

| <b>Table of Contents</b>                              |           |
|---|-----------|
| <b>Absolute and Competitive Preference Priorities</b> | <b>2</b>  |
| <b>Section A: Need for the Project</b>                | <b>8</b>  |
| <b>Section B: Quality of Project Services</b>         | <b>19</b> |
| <b>Section C: Quality of Project Design</b>           | <b>31</b> |
| <b>Section D: Quality of the Management Plan</b>      | <b>40</b> |
| <b>Section E: Adequacy of Resources</b>               | <b>54</b> |
| <b>Citations</b>                                      | <b>58</b> |

**Urban Strategies, Inc., (USI) in partnership with St. Louis Public Schools (SLPS)*****The 63106 Promise to Success Initiative***

**Absolute Priority 1:** Non-Rural, Non-Tribal Applicant; focused on St. Louis Public Schools and residents living in zip code 63106.

**Competitive Preference Priority 1:** The *63106 Promise to Success Initiative* will collaborate with the Mental Health Board, funder of the St. Louis Area Violence Prevention Commission and the Youth Violence Prevention Partnership, to leverage and coordinate evidence-based inputs from a number of federal, state and local agencies in an effort to develop a durable, systemic approach to the establishment and enhancement of community violence prevention and intervention strategies in 63106. These neighborhoods saw a 30% drop in crime after the award of a Byrne Criminal Justice Innovation Grant in 2015; however, over the past several years, crime has ticked back up and is both threatening neighborhood safety and increasing the number of traumatic events neighborhood children witness. The *63106 Promise to Success Initiative* proposes three strategies for restoring neighborhood safety: 1) shine a bright light on 63106 violence and contributing factors using social and traditional media and build and support neighborhood watches and other grassroots efforts to reduce crime; 2) promote and advocate for coordinated, well-resourced policies, support systems and interventions by St. Louis Police Department, area governmental institutions and agencies serving individuals and families at risk of and impacted by violent crime; and 3) incorporate resources of other federally-funded programs to build resiliency and provide economic alternatives to crime within 63106, including coordination of the resources available from the Choice Neighborhood Implementation Initiative (CNI), the Promise Zone, St. Louis YouthBuild, Federal TRIO programs, and USDA grants.

Also, in collaboration with the Mental Health Board, the Initiative will work to implement gun violence prevention programs for youth, e.g., hosting youth pop-up events to increase access to safe spaces and activities for youth and young adults who are most impacted by gun violence.

**Competitive Preference Priority 2:** USI, SLPS and community collaborators will increase access to post-secondary education, and will address affordability, completion and success for all high school students from the 63106 neighborhoods by: 1) informing students of and connecting students to in-school and in-community college advising and planning resources in partnership with local TRiO Programs to ; 2) enhancing utilization of existing student success services by developing individual connections between students and their high schools' preparatory resources (credit bearing courses, job training and internships, structured guided pathways); and 3) helping make college affordable by increasing FAFSA completion rates. Our primary collaborator in this work will be the Higher Education Consortium (HEC), the federally-funded TRiO Programs (Upward Bound, Talent Search and Educational Opportunity Centers) grantee and a strong source of support to 63106 middle and high school students as they progress to and through higher education and onto their chosen careers. The combined work of the Initiative and HEC is expected to increase the number and proportion of students enrolling in and completing postsecondary education. Also, the Initiative's Education Specialist will work to build strong connections between students, these external supports and SLPS' comprehensive Career Technical and Adult Education program, which includes dual credit programs offered by St. Louis Community College and a dual enrollment program with Ranken Technical College.

**Invitational Priority:** The *63106 Initiative* has developed an innovative, bilateral method for increasing the percentage of students completing and submitting FAFSA, thereby increasing funding available for college costs and offsetting a primary barrier to post-secondary enrollment.

First, since the main barrier to FAFSA completion for many 63106 families is navigating the complicated process, USI will utilize the Initiative's Family Support Specialists (FSS) to provide high-touch FAFSA support, walking families through the process and methodically addressing their concerns. For example, when a family has a senior in high school, the FSS will meet with the family about college financing, will add "Complete FAFSA by X (date)" as a goal in the Family Development Plan and will follow up during each encounter with a family until achieved. Second, families will be encouraged to attend Volunteer Income Tax Assistance (VITA) events sponsored by USI in 63106, and all VITA tax preparers will be aware of FAFSA requirements. Local college access networks also will be available during events to answer questions and help families and students examine their college goals and financing requirements. VITA events will be scheduled on weekday evenings and weekends to facilitate participation. USI will use newsletters, social media, e-mail, and flyers to promote the events. A typical process will be: 1) high school seniors and one or both parents/guardians will work with a VITA volunteer to prepare a household tax return; 2) the family will take the tax information to a college access network volunteer who will use the information contained in the return to fill out FAFSA documentation; and 3) the family will debrief with their FSS to measure satisfaction with the process and close out the goal in the Family Development Plan; new, college-related goals may be set, as needed. USI will also utilize incentives for FAFSA completion, e.g., cover a portion of senior dues, conduct drawings for giveaways, pay for senior field trip, sponsor events for juniors and seniors focused on college and career exploration.

**Competitive Preference Priority 3:** SLPS has purchased and installed extensive, evidence-based activities, strategies and interventions at every grade level to increase student achievement, graduation rates and career readiness (see Evidence Form in attachments). Embedded within the

*63106 Promise to Success* design is a major focus on building the capacity of educators to appropriately use these proven instructional tools with fidelity. Also, to extend the value of available evidence-based practices, the Initiative will provide support to aligned, curricula-reinforcing programs delivered by community-based collaborators to help each student reach his/her full personal and academic potential. Table VII has a list of all evidence-based curricula implemented by SLPS; Table VIII shows Initiative-supported professional development plans.

**Introduction.** Urban Strategies, Inc. (USI) is a 44-year-old national nonprofit that currently assists over 30,000 extremely low to moderate income families each year; all live in assisted housing and/or under-resourced neighborhoods. USI partners with a host of community stakeholders to design and implement place-based, economic and human capital development strategies that are catalytic to comprehensive housing and neighborhood transformation. Our primary strategy -- *trauma-informed family support* – helps promote housing stability while boosting families’ ability to thrive in four key areas: community engagement, economic mobility, health and education. USI’s approach leverages local assets, capitalizes on the strengths inherent in families and communities and intertwines the development and revitalization of new physical facilities and amenities with the cultivation and delivery of supportive service systems. At present, our programs impact families in 19 cities and 2 territories, including 16 Choice Neighborhood Implementation initiatives (CNI). USI is headquartered in St. Louis, but has physical offices and locally-hired staff on the ground in every community we serve, delivering results from coast to coast.

In 2015, USI was chosen as the People Lead for the City of St. Louis’ CNI, which is focused on the Near Northside, in zip code 63106. This large-scale effort, which also features the City as the Neighborhood Lead and McCormack Baron Salazar as the Housing Lead, is

transforming this economically disadvantaged area. In addition to building 695 new units of mixed income housing, CNI funding has: 1) enabled employers, colleges and workforce development programs to construct an integrated pathway to high wage demand occupations; 2) increased access to loans for small businesses and homeowners; 3) brought in new retail vendors and increased the availability of healthy foods; and 4) provided the case management and support families need to thrive and tap into the burgeoning new assets in 63106.

Though major headway has been made in improving the built environment, and new economic opportunities in 63106 have reached unseen levels, the need for school improvement and equal treatment persist. Decades of educational inequities have left five schools in 63106 unable to meet rigorous state accountability standards *at all grade levels*, ensuring that children in 63106 are not being adequately prepared for economic mobility. Also, 33% of the neighborhood's population - mostly single parent, young families - remain in poverty and face extraordinary challenges requiring intensive support if they are to take full advantage of these new, life-changing resources. Finally, crime has crept back into this neighborhood and too many children witness one or more traumatic events every week in 63106.

USI and the St. Louis Public Schools (SLPS) have jointly identified in- and out-of-school investments that, when paired with family support and violence prevention efforts, will advance

**Vision:** To transform 63106 into a neighborhood that promises educational and economic opportunity for its residents and delivers the resources needed for families and children to thrive.

**Mission:** To foster a thriving neighborhood culture that supports children and families and is undergirded by a cradle to career pipeline of educational and family resources.

the academic and developmental outcomes of neighborhood children, reduce persistent incidences of trauma and enable families to stabilize and thrive.

Implementing this framework will require *an infusion of new capital, new thinking and new priorities*. Therefore,

USI and SLPS request a Promise Neighborhood (PN) grant to implement the *63106 Promise to*

*Success Initiative.* The Initiative has an intense focus on advancing educational equity so that every student in every family has access to a continuum of quality educational resources, and the family support that can stimulate lasting improvement in academic and developmental outcomes.

The Initiative features trauma-informed family and child resources and the academic and professional development supplements essential to performance upgrades in the *five lowest performing schools in 63106* – Jefferson, Carver and Columbia Elementary Schools, Carr Lane Middle School, and Vashon High School. Within or adjacent to 63106 are 10 other SLPS schools (5 elementary, two middle and two high schools), some of which also struggle to meet state standards; therefore, in Years 4 and 5, the Initiative will scale what is working first to other 63106 schools and eventually to under-performing campuses outside this area.

It also is important to note that Gateway Michael School is located in 63106; Gateway Michael is a self-contained special education campus serving pre-school, elementary and middle school students with serious health problems and multiple disabilities. The School's location (adjacent to elementary and middle schools) enables Gateway Michael students to join and interact with students at these campuses, i.e., meals, non-core classes, recess, assemblies. The proximity also will allow faculty and leadership from Gateway Michael to attend the professional development sponsored by *63106 Promise to Success*, especially that focused on equity building, cultural responsiveness and trauma informed teaching, will enable Gateway Michael students to engage in Initiative-sponsored out-of-school time activities, and will ensure their families receive Family Support (FS) services.

The 63106 Initiative proposes to begin its work at the *earliest stages of family and child development*, building early learning skills and helping families prepare to become their children's educational advocates. As children reach school age, they and their parents will be

equipped for *whole student success*, e.g., identifying and meeting children’s academic and developmental needs, enabling post-secondary enrollment and success and supporting the pursuit of achievable career pathways. Across the pipeline, a student’s most critical asset, *a thriving family*, will be sustained with USI’s strengths-based, trauma-informed FS system, designed to assist parents in identifying and meeting basic needs, obtaining and maintaining stable housing, achieving good health among all family members, and experiencing economic mobility. It is important to note that *school staff* and *63106 families* have requested the greater availability of USI’s FS services because of the proven impact of USI’s work in CNI.

Finally, because USI is headquartered in St. Louis and fully understands that inequality is at the root of this City’s challenges, the *63106 Promise to Success Initiative* will stimulate equity and systems change by eliminating predictable failure, cultivating each student’s unique gifts and talents, and enabling all to reach their full academic and developmental potential. Our work history also tells us that two other inputs are essential: the Initiative must be *co-created with residents and parents* if an equity lens is to be justly applied, and we must *build the capacity of community partners* to both support the work today and sustain the work tomorrow. With this approach, the 63106 Initiative will enable 3,000 children and youth – 95% of whom are Black and low-wealth – to receive an excellent education and reap the economic and quality of life benefits that will accrue from the on-going revitalization of *their neighborhood*.

### Section A: Need for the Project

1) The magnitude/severity of the problems to be addressed. Community indicators. The City of St.

Louis -- the most urban area in Metro St. Louis -- is divided into 79 distinct neighborhoods, each





with unique features and characteristics. The neighborhoods collectively known as the Near Northside (which includes 63106) are among the most economically disadvantaged in Metro St. Louis, and have suffered from decades of disinvestment and population loss. Tables I, II and III illustrate the wide-ranging needs within 63106 and show how these needs have adversely impacted students' academic performance.

| <b>Table I: Near Northside/63106 Demographics</b>                       |   |                                     |                 |
|---|---|-------------------------------------|-----------------|
| <b>Demographic Indicator</b>  | <b>63106<sup>i</sup></b>  | <b>Metro St. Louis<sup>ii</sup></b> | <b>Missouri</b> |
| <b>Population</b>   |   |                                     |                 |
| Total Population  | 9,967   | 2.8M                                | 6.1M            |
| Adults >18  | 6,608 (66.3%)   | 77.8%                               | 77.5%           |
| Pre-school age children (0-4)   | 1,036 (10.4%)   | 6.0%                                | 6.0%            |
| School-age children (5-19)  | 2,482 (24.9%)   | 18.6%                               | 16.5%           |
| Median age  | 32.0 years  | 39.5 years                          | 38.7            |
| Percentage of Males - Females   | 42.3% - 57.7%   | 48.5% - 51.5%                       | 49.1% – 50.9%   |
| <b>Race/Ethnicity</b>   |   |                                     |                 |
| African American/Black  | 91.7%   | 18.1%                               | 11.4%           |
| Hispanic  | 1.5%  | 3.1%                                | 4.3%            |
| White   | 5.4%  | 73.0%                               | 78.8%           |
| <b>Families</b>   |   |                                     |                 |
| Households  | 4,338   | 1.1M                                | 2.4M            |
| Households with children < 18   | 1,527 (35.2%)   | 29.6%                               | 29.5%           |
| Households with female single parent and child <18                      | 2,421 (55.8%)   | 29.0%                               | 27.6%           |
| <b>Education</b>  |   |                                     |                 |
| Adults with < high school diploma                                       | 24.1%   | 7.5%                                | 9.4%            |
| High school diploma or equivalency                                      | 28.0%   | 25.8%                               | 30.5%           |
| Some college, no degree   | 23.3%   | 22.2%                               | 22.0%           |
| Associate's degree or higher  | 24.7%   | 44.4%                               | 38.0%           |
| <b>Income</b>   |   |                                     |                 |
| Median household income   | \$21,708  | \$65,725                            | \$57,290        |
| Income below \$10,000   | 22.9%   | 5.4%                                | 6.1%            |
| Income above \$200,000  | 2.3%  | 7.3%                                | 5.2%            |
| Poverty percentage-total  | 36.2%   | 10.7%                               | 13.0%           |
| Poverty percentage-children and youth                                   | 43.2%   | 14.7%                               | 17.4%           |
| <b>Table II: Near Northside/63106 Need Indicators and PN Indicators</b> |   |                                     |                 |
| Children's Health   | Asthma: 63106 is considered an <i>asthma hotspot</i> in Missouri. The asthma hospitalization rate is nearly 6x higher than the Missouri rate (114.7 per |                                     |                 |

