

Promise 40212: A Signature Partnership Community

A Proposal Submitted by the University of Louisville Research Foundation

Proposal Narrative

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I. Need for Program

Selecting the Promise Neighborhood

In Louisville, Kentucky, 81 percent of African Americans and 71 percent of all poverty are concentrated in neighborhoods in West Louisville. During the past six months, academic, community, and civic leaders conducted a preliminary assessment of the distressed neighborhoods in West Louisville to determine which areas had the greatest need and readiness to engage in a Promise Neighborhood initiative. After mapping community assets, evaluating needs, and holding community-wide forums, three neighborhoods in the 40212 zip code — Russell, Portland, and Shawnee — emerged as the leading candidates for a Promise Neighborhood in Louisville.

Four task committees comprised of residents, service providers, faith leaders, educators, and political officials who live and work in 40212 strategically identified academic, family, and community supports. Each committee was charged with evaluating assets, needs, gaps, and indicators of success in five overarching goals:

1. acquisition and execution of positive parenting skills
2. management of the body and mind to achieve strong physical and mental health
3. graduation from high school or attainment of a GED
4. matriculation to postsecondary education
5. attainment and retention of meaningful employment for youth and parents

Promise 40212: A Signature Partnership Community (hereafter “Promise 40212”) will use their analyses to build organizational and community capacity as we seek to create a seamless continuum of services and opportunities that will help children and their families.

Building on a Strong Foundation

The University of Louisville takes pride in its role as a major metropolitan university that understands and values the importance of being a significant “anchor” in the community. In 1997, the university began to establish partnerships and collaborations in the community and ultimately launched the university–community Signature Partnership Initiative aimed at working with the area’s most distressed neighborhoods (including 40212) to change the residents’ lifestyles and outcomes. Leading this initiative are community residents, Jefferson County Public Schools (JCPS), a University–Community Partnership Board, a Resident Advisory Council, and faculty liaisons from every college and school in the university.

Promise 40212 is as a natural extension of this work. To date, more than 2,000 students and 500 faculty from the University of Louisville — as well as 2,500 JCPS students — have participated in Signature Partnership Initiative programs. The commitment to this important work is entrenched in the university and the community. Thus, the Signature Partnership Initiative has created a uniquely strong foundation on which Promise 40212 will build.

A. Neighborhood Description and Level of Distress

Demographics

Located in the westernmost part of Louisville in Jefferson County, 40212 is a densely populated urban zip code comprised of three neighborhoods: Portland, Russell, and Shawnee. The median household income of \$23,240 is significantly lower than the U.S. average of \$56,604. In fact, 27 percent of residents live in poverty. The population of Russell and Shawnee is primarily African American; Portland is primarily Caucasian.

Jefferson County Public Schools

Jefferson County Public Schools (JCPS) is the largest urban district in Kentucky and the 26th largest district in the nation, with almost 100,000 students enrolling for the 2009–2010 school year in 161 schools. In the 40212 zip code, 71 percent of JCPS students are African American, 25 percent are white, 0.6 percent are Hispanic, and 4 percent are other ethnic minorities. Furthermore, 25 percent of students receive ECE services and 92 percent qualify for free/reduced lunches. Aggregate data from students in 40212 are listed in the table below.

| Student Academic and Non-academic Data | Zip Code 40212 |
|---|----------------|
| Students absent 20 days or more (%) | 18.7 |
| Average attendance (%) | 92.4 |
| Students suspended (%) | 16.3 |
| Students retained (%) | 3.2 |
| Reading: Novice* (%) | 18.5 |
| Reading: Proficient/Distinguished* (%) | 43.5 |
| Math: Novice* (%) | 31.5 |
| Math: Proficient/Distinguished* (%) | 35.1 |
| Dropouts, 7-12 grades, 2007-2008 (%) | 24.9 |
| *Kentucky uses the terms Novice (lowest), Apprentice, Proficient, and Distinguished (highest) in its assessment system. | |

JCPS Partner Schools in Promise 40212

In its first year, Promise 40212 will partner with two JCPS schools: Atkinson Academy for Excellence in Teaching and Learning Elementary (hereafter “Atkinson

Elementary”) and the Academy at Shawnee. Respective principals Dr. Dewey Hensley and Dr. Keith Look have actively participated in the Promise 40212 planning process since its onset. Furthermore, both serve on the Promise 40212 Steering Council responsible for strategic direction, program development, assessment, and evaluation.

During the implementation phase, Promise 40212 will scale up to the four remaining schools in the area, Western Middle Magnet School for Visual and Performing Arts, Byck Elementary School, Portland Elementary Environmental Education School, and Young Elementary School.

(i) The Academy at Shawnee: A Model for School Reform

Located in the Shawnee neighborhood in 40212, the Academy at Shawnee is a persistently low-performing Title I school currently classified as Tier 5-2. Formerly called Shawnee High School, the Academy was recently reconfigured into a K-12 school beginning in the 2010–2011 school year. The school has an average enrollment of 564 students, which is expected to increase significantly as it moves to a K-12 school.

In 2009 the Academy met only six of 15 No Child Left Behind target goals. Trend data from the Kentucky Core Content Test (KCCT) shows that student proficiency in reading is actually decreasing, from 40.7 percent Proficient or Distinguished in 2007 to 26.1 percent in 2009. Likewise, students assessed as Proficient or Distinguished in math decreased from 24.4 percent in 2007 to 17.7 percent in 2009. The table below reveals obstacles the Academy faces in raising student achievement.

| | Academy | District | Difference |
|----------------------------------|---------|----------|------------|
| ECE 2008-2009 (%) | 21 | 10 | + 11 |
| Free/reduced lunch 2009-2010 (%) | 86 | 51 | + 35 |

| | | | |
|--|----|----|------|
| Mobility 2008-2009 (%) | 17 | 12 | + 5 |
| Students absent 25+ days 2008-2009 (%) | 28 | 13 | + 15 |
| Suspensions 2008-2009 (%) | 41 | 17 | + 24 |
| Teacher retention 2009-2010 (%) | 67 | 91 | - 24 |
| Teacher experience 2008-2009 (yrs) | 7 | 11 | - 4 |
| Teacher attendance 2008-2009 (%) | 94 | 95 | - 1 |

Atkinson Elementary: A Turnaround School

In 2007 Atkinson Elementary was the lowest performing elementary school in the state of Kentucky. Located in the Portland neighborhood in 40212, the school had a reputation for low academic performance, violence, extremely high teacher turnover rates, and conflict. Atkinson ranked as the highest needs school in the school district on JCPS's School Needs Index. But in 2009-2010, the school became the Atkinson Academy for Excellence in Teaching and Learning and was highlighted as the most improved school in Jefferson County and Kentucky. The school's 429 students have seen remarkable academic gains in literacy, math, science, and social studies. For example, the average KCCT score in math jumped 30 points from 2007 to 2009, while reading and science scores increased 10 points and 22 points, respectively. Other positive changes include a 90 percent reduction in suspensions.

Atkinson's dramatic turnaround was accomplished through a focus on each child's academic, social, and emotional needs. The "whole child" approach monitors the progress of each student and provides intensive interventions for those who are struggling. School programs foster high academic and behavioral expectations as well as resiliency, perseverance, and hard work.

