled in Pre-K or Head Start (125 of 218 children)¹³. This is particularly disturbing given the lack of access to early learning within our Neighborhood. During our asset mapping of the Neighborhood, we found that the early learning programs within the Neighborhood only serve 79% of eligible children. For example, Head Start, on provider of early learning, only serves 134 of 617 children eligible for Head Start¹⁴.

Additional segmentation of the kindergarten-readiness data reflects that fewer boys are scoring at readiness. Of 188 boys tested, only 44.7% were ready for kindergarten (84 boys) as compared to 56.9% of girls (99). As with overall readiness rates, differences are more startling in the most isolated areas of the Neighborhood. For example, in Robinson, one of the isolated elementary schools, only 38.5% of the boys were K-ready as compared to 60% of the girls.¹⁵

Indicator 2.1: Math Academic Proficiency

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

Kentucky’s academic assessment, K-PREP, yields scores that describe how students’ work compares to a fixed level of performance. As illustrated in Figure 1, less than half of our students are at or above Proficiency, the state standard for success according to Kentucky mathematics state assessment (3rd through 8th and once in high school). At high school, the state’s Algebra II End of Course assessment found only 30% of Neighborhood students (98 students) scored at or above the standard level compared to the statewide rate of 42%. And again, the higher the level of isolation, the lower the rate of success; only 15% of high school students (5 students) from Buckhorn, our most isolated high school, are at or above state standard.

Figure 1. Neighborhood Students at or Above State Standard in Math				
	# Students	Perry Promise Neighborhood		Kentucky % at Proficient or Above
		# at Proficient or Above	% at Proficient or Above	
3 rd Grade	387	174	45%	48%
4 th Grade	356	177	50%	52%
5 th Grade	373	190	51%	56%
6 th Grade	353	176	50%	50%
7 th Grade	379	171	45%	45%
8 th Grade	381	187	49%	46%
High School	323	98	30%	42%
Kentucky Department of Education School Report Card, Math Assessment, 2015–2016				

Within the Perry Promise Neighborhood, significant achievement gaps in math exist between those students who qualify for free and reduced lunch and those who do not qualify for free and reduced lunch. Significantly fewer students who qualify for free/reduced lunch are meeting state standard or above, as illustrated in Figure 2.

Figure 2. % At or Above at State Standards, Qualification for Free /Reduced Lunch							
Math	3rd	4th	5th	6th	7th	8th	High School
Qualify for Free/ Reduced Lunch	41%	45%	43%	42%	37%	42%	24%
Do Not Qualify for Free/Red. Lunch	60%	66%	72%	70%	67%	69%	44%
Achievement Gap	19%	21%	29%	28%	30%	27%	20%
Kentucky Department of Education School Report Card Math Assessment, 2015–2016							

Indicator 2.2: English Language Arts Academic Proficiency

Number and percentage of students at or above grade level according to English Language Arts (ELA) assessments annually in grades 3rd through 8th and once in high school.

Few students are at or above state standards as illustrated in Figure 3.

Figure 3. Neighborhood Students at or above State Standards in ELA				
	# of PN Students	# at Grade Level or Above	% Students Proficient or Above	
			Neighborhood	Kentucky
3 rd Grade	387	218	56%	54%
4 th Grade	356	206	58%	56%
5 th Grade	373	204	55%	58%
6 th Grade	353	207	59%	56%
7 th Grade	379	219	58%	57%
8 th Grade	381	235	62%	54%
High School	323	163	50%	57%
Kentucky Department of Education School Report Card, ELA Assessment, 2015–2016				

Within the Neighborhood, Buckhorn has the lowest percentage of elementary (41%) and middle school (48%) students performing at or above standard in English Language Arts.

Significant achievement gaps in English Language Arts exist between those who **qualify for free and reduced lunch** and those who do not, Figure 4.

Figure 4. At or Above State Standards, Qualification Free /Reduced Lunch							
English Language Arts	3rd	4th	5th	6th	7th	8th	High School
Qualify for Free/ Reduced Lunch	53%	52%	48%	51%	51%	56%	46%
Do Not Qualify for Free/ Reduced Lunch	67%	77%	73%	79%	77%	77%	62%
<i>Achievement Gap</i>	14%	25%	25%	28%	26%	21%	16%
Kentucky Department of Education School Report Card ELA Assessment, 2015–2016							

Limited access to rigorous Advanced Placement courses exists within the Neighborhood. In 2015-2016, only five AP courses were offered within the Neighborhood. Four AP courses were offered at Perry Central High School and one was offered at Hazard High School. No AP courses were offered in the geographically isolated Buckhorn High School¹⁶.

Thirty-six percent of students who took at least one of the five AP courses in 2015-2016 received qualifying scores on the AP exams (39 qualifying scores out of 107 exams taken); that compares to 50% of students receiving qualifying scores statewide¹⁷. Analysis of the Neighborhood data reveal that three of the students who took the AP exam were classified as non-white. **None of the non-white students** received a qualifying score on the AP exams¹⁸.

The low number of students at or above Proficiency and the low number of passing scores on AP courses is a reflection of **the lack of rigorous instruction in our schools**. During

the 2013–2014 and 2014–2015 academic years, we commissioned the Collaborative for Teaching and Learning, a national educational consulting and evaluation firm that works to improve instruction and increase learning, to gather data to quantify the presence of, or lack of, rigor within Perry County classrooms. The Collaborative utilizes an in-depth analysis designed to give a detailed description of classroom practices that implement the standards, reflect research on effective instruction and correlate with two key documents used by the Kentucky Department of Education: Webb’s Depth of Knowledge Framework and Danielson’s Framework for Teaching. Their data gathering, over a two-year period, in Perry County included:

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

As described in Figure 5, overall ratings of our schools were low, demonstrating an ineffective classroom environment that lacks rigor and high order thinking.

Figure 5. Promise Neighborhood Classroom Rigor Findings by Content	
Literacy	<ul style="list-style-type: none"> • Classroom literacy activities lack higher levels of rigor as evidenced by the absence of high-quality materials that incorporate student analysis, synthesis and depth of learning. • Instruction is mostly teacher directed and whole-class oriented. • Students generally lack ownership of their work and learning process.
Math	<ul style="list-style-type: none"> • Students are extremely limited in their access to and use of technology—an essential life skill that is common in college and careers.

Figure 5. Promise Neighborhood Classroom Rigor Findings by Content	
	<ul style="list-style-type: none"> • Although students are generally paired or grouped for activities, observations display a lack of intentionality and/or use of group work. • Students appear to be busy in the classroom, but may not be cognitively engaged as evidenced by a lack of discourse and discussion. • Learning targets are almost universally posted, but not often aligned to Common Core standards.
Instructional Environments	<ul style="list-style-type: none"> • Many classrooms rely on lecture or whole-class activities which leave out opportunities for differentiated instruction and student-centered following indicators indicated activities. • Teachers may be providing too much assistance as this does not challenge student thinking, engagement and cognitive development. • There is a need for monitoring student progress more closely (in real time), so students are receiving concise, immediate and focused feedback.
Summary Analysis	<p>Generally, while some improvements were noted, the majority of the findings indicated little to no improvement in Rigor over the two years of observations. The observers noted that the number of academic indicators introduced had increased but that the level of rigor of the questioning and teacher expectations had not changed across the two school years observed.</p> <p>The following indicators resulted in no observable growth over the two-year period:</p> <ul style="list-style-type: none"> • Assessment/support of student college & career aspirations • System to support student transition to middle and high school • Student access to advanced and accelerated learning • Instruction supports high standards • Student advisement system • Counselors and staff monitor/support student progress • Communication supports college going culture

Figure 5. Promise Neighborhood Classroom Rigor Findings by Content	
	<ul style="list-style-type: none"> • Student aware of college and career options • Academic competitions expected and supported • Classroom instruction provides students rigorous opportunities • Use of assessment data to monitor decision making • School support/ownership of student success • School plans for sustainability and growth • Development of a college-going culture for all
Summary analysis from CTL reports of Perry County School District, 2013-2014; 2014-2015	

This lack of rigor is a factor in the low-performance levels of our schools. Of the schools in our Promise Neighborhood, the Kentucky Department of Education has classified nine schools as “needs improvement.” Of these low-performing schools, five are designated focus schools—a school that has a low performing gap-group and that will receive targeted assistance from the Kentucky Department of Education. Figure 6 is a listing of the lowest performing schools in the Promise Neighborhood and their percentile ranking in Kentucky, with 100 being best. Once again, we see our most isolated schools performing at much lower levels than the schools located in our population center.

Figure 6. Classification of Lowest Performing Neighborhood Schools, 2015–2016		
School	% ranking in KY (100% is best)	Classification
R W Combs Elem	35%	Needs Improvement/Progressing
Leatherwood Elem	29%	Needs Improvement
Chavies Elem	27%	Needs Improvement
Robinson Elem	25%	Needs Improvement
Roy Eversole Elem	23%	Needs Improvement
Willard Elem	17%	Needs Improvement

Figure 6. Classification of Lowest Performing Neighborhood Schools, 2015–2016		
School	% ranking in KY (100% is best)	Classification
Buckhorn Elem	17%	Needs Improvement
Buckhorn Middle	11%	Needs Improvement
Chavies Middle	9%	Needs Improvement
KDE, School Report Card, 2015–2016		

Indicator 3.1: Attendance

Attendance rate (as defined by average daily attendance) of students in 6th, 7th, 8th and 9th grade.

Attendance rates in 6th, 7th, 8th and 9th grades within the Promise Neighborhood are lower or on pace with that of Kentucky, 95%, Figure 7.

Figure 7. 2016–2017 Attendance Rate for 6th, 7th, 8th and 9th Grade Students		
Grade Level	Perry County School District	Hazard School District
6 th	95%	94%
7 th	94%	93%
8 th	93%	94%
9 th	92%	95%
Data reported by districts, June 2017		

An analysis of attendance rates for all schools with grades 6th, 7th, 8th and 9th tells us that the most geographically isolated schools have the lowest attendance rates. For example, Buckhorn School which is the most isolated school in our Promise Neighborhood has the lowest attendance rate, 91%, of all of our Neighborhood schools¹⁹.

Indicator 3.2: Chronic Absenteeism

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

Chronically absent students are those who miss more than 10% of the days of a school year—which would be 17 days of absence in Kentucky schools. In our Promise Neighborhood,

27% of all students were chronically absent as compared to 14% of students in Kentucky.²⁰

Chronic absentee rates by grade level are included in Figure 8.

Figure 8. 2016–2017 Chronic Absentee Rates for 6th, 7th, 8th and 9th Grade Students		
Grade Level	Perry County School District	Hazard School District
6 th	20%	9%
7 th	24%	18%
8 th	27%	14%
9 th	24%	12%
Data reported by districts, June 2017		

According to national research conducted by Attendance Works, there is a direct link between chronic absenteeism and graduating high school on time, particularly in low-income populations. Attendance Works found that only 38% of low-income 9th graders who are chronically absent during 9th grade graduate from high school in 4 years.²¹

Indicator 4: Graduation Rate

Four-year adjusted cohort Graduation rate.

Using the Adjusted Cohort Graduation Rate, our Promise Neighborhood graduation rate for Perry County Schools is 93% and for Hazard Independent Schools is 96% as compared to a Kentucky rate of 89%²².

Our focus groups and interviews lead us to suspect that the actual number of Promise Neighborhood 9th graders who graduate within four years is a much lower rate. Using data from the Kentucky Department of Education, we looked at the number of 9th graders in 2012–2013 and compared this to the number of 12th graders that graduated. **Our analysis of Kentucky Department of Education data reveals that only 75.6% of Promise Neighborhood 9th**

graders were retained through high school and graduated. (In a class of 430 9th graders, only 325 graduated four years later.)

We hypothesize that the graduation rate in Promise Neighborhood is much lower than the reported cohort graduation rate would lead us to believe. Our hypothesis is supported by the number and percent of disconnected youth in the Neighborhood. Twenty-five percent of youth ages 16–24 within the Neighborhood are not in school and not working, Figure 9.

Figure 9. Number and Percent of Disconnected Youth Age 16–24 in Neighborhood			
	Number Youth Ages 16–24	Number Disconnected	Percent Disconnected
Perry	3,269	807	25%
Kentucky	538,487	81,850	15%
Nation	40,050,725	5,527,000	14%
U.S. Census Bureau, 2010–2014, American Community Survey 5-Year Population Estimates, Measure of America, US Census Bureau American Community Survey, 2015			

Indicator 5.1: Postsecondary Enrollment

Number and percentage of Promise Neighborhood students who enroll in a two-year or four-year college or university after graduation.

Of the class of 2015 Promise Neighborhood high school graduates, 72.5% entered a two- or four- year college (230 students out of 317 graduates) as compared to 54% of high school graduates in Kentucky.²³

The majority of our Promise Neighborhood students are not college ready upon entry to college—they need remediation. Utilizing 2015-2016 ACT data we project **54% of Neighborhood students entering postsecondary in 2018 will need remedial courses in English and 73% will need remedial courses in math** when they enter college²⁴. In Kentucky,

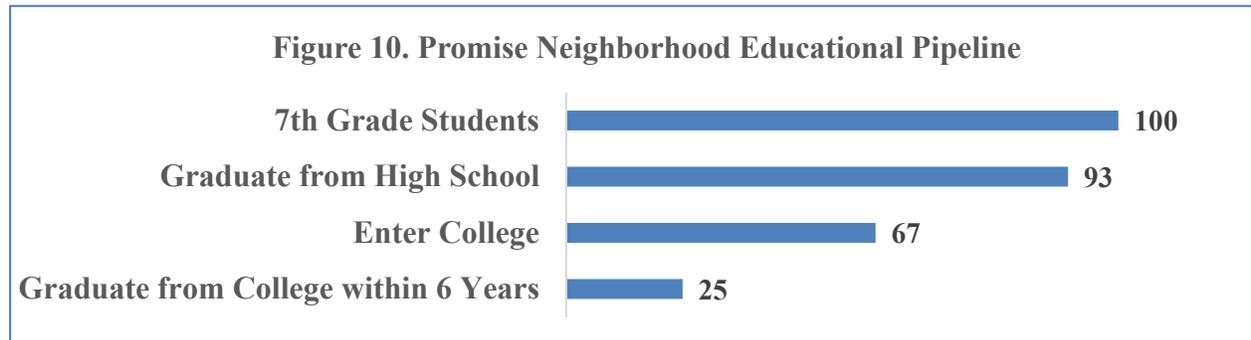
students who are not meeting benchmark levels in English and math, as measured by the ACT, are required to take remedial courses upon entry into postsecondary. According to College Board, students assigned to take remedial math or reading in college have a substantially smaller probability of graduation from college²⁵.

Indicator 5.2: Postsecondary Completion

Number and percent of Promise Neighborhood students who graduate from a two-year or four-year college or university or vocational certification completion.

Too few youth from the Neighborhood are attaining a college degree, either an associate or a bachelor’s, or an industry certification. The associate degree graduation rate for Perry students in the 2010 cohort was 12%, a rate comparable to that of Kentucky (based on the 2010 Perry graduation cohort, the most recent data available). The bachelor’s completion rate is only 37%, a much lower rate than Kentucky’s rate of 54% (based on the 2007 cohort, the most recent data available)²⁶. Students are doing poorly at obtaining certifications. Of the 1,182 9th–12th-grade enrollments in career and technical education pathways for 2015–16 in our Neighborhood, only 28% earned certifications (336 certifications)²⁷.

If we maintain status quo, **only 25 out of 100 current 7th graders** from our Promise Neighborhood are likely to receive a bachelor’s degree.



Indicator 6: Healthy Eating

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

Children in our Promise Neighborhood are not getting the recommended servings of fruits and vegetables. Over the last two months, our school partners surveyed students in our Promise Neighborhood. Of the 189 students surveyed, **only 4.2% (8 students out of 189 students) eat the recommended five servings of fruits and vegetables a day.**

We hypothesize that children and youth have limited access to fruits and vegetables in their home. This is supported by data from the Foundation for Healthy Kentucky which states that only 15% of adults in Perry County consume five or more servings of fruits and vegetables per day²⁸. Within our Promise Neighborhood 10% of households (163 of 1699 total households) are without vehicles and are more than one-half mile from a supermarket. According to the Foundation for Healthy Kentucky, 19% of residents in Perry County did not have access to a reliable source of food during the past year²⁹. As a result, **Perry County is classified by the USDA Economic Research Service as a Food Desert.**³⁰

In 2015, Kentucky along with Tennessee and Mississippi had the highest percentage (19%) of high school students who were obese.³¹ Perry County contributes to that ranking. Our county ranks 114 out of 120 Kentucky counties in health outcomes, with one being the best³².