|   |  |
|---|--|
|   | 10,000 compared to 19.7) <sup>iii</sup> , and the rate of asthma-related visits to emergency departments is nearly 7x higher (58.1 per 1,000 compared to 8.8). Health care disparities and inequities have a causal role, as validated in a study by Washington University <sup>iv</sup> , which found that among pediatricians and doctors specializing in allergy or immunology, less than 1% work in the five highest incidence zip codes (including 63106). <u>Obesity</u> : There is no geocoded data available on childhood obesity; however, among adults, the estimated obesity prevalence rate was 49.2%, 29.5% higher than the rate for the City of St. Louis <sup>v</sup> . <u>Chronic Conditions</u> : In USI's 2020 parent survey, 23% of children were reported as having a chronic health condition, only slightly lower than the 2018 report (24%); however, parents indicated that 96% of children had a primary care physician or clinic they regularly visited, a hopeful sign for future survey results. |
| Immunization  | 96% immunized against COVID-19; 95+% have required immunizations <sup>vi</sup> .   |
| Teen Births   | The teen birth rate for the City of St. Louis (28.2) is more than twice the rate for St. Louis County (12.1) <sup>vii</sup> .  |
| Out of school time activities                           | USI's 2020 parent survey found that 58% of children participate in an afterschool activity, a major increase from 2018 (44%). USI expects a lower participation rate in 2022 as a direct result of COVID-19.   |
| Unemployment rate                                       | The 2020 Census reported 48.4% of the population of 63106 age 16 or older were employed, compared to 62.3% for Metro St. Louis <sup>viii</sup> . The pandemic is known to have driven employment rates down, when Metro St. Louis lost over 81,000 jobs.   |
| Vacancy rate  | The vacancy rate for 63106 was 21.0% in 2020, compared to 9.6% for Metro St. Louis <sup>ix</sup> .   |
| Crime rate  | The City of St. Louis Police Department has not published geocoded crime data for adults of juveniles since <u>December 2020</u> . According to last published data, 63106's Part I Violent Crime Rate is far higher than the rate for the City of St. Louis: 5.3 - 8.8 per quarter vs. 3.2 - 5.9. These are combined youth and adult rates.   |
| PN: Kindergarten readiness                              | Last year, 65% of all students entered kindergarten at appropriate developmental levels. However, an important distinction should be noted: among students progressing from SLPS's Pre-K Program, 100% entered kindergarten ready to learn.  |
| PN: Proficiency in Core Subjects                        | See Table III.   |
| PN: 8 <sup>th</sup> to 9 <sup>th</sup> Grade Transition | Table III shows that only 31.9% of Carr Lane MS students attend 90% or more of school days. This low rate signals the 8 <sup>th</sup> to 9 <sup>th</sup> grade transition is made more difficult by students' inadequate academic preparation.   |
| PN: Graduation Rate                                     | Vashon HS's four year graduation rate is 52.5% <sup>x</sup> .  |
| PN: Graduates obtain a post-secondary degree            | According to the state of Missouri, the College and Career Readiness rate of Vashon graduates is 30.5%, and the average composite ACT score is 12.9 <sup>xi</sup> . The FAFSA submission percentage among graduates was 53.2%, and the completion percentage was 43.6% <sup>xii</sup> . 9.9% of Vashon graduates enrolled in a   |

|   |  |
|---|--|
|   | two-year college and 18.9% enrolled in a four year college <sup>xiii</sup> . SLPS does not subscribe to the National Student Clearinghouse, so there is no confirmation available of how students fared. However, the <i>six-year graduation rates</i> of the three institutions of higher education most commonly attended by Vashon graduates is used as a proxy indicator: Harris-Stowe State University: 7%; University of Missouri, St. Louis: 55.7%; and St. Louis Community College: 11.7%. |
| PN: Students are healthy  | In an effort to address known nutritional deficits among SLPS students at all grade levels, the district has prioritized in-school food improvements, and has maximized opportunities to teach children about making healthy choices. SLPS has eliminated all fried foods and trans fats from its menus; today, school breakfasts and lunches consist of fruit, vegetables, lean proteins, and whole grains.   |
| PN: Students feel safe  | USI's 2021 parent survey found that only 4% of students did not feel safe or felt somewhat unsafe at school, compared to 13% in 2018, and 8% of students did not feel safe or felt somewhat unsafe traveling to and from school, compared to 15% in 2018.  |
| PN: Students live in stable communities                             | The annual mobility rate for 63106 was 20.4% in 2020, which is 75.0% higher than the rate for Metro St. Louis <sup>xiv</sup> .   |
| PN: Support for learning  | USI's 2021 parent survey found that 69% of parents reported reading to their 6 or 7 year old child at least three times per week, up from 59% in 2018.   |
| PN: Students have access to 21 <sup>st</sup> Century learning tools | The 2020 Census found that 40.1% of families in 63106 have a desktop or laptop computer, and 38.3% have a broadband subscription such as cable, fiber optic or DSL <sup>xv</sup> . A larger percentage (47.4%) have a cellular data plan; however, service in the area is slow and unreliable, insufficient for students to complete homework assignments.   |

**Table III: Student Academic Performance in 63106 Schools**

| School <sup>xvi</sup> | Enroll. <sup>xvii</sup>   | Students of Color | Econ. Dis. | Chronic Absence Rate <sup>xviii</sup> | Behav. - Susp. <sup>xix</sup> | Standard. Test Proficient <sup>xx, xxi</sup> |
|-----------------------|---|-------------------|------------|---------------------------------------|-------------------------------|--|
| Carver ES/ Pre-K-5    | 119   | 98.3%             | 100%       | 56.9%                                 | -0-                           | Math did not meet<br>ELA did not meet        |
| Columbia ES/ Pre-K-5  | 179   | 99.4%             | 100%       | 39.5%                                 | -0-                           | Math did not meet<br>ELA did not meet        |
| Jefferson ES/ Pre-K-6 | 125   | 99.2%             | 100%       | 26.1%                                 | -0-                           | Math did not meet<br>ELA did not meet        |
| Carr Lane MS/6-8      | 439   | 95.9%             | 100%       | 31.9%                                 | 3.6                           | Math did not meet<br>ELA did not meet        |
| Vashon HS/ 9-12       | 538   | 96.5%             | 100%       | 25.8%                                 | 10.2                          | Math did not meet<br>ELA did not meet        |
| <b>All Schools</b>    | Annual mobility rate for 63106 was 20.4% in 2020, which is 75.0% higher |                   |            |                                       |                               |  |

**Mobility Rate** than the rate for Metro St. Louis<sup>xxii</sup>. **Needs Assessment and Segmentation Analysis Results.** USI conducted a comprehensive Needs Assessment and Segmentation Analysis of the Near Northside, its families and schools as part of the CNI grant (2016); in each succeeding year, the Needs Assessment and Segmentation Analysis have been reviewed and USI's People Plan has been updated with new outcome targets. Area residents are active participants, providing information and perceptions, and conducting surveys of their peers and neighbors. USI's data system (LEARN) houses survey data and supports analysis; recent LEARN reporting shows residents most recently identified the following, which also informed the *63106 Promise to Success Initiative*.

| <b>Assets and Strengths</b>   | <b>Gaps and Needs</b>  |
|---|--|
| Tight knit, supportive residents  | Annual mobility rate signals persistent family crises, e.g., moving to avoid eviction                            |
| High trust in churches and local supportive service providers, including USI                                  | Funding for, and therefore participation in out of school time and family support services is low                |
| Parents dedicated to their children living better lives, starting with getting a solid, preparatory education | Academic performance at all grade levels is among the lowest in the City, triggering dwindling school enrollment |
| New, growing interest in workforce development and economic mobility  | Available jobs (across the City) require more academic preparation than adults have                              |
| <i>Cross-cutting Issue:</i> Trauma and family instability   |  |

After assets and needs are reviewed, USI's People Plan is updated to include targeted, aligned interventions. For example, CNI family support services are focusing on enabling developmental and kindergarten success and youth development. Key CNI-enabled gains are: 84% of all pre-school aged children have completed developmental screening and those with identified developmental delays have been referred for early intervention; 60% of pre-school aged children have enrolled in quality childcare programs; SLPS kinder readiness in neighborhood schools has increased to 75%; and 62% of elementary and middle school students participate in an afterschool youth development program. The demonstrated, highly valuable impact of USI's

comprehensive family support services will be available to all families served by the 63106 *Promise to Success Initiative*.

**2) Gaps or weaknesses in services, infrastructure, and opportunities.** Education Gaps and Weaknesses. The recurring needs assessment has given USI a deep understanding of family, district and school needs. **Primary issues** are:

- low enrollment and attendance on all five campuses
- persistent learning loss produced by high student mobility rates
- large numbers of teen parents without adequate financial resources
- pervasive traumatic experiences among children
- teachers spending instructional time on supporting students' social-emotional needs
- the absence of an in-school culture of high expectations, explicit instruction or the use of evidence-based practices to improve skill mastery and scores on state standardized testing
- too little explicit work around racial identity development and cultural responsiveness.

A final, critical issue is the *disconnect* between the district's introduction of numerous evidence-based practices designed to enhance academic progress and success (see Table VI), and the intensive professional development teachers require if they are to effectively roll-out, apply and measure the impact of these inputs. The lack of essential preparation, both in terms of training and data analysis, makes it difficult to assess implementation fidelity or to use data to inform decision-making and strengthen teaching practices.

Despite these challenges, teachers, campus leaders and district administrators continue to identify, address and capitalize upon each school's strengths to address weaknesses, shown below.

| Carver Elementary School   |
|--|
| <u>Strengths:</u> enhanced parent engagement activities have produced improvements in reading (average of 1.5 grades each year); 90% of parents attend school events; 12 community-based providers offer onsite services (mentoring, tutoring, recreational activities, and primary and behavioral healthcare) |

| <b>Columbia Elementary School</b>   |  |
|---|--|
| <b>Strengths:</b> Gifted and Talented Education has been added; 11 community providers provide onsite services (recreational, physical and behavioral health, etc.); Big Brothers Big Sisters prioritizes matches for Columbia students   |  |
| <b>Jefferson Elementary School</b>  |  |
| <b>Strengths:</b> integrates the arts into the core curriculum, e.g., students study dance, drama, music, visual art, and creative writing while they learn math, science, social studies, and ELA; contracted afterschool program and other community partners offer health, tutoring and mentoring  |  |
| <b>Needs Common to All:</b> An early warning system that integrates attendance, behavior, academic performance indicators to identify and respond to struggling students; trauma-informed family strengthening supports in response to pervasive in-home and in-community trauma; supplements for inadequate in-school Social Work resources; more professional development and coaching to improve instruction in math and reading and prepare teachers to handle students' significant challenges (academic and personal), especially critical for the large number of new teachers in these schools; coordination of in and out of school resources to maximize impact |  |
| <b>Carr Lane Middle School</b>  |  |
| <b>Strengths:</b> A performing arts-focused MS that combines arts education with traditional education; incorporates hands-on classroom instruction with unique opportunities for exposure to the arts; Alpha Phi Alpha Fraternity provides mentoring and a morning greeting to students; full time Social Worker; on-campus Talent Search and Upward Bound resources   | <b>Needs:</b> coaching for teachers to enable consistent use of evidence-based practices and enhanced curricula; support for the development of individualized, student-focused learning plans; a bridge program to support 8 <sup>th</sup> to 9 <sup>th</sup> grade transition; trauma-informed SEL; innovative strategies to rapidly increase attendance; mentoring and tutoring; family strengthening services; better coordination and utilization of afterschool enrichment resources   |
| <b>Vashon High School</b>   |  |
| <b>Strengths:</b> new, quality leadership with demonstrated commitment to students; dedicated Reading Specialist (students who participate see 2 years of growth); designation as Full Service School (on-site food pantry and a teen parent program); strong technology resources; Talent Search and Upward Bound; full-time Social Worker; strong College and Career Education.   | <b>Needs:</b> focused, in-school SEL skill building to address in-home and in-community trauma and increase attendance; FS and economic mobility resources for parents to eliminate the need for students to drop out to help support the family; coaching to fast-track score improvement; extensive career advising/readiness resources to enable students to take full advantage of College and Career Education; connections to internships and the business community; more dual credit courses; soft skills training; adult education for drop-outs. |

The *63106 Initiative* was designed to assist SLPS in maximizing all available tools to meet student needs and improve academic performance. Key methods follow.

**\*Promote sustainable family well-being.** The availability of individualized Family Support (FS), case management and resource navigation will enable high-stress 63106 families -- all of whom are managing competing priorities of meeting basic needs and preserving safety -- to focus on

their children's futures. Also, the Initiative's equity-building strategies, which acknowledge and work to set aside the persistent inequities and structural racism that have diminished hope among 63106 residents, will open new doors to resources and assets and allow families to start down the pathway to economic mobility and a better life for their children.

**\*Improve academic performance at all grade levels.** COVID-related learning loss still stands and education is not universally thought of as a difference maker. As a result, students at all five campuses are not meeting state standards in core subjects, and only 32% attend at least 90% of school days. By introducing a tidal wave of coordinated resources – better prepared teachers, additional in-school supports, an early warning system to identify and wrap supports around struggling students – the Initiative will build the capacity of all five schools to deliver evidence-based instruction, will clear predominant obstacles to attending and learning and will adjust student supports to meet individual needs, all of which are evidence-based methods of improving academic performance.

**\*Create a channel of MS students prepared for the transition to HS and ready for college and career success.** Sixth, seventh and eighth grade students are having trouble balancing their personal trauma, the hopelessness that accrues from persistent inequity and resource deficiency and the demands of a rigorous education. The impact is most obvious when Carr Lane MS students attempt to transition to Vashon HS: for the majority, their inadequate preparation forecloses the opportunity to participate in the college and career resources that await them in HS. Anticipating these challenges, better preparing MS students for high school rigor and wrapping academic support and college and career awareness programming around them will increase enrollment in advanced placement and dual credit courses in 10<sup>th</sup> through 12<sup>th</sup> grades, both of which are currently under-subscribed at Vashon HS. This approach also includes the

creation of college and career plans for every MS and HS student, focused on identifying and resolving barriers to high school graduation and college matriculation and identifying career goals and the courses of study necessary for realization.

*\*Address trauma and give 63106 students the ability to fully focus on school success.* As the crime rate in 63106 has ticked up, more and more students witness a violent act in their neighborhood each month. For example, in **March 2022**, within and adjacent to 63106, a 10-year-old child shot and killed his 12-year-old brother while playing with a gun, and two adolescents were shot and killed during a fight. Domestic violence data indicates a large share of students also witness violence in their homes: since 2015, domestic violence rates and severity have escalated sharply in and around 63106; while the greatest numerical increase was in minor assaults, the greatest percentage increase was in 1<sup>st</sup> and 2<sup>nd</sup> degree assaults<sup>xxiii</sup>. Children who have experienced complex trauma often have difficulty identifying, expressing, and managing emotions, may internalize and/or externalize stress reactions and are at greater risk of developing depression or anxiety. Because trauma's impact on school performance is profoundly negative, the best response of an educational system is to implement trauma-informed practices in classrooms and in disciplinary practices. SLPS cannot afford the required professional development but the *63106 Promise to Success Initiative* proposes to fill this gap, first in 63106 schools, scaling later districtwide.

