

Grand Rapids Southeast Promise Neighborhood Project (GRSEPNP)

Western Michigan University, Applicant
Submitted to Office of Innovation and Improvement,
U.S. Department of Education

Absolute
Priority 1
Competitive
Priorities 1 to 3

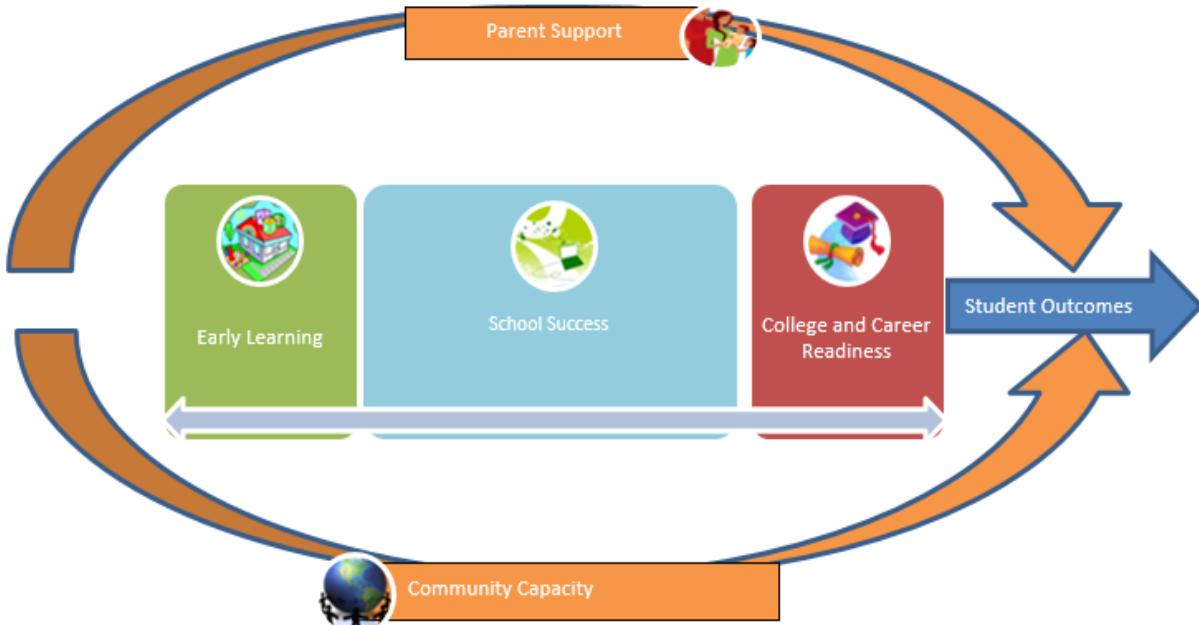


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Table of Frequently Used Abbreviations

21st Century Community Learning Centers (CCLC)
Community Data and Research Lab (CDRL) at Grand Valley State University (GVSU)
English Language Arts (ELA)
English Language Learner (ELL)
Government Performance and Results Act (GPRA)
Grade School to Grad School (G2G)
Grand Rapids Community College (GRCC)
Grand Rapids Public Schools (GRPS)
Grand Rapids Southeast Promise Neighborhood (GRSEPN)
Grand Rapids Southeast Promise Neighborhood Project (GRSEPNP)
Grand Valley State University (GVSU)
Great Start Readiness Program (GSRP)
High-Impact Leadership (HIL)
Kent Intermediate School District (Kent ISD)
Maternal Infant Health Programs (MIHP)
Michigan Student Test of Educational Progress (M-STEP)
NWEA Measures of Academic Progress (NWEA MAP)
Ottawa Hills High School (OHHS)
Qualified Opportunity Zone (QOZ)
Social Emotional Learning (SEL)
Socio-economic Status (SES)
The Center for Educational Performance and Information (CEPI)
W.K. Kellogg Foundation (WKKF)
What Works Clearinghouse (WWC)
Western Michigan University (WMU)

Our Story

Western Michigan University, Grand Rapids Public Schools, Baxter Community Center, Early Learning Neighborhood Collaborative, Family Futures, Grand Rapids Community College, Kent Intermediate School District, LINC, Community Data and Research Lab at Grand Valley State University, the W.K. Kellogg Foundation, and other partners are committed to creating a sustainable promise neighborhood in southeast Grand Rapids, Michigan. The intent of this proposal is to build a cradle-to-career pipeline of resources within the neighborhood and schools. This systemic effort will lead to improved developmental, educational, and social outcomes for the children, students and their families, and create a vital and sustainable neighborhood.

All partners have a record of accomplishment contributing to progress on economic, social, and educational development in Grand Rapids in recent years. With all of the good work, there are still pockets of the city that are lagging behind in benchmarks for quality neighborhoods and schools, and the partners for this proposed Promise Neighborhood project are fully committed to closing those gaps. Through the lenses of (a) needs assessment, (b) segmentation analysis, (c) utilization of each partner's strength, (d) research evidence, and (e) systems thinking, local leaders recognize the need to concentrate and leverage the resources in the Southeast neighborhood to give children, students, and families the extra support to turn the current state of progress into a sustainable system. We propose a continuum of data-supported and evidence-based solutions with neighborhood partners working together to address the most persistent barriers to progress in this Grand Rapids Southeast neighborhood.

To that end, the partners and stakeholders have come together to propose the Grand Rapids Southeast Promise Neighborhood Project (GRSEPNP). This collaboration of partners and stakeholders will leverage the potential of two trend-breaking shifts in the region. The first is a

shift away from reliance on competition between schools and other institutions to achieve better outcomes and a move toward stronger and more strategic collaboration and alignment of efforts. The second is to replace deficit-based approaches to working with underserved and underachieving populations and communities with appreciative, strengths and asset-based approaches. These two shifts have already produced positive momentum. We will build on that momentum to achieve 14 equity and growth-focused, cradle-to-career solutions.

Section A. Need for the Project

(a)(1). The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis

Needs assessment and its data sources. We used many sources of data to conduct robust needs assessments to inform and create this proposal. Among the assets of the GRSEPNP are the many social support organizations that already exist in the community and the partnerships that already exist through the work of the W.K. Kellogg Foundation. The Community Data and Research Lab (CDRL) at Grand Valley State University (GVSU) gathered together the sources of information in a user-friendly portal in the following categories: demographics, education and economics, civic engagement, housing, crime and safety, public health, and community survey. Similarly, the Michigan Department of Education (MDE) has powerful and user-friendly data that are accessible through the MI School Data portal. Grand Rapids Public Schools (GRPS) also has school process data, including student and parent surveys, as well as student outcome data. Other partners also have data on various aspects of their work. We drew upon these and other important sources of economic, social, and educational progress indicators to identify the most important targets for progress and equity of outcomes as illustrated in Table 1.

For example, early childhood development needs were estimated by Family Futures based on a developmental screening using the Ages and Stages Questionnaire (ASQ)-3, which is a validated screening tool focused on identifying delays/cognitive challenges across five domains of development: gross motor, fine motor, communication, personal-social, and problem solving. Social-emotional screening was also done using the ASQ-SE, a validated screening tool focused on identifying social-emotional delays and challenges. Through examination of the eleven data sources identified in Table 1, the project partners came together and arrived at a pipeline of 14 integrated and neighborhood focused GRSEPNP solutions for transformative change. The 14 solutions accompany strategies to provide early learning opportunities, empower school leadership, develop high quality teachers, extend school time, provide

Table 1. Needs Assessment Data Sources
1. U.S. Census Bureau, American Community Survey, 5-year estimates
2. Grand Rapids City Clerk
3. Grand Rapids Police Department
4. Kent County, Bureau of Equalization
5. CDRL Community Data
6. Center for Educational Performance and Information MiSchool Data
7. Michigan Dept. of Community Health
8. VoicesGR
9. NWEA Measure of Academic Progress (MAP)
10. Neighbor Scout
11. GRPS District Data, etc.

rigorous and relevant educational curriculum, and maintain unwavering focus on equity in learning opportunity and outcomes to ensure continued excellence.

The magnitude or severity of the problems to be addressed. Based on the 2019 American Community Survey, the proposed Grand Rapids Southeast Promise Neighborhood (GRSEPN) (see Optional Attachment 1 for the defined boundary) has an estimated population of 94,245 residents. About 51.4% of the population identify themselves as white, 23.3% black, 18.5% Hispanic, and 6.8% other. There are refugees and immigrants from all over the world who speak many different languages. Approximately 22% of school-aged children in GRSEPN live in poverty, and 14.5% of 25 years old and over do not have a high school diploma. However, the

above figures mask the needs in the seven Qualified Opportunity Zones (QOZs) which are a part of GRSEPN. The 2019 estimated population for the seven QOZs is 26,547, with 23.2% self-identified as White, 37.3% Black, 33.0% Hispanic, and 6.5% other. In these seven QOZs, 32% of school-age children live in poverty, and 21.2% of years old and over do not have a high school diploma. Furthermore, 85% of students enrolled in GRSEPN schools are eligible for Free and Reduced-Price Lunch. Drilling down into the data from (a) GRSEPN to (b) the seven QOZs in GRSEPN and to (c) the students in GRSEPN schools, the needs become greater and greater.

The data in Table 2 are organized in the framework of the Promise Neighborhoods Performance Indicators, including indicators of need identified in the Notice Inviting Applications for the Promise Neighborhoods grant program as well as other indicators, so that the severity and magnitude of a wide range of needs could be demonstrated. These indicators show the magnitude and severity of barriers to progress and equity existing in the neighborhoods and schools of GRSEPN on every measure. More data on the schools and the community are in Optional Attachments 2 and 3, respectively. Like other states, due to Covid-19, the most recent state-wide student assessment data for the GRSEPN needs assessment are for Spring 2019 (2018-19 school year). Testing for 2019-20 was suspended and testing for 2020-21 is pending in April 2021. School year 2018-19 had the most complete data on schools and students.

Table 2. Magnitude and Severity of Needs in GRSEPN

Indicators	Data to Indicate the Severity and Magnitude						
Need to Help Children Enter Kindergarten Ready to Learn	As measured by NWEA-MAP, among the children entering kindergarten in schools in GRSEPN in Fall 2019, only 29% were ready to learn in reading and 26% in math, much lower than the national norm of 50%. Only 19% of entering kindergarteners were ready to learn in both reading and math.						
Need to Help Students be Proficient in Academic Subjects and eliminate declines	M-STEP Proficient Percentage in Spring 2019 in GRSEPN						
	Grade	3	4	5	6	7	8
	ELA (GRSEPN)	24.0%	22.9%	20.9%	12.7%	10.1%	26.8%
							20.3%

Indicators	Data to Indicate the Severity and Magnitude														
in proficiency across grade levels	ELA (State)	45.1%	45.8%	46.2%	41.7%	42.7%	61.9%	55.3%							
	Math (GRSEPN)	21.1%	14.0%	8.3%	4.7%	4.2%	8.8%	6.3%							
	Math (State)	46.7%	41.8%	34.8%	35.1%	35.7%	41.4%	36.3%							
Need to close achievement gaps for GRSEPN students—a major equity issue	Across all grade levels and in all state tested areas, non-white and economically disadvantaged students in GRSEPN schools significantly under-performed compared to white and non-economically disadvantaged students in the same schools on 2019 M-STEP proficiency rates:														
	Subject	Avg. Difference in Proficiency White compared to Black Students			Avg. Difference in Proficiency Econ.Adv compared to EconDisad										
	ELA	27.5%			21.0%										
	Math	16.7%			14.7%										
	(see Optional Attachment 4 for full data table on equity analysis).														
Need to improve average daily attendance rates of students in the GRSEPN and eliminate decline at the 9 th grade	Average daily attendance in 2018-19 dropped significantly between 8 th and 9 th grade. There is a need to focus on middle to high school transition.														
	Grade	6th	7th	8th	9th										
	Average Daily Attendance (GRESPN)	95%	94%	94%	83%										
	Average Daily Attendance (State)	94%	93%	93%	92%										
Need to improve chronic absenteeism	18.7% of students had chronic absenteeism, defined as “missing 10% or more school days” in 2018-19; the corresponding figure for other schools in the same district is 12.8%.														
Need to improve 4-year adjusted cohort graduation rate	The four-year adjusted cohort graduation rate was 69% of students enrolled in Ottawa Hills High School in 2018-19, much lower than the state’s average of 81%.														
Need to increase the percentage of students who enroll in college after graduation	48% of students enrolled in a two-year or four-year college or university after graduation in 2018-19, much lower than the state’s average of 60%. Furthermore, 42% of those who graduated enrolled in remedial classes in college, much higher than the state average of 24%. There are no CTE courses in the high school in GRSEPN.														
Need to improve student health	46.9% of youth saw a healthcare provider for a check-up when they were not sick or injured during the 12 months. The percentage of children with some sort of chronic illness is greater in the GRSEPN than in other parts of the city.														
	Reported children/household with:	GRSEPN(%)			Other (%)										
	Type I diabetes	1.66			1.1										
	Type II diabetes	1.33			0.88										
	Heart disease	0.00			0.44										
	Depression	8.64			5.74										
	Asthma	14.95			13.91										
	ADD/ADHD	15.28			14.35										
	Lead poisoning	1.33			0.66										
	Based on n = 301 for GRSEPN and n = 453 for other.														