Our site visits to schools within the Promise Neighborhood and our interviews with school personnel and students reveal the following: 1) While school cafeterias serve fresh fruits and vegetables, selection is limited, and the quality is sometimes questionable; 2) School cafeterias are adequately equipped; however, much of the food provided is processed food that is warmed and reheated; and 3) Staff receive little to no training on nutrition.

As Derek Chapman, associate director of research at Virginia Commonwealth University's Center on Society and Health, states, "Factors in a community can affect or limit individual choices." That can include a shortage of places to buy healthy food and lack of transportation. Chapman used data on historic trends to map life expectancy for each Kentucky County as part of a project supported by the Robert Wood Johnson Foundation. Perry County has one of the lowest life expectancies in the state at 70 years;³³ As Chapman states, "We know that not all Neighborhoods are created equal." In stark contrast to Perry County, in Scott County, a mere two hours up the road, the life expectancy is 78 years.

Indicator 7: Safety

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

In fall 2014, our Promise Neighborhood schools administered a school climate survey, the Kentucky Incentives for Prevention survey, to all 6th, 8th, 10th and 12th graders. The survey asked questions related to youth behavior, risks and safety concerns. Within the Neighborhood, 10% of 6th through 12th graders (132 of 1,299 students) feel unsafe at school or traveling to and from school. More than 32% of 6th graders believe there are unsafe places at school. The most common school areas cited as unsafe by 6th graders are restrooms and school buses. Older students, 8th, 10th and 12th graders, cite school restrooms as areas of concern. One-third of our students (374 students) have experienced bullying on school property or cyberbullying. Data segmented by grade level is illustrated in Figure 11.

Figure 11. Percent and Number of Neighborhood Students, Safety Concerns				
	6th	8th	10th	12th
Feel Unsafe or Very Unsafe at School	11% (40)	9% (36)	12% (32)	9% (24)
Believe Places at School are Unsafe	32% (116)	19% (76)	20% (54)	14% (37)
Have been Bullied	42% (152)	30% (44)	26% (70)	12% (32)
Kentucky Incentives for Prevention Youth Survey, 2014				

Indicator 8: Mobility

Student mobility rate.

In 2016–2017, the student mobility rate in the Promise Neighborhood was 11% as compared to a national rate of 14%.³⁴ Segmentation of the data by school district reveals that the student mobility rate for the Perry County School District is slightly higher than the overall Neighborhood percentage with 12% of students (437 students) changing schools or school districts during the 2016–2017 academic year.³⁵

The youth homelessness rate more adequately captures the lack of a stable community faced by our students. Our rate of youth homelessness is startling. **Fifteen percent of our students (764 students) were homeless in 2015 – 2016, as compared to 2% of students in the nation³⁶.**

African American students make up only 2% of the student population within our Neighborhood (98 students out of 4,900 students). Yet, African Americans make up 6% of the population of homeless youth (48 of 764). **One-half of all African American students in our Neighborhood are homeless.** Figure 12, reflects the percent of students within racial/ethnic groups that are classified as homeless.

Figure 12. Neighborhood Youth by Race/Ethnicity classified as homeless

Race/Ethnicity	# of Race/Ethnicity classified as homeless	% Race/Ethnicity classified as homeless
White (non-Hispanic) Students	665	14%
African American Students	48	49%
Two or More Races	39	57%
Hispanic	11	36%
Neighborhood	763	15%
KDE School Report Card – Learning Environment, Programs, 2015 – 2016		

Indicator 9.1: Family Encourages Literacy

For children from birth to eighth grade, the number and percentage of parents or family members that read to or encourage their children to read to themselves three or more times a week.

According to 2017 parent surveys, 58% of Neighborhood parents or family members read to or encourage their child to read three or more times a week³⁷. This is less than the national rate of 82% derived from the National Survey of Children’s Health³⁸. Supporting this data is the persistent under-education in Perry County. One-third of all adults in Perry County do not have a high school diploma or GED (31% of adults over the age of 25), a rate that is almost double that of Kentucky, 17%.³⁹

As a result of the economic crisis and opioid epidemic crippling our community, many of our Neighborhood children are being raised by a grandparent or an alternate family member such as an aunt or uncle. Official data reports 15% of Perry County school-age children, 936 kids, living with neither parent.⁴⁰ However, school leaders state that the actual number of children living with relatives is tremendously higher, believed to be as much as 40 percent.

We have implemented programs in Perry County for five years and have over twenty years' experience working in Appalachian communities. Our experience tells us that grandparents raising grandchildren face countless challenges. They have limited financial resources and struggle to provide adequate housing, food, and clothing for their grandchildren. They continually struggle to protect their grandchildren, while still allowing them to visit with parents struggling with addiction, mental health or criminal justice issues. Unfortunately, activities like encouraging reading fall to the bottom of the list of priorities of our grandparents.

Indicator 9.2: Family Encourages College and Career

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

Contrary to popular stereotypes depicting Appalachian parents who do not want their children to attend college for fear of losing the children or that the children “will get above their raising,” we find that most parents *do* want their children to succeed at school and attend college. A 2012 Partners for Education survey of 153 parents of Perry County students showed that 90% (138) have spoken with their children about college. **Seventy-four percent of parents surveyed (113) think their children will receive four-year degrees.** While the parents have high educational and career aspirations for their children, they lack the information or skills to assist them. According to our survey, only 15% (23 out of 153) of Perry County parents had talked to anyone about college entrance exams, and only 14% (21 out of 153) of parents had spoken with anyone about financial aid availability. A parent's education level influences a child's preparation for college⁴¹. Only 7.7% of Perry County adults have a bachelor's degree or above as compared to 12.8% of adults in Kentucky and 18% of adults in the nation.⁴²

Indicator 10: Access to Broadband

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

According to the Kentucky Center for Education and Workforce Statistics, 90% of Perry

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

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

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

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

Rural-Urban Digital Access Gap Hits Some Subgroups Harder

By Tim Marema
August 23, 2016, Print article

County homes have access to broadband internet compared to the nation's rate of 99%⁴³. **Only 5.6% of the families in Perry County have access to high-speed broadband** (greater than 25 Mbps)⁴⁴. High speed internet is needed for students to access online software platforms, like Blackboard, used by our schools⁴⁵. Many of our students and their families access the internet via public access at the Perry County Library⁴⁶. We infer from this frequent usage of internet at our public library, that many residents have limited access to internet or lack connected computing devices at home. During a community forum, residents identified access to broadband as a challenge. Internet access is not county-wide and our more geographically isolated areas, like Buckhorn, have limited access⁴⁷. In these areas, many residents do not even have cell phone service due to the mountains and lack of cell towers.

At school, students have limited access to connected computing devices. As a result schools

encourage students to bring their own devices which is a challenge for our low-income students. And, we find that the age of the devices that students do bring limits their online access to educational resources.

2. The Promise Neighborhood geographically defined area

Perry County, Kentucky, our Promise Neighborhood, is 340 square miles in the heart of Appalachian Kentucky (map, page 4). Perry County does not enjoy the same economic vitality as the rest of the nation. For example, after adjusting for inflation, **the median income was higher in Perry County in 1979 than it is now, even though the American economy has more than doubled in size since 1979.** In 2016, 97% of the school-age children in the Neighborhood qualified for free and reduced lunch⁴⁸.

The Appalachian Regional Commission created an index of county economic status that ranks all 3,113 counties in the nation with 1 being the best ranking. The ranking is based on three-year average unemployment rates, per capita market income and poverty rate. **Perry County is ranked 2,964—the bottom 5% of all counties in the nation⁴⁹.** In Perry County, the per capita income is \$18,910, and 29% of children live in poverty as compared to a national per capita income of \$28,930 and 22% of children living in poverty⁵⁰.

Located within Kentucky's Fifth Congressional District, our Neighborhood is home to 29,316 people. The homogenous population of Perry County faces such similar economic, educational and health challenges that they are one Neighborhood. Four out of every five residents live in the county area and must drive at least ten miles to get to town for groceries, medical services, the limited shopping, or a post office. While there are three towns within the Neighborhood – Buckhorn, population 152, Hazard, population 6,031 and Vicco, population 313

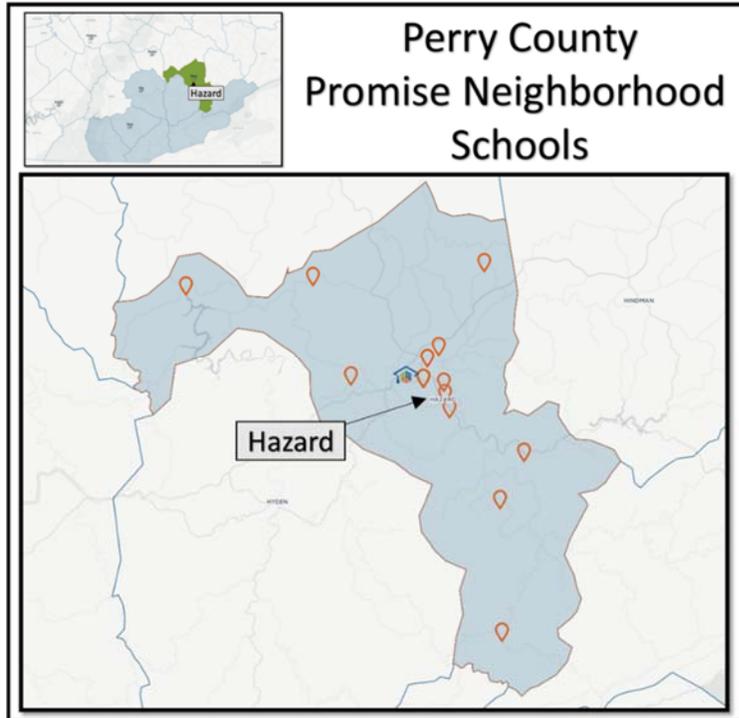
– Hazard is the only town that has community based services and shopping.

Our Neighborhood is home to 8,495 children and youth as follows: 1,766 children ages 0–4; 4,346 ages 5–17; and 2,383 youth ages 18–24. Two local education agencies – Hazard Independent School District and Perry County School District – serve our neighborhood. Students attend 13 schools within the Neighborhood.

Figure 13: Enrollment by Neighborhood School	Enrollment
<i>Hazard Independent</i>	933
Hazard High School (9-12)	305
Hazard Middle School (5-8)	278
Roy G. Eversole Elementary School (K-4)	350
<i>Perry County</i>	3,913
A.B. Combs Elementary School (K - 8)	333
Buckhorn School (K-12)	304
Chavies Elementary School (K - 8)	294
East Perry County Elementary School (K - 8)	752
Leatherwood Elementary School (K - 8)	179
Perry County Central High School (9 - 12)	894
Robert W Combs Elementary School (K - 8)	409
Robinson Elementary School (K - 8)	264
Viper Elementary School (K - 8)	248
Willard Elementary School (K - 8)	236
Total Enrollment	4,846

Mountains and valleys occupy about equal portions of our county with 80% of the landscape forested. All our homes are located in what we call “hollers” (valleys). Roads are steep, narrow and curvy making for hazardous travel during inclement weather. On average, our

schools miss more than 25 instructional days each winter because of snow and flooding. Within our neighborhood, most schools are clustered around the town of Hazard. “One of the challenges that faces eastern Kentucky is the remoteness of the area,” reports James P. Ziliak, director of



University of Kentucky’s Center for Poverty Research⁵¹. Students go to small elementary schools, close to their homes. As these students transition to high school, they may get on the bus as early as 5:15 a.m. and arrive back home at 5:30 p.m.

Perry County is in the heart of coal country. Since 2009, Appalachian Kentucky has lost more

than 10,000 coal and coal-related jobs, and the losses continue⁵². The impact is felt throughout Perry County. As one school administrator shares, “Families are losing hope and students no longer see a reason to work hard and come to school.”

The economic crisis is compounded by the widening education gap between Perry County and the nation. Since 1980, the percentage of adults with bachelor’s degrees has increased nationally by 13% (from a rate of 16% in 1980 to 29% in 2014). The percent of Perry County adults with a bachelor’s degree has increased by only 7%. Only 6% of Perry County adults had a bachelor’s degree in 1980, and only 13% had a bachelor’s degree in 2014⁵³.

Appalachian Kentucky is known for unique cultures and rolling landscapes, but it is also known as the nation's *painkiller belt*. Our war on opioids has been reported nationally and frequently. People from all walks of life are battling addictions to pills that are legal and distributed by medical professionals. Pharmaceutical opioids (OxyContin, Vicodin, Percocet, codeine), are the primary cause of the resident drug overdose deaths. The rate of pharmaceutical opioid-caused overdose deaths at the national level in 2014 was 14.7 deaths per 100,000 and in Appalachian KY the average annual rate was **28.79 deaths per 100,000 residents**⁵⁴. In Perry County, the rate was **40.98 death per 100,000**⁵⁵.

We face a generational cycle of substance abuse. A 2011 report by the University of Kentucky Center for Drug and Alcohol Research reported that rural youth start using drugs sooner and progress from experimentation to addiction faster than urban youth. The 2014 Kentucky Incentive Prevention Survey (KIP) found that Appalachian counties reported higher rates of prescription drug, over-the-counter drug, and tobacco abuse than other areas within KY. The KIP 2014 report on Perry County identified:

*Appalachia is a place
where we see
flagrant injustice to
land and people.*
Historian Ron Eller

- 3% of 12th graders reported using narcotics, not prescribed to them, at least once;
- 26% of 12th graders and 6% of 8th graders reported using alcohol in the past 30 days;
- 12% of 12th graders and 3% of 8th graders report using marijuana in the past 30 days;
- 27% of 12th graders and 8% of 8th graders reported using marijuana at least once.

Even more concerning is that Operation UNITE survey data for Appalachian Kentucky report the average age of the first-time drugs were used is age 11 or around 5th grade.

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

Analysis of data, both quantitative and qualitative, has led us to identify specific gaps and weaknesses in services, infrastructure or opportunities that will be addressed by our pipeline of solutions, Figure 14.