Since 2007 Atkinson has been a University of Louisville Signature Partnership School. This special designation means that the university is committing resources to develop and fund programs and train and supervise teachers. Indeed, many of the solutions presented in this proposal are built on lessons learned from Atkinson's success.

II. Program Design and Services

A. Building a Continuum of Services

Promise 40212 will establish a comprehensive, realistic, and evidence-based pipeline of solutions that builds a seamless network of services and supports around the core child–family unit. The pipeline will offer a progression of services for children and their families beginning at infancy and continuing through young adulthood.

Through our ongoing work in the Signature Partnership Initiative, some of the components of a strong continuum are already in place. These components were developed in close consultation with the residents of 40212 and continue to be driven by their changing needs. In planning the implementation of a Signature Partnership Community in 40212, we will build on existing solutions, more effectively connect services, and identify and address gaps.

Guiding Principles

Connect to Community

We will create an infrastructure that establishes a simple two-step process for servicing children and families and engaging residents. This infrastructure is modeled on Louisville's Making Connections Network, an existing community action system supported by the Annie E. Casey Foundation's flagship Making Connections initiative.

(The Making Connections Network does not reach the neighborhoods targeted by Promise 40212.) First, community residents will go door to door providing timely, up-to-date information about the Promise 40212 continuum of solutions to every family with an infant or preschool- or school-age child. This grassroots communication campaign will reach 100% of affected children and their families in 40212. We believe this method will be more useful to — and reach more — families than an approach that would require them to travel to neighborhood schools, community centers, or faith-based organizations to attend information sessions. In addition, the door-to-door technique for disseminating information is effective even if the family does not have Internet access, changes phone numbers, or moves to a different home in the neighborhood.

Second, families will meet with a Signature Partnership Community Connector in the family home or in a nearby community center. This professional staff member will prepare an individualized profile that addresses the strengths and gaps of the child and family and discuss available services. The Connector will recommend a set of programs specifically tailored to each child and family. At the core of these programs is a parenting network that provides opportunities to support learning, parent involvement, and mentorship for families. Our vision represents a major expansion of the parent support and education program at Atkinson Elementary (similar to the “Baby College” at Harlem Children’s Zone) into a broader “Family College,” providing family–child support and educational activities from pregnancy through high school. Depending on the child’s age and family’s needs, services could include after-school programs, health checkups, peer tutoring, and job skills training. The Community Connector will then follow up with families to remind them of upcoming appointments, assist them with transportation to

service providers (if needed), and solicit feedback on the quality and outcomes of the services provided.

Promote Strengths

Rather than simply working to prevent disadvantages and problems, we will build on the existing strengths of families in 40212. Although families living in low income neighborhoods like those in 40212 have multiple disadvantages (e.g., fewer families have access to health and dental care, lower rates of reading to children), they have considerable strengths as well. These strengths include religious attendance, high levels of closeness in parent–child relationships, the ability to share ideas and talk about things that matter with their children, and eating family meals together.¹ Throughout our planning for Promise 40212, we will encourage children, families, and the community to explore and expand their own assets and skills.

Encourage Mentorship

The foundation of our proposed continuum of solutions is a commitment to mentorship. By providing opportunities for every person to mentor another, we will empower students, parents, caregivers, residents, teachers, and Promise 40212 staff to succeed. As described in more detail in the Solutions section below:

- skilled, experienced parents will mentor parents dealing with challenges.
- high-performing students will mentor students who continue to struggle.
- exceptional childcare providers will mentor other providers.
- dedicated residents will mentor other residents in making door-to-door connections.

¹ Valladares S, Moore KA. 2009. Child Trends Research Brief 26, Child Trends:Washington, DC.

Based on the strong support we have seen in community-wide meetings we have held to formulate a vision for Promise 40212, we are confident that recruiting members of the community to mentor other members will not be difficult.

Solutions

Solutions for academic success from birth to college/career

(i) Create a parenting network that supports learning, involvement, and mentorship across the continuum. Indicators addressed: Students are ready for kindergarten; Students are proficient in core subjects; Students successfully transition from middle school to high school; Students graduate from high school; Students are prepared for college/career success; Students are healthy; Students live in stable communities; Families and the community support learning.

In 40212, programs such as Healthy Start, Early Head Start, HANDS (Health Access Nurturing Development Services), Metro United Way's Bridges to Tomorrow, and Family Resource Centers provide parenting skills training that stimulates positive pregnancy outcomes, healthy child development, and strong family units. JCPS Youth Services Centers — school-based resource centers designed to support families by enhancing the growth and development of individual members of the family unit — continue into high school, offering referrals to health and social services, career exploration, and family-crisis counseling.

However, it is estimated that these services reach only a small proportion of the families in 40212. Furthermore, some of these programs are focused primarily on new parents or parents with very young children and are not integrated into a system of family support and education. We need to do more to provide parents with education, social

support, and mentoring to strengthen their children's growth in social emotional skills, language and cognition, and physical and mental health. We propose to expand Atkinson Elementary's "Baby College" into a broader "Family College," implementing evidence-based programs that connect parents to their children all along the continuum from pregnancy to high school. As described below, programs in this parenting network focus on strengthening family functioning, reducing stress for parents and children, and preventing substance abuse and school failure. Each program has been shown to be effective based on large-scale studies.

Each program described here will be piloted during the planning year with families with students in Atkinson Elementary and the Academy at Shawnee. We will identify personnel from the University of Louisville, Metro United Way, social service agencies, and the 40212 community to collaborate on leading these programs, solving logistical issues, and completing training. We will work to establish meaningful connections across programs so that this becomes a true network of family supports.

(a) Pregnancy to age 4: Legacy for Children

Created by the Centers for Disease Control and Prevention (CDC), the Legacy for Children Program is based on a longitudinal, randomized, controlled study. In weekly meetings, parents and their children participate in specific intervention activities that enhance sensitive parenting and build community. The meetings explore parenthood and its impact on child development, provide opportunities for families to learn from the experiences of other families, and allow early detection of developmental delays through periodic assessment. These interventions have been shown to lead to increased cognitive and social emotional health and development. This program will reinforce and

supplement Healthy Start and HANDS, the current home visitation programs serving 40212 neighborhoods.

During the planning year, we will pilot the use of Legacy for Children meetings in the “Baby College” established at Atkinson Elementary.

(b) Ages 4–10: Families and Schools Together (FAST)

In the FAST program, families meet weekly for eight weeks for hands-on, highly participatory experiential learning that supports parents and healthy parent–child relationships. After completion of the eight week program, families continue to meet once a month to strengthen and sustain their network. Participation in FAST leads to improved academic performance, reduced aggression, anxiety, and family conflict, and increased parental involvement in school.²

The FAST program is currently being successfully implemented with at-risk children at the Family & Children’s Place in Louisville. During the planning period, Family & Children’s Place will provide FAST training to the University of Louisville so that it can be implemented across 40212.