Indicators	Data to Indicate the Severity and Magnitude
Need to make students feel safe at school and in the community	According to a parent survey in 2018-19, for the question "My child feels safe at school," it was 85% for the high school, 25% for the middle school, and 88% for feeder elementary schools. 24% of students were suspended (16% of students were suspended once and 8% multiple times) in 2018-19, while in other schools in the district, 16% of students were suspended (8% of students were suspended once and 8% multiple times). The crime index for the entire city of Grand Rapids is just 19 (100 is the safest). Some of the neighborhoods classified as "most dangerous", accounting for both violent and property crime, fall within GRSEPN.
Need to improve the stability of the community	The mobility rate in the GRSEPN was 11.1% (vs 6.5% for the district and 5.2% for the state) in 2018-19. Contributing factors include housing (47% of the housing units are renter-occupied; 32.9% of the families reported "housing overburdened"(6.7% housing units are vacant) and low educational attainment (among those 25 years old and over, 14.5% have no high school diploma).
Need to improve other family and community support	7.4% of households have single parents (vs 6.6% nationally). The poverty rate is 21.3% (vs 13.4% nationally). In three of the census tracts of GRSEPN, the teenager birth rates were 11.1%, 12.6%, and 21.1% respectively. 40.8% of youth have serious arguments with people at home.
Need to improve access to 21 st learning tools	During the pandemic closure, GRPS provides internet connection to 25% of the households and 37% of the students in GRSEPN to support learning access to homes without connectivity.

(a)(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project

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

The collaborative of GRSEPNP partners considered and reflected on the results of the needs assessment and segmentation analysis. Their conclusions about the nature and magnitude of the gaps and weaknesses along the age continuum are illustrated in Table 3 below.

Table 3. The Nature and Magnitude of the Gaps or Weaknesses

Specific Gaps and Weaknesses	Nature and Magnitude of the Gaps and Weakness
Gaps in programs to help children enter kindergarten ready to learn	In the GRSEPN, 81% of the kindergarteners enter school ill prepared to succeed in both reading and math. By conducting developmental and social-emotional screening with children ages 0-5, delays and challenges can be identified early. Approximately 30% of GRSEPN preschool-aged children are not participating in a preschool experience. The annual turnover rate for the early educators in the GRSEPN is between 40-45%. This is a program quality issue.

Specific Gaps and Weaknesses	Nature and Magnitude of the Gaps and Weakness																								
Gaps in programs to help students become proficient in academic subjects and eliminate achievement gaps	<p>Based on the state-wide assessment, M-STEP, the state's average proficiency rates were about 1.9 to 8.5 times of those in GRSEPN depending on subjects and grade.</p> <p>Ratio of Proficiency Rates: State Average to GRSEPN</p> <table border="1" data-bbox="610 460 1416 572"> <thead> <tr> <th data-bbox="610 460 698 487">Grade</th><th data-bbox="698 460 770 487">3</th><th data-bbox="770 460 842 487">4</th><th data-bbox="842 460 913 487">5</th><th data-bbox="913 460 985 487">6</th><th data-bbox="985 460 1057 487">7</th><th data-bbox="1057 460 1129 487">8</th><th data-bbox="1129 460 1201 487">11</th></tr> </thead> <tbody> <tr> <td data-bbox="610 487 698 528">ELA</td><td data-bbox="698 487 770 528">1.9</td><td data-bbox="770 487 842 528">2.0</td><td data-bbox="842 487 913 528">2.2</td><td data-bbox="913 487 985 528">3.3</td><td data-bbox="985 487 1057 528">4.2</td><td data-bbox="1057 487 1129 528">2.3</td><td data-bbox="1129 487 1201 528">2.7</td></tr> <tr> <td data-bbox="610 528 698 572">Math</td><td data-bbox="698 528 770 572">2.2</td><td data-bbox="770 528 842 572">3.0</td><td data-bbox="842 528 913 572">4.2</td><td data-bbox="913 528 985 572">7.5</td><td data-bbox="985 528 1057 572">8.5</td><td data-bbox="1057 528 1129 572">4.7</td><td data-bbox="1129 528 1201 572">5.8</td></tr> </tbody> </table>	Grade	3	4	5	6	7	8	11	ELA	1.9	2.0	2.2	3.3	4.2	2.3	2.7	Math	2.2	3.0	4.2	7.5	8.5	4.7	5.8
Grade	3	4	5	6	7	8	11																		
ELA	1.9	2.0	2.2	3.3	4.2	2.3	2.7																		
Math	2.2	3.0	4.2	7.5	8.5	4.7	5.8																		
Gaps in programs for students to transition from middle to high school	<p>Average attendance rate dropped 11 percentage points in GRSEPN while it only dropped one point in the state average between the 8th and 9th grades. Only 4.5% of 7th and 8th graders qualify to take Algebra I in middle school. 37% of Ottawa Hills HS 9th graders failed their Algebra I course.</p>																								
Gaps in programming to help students be healthy	<p>There is currently no systematic mechanism to coordinate medical homes in the target area; 20% of families in the GRSEPN do not have a personal doctor or healthcare provider. GRSEPN is designated as an area of food insecurity.</p>																								
Gaps in programming to help children feel safe at school and in their community	<p>Only 25% of middle school parents indicated "My child feels safe at school." The crime index for the entire Grand Rapids is just 19 (100 is the safest); this data could not be broken down for GRSEPN.</p>																								
Gaps in programming to help youth to graduate from high school	<p>The high school graduation rate was 69% for GRSEPN while 81% for the state. Students in the GRSEPN experience chronic absenteeism, suspensions, and subgroup achievement gaps at a higher rate than students in other parts of the city and state. Currently, very few GRSEPN high school students have access to after school programs. There are starkly disproportionate outcomes (gaps) for African American males.</p>																								
Gaps in programming to help high school graduates obtain postsecondary degrees, certifications, or credentials.	<p>Students in the GRSEPN attend college at lower rates than the state average (48% vs 60%). This is related to lack of programs for exposure to and knowledge of the college experience, e.g., the application process, exposure to and success in college preparatory courses, and a general belief that they cannot attend and succeed in college. The school district also indicates a lack of innovation in the high school.</p>																								
Gaps in programming to help students to live in stable communities	<p>Most census tracts in GRSEPN comprise of over 40% of households with children under 18 receiving food stamps/SNAP. 32.9% of families in GRSEPN meet the federal definition of being housing overburdened. Student mobility rate was more than twice the state average. It is critical that there are high-quality family navigation services and that parents who are seeking more work and education have stable childcare arrangements.</p>																								

Specific Gaps and Weaknesses	Nature and Magnitude of the Gaps and Weakness
Gaps in programming to help families and community members support learning in GRSEPN schools	Parental engagement makes a difference. The middle school in GRSEPN had a parent-teacher conference attendance rate of 38%. Thus, LINC, a community-based leadership development organization, will conduct activities to raise the level of resident leadership for healthy and educated children. It will also provide housing and employment services. The school district will expand Parent University. Not enough attention has been paid to English Language Learner (ELL) families.
Gaps in students' access to 21st century learning tools	During the pandemic disruption to in-person learning, GRPS provides internet connection to 25% of the household and 37% of the students in GRSEPN. The school district also indicates the need for training and support to increase teacher, student, and parent capacity for using 21 st Century Learning Tools.

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

Based on these specific gaps, available infrastructure, and opportunities for leveraging untapped capacity, the GRSEPNP partners propose a complete continuum of solutions to strengthen and build upon their associated programs/services/activities. As illustrated in Tables 4 and 5, the 14 solutions address critical needs, gaps, and segmentation analysis.

Table 4. Pipeline, Solutions and Partners for GRSEPNP

Pipeline	Solutions	Primary Partners
Early Learning	Solutions 1 to 3	Family Futures, Early Learning Neighborhood Collaborative, Grant Rapid Community College, Grand Rapids PS, Baxter Community Center
School Success	Solutions 4-10	Grand Rapids Public Schools, Western Michigan Univ., Grand Valley State Univ., Family Futures
College & Career Readiness	Solutions 11-12	Grand Rapids Public Schools, Western Michigan University, Grand Rapids Community College
Parent & Community Support	Solutions 13-14	Family Futures, Grand Rapids Public Schools, Grand Valley State University, LINC, Kent Intermediate District

Table 5. Summary of Solution and Segmentation Analysis

Solution	Programs/Services/ Activities	Segmentation Analysis
Solution 1. Improve quality of the early education teaching force	1. Training child development associates (CDA) for early learning	The annual turnover rate for the early assistant-PreK educators in the neighborhood has ranged between 40-45% annually. There are twelve individuals on compliance plans requiring the completion of a CDA, but out of pocket expenses of \$2,000 are a barrier for most to attain completion.
	2. Providing early educator professional development via observation, feedback, and coaching sessions	39% of childcare center and homes in GRSEPN do not have a quality rating, and only about 20% of the sites participate in observation and feedback using validated instruments.
Solution 2. Improve services in medical care, developmental screen, and nutrition	3. Increasing use of medical homes for children ages 0-5 in the GRSEPN	About 1,100 children ages 0-5 are lacking this essential medical relationship for their healthcare needs in the community. Lack of access to a medical home has various negative effects on children and their families.
	4. Developmental Screening of Children (age 0 to 5), Data Management/Results Based Accountability, and Parent Education/Coaching	Fewer than 15% of children 0-5 years old in the promise neighborhood are receiving developmental screenings occasionally, and even fewer receive the recommended schedule of screenings. When developmental screening is not completed, only 50% of delays are identified before a child enters kindergarten, leading to school challenges that are difficult to overcome.
	5. Models of healthy food for children	The promise neighborhood is designated as an area of food insecurity, a step above the designation of food desert, according to Children's Health Watch.
	6. Models of healthy food for parents	
Solution 3. Provide educational opportunity for the young	7. Provide full-time preschool to three-year-old children	There is an urgent need for providing full-time preschool to three-year-old children. Currently, at most, about 400 of those children are participating in some sort of accessible three-year-old preschool program.
	8. Great Start Readiness Program (GSRP)	Limited capacity in the district keeps 30% of preschool aged children unable to gain preschool services. 71% of the entering kindergartners in GRSEPN in fall 2019 did not meet the grade-level expectation (50 th percentile) in math and 74% in reading based on the NWEA-MAP assessment.
Solution 4. Focus on	9. Fisher-Frey Literacy Program and	The literacy proficiency rates of students in the Ottawa Hills feeder schools are well below state

Literacy to lay a foundation for successful learning	GELN Essential Literacy Practices to Improve Literacy Instruction 10. Kennedy Schools for Improving Literacy Instruction 11. Summer Literacy Schools	<p>average(s) based on the M-STEP state assessment. Based on spring 2019 M-STEP results, the proficiency rates in reading in the promise neighborhood are as follows: 24% for 3rd grade, 23% for 4th grade, 21% for the 5th grade, 13% for the 6th grade, and 10% for the 7th grade.</p>
Solution 5. Strengthen math instruction and learning	12. Math Lab Classes and implementation of GELN Math Essential Practices	<p>Success in Algebra I is strongly correlated to future high school completion and post-secondary success. In 2018-19, 37.2% of Ottawa Hills HS 9th graders failed their Algebra I course. Math Lab classes provide a concentrated focus on evidence-based math practices with coaching support.</p>
	13. Hire and/or develop teachers with stronger preparation and expertise in the area of math and algebra	<p>Teachers in K-5 and K-8 schools possess a general knowledge of content, but many do not have the skills needed to prepare students for advanced classes, nor are they trained to teach them. Based on the 2019 M-STEP, the proficiency rates in math in the promise neighborhood are as follows: 21% for 3rd grade, 14% for 4th grade, 8% for the 5th grade, 5% for the 6th grade, and 4% for the 7th grade.</p>
	14. Math Acceleration Club	<p>In Ottawa HS feeder schools, only 4.5% of 7th and 8th graders qualified to take Algebra I in middle school.</p>
	15. Pre-K Math	<p>71% of entering kindergarteners in GRSEPN did not meet the expectations for their age in the area of math in the fall of 2019.</p>
Solution 6. Enhance teaching quality	16. Instructional Rounds and “High Impact Leadership (HIL) for School Renewal” Rounds processes (a systemic application of the Harvard Rounds model)	<p>Based on the 2019 M-STEP assessment, 19% of students in the Ottawa HS feeder schools were proficient in reading and 11% were proficient in math. For students not in the Ottawa HS feeder schools, 28% were proficient in reading and 20% in math. Instructional Rounds, developed at the Harvard Graduate School of Education, will be scaled up across all GRSEPN schools in order to increase teacher and principal understanding and ownership of specific areas of classroom and school-wide practice needing attention.</p>
	17. Teacher Evaluation and Gold Standard Guides from HIL Process	<p>See the above cell regarding the low student achievement in GRSEPN. The need for consistent quality teaching and learning is paramount to the success of students. Gold Standard Guides provide explicit descriptions of essential teacher and principal behaviors linked to evidence-based practice.</p>