Figure 14: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
1: Age-Appropriate Functioning	Only 50% of children enter K ready to learn; K-readiness impacted by where home is located (ex. most isolated school only 6% ready) and by prior setting (only 35% home setting ready)	Solution: Early Learning and Development (Appendix F, page 2)
2.1: Math Academic Proficiency	Only 30% to 51% of students at Proficient in Math; achievement gap of 20% to 30% between students who qualify for free/reduced lunch and those who do not in math;	Solution: Promise Schools (Appendix F, page 10)
2.2: English Language Arts Academic Proficiency	Only 50% to 62% of students at Proficiency in ELA; achievement gap of 14%–28% students who qualify for free/reduced lunch and those who do not in ELA; Only 5 AP courses; 36% of students received qualifying score on AP exams; no non-white students received qualifying score; Lack of rigor and lack of strong instructional practices in classrooms; 9 schools classified as low-performing	Solution: Family and School Coordination (Appendix F, page 25)

Figure 14: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
3.1: Attendance	Attendance at 6 th , 7 th , 8 th , 9 th grade ranges from 92% to 95%; Lower attendance in more isolated schools (ex. Buckhorn 91%);	Solution: Promise Schools (Appendix F, page 10)
3.2: Chronic Absenteeism	27% of students chronically absent; 9% to 27% chronically absent by grade level; Higher chronic absenteeism rates in Perry County District; Under-educated population	Solution: Family and School Coordination (Appendix F, page 25) Solution: Wellness and Safety(Appendix F, page 32)
4: Graduation Rate	AFGR ranges from 93% to 96%; 75.6% of 9 th graders graduate in 4 years; 25% of youth 16- to 19-year-olds in the community are not in school and not working (disconnected)	Solution: Promise Schools (Appendix F, page 10) Solution: Family and School Coordination (Appendix F, page 25) Solution: Wellness and Safety(Appendix F, page 32)
5.1: Postsecondary Enrollment	72.5% high school graduates enter two or four year college; 54% high school graduates entering postsecondary need remedial English and 73% need remedial math;	Solution: Promise Schools (Appendix F, page 10) Solution: Family and School Coordination (Appendix F, page 25)
5.2: Postsecondary Completion	12% students complete an associate’s degree; 37% students complete a bachelor’s degree; Only 336 certifications earned	

Figure 14: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
6: Healthy Eating	4.2% of students report consuming 5 or more servings of fruits and vegetables daily; Perry County is a food desert; 19% KY high school students obese; Perry County 114 out of 120 in health outcomes in KY	Solution: Wellness and Safety (Appendix F, page 32) Solution: Family and School Coordination (Appendix F, page 25)
7: Safety	10% of students feel unsafe at school or traveling to school; 29% students report being bullied; Opioid crisis and high number deaths each year; 27% 12 th graders used marijuana and alcohol	Solution: Family and School Coordination (Appendix F, page 25)
8: Mobility	11% mobility rate with one school district having 12% mobility rate; 15% of all students are homeless; 50% of African American students are homeless; High numbers of students raised by grandparent or other non-parent	Solution: Promise Schools (Appendix F, page 10) Solution: Family and School Coordination (Appendix F, page 25)
9.1: Family Encourages Literacy	58% have a parent who reads to them 3+ days; Lack of opportunities for, transportation to, literacy activities; One-third of adults have less than high school diploma; Grandparents and relatives raising school age children;	Solution: Family and School Coordination (Appendix F, page 25)

Figure 14: Nature and Magnitude of Gaps or Weakness, linked to Indicators, that will be Addressed by the Project		
Indicator	Gaps or Weaknesses in Services, Infrastructure, Opportunities	Addressed by Project
9.2: Family Encourages College and Career	90% of parents believe their child will attend college and have spoken with child about college; 74% parents believe child will receive four year degree. 15% of parents have spoken to anyone about planning for college; 14% have spoken to anyone about paying for college; Only 7.7% of adults have college degree	Solution: Family and School Coordination (Appendix F, page 25)
10: Access to Broadband	90% of families have internet access; Lack of access in remote areas; 5.6% have access to high-speed internet; High number of families use public library for internet access	Solution: Family and School Coordination (Appendix F, page 25)

II. QUALITY OF THE PROJECT DESIGN

1. The implementation plan to create a complete pipeline of services without time and resource gaps, that will prepare all children to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students served by the complete continuum to reach scale over time

We base our pipeline of services—which we will bring to scale over time—on a set of assumptions needed to prepare all children for success. These assumptions are based on our experience increasing educational outcomes for rural Appalachian children and our experiences in supporting the improvement and growth of low-performing Appalachian Schools (see page 49). Our assumptions include the following:

- Strong schools prepare students for eventual college and career and are a central component to increasing community self-efficacy.
- Parents and the community hold assets that, when tapped, can contribute to both the strengthening of local schools and the economic and social development of the community.
- Student literacy development is a critical component of student success, requiring renewed emphasis as students make the transition to middle and high school. Engaging parents in literacy development activities with students can promote student learning and strengthen parents' ability to succeed economically and contribute socially.
- Creating a culture committed to college-going within the K–12 system and the larger community can contribute to raising student and family aspirations for college and career.
- Strong schools are the heart of a community and instrumental in establishing a community culture that supports all children and youth on their path to college and career.
- Attending to health needs of students can ensure that they are ready for school as they enter kindergarten and that health concerns will not be a barrier to learning as they progress.
- Engaging local businesses and services can result in students and their parents learning

together and working to strengthen local schools.

Following an exhaustive research and literature review and with input of students, parents, educators, partners and policy makers, we have developed a plan to implement a pipeline of services, a proactive response to the identified gaps and weaknesses in educational services and opportunities within our Neighborhood.

We have developed a plan to significantly increase the proportion of students that are served by the complete continuum over time. Key elements along our pipeline—for example integrated student supports, community schools—immediately impact all students in the Neighborhood. To illustrate, within the first six months of the project, each of the 13 Promise Neighborhood schools will develop a local work plan to implement integrated student supports to ensure all students are receiving necessary supports, referrals and services. Thus, all students will be impacted by solutions along the pipeline in year one. Other elements—for example Teen Outreach Program, Check and Connect—will reach a subset of identified students each year based on our initial and ongoing data analysis and segmentation. To illustrate, Teen Outreach Program will be targeted to those students who are chronically absent. Each year, targeted interventions will serve more students. Our plan will ensure that as the program progresses, more and more students will be served by the complete continuum of services. See Appendix F for information on the scaling up of our interventions over the life of the grant

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

- **Early Learning and Development:** We have developed comprehensive interventions and services targeted to ensure that children from birth to age 5 receive support, services and

resources necessary to ensure they enter kindergarten ready to succeed. Key within this solution are 1) services targeted to the families to ensure that caregivers have the resources and support needed to support their child's learning and 2) services targeted to all early learning providers within the Neighborhood to ensure that early learning environments are using evidence-based curriculum and that early learning professionals have quality training.

- **Promise Schools:** As a result of the rural nature of our Neighborhood, the vast majority of our Neighborhood services to our students will be provided within the school. We have developed a comprehensive set of services and interventions that will transform each of our 13 schools into Promise Schools that provide each student with the curriculum, support and experiences to successfully transition from high school to postsecondary education to career. Key components of a Promise School are 1) a strong coordination between the school and the community that connects learning to real-world application; 2) a tiered system of integrated student supports to ensure each student is getting the supports necessary for academic success; 3) an academic case management system to ensure individual students are academically on track; 4) educational advocates who work directly with those students most at risk to ensure they are engaged and supported; 5) a rigorous curriculum that integrates evidence-based instruction and support, specifically in math and reading, and provides teachers with the professional development and resources to deliver this instruction; and 6) a college readiness approach that ensures each student has an individual learning plan, is on track to take rigorous Advanced Placement courses, graduate without the need for remediation, and achieve a degree beyond high school.
- **Family and School Coordination:** Within our Appalachian culture, the family has a strong influence on a young person's future plans⁵⁶. We will assist families of children from birth to

age 24 as they guide their children to high school graduation through postsecondary success and to career. Many children and young people are being raised by non-parent caregivers. Our family and school coordination is designed to support traditional and non-traditional families. Key are 1) transforming the school to a place where families can be supported and engaged; 2) building the social capital and networks of parents or caregivers; 3) supporting the skills and resources of parents or caregivers to ensure they can support the child's literacy development; and 4) providing parents or caregivers the information they need to support their child in transitioning to and through high school to postsecondary to career.

- **Wellness and Safety:** Community conditions have a profound impact on a student's academic success. We will engage with parents and the community to ensure students are healthy, safe and supported. Focus will be on 1) increasing student and family knowledge on the importance of healthy eating and providing opportunities to integrate healthy eating into their lives; 2) integrating within the academic curriculum evidence-based curricula on substance abuse prevention; and 3) building the social emotional competencies of youth.

Figure 15 connects the activities of our solutions to our need indicators. Our strong theory, as outlined in our logic model in Appendix G, is that implementation of this pipeline of solutions without time and resource gaps will positively impact these indicators and improve educational outcomes of children and youth.

Figure 15: Solutions as Connected to Need Indicators	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
Solution: Early Learning and Development (birth to age 5)	
1: Age-Appropriate Functioning	Home visiting for pre-birth–age 3 and Raising a Reader Book Bag Exchange for age 3–5.
	Train child-care providers on appropriate screening, progress monitoring and curriculum to ensure readiness.
	Provide coaching for public and private early child care and all education providers to achieve higher levels of Kentucky’s Early Childhood Professional Development Framework.
	Professional development for early childhood educators that emphasize engaging boys and girls.
	Partner with preschools and early learning settings to develop a curriculum plan which will identify and implement evidence-based curriculum such as Pre-K Mathematics, Success for All, etc., along with the corresponding professional development to address programming gaps.
	Build capacity of the local early learning network to improve communication and leverage resources.
	Provide technical assistance to child-care providers on the newly mandated Kentucky All STARS quality rating system to assist centers in meeting state standards for continuous improvement.
Promise Schools (school entry–college or credential completion)	
2.1: Math Academic Proficiency 2.2: English Language Arts Academic Proficiency	With school leadership, integrate evidence-based math and reading programs; develop a three-phase (planning, implementation and evaluation) professional development plan for teachers to ensure effective implementation.
	Implement early warning system; A–B–C One-to-One Academic Case Management system, tiered interventions, integrated student supports to include embedded tutoring, referrals to tutoring, academic programs, support services and summer reading programs (starting in 3 rd grade).
	AP active recruitment of low-income students, including sessions with parents. NMSI programs implemented.
	AdvanceEd review of schools; data integrated into school improvement plans; schools accreditation.

Figure 15: Solutions as Connected to Need Indicators	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
	Parent institutes and workshops to engage parents in the educational process.
	Using the myON digital library as a platform, lead parent academies to equip parents with the necessary tools, resources and training to support their children’s literacy development.
3.1: Attendance	Partners for Education AmeriCorps members implement Check and Connect, refer students and families to support services, provide student outreach and mentoring and engage students in activities of interest.
3.2: Chronic Absenteeism	Family programming to improve communication among families and school.
	Provide elementary to middle school and middle school to high school transition programs.
	Attendance Works training; with school leadership, implement attendance campaigns annually.
	Home visits to review student progress, identify barriers to attendance and provide supports, referrals.
4: Graduation Rate	High-impact practices to engage students; Teen Outreach Program (TOP); work- and project-based learning.
	Partners for Education AmeriCorps members implement Check and Connect, refer students and families to support services; provide student outreach and mentoring and engage students in activities of interest.
	Career- and college-readiness activities; career exploration; test prep study sessions; homework assistance; and educational planning for postsecondary study and workforce entry.
	Afterschool and out-of-school enrichment opportunities including summer programming.
5.1: Postsecondary Enrollment	College- and career-readiness programs braided from elementary through high school, as age appropriate, to build a college-going and career culture within school and community.
	Rigorous curriculum to support students in attaining academic skills needed graduate college ready.
	Summer bridge programs that focus on leadership development and essential life skills, as well as academic preparation for college and career to decrease the impact of summer melt.
5.2:	

Figure 15: Solutions as Connected to Need Indicators	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
Postsecondary Completion	Partnerships with colleges to support students while in college with focus on first-to-second-year retention.
	Provide workshops for study skills, financial literacy, time management, test taking.
	Each student develops an Individual Learning Plan that outlines goals and steps for successful transition.
	Financial planning workshops for parents to include FAFSA training, budgeting for college.
	Provide periodic visits to “matched” college campuses, vocational schools and career sites aligned with students’ Individual Learning Plans for students and their family members.
Wellness and Safety (school entry – age 24)	
6: Healthy Eating	HealthCorps Living Labs provide opportunities for health and wellness activities during and out-of-school and provide tools to help students make healthier living choices.
	Organize a school wellness group (including students) to develop coordinated school health plan.
	Integrate HealthCorps curriculum into school programming both in-school and out-of-school.
	Provide professional development for food service workers and teachers on food preparation, farm-to-school, and integrating food production and preparation into the curriculum.
	Provide family learning opportunities (food preservation/canning, gardening, cooking, baking, community gardens); establish a community food policy council.
7: Safety	Activities for parents and students on anti-violence, interpersonal communications, awareness and prevention of cyberbullying, bullying, sexting and promotion of healthy relationships.
	Partnering with local law enforcement, modify school practices and ensure that best practices are in place and implemented relative to new Kentucky legislation for protective order procedure.
	In partnership with Operation UNITE, implement the Too Good for Drugs programs.

Figure 15: Solutions as Connected to Need Indicators	
Indicator	Promise Neighborhood Solutions to Address Need Indicators
	Facilitate a youth safety council for each high school.
	Provide Youth Mental Health First Aid workshops for school and community members.
Family and School Coordination (birth–age 24)	
8: Mobility	Connect with families that are moving their child from a school to ensure they have information necessary to enroll student in new school. Serve as resource to the family during the transition.
	Engage parents of students who transfer into school to review the student records and to ensure that they have the resources they need to support their student.
	Homeless students and their families engaged, supported and provided resources and referrals.
9.1: Family Encourages Literacy	Provide family academies to train families to utilize the myON literacy platform to read to their children, utilizing the audio feature if the parent has a low literacy level.
	Provide home visiting program and family engagement activities to improve school readiness and literacy.
	Provide training to child-care providers on engaging their students’ parents and provide the parents with information and activities to use with their children.
9.2: Family Encourages College and Career	College fairs and career expos for students and families.
	FAFSA workshops (parents of 11 th graders); FAFSA completion sessions (parents of 12 th).
	Individual financial aid and college match information provided to each student and their family.
	Provide college and career site visits where parents can attend alongside students.
10: Access to Broadband	Provide expanded access to connected computing devices via PN offices, schools and partner sites.
	Provide Wi-Fi internet access via the public library bookmobile, allowing students to download books.

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

For two decades, we have implemented large federal initiatives that have included complex and straightforward evaluations. The Perry Promise Neighborhood initiative builds on that vast experience. Specific qualitative and quantitative data that will be used in our Promise Neighborhood evaluation, along with our performance measures, are listed in Figure 16.

Figure 16: Performance Measures and Quantitative and Qualitative Data Produced	
Goal: Pipeline of cradle-through-college-to-career solutions with great schools at center.	
Result 1: Children enter kindergarten ready to succeed in school.	
Indicator 1: Age appropriate functioning	
PM 1.1: # of early childhood home visits focused on transition to preschool or Head Start; % change in enrollment of early learning programs	<p>Quantitative Data: Records of home visits; enrollment data from school districts and Head Start; administrative data from Save the Children; sign-in sheets from programs and early childhood professional development workshops; census data on number of eligible children; STARS reports.</p> <p>Qualitative Data: Interviews with parents who received services; focus groups with early learning providers; classroom observations by early childhood coordinator and early childhood navigators; focus group with kindergarten teachers.</p>
PM 1.2: #/% of preschool/Head Start teachers who receive PD related to early childhood instruction (with PD emphasis on techniques targeted at low-performance groups)	
PM 1.3: #/% of children participating in kindergarten transition programs	
Result 2: Students are proficient in core academic subjects.	
Indicators 2.1 and 2.2: Academic proficiency in math and English language arts	
PM 2.1: #/% of early warning system (EWS) students on caseload	<p>Quantitative Data: Individual data on students to include: attendance data, formative and summative assessment data and risk factor data; number of hours and type of services provided caseload students via sign-in sheets and case reports; KPREP scores for caseload students.</p>
PM 2.2: #/% of EWS students who receive intervention services	
PM 2.3: #/% of EWS students moved to proficiency on KY assessment.	