(c) Ages 10–14: Strengthening Families Program: For Parents and Youth

The Strengthening Families Program offers highly interactive discussions, learning games, and family projects for parents and their children ages 10–14. Session leaders present videos that depict challenging situations for youth and parents, and the sessions consists of problem solving solutions. In a randomized controlled study, the program demonstrated significant improvements in parenting skills as well as reductions in substance abuse, conduct problems, submission to peer pressure, and other problematic

² Kratochwill TR et al. 2009. J Sch Psychol, 47(4):245-265.

behavior.³ During the planning period, we will receive training in the Strengthening Families Program and conduct a small pilot program centered in 40212.

(d) Ages 14-18: Reconnecting Youth

In Reconnecting Youth, students in grades 9–12 work in concert with peers, school personnel, parents, and youth caregivers to prevent substance abuse and emotional distress that can lead to school dropout, aggression, depression, and suicide. One semester of participation in Reconnecting Youth has positive impact on grade point average, class absenteeism, frequency of drug use, self-esteem, hopelessness, and school bonding.^{4,5,6} During the planning period, we will pilot the Reconnecting Youth program in the Academy at Shawnee.

(ii) *Increase the number of high-quality child care providers.* Indicators addressed: Students are ready for kindergarten; Students are healthy.

High-quality child care plays an important role in determining school readiness for children from low income neighborhoods.⁷ Improving the training and services in early childhood education and child care is an enormous — but critical — task. In collaboration with Community Coordinated Child Care, the local early childhood resource and referral agency and implementer of Kentucky KIDS NOW, we will identify local early education and child care providers who have set and consistently achieve high

³ Spoth RL et al. 2001. *J Consult Clin Psychol*, 69(4):627-642.

⁴ Eggert LL et al. 1994. *Am J Health Promot*, 8(3):202-215.

⁵ Eggert LL et al. 1995. *Suicide Life-Threat*, 25(2):276-296.

⁶ Thompson EA et al. 2000. *Suicide Life-Threat*, 30(3):252-271.

⁷ McCartney K et al. 2007. *J Appl Dev Psychol*, 28(5-6):411-426.

quality standards. Our model agency is Family & Children's Place, a nationally accredited child care program and the first and only such program in Jefferson County to hold a four-star rating from Kentucky KIDS NOW. These exceptional providers will make up a task force charged with mentoring and supporting early education and child care programs in 40212. Once a mentee is shown to achieve consistent goals for high quality care, the provider will become part of the mentoring task force.

During the planning period, University of Louisville faculty in the College of Education and Human Development, Kent School of Social Work, and Department of Psychological and Brain Sciences will identify ways to provide ongoing professional development for all early education and child care providers in 40212. We can build on an existing framework in which university faculty provide professional development training for Early Head Start and Head Start staff.

(iii) Create a peer-to-peer tutoring network. Indicators addressed: Students are proficient in core subjects; Students successfully transition from middle school to high school; Students graduate from high school.

Research studies have demonstrated the value of peer tutoring on academic performance and self-esteem for both tutee and tutor.^{8,9,10} During the planning period, we will establish teams of students who will provide tutoring and training for their peers in out-of-school youth-serving organizations in West Louisville. Specifically, students who are more advanced in reading and math will be matched with students who need

⁸ Miller D et al. 2010. Br J Educ Psychol. Published online Jan 13, 2010. PMID: 20070921

⁹ Mayfield KH, Vollmer TR. 2007. J Appl Behav Anal, 40(2):223-237.

¹⁰ Greenwood CR et al. 1984. J Appl Behav Anal, 17(4):521-538.

additional support for their studies. To arrange these mentoring relationships, Promise 40212 staff will work with teachers and school counselors in Atkinson Elementary, the Academy at Shawnee, and with youth-serving organizations in West Louisville. Volunteers from the University of Louisville College of Education and Human Development will sit in on tutoring sessions periodically for supervision and evaluation. During the planning year, we will identify personnel, solve logistical issues, and conduct a small pilot course of peer mentoring in after-school programs.

(iv) Beginning in third grade and continuing through high school, encourage civic engagement by providing service-learning and volunteer opportunities. Indicators addressed: Students are prepared for college/career success; Families and the community support learning; Civic engagement invitational priority.

Participation in community and civic service activities has been recognized as a best practice to address achievement gaps, promote adolescent health, identify and meet community needs, and expand experiential learning for youth in real-world activities.¹¹ In JCPS, service learning is an integral part of learning.

During the planning year, we will establish opportunities with corporate and community partners for after-school and summer internships for students in the Academy at Shawnee. We will also work with teachers to connect their curriculum requirements to the work experiences.

(v) Proactively identify children who are falling behind in school. Indicators addressed: Students are proficient in core subjects; Students successfully transition from middle

¹¹ Youniss J et al. 1999. *J Adolesc*, 22(2):243-253.

school to high school; Students graduate from high school; Students are prepared for college/career success.

To predict which children are most vulnerable to falling behind, we will track each child's performance using a multifactor risk and resilience model. This model employs factors including achievement test scores, absenteeism, and disruptive behavior. We will initially focus on students transitioning to 3rd, 6th, and 9th grades. In addition, the Academy at Shawnee, along with all JCPS high schools, will implement SMART ED technology in the 2010–2011 school year. Based on advanced modeling and predictive analyses, SMART ED predicts the likelihood of high school dropout in real-time, alerts school officials, and recommends programs and interventions tailored to each child's unique situation.

During the planning year, we will explore several specific ways to address the needs of children who have been identified as being at risk for failure. First, we will work with JCPS to strengthen information sharing so that the continuum of solutions can be better mobilized for these children and families. Second, we will explore ways to provide additional services that strengthen and support self-control. Programs that feature social emotional learning have been shown to be highly successful for developing school-age youth and have been frequently incorporated into current educational practice.¹² In fact, JCPS recently launched a social emotional learning program called Care for Kids that promotes social responsibility and anti-bullying behaviors (more details are below). We will also consider implementing the Rochester Resilience Project, consisting of 14

¹² Payton J et al. 2008. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

weekly sessions in which children practice specific behavioral and cognitive skills led by trained adults as mentors.

(vi) Align school-day and after-school educational curricula. Indicators addressed: Students are proficient in core subjects; Students successfully transition from middle school to high school; Students graduate from high school; Students are prepared for college/career success; Families and the community support learning.

(a) Develop universal out-of-school enrichment programs in reading and math.

Academic out-of-school programs are designed to bridge the gap between high- and low-achieving students. They are particularly important during summer, when the achievement gap may widen even further. However, out-of-school curricula often do not align with the activities, instructions, and learning objectives to which the student is exposed during the school day. This problem was brought up in many of our community discussions and is supported by the research literature, which recommends better academic alignment with the school day for out-of-school programs to improve student performance.¹³ During the planning year, we will collaborate with JCPS, community-based programs, and our community partners to designate a coordinator who will ensure precise alignment between school-day and out-of-school curricula in reading and math. The coordinator will maintain ongoing communication between out-of-school programs and 40212 schools (initially Atkinson and Shawnee), identify school-based goals and learning objectives, and help out-of-school programs support school needs.

(b) Ensure that out-of-school programs work together.