	18. Coaching, job-embedded, team, and other forms of Professional Learning Programs	Please see the previous cell regarding the low student achievement in GRSEPN. All GRPS employees are provided 30 hours of professional learning outside the classroom each year. Passage of the State 3 rd grade reading statute led to greatly expanded use of instructional coaching with highly trained literacy and math coaches since 2018. The HIL School Renewal process provides the focus and monitoring to ensure that evidence-based practices are fully implemented after professional development and coaching.
	19. High Impact Leadership (HIL) for School Renewal Process	
	20. Professional Development Expansion to include High Impact Leadership for School Renewal	See the previous cell regarding the low student achievement in GRSEPN. Additional professional development includes (a) job-embedded, building-based expertise and support, (b) the GRPS Way Foundations Courses, (c) technology integration, and (d) the HIL School Renewal Principles/Practices to increase school capacity for adaptive and equity-producing school conditions.
	21. Hiring and Retaining Highly Effective Teachers and Administrators	See the previous cell regarding the low student achievement in GRSEPN. The effect of the Danielson's Framework for Teaching for teachers and School ADVance for administrators will be studied and the practice of hiring and retaining effective teachers and administrators strengthened.
Solution 7. Engage in data-informed decision making for teaching and learning	22. Data Analysis Support through (MI Continuous Improvement Program (MI-CIP), HIL School Renewal, and Regional Data Hub Services	The Grand Rapids Public School district is a “data rich” environment, but most teachers and principals lack the skills to access, analyze, and synthesize available data in ways that can inform instruction and improve teaching and learning. The HIL School Renewal Process provides a robust school performance profiling process that is well aligned with the new State continuous improvement process.
Solution 8. Create a positive learning environment	23. Conducting the “Trauma and Resilient Training” for Middle School Children and Parents	In 2018-19, 50% of the students in the target middle school had one or more suspensions. Some type of violence was a main cause for suspensions. This training provides students with healthy behavioral alternatives and adults with supportive strategies.
	24. Inclusive Practices including improved ELL services and culturally responsive curriculum resources	Among GRPS students receiving English Language services, 85 non-English languages and 79 non-US countries of origin were represented during the 2018-19 school year. 17% of students were English learners in schools in GRSEPN. A change in culture and practice is necessary to make students feel validated and connected.

	25. SEL Training and Implementation of SEL Strategies	While the average daily attendance rate in the 2018-19 school year was 94%, 18.7% of students in GRSEPN had chronic absenteeism (missing 10% or more school days). Specific SEL strategies will hone in on factors that mitigate attendance issues.
Solution 9. Engage students to prevent dropout	26. Grade School to Grad School for Girls (G ³)	In spring 2019, 25% of females in GRSEPN schools scored at or above the 50 th percentile on the NWEA MAP reading assessment and 37% scored at or above the 50 th percentile in math. Of these same female students, 19% were chronically absent (missing 10% or more days of school) and 11% had one or more suspensions. This initiative focuses on strategies to help girls see their own potential for educational attainment leading to post-secondary opportunities.
	27. Grade School to Grad School (G2G) for boys	Grade School to Grad School (G2G) also seeks to create a national model for educating Boys of Color. There are disproportionate outcomes (gaps) for African American males, including absenteeism, suspensions, and academic outcomes. Comparison Among GRSEPN 6-12 Grade Males: <ul style="list-style-type: none"> • M-STEP Reading Proficiency <ul style="list-style-type: none"> ◦ Black—9%, Hispanic—11%, White—36% • M-STEP Math Proficiency <ul style="list-style-type: none"> ◦ Black—4%, Hispanic—7%; White—24% • Chronic Absenteeism <ul style="list-style-type: none"> ◦ Black—18%, Hispanic—9%; White—13% • One or more short-term suspensions <ul style="list-style-type: none"> ◦ Black—41%, Hispanic—16%; White—28%
	28. Early Warning Systems for drop-out prevention	Based on 2018-19 results, 14.3% of the four-year cohort of Ottawa Hills HS students dropped out and an additional 19 students (17%) were “off-track continuing.” This strategy tracks early warning indicators to identify students for drop-out prevention interventions.
Solution 10. Expand school's use of time and resources	29. Enhanced Technology and Professional Development in the Use of Technology	Families and students need support for 1:1 computing to support student learning. Schools lack the necessary and up-to-date technology and training to support students with 21 st Century Learning Styles. This initiative will draw upon expert local, regional, and state resources for enhanced remote learning practices.
	30. Add LOOP After-School Program to Ottawa Hills High School	In spring 2019, only 17% of Ottawa Hills High School students scored at or above the 50 th percentile on the NWEA MAP reading assessment and 10% scored at or above the 50 th percentile in math. The average daily attendance rate was 80.4% for 2018-19.

		This after-school system of supports can target specific achievement gaps and student growth targets.
Solution 11. Raise students' inspiration and experience with college	31. Early Middle College Program at Ottawa Hills High School	48% of the Ottawa Hills High School graduates enrolled in college the fall immediately after graduation (vs 60% for the state average). Middle College strategies will provide greater early access and motivation for post-secondary opportunities.
	32. HBCU/College and University Prep & Experiences	Same as the above. 75% of the enrollment in the Ottawa High Schools was African American. These experiences help students identify with higher education opportunities and provide pathways for pursuing them.
Solution 12. Explore career options	33. Dual-generation approach for youth's college and career readiness as well as family economic security	People in the target area are in the cycle of generational poverty. 14.5% of 25 years old and over in GRSEPN do not have a high school diploma; the corresponding statistics is 21.2% for the seven QOZs in GRSEPN. Support for students and parents together can raise family expectations and open new pathways to opportunity.
	34. Technical Education in 7+ areas at Ottawa Hills High School with CTE certification options	Given the relatively low 69% graduation rate, the addition of technical education in 7+ areas will counteract the declining enrollment, engage students, and help with their transition from high school to college and career and beyond.
	35. Career Cruising	Given the low 69% graduation rate and 48% college attendance rate at the high school, career cruising is sorely needed from early on. Students who have a career plan are more likely to be retained in the school system. Moreover, career development activities, such as a comprehensive guidance program, have positive effects on academic achievement.
Solution 13. Support and engage parents	36. Parent University	The parent-teacher conference attendance rate was only 38% in Spring 2019 in the only middle school in GRSEPN. For the 2019 parent survey, the percentage of parents who "mostly agree" with the statement, "The school encourages me to be involved in my child's education," were 77% for the high school, 25% for the middle school, and 90% for feeder elementary schools. Parent University builds greater connectivity and efficacy for parents.
	37. ELL Parent Workshops	85 non-English languages are spoken by students; 17% (656) of the students receive ELL services. ELL students' performance was lower than their non-ELL counterparts. Raising parent ELL proficiency supports student ELL growth.

Solution 14. Build community capacity	38. Longitudinal data system integrating student-level data from multiple sources for data-informed decision-making	Currently, there is no longitudinal, integrated database that contains data from both the school and community for each child and youth for data-informed decision-making to maximize the outcome for them. Universal Identification Codes (UICs) for each child and youth will be used for linking the data sources.
	39. Resident leadership for healthy and educated children	Parental engagement level was low, particularly for the middle school. The parent-teacher conference attendance rate was only 38% in Spring 2019 in the only middle school in the GRSEPN. Developing parents as leaders in community development for children can influence broader parent efficacy and engagement.
	40. Opioids abuse prevention program	From Jan. 2019 to Dec. 2020, Kent county has seen 36.6% of its 153 opioid-related deaths occur to those aged 15-34 years old. Providing self-efficacy to students and families in GRSEPN will make an immediate impact on their ability to make informed choices regarding opioid misuse and abuse.

Section B. Quality of Project Services

(b)(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 will employ four equity producing strategies to ensure equal access and treatment for eligible project participants. We have laid the groundwork for each of these strategies with project partners and will take them to scale with **GRSEPNP**.

Strategy 1. Adopt an appreciative, strengths and assets-based change process.

Inclusion and engagement for children, students, and families (as both most significant stakeholders and recipients of interventions and supports) will ensure that their voices are drivers of the manner in which we select and adapt services and align evidence-based practices to identified needs. The appreciative, strengths and assets-based approach to inclusion and engagement ensures that interactions with stakeholders focus on (a) understanding children and students as whole persons with unlimited capacity, (b) engaging all partner organizations as

knowledgeable and capable co-creators of developmental and learning opportunities, (c) enlisting families and communities as untapped sources of support and collaboration, and (d) aligning how school and community partners understand and interact with families.

By tapping into existing robust data systems and augmenting those systems with real-time profiling and monitoring processes at the family, school, classroom, and child/student levels, we will be able to recognize and intervene where educational and service gaps are most evident and persistent, and respond in ways that recognize and break down barriers and increase equal access and treatment. We will use evidence of where and how children, students, and their families are encountering barriers and coordinate evidence-based responses to remove those barriers (e.g. provisions for visually, hearing, and otherwise physically impaired persons; strategies for inclusion, safety, and security; supports for English language learners and persons who experience trauma, food insecurity, and other forms of marginalizing circumstances).

Strategy 2. Employ a coordinated equity-based lens across all partners. By engaging all partners and shaping all 14 solutions based on collaborative and appreciative approaches, we will integrate and align school and community-based equity efforts. The equity-focused framework for the family navigation system [please see (c)(3) below for details] will serve as the foundation for linking to and coordinating with school-based, equity-focused initiatives. During the year one planning process, we will work with Project partners to conduct listening tours and appreciative summits to (a) capture and incorporate stakeholder perspectives and voices; (b) create an authentic picture of current status for each of the solution areas; and (c) achieve clarity on aspirations and expectations for each solution. We will conduct these listening tours and summits in partnership with adults and students from GRSEPN to ensure that traditionally

marginalized voices are heard, understood, and valued. Hearing and responding to voices from various groups increases the likelihood of equal access and treatment.

Strategy 3. Expand the successful High-Impact Leadership for School Renewal approach to all schools and other partners in GRSEPN as a shared framework for adaptive change. To ensure that all partners develop the dispositions and capacity for maximizing the impact of school and community-based supports for traditionally marginalized persons, we will work with school and community partner leadership teams to employ the principles and practices of the High Impact Leadership for School Renewal Model for adaptive change. We will equip the leadership teams of all partners with the dispositions and practices that create the capacity for adaptive change—the kind of change required to remain agile, in touch with, and adaptive to the unique circumstances of those they serve, thereby, ensuring equal access and treatment.

Through a series of previous projects, we tested and refined a model for high impact



leadership to create the conditions for adaptive and responsive change, called High Impact Leadership (HIL) for School Renewal. This model operates around four high impact leadership principles of Positive Core, Collective Ownership, Evidence-Based Decisions, and Organizational Learning (see Figure 1).

Figure 1. The HIL School Renewal Model and Process (Also see Optional Attachment 5).

When applied together, these four principles and accompanying research supported practices create the conditions and culture for inclusion, engagement, and efficacy for those who lead, those who serve, and those who are served. Moreover, the adaptive renewal approach is designed to build strengths, assets, and capacity in ways that improve the status of traditionally marginalized individuals. Table 6 below summarizes the critical differences between the adaptive renewal approach and traditional improvement and reform approaches.

Table 6. Critical Differences of the High-Impact Leadership for Adaptive Renewal Approach

Elements	Deficit-based School Improvement Approaches	Appreciative, Strengths and Assets-based Renewal Approach
Policy	Focus on reform and improvement	Focus on reframing and re-invention
Premise	Find and fix faults/deficits	Find and develop assets
Change Levers	State and federal policy	School, family, educators, and community
Approach	Multiple competing change initiatives	Targeted change initiatives implemented with integrity and fidelity
Process	Focused on problems and root-causes	Focused on growth edges and priority growth targets
Systems	Designed for stability and sustaining social structures	Designed for adaptability and achieving equitable social structures
Power and Governance	Hierarchical and designed for control and compliance	Distributed and designed for inclusion and empowerment of participants
Outcomes	Predictable inequities based on race, ethnicity, and SES	Equitably achieved across all racial, ethnic, and SES groups

The HIL School Renewal approach facilitates changes in adult language and behavior that lead to sustainable transformation. It aligns systems and processes to build the motivation and capacity to achieve high integrity (i.e. contextually appropriate) and fidelity (i.e. true to research-supported features) implementation. It targets student growth by identifying and monitoring implementation of evidence-based practices in short cycles of renewal that lead to continual progress. This approach to equity-producing change is already at work in 26 GRPS elementary schools and 120 other regional elementary schools with statistically significant

efficacy results on measures of leadership for adaptive change and early literacy growth. We will take this approach to scale with all partners to dismantle barriers to ensure equal access and treatment. We will back that up with robust progress monitoring to track reduction and elimination of achievement and service gaps with both real-time and post-hoc data. Closing these gaps will be essential for achieving equal access and treatment for those who need the continuum of solutions provided through the GRSEPNP.

