Promise Neighborhoods Program 101: What is the Promise Neighborhoods Program?

Department of Education

Objectives

During this presentation, attendees will learn about:

- The Promise Neighborhoods program and its history;
- Some of the characteristics and practices that support successful implementation of the Promise Neighborhoods program;
- Questions that prospective applicants can use to determine whether the Promise Neighborhoods program is right for them; and
- Resources about the Promise Neighborhoods program

Promise Neighborhoods Statute

- The Promise Neighborhoods program is authorized under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The program authority is 20 U.S.C. 7273–7274.

- All applicants are strongly encouraged to read the program statute prior to submitting a proposal

Promise Neighborhoods Grantees

Fiscal Year	Type of Award	Number of New Awards
FY 2021	Implementation	8
FY 2018	Implementation	3
FY 2018	Extension	3
FY 2017	Implementation	4
FY 2016	Implementation	6
FY 2012	Planning	10
FY 2012	Implementation	7
FY 2011	Planning	15
FY 2011	Implementation	5
FY 2010	Planning	21

Promise Neighborhoods Partners

Brief Overview of PN

What is a Promise Neighborhood?

- At its core, it involves engaging many partners in a specific community to build a "continuum of solutions" – or cradle-to-career pipeline of family and community supports – with great schools at the center
- The approach was inspired by the work of the Harlem Children's Zone
- It describes both a grant program **AND** an approach to improving outcomes for children and youth
- Progress is measured towards improving 10 results that span cradle to career

PN Results and Indicators

TABLE 1—PROMISE NEIGHBORHOODS PERFORMANCE INDICATORS

Result	Indicator	Recommended source
1. Children enter kindergarten ready to succeed in school.	1. Number and percentage of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.	Administrative data from LEA.
2. Students are proficient in core academic subjects.	2.1 Number and percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school). 2.2 Number and percentage of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA.	
3. Students successfully transition from middle school grades to high school.	3.1 Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance. 3.2 Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.	
4. Youth graduate from high school.	4. Four-year adjusted cohort graduation rate.	
5. High school graduates obtain a postsecondary degree, certification or credential.	5.1 Number and percentage of Promise Neighborhood students who enroll in a two-year or four-year college or university after graduation. 5.2 Number and percent of Promise Neighborhood students who graduate from a two-year or four-year college or university or vocational certification completion.	Third party data such as the National Student Clearinghouse.
6. Students are healthy	6. Number and percentage of children who consume five or more servings of fruits and vegetables daily.	Neighborhood survey, school climate survey or other reliable data source for population level data collection.

PN Results and Indicators (Cont'd)

Result	Indicator	Recommended source
7. Students feel safe at school and in their community.	7. Number and percentage of children who feel safe at school and traveling to and from school as measured by a school climate survey.	
8. Students live in stable communities.	8. Student mobility rate (as defined in the notice).	
9. Families and community members support learning in promise Neighborhood Schools.	9.1 Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade). 9.2 Number and percentage of parents/family members who report talking about the importance of college and career (9th–12th grade).	
10. Students have access to 21st century learning tools.	10. Number and percentage of students who have school and home access to broadband internet and a connected computing device.	

Brief Overview of PN

How are Promise Neighborhoods organized?

- The grantee may be a nonprofit, institution of higher education or tribal organization
- The grantee usually serves as the lead agency – or backbone organization – to help convene a set of cross-sector partners, including schools, districts, families, and nonprofits
- The grantee is responsible for both administering the grant **AND** convening and supporting the partners that comprise the cradle-to-career pipeline

Brief Overview of PN

PN as an approach

- Involves aligning contributions of many partners in the service of each of the PN results and associated indicators from cradle-to-career
- Using data to measure and drive performance at both the program and population levels
- Requires leaders and partner organizations to think beyond programs and services (e.g., policy and systems change) and often adopt new mindsets and behaviors
- Can be used with or without a PN grant!

PN as a grant program

- Refers to implementation grants made by the U.S. Department of Education
- Requires lead agency to implement PN approach in addition to providing successful oversight and management of a complex grant program
- Includes regular reporting on progress toward achieving the PN results as well as capacity to effectively manage a large federal grant
- Grantees have access to a range of technical assistance from ED and its partners to support successful implementation.

Promise Neighborhoods must be willing and able to both implement the approach and manage their grants!