*\*Realize meaningful, lasting change requires systematically addressing the historic inequities suffered by traditionally under-served students and families.* The impact of structural racism and the race-based distribution of educational resources across Metro St. Louis is made obvious by the academic performance of students in 63106: *none of the five schools met aggregate grade level standards in ELA or Math*. SLPS needs and wants to respond with a comprehensive equity



focus that revitalizes instruction, discipline and resource allotment in all schools, beginning with the five in 63106, which have experienced the greatest deprivation. However, two impediments are jeopardizing realization: 1) efforts are currently ad hoc, as the district cannot afford to hire an experienced, proven professional dedicated to advancing equity and inclusion on all SLPS campuses; and 2) continuous data disaggregation and review to monitor impact on student sub-populations does not occur, which adversely impacts decision-making and slows academic and developmental outcome achievement. The *63106 Promise to Success Initiative* proposes to employ a dedicated, full-time Chief Equity Officer for SLPS to operationalize the district's approach to building equity: assessing, recommending equity-focused improvements and removing barriers to highest order student achievement. Five years of PN project assistance will

*Whole Student Success*, considering all factors that impact a student.

*Thriving Families*, providing family-centered, strengths based family support services.

*Equity and Accountability*, removing racial, economic, cultural, neighborhood impediments to success, amplifying the voices of parents, students, partners in systems change.

*Cross-Sector Collaboration*, working in high action and high alignment to maximize resources.

give the district time to obtain/reassign funding and sustain this critical position.

*Pipeline of Solutions*. USI and SLPS have jointly developed a pipeline of solutions that is *gap-free*, will impact *every age* from birth through adulthood and specifically *responds to all known impediments* to academic achievement and family stability. The partners started by agreeing on a set of

implementation values (left), which are fully reflected in all solutions shown below.

| Table IV: Pipeline of Solutions   |  |
|---|--|
| Gaps/Weaknesses   | The Response of the 63106 Promise to Success Initiative  |
| <b>Early Childhood:</b><br><i>35% of children enter kindergarten without requisite skills</i> | <ul style="list-style-type: none"> <li>. Add PreK slots in two elementary schools (Carver and Jefferson) and create 21<sup>st</sup> Century learning environments to help children meet the challenges and demands of the future for critical thinking, collaboration, communication, creativity, technology literacy, and social-emotional development skills</li> <li>. New classroom for 0-2-year olds with an early learning provider</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>. Improve child care quality with new training for community providers</li> <li>. Increase participation in evidence-based literacy development programs, such Parents As Teachers, Parent Infant Interaction Program and Ready Readers.</li> <li>. Ensure appropriate diagnostic assessments and referrals for children with disabilities and young children experiencing developmental delays, consistent with the Individuals with Disabilities Education Act.</li> </ul>  |
| <b><i>K-12: Academic performance at all grade levels is among the lowest in the City and SLPS</i></b>   | <ul style="list-style-type: none"> <li>. Increase curricula-aligned professional development; provide multiple opportunities for observation and summative and formative feedback; prepare teachers to <i>own the learning</i> and generalize it to their classrooms; monitor student data to ascertain fidelity and changes in student gains attributable to the interventions</li> <li>. Introduce Early Warning System to identify and support struggling MS and HS students</li> <li>. Introduce training in trauma-informed teaching, disciplinary practices</li> <li>. Research and introduce evidence-based practices in the MS to HS transition to enhance preparation for and participation in rigorous academics and college and career readiness activities, and ensure students are connected to and engaged in HS within four weeks of entry into 9<sup>th</sup> grade</li> <li>. Construct an Individualized Learning Plan for every MS student to monitor preparation for rigorous HS courses, informed by college and career interest inventories (administered by Communities In Schools)</li> <li>. Provide literacy and numeracy coaches in all schools</li> <li>. Add a Teacher Assistant to kindergarten classrooms at Carver and Jefferson Elementaries to enable lower student:teacher ratios</li> <li>. Offer PBIS/Restorative Practices at Carr Lane MS and Vashon HS</li> <li>. Expand community-based, afterschool mentoring and tutoring programs in collaboration with trusted local providers (see Table V)</li> </ul> |
| <b>College and Career Readiness:</b><br><i>MS students enter HS unprepared to succeed in college and career courses; chronic absentee.; disciplinary problems; low graduation and matriculation</i> | <ul style="list-style-type: none"> <li>. Increase interest/enrollment in <b>existing</b> dual credit classes and other college and career readiness activities offered by SLPS at both the middle and high school levels by working one-on-with with 8<sup>th</sup> - 10<sup>th</sup> grade students</li> <li>. Create college and career readiness plans for all MS and HS students</li> <li>. Supplement in-school college and career readiness services with collaborators resources delivered in-school and in-community</li> <li>. Introduce paid internships for high school and college students</li> <li>. Connect HS and college students and adult family members with the resources of the CNI's Economic Empowerment Center, e.g., job training, job readiness training, job placement</li> </ul>  |
| <b>Family and Community Supports:</b><br><i>Trauma and family instability are pervasive and often</i>   | <ul style="list-style-type: none"> <li>. Introduce Family Support services to all students' families</li> <li>. Develop re-entry and credit recovery programs for drop-outs</li> <li>. Step up violence prevention activities in the community in partnership with existing efforts</li> <li>. Support families in moving into new affordable housing being constructed in the area (CNI)</li> </ul>   |

|  |   |
|--|---|
| <i>are at the heart of students' poor academic performance</i>   | <ul style="list-style-type: none"> <li>. Increase the number of teen parents accessing specialized health and wellness-focused developmental supports</li> <li>. Provide resident/parent leadership opportunities and training</li> <li>. Strengthen connections to primary, behavioral health care</li> <li>. Support the Opioid Prevention Coalition in preventing substance use and abuse among all ages and in the provision of school-based training</li> </ul>  |
| <b>Building and Sustaining Equity:</b><br><i>95% of students are Black, 100% are low-income, and all have been historically under-represented in school improvement projects in the City of St. Louis.</i> | <ul style="list-style-type: none"> <li>. Align CNI and PN inputs, aggregating equity resources and managing the political eco system for support and sustainability</li> <li>. Hire an SLPS Chief Equity Officer responsible for assessing, recommending and implementing equity-focused investments in schools, teaching, activities, and discipline</li> <li>. Ensure high-quality service delivery in each pipeline segment with rigorous accountability supported and monitored by the USI Vice President of Education</li> <li>. Disaggregate and analyze data to detect and react to (reverse, foster) differential impact for students of color</li> <li>. Use culturally competent curricula for professional development</li> <li>. Use accountability and a targeted universalism approach in all services and resources (facilitated by USI's Results Count)</li> <li>. Maintain the ongoing leadership and involvement of residents, parents and students in service planning, delivery and governance</li> </ul> |

### Section B: Quality of Project Services

**Introduction.** The *63106 Promise to Success Initiative* will achieve quality in project services by capitalizing upon **five strengths inherent in the design.**

I. Because SLPS has invested significant funds in new curricula designed to enhance student learning at all grade levels, the Initiative will focus on the enabling strategy of ***increasing teacher professional development***. The primary resource will be CT3, a comprehensive training program for school leaders, teachers and staff in all five targeted schools. During the 2023-2024 school year, CT3's training and technical assistance will focus on the development of classroom cultures and instructional experiences with increasing levels of complexity and rigor, and throughout the school year, CT3 will closely examine outcomes and track and report metrics to verify change, which will enable the Initiative to constantly monitor return on investment. See Table IX for other professional development resources provided by the Initiative and/or SLPS.

II. The Initiative will be guided by *continuous quality improvement* (CQI) strategies implemented and managed by an existing partnership between USI, SLPS and the Social Policy Institute at Washington University in St. Louis (WUSTL), a nationally recognized academic and research institution. USI's Results-Count accountability framework and data warehouse (LEARN) will monitor outcomes and provide the analytics and reporting needed to inform decision-making about Initiative operations and the impact of the proposed solutions. Also, there will be no impediment to data sharing because USI and SLPS have an existing MOU, which will be expanded to encompass the proposed solutions.

III. *Collaborators will be integrally involved* in the solutions, as shown in Table V. All *have at least partial funding for the resources indicated*, which will help to sustain the pipeline after the grant period ends. USI and SLPS will support and integrate the resources of each collaborator.

| <b>Table V: Pipeline of Solutions and Primary Owner</b>   |   |
|---|---|
| <b>Early Childhood Solutions</b>  | <b>Collaborators</b>  |
| Add PreK slots, create 21 <sup>st</sup> century learning environments, add a community-based classroom for infants and toddlers, introduce new training for childcare providers, increase parent participation in literacy development programs, ensure appropriate diagnostic assessments and referrals of children with disabilities and young children experiencing developmental delays   | Gateway Early Learning Alliance, United4Children, Urban League, Flance Early Learning Center, Ready Readers     |
| <b>K-12</b>   | <b>Collaborators</b>  |
| Increase curricula-aligned professional development, introduce Early Warning System (MS and HS), introduce training in trauma-informed teaching and disciplinary practices, research and implement evidence-based MS to HS transition program, construct an individualized learning plan for every MS student, provide literacy and numeracy coaches, add a Teacher Assistant to kindergarten classrooms at two elementary schools, offer PBIS/Restorative Practices at MS and HS, expand the availability of out-of-school time youth development programs | CT3, CIS, Big Brother/Big Sister, Boys and Girls Club, Restoration Matters, United4Children, Urban League, YMCA |
| <b>College and Career Readiness</b>   | <b>Collaborators</b>  |

|  |  |
|--|--|
| Supplement in-school college and career readiness with TRiO programs, introduce paid internships, connect HS students to college and career training, increase interest/enrollment in dual credit classes, connect young parents, students and adult family members with in-community workforce development resources, create individualized college and career pathway plans for HS students, meet with students and monitor plan, hold students accountable  | Higher Education Consortium, STL Youth Jobs, Boys and Girls Club, St. Louis Comm. College, Rankin Tech. College, IFF Economic Empowerment Center, Missouri Job Center, Adult Ed, Employment Connect. |
| <b>Family and Community Supports</b>   | <b>Collaborators</b>   |
| Introduce Family Support services, provide focus supports to teen parents to promote stability and child development, develop re-entry and credit recovery programs, step up violence prevention activities, connect families to new affordable housing (CNI), provide resident/parents with leadership opportunities and training, strengthen connections to primary care and behavioral health care, support the Opioid Prevention Coalition in-schools and coordinate school-based training         | Adult Ed, Boys and Girls Clubs, SL Area Violence Prevention Commission, Youth Violence Program, Affinia, St. Louis Mental Health Board, Prevent Ed   |
| <b>Building and Sustaining Equity</b>  | <b>Collaborators</b>   |
| Hire a Chief Equity Officer for SLPS, ensure high-quality service delivery in each pipeline segment, ensure solutions are coordinated with other federally funded programs to support sustainability, disaggregate and analyze data, recommend and implement equity-focused improvements, use culturally competent curricula for professional development, use accountability and a targeted universalism approach, maintain the ongoing leadership and involvement of residents, parents and students | CT3, Restoration Matters   |

IV. The Initiative's quality and success will be enhanced by our *commitment to strengthening and stabilizing families*. USI's Family Support (FS) model helps high risk families identify and address the root causes of their distress, enhance their quality of life, and have time and energy left to monitor and support their children's academic progress. And this approach has been *proven to be successful with 63106 families* served by the CNI: after two years of intensive FS, participating families were more likely to be actively pursuing economic mobility, and students attended school more often and were better prepared for and more likely to seize all educational opportunities that came their way. COVID-19 slowed progress, but the *63106 Initiative* is expected to boost indicators back to and beyond 2019 levels.

V. ***Advancing equity*** will be a shared focus of USI and SLPS. Currently, SLPS has developed a framework for dismantling inequality in all schools using a *targeted universalism* approach, i.e., *inclusive of the needs of both dominant and marginalized groups, but pays particular attention to the situation of the marginalized group*. However, the district cannot afford a leadership-level staff person to coordinate this effort. USI will allocate PN funding to the hiring of a **Chief Equity Officer** for SLPS, jump starting implementation of the framework while giving SLPS time to obtain the funding needed to sustain this position. A primary reason for USI's agreement to make this investment is that equity work is essential to gaining family and student trust, the foundation of academic improvement. Further, USI, in partnership with WUSTL, will provide SLPS with technical assistance in data disaggregation and management, and connections to best practices and funding resources to ensure full implementation of an equity agenda.

With this solid foundation, the Initiative will be able to deliver high quality services to students attending Carver, Columbia, Jefferson, Carr Lane, and Vashon schools and their families, as well as students and families living in 63106 but attending another SLPS school (SLPS is a School Choice district). *63106 Promise to Success* has been developed to be a bridge builder between schools and community, and families will be able to easily access the Initiative from our community- and school-based offices. The Initiative's FS Specialists will engage with parents and encourage all to ***take full advantage of*** our FS services to ensure their children can benefit from the new resources and methods flowing through their schools. Not all families will need the same level of support and service dosage, however, 85% of families in 63106 with children under the age of 18 are expected to fully participate in FS services, and the remainder will be assisted, as or if needed. The Initiative will use a **Prescreen & Opt-Out** methodology, i.e., the FS Specialists will inform all 63106 residents that the Initiative is offering their family a

prescreened offer to participate in *Promise to Success*, which includes free family support services and academic and developmental support for their children. The opportunity will be presented as automatically available to families of children attending Jefferson, Carver and Columbia elementary schools, Carr Lane Middle and Vashon High Schools, but also open to families residing in 63106 but with children enrolled in other schools. Families will be able to Opt Out, but few are expected to: USI estimates that 1,300 unduplicated families (300 per year) and 3,000 unduplicated children (750 per year) will be assisted across the five-year project period. The duration of service will fluctuate with family needs, with most receiving intensive services at the beginning, tapering to as needed after 6 to 12 months.