¹³ Beckett M et al. 2009. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

As part of an ongoing Compassionate Capital Fund grant from the Department of Health and Human Services, Louisville neighborhoods are using an empowerment approach for capacity building and evaluation that fosters organizational learning and the continuous improvement of practice and programs in 70 youth-serving organizations in West and South Central Louisville. Together the University of Louisville, Metro Louisville Department of Public Health and Wellness, and the Network Center for Community Change provide training, technical assistance, and small grants. During the planning period, we will develop a formal Coalition of Youth-Serving Organizations that will be tasked to work together to standardize out-of-school time objectives, activities, and learning. Prevalent use of KidTrax data management software (described in detail below) will facilitate the coalition's work.

(vii) Ensure that 40212 neighborhoods have computer and broadband Internet access.

Indicators addressed: Students have 21st century learning tools; Internet access
invitational priority.

In collaboration with community centers, Metro United Way, Urban League, and the Internet service provider Bluegrass.net, the University of Louisville is already in the planning stages of pervasive broadband deployment in the Russell neighborhood of 40212. Broadband subscribership is estimated at less than 30 percent in the Russell neighborhood. Our strategy involves increasing Internet access by creating 10 Louisville PC Centers in West Louisville (including, but limited to, the Russell neighborhood), eliminating barriers to broadband subscribership, and establishing wireless access zones with licensed "hot spots." All Louisville PC Centers have after-school programs and are easily accessible by public transit. During the planning year, we will continue work to

extend infrastructure and build capacity. For example, as part of a service-learning project, computer science students at the University of Louisville's Speed School of Engineering will work with participating agencies to accomplish this goal.

(viii) Help students cope with the stress of transitions. Indicators addressed: Students successfully transition from middle school to high school; Students graduate from high school; Students are prepared for college/career success; Students are healthy; Families and the community support learning.

For some students, transitions — from elementary school to middle school, from middle school to high school, and from high school to college/career — result in increased stress that negatively affects achievement, attendance, motivation, expectations for success, and social development.^{14,15,16,17} The most effective approach in addressing the transitions involves parental involvement and school factors (e.g., perceived teacher support and feelings of school belonging).^{18,19} These ideas already inform many of the youth-serving organizations in 40212. During the planning year, we will seek to apply these strategies to children in all schools in the 40212 community, recognizing that different strategies will likely be needed at different transition stages. In addition, we will develop new professional development training modules for Atkinson and Shawnee

¹⁴ Crockett L, et al. 1989. *J Early Adolescence*, 9:181-210.

¹⁵ Wigfield A et al. 1991. *Dev Psychol*, 27:552-566.

¹⁶ Alspaugh JW. 1998. *J Educ Res*, 92:20-25.

¹⁷ Anderman EM et al. 1999. *J Res Dev Educ*, 32:131-147.

¹⁸ Gutman LM, Midgley C. 2000. *J Youth Adolescence*, 29(2):223-248

¹⁹ Langenkamp A. 2010. *Sociol Educ*, 83(1):1-19.

teachers, as well as youth-serving organizations, that highlight transitions as times to enhance children's strengths. Thus, professionals, parents, community connectors, and volunteers will be better equipped to identify children in need of extra help during a transition and will guide them to appropriate services.

(ix) Prepare students for college and career success. Indicators addressed: Students graduate from high school; Students are prepared for college/career success; Families and the community support learning.

(a) Provide and job skills training for all students ages 14–18.

The Job Corps model of career development services combines classroom and practical learning experiences to prepare at-risk youth for stable jobs. A randomized controlled trial found that 43 percent of Job Corps students earned a high school diploma or equivalency, compared with 26 percent of youth not enrolled in Job Corps.²⁰ We propose to use components of the Job Corps model to provide job opportunities for Shawnee Academy students ages 14–18. To be eligible, students must commit to a core set of standards based on grade point average, attendance, and participation in school. We will partner with the local Workforce Development Council, area business associations, and Greater Louisville, Inc. to establish a summer internship program. Internships will expose students to different work environments, careers, and industry professionals. We will also work closely with Project One, a local nonprofit organization with 20 years' experience in transitioning disadvantaged youth to career placement. To date Project One has placed more than 10,000 Louisville area youth in meaningful employment.

²⁰ Schochet PZ et al. 2001. Princeton, NJ: Mathematica Policy Research, Inc.

(b) Facilitate entry into college by helping Shawnee Academy students tour local higher education institutions, find financial aid, complete college applications, make decisions about which college to attend, and gather resources for college living.

(x) *Ensure that students have a safe learning environment.* Indicator addressed: Students feel safe.

Efforts to reduce violence and stabilize neighborhoods are already well underway in West Louisville. For example, a \$400,000 grant from the W.K. Kellogg Foundation supports a collaborative effort between the University of Louisville's Anne Braden Institute for Social Justice Research, Metro Louisville Government's Center for Health Equity, and the Race, Culture, and Child Welfare Initiative of Kentucky to teach West Louisville youth to create racial healing. Together we are developing a curriculum to overcome racism, training facilitators to lead discussions at schools, businesses, and community sites, and engaging West Louisville youth in an examination of Louisville's civil and human rights movements.

In addition, the Society for the Prevention of Aggressiveness and Violence among Adolescents (SPAVA) has a strong 14-year history of involvement in JCPS. SPAVA provides training to adult mentors in implementing a 10-week curriculum aimed at teaching students social skills, emotion regulation, conflict resolution, integrity, resilience, and perseverance. Peace Education, a local organization committed to promoting peace and racial healing, offers site-based (e.g., schools, community centers, and places of worship) youth workshops on conflict resolution, mediation training, and cooperative games. Workshops align with JCPS curricula. Furthermore, in 2008 JCPS launched its anti-bullying campaign Care for Kids in kindergarten through grade 8.

Components include daily morning meetings designed to set the tone for respectful learning and establish a climate of trust; “buddy” matches of every older student in the school with a younger student for a series of collaborative learning activities; and homeside activities to stimulate conversations between students and their families.

Solutions for health and wellness for children, families, and communities

(i) Ensure that every child has access to age-appropriate health care by building school-based health centers. Indicators addressed: Students are ready for kindergarten; Students are healthy.

School-based health centers have been shown to be an effective component of health care delivery for underserved at-risk children. Elementary school students using a school-based health center as their primary medical home have greater access to care, increased visits to physicians and dentists, and greater satisfaction with health care delivery than students enrolled in a school without a school-based health center.²¹ In a well-controlled longitudinal study, students using school-based health centers had significant increases in attendance and grade point average compared to nonusers.²²

During the planning year, we will work to find the funding to build school-based health centers. These centers will be based on the successful model of Louisville’s Neighborhood Places, 11 “one-stop shops” in Jefferson County for accessible health and social services. Every day nearly 1,000 Louisville families seek services at a Neighborhood Place. Neighborhood Place Northwest opened in 2002 at the Academy at

²¹ Kaplan DW et al. 1999. Arch Pediatr Adolesc Med, 153(3):235-243.

²² Walker SC et al. 2010. J Adolesc Health, 46(3):251-257.

Shawnee. During the planning year, we will conduct feasibility and cost analyses with the goal of building school-based health centers similar to Neighborhood Place Northwest, beginning at Atkinson and eventually scaling up to include all other neighborhood schools. Students will access health services during the school day, and families will access services after school, in evenings, and on weekends.