Figure 16: Performance Measures and Quantitative and Qualitative Data Produced	
<p>PM 2.4: #/% of #/% of EWS students who receive 5+ math sessions, month.</p> <p>PM 2.5: #/% of #/% of EWS students who receive 5+ English language arts tutoring sessions monthly.</p>	<p>Qualitative Data: Logs of students referred for integrated student support; student focus groups and interviews; teacher interviews; student observations.</p>
Result 3: Students successfully transition from middle school grades to high school.	
Indicators 3.1 and 3.2: Attendance rates and chronic absenteeism rates of 6th, 7th, 8th, 9th	
<p>PM 3.1: #/% of 6, 7, 8 and 9th graders identified with attendance issues</p> <p>PM 3.2: #/% of 6, 7, 8 and 9th chronic absent students who received mentoring, TOP, or other services</p> <p>PM 3.3: # / % of 6, 7, 8 and 9th chronic absent students with families involved in FAST</p>	<p>Quantitative Data: School provided student level attendance data; average daily attendance data; chronic absentee data; sign in sheets from FAST, TOP; mentoring or other direct services.</p> <p>Qualitative Data: Logs of student absences (marking period); chronically absent student focus groups; interviews with students whose absenteeism has shifted from “at risk” to “low risk.”</p>
Result 4: Youth graduate from high school.	
Indicator 4: Graduation rates	
<p>PM 4.1: #/% of high school students who participate in high impact practices who graduate</p> <p>PM 4.2: #/% of high school students who received Check and Connect services who graduate</p>	<p>Quantitative Data: Individual student-level graduation data provided by districts; number, type, dosage of service data; sign-in sheets from programs.</p> <p>Qualitative Data: Student focus groups; student learning/career plans; lists of students who indicate college/career plans; survey on student perceptions.</p>
Result 5: High school graduates obtain a postsecondary degree, certification or credential.	
Indicators 5.1 and 5.2: Postsecondary enrollment and Postsecondary Completion	
<p>PM 5.1: #/% of students who graduate College or Career Ready</p>	<p>Quantitative Data: individual student-level college- and/or career-ready data provided by districts; number, type and dosage college- and career-related services; sign-in sheets from services; college student</p>

Figure 16: Performance Measures and Quantitative and Qualitative Data Produced	
<p>PM 5.2: #/% of students who received college- or career-ready services who graduated college or career ready</p> <p>PM 5.3: #/% of EWS students who received college- or career-ready services who graduated College or Career Ready</p>	<p>data (attendance, retention, remedial courses taken) from National Student Clearinghouse, colleges.</p> <p>Qualitative Data: Student interviews and focus groups; student survey on student perceptions.</p>
Result 6: Students are healthy.	
Indicator 6: Healthy Eating	
<p>PM 6.1: #/% of students in target area who are served by the Living Labs</p> <p>PM 6.2: #/% of students participating in Promise Neighborhood health and wellness activities</p>	<p>Quantitative Data: Sign-in sheets from Living Labs; number, type, dosage of health and wellness services;</p> <p>Qualitative Data: Student interviews; focus group of teachers, students and parents; pre-post survey measuring student perceptions on health.</p>
Result 7: Students feel safe at school and in their community.	
Indicator 7: Safety.	
<p>PM 7.1: #/% of students who receive Too Good for Drugs services</p> <p>PM 7.2: #/% of youth who participate in Teen Outreach Program</p> <p>PM 7.2: #/% of schools that have protocols in place regarding student safety</p>	<p>Quantitative Data: Sign in sheets from Too Good for Drugs and TOP events; service rosters; aggregate-level data as reported by schools and collected through the KY Incentives for Prevention survey.</p> <p>Qualitative Data: Professional development, and protocols reported by Neighborhood schools; student interviews and focus groups; teacher focus groups.</p>
Result 8: Students live in stable communities.	
Indicator 8: Mobility	
<p>PM 8.1: #/% of students classified as homeless that are provided services</p> <p>PM 8.2: #/% of students who move from the school that are provided</p>	<p>Quantitative Data: Number, type, dosage of services provided to students classified as homeless; enrollment data for students classified as homeless</p> <p>Qualitative Data: Student level withdrawal data</p>

Figure 16: Performance Measures and Quantitative and Qualitative Data Produced	
services	provided by districts; student interviews and focus groups; entry/exit survey with transferring students
Result 9: Families and community members support learning in Neighborhood schools.	
Indicator 9.1: Family encourages literacy (birth-8th grade).	
<p>PM 9.1.1: #/% of parents of children birth to K who receive information about reading to children</p> <p>PM 9.1.2: # children and parents birth to K entry served by literacy programs</p> <p>PM 9.1.3: #/% of K–8 parents who receive information about encouraging their child to read</p>	<p>Quantitative Data: Records of home visits; sign-in sheets from events; number, type, dosage of services provided by Save the Children, libraries, PN and partners.</p> <p>Qualitative Data: Interviews with parents who received home visits, participating in activities and those not participating; focus groups with early childhood providers and elementary teachers.</p>
Indicator 9.2: Family encourages college and career.	
<p>PM 9.2.1: #/% of parent’s receiving information on supporting their student’s college and career planning, including financing of college.</p> <p>PM 9.2.2: #/% of parents who participate in college and career planning and events.</p>	<p>Quantitative Data: Sign-in sheets from workshops related to college, career, financial aid or other relevant topics; number, type and dosage of services to students and families related to college and career planning.</p> <p>Qualitative Data: Student interviews; parent interviews and focus groups.</p>
Result 10: Students have access to 21st century learning tools.	
Indicator 10: Access to Broadband	
<p>PM 10.1: #/% of children who receive technology to assist learning</p> <p>PM 10.2: #/% of children who access digital reading platform</p> <p>PM 10.3: #/% of digital books opened</p> <p>PM 10.4: #/% of books digitally read</p>	<p>Quantitative Data: Distribution records of technology to include type, location of usage, hours of usage, type of usage; myON usage reports (number of books opened, number of books read) by student and aggregate.</p> <p>Qualitative Data: Student interviews; parent and teacher focus groups.</p>

REACH of Louisville, Inc. (REACH) will serve as our evaluator. Lead team members for the Promise Neighborhood evaluation will include Ben Birkby, Senior Evaluation Researcher and Margaret Pennington, REACH's Director of Planning, Consultation and Evaluation Services.

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

The primary purpose of the proposed performance management and evaluation system is to enable program leadership, residents and partners to make informed decisions about progress and provide recommendations for quality improvements as the project progresses. The nature of our Promise Neighborhood necessitates a range of design considerations since it is likely that various questions will emerge, and numerous processes and activities may need to be observed or assessed across different levels. However, we anticipate employing primarily quasi-experimental and repeated measures designs, with theory-based and qualitative methods also serving as important approaches.

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

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

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

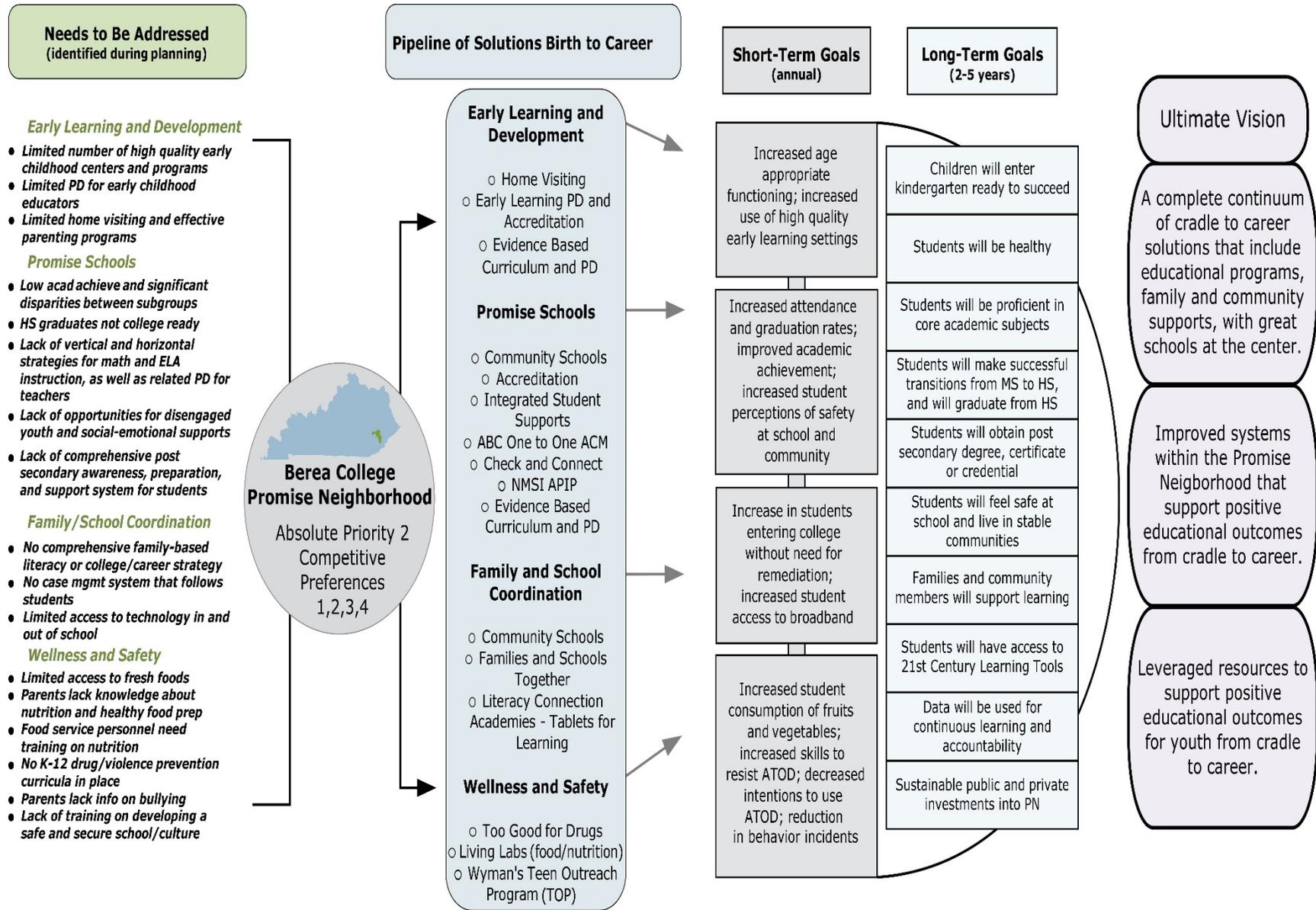
Further, we will be equipped to collect and report on each of the required performance and outcome measures associated with the project without delay as summarized by Figure 17.

Figure 17. Data Collection Timeline and Instruments		
Collection Date	Evaluation Dimensions	Collection Vehicle
Bi-Monthly	Demographic & Educational Characteristics of Students	Kentucky Department of Education (KDE) Data Download Report
Annually at beginning of school year	Age-Appropriate Functioning (K)	Brigance Early Childhood Screen III Kindergarten (Administrative Data from KDE)
Annually in the Fall	Academic Proficiency	Administrative Data—KDE Annual K-PREP Report
Monthly	Delivery of Services	Perry PN Longitudinal Data System
Annually in May, Nov.	Attendance and Chronic Absenteeism	Administrative Data—Local School Districts
Each year in the Fall	Graduation Rate	Administrative Data—KDE School Report Cards
Annually in May, Nov	Enrollment in Postsecondary Institution; Obtainment of Degree or Certificate	Administrative Data—National Student Clearinghouse
Annually in March/April	Consumption of Fruits and Vegetables	Perry PN Student Survey
Annually in March/April	Student Safety	Perry PN Student Survey (annual); KIP Student Survey (even years only)
Annually in May/Nov.	Student Mobility	Administrative Data—Local School Districts
Years 1, 3, 5 in May	Parents Read to Children or Encourage Children to read (birth-8)	Perry PN Survey: Early Childhood—Middle School
Years 1, 3, 5 in	Parents Talk to HS Students	Perry PN Survey: High School

Figure 17. Data Collection Timeline and Instruments		
Collection Date	Evaluation Dimensions	Collection Vehicle
May	about College and Career	
Annually in March/April	Student Access to internet	Perry PN Student Survey
Annually in March/April	Consumption of Fruits and Vegetables	Perry PN Student Survey
Annually in March/April	Student Safety	Perry PN Student Survey (annual); KIP Student Survey (even years only)
Annually in May/Nov.	Student Mobility	Administrative Data—Local School Districts
Years 1, 3, 5 in May	Parents Read to Children or Encourage Children to read (birth-8)	Perry PN Survey: Early Childhood—Middle School
Years 1, 3, 5 in May	Parents Talk to HS Students about College and Career	Perry PN Survey: High School
Annually in March/April	Student Access to internet	Perry PN Student Survey

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

We have developed a rationale for our Promise Neighborhood strategy that is supported by a strong theory. Our data analysis, including analysis of segmented data, our experience successfully implementing programs in rural Appalachia, and our literature review, formed the foundation for our logic model. Our project’s strong theory is illustrated by our logic model.



III. QUALITY OF PROJECT SERVICES

1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability

We have a well-developed plan to ensure equal access and treatment for all participants including those that are members of groups that have been underrepresented based on race, color, national origin, gender, or disability. Upon notification of funding, Dreama Gentry, J.D., Executive Director of Partners for Education at Berea College, and Sherry Scott, the Perry Promise Neighborhood Principal Investigator will work with schools and partners, including the local newspapers and radio stations, to announce Promise Neighborhood and its services. Annually, Promise Neighborhood will mail a letter to each family informing them that their student is eligible for Promise Neighborhood services and that special accommodations will be made for participants with disabilities. A translated version of this letter will be sent to all students identified as Limited English Proficiency. We will work with the school's McKinney-Vento representatives to ensure that all homeless children and youth are informed of the program and their eligibility for services.

We recognize that intensive, personalized, recruitment and outreach is necessary to engage participants and their families, particularly when participants are from groups traditionally underrepresented. Promise Neighborhood staff and community partners will actively seek engagement from underrepresented populations. Strategies to recruit participants will include home visits and recruiting in partnership with the faith-based community and other community groups that serve the underrepresented populations.

Accommodations will be made to ensure access to all Promise Neighborhood activities and services. Examples of accommodations may include instructional materials tailored to meet

the needs of vision, hearing, or English as a Second Language (ESL) participants, translators available at events or special transportation resources provided to accommodate wheelchair-bound participants. Particular attention will be paid to evaluating the progress of participants with special needs to determine if their needs are being met or if modifications in service delivery should be made.

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

Our Perry Promise Neighborhood initiative provides a pipeline of solutions based on a strong theory of change. As stated in our logic model (page 47), an ultimate outcome of our project is “improved systems within the Promise Neighborhood that support positive educational outcomes.” We have significant experience implementing programs that lead to improvement in the achievement of students as measured against rigorous academic standards. We have implemented interventions and seen a positive impact on student achievement in high-need schools similar to our Perry Promise Neighborhood schools as follows.

- **Student Achievement and Growth:** Berea College GEAR UP 1999, from years 1999 to 2005, exceeded its objectives on student achievement and growth. Over six years, the percent of students at or above grade level, as measured by the Kentucky Commonwealth Accountability Testing System, increased 17% in math and 15% in reading. During GEAR UP 2005, from years 2005 to 2009, there was an increase of 17% in middle school students at or above grade level in math and a growth in reading of 3%. Berea College Promise Neighborhood, from years 2012 to 2016, exceeded its targets in student proficiency. Over five years the percent of students at or above grade level, as measured by the Kentucky Performance Rating for Educational Progress, increased by 12.8% in math and 12.4% in English/Language Arts. It was also determined that Promise Neighborhood students that

received five or more math tutoring sessions were over 100% more likely to improve from below grade level to grade level or above than their peers receiving less than five sessions.

- **Closing Achievement Gaps:** Importantly, Berea College has experience closing achievement gaps for low-income students, who are identified by their eligibility for free/reduced-priced lunch (FRPL). In 2004 (baseline), there was gap of 11% in math between FRPL students and non-FRPL students for our GEAR UP project. By 2008, the gap decreased to 9%. In reading, the gap of 10% between FRPL students and non-FRPL students in 2004 narrowed to 8% by 2008.
- **Transition from Middle to High School:** Berea College has significant experience helping students successfully transition through the educational pipeline, specifically from middle to high school. In 2012 (baseline), Berea College's Promise Neighborhood had a 20.9% chronic absentee rate among 6th through 9th graders. By 2016, the neighborhood chronic absentee rate had reduced to 11%.
- **High School Graduation and College-Going Rates:** In addition to student achievement, high school graduation and college-going rates increased. GEAR UP 1999 showed considerable progress in increasing high school graduation rates with a growth of 10 percentage points and presented an impressive increase of 13 percentage points in the number of students who attended a college. GEAR UP 2005 also performed admirably: in the 2004 baseline year, the high school graduation rate was 86% and college-going rate was 52%. By 2008, high school graduation rate increased to 90% and college-going rate to 60%.

Rigorous academic standards will be used to measure each student achievement indicator.

To illustrate, incoming Kindergarten students will be assessed by the Brigance Kindergarten Screen, a developmentally appropriate early learning measure adopted by Kentucky. In grades 3–

8, student achievement will be measured by the Kentucky Performance Rating for Educational Progress (K-PREP), a blended system of norm-referenced and criterion-referenced assessments. At grades 9–12, student achievement will be measured by state mandated End Of Course exams (EOCs) in English II and Algebra II.

In addition, we have adopted a set of standards or conditions, with research-based attributes, that we believe must exist in schools to achieve and maintain a college-going culture—a key indicator of student academic success. These are shown in Figure 18, below.

Figure 18. Standards for a College-Going Culture	
Aspiration	School setting that inspires and supports students’ college and career goals. Schools provide all students access to advising and activities linking school, personality and aptitude to career and college.
Rigor	College and career success are intricately linked to preparation in the school. All students assured opportunities and support to acquire core knowledge and skills that provide them the best chance for success in college.
Expectation	School provides clear indicators of college readiness which are focused on both college knowledge and college-ready coursework to close the gap between aspiration and college going. Students advised on progress toward readiness and provided support.
Accountability	School makes decisions about student readiness and school improvement using data to create a profile and uses data to gauge progress over time.
Sustainability	School focuses on transforming culture to attain lasting success.