**1) Quality and sufficiency of strategies for ensuring equal access and treatment.** In 63106, where 95% of students are Black and 100% are low-income, it is no accident that students have some of the lowest academic attainment rates, lowest college entry rates and lowest lifetime income in Metro St. Louis. The impacts of systemic racism are felt throughout the community, both on street corners and in schools. USI and SLPS are committed to replacing inequality and economic disparity with opportunity by intentionally: a) examining and attending to the policies that perpetuate uneven results for schools and students; b) using targeted universalism (setting universal goals and using targeted strategies to achieve those goals) to eliminate or reduce disparities; c) not conflating equity (giving everyone what they need to be successful) with equality (treating everyone the same); d) considering historic and structural biases and the varied impact for 63106 families and students; and e) holding diversity, inclusion, access, and opportunity as essential elements of population level results. The ways in which the Initiative operationalizes these intentions will be co-created with students, families and other 63106 residents, and these same parties will be represented on the Initiative's governance structure and



among decision-makers in formal and informal ways, being mindful of how power dynamics are managed.

*The 63106 Promise to Success Initiative* also will challenge the commonly held assumption that, with equal facilities and curricula and prepared educators, every public school student can get to the same endpoint, regardless of where they start. The fallacy in this thinking is that students live in and are brought up by families with diverse lived experiences, and resource-challenged families do not start at the same place as more privileged families. Therefore, the Initiative will fill the knowledge, access and resource gaps that hold 63106 parents and students back, i.e., helping all five schools become schools of quality, enhancing family financial stability and strength, removing or reducing distractions that can impede parents' focus on children's success, lifting up and listening to student and parent voices to ensure change makes sense and is relevant. In fact, parent engagement will be given an equal footing with housing stability, economic mobility, mental and physical health, and enhanced quality of life, and FS services will be on-going, culturally responsive, and trauma-informed.

**2) Likelihood that services will lead to improvement in student achievement.** USI and SLPS have partnered in the development of a structured, gap free pipeline of solutions that features evidence-based practices with demonstrated efficacy for student achievement.

| Table VI: Evidence-Base for the Pipeline of Solutions |  |
|---|--|
| Segment   | Evidence for Solutions   |
| Early Childhood                                       | There is <b>strong to moderate</b> evidence that training child care providers to become early learning centers increases kinder readiness in children who are low-income <sup>xxiv</sup> .  |
|   | There is <b>promising</b> evidence <sup>xxv</sup> (What Works Clearinghouse) that quality Pre-K classes promote kinder readiness.  |
| K-12  | Teachers will be prepared to integrate and take full advantage of existing evidence-based curricula available in all 63106 schools at all grade levels, including five <b>promising</b> practices -- Freckle Math and ELA, Renaissance, and MyOn <sup>xxvi</sup> , MyMathLab <sup>xxvii</sup> -- and two practices that <b>meet expectations</b> -- StudySync and MyPerspectives <sup>xxviii</sup> . |



|                                       |  |
|---------------------------------------|--|
|                                       | There is <b>strong</b> evidence that aligning afterschool resources with classroom instruction accelerates student growth <sup>xxix</sup> and academic achievement.  |
|                                       | The What Works Clearinghouse has found Early Warning Indicator Systems, which consider attendance, behavior and courses to identify struggling students and apply resources to be a <b>promising</b> practice <sup>xxx</sup> .   |
| <b>College and Career Ready</b>       | Middle to high school transition programs, like that planned by the Initiative and also known as bridge programs, are a <b>promising</b> practice <sup>xxxi</sup> .  |
|                                       | There is <b>moderate</b> evidence that the TRiO programs can clear barriers to post-secondary participation and support a more successful transition to college or careers <sup>xxxii</sup> .  |
|                                       | There is <b>moderate</b> evidence that supporting FAFSA completion increases post-secondary opportunities <sup>xxxiii</sup> .  |
|                                       | There is <b>moderate</b> evidence that students' academic performance increases with the availability of trauma-informed support <sup>xxxiv</sup> .  |
| <b>Family and Community Supports</b>  | The What Works Clearinghouse includes studies of an intensive family support model, similar to USI's FS model, that found <b>strong</b> evidence for student gains in alphabetics and <b>moderate</b> evidence for reading <sup>xxxv</sup> .   |
|                                       | There is <b>strong</b> evidence that Parents As Teachers, used by SLPS, supports high need families in engaging with their children's education <sup>xxxvi</sup> .   |
|                                       | There is <b>strong</b> evidence that the Nurse Family Partnership model is an effective prevention and intervention program for teen parents <sup>xxxvii</sup> .   |
| <b>Building and Sustaining Equity</b> | Equitable classrooms reflect inclusivity and culturally responsive teaching practices that build unique experiences for all students. <b>Evidence-based</b> methods for promoting equity in the classroom, all of which are encompassed in the Initiative's professional development training, are: 1. reflect on your own beliefs; 2. reduce race and gender barriers to learning; 3. establish an inclusive environment early; 4. be dynamic with classroom space; 5. accommodate learning styles and disabilities; and 6. be mindful of how you use technology <sup>xxxviii</sup> . |

The solutions *begin* by investing in parents and children **from birth**, ensuring parents have access to primary and behavioral health care and high-quality early learning programs. Next, the pipeline features a strong **K-12** education system that includes evidence-based curricula and instructional practices and sufficient teacher and leader preparation to ensure application with fidelity and positively impact student academic success. In-school learning and development is enriched by strategically coordinated, evidence-based **out of school time** programs and resources for children in elementary and middle schools, and active partnerships with **institutions of higher education** and **workforce development entities** to support college and career awareness, access and success among high school students and their

families. And to assist students and families in travelling smoothly through all segments of the pipeline, the *63106 Promise to Success Initiative* will provide continuous, deliberate access to **1:1 Family Support** services, which have been shown to catalyze a family's ability to thrive. FS will be strengths-based and tiered to reflect the urgency of resource gaps, from meeting basic needs to experiencing quality of life improvements like upgraded housing, improved safety and trauma informed counseling and support. FS services will be individualized, intensive and designed to assist families in navigating systems and barriers, and a Family Development Plan will be assembled (FSS and family) to identify assets and gaps and guide and monitor inputs. Finally, the Initiative's **continuous quality improvement strategies** and **accountability** will ensure the pipeline functions properly and has the intended impact for students and families.

| <b>Table VII: Pipeline of Solutions and Planned Impact</b>   |
|--|
| <b>The Impact of Early Childhood Solutions</b>   |
| <ul style="list-style-type: none"> <li>*Expanded access to high-quality early learning programs (2 classrooms and 40 slots in SLPS schools; a new classroom for birth to 2-years olds in the community)</li> <li>*Six community-based early learning providers receive the preparation needed to offer developmentally appropriate care.</li> <li>*More 63106 parents participate in programs to support their children's literacy development.</li> <li>*Children are routinely assessed in Pre-K and kindergarten and referred for SLPS's IDEA services, when indicated.</li> <li>*75% of children enter kindergarten ready to succeed.</li> </ul> |
| <b>The Impact of K-12 Solutions</b>  |
| <ul style="list-style-type: none"> <li>*50% of students EXCEED state standards in Math</li> <li>*60% of students EXCEED state standards in ELA</li> <li>*80% attendance rate, all schools and grades</li> <li>*80% high school graduation rate</li> <li>*40% of students enrolling in college (2 or 4 years) graduate or enter the military</li> </ul>   |
| <b>The Impact of College and Career Readiness Solutions</b>  |
| *40% of students enrolling in post-secondary education graduate or enlist in the military  |
| <b>The Impact of Family and Community Support Solutions</b>  |
| <ul style="list-style-type: none"> <li>*85% of families receive FS</li> <li>*Students are connected to and consistently participate in out-of-school time youth development services</li> <li>*Teen parents are better equipped to support their children's healthy growth and development.</li> </ul>   |
| <b>The Impact of Building and Sustaining Equity</b>  |
| *75% of students of color report feeling valued and respected by their school community  |

USI's accountability system and continuous quality improvement strategies will help the Initiative confirm and build upon positive impact by collecting and assessing multiple data points to verify and quantify change and subsequently refine plans, when needed. USI proposes to partner with education research leaders at the Social Policy Institute at WUSTL to develop a mixed-methods evaluation plan nested within USI's Results-Based Accountability framework (with approval from the PN leaders at the Department of Education). Monthly, quarterly and annual data reports will inform decision-making and scaling (see Evaluation Plan in attachments). WUSTL has a demonstrated commitment to advancing educational equity in the north St. Louis area, and was recently awarded a multi-year WT Grant Foundation Reducing Inequality Award.

Also, as previously described, SLPS has installed a suite of evidence-based curricula at all grades levels; however, there has not been sufficient professional development or coaching available to assist teachers in implementing these methods and realizing full capacity to improve student achievement. Table VIII reflects curricula in use and Table IX reflects the professional development resources the Initiative will apply to maximize teacher effectiveness and impact on student academic performance. One curriculum, Classroom Cultural Responsiveness, is new to SLPS and will be purchased by the Initiative and the Initiative will arrange professional development training for teachers and leaders.

| <b>Table VIII: Evidence-Based Curricula Currently Used by SLPS</b> |  |
|--|--|
| <b>Outcomes</b>  | <b>Instructional Support Tools and Curricula Adds</b>  |
|  | <b>Elementary Schools</b>  |
|  | <p><b><i>Renaissance CBMs (PK-2)</i></b>: individualized assessment of learning gaps and instructional needs to set the stage for future achievement.</p> <p><b><i>myON (PK-5)</i></b>: student-centered digital library; titles are dynamically matched to each individual student's interests, grade and reading level; combined with embedded supports, fosters engagement and achievement.</p> |

|  |  |
|--|--|
| Increased performance in English Language Arts   | <b><i>Freckle ELA (PK-5)</i></b> : increases student growth and proficiency through standards-based skill development; personalized goal setting and mastery; identifies skill gaps to determine where to focus teaching and learning.   |
|  | <b>Middle and High Schools</b>   |
|  | <p><b><i>myPerspectives (6-8)</i></b>: provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness; encourages student ownership of learning through goal setting, choice, and reflection.</p> <p><b><i>StudySync (9-12)</i></b>: delivers rigorous, culturally relevant, standards-aligned content that aims to inspire a love of literature; extensive writing and research practice, preparatory for post-secondary education; scaffolds for differentiation are naturally embedded, ensuring all reach their potential. A Tier 1 core instructional program; accompanying Tier 2 resources used at Vashon High School.</p> |
| Increased performance in Mathematics   | <b>Elementary through High Schools</b>   |
|  | <p><b><i>Freckle Math (PK-12)</i></b>: K-12 coverage of standards and skills; continuously adapts to each student's level; over 70,000 math questions.</p> <p><b><i>MyLab Math (9-12)</i></b>: digital platforms with a foundation of interactive, course-specific content; can be tailored to more fully engage learners; embedded online assessments and data to enable continuous monitoring and customization of content.</p>  |
| <b>Table IX: Professional Development to Support Fidelity in Evidence-Based Curricula Delivery</b>   |  |
| <p>The primary professional development resource will be <b>CT3's Classroom Cultural Responsiveness</b>, a new curriculum to be purchased and implemented by the Initiative to improve school culture and climate. SLPS will partner with CT3 to provide comprehensive professional development for leaders, teachers, and staff using the No-Nonsense Nurturer workshop format and content. The Workshop is a multi-year training of site-based teacher coaches, ongoing job-embedded professional development for teachers, and executive coaching for school leadership. The No-Nonsense Nurturer approach is based on in-depth research analyzing the practices of high-performing teachers in diverse school/student environments<sup>xxxix</sup>. See CT3's full Teacher Professional Development Plan in the Attachments.</p> |  |
| <p><b>Relay School for Teachers</b> will offer practice-based, equity-centered professional development that helps teachers meet current challenges and respond effectively to student needs. Teachers will improve their craft by learning to use data to plan and modify instruction, build affirming relationships with students and respond effectively to their unique strengths and needs. Relay instructional workshops of particular relevance for all teachers in all grade levels will be <i>Accelerating Student Success</i>, <i>Sparking Engagement</i>, <i>Responding to Data Equitably</i> and <i>Addressing Gaps While Maintaining the Bar</i>.</p>   |  |
| <p>SLPS has implemented a three tiered <b>Leadership Development Academy</b> that integrates and incorporates content from <i>Learning Forward</i> and the <i>National Educational Leadership Preparation Program Standards</i>. The Academy experience uses cohort-based learning, interactive communities of practice and one-on-one coaching to share research, collect and analyze data, and identify and make adjustments in the learning process to increase results for students, educators and the system. The Academy's purpose is to retain proven leaders in their roles at higher rates and increase student attendance. The tiers are:</p>  |  |

- *New School Leader Academy*: on-boarding and continuous individualized support for newly identified leaders.
- *Assistant Principal and Dean Academy*: for those wishing to learn more about and move into principalship.

*Level Up Aspiring Leaders Academy*: for all with an interest in moving up in their careers; must have three years of experience as a certified classroom teacher.

Teachers and leaders will be trained to use **trauma-informed practices** in their interactions with students to improve relationships and student academic performance. Three training curricula will be used:

- *2<sup>nd</sup> Step SEL*-Teaching Elementary Students to be Self-Directed and Confident Learners, a targeted intervention designed to build resilience, motivation and confidence in elementary school students; and Increased Motivation and Well-Being for Middle and High School Students, building the support secondary students need to overcome stressful challenges that interfere with learning and reach their goals.
- *Alive and Well STL*-Specialized training for school counselors and/or social workers to assist in the creation of trauma-informed school climates where all students thrive. Counselors learn to promote equity and access for all students and be the conduit for change in their communities in the implementation of trauma-informed messaging.
- *Ron Clark Academy House System*-a dynamic, proven way of creating a positive climate and culture for students and staff. Leaders and teachers will learn to implement processes that build character, relationships, and school spirit, contributors to attendance, persistence and completion.

The likelihood that these methodical inputs will lead to improvement in student academic performance will be enhanced by the universal availability of USI's Family Support services, which mirror several successful programs designed to address non-scholastic needs of highest-risk students. For example, at City Connects in Boston Public Schools, students posted higher grades at intervention schools and better scores on standardized ELA and math tests (Walsh, Madaus, et. al., 2014). Improved school performance was sustained through elementary, middle and high school, even when students transferred to non-intervention schools, indicating that families remained stable without continued intervention. USI plans to submit the data and evidence gathered by the *63106 Promise to Success Initiative* evaluation to the What Works Clearinghouse (WWC) in order to further substantiate the value and impact of an intensive family support model like USI's in boosting student academic achievement.

The pipeline of solutions also will advance *Competitive Preference Priorities #1, 2 and 3*, and *the Invitational Priority*. Please see p.1 for a full description.