During the planning period, we will also establish a system to provide age-appropriate vision and dental care, physical exams, mental health screenings, substance abuse prevention programs, nutrition guidance, and immunizations for students at Atkinson and the Academy at Shawnee. University of Louisville physicians, nurses, and qualified trainees will provide these services. We will also position a nurse in Atkinson, Shawnee Academy, and every school in the Promise 40212 community. Concurrently, we will ensure that all eligible children receive KCHIP (Kentucky Children's Health Insurance Program) services, all eligible parents receive Medicaid through the Passport Health Plan, and all eligible families enroll in a successful, evidence-based program such as Early Head Start, Head Start, or Healthy Start.

(ii) Reinforce the importance of physical exercise and good health. Indicator addressed: Students are healthy.

A school-based fitness curriculum can help reverse poor cardiovascular health, a marker for obesity, and insulin resistance, a marker for diabetes.^{23,24,25} In contrast to typical physical education classes, this curriculum focuses on lifestyle and fitness. In

²³ Kriemler S et al. 2010. BMJ. 340:c785.

²⁴ Carrel AL et al. 2005. Arch Pediatr Adolesc Med, 159(10):963-968.

²⁵ Carrel AL et al. 2009. J Pediatr Endocrinol Metab, 22(5):409-415.

JCPS, Rangeland Elementary School (not part of the 40212 zip code) offers a school-based fitness curriculum that features wellness and physical activity sessions using treadmills, GameBikes, and Wii fitness games. In the planning year, we propose to establish new health and fitness curricula in Atkinson and Shawnee Academy modeled after Rangeland's successful implementation. Together with JCPS, we will plan to build school-based gyms with the latest fitness equipment and technology. The new lifestyle- and fitness-oriented curriculum will be strengthened by weekly classroom visits by the school nurse, who will promote nutrition and wellness. After-school activities will be provided at least three days a week, both to students and their families. A modified curriculum will be developed for summer break.

In addition, we will work with school-based Family Resource and Youth Services Centers to organize "family fitness nights" at Atkinson and Shawnee Academy to reinforce the healthy habits students learn at school. The events will feature cooking demonstrations and nutrition and fitness interventions for the entire family.

(iii) Encourage healthy eating habits. Indicator addressed: Students are healthy.

During the planning year, Atkinson and Shawnee Academy will host hands-on agricultural education programs from Food Literacy Project, a local nonprofit organization that teaches children about gardens, growing foods, and healthy nutrition. Food Literacy Project will provide technical support in planning, planting, growing, and harvesting school-based gardens at Atkinson and Shawnee Academy.

School-specific strategies

(i) The Academy at Shawnee

As part of the School Improvement Grant for the Academy at Shawnee (\$1.3 million over three years), JCPS is implementing the intervention model, which included strengthening the school's leadership team and retaining no more than 50 percent of the school's faculty and staff. Research-based instructional programs, increased learning time, and professional development address student needs in reading and math and are intended to close the achievement gap. Social emotional and community-oriented services are designed to improve student attendance and reduce student suspensions. The plan also includes strategies to improve teacher attendance and retention.

(ii) Atkinson Elementary Academy for Excellence in Teaching and Learning

Highlighted as the most improved school in Kentucky, Atkinson's successful turnaround is the very definition of an effective school. We believe that implementing the continuum of solutions described above will significantly expand and enhance the school's current efforts to improve academic outcomes.

B. Using Data to Manage the Program

KidTrax

For ten years, JCPS has used an innovative data management system called KidTrax. KidTrax allows the district to collect and share student data to help educators and service providers understand the relationship between out-of-school activities and academic achievement. Many community-based organizations serving the 40212 community already use KidTrax to monitor participation in and outcomes of after-school programs. The KidTrax system uses a barcoded card-swipe system that allows partner organizations to track and report key variables about individual students. It allows flexible, instantly customized data mining and reporting for powerful outcomes analysis.

Because KidTrax already links schools, JCPS, and community partners, it will provide the foundation of the longitudinal data tracking system for Promise 40212.

JCPS Comprehensive School Survey

Since 1997, JCPS has administered the Comprehensive School Survey (CSS) to gather data on students, staff, and parents. Because the CSS provides annual feedback to the Board of Education and local schools, it will be an important data source for Promise 40212. More than 100,000 surveys are completed each year. The CSS not only captures academic data on reading, writing, math, science, social studies, practical living, and arts/humanities, but also on important social emotional, civic, and moral indicators.

C. Commitment to Work with the National Evaluator

We commit to work with the U.S. Department of Education and with a national evaluator for Promise 40212. In consultation with the evaluator, we will build an overall evaluation strategy, including identifying a credible comparison group and developing a plan to identify and collect reliable and valid baseline data. The University of Louisville administrative team and the Promise 40212 Steering Council will use data to guide program implementation, inform decision making, engage stakeholders, and measure success. The evaluator will have open access to all relevant data sources.

D. Indicators Used for Needs Assessment

We have already conducted a preliminary needs analysis through a six-month process led by community focus groups. A more comprehensive needs analysis will allow us to understand the needs of each child and family, the full array of assets and services in the 40212 community, and the existing gaps between needs and current assets.

We will undertake a multi-method, comprehensive approach to the assessment. First, we will examine archival data from JCPS, the CSS, KidTrax, the 2010 Census, and other datasets. Next, we will conduct interviews with all families who have children living in 40212 to verify the archival data, ask additional questions, and administer scales. Information gathered at the interviews will include indicators of cognitive development, academic achievement, physical development and health, social emotional and mental health, peace and social justice, and motivation and sense of self. All information will be added to KidTrax. Lastly, we will hold 10 focus groups with 80–120 residents, police officers, and agency personnel. Together we will identify problem organizations, forces that undermine children’s ability to succeed, and positive existing relationships between adults and youth in the community (e.g., mentoring, coaching, faith leadership). As part of the door-to-door community connection at the heart of the Promise 40212 infrastructure, community members will help receive consent from parents to review child records, set up appointments, conduct interviews with families and local organizations, and lead focus groups.

In each indicator category, we will conduct a segmentation analysis to identify how sub-groups of children and adults fare. Children will be segmented into 10 sub-groups based on age, grade level, ECE, free/reduced lunch, and race/ethnicity. Adults will be segmented into 11 sub-groups based on age, gender, and race/ethnicity.