PN Capacities

Successful implementation of the Promise Neighborhoods cradle-to-career strategy requires the development and strengthening of a range of capacities

Source: "A Developmental Pathway for Achieving Results," Promise Neighborhoods Institute at PolicyLink

Developmental Pathway

The work of building a Promise Neighborhood and scaling and sustaining results takes place during the life of the grant and continues beyond it.

Source: "A Developmental Pathway for Achieving Results," Promise Neighborhoods Institute at PolicyLink

PN Lessons Learned

Successfully implementing a Promise Neighborhood requires:

1. Navigating both the grant program and the broader approach
2. Engaging partners in understanding the data, uncovering root causes, and designing solutions
3. Measuring and managing performance at both the population and program-level
4. Being willing to rethink organizational structures and roles
5. Strengthening and deepening relationships with schools and districts
6. Thinking early about a phased approach and how it will be sustained beyond the five-year grant

1- Lessons learned from PN TA providers- CSSP, Urban, and Tribal Tech

PN Lessons Learned #1

This work requires navigating both the grant program and the approach

- The grant is a tool and opportunity to provide programs and services as well as catalyze community change
- Entails involving more and different partners than might typically be part of other efforts

PN Lessons Learned #2

This work requires engaging partners in understanding the data, uncovering root causes, and designing solutions

- It is important to look at both the data and the "story" behind it
- Partners can and should include young people and their families

PN Lessons Learned #3

This work requires measuring and managing performance at both the population and program-level

- The ultimate aspiration is population-level change in the PN results, but program-level data can help you know if you're on track and make continuous improvements
- Requires holding both levels of performance in mind with a focus on both program and system changes

PN Learned #4

This work requires being willing to rethink organizational structures and roles

- Many organizations are most familiar with running programs and managing their staff
- This work requires convening and aligning many partners and thinking and acting at the systems and policy levels

PN Learned #5

This work requires strengthening and deepening relationships with schools and districts

- Partnerships with schools and districts are critical to obtaining student data and developing solutions that can reach children and families at scale

PN Learned #6

This work requires thinking early about a phased approach to the work and how it will be sustained beyond the five-year grant

- Different segments of the pipeline may be more developed than others, but there must be a plan for building it out from cradle to career
- Much progress can be made during the five-year grant, but the work of community change is generational

Considerations for Prospective Applicants: Partnership Commitment

- *How well do we understand the requirements and implications of focusing on both program and population-level outcomes?*
- *How willing are we – as individuals, organizations, **AND** a partnership – to hold ourselves accountable for both program-level outcomes and population-level results?*
- *What is our willingness to examine and change our policies, practices, beliefs, and behaviors to do business differently?*
- *What might it look like for us to sustain this approach after the life of the grant? How committed are we and how much capacity do we have to do that?*
- *How might our partnership move forward to implement aspects of our proposal if we are unsuccessful in securing a grant?*
- *How are we going to raise the necessary matching funds for the grant period and for sustaining after the grant?*

Considerations for Prospective Applicants: Partnership Capacity

- *What aspects of the approach and pipeline might be easiest to develop? What assets might partners contribute?*
- *What aspects might be most challenging to implement or develop? How might we manage those challenges or gaps? Who else would we need to engage?*
- *How broad and deep is our current relationship with our school(s), the district(s), and our families?*
- *How able are we to leverage local, regional and/or state partners?*

Considerations for Prospective Applicants: Lead Agency Capacity

- *How well does the Promise Neighborhoods approach align with our organization's mission, priorities, and capacity?*
- *How will we ensure our lead agency has the capacity to manage the work?*
- *How will we engage a wide range of partners, including young people and families?*
- *How might our partnership leverage the proposal development process itself to build buy-in and generate value for our community?*
- *How can our partnership collect the necessary data, such as post-secondary achievement indicators?*

Final Thoughts

- This is much more than a 5-year grant – it can be a transformative experience if you're willing to do the work.
- Grantees have access to technical assistance, leadership development, and a national network – powerful learning opportunities.
- This is an incredible opportunity to build or strengthen community infrastructure, do business differently, and achieve better results for children and families!

Resources

- Promise Neighborhoods Websites:
  - https://promiseneighborhoods.ed.gov
  - https://oese.ed.gov/offices/office-of-discretionary-grants-support- services/school-choice-improvement-programs/promise-neighborhoods-pn/
- Application Package
  - https://www.grants.gov/web/grants/search-grants.html?keywords=Promise%20Neighborhoods
- Developmental Pathway for Achieving Results
  - https://www.policylink.org/resources/pni-developmental-pathway
- Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results
  - https://www2.ed.gov/programs/promiseneighborhoods/pndataguidance.pdf