Across the project period, the quality of *Promise to Success* services will be continuously evaluated and opportunities for improvement and scaling in other 63106 schools and/or district-wide will be identified. USI proposes the Social Policy Institute at WUSTL to complete this work and *coordinate with the national evaluator designated by the U.S. Department of Education*, with approval from PN staff. In addition, WUSTL leadership—including the Dean of the Brown School of Social Work, Public Health, and Social Policy, and the Vice Chancellor of Civic Affairs—have agreed to play key advising roles in the evaluation process, and will be instrumental in creating a collaborative research process across USI, SLPS, and SPI. (Please see Evaluation Plan in the Attachments for a full description of proposed evaluation methods.)

**3. Collaboration.** USI strives to rebuild the physical and human infrastructure of transitioning urban communities in *collaboration with and piecing together the resources of* neighborhood organizations, residents, policy makers, institutional stakeholders, and funders. We intentionally link residents, non-profit providers, public agencies, philanthropic institutions, faith-based organizations, and local stakeholders to create the capacity required for building and supporting vibrant, self-sustaining communities. In the *63106 Promise to Success Initiative*, USI has established and fostered the relationships required for large scale educational improvement and family strengthening.

The success of *Promise to Success* will be rapidly advanced by the availability of USI's strong, pre-existing relationships with ancillary support partners, developed throughout the CNI project period. Every chosen collaborator has the immediate capacity to fill gaps and extend the value and impact of Initiative resources (see Table IV and letters of commitment). Together, the

collaborators have committed to: 1) *advancing equity*, 2) *delivering evidence-based services*, 3) *supporting resource sustainability*, and 4) *meeting Initiative goals*. Key outcomes enabled by the collaborator's resources include:

|  |                            |                        |
|--|----------------------------|------------------------|
| 75% kinder readiness rate  | 85% school attendance rate | 75% HS graduation rate |
| 50-60% of students in 3 <sup>rd</sup> – 12 <sup>th</sup> grade <i>exceed</i> Math and ELA standards on state tests |                            |                        |
| 80% of MS students are prepared to enroll and succeed in rigorous HS coursework                                    |                            |                        |
| Two-thirds of HS graduates enroll in a 2 or 4-year college or training, 40% graduate                               |                            |                        |

These critical resources and the external funding that can be leveraged through them also signal the viability of the Initiative after the funding period ends.

Finally, the role and contributions of students and families will be essential. In every USI initiative, including *Promise to Success*, neighborhood residents are the primary collaborators and drivers. Therefore, the Initiative has been built with parent, resident, student, family, and educator strengths and needs in mind, and a key responsibility of the Initiative's leadership and staff will be to remain connected with families and supportive of their plans.

### Section C: Quality of Project Design

**1. Plan to create a complete pipeline of services.** USI, in partnership with SLPS, has developed a structured framework for preparing for and implementing the proposed pipeline of solutions. Preparatory activities will be initiated and completed during the first 18-months of the project period (Year 1 - the first half of Year 2), followed by three and one-half years (second half of Year 2 - Year 5) of implementation activities. Scaling of solutions within other SLPS schools may occur in the latter half of Year 4 and throughout Year 5.

| <b>Table X: Implementation Planning and Preparation, Years 1 and 2</b>  |
|---|
| <b>Objective: Establish a quality Initiative with the capacity to improve academic performance and strengthen families.</b> |
| Appoint and convene Leadership and Management Teams (see Section D for membership).   |



|  |
|--|
| Prepare the Leadership Team to continuously assess, redesign and monitor implementation, and unite in a shared mission of delivering an excellent education and preparing all 63106 students for college and career success.   |
| Hire/assign Initiative staff and access neighborhood-based and school-based office space; establish Initiative presence in schools and from a community-based office.  |
| Finalize contract with WUSTL (with PN approval), and review, refine, and finalize the Data Management Plan and Evaluation Plan to enable longitudinal student, school and family-level data capture, including customization of USI's LEARN data management system, and inform the Initiative's continuous quality improvement efforts.      |
| Finalize contracts and deliverables with community-based providers.  |
| Train USI, SLPS and key partner staff in Initiative assumptions, intentions, and protocols, and data collection and reporting requirements pertinent to their positions.   |
| Train the Leadership Team and key collaborators in Results Count and the capacity of the LEARN database, including methods of contributing to and using the data it contains.  |
| Review the 2022 Needs Assessment and finalize baselines for each outcome.  |
| Assess afterschool resources, compare to student needs (academic and social-emotional), create plans for gap filling, when needed, identify and resolve barriers to participation (transportation), and train collaborators in the project and their roles in achieving outcomes.  |
| Ensure systemic alignment - shared interagency data, an integration of services that appears seamless to families, joint, consistent communication materials - between and among Initiative leadership, collaborators, community-based partners, stakeholders.   |
| Finalize agreements and coordination activities with the National Evaluator and the U.S. Department of Education staff to ensure that data collection and program design are consistent with federal intent and requirements.  |
| Convene philanthropic and governmental partners, develop a Sustainability Plan for the Initiative and begin implementation and monitoring, adding new partners and seizing funding opportunities, as available.  |
| <b>Objective: Prepare K-12 staff to fully implement evidence-based curricula and promote grade level achievement in all students.</b>  |
| Launch extensive professional development for teachers to ensure the full implementation of all evidence-based curricula (see Table IX).   |
| Train teachers and leaders in all schools to appropriately collect and use academic and student data to inform instructional decision-making.  |
| Research and select evidence-based program to support middle to high school transition; prepare middle and high school staff for implementation.   |
| <b>Objective: Prepare school, Initiative and collaborator staff to promote and achieve educational equity and identify and effectively respond to the unique needs of students and families.</b>   |
| Train school counselors and social workers on all campuses to foster SEL and persistence skills, and adopt trauma-informed methods of interaction with students.   |
| Analyze student disciplinary data and disaggregated student achievement data to assess disparities and quantify variances in treatment and outcomes for students of color (with consultation from Restoration Matters <sup>xl</sup> ); and conduct an attendance audit to identify needed supplemental approaches for increasing attendance. |



Train SLPS staff to demonstrate enhanced cultural responsiveness and use Restorative Practices and PBIS in classrooms, during extra-curricular activities, and during interactions with students and families to promote equity and eliminate disparities in access and outcomes.

Subsequent Initiative implementation will benefit from the shared starting point and universal commitment developed during Years 1 and 2, and will give the Initiative the capacity and clarity of focus required for reducing persistent access and outcome disparities and increasing the engagement, participation and success of historically under-represented students. An existing MOU and data sharing agreement between USI and SLPS will be expanded to encompass the Initiative. Current 63106 families have also signed data sharing/confidentiality agreements with USI through CNI and new families will be asked to sign, also.

The following table reflects the resources to be provided by the *63106 Promise to Success Initiative*, which address all 10 PN Performance Indicators. Because of the significant needs present in most all 63106 families, USI staff hired for the Initiative will conduct outreach, engagement, assessment, service planning, and resource navigation with neighborhood residents in Years 1-5. Also, please note that USI and SLPS have adopted a goal of EXCEEDING state standards for Math and ELA at all grade levels. Current student achievement levels make this a high bar; however, USI, SLPS and neighborhood families believe that only with aggressive academic improvement will students attending Carver, Columbia, Jefferson, Carr Lane, and Vashon schools be able to graduate, attend and complete college, and begin to take advantage of the emerging career opportunities in 63106.

| <b>Table XI: Early Implementation, Implementation and Scaling, Years 2-5</b>                            |  |   |
|---|--|---|
| <b>Goal: Support families to stabilize and foster student preparation, persistence and performance.</b> |  |   |
| <b><i>Family and Community Support Objectives</i></b>   | <b><i>Initiative Investments</i></b>   | <b><i>5-Year Outcomes</i></b>   |
| 1. Make family support services available to all 63106 families (Years 1-5). <sup>xli</sup>             | <b>60 months of Family Support</b> for all families; integrated and coordinated with | <b>PN Indicator 9-</b><br>70% of parents read to children at least 3x per week. |
| 2. As part of family support, connect parents and drop-outs to adult education and job                  |  |   |

|   |  |   |
|---|--|---|
| training to increase employability and support stability and self-sufficiency (Years 1-5).  | existing in-school case management and barrier removal resources (CIS) to maximize student attendance, achievement and persistence<br><b>Universal parent training</b> by SLPS and collaborators using evidence-based Parents As Teachers and Ready Readers<br>Intensive, in-home <b>child developmental supports</b><br><b>Workforce development</b> and connection to the resources of the CNI’s Economic Empowerment Center | <b>PN Indicator 9-</b><br>66% of parents talk to children about college and careers <sup>xlii</sup> . |
| 3. Assign an Education Specialist to help parents engage with their children’s schools, ensure their children’s full access to academic and support services, and advocate for educational excellence (Years 2-5).  |  | <b>PN Indicator 10</b><br>75% of students have access to a computer and broadband.                    |
| 4. As part of family support, coach parents to spend focused time with their children, i.e., reading to children, listening to children read, talking to elementary, middle and high school students about the importance of college and careers (Years 2-5). |  | <b>PN Indicator 8</b><br>Student mobility rate is 15% per year.                                       |
| 5. Connect teen parents to intensive parenting resources designed to support family stability and child development (Years 2-5).  |  |   |
| 6. Stimulate economic mobility by coordinating and integrating workforce development resources for parents and older students (Years 3-5).  |  |   |
| <b>Student Support Objectives</b>   | <b>Initiative Investments</b>  | <b>5-Year Outcomes</b>  |
| 1. Build the capacity of school counselors and social workers and help school staff identify and address trauma-related student needs, build protective factors, and ensure no student drops through the cracks (Year 2).                                     | Additional <b>in-school case management</b> by collaborators, <b>training</b> in trauma-informed practices in schools<br>A <b>Chief Equity Officer</b> to improve school culture<br>Assistance obtaining <b>primary and behavioral health care</b>   | <b>PN Indicator 3-</b><br>80% of MS students attend at least 90% of school days.                      |
| 2. Support equity in resources and treatment in all classrooms and during extra-curricular activities (Years 2-5).  |  | <b>PN Indicator 4-</b><br>Graduation rate at Vashon HS is 80%.  |
| 3. Connect students to resiliency-building primary and behavioral health care (Years 2-5).  |  |   |
| <b>Goal: Provide the academic enhancements most likely to foster student preparation, persistence and performance.</b>  |  |   |
| <b>Early Education Objectives</b>   | <b>Initiative Investments</b>  | <b>5-Year Outcomes</b>  |
| 1. Add 20 new Pre-K slots at both Carver and Jefferson elementaries (Years 2-5).  | <b>Two new Pre-K classrooms</b> and <b>40 new slots</b><br><b>One new infant-toddler classroom</b><br>Evidence-based <b>professional development</b>   | <b>PN Indicator 1-</b><br>75% of kinder children demonstrate age-appropriate functioning.             |
| 2. Build the skills of Pre-K and child care staff to promote kinder readiness (Year 2).   |  |   |
| 3. Assess Pre-K students to verify developmental gains and plan for modifications to accelerate kinder readiness (Years 2-5).   |  |   |

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|--|---|--|
| Add one new classroom for infants and toddlers at a quality early learning center in 63106.  |   |  |
| <b><i>K-12 Objectives</i></b>  | <b><i>Initiative Investments</i></b>  | <b><i>5-Year Outcomes</i></b>  |
| 1. Prepare teachers to fully implement, with fidelity, curricula upgrades in all schools (Years 1-2).  | <p>Intensive, continuous <b>professional development</b> for teachers and leaders</p> <p><b>Family support</b> focused on removing barriers to attendance</p> <p>Expansion of proven resources from <b>CIS</b> to unserved students</p>   | <p><b>PN Indicator 2-</b><br/>50% exceed grade level expectations in Math; 60% in ELA.</p> <p><b>PN Indicator 3-</b><br/>80% of MS students attend at least 90% of school days.</p> <p><b>PN Indicator 3-</b><br/>80% of MS students feel prepared for HS.</p>                                 |
| 2. Hire four full-time literacy and numeracy coaches to work in all schools to advance evidenced based curriculum and lesson plans, lead and/or participate in study groups alongside educators and assist teachers seeking reading certification (Years 2-5).             |   |  |
| 3. Support attendance by removing barriers (Years 1-5).  |   |  |
| 4. Introduce Communities In Schools (CIS) at Carr Lane MS to remove barriers to persistence and prepare students for HS opportunities (Years 2-5) <sup>xliii</sup> .   |   |  |
| 5. Maintain constant communication and coordination between USI Family Support Specialists and CIS Case Managers to share resources and address the needs of students with low attendance and/or signs of emotional distress or educational under-performance (Years 2-5). |   |  |
| <b><i>College and Career Ready Objectives</i></b>  | <b><i>Initiative Investments</i></b>  | <b><i>5-Year Outcomes</i></b>  |
| 1. Increase HS students' participation in existing SLPS CTAE and workforce development programs (Years 3-5).   | <p><b>60 months</b> of support from Education Specialist</p> <p>Added <b>MS to HS transition</b> emphasis, collaboration with in-school resources</p> <p><b>New college and career readiness and persistence resources</b> from collaborators</p> <p>New <b>internship and on-the-job training</b> opportunities for HS and college students</p> <p>Support for students <b>to and through</b> post-secondary education</p> | <p><b>PN Indicator 4-</b><br/>80% of Vashon HS students graduate in four years.</p> <p><b>PN Indicator 5-</b><br/>65% of Vashon HS graduates enroll in 2- or 4-year PSE and 40% graduate.</p> <p><b>PN Indicator 5-</b><br/>40% graduate from a 2- or 4-year PSE or enlist in the military</p> |
| 2. Strengthen bridge supports between MS and HS (Years 3-5).   |   |  |
| 3. Make stronger connections to programs supporting students to and through college, and/or to credential-based workforce development programs (Years 3-5).  |   |  |
| 4. Assist HS and college students in building networks with area employers (Years 3-5).  |   |  |
| 5. Provide continuous college persistence services to enable early identification and removal of persistence barriers (Years 3-5).   |   |  |
| 6. Strengthen relationships with in-area employers, including the National Geospatial-Intelligence Agency St. Louis, to align student  |   |  |

|   |  |   |
|---|--|---|
| preparation with the needs of high demand industries.   |  |   |
| <b>Goal: Ensure all students have opportunities to succeed in school and in life.</b>   |  |   |
| <b><i>Building and Sustaining Equity Objectives</i></b>   | <b><i>Initiative Investments</i></b>   | <b><i>5-Year Outcomes</i></b>   |
| 1. Plan and create a just, equal educational infrastructure and environment free of race or economically-based disparities that lets every student achieve. (Years 1-5)                             | New <b>Chief Equity Officer</b> to guide and monitor change and ensure highest level positive impact<br><b>Technical assistance</b> to enhance impact of existing in-school strategies and use data disaggregation<br>Use existing community programs to <b>expand connectivity</b> and <b>technology usage</b><br>Connect students to out-of-school time programs dedicated to <b>resiliency and equity</b> | <b>PN Indicator 7-</b><br>96% of students report feel safe at school and traveling to and from school.<br><b>PN Indicator 10-</b><br>80% of students have access to 21 <sup>st</sup> Century learning tools.<br><b>PN Indicator 6-</b><br>100% of students eat 2+ servings of fruit/vegetables per day. |
| 2. Ensure SLPS' Against Bias And Racism (ABAR <sup>xliv</sup> ) curriculum is fully, appropriately implemented and use data disaggregation to identify areas needing supplementation (Years 2-5).   |  |   |
| 3. Assess each families' technology needs (in-home computer, reliable broadband) and fill gaps as needed to enable a level playing field and equal learning opportunities for students (Years 2-5). |  |   |
| 4. Build protective factors in historically under-represented students of color (Years 2-5).  |  |   |

In order for the Initiative's enhanced educational pipeline to yield the significant academic improvement outcomes cited above, two key factors must be addressed. First, families and students must receive the assistance they need to remove a myriad of barriers to success, e.g., economic insufficiency, diminished access to workforce development resources, unmet basic needs, etc.. The Initiative will respond by implementing longitudinal Family Support (FS) delivered by an assigned Family Support Specialist (FSS) and an Education Specialist; services will primarily be provided *in-home*. For at-risk MS and HS students, this work will be supplemented *in-school* by Communities In Schools (CIS) Case Managers who will conduct continuous surveillance with students, teachers, counselors, and leadership to enable early identification of students' struggles, and the rapid application of academic, SEL, counseling, and supportive resources to stimulate academic progress and persistence. USI and CIS case managers

will continually share information and findings to ensure the delivery of holistic services and supports.