All Promise Neighborhood programs, services and activities are aligned with these overarching standards or conditions. For example, our integration of instructional programs with a strong evidence base and the related professional development expands the capacity of teachers in our schools to present classes with increased rigor and greater efficacy. To further illustrate, the Advanced Placement Incentive Program (APIP) is an intervention focused on improving the

capacity of schools to provide rigorous courses. Promise Neighborhood will increase school capacity, refine and update teaching practices, and empower non-teaching personnel to nurture and sustain the college-going culture. This expanded capacity ensures that students, schools and communities will benefit long into the future from the services, connections and successes of Promise Neighborhood.

Key Component: Improving Schools

Creating excellent schools is at the heart of our Promise Neighborhood work. Students in our Neighborhood attend one of two public school systems that are both key partners as evidenced by the Memorandum of Understanding (Appendix C). In Kentucky, there are no charter schools, and in our rural area, there are no private schools. The youth of our Promise Neighborhood attend the public schools within the Neighborhood. Therefore, to improve the educational outcomes of our youth, we **must** improve our public schools. The key elements of our strategy to improve all Promise Neighborhood schools are discussed below.

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

Use of college- and career-readiness targets and academic benchmarks: College- and career-readiness performance targets are test scores that indicate a student is on track to be academically prepared for college by the time he or she finishes high school⁵⁷. Once college- and

career-readiness performance targets have been set, students can be divided into academic preparation groups, and services can be targeted to students based on college- and career-readiness performance targets and the size of students' academic preparation gaps. We will use the ACT Aspire College and Career Readiness Targets (CCR targets) as an assessment. ACT Aspire is a standards-based system of assessments to monitor progress toward college and career readiness from grades 3 through early high school, connecting each grade to the next. ACT Aspire is aligned with the ACT College Readiness Benchmarks.

We will assess students annually using ACT Aspire starting at 3rd grade, and the Kentucky Department of Education will assess each 11th grader using the ACT. Thus, we will have college-readiness benchmarks **for each Promise Neighborhood student**. In addition, we will use the Measure of Academic Program (MAP) periodic assessment three times per year to measure student growth in reading and math. Individual student data from these assessments will be downloaded into our Promise Neighborhood early warning system and will provide staff and school partners information needed to define a path to academic proficient and college and career readiness for each student. Continual monitoring of student-level targets and benchmarks via the Promise Neighborhood data system will ensure that the interventions necessary to get each student on track for high school graduation and college and career readiness are provided.

Use of early warning system: Research has shown that students who eventually leave high school before graduating exhibit strong predictive warning signs, such as infrequent attendance, behavior infractions and course failure. These warning signs more accurately predict whether a student will drop out of high school than any socio-economic factors and can be used to predict high school graduation as early as the start of middle school.⁵⁸ We are prepared to launch a Promise Neighborhood early warning system that tracks individual student data—socio-

economic status, school data, achievement data, CCR targets, MAP data and ACT benchmarks.

The backbone of this system will be Kentucky's Persistence to Graduation Tool. Promise Neighborhood academic interventionists located in each of our schools will access the early warning system to produce academic early warning reports. The reports create a score that indicates individual student risk as compared to peers throughout the school. This will enable staff to intervene early and consistently to ensure students most at risk are on track.

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

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

high-need students, thereby allowing many more students to succeed at that level.

NMSI insists those who replicate APIP train pre-AP and AP teachers with relevant pedagogical methods and provide continual support as teachers adopt new skills. This intensive support and training is critical to building the capacity and in-depth content knowledge required to successfully teach AP courses. Over five years, math, science and English teachers will receive three years of Laying the Foundation,⁵⁹ the pre-AP program within the NMSI model.

Tiered Intervention System: We have designed a Promise School model with a tiered intervention system based on the Response to Intervention (RTI) System followed in our classrooms. The research is filled with descriptions of RTI models in their entirety and provide data to support their effectiveness; simply put, RTI provides teachers a way to target supports for students in large and small groups or one-on-one, as appropriate⁶⁰. We will utilize the philosophy and framework of RTI to ensure we provide the *right resources to the right students at the right time*. The model is built on the recognition that all students need varied levels of supports. And the model looks at all student needs: academic, family, health and safety. For example, our family engagement program is designed to support all families through the provision of monthly sessions. Some families need *targeted interventions* because of factors impacting their success—unemployment, incarcerated family member or traumatic event. A *targeted intervention* may include small-group activities designed for specific groups, such as a Grandparents as Parents support group. Lastly, even fewer families, like families experiencing homelessness, require *intensive supports* in order to succeed. Intensive support could include a one-on-one mentoring relationship with a housing advocate. Across all of our services, Promise Neighborhood utilizes tiered interventions to ensure each student and family receives supports at the *appropriate level*.

To further support the achievement of students, we have built into our Promise School

solution the implementation of an academic case management system. We are basing our academic case management system on the John's Hopkins' A–B–C One-to-One Case Management System. This system uses early warning indicators and intervention systems to ensure students effectively progress to graduation. Case management is a collaborative approach among school administrators, teachers, Promise Neighborhood academic interventionists and parents using data to keep students performing at grade level and thus on track for graduation. Our case management system will utilize three key early warning indicators: attendance, behavior and course performance to identify struggling students and potential drop outs. Using these indicators allows case managers (our academic interventionists) to quickly identify students who are in trouble and provide immediate targeted student interventions while monitoring their progress. Recognizing that some students (specifically those chronically absent students that are at-risk of not completing high school) need even more intensive interventions, our academic case management system at the high school will be complemented by the Check and Connect monitoring system.

Our strong partnership with the Promise Neighborhood schools serves as the foundation for our Promise Neighborhood. Our schools have been instrumental in designing Promise Neighborhood. The schools will provide access to students, teachers and data necessary to implement. The schools will actively integrate the Promise Neighborhood strategies into their calendars, their professional development plans, budgets and school improvement plans. Key elements of our strategies to increase achievement are further described in Appendix F.

3. Quality of the plan to establish formal and informal partnerships as described in its memorandum of understanding, and to hold partners accountable for performance

Partners for Education at Berea College has extensive experience in managing formal and informal partnerships with multiple non-profit and government partners, both locally and

nationally, through private and federally funded projects. In the past 20 years, Berea College Partners for Education, with Dreama Gentry at the helm, has effectively implemented several major projects that demonstrate our experience effectively managing partnerships, holding partners accountable for outcomes, and managing federal and private grant-funded projects including but not limited to the following:

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

Under Gentry's leadership, each of these projects achieved its intended outcomes and held partners accountable through systems of formal and informal MOUs, contractual and reimbursement agreements, and continuous communication with our partner organizations. Additionally, we have strong experience managing effective partnerships in Perry County as evidenced by the successful implementation of our GEAR UP grant in Perry County.

We go into this work with the lessons we have learned. Figure 19 illustrates our collective lessons learned from previous partnerships and our plans for maintaining and managing partnerships, both formal and informal, within Promise Neighborhood.

Figure 19. Plan to Manage Partnerships within the Perry Promise Neighborhood	
Lessons Learned from Previous Partnership	Steps to Build Strong Partnership within the Promise Neighborhood
Successful partnerships come together first and foremost to meet a need in the community and because they are committed to shared mission and vision.	We have created a shared mission, vision, theory of change and theory of action with our partners who are committed to achieving this vision. The Advisory Board will have strong, mutual accountability to our shared goals and will discuss our progress in an open, constructive forum with ample resources for building capacity to reach our shared vision. The Advisory Board will become the “holder” of the PN vision and culture for all involved.
Strong partnerships and accountability are built on consistent, clear communication, trust, follow-up and follow-through and structure	We will be clear in our agreements (MOUs, work plans and budgets), our mutual commitments and responsibilities. We will monitor results frequently and use data to continuously improve upon results and process. We will allocate resources to partnership development, coordination and evaluation to ensure that organizations have the resources to build strong partnerships.
Effective partnerships are mutually beneficial and have buy-in from multiple levels of staff.	Our system of coordination is designed to develop substantive relationships with staff of partner organizations and school districts at multiple levels. All our staff will receive training ensuring they are “bought in” to the partnership, outcomes, and process.

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

- 1) a theory of change that is consistent with each partner’s way of conducting work and engaging with the community;
- 2) specific financial support of each entity;
- 3) partner accountability requirements;
- and 4) a governance structure that all partners support.

Our key formal partners are

Perry County Public School System, Hazard Independent School System, Operation UNITE, Elgin Children’s Foundation and Save the Children.

In addition, we have 39 informal partners that have committed to the support of the Promise Neighborhood by aligning their current services and programs to the Promise Neighborhood results, indicators and pipeline of services (See Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions, page 92). In addition to the alignment of theories of change and vision with our partners, we have documented financial support, both direct and in-kind, from numerous community, regional and national partners. We have included signed forms documenting significant match from 28 partners in Appendix D.

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

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

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

mechanisms for achieving these “effective partnerships” and ensuring strong outcomes are described in Figure 20.

Figure 20. Perry Promise Neighborhood Accountability Systems		
Goal	Accountability Process for PN Partners	Accountability Process for Partners for Education
Perry PN achieves its goals and realizes its outcome targets and deliverables.	<ul style="list-style-type: none"> The principal investigator and evaluator will use information from PN’s database and from the evaluation team to monitor progress towards goals, outcome targets and deliverables as articulated in MOUs and contracts with partners. In the event a partner agency or contractor consistently fails to meet deliverables, Partners for Education will retain the right to cancel the contract and identify a new contractor to complete the proposed work. 	<ul style="list-style-type: none"> The Perry PN Advisory Board will monitor Partners for Education’s progress towards its goals and deliverables and recommend course corrections. Partners for Education’s PI will monitor contract compliance. Staff goals and deliverables will be monitored according to individual work plans. Partners for Education will refer to data and evaluation information to continuously gauge progress.
Perry PN solutions are effective and create the intended change.	<ul style="list-style-type: none"> Principal investigator and project director will monitor the effectiveness of PN outcomes in creating change and make modifications as needed. The Board, community partners and other thought partners will assess PN’s success in creating positive change in the target community. Strategy and Sustainability Team will develop sustainability plans for effective solutions. 	
Perry PN is transparent. PN data, outcomes	<ul style="list-style-type: none"> The principal investigator and the project director will ensure that PN’s outcomes and vision are widely accessible to community members through a variety of methods including forums and leadership discussions. In addition, Perry PN will maintain a strong online presence and make data 	

Figure 20. Perry Promise Neighborhood Accountability Systems		
Goal	Accountability Process for PN Partners	Accountability Process for Partners for Education
and process information are shared with partners and the community.	<p>available to partners and community members through the Perry PN webpage.</p> <ul style="list-style-type: none"> The project director will contribute to the effective distribution of PN program and outcome information to community members. 	
Perry PN is fiscally responsible.	<ul style="list-style-type: none"> The project director and program managers will co-manage partner compliance with MOUs, subcontracts, and purchasing protocols. This will include regular review of contracts and MOUs, partner audits and strong reimbursement policies based on meeting program deliverables. 	<ul style="list-style-type: none"> Annual OMB single audit. Advisory Board will review PN’s fiscal information quarterly. Undergo programmatic and finance audits that include review of cost per client and per solution and a cost-benefit analysis to determine cost-effective solutions.

IV. QUALITY OF THE MANAGEMENT PLAN

1. The adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities for accomplishing project tasks

Our track record for managing large and complicated projects is well-established. For two decades, we have provided a wide array of services to dozens of schools, districts and counties in the most rural and inaccessible areas in the nation—rural Appalachia. We do this in part through regional offices, well-trained and highly-qualified staff, and, most importantly, a **clear understanding of the population we serve**. We bring that experience to Perry Promise

Neighborhood.

Leadership, vision and accountability for Perry Promise Neighborhood will rest with our Strategy and Sustainability Team, our Advisory Board, our family and youth councils and our principal investigator. Importantly, we have effectively used this team, board and council structure on key projects for more than a decade as we implemented initiatives in Appalachia.

Strategy and Sustainability Team: In 2017, Dreama Gentry, Executive Director of Partners for Education at Berea College, convened a key group of individuals committed to improving educational outcomes for all youth within Perry County: our Strategy and Sustainability Team. The Strategy and Sustainability Team has provided guidance and direction to the development of the Perry Promise Neighborhood initiative. The Team has been actively engaged in the prior Berea College Promise Neighborhood, and their expertise and experience was essential as we secured fiscal resource commitments, both direct and in-kind, to support the Perry Promise Neighborhood initiative.

Moving forward, the Strategy and Sustainability Team will meet twice a year to assist the project director and principal investigator with the development of a Promise Neighborhood multi-year financial and operating model and accompanying plan. Members of the Strategy and Sustainability Team as we move into implementation will include:

- **Sandi Curd** serves as coordinator of the Southeastern Kentucky Promise Zone. Curd is a farmer and has 25 years of experience in the health-care field. She is a consultant to Leadership Tri-County, of which the Promise Neighborhood is a member, and a former president of the Whitley County Farmers' Market Board of Directors.
- **Dreama Gentry** is the executive director of Partners for Education at Berea College. She designed the Promise Neighborhood model for the nation's first rural Promise

Neighborhood and served as principal investigator for Berea College's 2011 Department of Education Promise Neighborhood project. An attorney by training, Ms. Gentry has dedicated her professional career to building partnerships and leveraging resources to improve Appalachian public schools with the ultimate goal of providing opportunities for low-income high school students to graduate and enter college ready to succeed. Ms. Gentry will serve as the convener of the Strategy and Sustainability Team.

- **Jonathan Jett** is superintendent of Perry County Schools. Jett, has served as superintendent for five years. Jett has devoted his entire career to serving students in the Perry County school district. He spent five years teaching at the Perry County alternative school before transitioning into the role of special education director and then later serving as chief academic officer. Jett also managed the maintenance and transportation departments for the district. Having attended school in the district, he takes great pride in Perry County and translates his vast experiences and commitment into the role of superintendent.
- **Sandra Johnson** is superintendent of Hazard Independent Schools. Johnson began her teaching career as a middle school teacher with the Hazard Independent School System. She recently began her 33rd year in the district and her 13th year as superintendent. She served in many capacities throughout those years, including; teacher, bus driver, assistant principal, principal, transportation director, director of pupil personnel, coordinator of preschool, Title IX, assessment, and special education.
- **Mardi Montgomery** is the legislative liaison with the Kentucky Education and Workforce Development Cabinet. Montgomery has over 23 years of educational experiences at the state and district level. She has experience dealing with collaborative educational initiatives

and policy (early childhood through postsecondary). She is from Appalachian Kentucky and has extensive experience working in rural, Appalachian schools.

- **Tim Rogers** is the executive vice president of the Elgin Children’s Foundation in Knoxville, Tennessee. The mission of the foundation is to help children in rural, southern Appalachia to break the cycle of poverty. Tim oversees a variety of programs that aim to improve the spiritual, physical, and academic health of children in Elgin’s service area. Over 22,000 children are served by the foundation on an annual basis. Dr. Rogers is an ordained minister in the Evangelical Presbyterian Church. In 2012, he completed a ten-year pastorate at Greenbriar Presbyterian Church in Clay County, Kentucky, his hometown.
- **Mark Shriver** is Senior Vice President of US Programs at Save the Children and President of Save the Children Action Network. Shriver leads an effort to mobilize Americans to end preventable maternal, newborn and child deaths globally and to ensure that every child in the U.S. has access to high-quality early childhood education. Shriver’s career fighting for social justice in advocacy and service organizations, as well as elected office, has focused on advancing the right of every child to a safe and vibrant childhood. Shriver joined Save the Children in 2003, serving as Vice President for U.S. Programs. In that capacity, he created and oversaw the agency’s early childhood education, literacy, health, and emergency preparedness and response programs in the United States.
- **Aaron Thompson** is the executive vice president and chief academic officer for the Kentucky Council on Postsecondary Education. He has also served as a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University. Thompson has a Ph.D. in Sociology in areas of Organizational Behavior and Race and Gender Relations. He has over 25 years of leadership experience in

higher education and business. In addition, he has spent numerous years serving on non-profit boards in leadership roles. Dr. Thompson has researched, taught and/or consulted in areas of diversity, leadership, ethics, multicultural families, race and ethnic relations, student success, first-year students, retention, cultural competence and organizational design throughout his career. He has over 30 publications and numerous research and peer reviewed presentations.