Strategy 4. Increase cooperation, collaboration, and alignment among and between all GRSEPNP partners to recognize and fill gaps in equal access and treatment. We will share access and treatment/inclusion data within and across the network of Project partners. By creating a data sharing and progress monitoring network among the partners for the solutions, we will be able to identify where and how we are reaching underserved populations and make adjustments to ensure that those who qualify for and would most benefit from the 14 solutions will fully participate. Strategies to provide relevant data will include (a) identifying patterns of systemic barriers that limit access to services and treatment, (b) identifying children, students, and families who became disengaged and more critically underserved during and as a result of the pandemic, and (c) identifying the nature of additional barriers the pandemic disruption created for these persons. Please see sections (c)(3) and (d)(2) for more details on this strategy.

The quality and sufficiency of the strategies to ensure equal access and treatment.

As illustrated in Optional Attachments 2 and 4, GRSEPNP students are lagging significantly behind their Grand Rapids and state peers on measures of achievement and access or inclusion. Deficit approaches only reinforce inequities in access, participation, and outcomes for children and families. Appreciative, strengths and assets-based approaches, however, bring the underserved out of the shadows and into focus in ways that challenge the implicit biases that

marginalize them. When combined with coordinated design, delivery and implementation monitoring systems, inequities are brought into high relief and can be matched with evidence-based responses that fit the population to be served. Robust engagement and inclusion processes yield key understandings to make the GRSEPNP 14 solutions culturally appropriate and responsive. Together, these strategies foster access, legitimacy, and agency among traditionally underserved populations. They also reveal and inform ways to dismantle barriers to access and participation in coordinated and aligned support systems. The combination of these approaches is the basis for both the quality and sufficiency of our strategies to ensure equal access and treatment.

(b)(2). The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards

The services provided by the proposed project will lead to improvements in the academic achievement of students for the following reasons:

Reason 1. A complete continuum of 14 solutions to address gaps, opportunities and priority growth targets. As described in Section A, this continuum was developed on the basis of an in-depth needs assessment and segmentation analysis and by leveraging existing productive partner relationships, utilizing partners' strengths, building on promising initiatives, selecting and aligning evidence-based practices, and planning system-wide.

Reason 2. Evidence base for the solution. The following Table 7 summarizes the Strong and moderate evidence from What Works Clearinghouse (WWC) for the 14 solutions. For a more detailed narrative of evidence for each solution, please see Optional Attachment 6.

Table 7. Moderate or Strong Evidence in WWC Supporting the 14 Solutions*

Solution	Moderate or Strong Evidence in WWC
Solution 1. Improve Quality of the Early Education Teaching Force	Brotman et al., 2013 (M); Neuman & Cunningham, 2009 (M); Taylor et al., 2010 (M); Hemmeter et al., 2016 (S)
Solution 2. Improve Services in Medical Care, Developmental Screen, and Nutrition	Strain & Bovey, 2011 (M); Puma et al., 2010) (M)
Solution 3. Provide Educational Opportunity for the Young	Gorey, 2001 (M); Farver, Lonigan, & Eppe, 2009 (M); Lonigan & Whitehurst, 1998 (M); Dale et al., 1996 (M); Mason et al., 1990 (M); Farver et al., 2009 (S)
Solution 4. Literacy Focus to Lay a Foundation for Successful Learning	Gunn et al., 2000 (M); Kemple et al., 2008 (M); Zvoch & Stevens, 2012 (M); Connor et al., 2013 (S); Coyne et al., 2018 (S); Rohrer et al., 2020 (S); Roschelle et al., 2016 (S)
Solution 5. Strengthen Math Instruction and Learning	Arnold et al., 2002 (M); Clements & Sarama, 2007 (M); Dyson, Jordan, & Glutting, 2013 (M); Jordan et al., 2012 (M); Barnes et al., 2016 (S)
Solution 6. Enhance Teaching Quality	Goldhaber & Anthony, 2007 (S); Barr et al., 2015 (S); Blank & de las Alas, 2009 (S); Thibodeau, 2008 (M); Meyers et al., 2016 (M); Allen et al., 2011 (M); Schoen et al., 2018 (M)
Solution 7. Data-informed Decision-making for Teaching and Learning	Harrison & Bryan, 2008 (M); Carlson, Borman, & Robinson, 2011 (M)
Solution 8. Create a Positive Learning Environment	Osterlind, 2008 (S); Bradshaw, Mitchell, & Leaf, 2010; 2015 (S); Bryan, 2011 (M); Cecile, Toby, & Lucie, 2013 (M); Chuang et al., 2020 (S)
Solution 9. Engage Students to Prevent Dropout	Skinner, Belmont, 1993 (S); Neild, Balfanz, & Herzog, 2007 (M); Stephaniec, Dana, & Katherine, 2011 (M)
Solution 10. Expand School's Use of Time and Resources	Black et al., 2008 (M); Zvoch & Stevens, 2012 (M); Kate, Moritz, & Adelson, 2012 (S); Grolnick, Farkas, Sohmer, & Valsiner, 2007 (M)
Solution 11. Raise students' Inspiration and Experience with College	Sommo, Mayer, Rudd, & Cullinan, 2012 (M); Angrist, Lang, & Oreopoulos, 2009 (S); Kemple, Herlihy, & Smith, 2005 (M); (Bartik, & Lachowska, 2013) (M); Berger et al., 2013 (S); Edmunds et al., 2012 (S); Edmunds et al., 2017; 2020 (S); Song & Zeiser, 2019 (S)
Solution 12. Explore Career Options	Cave, & Quint, 1990 (S); Garis, & Harris-Bowlsbey, 1984 (M); Hoxby & Turner, 2013 (S); Anderson et al., 2017 (M)
Solution 13. Support and Engage Parents	Eames et al., 2009 (M); Casey & Williamson, 2011 (M); Heller, & Fantuzzo, 1993 (S); Barker, Cook, & Borrego, 2010 (S)

Solution	Moderate or Strong Evidence in WWC
Solution 14. Build Community Capacity	Henderson & Mapp, 2002 (M); Vadasy et al., 1997 (M); Jones & Krouse, 1988 (M); Means, 2009 (M); Wayman, Stringfield, & Yakimowski, 2004 (M); Allen, 2013 (S)

*M for moderate evidence; S for strong evidence.

Reason 3. The team's experience in practice and research. Many partners in the proposal have had practical experience in conducting multi-million-dollar projects and achieving results. For example, the two co-directors for the proposal conducted grant projects totaling more than \$35 million. One unique strength of the team members is that they have a solid research track record in early care and education as well as in K-12 education. Findings from their research have direct implications for raising student achievement measured against rigorous academic standards, such as Michigan's state-wide accountability tests.

Table 8. Relevant Research by the Team Members in the Last 10 Years

Relevant Research Theme	Research by the Team Members
In the ECE Arena	
Best practices in ECE to improve children's development and achievement	Ma, Shen, Lu, X., Baron, & Brandi, 2020; Ma, Shen, Krenn, Hu, Yuan, 2016; Ma, Nelson, Shen, & Krenn, 2015
Understanding child development	Chen, Dueker, & Cowling, 2018; Astivia, Forer, Dueker, Cowling, & Guhn, 2017; Dueker, Chen, Cowling, & Haskin, 2017; Dueker, Chen, Cowling, & Haskin, 2016
Developing an ECE system to improve children's outcomes	Ma, Shen, Krenn, Yuan, & Hu, 2015; Ma, Shen, Lu, Brandi, Goodman, & Watson, 2013; Ma, Shen, Kavanaugh, Lu, Brandi, Goodman, Till, & Watson, 2011; Shen, Ma, Tackett, Lu, Brandi, Goodman, Till, Watson, 2011
In the K-12 Arena	
School renewal as the general approach to improving student achievement	Shen, Reeves, Ma, Wu, Anderson, & Ryan, 2021; Reeves, Shen, & Elgeberi, 2021; Shen, Ma, X., Mansberger, Gao, Palmer, Burt, Leneway, Mccrumb, Poppink, Reeves, & Whitten, 2020; Shen, 2020; Ma, Shen, Reeves, & Yuan, 2020
Effect of principal leadership on student achievement	Shen, Ma, Mansberger, Palmer, Poppink, Reeves, revised and resubmitted; Wu & Shen, 2021; Zheng, Li & Shen, 2021; Wu, Shen, Zhang, & Zheng, 2020; Wu, Gao, & Shen, 2020
Effect of teacher leadership on student achievement	Shen, Wu, Reeves, Zheng, Ryan, & Anderson, 2020

Effect of school leadership on student achievement	Wu, Shen, & Spybrook, 2021; Poppink, Ma, & Shen, 2019; Shen, Ma, Gao, Palmer, Poppink, Burt, Leneway, McCrumb, Pearson, Rainey, Reeves, & Wegenke, 2018
Effect of school social network on student achievement	Wu, Reeves, Zheng, Ryan, & Anderson 2020; Wu, Shen, Reeves, Zheng, Ryan, & Anderson, 2020
Effect of parental involvement on student achievement in K-12 setting	Ma, Shen, Krenn, 2014; Shen, Washington, Palmer, Xia, 2014
Data-informed decision-making and its effect on student achievement	Shen, Ma, Mansberger, Palmer, Burt, Leneway, Reeves, Poppink, McCrumb, Whitten, & Gao, revised and resubmitted; Shen, Ma, Cooley, & Burt, 2017; Shen, Cooley, Ma, Reeves, Burt, Rainey, & Yuan, 2012
Predictors for high school graduation	Zheng & Shen, 2021; Izumi, Shen, & Xia, 2015
In the Arena of Evaluation for Improvement	
Using evaluation for improvement	Wu, Shen, Jones, Gao, Zheng & Krenn, 2019; Gao, Shen, Wu., & Krenn, 2018; Gao, Shen, & Krenn, 2017; Ma & Shen, 2016; Shen, Ma, Cooley, & Burt 2016a, 2016b

Reason 4. The team’s unique approach to system and school renewal. With the support from several large federal grants, the team developed a school renewal, rather than reform, approach for achieving both (a) high standards of overall student success and (b) equity in learning opportunity and outcomes (Table 9 below). The “reform” model takes a top-down approach, and the term *reform* is associated with the research, development, dissemination, and evaluation (RDDE) process. *Reform* has the connotation of imposing an alternative. The “renewal” model is associated with dialogue, decision, action, and evaluation (DDAE) process, which has the connotation that change is a continuous, non-linear, and adaptive approach to explore the possibilities of both existing and newly invented alternatives. Through our own work with over 120 schools in Michigan, we have empirical evidence to support the effectiveness of the renewal model (Burt, Shen, Leneway & Rainey, 2014; Reeves, Palmer, McCrumb, Shen, 2014; Shen & Burt, 2015; Shen, Ma, Cooley, Burt, 2016a, b). Both our empirical evidence and findings from other empirical studies suggest that the differences delineated in Table 9 below are significant and important for sustainable transformative change in schools. In particular, the

differences are associated with positive change in contexts where inclusion and equity encounter barriers under more traditional reform processes and paradigms.

Table 9. The Contrast Between the “Reform” and “Renewal” Models

The “reform” model	The “renewal” model
Shifting focus	Focus on students and their achievement
Driven by the reform agenda	Continuous school improvement
Externally driven	Balance between the internal and external influences
The research, development, dissemination and evaluation (RDDE) process	The dialogue, decision, action and evaluation (DDAE) process
Implementation fidelity	Implementation integrity and fidelity
Implementers as passive receivers	Implementers as active developers
External accountability	Internal responsibility and professionalism

Most recently, the school renewal approach embedded in this proposed project—with a focus on (a) positive core, (b) evidence-based decision, (c) collective ownership, and (d) organizational learning (see Figure 1)—was rigorously studied in the two co-directors’ three-year, \$12 million project funded by the US Department of Education from 2017-18 to 2019-20. It was found that the school renewal approach had statistically significant positive effects on principal leadership, school process, and, most importantly, student achievement (Shen, Reeves, Ma, Wu, Anderson, & Ryan, 2021). Figure 1, Tables 6 and 9, and Optional Attachment 5 illustrate the essence of the renewal approach.

Reason 5. System partnership, collective impact, and accountability. The GRSEPNP will hold itself, the schools, and partners accountable for achieving the project goals through the implementation plan set up by the Advisory Board and Project Leadership Team. This project is designed to strengthen collaboration and utilize the strengths of partner organizations. The solutions are based on dialogue among the partners, the segmentation analysis, and the aligned commitments and contributions that partners will focus on for the next five years. The visions of each partner organization align: they espouse the same theory of change (displayed in the MOUs

in Mandatory Attachment 1), they have defined their scopes of work, and they are committed to making financial contributions to the project.