Parents and students also will be able to call upon the resources of an Education Specialist, responsible for removing barriers to persistence and academic achievement and identifying resources best suited to children's talents and goals. The Education Specialists will:

- a) help families understand and take full advantage of SLPS's school choice options; b) develop close, caring relationships with families; c) consistently deliver timely assistance; and d) coordinate and integrate in-school college and career readiness programs (dual credit, college planning, internships) with the resources of the Initiative's collaborators (TRiO, STL Youth Jobs, Missouri Job Center, Economic Empowerment Center etc.).

USI is especially well positioned to lead the *63106 Promise to Success Initiative* and enable outcome achievement. USI has more than 40 years of experience assisting low to moderate income persons of color using our proven strengths-focused methodology, which is founded in mutual respect and includes a single point of entry through which families will find a full continuum of resources, services and programs aligned with their individual needs. Driven by the conviction that community-based services must support the entire family, USI uses a two-generation approach that ensures adults receive education and work support, parents have adequate knowledge of child development and parenting skills, and children are engaged in education, from birth through college. Finally, to maintain and expand on the family's enhanced capacities, USI links children and families to an array of self-sufficiency supports -- workforce education, public safety initiatives, mental and physical health resources, and leadership development opportunities. The model's impact is well illustrated among families assisted by USI over the last four years. Family indicators relevant to the Initiative follow<sup>xlv</sup>.

- ✓ *Household income has risen from \$7,738 to \$22,276, a 188% increase.*
- ✓ *Earned income among working families has grown from \$14,120 per household to \$22,687, a 61% increase.*
- ✓ *The number of children enrolled in early education programs went from 17 to 61, a 259% increase.*
- ✓ *More than half (58%) of all school aged youth have been connected to enrichment activities and programs.*

Another critical advantage of the Initiative, which will ensure the delivery of high-quality, high-impact services, is the commitment of USI and SLPS to transform all five schools into *culturally sustaining communities* -- addressing biases and existing inequities, and actively striving to be anti-racist and culturally responsive. Research has shown that when all students feel included and represented, they are better able to relate to their coursework and build meaningful relationships with peers and educators. Yet the creation of inclusive education must be intentional if it is to be meaningful; from facilitating classroom discussions of pressing social issues (a major component of SLPS's ABAR and Restorative Practices) to helping students understand they need not compromise any part of their identity to achieve success. With leadership from SLPS' new Chief Equity Officer, USI, SLPS and the collaborators will spend Year 1 and part of Year 2 examining equitable processes and methods used in all 63106 elementary, middle and high schools, filling gaps, promoting what works, and developing scaling plans for sustainable interventions in other 63106 schools and across the district. This work will be enhanced by USI's engagement with our thought partner, the Bridges Collaborative, a program of the Century Foundation that supports innovation in the implementation of equity-focused strategies. With technical assistance from Bridges, USI will help SLPS methodically

build the capacity to develop strategies that meaningfully address and enhance equal access and treatment of historically under-represented students and families.

Clearly, USI has developed a template for quality service delivery that will be guided by an overarching belief that improving schools is central to promoting social, economic and racial integration. Our solid relationship with SLPS, the family strengthening work already accomplished through the CNI and the pre-existing collaborative network are critical first steps towards achieving meaningful, sustainable school improvement, and reductions in educational and economic disparities for 63106 families and students. *Promise to Success* will augment this foundation and enable a next level response.

**2. Increasing the proportion of students served**. Successful implementation of the 63106 *Promise to Success Initiative* will yield a steady increase in the number served and in outcome achievement. USI's LEARN database and Results Count will enable continuous data monitoring and evaluation to ensure planned impact. SLPS will scale proven interventions in other schools.

| Table XII: Penetration Rates and Impact of the 63106 Initiative |       |  |
|---|-------|--|
| Family Support  |       |  |
| Year 1 Baseline   |       | Impact   |
| 63106 Families with School Aged Children                        | 1,527 | 1,300 Families receive FS services;<br>85% penetration rate  |
| Pre-K   |       |  |
| Year 1 Baseline   |       | Impact   |
| Pre-K Enrollment  | 80    | Pre-K enrollment of 80 across four schools<br>+40 slots  |
| K-12  |       |  |
| Year 1 Baseline   |       | Impact   |
| Schools Exceeding State Standards -- ELA                        | -0-   | Aggregate achievement at Carver, Columbia, Jefferson, Carr Lane and Vashon exceeds state standards in ELA  |
| Schools Exceeding State Standards -- Math                       | -0-   | Aggregate achievement at Carver, Columbia, Jefferson, Carr Lane and Vashon exceeds state standards in Math |

|                                    |        |                                |
|------------------------------------|--------|--------------------------------|
| Vashon High School Graduation Rate | 52.5%  | 80% Graduation Rate            |
| College and Career Ready           |        |                                |
| Enrollment in 2- or 4-year college | 10-19% | 65% enrollment; 40% graduation |

### Section D: Quality of the Management Plan

**Introduction.** USI will serve as the backbone and convener of the *63106 Promise to Success Initiative*. USI is a national organization governed by a seven member Board of Directors with strong fiscal and management backgrounds. USI has a long history of fiscal integrity and currently receives, manages and accounts for the spending of public and private funds from multiple sources. This application has provided a thorough description of USI’s programmatic and leadership capacities relevant to the planning, implementation, and refinement of the *63106 Promise to Success Initiative*. However, perhaps the strongest indicator of our ability to support neighborhood families and students in realizing demonstrable educational improvement may be found in USI’s existing accomplishments.

We have worked with neighborhood schools since we were founded, partnering with underfunded schools, overwhelmed principals and teachers and disengaged parents to implement school improvement strategies. This included upgrading physical assets, improving technology, providing programming and learning opportunities for children and adults, and identifying and hiring exceptional school leaders with the determination to run a high performing model school.

Not only does USI implement strategies to help improve neighborhood schools, we also collaborate at the school district level. Currently, in addition to SLPS, USI has successfully implemented Partnership and Data Sharing Agreements with 15 districts located in Kentucky, Texas, Virginia, Maryland, California, Oklahoma, Pennsylvania, North Carolina and Tennessee. In each community, USI uses the LEARN database and Results-Count to drive equitable results for students, which starts with understanding the data and using it to inform decisions.



Recently, USI was saddened to learn that a real champion for school improvement, the SLPS Superintendent, plans to retire at the end of the year. The SLPS Board has affirmed their full support for the PN Initiative and has committed to looking for a new Superintendent with the capacity to support and take full advantage of the opportunities inherent in the 63106 Initiative and similar federal resources.

**1. Adequacy of the management plan.** *Roles and Responsibilities.* USI will lead the *63106 Promise to Success Initiative*, with full support from the Urban Strategies, Inc. Board and the St. Louis Public School District Board. As the PN grantee, USI will have primary responsibility for project management, compliance, grant-required reporting, oversight, monitoring, quality assurance, and fiscal administration. USI will hire or assign qualified staff, and job descriptions for key positions to be filled and resumes of incumbent leadership are in the attachments.

Planning, implementation and operation will be guided by USI's highly experienced leaders (President/CEO, Executive Vice President, and Vice President, Educational Initiatives), comprised of experts in program planning and implementation, measurement, policy and advocacy, and large-scale community and human development change. The time, talent and expertise of the President/CEO and the Executive Vice President will be available at no cost to the 63106 initiative.

The USI leader with primary responsibility for overseeing and providing coaching and technical support to the initiative will be the **Vice President of Educational Initiatives**. A catalyst for change with lived experiences in communities served by PN, the Vice President has over 25 years of professional experience working directly with school districts in more than 15 cities across the country. She will work side-by-side with the SLPS Superintendent to guide planning, implementation, scaling, and sustaining activities, and will ensure the program

maintains the capacity to build human capital, reduce or eliminate educational disparities, and improve family outcomes. Key responsibilities of the Vice President will be: 1) involvement in Year 1 planning activities; 2) ensuring the delivery of high-quality resources and services; 3) assessing and maintaining fidelity in the use of newly introduced evidence-based practices; 4) maintaining compliance with laws, regulations and best practices; 5) overseeing continuous quality improvement and evaluation activities; 6) providing Results Count training; 7) directing sustainability efforts; 8) coaching initiative staff; and 9) liaising with SLPS leadership and staff.

The *63106 Promise to Success Initiative* will be implemented by a **Management Team** comprised of USI staff and led by an *Operations Director*, with support from an *Assistant Project Director*. The Operations Director will have relevant experience leading a major federally funded initiative and will be responsible for: leading planning activities; organizing, staffing, training, and onboarding all initiative staff; building the initiative's infrastructure, including financial systems; meeting PN-stipulated operational requirements, in collaboration with SLPS and community collaborators; promoting and expanding the use of evidence-based practices; helping SLPS scale proven elements in other schools; meeting with the WUSTL evaluators at least monthly (more frequently as needed) to monitor progress, assess data, and provide technical assistance and experience insights, as appropriate; and staff the Leadership Team and work with members to support full and active participation.

The Operations Director will work side-by-side with the Assistant Project Director to ensure seamless introduction and monitoring of the initiative (planning and implementation) and its services. The Operations Director must have and maintain strong connections to all community partners and SLPS system leaders, and demonstrated ability to navigate complex systems. The Operations Director also will be responsible for maintaining alignment with other

federal initiatives, including the Choice Neighborhood Implementation Initiative, to promote sustainability of the initiative's services. Other members of the Management Team will be a Data Analyst, a PN Fellow and a Communication Specialist. Together, the Management Team will oversee three Partnership Action Teams (Early Learning Partners, Out of School Time Partners, Post-Secondary Partners) to support the full integration of community resources into the initiative.

Other full-time direct service staff hired by USI will include:

- Family Support Specialists (4) – must have demonstrated experience serving 63106 residents or a similar population. Will deliver direct family support services to high-need families. Will work longitudinally with families to identify and meet needs and promote stability, and enable children to meet or exceed the initiative's academic achievement targets. Will carry a caseload that ranges from 50-75 families, based on service intensity requirements.
- Education Specialists (3) – must have demonstrated experience in the 63106 community. Will work individually with families and students to ensure students gain full benefit of initiative services. Will block walk, visit schools, connect with teachers, and attend PTA meetings and schools events to build awareness of and create enthusiasm for the 63106 *Promise to Success Initiative*.
- Outreach Specialists (2) – must have experience in the 63106 community. Will provide multicultural outreach, community engagement, and family services that support family self-sufficiency. Also will support the Communications Specialist in maintain high visibility of the initiative and its services throughout 63106.

The Operations Director will hold weekly meetings with the Management Team and with SLPS staff throughout Years 1-5 to support the roll out of the *63106 Promise to Success Initiative*, review data, strategize changes needed to enhance performance, celebrate accomplishments, and troubleshoot problems. A monthly, joint meeting of all internal and external staff also will be held. The Operations Director will develop and the Vice President will approve contracts with collaborators, and the Operations Director will manage contracted services, monitoring impact and recommending alternative resources, if needed.

An array of leaders representing key SLPS decision-makers, funders, residents, and local government will be appointed to the **Leadership Team**. This diverse team of local stakeholders will support and guide the Initiative across all five years, and will be ethnically, racially and economically representative of the neighborhood. The Leadership Team will be co-chaired by USI's President or Executive Vice President and an individual elected by Team members. The Team will meet monthly; in Year 1, meetings will be used to train members and finalize processes, and in Years 2-5, meetings will focus on: a) guiding the Initiative's strategic planning, implementation, evaluation, and sustainability; b) leveraging political, financial, and social capital to advance Initiative goals; and c) publicly championing *Promise to Success* with other stakeholders. The Team will use data to inform decision-making and ensure accountability, measure and share results, and plan for sustainability. The inclusion of parents on the Leadership Team was an intentional decision by USI and SLPS to ensure their voices receive equal representation and drive the Initiative and its outcomes.

The Leadership Team will oversee three **Functional Teams**, three **Equity Action Teams** and **Parent and Student Advisors** (see the attachments for a visual of the structure). Each

Functional Team will be led by Initiative staff and may include representatives of SLPS, residents and collaborators. Teams will meet four to six times per year and will include:

1. *Data Team*, focused on data collection and analysis, quality monitoring and improvement and process and outcome evaluation.
2. *Family Support Team*, focused on ensuring families and children have access to the resources needed to be stable and thriving, and that the Initiative's methods create high-action and high-alignment within and across pipeline domains.
3. *Resident and Neighborhood Engagement Team*, focused on elevating student and community voice in systems change and addressing trauma, crime and violence.

The findings and recommendations of the Functional Teams will be reported to the Leadership Team twice per year for review and action. It is expected that the Functional Teams will be the Initiative's "eyes and ears" in the community, keeping staff and providers informed of what is working and what is not, and community expectations of and needs from the Initiative.