The following table identifies and describes the indicators we will use for the needs assessment. Data sources are listed as well.

| Result | Indicator | Data Source |
|---|---|--|
| Children are ready for kindergarten. | <ul style="list-style-type: none"> • Percent of children who have up-to-date immunizations upon entering kindergarten • Percent of children who have completed eye exam upon entering kindergarten • Percent of children who have completed a physical exam upon entering kindergarten • Percent of children who have a medical home • Percent of students mastering skills on Early Childhood Skills Profile Checklist before entering kindergarten | <p>Immunization record</p> <p>Physical form</p> <p>Physical form</p> <p>FRYSC</p> <p>Literacy assessment (DRA)</p> |
| Students are proficient in core subjects. | <ul style="list-style-type: none"> • Percent of students in grades 3–12 achieving proficiency in reading, math, science and social studies • Percent of students in grades 3–8 scoring Novice in reading and math • Percent of schools making progress toward eliminating gaps associated with income and race in reading proficiency at 4th grade | <p>KCCT assessment</p> <p>KCCT assessment</p> <p>KCCT assessment</p> |

| Result | Indicator | Data Source |
|---|---|--|
| Students transition successfully from middle school to high school. | <ul style="list-style-type: none"> • Percent of students retained as freshman • Percent of students who pass all subjects at the end of freshman year • Attendance rate for grades 6–8 • Percent of students on A/B honor roll • Percent of students referred for disciplinary actions • Percent of students participating in at least one after-school program, activity, or sport | JCPS database JCPS database JCPS database JCPS database JCPS database KidTrax |
| Students graduate from high school. | <ul style="list-style-type: none"> • Percent of 9th-grade class who earned high school diplomas | JCPS database; CPE High School Feedback Report |
| Students are ready for college/career success. | <ul style="list-style-type: none"> • Percent of youth ages 25-29 who have obtained a 2-year or 4-year postsecondary degree or other postsecondary credential • Percent of students scoring at benchmark or above on subject and composite scores on EXPLORE, PLAN and ACT | KDE EXPLORE, PLAN, ACT |

| Result | Indicator | Data Source |
|-----------------------|--|--|
| | <ul style="list-style-type: none"> Percent of students requiring remediation classes when entering a postsecondary institution | CPE High School Feedback Report |
| Students are healthy. | <ul style="list-style-type: none"> Percent of students who participate in 60 min/day of physical activity Percent of students who eat five+ servings/day of fruit and vegetables | CSS CSS |
| Students feel safe. | <ul style="list-style-type: none"> Rates of violent and property crimes Percent of students who feel safe walking to and from school Percent of students who feel safe outside the building before/after school Percent of students who feel safe at school Rate of child violent deaths Rate of child abuse and neglect (substantiated victims) | Louisville Metro Govt CSS CSS CSS Louisville Metro Govt Louisville Metro Govt |

| Result | Indicator | Data Source |
|--|---|---|
| Students live in stable communities. | <ul style="list-style-type: none"> • Percent of families with children living in unsafe, unstable or overcrowded housing • Percent of students who move one or more times during the school year • Percent of parents who are age 20 or older, have at least a high school education, ate together, and are employed • Percent of children in foster care or otherwise living apart from their biological/adoptive parents • Percent of children missing three or more days of school in the past month • Percent of children identified as habitually truant | <p>Louisville Metro Govt</p> <p>JCPS database</p> <p>FRYSC</p> <p>Louisville Metro Govt</p> <p>JCPS database</p> <p>JCPS database</p> |
| Families and the community support learning. | <ul style="list-style-type: none"> • Percent of children who feel socially supported • Percent of children participating in organized out-of school activities | <p>FRYSC; CSS</p> <p>KidTrax</p> |

| Result | Indicator | Data Source |
|--|---|---|
| | <ul style="list-style-type: none"> • Percent of youth volunteering in community • Percent of families living above the federal poverty threshold • Percent of families receiving EITC or other tax credits • Percent of families receiving AFDC benefits or other assistance • Percent of families who eat meals together, have rules regarding television or computer use, read to their child, have good parent–child communication • Percent of families that attend at least one parent/teacher conference • Percent of students that have meaningful relationship with an adult | <p>CSS</p> <p>Census data</p> <p>Census data</p> <p>Louisville Metro Govt</p> <p>CSS; FRYSC</p> <p>CSS</p> <p>CSS</p> |
| <p>Students have 21st century learning tools.</p> | <p>Percent of students with school access to broadband and computer</p> <p>Percent of students with home access to broadband and computer</p> | <p>CSS</p> <p>CSS</p> |

DRA, developmental reading assessment; KCCT, Kentucky Core Content Test; CPE, Council on Postsecondary Education; KDE, Kentucky Department of Education; EITC, earned income tax credit; AFDC, Aid to Families with Dependent Children

III. Program Personnel

A. Capacity to Plan and Implement a Promise Neighborhood

Almost 15 years ago, the University of Louisville established as one of its primary goals the desire to be an “engaged institution,” committed to direct interaction with external constituencies and communities through partnerships and collaborations. To that end, the university's economic and intellectual resources are being redirected to benefit Louisville.

Our History of Leading Community-wide Interventions

Signature Partnership Initiative

In 2007, the university launched the Signature Partnership Initiative to improve the standard of living and access to economic opportunity for the underserved and economically challenged populations in West Louisville (including 40212). Community residents and partners, along with professional experts in the fields of social work, education, health, economic development, and the social sciences developed 13 objectives that focus the work of the university and its community partners. A University–Community Partnership Board, a Resident Advisory Council, and faculty liaisons from every school and college in the university guide the work of this important initiative.

The Signature Partnership Initiative represents an integrated, multidisciplinary approach to community-based teaching, research, and service for the mutual benefit of the university and the 75,000 residents of the West Louisville urban core. Signature Partnership Initiative programs include: capacity building in governmental and nonprofit social service organizations (e.g., Neighborhood Places, the Department for Community Based Services, and numerous mental health, substance abuse prevention, youth-serving, and faith-based agencies); business and workforce development; teacher preparation and professional development; health and wellness;

youth and neighborhood development; youth mentoring; college awareness and preparation; dental health services; pre- and postnatal services; and a partnership with Simmons College, a historic African American institution in West Louisville. During the 2008-09 academic year, more than 2,000 students and 500 faculty and staff from the University of Louisville participated in over 100 outreach programs serving the West Louisville community.

Accolades for the Signature Partnership Initiative

Objective assessment of our work in West Louisville suggests that we are indeed making progress toward our major programmatic objectives. Locally, the university has been recognized by the leadership of our target schools (Atkinson Elementary and the Academy at Shawnee), Volunteers of America, West Louisville Boys and Girls Choir, Greater Louisville Sports Commission, Lincoln Heritage Scouts Council, Northwest Area Health Education Center, Project One, Louisville Urban League, and the YMCA's Black Achievers Organization. Among national achievements, the university was named one of America's Top 25 "Best Neighbors" institutions in 2009 by the Coalition of Urban and Metropolitan Universities. In addition, in 2009 the university was awarded Carnegie Designation by the Carnegie Foundation for the Advancement of Teaching. The university received Carnegie's highest designation in two areas: in curricular engagement and in outreach and partnerships. Moreover, nearly \$7 million in grants and contracts have been awarded to the university and our community partners to support the Signature Partnership Initiative.

University-led Work Already Underway in Target Schools

Academy at Shawnee

As the Academy at Shawnee moves to become the first K-12 learning campus in western

Louisville, the University of Louisville’s College of Education and Human Development (CEHD) is providing technical assistance to the administrative design team, as well as assisting with the immediate redesign at the high school level. CEHD is providing an intensive professional development experience for the entire Shawnee faculty during Summer 2010. In addition, CEHD is planning specialized training for Shawnee faculty in ACT test preparation, instructional teaming practices, and embedding the newly named magnet programs—aviation, engineering, and energy technology—into the curriculum. Other University of Louisville units involved at Shawnee Academy include the Department of Urban Planning, Project Upward Bound, the School of Nursing, and the Kent School of Social Work.