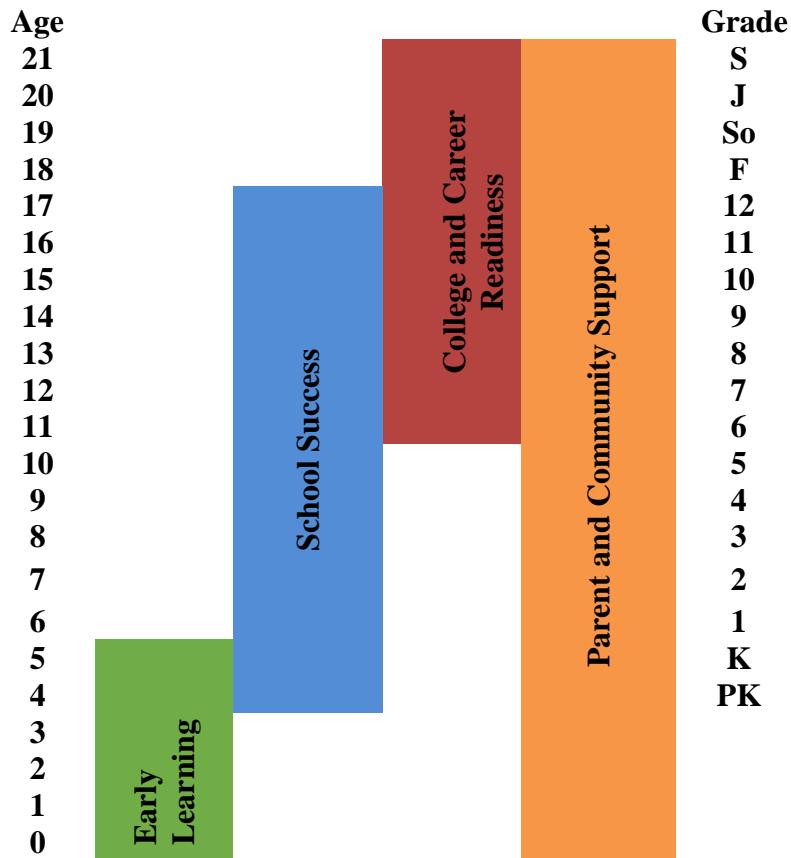
Accountability of all partners is imperative for the success of the whole project. First, GRSEPNP, as discussed in section (d)(1), has a three-tiered governance structure of the Advisory Board, Project Leadership Team, and the Project Management Team. The Advisory Board includes broad representation from the community; the Leadership Team represents the major constituents of the GRSEPNP; and the Project Management Team includes a representative from each partner organization who will provide expertise in carrying out the day-to-day operations. The three-tiered governance structure builds a check-and-balance mechanism into the system of accountability. Second, each partner will sign an annual scope of work detailing the type and amount of work that partners will engage in and their goals and objectives. Third, we will use common metrics to measure and evaluate all partners' work. The use of common indicators is not only a way to ensure collective impact, but also a way to ensure accountability (Hanleybrown, Kania, & Kramer, 2012; Kania & Kramer, 2011).

Section C. Quality of Project Design

(c)(1). The extent to which the applicant describes a plan to create a complete pipeline of services, without time and resource gaps, that is designed to prepare all children in the neighborhood to attain a high-quality education and successfully transition to college and a career

The GRSEPNP intends to build a pipeline of solutions to create a sustainable neighborhood, with strong schools at the center, and initiatives aimed at Early Learning (solutions 1 to 3), School Success (Solutions 4 to 10), Career and College Readiness (solutions 11-12), and Parent and Community Support (solutions 13 and 14). Together these solutions will lead to greater developmental, academic and social outcomes for children in the GRSEPNP. Please see Figure 2 below.

Figure 2. Pipeline of Solutions for GRSEPNP



(c)(2). The extent to which the project will significantly increase the proportion of students in the neighborhood that are served by the complete continuum of high-quality services

The partners for the proposal have been working together over the years and developing high-quality services for students in the neighborhood. Positive results have emerged in certain areas. For example, NWEA MAP reading proficiency rates for entering kindergarteners increased from 22% in Fall 2015 to 29% Fall 2019. The complete continuum of high-quality services provides supports to children directly or indirectly via services to parents and guardians. Based on the needs assessment, segmentation analysis, and prior experience, partners decided the

areas of investment and set priorities for certain programs in each solution and the target group that makes the largest impact on students.

The services provided to students and parents may reach the whole population or a segment depending on barriers, needs, and gaps identified via the needs assessment, segmentation analysis, the scope of work, and the unit price. For example, family navigation services are important and relatively inexpensive per unit and the project will reach all children in GRSEPN, while the unit cost for a preschool seat for three-year-olds before entering kindergarten is expensive. Thus, the goal for the three-year-old preschool is to reach all children attending the kindergarten in GRSEPN public schools because these children are the most disadvantaged, and they will most likely continue enrollment in GRSEPN public schools.

The partners in GRSEPNP strategically decided to serve all children 0-5 in GRSEPN, and then focus on those children age 5 and over who attend the public schools in GRSEPN via the complete continuum of high-quality services. For the 0-5 age span, the percent of children served will be increased from the current 11% to 100% via the strategies detailed in the next section (c)(3) on family navigation. For the children who would attend the GRPS schools in GRSEPN, the percentage of children who attend the preschool before kindergarten will be increased from 30% to 100% by adding seats provided by GRPS and the Early Learning Neighborhood Collaborative as supported via the proposed grant and other leveraged funds. For the school age children 5 and above, 100% will be served by additional and/or enhanced programs and services, particularly via programs in math, literacy, social emotional learning, and professional development for teachers and principals. Currently there are no career and technical education courses in the high school; 100% of students will be served by GRSEPNP programs in college and career readiness.

More information on significantly increasing the proportion of GRSEPN students who are served by the continuum of high-quality services can be found in Optional Attachment 7 Preliminary Implementation Plan, with information on programs, partners responsible for the programs, penetration rate, and unit cost.

(c)(3). The extent to which the proposed family navigation system is high-quality and provides students and their families sufficient services and supports based on available services and individual needs

High quality family navigation system. Family Futures, a partner of GRSEPNP, will provide navigation support to families who live in the GRSEPN. Family Futures has decades of experience in reaching families with diverse circumstances and, through its Connections program, is currently serving as a core navigation service provider in Kent County. Family Futures plays a critical role in the Essential Needs Task Force comprised of service providers focused on basic needs and other supportive resource connectors [e.g., 211 (a universally accessible number for information and referral service for health, human and social services), mental health and housing specialists, and early childhood navigators], and convenes quarterly networking sessions to share information, resources, and best practices across sectors. This network provides trainings for new navigators so that they can be appropriately onboarded into the navigation network. These relationships help ensure that families have access to sufficient high-quality services and supports, and enable navigation providers to learn about shifts in resources in real time as well as identify gaps within service resources in the community.

Family Futures is a leader in the navigation field. In addition to serving over 10,000 families annually, including those in GRSEPN, Family Futures is a frequent presenter to share best practices at conferences for the Society for Research on Child Development, and their work is published in peer reviewed journals (Astivia, et al., 2017; Chen et al., 2018; Dueker et al.,

2016, 2017). Family Futures navigation staff employ a Targeted Universalism framework, taking a disciplined approach to look from the perspective of the end user to better understand how families are situated in relation to opportunities and the lives that they experience. This allows the staff to lead with diversity, equity, and inclusion in the forefront of their minds, and meet families where they are in their lives without judgement. This approach helps support families based on individual needs with a strengths-based approach being used in all interactions with families.

Family Futures is experienced in providing culturally appropriate services with all services available in English and Spanish. The organization places an emphasis on staff not only matching the preferred language, but also providing cultural diversity relatable to the families being served. In instances when staff are not fluent in the language of practice of the families, Family Futures enlists the assistance of interpretive services.

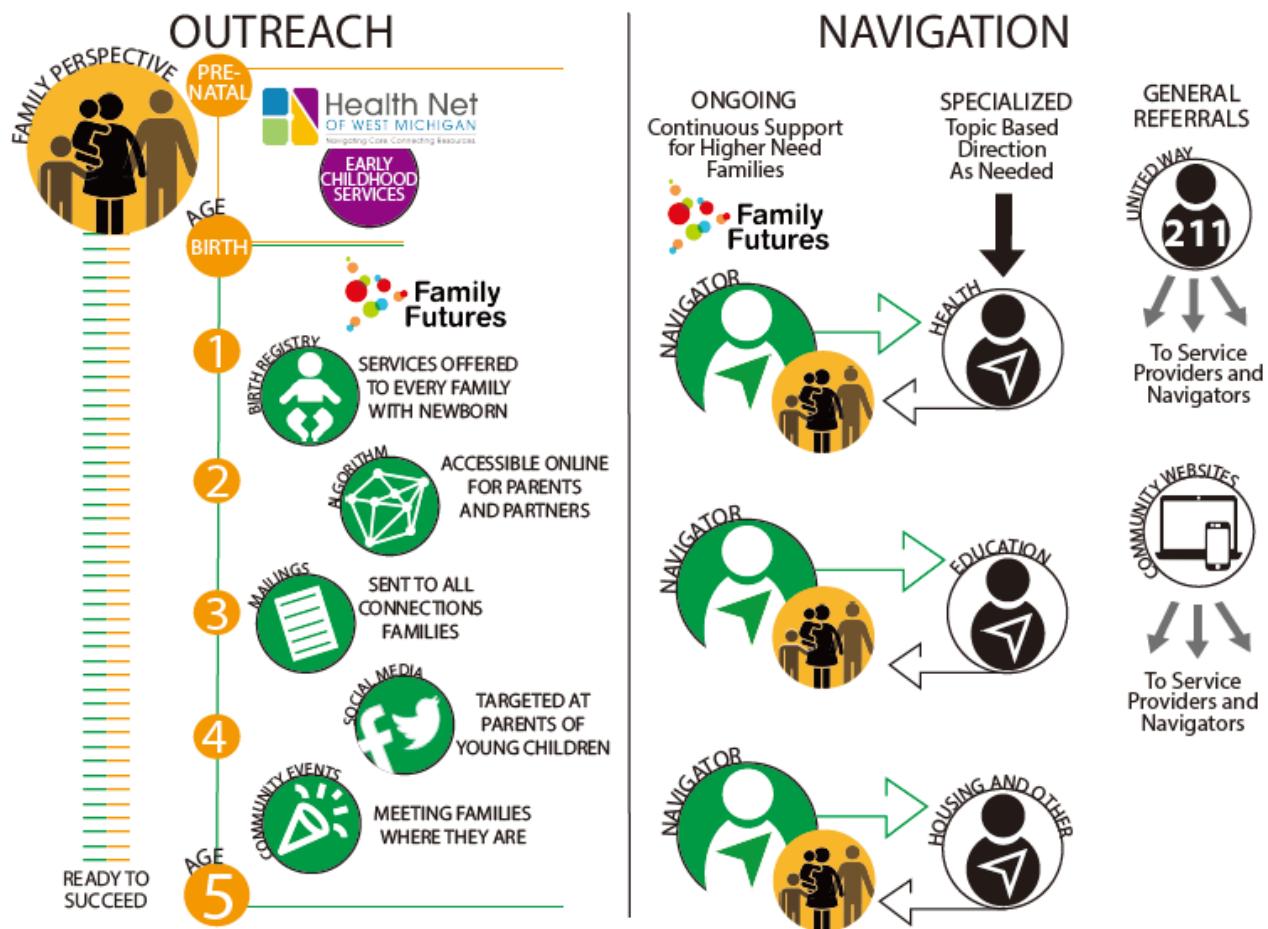
The neighborhoods for the GRSEPNP are diverse in a variety of areas. One aspect of diversity is families who have experienced the refugee process and this presents a specific area of need for cultural awareness and practice. Family Futures has a track record of working with families who have experienced violence and trauma from war torn countries that has resulted in them fleeing their home country and becoming refugees. Using the Targeted Universalism framework, Family Futures is able to serve refugee families, and others experiencing trauma, by providing individualized support based on their unique needs and circumstances. Staff are trained in trauma informed practices, and Family Futures is in the process of becoming certified as a trauma informed organization.

In order to ensure high quality services, Family Futures systematically and consistently uses a Results Based Accountability quality assurance (QA) and quality improvement (QI)

model in the provision of services. Family Futures convenes a data advisory group comprised of community members with expertise in data analysis and quality improvement and holds internal monthly QA/QI sessions. Family Futures has invested in building a strong capacity for tracking data outcomes, and employs both a Quality Improvement Manager and a Data/Technology Administrator. This provides Family Futures with the ability to utilize a variety of platforms using a custom-built Access database with all data stored on an SQL server. Family Futures uses a data visualization software (Tableau) to monitor key performance indicators. The community data advisory group provides in-depth analyses of data collected by the organization, not only for internal use, but also for future community planning and contributions to the field.