Advisory Board: Upon notification of funding, we will convene our Advisory Board which will meet six times per year. The group will select and institute a decision-making standard (e.g. Robert's Rules, 60% approval). The principal investigator will call all meetings of the Advisory Board which is composed of 25 members and includes representation from the key partners and residents. Recognizing that the resident's voice is critical to Promise Neighborhood, a minimum of 60% of the Advisory Board will always be Neighborhood residents.

Councils: To ensure the voice of families and students are heard, we will create a family advisory council composed of parents and family members of students, birth–24, within in our Promise Neighborhood and a youth advisory council composed of youth age 16–24. The advisory councils will provide guidance and input to Promise Neighborhood staff. The project director will call the meetings of the advisory councils which will meet four times per year. Three representatives will be selected by each council to sit on the Advisory Board.

Principal Investigator (100% FTE): Sherry Scott, director of programs for Partners for Education at Berea College, will serve as the principal investigator (PI). Scott reports to Dreama Gentry, executive director of Berea College Partners for Education. As PI, her responsibilities will include articulating the project's strategic direction and theory of change; facilitating the partnership between consortium members, the schools and community-based partners;

collaborating with the evaluation team; and ensuring all research- and evidence-based programs are implemented with fidelity. Scott brings over 10 years' experience designing, implementing and managing K–20 educational partnerships. She has received training in grants management and fiscal management and is familiar with the mission and goals of the program. Most importantly, Scott has provided oversight and supervision to the 2011 Berea College Promise Neighborhood project. She has been actively involved in all aspects of Promise Neighborhood implementation, evaluation and partnership building. She has been trained by the U.S. Department of Education and its technical assistance providers. Under her leadership, the 2011 Berea College Promise Neighborhood has met all goals and objectives, including improved student achievement, college aspiration and family engagement. Scott's resume is included in Appendix B.

Personnel Plan: We will ensure high quality of key personnel will be in place, and the time commitments of all personnel will be appropriate to implement the project. Based on our ongoing work with the USDOE Promise Neighborhood, we have established a personnel structure that includes adequate staff to effectively implement the program. We anticipate most staff will be residents of the Perry Promise Neighborhood. All will be hired based on the employment structures of Berea College and our own internal personnel policies.

Project Director (100% FTE): Partners for Education at Berea College, in collaboration with the Perry Promise Neighborhood Strategy and Sustainability Team, has identified a highly skilled and experienced project director—Michael Hughes. Mr. Hughes, who currently serves as the GEAR UP Project Director at Partners for Education, has extensive experience leading reform efforts and fostering partnerships with schools and community organizations in our Perry County Promise Neighborhood and in the Appalachian region. **Mr. Hughes is a resident of the**

Promise Neighborhood and has extensive experience working with fellow residents to improve school and community relations. In addition to having several years of federal grant management and operations experience, he is highly trained in our results framework and uses the principles of Results-Based Accountability and Results-Based Facilitation to activate the schools and local community around a common set of results for all Perry County children and families. During his career, he has successfully implemented a GEAR UP program in Perry County and the surrounding community. He is known as a natural collaborator and is continually bringing partners from all sectors together to align objectives toward common goals. Mr. Hughes has worked in education for more than 30 years. During his tenure, he has developed and implemented various educational programs; provided staff training and systems management; served as an instructional and curriculum consultant to Kentucky school districts; and coordinated various school and parent programs. Hughes’ resume is included in Appendix B. The project director (PD) reports to the principal investigator. Qualifications and responsibilities are described in Figure 21, below.

Figure 21: Project Director (100% for 12 months)	
Qualifications	Responsibilities
A Bachelor’s degree required, master’s degree preferred in educational administration, education, or related field, or significant experience leading educational reform efforts, an organizational management background strongly preferred	Develop and refine program operations; design and implement evaluation; supervise hiring, development and evaluation; oversee budget planning—federal and match ensuring all expenditures are allowable and within the scope of work; compile all required reports; monitor partner activities and outcomes
Minimum five years demonstrated experience in personnel/program/fiscal management required	Ensure objectives are met and program is in compliance with EDGAR and Uniform Guidance (2 CFR 200)

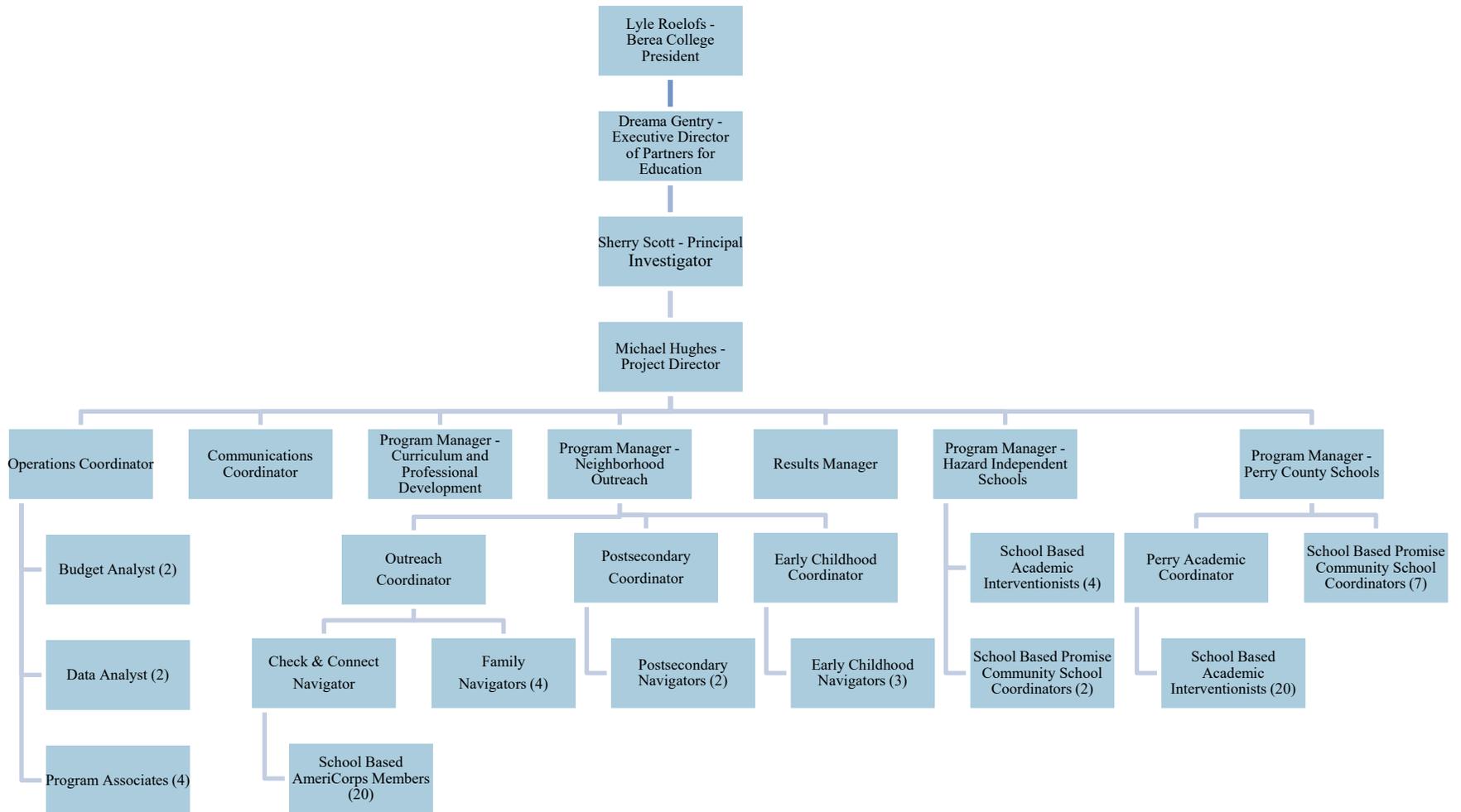
Figure 21: Project Director (100% for 12 months)	
Qualifications	Responsibilities
Minimum of five years’ experience with federal grants management, including budget responsibility , required	Guide development of seven-year plan of operation with specific strategies to meet student, parent and school needs
Demonstrated knowledge and leadership in the areas of complex organizational systems, school reform, college and career readiness, school-based partnerships and program evaluation	Analysis of quantitative and qualitative data gathered on program activities; lead continuous improvement cycle utilizing Results-Based Accountability framework.
Demonstrated experience building strong partnerships with varied community stakeholders in rural communities to include chambers of commerce, schools, governmental agencies and officials, and the social service sector.	Maintain relationships with partners; ensure all stakeholders, including administrators, teachers, students, community members and parents, have input and are held accountable.

Creating reform in multiple schools—particularly when schools are located in remote areas—requires staff members dedicated to that reform. Therefore, upon notification of funding, Berea College will search for personnel to ensure the effective and efficient implementation of the project. Personnel include:

- Program Managers (4 positions, 100% FTE),
- Results Manager (1 position, 100% FTE),
- Coordinators of Early Childhood, Outreach, Postsecondary, Academic (4 positions, 100% FTE),
- School Based Academic Interventionists (24 positions, 100% FTE),
- School Based Promise Community School Coordinators (9 positions, 100% FTE),
- School Based Check and Connect Navigator (1 position, 100% FTE),

- Postsecondary Navigators (2 positions, 100% FTE),
- Family Navigators (4 positions, 100% FTE),
- Early Childhood Navigators (3 positions, 100% FTE),
- Communications Coordinator (1 position, 100% FTE),
- Operations Coordinator (1 position, 100% FTE),
- Budget Analysts (2 positions, 100% FTE), and
- Data Analysts (2 positions, 100% FTE).

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



Adequate procedures for program management and reporting: Policies and procedures are in place for data collection, recordkeeping and reporting—financial, student and program services. Berea College personnel, financial and management policies are in place to ensure compliance with all federal and state regulations. In compliance with Department of Education regulations, all personnel will maintain time and effort logs and submit them monthly to the project director who will review and sign them, filing them in the Grant Services office.

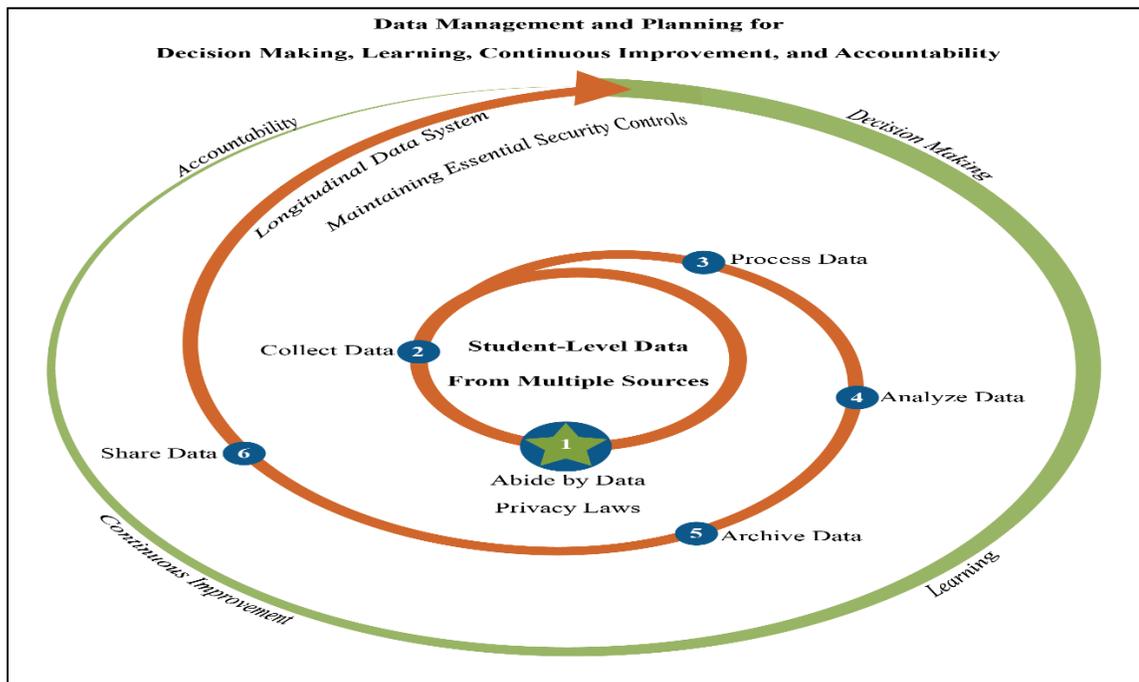
We have developed a comprehensive plan to meet the objectives of the proposed project on time and within budget, including clearly defined responsibilities for accomplishing project tasks. Our two-year timeline with milestones for accomplishing planning and project tasks and the responsible parties follows. No major implementation changes are anticipated during the 3rd through 5th years, based on our experience with implementation of our ongoing Promise Neighborhood initiatives and our work in Perry County.

Berea College Perry Promise Neighborhood - Year 1 Timeline			Months											
			January - December 2018											
			Year 1 Planning & Implementation											
Tasks	Responsibility	1	2	3	4	5	6	7	8	9	10	11	12	
Planning Activities														
P.1	Hire and train Project Director	Principal Investigator												
P.2	Introduce Promise Neighborhood to community	Project Director, Principal Investigator												
P.3	Hire Program Managers, Coordinators and Support Staff	Project Director, Principal Investigator, School Partners												
P.4	Planning, dissemination and collection of survey parents/student; enrollment; consent	Principal Investigator, Project Director, Evaluation Partner												
P.5	Screening and hiring of school-based staff	Project Director, Program Managers												
P.6	School and community team planning retreat/results meetings	Project Director, Principal Investigator, Results Manager												
P.7	Planning and launch of longitudinal study	Principal Investigator, Project Director, Evaluation Partner												
P.8	Recruit and train volunteers	Volunteer Services Navigator												
P.9	Collect and analyze baseline data	Data Analyst, Evaluator, Project Director												
P.10	Ongoing community and school-based strategy meetings (Management Board)	Project Director, Program Managers, Results Manager												
P.11	AdvancED school walkthroughs	Project Director, Program Managers, AdvancED Partner												
P.12	All Staff Stats Meeting and training for community-based results groups	Project Director, Program Managers, Results Manager												
P.13	Develop and train partners on project monitoring process including use of scorecard for performance management	Project Director, Program Managers, Results Manager												
P.14	Conduct a curriculum and PD needs assessment for Neighborhood schools examining capacity, need, fit,	Project Director, Program Managers												
P.15	Evaluate the effectiveness of proposed evidence-based curriculum and practices in our neighborhood schools	Evaluator, Project Director, Program Managers												
P.16	Establish progress monitoring measures and systems for the evidence-based curriculum and practices	Evaluator, Project Director, Program Managers												
P.17	Conduct neighborhood cultural research	Project Director, Cultural Researchers												
Implementation Activities														
I.1	School-based programming including HealthCorps, TOP and Too Good for Drugs	Program Managers, Promise School Coordinators, Academic Interventionists												
I.2	Early childhood programming including Early Steps, Home Visiting and Raising a Reader	Early Childhood Program Manager, Coordinator, and Navigators												
I.3	Postsecondary and family engagement programming	Postsecondary and Family Navigators												

Berea College Perry Promise Neighborhood - Year 2 Timeline			Months											
			January - December 2019											
			Year 2 Planning & Implementation											
Tasks	Responsibility	1	2	3	4	5	6	7	8	9	10	11	12	
Planning Activities														
P.1	Conduct monitoring visits with school and community partners	Project Director	■			■			■			■		
P.2	School and community team planning retreat/results meetings	Project Director, Principal Investigator			■			■			■			■
P.3	Ongoing community and school-based strategy meetings (Management Board)	Project Director, Program Managers, Results Manager				■							■	
P.4	Training of school-based staff	Project Director, Program Managers, Community Partners				■			■					
P.5	School-based monthly meetings to integrate programming and braiding of services	Promise Community School Coordinators	■	■	■	■	■	■	■	■	■	■	■	■
P.6	Leadership evaluation meetings (post monitoring meetings)	Project Director, Program Managers		■				■			■			■
P.7	All Staff Stats Meeting and training for community-based results groups	Project Director, Program Managers, Results Manager		■				■			■			■
P.8	District financial visits	Project Director, Program Managers, Budget Analyst				■					■			
P.9	Develop and launch data dashboard	Project Director, Results Manager	■	■										
P.10	Evaluate the effectiveness of proposed evidence-based curriculum and practices in our neighborhood schools	Evaluator, Project Director, Program Managers	■	■	■	■	■	■						
P.11	Evaluate outcomes and fidelity of implementation of evidence-based curriculum and practices	Evaluator, Project Director, Program Managers						■						
P.12	Design training and implementation plan pursuant to results of evidence-based curriculum and practices	Evaluator, Project Director, Program Managers				■			■					
P.13	Work with partners to develop sustainability action plans	Project Director, Program Managers	■	■	■	■	■	■						
P.14	Conduct neighborhood cultural research	Project Director, Cultural Researchers												
P.15	Quarterly partner planning and monitoring visits for continuous improvement	Project Director, Program Managers, Results Manager	■		■		■		■		■		■	
Implementation Activities														
I.1	Early childhood programming including Early Steps, Home Visiting and Raising a Reader	Early Childhood Program Manager, Coordinator, and Navigators	■	■	■	■	■	■	■	■	■	■	■	■
I.2	School-based programming including HealthCorps, TOP and Too Good for Drugs	Program Managers, Promise School Coordinators, Academic Interventionists	■	■	■	■	■	■	■	■	■	■	■	■
I.3	Postsecondary programming	Postsecondary Program Manager and Navigators	■	■	■	■	■	■	■	■	■	■	■	■
I.4	Family engagement programming including FAST and Literacy Connection Academies	Family Engagement Program Manager, Coordinator and Navigators	■	■	■	■	■	■	■	■	■	■	■	■
I.5	Summer out of school programming	Postsecondary, Early Childhood and Family Engagement Navigators												

2. The adequacy of the plan’s provisions on collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including plan to expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws

Berea College has developed a comprehensive Data Management and Security Plan to collect, analyze and use data for decision-making, learning, and continuous improvement. Our data management and planning process is illustrated below:



Our lessons learned and experiences with GEAR UP and with our 2011 Promise Neighborhood implementation project greatly informed our Data Management and Security Plan. GEAR UP illustrates our capacity to improve, refine and expand our work. We took lessons learned in the first GEAR UP partnership and expanded what was a successful **local** project to an effective **regional** project; specifically, in that first Berea College GEAR UP Partnership project, we partnered with one LEA in rural Kentucky, working with 800 students and their families. In 2005, lessons learned were used to expand GEAR UP services to a regional

program serving eight high-poverty LEAs in Appalachian Eastern Kentucky and more than 5,000 students and their families.