Atkinson Elementary School

As a Signature Partnership School, the University of Louisville has committed major resources to Atkinson. CEHD faculty, staff, and students observe classroom instruction, conduct research, and offer professional development training for Atkinson's teachers. Faculty and students from the Kent School of Social Work work one-on-one with students and their parents in behavior management and truancy interventions. Students in the School of Nursing work with Atkinson teachers to design lessons plans on health, hygiene, and nutrition and perform blood pressure screenings and vision tests. Faculty in the College of Arts and Sciences helped Atkinson teachers and parents create a “Baby College” program to increase school readiness in toddlers.

Fiscal Accountability

As fiscal agent for Promise 40212, the University of Louisville will provide financial management, grants and contract oversight, and budgetary authority. In 2009 the University of Louisville received over \$140 million in grants and contracts from federal agencies, totaling 24 percent of the university’s annual budget. Fiscal accountability is assured under the auspices of

the University of Louisville Research Foundation, Inc., headed by the Vice President for Research. Each extramural grant is given a separate account. This account is assigned a unique number by which all deposits and expenditures are processed and monitored. The foundation undergoes an A-133 audit each fiscal year and abides by all funding agency financial guidelines.

University of Louisville Leadership Team

Leadership and oversight will be assigned to the Office of Community Engagement under the direction of Vice President Dan Hall and Associate Vice President Ralph Fitzpatrick. Collectively, Mr. Hall and Dr. Fitzpatrick bring over 50 years of professional experience in government relations, coordinating strategic planning initiatives, working with multiple community partners and stakeholders, grant development, project design, and program implementation and assessment. Mr. Hall and Dr. Fitzpatrick are the University of Louisville's lead directors for the Signature Partnership Initiative.

As Vice President of Community Engagement, Mr. Hall reports directly to the President and serves as an extension of the President through service on various boards and committees, both with the university and in the external community. Mr. Hall is likewise responsible for coordinating university-wide engagement and advising the President on matters relating to the university's strategic objectives in the areas of community and public affairs. Mr. Hall formerly served as the university's chief governmental relations officer, helping to secure over \$160 million in government appropriations for major capital projects. He is a Harvard-trained attorney and formerly served as Chief of Staff to Congressman Ron Mazzoli in Washington, DC.

During his thirty-year work tenure, Dr. Fitzpatrick has been engaged in many levels throughout the University of Louisville as it transitioned from a quasi-private municipal institution to a premier state-supported metropolitan university. He has served for the past 20

plus years as a university administrator and member of the President's staff and executive cabinet. He formerly directed the university's TRIO programs (Project Upward Bound, Special Services for Disadvantaged Students) and served as founding director/dean of the university's Preparatory Division (a former open enrollment unit). In his current position as Associate Vice President for Community Engagement, Dr. Fitzpatrick's primary assignments include working with the President and other senior university officials in coordinating and advancing the university's strategic planning initiatives, serving as the university point person in the creation of new and effective partnerships between the university and community, and representing the President and the university community on civic boards. Dr. Fitzpatrick is an alumnus of the University of Louisville and holds a doctorate in Higher Education Management from the University of Pennsylvania. He has been responsible for program/proposal development that yielded over \$8 million from local, state, and federal grants and private donors.

The Signature Partnership Initiative was founded on broad community assessment and collaboration and included the expertise of the university's faculty. Our faculty continue to demonstrate interest and involvement in the community using their expertise in human services, education, urban and environmental studies, health, family development, economic development, technology, and research and evaluation. The assessment, interventions, and evaluation methodologies proposed during the planning period require a multidisciplinary approach. University faculty will work on these critical issues in collaboration with the Promise 40212 leadership team, Steering Council, and community partners. Specifically, Drs. Barbara Burns, co-principal investigator, Anita Barbee, senior evaluator, Vicki Hines-Martin, content evaluator, and Riaan Van Zyl, statistician, join Mr. Hall and Dr. Fitzpatrick on the University of Louisville's leadership team.

Co-principal investigator Dr. Barbara Burns, Professor of Psychology, is a developmental psychologist focused on understanding self regulation abilities and social well-being in young children. Dr. Burns' teaching, graduate research training, research collaboration, and community service are focused on improving the lives of families from low income neighborhoods by applying research findings to practice and connecting services and opportunities. Dr. Burns and her team of students in the Early Intervention for Families Lab at the University of Louisville work primarily with families of children facing risks to healthy cognitive and social emotional development due to economic disadvantage. They are focused on better identifying: (1) the role and significance of family characteristics in supporting children's self regulation and social well-being and (2) more effective parent education programs that support healthy caregiver-child interactions and prevent adverse development. Dr. Burns has worked for more than 20 years as a community partner with the local Head Start, Early Head Start, and Early Childhood Programs in JCPS. During this time she has also partnered with public and private mental health services to collaborate on ways to promote and coordinate healthy child outcomes through intervention services. Through these efforts Dr. Burns has earned a national reputation for translating research to practice to support healthy children and families. She served as the editor of the Head Start peer-reviewed professional journal *Head Start Dialog: Research to Practice for the Early Intervention Field* from 2003–2008 and has been a frequent contributor to local, state, and national professional development of Head Start teachers. In 2006 Dr. Burns was recruited to serve as the Chief Clinical Officer in the New York City Department of Health and Mental Hygiene (DoHMH), where she provided leadership to implement a new “Families As Partners Program” in DoHMH Early Intervention. In 2009 she joined the child development team at the Centers for Disease Control and Prevention (CDC)-National Center for Birth Defects and

Development Disabilities as a consultant and has worked to promote this vision of implementing parent education as a public health initiative. Her work at the CDC is focused on identifying ways to scale up the CDC's Legacy parent intervention program to connect to Head Start and Early Head Start Programs.

Senior evaluator Dr. Anita Barbee will lead the assessment efforts in the planning year. Dr. Barbee is Professor and Distinguished University Scholar at the Kent School of Social Work at the University of Louisville. She received her Ph.D. in 1988 from the University of Georgia in social psychology with a specialization in child and family development. She has run over 100 experiments and quasi-experiments and 48 evaluation studies over her 25 year career. She has published 106 publications in scholarly journals and books and has given more than 250 presentations at professional conferences. She and her team have generated \$16 million in extramural funding over the past 12 years in the areas of child care, child welfare, high risk youth, women's health, and healthy relationships from the Department of Housing and Urban Development, Department of Health and Human Services, Administration for Children and Families: Children's Bureau, Child Care Bureau, Office for Community Services, Office for Family Assistance, the Commonwealth of Kentucky Cabinet for Health and Family Services, Department for Community Based Services, the Governor's Office of Early Childhood, and the Healthy Kentucky Foundation. Dr. Barbee has worked closely with numerous youth-serving and health organizations, including many key partners of Promise 40212.

As content evaluator, Dr. Vicki Hines-Martin, Associate Professor of Nursing, will assist in the design and implementation of the community's comprehensive needs assessment and the planning year outcome assessment/evaluation. Dr. Hines-Martin brings expertise in community-based research, research with African American populations, and mental health research. She is

currently working in collaboration with the West Louisville neighborhoods that are the focus of Promise 40212. In her role as Faculty Scholar with the Office of Community Engagement, Dr. Hines-Martin works routinely with key community partner organizations, including faith-based organizations, to facilitate community-driven education and service initiatives. Promise 40212 is expected to further build on her work addressing health disparities through community partnership and education to develop culturally sensitive health strategies.