Providing students and their families sufficient services and supports. The success of these navigation services will be measured in part by the percentage of children entering school developmentally on track. As part of the navigation service, all children under five in the GRSEPN will be offered developmental screenings and navigation to appropriate resources from birth to school entry. Success will also be measured by increasing the capacity to provide navigation support to families. In 2020, 658 families, reflecting 960 children under five, were provided navigation services in GRSEPN by Family Futures. Figure 3 below illustrates our model for a high-quality family navigation system that provides students and their families sufficient services and supports based on available services and individual needs.

Figure 3. High-quality Family Navigation System Provides Sufficient Services and Support



Support from the Promise Neighborhood grant would dramatically increase Family Futures' capacity to provide sufficient services and supports to all children and families in need in GRSEPN. The GRSEPNP will also provide the opportunity to expand navigation services to families in the area with children over age five. The dual generation approach of working with parents and children as a whole to connect them to a wide range of resources, while also providing child development information and support, will increase the number of children ready for school. Expansion of navigation support to families with older children will help create a more stable and supportive community for children in the GRSEPN.

Family Futures has also convened the community for the development and implementation of an on-line algorithm that professionals and parents can use to identify and connect with local home visiting services for which families meet eligibility requirements. This algorithm is used by navigators throughout the community to provide consistent guidance for eligibility of families to these services, creating an efficient and effective way for families to connect to these services.

D. Quality of the Management Plan

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

Clearly defined responsibilities. There will be the Advisory Board, Project Leadership Team, and Project Implementation Team to lead and manage the proposed project. This management plan will achieve the objectives of the proposed project on time and within budget, with clearly defined responsibilities and expectations for all partners, including timelines and milestones for accomplishing tasks within the budget.

The Advisory Board will be responsible for establishing the general direction of the project initiatives, such as the implementation of the solutions in early learning, school success, college and career readiness, and parent and community support. It will consist of stakeholders of the GRSEPNP. Over 1/2 of the Advisory Board members reside in GRSEPN and have a demonstrated and vested interest in the success of the project from both personal and professional perspectives.

The Project Leadership Team, consisting of the four director/co-directors of the project, representing major constituents of the project, will be responsible for functioning between the Advisory Board and the Project Implementation Team. Please see Mandatory Attachment 2 for

the resumes. The Project Leadership Team is also responsible for reporting to the Promise Neighborhoods Program at the US Department of Education. The Project Leadership team has a strong record of accomplishment in directing federal grants within budget and timelines as well as increasing school and student achievement based on rigorous standards.

The Project Implementation Team, with a representative from each partner organization, will play a role in the day-to-day implementation of the project. They will be responsible for establishing formal and informal partnerships, aligning their visions and theories of action and change, and implementing the GRSEPNP programs and services related to their organizations.

Table 10. Advisory Board for GRSEPNP

Name	Representation
Senita Lenear* board chair	City Commissioner, Third Ward
Walter Burt*	Retired superintendent and associate professor of education leadership emeritus
Bill Pink	President, Grand Rapids Community College
Sherrie Ross*	Principal, Sherwood Global Studies Academy
Yazeed Moore	Program officer for the Grand Rapids place-based program, the Kellogg Foundation
Leadriane Roby	Superintendent of Grand Rapids Public Schools
Mary Bouwense	Grand Rapids Education Association President
Kimberley Williams*	Vice President of the Grand Rapids Public Schools Board
Arnell Fleming*	Parent and resident of the proposed GRSEPNP
Patricia Reeves	Co-director of the proposed GRSEPNP
Bridget Cheney	Executive Director Elementary/PK-8 Schools and Philanthropic Liaison, Co-director of the proposed GRSEPNP
Mindy Ysasi*	City Commissioner, Second Ward
Erek Kooymen*	Parent and resident of the proposed GRSEPNP

*Residing in the boundary of the proposed GRSEPNP. More than 1/2 of the Advisory Board members reside in GRSEPNP.

Table 11. Leadership Team for GRSEPNP

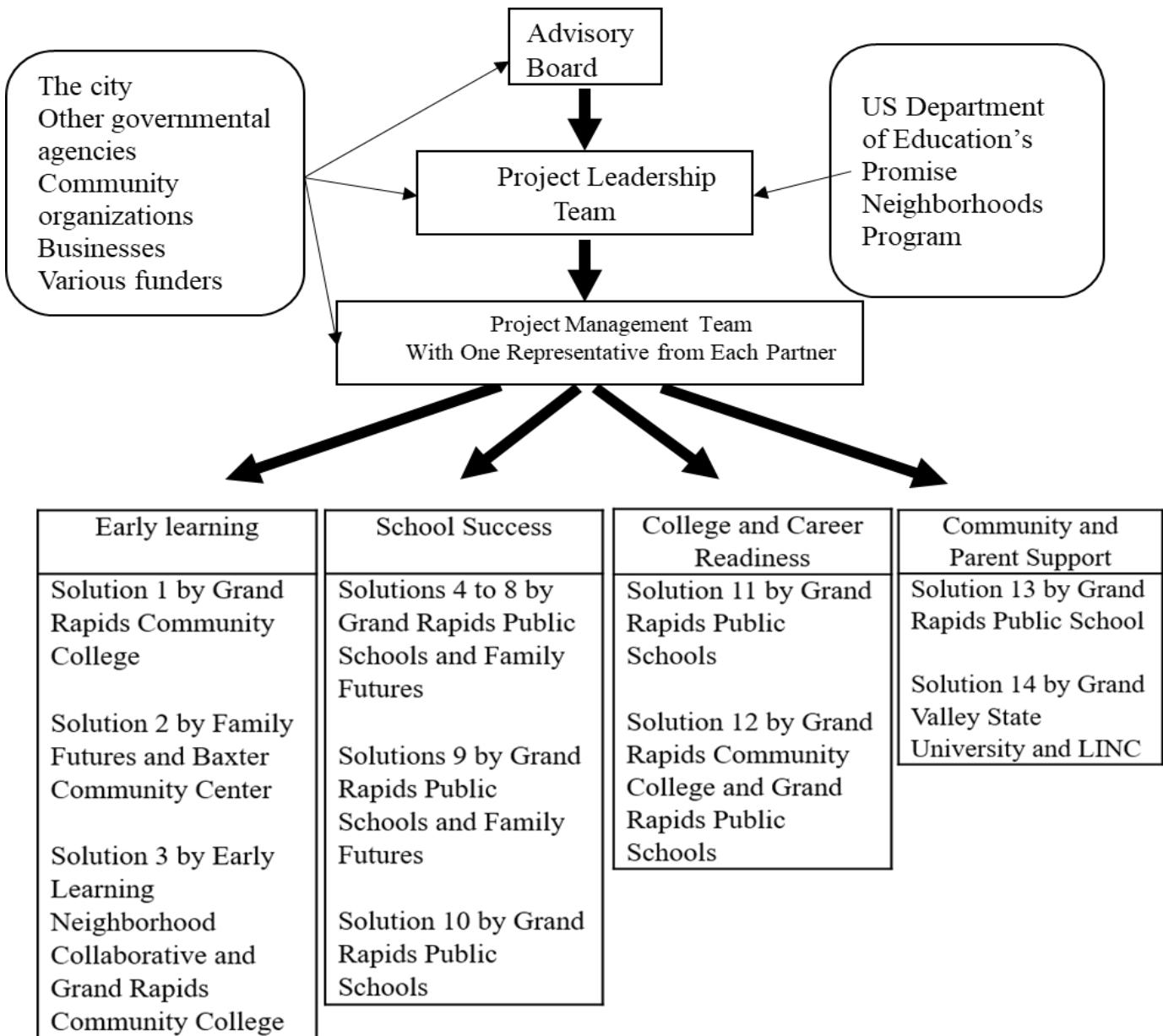
Director/ Co-Directors	Position and Short Bio Note	Responsibilities for the Project
Pat Reeves, Ph.D., Director	Professor of educational leadership emeritus at Western Michigan University (WMU); former K-12 district superintendent; co-	Overseeing the whole project, including personnel and financial matters; coordinating

	author and developer of State-approved school leader performance development and evaluation system	all partners; reporting to the grant officer at the US Department of Education
Bridget Cheney, MA, Co-Director	Executive Director Early Childhood, Elementary (K-8), and District Philanthropic Foundations Liaison, Grand Rapids Public Schools (GRPS)	Liaison between the school district and all community partners; coordinating the initiative in GRPS
Candace Cowling, MSW, Co-Director	Executive Director of a key partner, Family Futures, for the last 13 years; very active in the early care and education arena in the proposed GRSEPN	Representative of the community partners; coordinating the input from the community partners for the project
Jianping Shen, Ph.D., Co-Director	The John E. Sandberg Professor of Education at WMU; published widely in evaluation, research, and educational leadership and policy	Coordinator for the efforts on evaluation, research, and learning

Table 12. Members of the Project Implementation Team

Partner	Commitment
Baxter Community Center	Ms. Sonja Forte, Executive Director
Early Learning Neighborhood Collaborative	Dr. Nkechy Ezech, CEO
Family Futures	Ms. Candace Cowling, Executive Director
Grand Rapids Community College	Ms. Julia Parks, Executive Director, Workforce Training
Grand Rapids Public Schools	Ms. Bridget Cheney, Director
Grand Valley State University	Dr. Teri Behrens, Executive Director
Kent Intermediate School District	Ms. Amber Hubbell, Health Coordinator
LINC UP	Mr. Jeremy DeRoo, Executive Director
Western Michigan University	Dr. Pat Reeves, & Dr. Jianping Shen; Director and co-director

Figure 4. Governance Structure



Timelines and Milestones. The following two tables illustrate the timelines and milestones for (a) six elements of system development for GRSEPNP and (b) annual target goals. As illustrated by these tables, GRSEPNP has robust timelines and milestones for both the process and outcome.

Table 13. Timelines and Milestones of the GRSEPNP Along Six System Elements

System Elements	2022	2023	2024	2025	2026
Strategic Planning	Create and publish detailed strategic plan for 5-year implementation. Begin implementation	Fully implement plan	Evaluate and adjust plan. Identify lessons learned.	Evaluate and adjust plan Begin to identify key findings	Conduct final evaluation. Create final report of important findings
Leadership	Team building for the key leaders Orientation to the HIL Renewal Process Listening tours and Appreciative Summits	Continue team building for the key leaders Evaluate leaders	Continue team building for the key leaders Evaluate leaders Identify changes or additions in leadership	Continue team building for the key leaders Begin to identify key leadership findings through surveys and other data.	Continue team building for the key leaders Create final report of important leadership findings.
Communication	Create and implement comprehensive communication system: including voice, text, social media, traditional media and publications	Improve and expand comprehensive communication system	Evaluate comprehensive communication system	Have a strong communication system in place. Begin to identify important communication findings.	Have a sustainable communication system in place. Create final report on important communication findings.
Partners	Work closely with current partners to create sense of ownership of strategic plan Identify and solicit more partners	Improve and expand relationships with community partners. Identify barriers to more partnerships	Work to break down barriers for partnerships. Conduct additional needs assessment	Have strong, well-funded, well-integrated partnerships in place	Have sustainable community partnerships in place. Create final report on important partnership findings.
Implementation Monitoring Plan and Data	Identify all data to be gathered Plan, and begin implementation of, data base	Full implementation of longitudinal data base Establish the data dashboard Use data for decision making	Improve and expand database. Refine the data dashboard Create systems for utilization of data.	Use longitudinal data to evaluate strategic plan based on student indicators Refine the data dashboard	Have sustainable longitudinal database in place. Have sustainable data-based decision-making systems in place. Create final report on key findings on Data

System Elements	2022	2023	2024	2025	2026
Resources	Utilize all existing resources as needed to begin project	Utilize existing resources and begin to search for new sources of funding and ways to work cooperatively with other entities	Leverage additional sources of funding by demonstrating significant results in the GRSEPN. Continue to look for economies of scale, and cooperation.	Evaluate funding plan and make strategic, data-based decisions about the effectiveness of all programs.	Have sustainable funding sources for all effective components of the GRSEPN. Create report on important findings about leveraging resources.

The implementation of the 14 solutions will focus on contributing to the developmental, academic, social-emotional, health, and behavioral success of children and students, and will be measured by the following indicators, with annual goals.