Managed by the Chief Equity Officer, the three Equity Action Teams will be ad hoc committees consisting of residents, parents and collaborators. Because a key Initiative goal is to reduce racial disparities, staff will provide disaggregated student data to each of the Equity Teams and members will be asked to identify those strategies most likely to enhance equity. In general, each Team will use an equity lens to: a) assess the differential impact of socioeconomic status, race/ethnicity, gender, or disabilities, and b) monitor the impact of the pipeline of solutions at key junctures – early learning and K-12 (led by SLPS), out-of-school time (led by Boys and Girls Club) and college and career readiness (led by the Higher Education Consortium). USI will recruit parent and student volunteers and has asked all collaborators and partners to assign key staff to the Equity Action Teams. Throughout Year 1, the Teams will

examine data and practices, identify disparities, and work with the Operations Director and SLPS' Chief Equity Officer to recommend modifications and solutions with the capacity to reduce adverse impact. These recommendations will be brought to the Management and Leadership Teams for implementation consideration. Each Team also will be encouraged to recommend education reforms and/or systems change to alleviate disparities and ensure disenfranchised students of color enjoy equal benefit from the Initiative.

Finally, Parent and Student Advisors - three 6<sup>th</sup> graders, three 9<sup>th</sup> graders, three 11<sup>th</sup> or 12<sup>th</sup> graders, and 10 parents -- will be recruited by USI and SLPS. The Student and Parent Advisors will meet with the Operations Director every quarter (separately) to review school and neighborhood climate, the success of pipeline solutions, and the need for more or different resources. USI believes that all interventions must be advised by those who experience the service, and that the value of that input is equal to all others. Therefore, the Operations Director will inform the evaluators, the Management Team and the Leadership Team of insights gained from the Student and Parent Advisors and will recommend ways in which Initiative services can be revised or intensified to meet expressed needs. The availability of Student and Parent Advisors is especially critical to the *63106 Promise to Success Initiative* as all five schools currently include critical resources that are under-utilized by students; why that is true and how uptake can be increased is knowledge that can only be ascertained from students and/or parents.

Also, to foster student, family and community engagement, the Management Team will include a full-time Communication Specialist responsible for: a) keeping USI, SLPS, collaborators, and stakeholders informed of what the Initiative is doing and achieving; b) building and maintaining awareness of the Initiative among 63106 families and students via social media or other communication strategies preferred by these audiences; and c) ensuring

consistency between written products and social media postings. Planned communication methods will include: quarterly reports to USI and SLPS leadership regarding Initiative accomplishments, needs for support, and upcoming training opportunities; quarterly press releases seeking coverage of student achievements; meeting notices and scheduling between and among community partners and the Leadership Team; and at least weekly postings on social media about happenings and celebrations. Community awareness building will begin in the 1st quarter of Year 1, when the Communication Specialist will develop a strategic plan that includes social media posts and school/community canvassing. The Communication Specialist, Family Support Specialists and Education Specialists will block walk, visit schools, connect with teachers, and attend PTA meetings and schools events to build awareness of and create enthusiasm for the 63106 *Promise to Success Initiative*. These activities will continue, as the Communications Specialist compiles a contact registry of families and students, and produces and disseminates monthly newsletters detailing changes in schools, highlighting success stories, announcing on-campus special events, and providing timelines and reminders about enrollment processes, FAFSA deadlines and other critical, education-related information. Constant communication will be a USI priority to ensure transparency and build trust.

**Timeline and Deliverables.** The following timeline was developed to ensure the Initiative remains on time and within budget across all five years of the project period.

| Table XIII: Planning Period  |        |        |
|--|--------|--------|
| Activities   | Year 1 | Year 2 |
| Appoint and prepare Leadership Team  |        |        |
| Hire and train Management Team and Chief Equity Officer  |        |        |
| Appoint and prepare Equity Action Teams  |        |        |
| Appoint Student and Parent Advisors  |        |        |
| Finalize contracts with evaluator and collaborators.   |        |        |
| Revisit 2022 Needs Assessment and confirm baselines.   |        |        |
| Analyze disaggregated data, assess disparities in treatment and outcomes, confirm Initiative approaches. |        |        |

|  |        |        |        |        |
|--|--------|--------|--------|--------|
| Provide professional development training to teachers.                                       |        |        |        |        |
| Prepare and furnish two new Pre-K classrooms at SLPS.  |        |        |        |        |
| Conduct attendance audit to verify barriers, confirm solutions.                              |        |        |        |        |
| Train school staff in trauma-informed relationships.   |        |        |        |        |
| Develop and pilot test an MS-HS Early Warning System.  |        |        |        |        |
| Ensure systemic alignment among Initiative collaborators.                                    |        |        |        |        |
| <b>Table XIV: Implementation Period</b>  |        |        |        |        |
| Activities   | Year 2 | Year 3 | Year 4 | Year 5 |
| Provide continuous family support.   |        |        |        |        |
| Provide specialized assistance to teen parents.  |        |        |        |        |
| Integrate CIS case management with USI FS.   |        |        |        |        |
| Connect students to afterschool programming.   |        |        |        |        |
| Connect ES and MS students to afterschool tutoring and mentoring delivered by collaborators. |        |        |        |        |
| Implement and monitor the Early Warning System.  |        |        |        |        |
| Verify impact of new Pre-K classes.  |        |        |        |        |
| Connect Vashon HS students to college and career readiness programs in and outside school.   |        |        |        |        |
| Introduce MS to HS transition services.  |        |        |        |        |
| Connect college students to TRiO Programs.   |        |        |        |        |

**2. Building the capacity to collect, analyze and use data.** USI has a lengthy track record of collecting, analyzing, and using data for learning, decision-making, continuous improvement, and accountability. USI's existing longitudinal data system, LEARN, has the capacity to integrate multiple family- and student-level data sets to measure progress and impact, including:

1) service information, e.g., family support services and linkages, assistance meeting basic needs, tutoring services, counseling services, childcare services, support for educational decision making, physical and mental health services; and 2) demographic data, e.g., head of household, ages, race, gender, household composition, educational attainment, employment status, and income. USI is cognizant of and compliant with the laws governing education and medical records (FERPA, HIPAA) and consistently obtains written consent (for information protected by FERPA) and written authorization (for information protected by HIPAA) before data is released.

For the proposed *63106 Promise to Success Initiative*, USI will continuously monitor and evaluate the impact of the pipeline and each solution using Results Count, developed by the

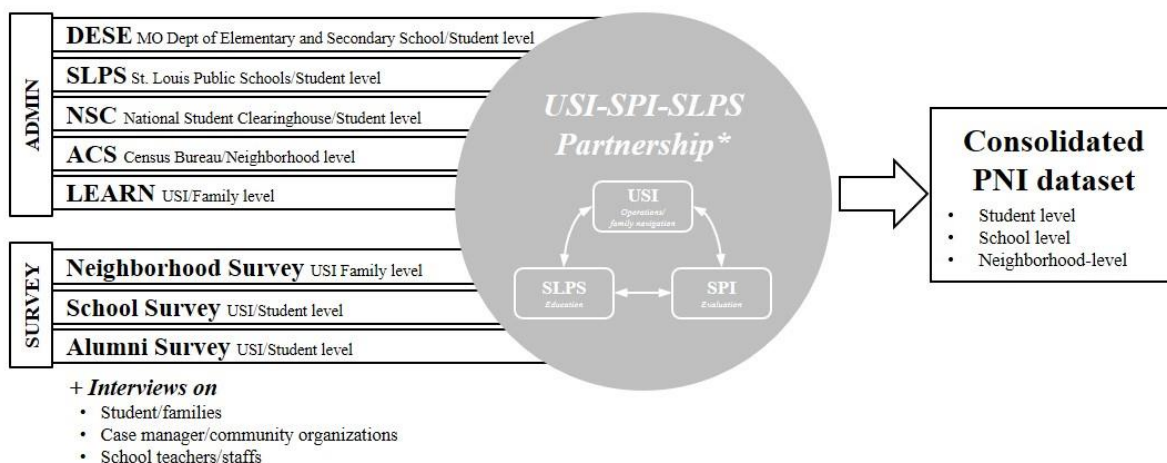


Annie E. Casey Foundation. USI's operationalization of Results Count entails a relentless focus on equity and: a) remaining results-based and data-driven, setting clear targets, and continuously assessing progress and the need for course corrections; b) acting on disparities and recognizing that race, class and culture will impact outcomes and opportunities for vulnerable children; c) challenging leadership to be adaptive instruments of change; d) maintaining awareness of how values, habits, beliefs, attitudes, and behaviors impact action and results; and e) collaborating with others and understanding that the capacity to build consensus and make group decisions enables leaders to align their actions and move work forward to achieve results. (See Evaluation Plan for greater detail.)

USI's successful CNI experiences across the country have developed both the data system and the organizational competencies required to collect, analyze and quickly integrate all PN Indicators using external and internal data sources. Baseline data currently exists for most; by Year 2, baselines will have been developed for all and will be evaluated and updated, on a continuous basis throughout Years 2-5. USI also will continue to collect data on several internal metrics indicative of quality and impact in the delivery of family support services. Metrics currently available from LEARN are (includes number and percentage): children who enter kindergarten ready to succeed; students proficient in ELA; students proficient in Math; high school graduates; high school graduates who enroll in a post-secondary degree or certification program or enlist in the military; students who report feeling safe; students who live in a stable community; parents or family members that read to/encourage their children to read three; and students who have reliable school and home access to broadband internet and a connected computing device. Metrics to be added include: MS and HS attendance; chronic absenteeism; children who consume five+ servings of fruits and vegetables daily; parents/family members

who report talking about the importance of college and career to their children; and students who graduate from college.

**Data Collection and Reporting.** *Promise to Success* will collect individual, school and community data from a variety of sources to inform Initiative decision-making. USI proposes the Social Policy Institute (SPI) of Washington University St. Louis as the project evaluator and as such SPI will have an active role in data collection and analysis, as shown below.



The Operations Director will build reports and deliver specific data sets (monthly, quarterly, annually) for analysis by USI, the Management Team, the Leadership Team, and the evaluation team. Data will be presented in statistical reports, overviews and real time dashboards. Plans for data capture, responsibility and frequency follow; all will be stored in a consolidated PN dataset within LEARN.

| Table XVI: Data Capture, Responsibility, Methods, and Frequency |            |   |           |
|---|------------|---|-----------|
| What  | Who        | How   | When      |
| American Community Survey / Census                              | Evaluators | WUSTL will pull relevant neighborhood data from ACS and merge it with school and student data in LEARN using neighborhood identifiers (e.g., addresses, zip codes, and census tracts) | Yearly    |
| Family Support Data   | USI        | USI will pull relevant family and student data from LEARN and merge it with student and school data   | Quarterly |

|                                      |                                |   |           |
|--------------------------------------|--------------------------------|---|-----------|
| Student Outcome Measures             | SLPS                           | SLPS will de-identify student data and merge it with other data in the PN dataset using student identifiers   | Quarterly |
| Student Outcome Measures, Comparison | Missouri DESE                  | WUSTL will request de-identified student-level data from DESE for students from surrounding districts, and will fold this data into consolidated PN dataset                                     | Yearly    |
| Post-Secondary Data                  | National Student Clearinghouse | Under FERPA guidelines, SLPS will request school and post-secondary data, which will be merged with other data in the PN dataset using student identifiers                                      | Yearly    |
| Neighborhood Survey                  | WUSTL/USI                      | USI and WUSTL will administer neighborhood surveys; consent forms will enable merging with other family and student data in the consolidated PN dataset using student identifiers               | Yearly    |
| Parent Survey                        | USI/SLPS                       | USI and SLPS will administer parent surveys; consent forms will enable merging with other data in the consolidated PN dataset using student identifiers   | Yearly    |
| School Climate Survey                | WUSTL/SLPS                     | WUSTL and SLPS will administer school climate surveys; consent forms will enable the merging of survey data with other data in the consolidated PN dataset using student and school identifiers | Yearly    |
| Alumni Survey                        | WUSTL/SLPS                     | WUSTL and SLPS will administer alumni surveys; consent forms will enable merging survey data with other data in the consolidated PN dataset using student identifiers                           | Yearly    |

**Data Analysis and Tracking.** Via LEARN, the *63106 Promise to Success Initiative* will

longitudinally track and analyze the impact of the pipeline of solutions on students and families.

LEARN uses USI's proprietary Family Risk Index (FRI) to determine and mitigate the risk of eviction, unemployment, incarceration, homelessness, household instability, physical or mental illness, and disconnection from school, job or caring adult (for children/youth). LEARN operates on a dual generation, family-centered platform, connecting adult and youth outcomes, and supporting/distinguishing the nuances of individual versus family-level goals and progress.

LEARN supports outcome analysis, visualization, and change over time for specific participants, groups and programs at the project or agency level.

In Year 1, USI will work with the Initiative's collaborators and evaluation team to develop and finalize data sharing agreements critical to the capture of all PN results and performance indicators. The goal will be to explore if and how LEARN could connect with other neighborhood and school level data systems in order to segment and store inputs. LEARN already produces longitudinal data, and the Initiative will pilot the addition of other system data.

#### [Data Use to Inform Decision-Making, Learning, Continuous Improvement, and Accountability.](#)

LEARN will guide service planning, implementation, and assessment. At the most granular level, LEARN will include family and student data collected by FS Specialists during a comprehensive assessment of housing stability, health, safety, human capital development, and children's educational status. This data will be used to construct individualized plans and service connections that promote achievement of family goals. Variables will be captured at the individual and family levels, to consider which interventions are most effective for each.

As progress is aggregated and reported, the USI Vice President will identify and guide solution adjustments required to maximize impact. LEARN also will capture demographic information about students and families to better understand who lives with the child, the relationships of family members, and the family's socio-economic profile. The Vice President will analyze disaggregated data to assess the intensity and duration of family support, and the types and frequency of student supports, as well as the differential impact for subgroups of students and families. The analysis will inform the Initiative's methods of expanding family and student assets and meeting family and student needs. Implementation data will be collected at the

point of service to capture activities and services received, service dosage, dates of enrollment, participation, completion, and termination; outcome data will be entered as achieved.

The *63106 Promise to Success Initiative* is committed to tracking changes over time, and will compile and monitor consistently measured academic indicators in longitudinal data files, e.g., ELA and Math scores obtained from the Missouri DESE. This data will inform program decisions, e.g., which grade level or student population should be targeted, the duration of the intervention and the extent to which family support is associated with outcome trends.