Dr. Riaan Van Zyl will serve as statistician during the Promise 40212 and will work closely with the Promise Neighborhoods national evaluator. In his current role as Associate Dean for Research in the Kent School of Social Work, Dr. Van Zyl oversees over \$5 million in external funding. He has published more than 50 scholarly articles and chapters. Dr. Van Zyl brings extensive expertise in program management, designing and implementing research and evaluation studies, and grant evaluation and assessment.

Community Connector Position

The University of Louisville will work closely with Promise 40212 resident associations and major community partners to identify an individual from within the Promise 40212 neighborhoods to serve as a “Community Connector” and liaison to the university leadership team. The individual(s) will work closely with residents and service providers to more effectively connect services and identify and address gaps. As a part of the comprehensive needs assessment to be conducted in the Promise 40212 neighborhoods, the Community Connector will meet with residents in their homes or in community centers to prepare individualized profiles that address the strengths, needs, and challenges facing youth and their families. The Community Connector will play a valuable role in the development of an action plan suggesting target programs in support of the neighborhood youth and families.

Steering Council

Composed of residents and key community partners, the Promise 40212 Steering Council will provide guidance to the leadership team and assist in communication strategy development, program implementation, assessment, and evaluation. Of the 24 members of the Steering Council, 10 are residents of or public officials serving the 40212 community. The full list of members is included in Appendix C.

IV. Management Plan

The organizational framework for Promise 40212 is included in Appendix F. For each solution proposed in the continuum of services, we will form working focus groups composed of 40212 residents, University of Louisville faculty and staff, service providers, and community leaders. Focus groups will convene once a week for the first 12 weeks of the planning period, then at least once a month for the remaining time. Focus groups will be charged with completing tasks on time, generating solutions to problems, managing risks, communicating information, and making recommendations to target area residents, the University of Louisville leadership team, and the Promise 40212 Steering Council. Summaries of each focus group meeting will be recorded and shared on a dedicated Promise 40212 website with area residents, resident associations, governmental officials, Steering Council members, and other key partners. In addition, each focus group will develop a program management chart to list milestones and the person(s) responsible for the milestone's success. The chart will be consulted at each focus group meeting to ensure that tasks stay on track. By tracking adherence to timelines and reporting of outputs and outcomes, focus group meetings contribute to accountability.

The university's leadership team and the Promise 40212 Steering Council will host four open forums during the year-long planning period. These forums will keep residents informed of

programmatic progress and will be used to solicit additional feedback and recommendations from residents and other key partners. Weekly e-notes, monthly e-newsletters, annual reports, journal articles, and conference presentations will be widely disseminated among partners and the 40212 community to report on milestones and successes. Each external partner will be paired with an internal partner (e.g., a member of the University of Louisville faculty) to facilitate technical assistance and information sharing.

Critical tasks to be completed early in the planning period include training residents to go door to door to share information with families, training Community Connectors to match children with services, and training community sites to use KidTrax for outcomes reporting.

A. Sustainability and “Scale Up”

Through ongoing work with Atkinson in the Signature Partnership Initiative, we have a solid understanding of which programs and services work well with elementary school students and their families. We can apply similar principles and knowledge to ensure ready scale-up to Portland and Young, the other elementary schools in the Promise 40212 community. The Signature Partnership Initiative gives us substantial experience working with students in other 40212 schools. For example, at Western Middle School we have implemented: College for Every Student, which helps underserved students prepare for college through mentorship, leadership, and family as partners; SPARC Ambassadors, which boosts academic achievement and creates diverse colleges; 7 Habits of Highly Effective Teens, which develops positive life skills; and Pillars of Portland, which mobilizes student, parent, and community involvement to create community change. Other initiatives underway in Promise 40212 schools include Partnership for a Green City (a community asthma project), Dance Academy, Portland Percussion Program, Success for Life Ballroom, and the Suzuki Elementary String Program.

B. Commitment from Partner Organizations

Because of our collaborative Signature Partnership Initiative, the University of Louisville, JCPS, and key partners including Metro Louisville Government and Metro United Way have a long-standing commitment to strengthen West Louisville neighborhoods. Each partner outlines its commitment in the preliminary memorandum of understanding in Appendix C and/or in letters of support in Appendix D.

In addition, nFocus, the owner and distributor of KidTrax software, has agreed to donate KidTrax licensing, training, and accompanying software for community sites in Promise 40212 (\$5,800 per facility). Other in-kind contributions from nFocus include three software packages that allow aggregation of reporting data (\$213,100 total).

V. Significance

A. Tracking Available Funding Sources and Levels

We believe that the sustainability of Promise 40212 is dependent on tapping into both existing and future sources of local, state, and national public and private funding. For example, three schools in the Promise 40212 community have received substantial funding from the U. S. Department of Education's School Improvement Grants program: Academy at Shawnee (\$1.3 million), Western Middle School (\$1.3 million), and Young Elementary School (over \$365,000).

In addition, Louisville Metro Government has proposed a series of Neighborhood Revitalization Strategy Areas, a designation conferred by the U.S. Department of Housing and Urban Development (HUD)'s Office of Community Planning and Development, for five neighborhoods in West Louisville including Portland and Shawnee. Up to \$2 million in community development block grant funds is being requested for each NRSA.

Louisville is privileged to have a number of local organizations committed to supporting children, education, and community-based initiatives. During the planning year, we will approach the following corporations and private foundations for major support of Promise 40212: the James Graham Brown Foundation, CE & S Foundation, Community Foundation of Louisville, Gheens Foundation, Humana, Norton Healthcare, PNC Bank, and UPS. Together these organizations (and affiliated corporate foundations) have supported the University of Louisville with gifts, grants, and pledges totaling over \$140 million. Executives from PNC Bank and the Community Foundation of Louisville participate in Promise 40212 as members of the Steering Council.

In addition, we will develop proposals to national philanthropic organizations including Annie E. Casey Foundation, Carnegie Corporation, Charles Stewart Mott Foundation, Ford Foundation, The Wallace Foundation, William and Flora Hewlett Foundation, and W. K. Kellogg Foundation. We also plan to secure resources from available public sources of funding from the Commonwealth of Kentucky, Metro Louisville Government, and federal agencies including the U.S. Department of Health and Human Services (e.g., Administration for Children and Families, Health Resources and Services Administration) and the U.S. Department of Education. Finally, we will work with the University of Louisville's Office of University Advancement to establish an endowment for Promise 40212 to support its efforts in perpetuity.

B. Identifying Impediments to Achieving Success

As an institution of higher learning, the University of Louisville is uniquely capable of turning impediments into “teachable moments” for students and trainees to help inform their education and professional careers. Students across the university will understand and discuss the challenges of implementing a coordinated community-wide system that serves ethnically diverse

children, youth, and families. Issues of cultural competency are already part of the training for future pediatricians, child psychologists, childcare providers, and early education teachers, but now those lessons will be supplemented with examples taken from real-life situations faced in implementing the Promise 40212 continuum.