Table 14. Annual Targets for GRSEPNP

GRSEPN Measure	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
1. % of children having a medical home ^a	80%	84%	86%	92%	96%	100%
2. % children kindergarten ready ^b	19%	29%	39%	49%	59%	69%
3. % of children with no preschool experience	30%	26%	22%	18%	14%	0%
4. % of student proficiency at 3 rd and 4 th grades ^c	21%	31%	41%	51%	61%	71%
5. % of student proficiency at 5 th and 6 th grades ^c	12%	22%	32%	42%	52%	62%
6. % of student proficiency at 7 th and 8 th grade ^c	13%	23%	33%	43%	53%	63%
7. % of student proficiency at 11 th grade ^c	13%	23%	33%	43%	53%	63%
8. Mobility rate ^d	11%	10%	9%	8%	7%	6%
9. Attendance rate ^d	94%	95%	96%	97%	98%	99%
10. Graduation rate ^d	69%	73%	77%	81%	85%	89%
11. % of children having 60 minutes of physical activity daily ^e	44%	49%	54%	59%	64%	69%
12. % of children consuming five or more servings of fruits and vegetables ^e	36%	42%	48%	54%	70%	76%
13. % of children who felt not safe or not very safe in their neighborhood ^e	7%	6%	5%	4%	3%	2%
14. % of children who felt unsafe or very unsafe at school ^e	11%	9%	7%	5%	3%	1%

GRSEPN Measure	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
15. % of children who have serious arguments at home ^e	41%	37%	33%	29%	25%	21%
16. % of students who have 21 st Century learning tool ^f	63%	70%	78%	85%	93%	100%

a. Based on VoiceGR;

b. Based on NWEA/MAP Fall entry assessment (proficient, i.e. 50th percentile or up, in both math and reading)

c. Based-on the state accountability test, MI-STEP grades 3 to 7, PSAT grade 8, and College Ready at grade 11; an average of math and reading.

d. Based on MI School data.

e. Based on Michigan Youth Health Survey 2019.

f. Based on district data.

Note: Additional GRSEPN measure for reducing achievement gaps in ELA and math based on race and SES, with 10% reduction per year, per subject, per student cohort; not displayed due to space; see Optional Attachment 4 for background information.

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

The experience, lessons learned, and proposal to build capacity of the applicant

team. Over more than a decade and through two Wallace Foundation and three U.S.D.O.Ed.

funded grants, the two project co-directors, Drs. Reeves and Shen, have developed robust

processes, tools, and guides to assist schools and districts in developing data systems and

processes for continuous improvement and accountability. Through the High Impact Leadership

(HIL) for School Renewal approach (i.e. continuous improvement), we provide guides on

developing school performance profiles that use leading and lagging indicators to profile whole

child development (academic, social/emotional, behavioral, safety and healthy behaviors, school

attendance, engagement, and matriculation) and whole school success factors (classroom

practices, leadership practices, support practices, culture/climate, procedures to support student

success, and alignment of systems, processes and resources). At the core of the performance

profiling process, we examine evidence of equity in learning opportunity and outcomes across student demographics and other characteristics.

The performance profiles will be used by the schools to identify priority growth targets for students, adults, and school conditions and systems. We will assist schools in developing Gold Standard Implementation Guides (based on a design we developed and tested in previous grant initiatives) to achieve those priority growth targets and provide frameworks for implementation monitoring systems and processes using both real-time and post-hoc measures of growth and positive change. Furthermore, we will work with school districts to create progress monitoring and reporting dashboards (again, based on a design we developed and tested through previous grant initiatives) that track longitudinal growth. These dashboards will derive data from and feed data and information into the State accountability and continuous progress system called MI-CIP (Michigan Continuous Improvement Program). To ensure that schools have access to the data they need to create implementation monitoring plans and progress monitoring dashboards, we will provide guides on how to access and aggregate data from the Michigan's MI School Data System, other State data systems, and regional data hubs provided by consortia of Intermediate and Regional Educational Service Agencies (ISDs/ESAs). Similar approaches will be used by all partners in GRSEPNP.

Plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources. The Community Data and Research Lab (CDRL) at Grand Valley State University (GVSU) is uniquely poised to develop the longitudinal data system. It has already developed the Youth Community Data Center, a data-tracking site driven by an expanded learning opportunities coalition of over 60 community organizations that tracks participants' academic, juvenile justice, and social outcomes, as well as eligibility for Challenge

Scholars (a local scholarship program for attending college for free). With the funding from GRSEPNP, CDRL will expand data collection to include, for example, birth records, preschool assessments, family rosters, and postsecondary outcomes from the National Student Clearinghouse.

Collecting, analyzing, and using data for decision-making, continuous improvement, and accountability. In addition to integrating individual-level data from multiple sources, CDRL will collect additional data for GRSEPNP, such as (a) annual School Climate Survey, (b) Alumni Survey of Ottawa Hills High School (OHHS), and (c) bi-annual GRSEPNP Neighborhood Survey. CDRL will be responsible for administering, collecting, cleaning, and analyzing all data for annual and biannual reporting of student-participant outcomes. The intent of this evaluation work is to assess if creating a cradle-to-career pipeline of resources that surround a neighborhood results in improved outcomes for residents. CDRL will utilize program, school, survey, and public data to benchmark how services are utilized by residents and if/how student outcomes change over time. Where applicable, evaluation questions will include:

- Where are there disparities in outcomes, both based on demographics and home location in GRSEPN?
- Which program, program types, or combinations of programs appear to have the greatest impact on children and students in GRSEPN over time?
- Does the combination of a pipeline of resources result in improved outcomes over comparable populations in other parts of the state?

On both an ongoing and annual bases, CDRL will take the lead in engaging all partners and stakeholders in data review, decision-making, continuous improvement, and accountability.

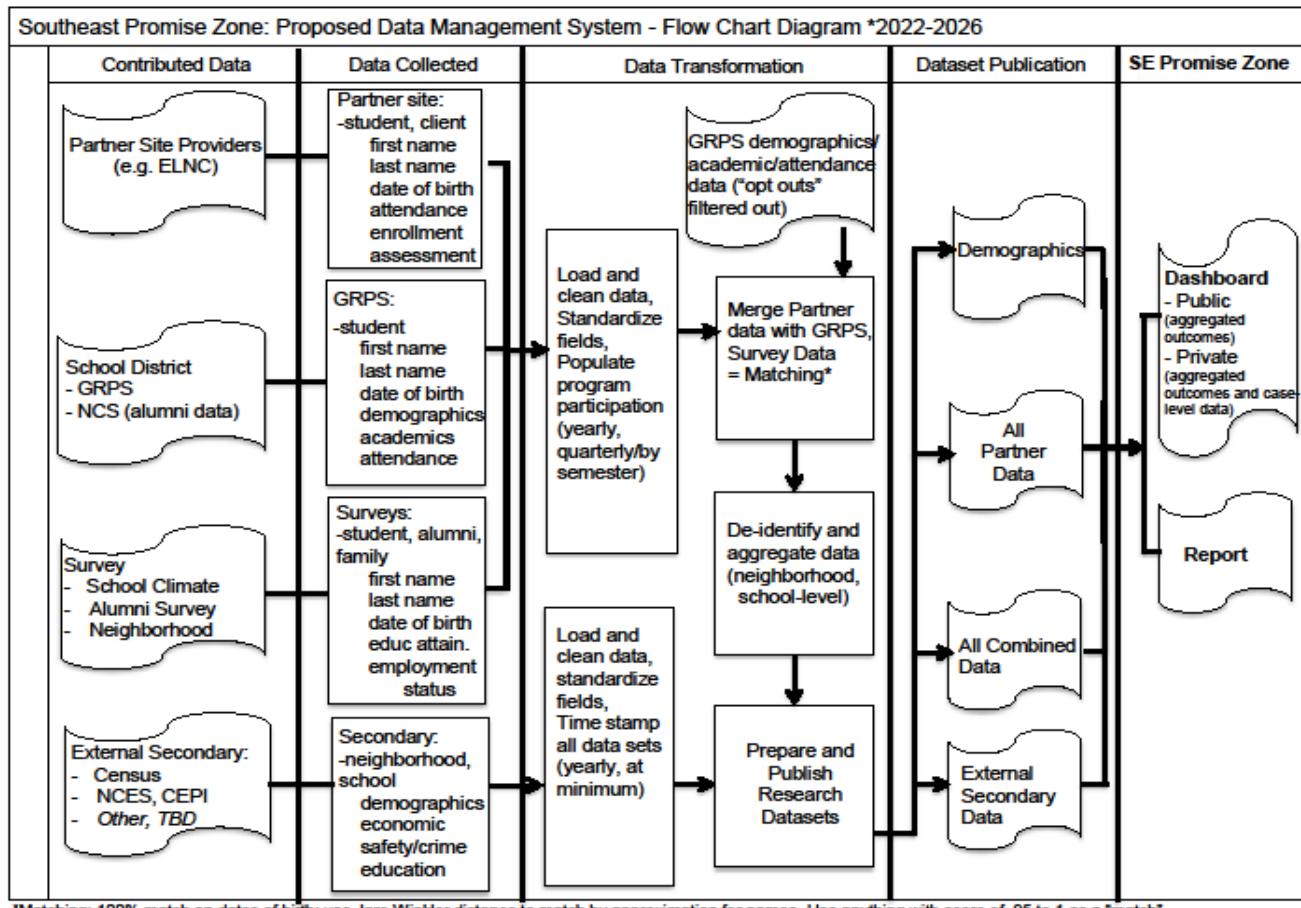
Data will be utilized in a developmental framework to make course-corrections or modifications to resource provision if disparities in provision or outcomes are found.

Data Management System. CDRL's role as data manager for community data collaboratives, like KConnect, the Youth Community Data Center, and Challenge Scholars, is key for building a centralized case management data system for the GRSEPNP. Due to CDRL's prior collaborations, CDRL is in the unique position to build on pre-existing database structures that support the collection and reporting of individual, family, program, and community data over several years from various partners and data providers.

For GRSEPNP, CDRL will create a case management data system that will effectively capture longitudinal data and report on GRSEPNP students and families. The GRSEPNP data system will be a relational and longitudinal data collection system comprised of a student dataset, a family data set, a provider-client dataset, and a combined results/indicator dataset. This data system will also have an account management system for controlled and secure access based on FERPA and other industry standard practices for handling personally identifiable data. This system will allow for program partners to contribute relevant enrollment data via CDRL-developed web-form or batch upload, and will integrate data from partner sites, GRPS, survey, and secondary data sources. Partner sites will be able to view and interact with current data using an external facing dashboard.

CDRL will work with partners to develop a standard interface associated with this database, including developing a private and public-facing reporting dashboard. Figure 5 below illustrates the conceptual framework for the GRSEPNP data management system design.

Figure 5. Proposed Single Case Management Data System for GRSEPNP



Data Confidentiality and Security. CDRL is experienced in meeting HIPAA and FERPA standards to ensure confidentiality and privacy requirements for participant and program data. As a university-based center, CDRL is obligated to follow the Human Research Review Committee and Institutional Review Board standards for protection of human subjects. In order to secure the privacy and confidentiality of all participants, CDRL maintains secure physical and digital infrastructure for the management and storage of sensitive data and provides secure data exchange services for partner agencies. A secure file transfer protocol (SFTP) site will be used by GRSEPNP partners and the CDRL research team for the exchange of all program and participant data collected for the duration of the project and beyond.

All partners have committed to data sharing in their MOUs. Upon receiving the grant award, all GRSEPNP partners will develop a detailed Data Sharing Agreement to govern the exchange of program-related data for evaluation and improvement purposes. The data sharing agreement provides explicit documentation for the individual data elements included in the evaluation, the roles and associated levels of access for participating GRSEPNP partners, and the process for exchanging, managing, and storing all associated data in order to maintain data confidentiality and security. CDRL will develop trainings for all program partners around FERPA and HIPPA compliance where needed.

E. Adequacy of Resources

(e)(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

The Advisory Board, the Project Leadership Team, and the fiduciary and applicant Western Michigan University will be careful stewards of the funds and ensure that there is accountability for all expenditures. The costs are carefully estimated to reflect an accurate and reasonable cost structure for the GRSEPNP. The number of people serviced, grant and matching funds, per unit costs, penetration rate, and mission for each partner organization and program is outlined in Optional Attachment 7. The project intends to serve the entire GRPS preK-12 student population in GRSEPN (approximately 3,825 students currently) and all children 0-4 years old who reside in GRSEPN (about 5,717, excluding the pre-K children counted in the above). The annual request from the Promise Neighborhoods Program is about \$5.9 million. Therefore, the cost per child/student is \$618 (\$5.9 million/9,542 children/students) per year for the requested funds. There will be different levels of investment per child/student depending on the type and amount of services received. Services will be provided to parents and residents as well, such as an annual average of 9,600 adults served by the Opioids Abuse Prevention Program. With the

long-term investments of the federal, state, and local government, the GRPS, various private funding institutions (including the W.K. Kellogg Foundation) and other community organizations, these short-term costs will be turned into long-term and sustainable gains, measurable in personal growth, social capital, and economic gain. The costs are reasonable given the number of persons to be served and the annual project goals for children and community indicators discussed in Section B.

(e)(2). The extent to which the applicant demonstrates that it has the resource to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., state educational agencies, teachers' unions) critical to the project's long term success; or more than these types of evidence

Multi-year financial and operating model and accompanying plan. During the life of this grant, we will work with GRPS and its community partners to develop sustainable relationships, systems, and processes to continue the student success initiatives developed and/or refined/expanded through the project activities. Specifically, we will work with GRPS and project partners to (a) integrate the student success initiatives for GRSEPNP into their operation systems and plans; (b) develop process maps for roles, responsibilities, tasks, timelines, resource commitments, progress benchmarks, and ongoing evaluation of each student success for GRSEPNP solutions; (c) develop renewable MOUs for continuation of the work each partner provides to support each solution; (d) establish the Implementation Team, with representatives from each partnering entity, to sustain and evolve the solutions based on ongoing review of student success data through the school performance profiles. The longitudinal, individual-level data system established and maintained by partner CDRL will support the above.