**Family and Student Survey (annual).** The Initiative will use surveys to collect data about families reading to their children, families talking to their children about college and careers, fruit and vegetable consumption by children, and in-home computers and reliable broadband. Conducting a robust and reliable survey is a significant task, and USI will be aided by WUSTL in constructing and administering the surveys. During Year 1, surveys will be created and tested; refinements may be made to increase the number of responses and enhance quality and accuracy. Once the survey is finalized, it will be administered in Years 2 through 5. WUSTL will assist in the development of a sampling plan, optimal sample size and identifying meaningful differences between subpopulations and over time. An 80% response rate will be the goal, and incentives may be offered to increase response. USI and WUSTL will analyze the data and report aggregated responses, per the following timeline.

| Task                       | Q1, Year 1  | Q2, Year 1   | Q3, Year 1   | Q4, Year 1            |
|----------------------------|---|--|--|-----------------------|
| Family and Student Surveys | Determine indicators, chose method, create test questions | Hire survey firm, refine questions, recruit interviewers | Train interviewers, develop sampling plan, select sample | Collect baseline data |
|                            | <b>Q 1-2, Years 2-5</b>                                   |  | <b>Q 3-4, Year 2-5</b>                                   |                       |
|                            | Collect data  |  | Analyze and report data                                  |                       |

**Summary Data.** USI will collect data for Carver, Columbia, Jefferson, Carr Lane, and Vashon schools, including: number of students enrolled; number of enrolled students living in 63106; student race/ethnicity; students eligible for the Free and Reduced Lunch Program; students in special education; students who are English Learners; and student proficiency on standardized tests. Data on 63106 families also will be collected and aggregated to create a profile of persons served. Family data points will include: number of household members, member ages, gender distribution, race/ethnicity, nativity, head of household, number of working adults, unemployment, household income, persons in poverty, own or rent home, past year mobility, past year births, and past year births with adequate prenatal care. Neighborhood-level data points will include violent and property crime or other in-community trauma. Summary data sets will be used to track and document school and neighborhood changes that could impact performance.

### **Section E: Adequacy of Resources**

**1. Costs are reasonable.** The average annual per student cost of the *63106 Promise to Success Initiative* will be \$1,188 (\$4,179,209 average annual cost, divided by 3,518 children and students). The outcomes that will accrue are significant:

- . 1,300 unduplicated *families of school aged children* living in 63106 (85%) will receive family support.
- . 40 new *PreK slots* will be created to expand critical early learning services.
- . 50% of students in the five 63106 schools will *EXCEED state standards in Math* and 65% will *EXCEED state standards in ELA*, compared to the <5% scoring at the exceeding level, currently.
- . The *MS attendance rate* will increase to 80% of students attending at least 90% of school days, a 150% increase and a critical step in student preparation for rigorous HS coursework.

. The four-year *graduation rate at Vashon HS will be 75%, a 42% increase* and the most reliable method of increasing enrollment in post-secondary education.

**2. Sustainability.** The *63106 Initiative* includes contributions from all key community resources. USI, SLPS, collaborators, and stakeholders have aggregately committed over \$56 million in leveraged funding to *Promise to Success*, and this depth of resource signals the presence of a strong foundation available to sustain the Initiative post-PN funding. All leverage amounts and sources are detailed in the budget and budget narrative. In-kind contributions have been confirmed for the entirety of the five year project period, and USI has assigned a key Management Team member (Fellow) to create sustainability plans and foster enabling relationships from Year 1 to Year 5 and beyond. USI plans to regularly update several private funders, including the Deaconess, William T. Grant, PNC, William T. Kemper, Goldstein Family, US Bank and St. Louis Community Foundations, about the PN project and each will be asked to consider sustaining funding as the grant period nears an end.

Sustainability also will be furthered by MBS, the parent company of USI and the Housing Implementation Entity for the CNI. In addition to a \$2.85 million cash contribution to the Initiative, MBS has committed significant administrative and financial management support from its executives who manage a \$4.23 billion corporation. MBS and USI will jointly construct a multi-year proforma and accompanying operations plan to support the continued, equitable distribution of services and supports in 63106.

**3. Existing neighborhood assets and programs.** As demonstrated throughout this proposal, USI has assembled deep resources from within and outside of 63106, including supportive service providers, educational systems, post-secondary institutions, employers, and neighborhood associations. Because the Initiative's foundations originated during the CNI grant,

and significant relationships precede the Initiative, no resource cultivation activities will be required, and USI will be able to immediately connect families and students to committed providers. Committed collaborators and their contributions to the pipeline of solutions follow.

| <b>Table XVII: Pipeline of Solutions Collaborators</b>   |  |  |
|--|--|--|
| <b>Early Childhood Solutions</b><br>Gateway Early Learning Alliance<br>United4Children<br>Urban League<br>Flance Early Learning Center<br>Ready Readers<br><b>Family Support</b><br>Adult Ed<br>Boys and Girls Clubs<br>SL Area Violence Prevention<br>Commission Youth Violence Program<br>Affinia<br>St. Louis Mental Health Board<br>Prevent Ed | <b>K-12</b><br>CT3<br>CIS<br>Big Brother/Big Sisters<br>Boys and Girls Club<br>Restoration Matters<br>United4Children<br>Urban League<br>YMCA<br><br><b>Building and Sustaining Equity Collaborators</b><br>CT3, Restoration Matters | <b>College and Career</b><br>Higher Education Consortium,<br>STL Youth Jobs<br>Boys and Girls Club<br>St. Louis Comm. College<br>Rankin Tech. College<br>IFF Economic Empower. Ctr.<br>Missouri Job Center<br>Adult Ed<br>National Geospatial-Intelligence Agency<br>Employment Connection |

It is important to note that, in large part due to the CNI, the employer base in 63106 is rapidly expanding, and the number of high-skill, high-wage, high-demand jobs *within this neighborhood* is growing. An emerging employer partner of particular interest is the National Geospatial-Intelligence Agency St. Louis (NGA STL), a branch of the federal security service, is *building a new headquarters in 63106*, attracted by the economic improvement accruing from the CNI. NGA representatives will assist USI and SLPS in identifying secondary and post-secondary studies that will make students eligible and competitive for the high salary positions NGA offers.

To ensure students derive full benefit from these new assets, *Promise to Success* has prioritized: 1) building student awareness of 63106 employers, jobs, salaries, and preparation expectations, beginning in MS, to provide an incentive for students to take rigorous courses, and 2) using family support to remove road blocks to postsecondary enrollment and persistence.



Much of this work will be centralized at the Economic Empowerment Center constructed by CNI. Throughout the *63106 Promise to Success Initiative*, SLPS and USI also will work with post-secondary institutions and employers to align high school coursework to their needs and expectations.

## Citations from Narrative

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- <sup>i</sup> U.S. Census Bureau. 2016-2020 American Community Survey.
- <sup>ii</sup> Ibid.
- <sup>iii</sup> Missouri Department of Health and Senior Services. Missouri Asthma Prevention and Control Program. Asthma in St. Louis City. Promoting Health and Active Children. Accessed from: <https://health.mo.gov/living/healthcondiseases/chronic/asthma/pdf/StLouisCity.pdf>
- <sup>iv</sup> Harris, KM. Mapping inequality: Childhood asthma and environmental injustice, a case study of St. Louis, Missouri. Social Science and Medicine, June 2019.
- <sup>v</sup> CDC Places Database..
- <sup>vi</sup> SLPS Data.
- <sup>vii</sup> Center for Disease Control and Prevention. National Center for Health Statistics. 2020 Teen Birth Rates per 1,000, ages 15-19.
- <sup>viii</sup> U.S. Census Bureau. 2016-2020 American Community Survey.
- <sup>ix</sup> U.S. Census Bureau. 2016-2020 American Community Survey.
- <sup>x</sup> Four year graduation rate for school year 2020-2021.
- <sup>xi</sup> Composite ACT average for graduates in school year 2020-2021. The score is 59.7% lower than the state average.
- <sup>xii</sup> Per SLPS records for 2021-2022 school year.
- <sup>xiii</sup> College enrollment data provided by SLPS for 2020-2021 school year. The economic impact of COVID-19 has been especially detrimental to graduates' college plans: since the pandemic, enrollment in post-secondary education is down 50% and employment in lieu of education is up 54%.
- <sup>xiv</sup> U.S. Census Bureau. 2016-2020 American Community Survey.
- <sup>xv</sup> U.S. Census Bureau. 2016-2020 American Community Survey.
- <sup>xvi</sup> Enrollment data is for 2021-2022 and was reported by SLPS.
- <sup>xvii</sup> Combined enrollment in 2021-2022 was 1,400, per SLPS. Yet there are 3,518 school aged children and youth living in 63106. The difference (2,118) is attributable to two factors: 1) student living in 63106 but electing to go to school outside the area (SLPS is a school choice district) or 2) students living outside 63106 but attending these schools. The Project's pipeline of solutions has been developed to support all students living in or attending school in 63106.
- <sup>xviii</sup> Chronic Absence is for the 2021-2022 school year and reflects the percentage of students attending school at least 90% of class days (SLPS definition).
- <sup>xix</sup> The percentage of students receiving school suspensions during the 2019-2020 school year (last data available). Reported by SLPS. At all schools, suspensions and expulsions were lower that school year due to COVID; schools were closed and transitioned to virtual learning.
- <sup>xx</sup> The data is for 2019, the latest reported by the Missouri Department of Elementary and Secondary Education. The Department ranks student performance in core subjects as **Floor** (under-performing), **On Track** or **Exceeding**. Aggregated student scores on state standardized tests are used to make these designations. This color coding is reflected above.
- <sup>xxi</sup> Missouri Department of Elementary and Secondary Education. 2018-19 School Year.
- <sup>xxii</sup> U.S. Census Bureau. 2016-2020 American Community Survey.
- <sup>xxiii</sup> Domestic Violence Assaults in St. Louis City, Missouri: A Trend Analysis of 2015-2021. October 2021. Accessed from: <https://www.stlouis-mo.gov/government/departments/mayor/initiatives/domestic-violence-2015-2021.cfm>
- <sup>xxiv</sup> Regional Educational Laboratory at Edvance Research, Inc. (2007). Reviewing the evidence on how teacher professional development affects student achievement. U.S. Department of Education. Institute of Education Sciences. [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
- <sup>xxv</sup> What Works Clearinghouse (2015). *WWC Intervention Report: Head Start*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_headstart\\_042517.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_headstart_042517.pdf)
- <sup>xxvi</sup> Retrieved from: [https://assets.savvas.com/asset\\_mgr/current/20187/myPerspectives-Research-Summative-Field-Test.pdf](https://assets.savvas.com/asset_mgr/current/20187/myPerspectives-Research-Summative-Field-Test.pdf).

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- <sup>xxvii</sup> Chekour, A. (2018). Computer assisted math instruction: A case study for MyMathLab learning system. In *Distance Learning, E-Learning and Blended Learning in Mathematics Education* (pp. 49-68). Springer, Cham.
- <sup>xxviii</sup> <https://www.edreports.org/reports?search=StudySync>
- <sup>xxix</sup> Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.
- <sup>xxx</sup> What Works Clearinghouse (2015). *WWC Intervention Report: Check & Connect*. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_checkconnect\\_050515.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_checkconnect_050515.pdf)
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- <sup>xxxiii</sup> Owen, L., & Westlund, E. (2016). Increasing college opportunity: school counselors and fafsa completion. *Journal of College Access*, 2(1), 3.
- <sup>xxxiv</sup> Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step®. *Journal of school psychology*, 53(6), 463-477.
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- <sup>xxxvii</sup> Olds, D. L. (2006). The nurse-family partnership: An evidence-based preventive intervention. *Infant Mental Health Journal*, 27(1), 5-25.
- <sup>xxxviii</sup> Soika, B. Seven Effective Ways to Promote Equity in the Classroom. March 2020. USC, Rossier School of Education.
- <sup>xxxix</sup> More information about the research behind No Nonsense Nurturer can be found at <https://www.ct3education.com/about/our-results/>.
- <sup>xl</sup> Restoration Matters connects research and theory in a variety of fields (psychology, social work, criminal justice, education) to identify best practices in cultivating healthy relationships. This involves recognizing injustices when they occur, restoring relationships and repairing harm, and collaborating to create harmony in the future.
- <sup>xli</sup> USI's case management services are delivered in-home, are intensive, and are focused on all domains of family life, from meeting basic needs to advancing economically to raising stable and thriving children. In this project, Communities In Schools will work with MS and HS students to address personal barriers to academic success. While this is a form of case management, it is focused exclusively on the student and preparing him or her to remain in school and pursue a postsecondary education. USI has maintained this relationship with CIS in the Tulsa and Norfolk public schools and there has been no perceived conflict or duplication of effort in offering both.
- <sup>xlii</sup> SLPS, USI, and WUSTL cannot find any reference for this data point. USI Case Managers will work with NNS parents of MS and HS students to encourage these discussions with their children, and projects that two-thirds will. This question will be added to the Family Survey for verification.
- <sup>xliii</sup> The CIS Model is a three-tiered approach adapted to each student and school's unique needs and assets. Tier one provides whole-school supports that are widely-accessible to the entire student body. These programs promote a positive school climate and combat school-level risk factors such as student and parent disengagement, low attendance, systematic barriers, and access to basic needs. Tier one services may include before/after school tutoring, parent engagement events, attendance challenges, cultural education, and basic needs provisions. Tiers two and three are targeted supports delivered to a caseload of students referred by school staff, teachers, parents, peers, and community organizations. These students present with academic, attendance, and/or behavior/social-emotional concerns. Site Coordinators assess the needs and assets of caseload students and use Ecomap to evaluate the number and strength of the relationships that make up their support systems. Together, Site Coordinators and caseload students set an attainable goal for the school year and create a support plan outlining the supports students will receive to help reach their goals. Tier two supports are provided in a group setting with other caseload students with similar needs/goals. These groups may include lunch hour mentoring, life/social skills,

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behavioral interventions, and grief support. Tier three is one-to-one support and includes student check-ins, individual tutoring, incentives and motivation, progress monitoring, and personalized referrals for community support services. An important piece of ensuring student success is engaging parents/guardians to increase their engagement with school staff in support of their student's education. Site Coordinators conduct regular check-ins with parents/guardians to offer support and encouragement. Site Coordinators will work with USI family case managers to coordinate student resource and referrals needs in joint efforts to provide comprehensive supports to families and students involved in the PN project.

<sup>xliiv</sup> SLPS is embedding anti-bias and anti-racism (ABAR) practices across all curricula to promote equality and equity. The approach is a complement to the use of Restorative Practices. All SLPS staff members will complete ongoing ABAR training to: ***recognize the biases and privilege that permeate interactions with families, staff, and children; support each other in understanding and dismantling personal biases and privilege; restructure SLPS systems to eliminate barriers to accessing quality education; and incorporate lessons that teach how to acknowledge, honor, and celebrate SLPS students, staff, and family differences.***

<sup>xliv</sup> This data was taken from an April 2021 report filed by USI on the impact of CNI People Services delivered in the NNS.