In 2011, we again re-engineered our GEAR UP program, creating a program that now serves over 15,000 students annually through partnerships with **22 rural Appalachian LEAs**. For five years, as we provided services to the 15,000 students and their families in our latest GEAR UP cohort, we have been collecting and analyzing the following data on each student at the **individual level** and have developed processes for obtaining student level data and using the data for decision making, learning, continuous improvement and accountability:

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

Most relevant to our expertise and capacity in developing and executing a Data Management and Security Plan is our experience with Promise Neighborhood. In 2011, when we were awarded a Promise Neighborhood implementation grant for Clay, Jackson and Owsley Counties, we began development of a longitudinal data system. This data system is completely implemented and is now utilized by our GEAR UP projects and our Full-Service Community Schools project. Our 2011 Promise Neighborhood project has fully utilized this longitudinal

database. Our database has the capacity to meet all federal program reporting requirements while providing the staff with the data needed for ensuring student learning and program continuous improvement.

From 2012 through 2015, our principal investigator and evaluator participated in extensive technical assistance with Urban Institute to develop a Data Management Plan for the 2011 Promise Neighborhood Initiative. Significant time was spent with the technical assistance providers reviewing the 2013 publication, *“Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results.”* This document has been instrumental in the development of our Data Management and Security Plan. In addition, during the past five years both our PI and evaluator participated in numerous training institutes, conferences, webinars and workshops on data management and security.

We have developed comprehensive Data Management and Security Plan for Perry Promise Neighborhood utilizing our experience and the technical assistance from the Promise Neighborhood technical assistance providers. Our Data Management and Security Plan establishes a framework and protocols for how we will manage, analyze, store and report our data in the Perry Promise Neighborhood.

Components of our Data Management and Security Plan are as follows:

- **Data Description and Collection:** Description of the information to be gathered including the nature, scope and scale of the data that will be generated or collected including a description and administration protocol of annual Neighborhood surveys.
- **Roles and Responsibilities:** Outlines level of access based on individual roles and responsibilities; identifies data stewards; and details the responsibilities of the data team and project directors.

- **Types of Data:** Outlines various data elements to be collected and reported; targets and indicators to be reported; source of data elements; data partners; and collection and reporting timeline.
- **Access, Sharing and Privacy:** Details how the data will be archived, shared and reported including who may access the data and under what conditions; outlines process for data sharing agreements.
- **Data Storage & Preservation:** Includes backup procedures for the data; details timeline for data preservation and destruction.
- **Case Management and Data Systems:** Outlines the protocols and data needed to maintain both the case management system for tracking progress toward outcomes for individual students and parents participating in programs and the longitudinal data system to track outcome measures over time.
- **Data Team:** The data team is directed by the Principal Investigator. Membership of the data team includes the project director, the evaluator, the results manager, and the data analysts. The data team will meet bi-weekly to continually oversee the implementation of our data management and security plan and to ensure we have ample resources including personnel and/or contractors to manage our data collection, case management system and our longitudinal data system. The data team ensures compliance with privacy and security controls, and provides recommendations and support for system improvement.

Our principal investigator working alongside our evaluator will guide the continuous refinement of our comprehensive Data Management and Security Plan, ensure the plan is implemented with fidelity and is compliant with all privacy requirements and security controls.

We will expand an existing longitudinal data system that integrates student-level

data from multiple sources in order to measure progress while abiding by privacy laws and requirements. We will move forward immediately upon notice of funding to expand our existing longitudinal data system by creating a web-based data portal for Perry Promise Neighborhood. The new, customized, web-based portal is expected to be operational within six months of the grant award.

Our data partner for our longitudinal database and our evaluator for this Perry Promise Neighborhood is REACH of Louisville. REACH served as our data partner and program evaluator for our 2011 Promise Neighborhood project. REACH has shown the capacity to both design a data system and to serve as our local evaluator. A local (Kentucky) company, REACH designed data collection systems and served as the evaluator of a number of statewide initiatives.

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

Our longitudinal database allows for the matching and linking of data from a variety of sources (including data from providers of early childhood services within the Promise Neighborhood) and the stratification/disaggregation of the data by grade, race, gender, ethnicity and “dosage” of service. For example, upon notification of funding we will execute a data sharing agreement with our partner, Save the Children, wherein we can download student level

data from their Early Steps to School Success home visiting program.

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

Our custom designed longitudinal data system allows us to measure progress across all services. Our data system follows students over time tracking individual student demographic data, types of services received and dosage of the services. All services map to a population level result. The system allows staff and partners to explore the relationship between various variables and educational gain along with other outcomes. Reports are viewed and analyzed by specific service, school, dosage, time, individual student, service provider, educational pipeline area, solution, result or any other number of variables collected. Programming staff enter service data weekly, with service roster reports submitted monthly to supervisors for review and program improvement. Supervisors review all service data on a monthly basis, meeting with partners and

staff to discuss program improvements and expansions. Staff meet monthly as a program team to discuss summary data reports and utilizing the principles of results based accountability make program improvements.

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

All reports will be limited to aggregate data, with confidentiality of the students and families taking priority over any desire to display data by disaggregated subsets. For example, if the number of African American children in a particular grade or school is so small that a viewer/user of the data could identify the individual child/children, then the data will not be displayed at this level.

We will ensure that as we expand upon our existing system essential security controls are included. Security controls are built into all aspects of our Data Management and Security Plan. As we identify the need for new data and partners to expand our existing system, we will secure the appropriate data sharing agreements. Partners for Education at Berea College

has experience negotiating and administering data sharing agreements with partners including the Kentucky Department of Education, Save the Children and school districts to name a few. The data sharing agreements include the purpose, scope, duration, specifics of data requested including the need for Personally Identifiable Information (PII), authorized representative confidentiality agreements, authorized representative data security policy, data destruction plan at the completion of audit/evaluation, and identification of data custodians. As part of our security controls, we obtain written consent allowing partners to disclose personally identifiable information to Partners for Education at Berea College. Utilizing the school registration process at the beginning of the academic year, we will implement established procedures to obtain the necessary written consent through the enrollment package that is distributed to every Neighborhood students' family. Separate consent forms are secured from students age 18 and over.

We have a full-time data team that includes data analysts, designated data managers that work with our evaluators, longitudinal data system administrators, partners and staff to ensure our data security controls are implemented according to our established data management and security plan to protect private and confidential data. The team not only works to ensure that security controls are followed for existing and expanding services, but they ensure that all staff sign a confidentiality statement and receive on-going training on data security procedures. The data team is experienced in data management and have attended numerous training opportunities on data security.

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

developer, REACH, Berea College has extensive experience designing and following data security plans to ensure that data is safely and securely transmitted. We will ensure electronic data is encrypted and transmitted using secure file transport protocols and traceable delivery methods as appropriate. All electronic data will be stored in password-protected, encrypted storage devices. For instance, every Berea College laptop utilizes BitLocker drive encryption for enhanced security. We work closely with our information systems department to make certain electronic data is protected. Additionally, all paper records or removable physical media will be stored in designated locked offices and filing cabinets.

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

We will ensure we have the appropriate memorandums of understandings and consent to share data forms completed allowing us to provide program and project data to the department on a quarterly basis, if requested. Included in our Memorandum of Understanding (Appendix C) are commitments from each school district to share data including data needed for the national evaluation. Each partner will identify a person who will serve as the primary point of contact for evaluation and data-related matters and who is empowered to fulfill requests for information.

Our local evaluator will ensure that our evaluation strategy is coordinated with, and

complementary to, the national evaluation. The following are the anticipated key activities of our local evaluation:

- Review/Revise a set of guiding evaluation questions designed to generate information about the effectiveness of our Promise Neighborhood project (p. 44);
- Conceive and implement an outcome evaluation design that maximizes rigor, is realistic, and ensures ethical feasibility;
- Develop, in consultation with the national evaluator, a written evaluation strategy that is comprehensive, including identification and selection of a credible comparison group, and that is sufficiently rigorous;
- Develop a plan to provide the national evaluator with access to data;
- Develop, in consultation with the national evaluator, a written plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants;
- Travel to national grantees' meetings and evaluation conferences; and
- Coordinate with key stakeholders and participate in teleconferences or other communications.

V. ADEQUACY OF RESOURCES

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

Berea College's Promise Neighborhood program will coordinate services to Perry County and Hazard Independent students and families to ensure the schools and all community organizations are working together to achieve the goal - *To build within the Promise Neighborhood a pipeline of cradle-through-college-to-career solutions of both educational*

programs and family and community supports with great schools at the center. Promise Neighborhood will provide direct services to **8,495 Perry County children and youth and their families** with an annual federal investment average of \$706 per child. This compares to our other work with students in our Appalachian school districts; for example, our GEAR UP averages \$800 per student, while our Full Service Community Schools Project averages \$700 per student. Our budget is adequate to implement the planned services and activities, and costs are reasonable in relation to the number served, the high quality of services described, and the results and benefits to be derived from the Promise Neighborhood model, EDGAR. Appendix F illustrates our plan to begin universal implementation of specified services in year one and our plan to bring our services to scale for all students over the course of the project period.

We have included a five-year total project budget that details all project expenses, categorizing expenses as federal or match. Each line item is reasonable in relation to the objectives and scope for the program, has been carefully calculated (using OMB 2 CFR 200 and Berea College's costing principles, procedures, guidelines, restrictions and limitations) and is connected to a specific objective.

Since the late 1800s, Berea College has partnered with Appalachian communities to provide educational opportunities to low-income youth. Since 1967, when we received our first discretionary federal grant, we have effectively implemented U.S. Department of Education programs in the mountains of Appalachia. We are on track to meet our Promise Neighborhood goals and objectives for our 2011 Promise Neighborhood project in Clay, Jackson and Owsley counties which ends in December 2017. Berea College has shown that we provide a solid return on federal investment. The requested federal investment in our Promise Neighborhood is

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

2. The applicant has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of partners; evidence of broad support

Partners for Education at Berea College is well-established and has the resources, and partnerships necessary to sustain the goals and objectives of the project. In fact, Berea College has an institutional commitment to the Appalachian region, and we have been providing services and interventions to Appalachian communities since the late 1800s. We have an infrastructure and processes in place to ensure that the work of the Promise Neighborhood continues beyond the project period as evidenced by the key elements of our sustainability plan:

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

Figure 22 illustrates the foundational parts of our sustainability plan and the success we are having in sustaining the current Promise Neighborhood.

Figure 22. Processes to Ensure the Work Continues Beyond Federal Funding	
Process	Example of Success in 2011 Promise Neighborhood
Endowment funds leadership and fundraising functions to continue the work of Promise Neighborhood.	<ul style="list-style-type: none"> • Our director of grant services is funded by Berea College’s endowment; a significant portion of her time is spent seeking funding to sustain Promise Neighborhood activities. • Our director of programs is funded in part by Berea College’s endowment to serve as convener of the Promise Neighborhood Advisory Board and working groups.
Continually seeking funding to support the work of the Promise Neighborhood	<ul style="list-style-type: none"> • Fall of 2016, \$720,000 was secured from the W.K. Kellogg Foundation (WKKF) to fund early childhood education services in our 2011 Promise Neighborhood for 2017–2020. In addition, WKKF will provide a consultant to assist us in securing additional funds to support early childhood education in the PN. • PN has also partnered with the Elgin Foundation who has committed \$75,000 to fund early childhood education services in our 2011 Promise Neighborhood for 2017–2020. Additional partners, Red Bird Mission and Oneida Baptist Institute, provide the on-going local organizational structure to sustain the early childhood work beyond current funding. • Spring of 2016, Corporation for National and Community Service funding was secured to place 20 AmeriCorps members within PN high schools. The members—highly trained by our staff—will provide the intensive mentoring, tutoring and college pathways work initiated and developed through the PN. • Fall of 2015, National Endowment for the Arts Art Works funding was received to provide training to local educators and community members so that these individuals have the knowledge and skills to sustain the PN arts integration work. • 2016-2017 School Year, \$10,800 was received from the Kentucky Arts Council to support artist residencies in PN schools. These

Figure 22. Processes to Ensure the Work Continues Beyond Federal Funding	
Process	Example of Success in 2011 Promise Neighborhood
	<p>residencies offer a continuation of arts programming and partnerships established early on in our PN work. Participating schools received technical assistance during the funding application process, building local capacity to continue to secure funds for arts education programming beyond the grant funding cycle.</p> <ul style="list-style-type: none"> • June 2017, additional funding was received from the Kentucky Arts Council to support extended learning opportunities in the arts in PN schools. This funding supports arts education beyond the school day in partnership with regional teaching artists and local teachers. • Fall 2016, \$25,000 was secured from Morehouse School of Medicine to offer Smart and Secure Children, a project that is designed with parents through a community participatory study to increase quality parenting as a way to strengthen vulnerable families raising children 0-5 years old who may have been exposed to negative childhood experiences. • Fall 2017, \$25,000 was secured from the Bezos Family Foundation to offer Vroom, a set of tools and resources designed to inspire families to turn everyday moments in to “brain building moments” by layering activities that are essential to healthy brain development into existing routines. • Fall 2016, with Berea College’s technical assistance and model, Owsley County (one of our 2011 PN sites) secured a \$1.5 million Innovative Approaches to Literacy grant to support and sustain the PN literacy strategy in Owsley County and expand the work to a neighboring county.