Grant funds will be used to develop, refine, and test the efficacy of the GRSEPNP's complete continuum of solutions, identify those that produce the greatest positive impact on

students, and develop sustainability plans to continue and grow those solutions over time.

Through the Project evaluation process, the longitudinal data system we develop with Project partners will help to identify which solutions should be sustained and how. The following is a five-year sequence of project activities to establish a robust sustainability plan.

Table 15. Five-year Sustainability Plan Strategies

Project Year	Sustainability Strategies
Year 1	<ul style="list-style-type: none">• Inventory and identify critical features of each solution by partners• Develop process maps (roles, responsibilities, tasks, timelines, resources) based on the logic models for each solution)• Identify implementation monitoring and success indicators and benchmarks• Work with CDRL to design and activate a project implementation dashboard system to allow the Project Management Team and Project partners to follow the implementation and impact of each Project solution
Years 2-4	<ul style="list-style-type: none">• Collect and analyze implementation monitoring data to track implementation fidelity and integrity adaptations• Collect and analyze implementation impact benchmark data to determine where and how initiatives are making positive impacts or need to be adapted
Year 5	<ul style="list-style-type: none">• Use implementation and impact results to determine how GRSEPNP solutions are to be continued, adapted, or replaced with more efficacious strategies

Demonstrated commitment of partners. All partners signed an MOU, agreeing to a common set of principles, including developing the local infrastructure of systems and resources, building a complete continuum of cradle-to-career solutions of both education programs and family and community supports, sharing data, and providing cost share. All partners also commit to sustainability beyond the grant (Optional Attachment 8).

Evidence of board support from stakeholders. GRSEPNP has support from the school district's teacher union, Michigan Department of Education, and three state-level professional associations for elementary principals, secondary principals, and superintendents. GRSEPNP also has the support from the city, the chamber of commerce, and government officials. All

above support is demonstrated in letters of support in Mandatory Attachment 3. One of the strengths of GRSEPNP includes the fact that it was built upon the beginning efforts of the Kellogg Foundation to connect the many child-focused programs that already exist. The Kellogg Foundation is committed to its Grand Rapids Place-based Programming and will continue to support GRSEPNP efforts, a factor that is very important for GRSEPNP's sustainability (See the Foundation's letter in Mandatory Attachment 3). The school district's teacher union not only writes the support letter, the president of the union also serves on the Advisory Board.

In addition to the formal partners, the GRSEPNP early learning and academic success initiatives will continue to receive support through the collaborations with the State-wide General Education Leadership Network (GELN) Literacy and Math Essential Practices Task Forces, and other collaborations established for strengthening support systems at the intermediate and regional service agency levels.

(e)(3) The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions

The many assets that already exist in Grand Rapids make this GRSEPNP proposal very strong. Many positive efforts are already in place in the neighborhood, and GRSEPNP links (a) early learning, (b) school success, (c) career and college readiness, and (d) parent and community supports to create a complete continuum of services. Instead of inventing all programs, much of the GRSEPNP involves leveraging private, local, state, and federal funding and programming that already exists. With the additional resources, GRSEPNP will be able to meet the needs of the neighborhood by (a) creating a shared vision and theory of change, (b) filling the gaps identified by needs assessments and segmentation, (c) strengthening the services already in place, (d) scaling up practices, (e) connecting the community with schools, and (f)

providing rigorous evaluation of outcomes. A list of community resources and partners in the GRSEPN that have assets and funding already committed to these outcomes are in Table 16.

Table 16. Existing Assets in the Community

Programs, Projects, or Activities	Funding Source	The Focus	Partner Organization
1. Early Learning Neighborhood Collaborative (ELNC)	Private, Federal, State	Early Learning	Baxter Community Center (BCC)
2. YMCA Healthy Living Hub	Local, Private	Community/Parent Support	BCC
3. Jubilee Jobs	Local, Private, Federal, State	Career Readiness	BCC
4. Grand Rapids Urban League	Local, Private, Federal, State	Career Readiness	BCC
5. Hispanic Center	Local, Private, Federal, State	Community/Parent Support	BCC
6. Family Outreach Center	Local, Private, Federal, State	Community/Parent Support	BCC
7. Grand Rapids African American Health Institute	Local, Private, Federal, State	Community/Parent Support	BCC
8. United Methodist Community Center	Local, Private, Federal, State	Community/Parent Support	BCC
9. GRCC, Secchia Culinary Arts School	Local, Private, State	Career Readiness	BCC
10. Infants & Toddlers	Private	Early Learning	ELNC
11. Three-Year-Old Preschool Program	Private	Early Learning	ELNC
12. Four-Year-Old Preschool Programs – GSRP	Private, State	Early Learning	ELNC
13. “Empowering Parents Impacting Children” (EPIC)	Private	Community/Parent Support	ELNC
14. Empowering Fathers/REAL Dads	Local	Community/Parent Support	ELNC
15. Play To Learn (Play Group)	Local	Community/Parent Support	ELNC
16. Flourish at Home (Home Visiting Program)	Local	Community/Parent Support	ELNC
17. Connections – Navigation/Parent Coaching, funded by Ready by Five Millage	Local	Early Learning	Family Futures
18. Connections – Outreach funded by Ready by Five Millage	Local	Early Learning	Family Futures
19. Trauma Informed Training	Private	Early Learning & School Success	Family Futures

Programs, Projects, or Activities	Funding Source	The Focus	Partner Organization
20. Connections – Developmental Screening – Children’s Trust Fund & Wege Foundation, River City Foundation	Private, State	Early Learning	Family Futures
21. Healthy Families – Kent County Prevention Initiative	Local	Early Learning	Family Futures
22. Career exploration	Private, State	College and career readiness	Grand Rapids Community College (GRCC)
23. Professional Development	Private, State	College and career readiness	GRCC
24. College & Career Readiness	Federal, State, Private	College and career readiness	GRCC
25. Education & Training	Federal, State, Private	College and career readiness	GRCC
26. Professional Development on the Foundations of Reading	Local	Early Learning	Grand Rapids Public Schools (GRPS)
27. Kennedy Schools	Private	K-12 success	GRPS
28. Summer Literacy Program	Local	K-12 success	GRPS
29. Math Lab	Federal, State	K-12 success	GRPS
30. LOOP After School Program	Federal	K-12 success	GRPS
31. Summer of Success Program	Federal, State	K-12 success	GRPS
32. Improvement-focused teacher evaluation system	Local	K-12 success	GRPS
33. Instructional rounds	Local	K-12 success	GRPS
34. Danielson Rubric professional learning	Local, State	K-12 success	GRPS
35. GRPS Professional Learning course offerings	Local, Federal	K-12 success	GRPS
36. Data Reviews	Local	K-12 success	GRPS
37. District Data Dashboard	Local	K-12 success	GRPS
38. OurSchoolData.org data warehouse	Local	K-12 success	GRPS
39. Annual evaluations of district programs, policies, and procedures	Local	K-12 success	GRPS
40. Tripod student and teacher surveys	Private	K-12 success	GRPS
41. Restorative practices	Local	K-12 success	GRPS
42. Social-emotional learning initiatives and training	Local	K-12 success	GRPS

Programs, Projects, or Activities	Funding Source	The Focus	Partner Organization
43. Family/Student Support Specialists	Federal, State	K-12 success	GRPS
44. Wheel of Support	Local, Federal, State	K-12 success	GRPS
45. Positive Behavioral Interventions and Supports	Local, State	K-12 success	GRPS
46. G2G and G3 mentoring programs for students of color	Local, Private	K-12 success	GRPS
47. LOOP After School Program	Federal	K-12 success	GRPS
48. LOOP After School and Summer Program	Federal	K-12 success	GRPS
49. G2G and G3 mentoring programs for students of color	Local, Private	College and career readiness	GRPS
50. Michigan State University Summer Programs	Private	College and career readiness	GRPS
51. Mid-college initiative with Western Michigan University	Private	College and career readiness	GRPS
52. Career Cruising	Local	College and career readiness	GRPS
53. Technical education classes	Local	College and career readiness	GRPS
54. Parent University	Private	Community/Parent Support	GRPS
55. Parent Action Leaders	Local, State	Community/Parent Support	GRPS
56. Parent Teacher Community Councils	Private	Community/Parent Support	GRPS
57. Title III Parent Workshops	Federal	Community/Parent Support	GRPS
58. Attendance Challenge	Local	Community/Parent Support	GRPS
59. Kent Social Services Network	Federal, State	Community/Parent Support	GRPS
60. Teaching Works Math PD	Private	K-12 success	GRPS
61. Youth Community Data Center (YCDC)	Local	K-12 Success, Early Learning, Community and Parent Support	CDRL, Grand Valley State University (GVSU)
62. KConnect	Local	K-12 Success, Community Support, Early Learning	CDRL, GVSU
63. Believe 2 Become	Local	K-12 Success, Early Learning	CDRL, GVSU
64. Challenge Scholars	Local	K-12 Success, College Readiness	CDRL, GVSU
65. Community Family Partnership (CFP)	Local	Community/parent Support, Early Learning, K-12 Success	CDRL, GVSU
66. Place-based Evaluation – W.K. Kellogg Foundation	Local	Early Learning, Racial Equity, K – 12 Success	CDRL, GVSU

Programs, Projects, or Activities	Funding Source	The Focus	Partner Organization
67. First Steps Kent	Local	Early Learning, Community and Parent Support	CDRL, GVSU
68. InGR Collaborative Group	Local	Community/Parent Support	CDRL, GVSU
69. Adolescent & School Health	State	K-12 Success, community and parent support	Kent ISD
70. Employment Services	Private	Community/Parent Support	LINC
71. Parent/School meetings	Private	Community/Parent Support	LINC
72. Resource events	Private	Community/Parent Support	LINC
73. Mobile Food Pantry	Private	Community/Parent Support	LINC
74. Affordable Rental Housing	Federal, State, Local	Community/Parent Support	LINC
75. Referrals to Services	Private	Early learning, K-12 success, career readiness	LINC
76. Parent Education Classes	Private	Community/Parent Support	LINC
77. Leadership Development	Private	Community/Parent Support	LINC
78. Affordable Homeownership Supports	Private	Community/Parent Support	LINC
77. High Impact Leadership for School Renewal	Federal	School Success	Western Michigan Univ.

Competitive Priority 1—Community-Level Opioid Abuse Prevention Efforts.

The Kent Intermediate School District (Kent ISD) is the partner working on community-level opioid abuse prevention efforts. Kent ISD is a regional educational service agency, serving the 12 local school districts in Kent County. It has experience in conducting high-quality community-based opioid abuse prevention activities by receiving and implementing a Drug-Free Communities Support Program grant in neighborhoods including GRSEPN. This work today is sustained through KENT ISD's Health Education Consultant.

Kent ISD's partnerships with local opioid and drug misuse/abuse task forces and coalitions, stemming from prior support through the Drug Free Communities Program grant, serve as leveraging points for implementing prevention, harm reduction, aftercare resources, education, and other services. Kent ISD is currently serving as an active member of the Kent

County Opioid Task Force and Kent County Prevention Coalition. These partnerships have progressed to working relations with Family Against Narcotics (FAN), the Southeast Grand Rapids Neighborhood Red Project, local authorities and healthcare entities, and mental health and wellbeing service providers. Through these services, the Kent ISD Health Education Consultant has been able to raise the community voice of those impacted directly by opioid misuse and abuse, decrease stigma in the community about persons navigating substance use disorders, and bring awareness to safe prescription takeback opportunities.

Kent ISD has officially signed the MOU, demonstrating, among others, the commitment to coordinate implementation and align resources to the greatest extent practical, and support the opioids abuse prevention work beyond the grant period. Please see Mandatory Attachment 1.

Competitive Priority 2—Applications from New Potential Grantees.

The applicant and the partners in the grant proposal have never received a Promise Neighborhoods Program grant, including through membership in a group application submitted in accordance with 34 CFR 75.127–75.129.

Competitive Priority 3—Evidence-Based Activities to Support Academic Achievement.

All 14 solutions are supported by strong and moderate evidence from What Works Clearinghouse (WWC), with multiple WWC strong and moderate references for each solution. As a whole, the complete continuum of the 14 solutions meets these rigorous standards. See Table 7 (p. 19) for a summary of the search evidence. These WWC sanctioned strong and moderate research evidence supports practices in the proposed GRSEPNP that will lead to increasing student achievement, graduation rates, and career readiness. See also Optional Attachment 6 for a more detailed narrative on the strong and moderate WWC evidence for all 14 solutions.