Figure 22. Processes to Ensure the Work Continues Beyond Federal Funding	
Process	Example of Success in 2011 Promise Neighborhood
Collaborating with partners to integrate proven PN practices and programs into their work	<ul style="list-style-type: none"> • The PN LEAs are committed to continuing the academic case management and integrated services provided by the PN interventionists. PN staff have trained school leadership and teachers in the academic case management system and the integrated services approach. • Partner community colleges are committed to continuing the support to Promise Neighborhood students. Representatives from community college partners have entered into data sharing agreements with local schools to ensure they have the information needed to continue to provide services to PN students.
Cultivating partnerships that lead to sustainable and effective practices and programs that continue beyond PN.	<ul style="list-style-type: none"> • PN has partnered with the Appalachian Community Federal Credit Union who has committed \$102,000 to sustain the family engagement work of PN in one community. The partnership includes transferring not only the work to the partner, but the partner has hired the personnel previously doing the work for PN. • PN has partnered with the Clay County Early Childhood Council to sustain school readiness programs such as <i>Five by Five</i>, a school readiness initiative to increase family engagement in activities to increase school readiness.
Utilizing strong summative and formative evaluation to determine the practices having the most significant impact on children and families	<ul style="list-style-type: none"> • Review of data illustrates that the early learning strategies (Early Steps to School Success and job-embedded coaching within PN) were having tremendous impact—moving the percent of students at kindergarten readiness from 19% to 42%. As a result, early childhood partners have embedded these strategies within professional development plans, and Save the Children is committed to continuing Early Steps to School Success after the federal funding ends.

We have obtained demonstrated commitment of our key partners, including LEAs, governmental agencies and nonprofits, that evidence their broad support and commitment to the long-term success. Promise Neighborhood is composed of partners that are committed to our schools, our parents and our students. Collectively our partners have committed non-federal dollars to match the Promise Neighborhood federal funds at 50 percent. Documentation of matching contributions are included in Appendix D. In addition, the significant match contributions from partners signify their long-term commitments to the project. We have secured matching funds from 28 partners in excess of \$3,000,000. We have partnered with organizations such as Save the Children and the Elgin Children's Foundation that have made commitments to not only partner to provide services for our Promise Neighborhood initiative but also to sustain their work in Perry County as part of their long term strategic plan to serve this region.

Save the Children believes every child deserves a future. In the U.S. and around the world, they give children a healthy start in life, the opportunity to learn and protection from harm. Save the Children meets this objective by providing programs and services such as Early Steps to School Success which lays a critical foundation of language and literacy skills for children from birth to age 5; SummerBoost Camp which builds skills, knowledge and behaviors that encourage success in school and healthy development; and numerous additional literacy, community and family engagement programs.

Elgin Children's Foundation initially known as the B.R. Thompson Charitable Trust was established by B.R. Thompson, owner and operator of the Elk River Resources, previously one of the country's largest privately-held coal mining entities. The Elgin Children's Foundation mission is to help the very people and communities which made Elk River Resources a success. Since its inception, the foundation has helped more than 35,000 disadvantaged children in rural

Southern Appalachia by encouraging the habits of lifetime wellness, educating them to become lifelong learners, and empowering communities to proactively create and provide environments where every child will flourish and mature into productive citizens. The foundation helps provide dental treatment to families that otherwise could not afford it. In 2013, the foundation began providing reading and literacy comprehension to children in rural Kentucky, Tennessee and Virginia. They currently provide literacy services to four rural Kentucky counties. Through the Promise Neighborhood partnership, they will expand their work to a fifth rural Kentucky county, Perry.

We will develop a multi-year financial and operating model and accompanying plan. As they grow, many nonprofit organizations struggle with the issue of defining the set of programs they should offer to maximize their impact. Translating broad visions into well-defined strategies is an arduous task, and one that often is an unnatural counterpart to day-to-day management activities. Developing a sustainable strategy and implementation plan that incorporates an analytical understanding of an organization's underlying economics is difficult for small non-profits that quite often are already overwhelmed with need. The Harlem Children Zone grappled with these very issues when it began its cradle-to-career work. The challenge was to evaluate the myriad programs offered, sharpen its strategic positioning, and create a solid growth plan and performance measures Geoffrey Canada could use to drive the organization forward and attract broad-based, long-term funding. During the implementation of our 2011 Promise Neighborhood, Canada provided mentoring to Partners for Education Executive Director Dreama Gentry. A key suggestion was for Partners for Education at Berea College to develop a plan to guide the direction of the Promise Neighborhood.

As suggested by Canada, we will develop a multi-year financial and operating model and accompanying plan to ensure we have the capacity to continue the work of Promise Neighborhoods

after the end of federal funding as we have demonstrated with our 2011 Promise Neighborhood in Figure 23. Our goal will be to ensure we effectively use and repurpose resources (people, time, money) to align with high-impact priorities and overall strategy. We will assess capacity strengths and gaps, identify resource reallocation opportunities, and develop concrete plans to ensure that we and our partners sustain initiatives that are responsive to the diverse needs in our Promise Neighborhood. We seek to ensure we make strategic, sound and sustainable decisions based on evidence that will lead to improved learning for all our Promise Neighborhood students. We have allocated funds for the development of a multi-year financial and operating model that will ensure we sustain the work of Promise Neighborhood after federal funding ends.

In the first three years of the project, Berea College will allocate funds to contract with a professional company to create a business plan. The plan will devise funding strategies to carry out the work of Promise Neighborhood after federal funding has ended. We will work with each of our partners in years one and two to outline sustainability action plans to carry forward the work. The PI and project director will work with partners in years three through five, to monitor progress of the plans and ensure identified action steps are completed in accordance with the timeline, making necessary adjustments to guide program sustainability.

3. Existing Neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement pipeline services

Our Promise Neighborhood initiative will work closely with existing assets and programs to maximize resources and avoid duplication of services. During our initial Perry Promise Neighborhood planning period we identified programs within the Neighborhood that can be aligned with pipeline of services. These programs, and their funding streams, whether federal, state, local or blended (a mixture of federal, state or local funds), are detailed in Figure 23. We have garnered the support of the leaders of these programs.

Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Solution: Early Learning and Development	
Perry County Public Library (Local)	Provide reading programs for children age 0–5 and parents, bookmobile that can be fitted with Wi-Fi.
LKLP Community Action Partnership (Blended)	Access to teachers and staff within Early Head Start and Head Start programs for professional development.
Appalachian Regional Medical Center (Private)	Provide families and their children, birth to age five, medical services.
UK Center for Rural Health (Private, Federal, State)	Provide families and their children, birth to age five, medical services.
Primary Care Center (private)	Provide medical services and wellness programs for families and their children from birth to age 5.
Quantum Health Care (private)	Provide medical services and wellness programs for families and their children from birth to age 5.
Kentucky River Community Care Early Interventions (Blended)	Provide families and their children, birth to age five, educational/medical/psychological services.
GALEN School of Nursing (private)	Provide medical services and wellness programs for families and their children from birth to age 5.
Partnership Performance Pilot, P3 (Federal)	Staff will provide navigation services to parents under the age of 24 and their children.
Perry County Early Childhood Council	Provides educational programs to increase community and family awareness of school readiness
Solution: Promise Schools	
Perry County AmeriCorps School Turnaround(Federal)	Provides 20–30 AmeriCorps members to implement Check and Connect in Neighborhood High Schools.

Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Hazard Independent Schools 21st Century Learning Center (Federal)	After school and summer programming for youth of Hazard Independent Schools at sites within the Neighborhood.
Partnership Performance Pilot, P3 (Federal)	Staff will provide navigation services, mentoring, training, and support for disengaged youth.
Berea College Gaining early Awareness and Readiness for Undergraduate Programs(GEAR UP Federal)	College and career awareness activities for students at Perry County High School; college and financial aid planning activities for families; professional development activities for teachers; materials to support a college going culture in schools.
Hazard Community and Technical College (Blended)	Space on campus to place PN postsecondary navigator; data sharing agreement to ensure PN students enrolled are provided appropriate services.
LKLP Action Agency (Blended)	Housing, financial literacy programs, wellness center and energy assistance.
Buckhorn Children’s Center (private)	Intensive educational, social, emotional, and behavioral supports for children and youth.
Eastern Kentucky University (State)	Professional development for teachers; on-campus learning experiences for students including summer camps.
Hazard/Perry County Chamber of Commerce (Blended)	Provide students with mentoring and job shadowing opportunities, internships and career readiness workshops.
Perry County Adult Education (Blended)	Provide GED programs for families of students and provide WorkKeys preparation for high school students and out-of-school youth.
Perry County Library (Local)	Provide literacy programs for in-school youth and their parents, bookmobile that can be fitted with Wi-Fi.

Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Hazard Appalachian Regional Medical Center (Private)	Provide community health and wellness initiatives to all children.
UK Center for Rural Health (Blended)	Provide community health and wellness initiatives to all children.
Perry County Health Department (Blended)	Provide community health and wellness initiatives to all children.
Kentucky River Comprehensive Care (Blended)	Provide students with mental health services in and out of school.
Jimmy Lindon, Mayor of Hazard and City Council (Local)	Provide students with community service opportunities.
Scott Alexander, County Judge and Fiscal Court (Local)	Provide student with community service opportunities.
Circuit Judge Allison Wells (Local)	Provide student with community service opportunities and school support programs.
District Judge Leann Stephens (Local)	Provide student with community service opportunities and school support programs.
Kentucky Power Company/American Electric Power (private)	Provide scholarships to students, information sessions on safety and educational activities; provides scholarships, community supports.
Solution: Wellness and Safety	
Operation UNITE (Federal)	Provide students with education programs to prevent substance abuse.
Berea College Byrne Criminal Justice Innovation (Federal)	Target hot spots for crime; utilize positive youth development to reduce drivers of youth criminal behavior.
Owsley County Action Team Drug Free Communities	Provide community, parents and students with strategies to address opioid abuse.

Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Perry County Cooperative Extension (Blended)	Provide students and their families with health and wellness programs; assistance in developing home gardens, nutrition workshops; provide teachers and school leaders with assistance in establishing farm to school program.
Hazard City Police (Local)	Provide resource officers in schools and integrate trauma-informed care information into training of safety officers.
Perry County Sheriff (Local)	Provide safety workshops for students and families
Kentucky State Police (state)	Provide safety workshops for students and families
Circuit Judge Allison Wells (Local)	Provide student with community service opportunities and school support programs.
District Judge Leann Stephens (Local)	Provide student with community service opportunities and school support programs.
Kentucky River Properties (private)	Provide training and information sessions to schools
Perry County Ambulance Authority (Local)	Provide training and information sessions to schools
Hazard/Perry County Tourism (state)	Provide training and information sessions to schools
Hazard Independent and Perry County Schools Family and Youth Service Centers (Blended)	Provide linkages between families and health providers; transportation to medical providers; connections to emergency housing.
Solution: Family and School Coordination	
Perry County Public Library (Local)	Provide literacy programs for in-school youth and their parents, bookmobile that can be fitted with Wi-Fi.

Figure 23. Existing Assets in the Promise Neighborhood and Contribution to Solutions	
Existing Resource (source of assets)	Description of Existing Asset
Hazard Independent and Perry County Schools Family Resource and Youth Service Centers (Blended)	Provide linkages between families and service providers (social services, housing and food); provide support to students (clothing, transportation to medical providers, connections to emergency housing).
Perry County Public Schools Summer Feeding Program (Federal)	Provide meals on a daily basis at locations across the county during the summer break.
New Hope Church (Private)	Provides a newborn resource center; food boxes for families; space for a youth camp; meeting space
Willowfern Church (Private)	Provides backpack program; food boxes for families

¹ Smith, J. S. (2006). Research summary: Transition from Middle School to High School

² Southern Regional Educational Board (2002). Opening Doors to the Future: Preparing Low-achieving Middle Grades Students to Succeed in High School

³ Wyner (2007). *Achievement Trap*. Jack Kent Cooke Foundation

⁴ Ibid.

⁵ O’Connell, Boat, & Warner, 2009 p. xxvii

⁶ Bruce & Bridgeland, 2014, p. 16; Rhodes, et al., 2002

⁷ <https://primary.berea.edu/about/>

⁸ <http://www2.ed.gov/programs/reapsrsa/eligible16/index.html>

⁹ <http://www.curriculumassociates.com/products/brigance-kindergarten-ky.aspx?statecode=KY&source=KENTUCKY>

¹⁰ Kindergarten Readiness. (n.d.). Retrieved September 02, 2016, from

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

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ https://kcews.ky.gov/Content/Reports/ECP/ECP_2017_Perry.pdf

¹⁵ Kindergarten Readiness. (n.d.). Retrieved September 02, 2016, from <http://openhouse.education.ky.gov/Data>

¹⁶ Kentucky Department of Education School Report Card *Advanced Placement Assessment*, 2015-2016

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Kentucky Department of Education School Report Card, 2015–2016

²⁰ <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2013-14.html>

²¹ <http://www.attendanceworks.org/>

²² KDE School Report Card, 2015–2016

²³ https://kcews.ky.gov/Content/Reports/HSFeedback/HSFRCG2015_246_000.pdf

https://kcews.ky.gov/Content/Reports/HSFeedback/HSFRCG2015_485_000.pdf

²⁴ Kentucky Department of Education School Report Card *Assessment ACT*, 2015-2016

²⁵ <https://research.collegeboard.org/sites/default/files/publications/2012/7/researchinreview-2003-9-college-persistence-graduation-remediation.pdf>

²⁶ https://kcews.ky.gov/Content/Reports/CPR/CPG_2015_Perry.pdf

²⁷ Kentucky Department of Education School Report Card *Career and Technical Education Certifications Earned*, 2015-2016

²⁸ <http://kentuckyhealthfacts.org/data/location/show.aspx?cat=2%2c3%2c8&loc=97>

29

<http://www.countyhealthrankings.org/app/kentucky/2017/rankings/perry/county/factors/overall/snapshot>

³⁰ <http://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>

³¹ <https://www.cdc.gov/healthyschools/obesity/obesity-youth.htm>

³² <http://www.countyhealthrankings.org/rankings/data/ky>

³³ <http://www.kentucky.com/news/state/article81990682.html>

³⁴ http://www.greatlakescenter.org/docs/Policy_Briefs/Rumberger-Student-Mobility.pdf

³⁵ Mobility data obtained from district point of contacts in July, 2016, and enrollment data from the KDE Superintendent Annual Attendance Report, 2015-16 at

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

³⁶ <https://education.ky.gov/federal/progs/txc/Documents/2015->

[16%20Homeless%20by%20District_Grade%20for%20web.pdf](https://education.ky.gov/federal/progs/txc/Documents/2015-16%20Homeless%20by%20District_Grade%20for%20web.pdf)

³⁷ 2017 Parent Surveys administered by Berea College, 196 respondents.

³⁸ National Survey of Children's Health, 2011–2012

³⁹ https://kcews.ky.gov/Content/Reports/CPR/CPG_2015_Perry.pdf

⁴⁰ Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates,

Grandchildren Under 18 Years Living with a Grandparent Householder by Grandparent

Responsibility and Presence of Parent, Relationship to Householder for Children Under 18 Years in Households

⁴¹ US DOE, NCES Longitudinal Study of 1988 8th graders, 1994

⁴² https://kcews.ky.gov/Content/Reports/CPR/CPG_2015_Perry.pdf

⁴³ Ibid.

- ⁴⁴ <http://www.broadbandmap.gov/summarize/state/kentucky/county/perry>
- ⁴⁵ Ibid.
- ⁴⁶ <http://kdla.ky.gov/librarians/plssd/Documents/KDLA1516.pdf>
- ⁴⁷ <http://www.kypromisezone.com/about-us/promise-zone-strategic-plan/comments-from-public-forums/perry-county-pz-forum>
- ⁴⁸ <http://education.ky.gov/federal/scn/pages/qualifying-data.aspx>
- ⁴⁹ https://www.arc.gov/reports/custom_report.asp?REPORT_ID=62
- ⁵⁰ U.S. Bureau of the Census, *2011-2015 American Community Survey*, December 2016
- ⁵¹ <http://nyti.ms/1pn7UDd>
- ⁵² <http://energy.ky.gov/Pages/CoalFacts.aspx>
- ⁵³ 2014 (Source: Data Reports. (n.d.). Retrieved August 22, 2016, from <http://www.arc.gov/data>)
- ⁵⁴ Tilley & Ingram, 2015
- ⁵⁵ Ibid.
- ⁵⁶ https://today.duke.edu/2004/08/success_0804.html
- ⁵⁷ Dougherty, NCEA, 2008
- ⁵⁸ Janosz, M. Archambault, *School Engagement Trajectories and their Differential Predictive Relations to Dropout*, *Journal of Social Issues*, 64(1): 21-40, 2009).
- ⁵⁹ Laying the Foundation is a registered trademark of Laying the Foundation, Inc. See <https://www.nms.org/Programs/LayingtheFoundationProgram.aspx>.
- ⁶⁰ Marston, Muyskens, Lau, & Canter, 2003. McNamara & Hollinger, 2003.