



# The Las Vegas Promise Neighborhood Initiative

A Community-Based Approach To Improving Educational  
Opportunity & Achievement

Sonya Douglass Horsford, Ed.D.  
Carrie Sampson, M.S.

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The Lincy Institute, University of Nevada, Las Vegas

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## About the Author

Sonya Douglass Horsford, Ed.D., is Senior Resident Scholar of Education at The Lincy Institute at University of Nevada, Las Vegas.

Carrie Sampson, M.S., is a Research Assistant at The Lincy Institute at University of Nevada, Las Vegas.

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## About The Lincy Institute

Established in 2009, The Lincy Institute conducts and supports research that focuses on improving Nevada's health, education, and social services. This research is used to build capacity for service providers and enhance efforts to draw state and federal money to the greater Las Vegas community and highlight key issues affecting public policy and quality-of-life decisions on behalf of Nevada's children, seniors, and families.

The Lincy Institute is located on the campus of University of Nevada, Las Vegas and made possible by the generous support of The Lincy Foundation.

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## Introduction

Since the 1980s, the standards and accountability movement in U.S. education has focused heavily on reform at the classroom and school level, with insufficient regard for how social, political, and community contexts impact student learning and achievement (Berliner, 2006; Horsford, 2010; Noguera, 2003; Oakes, 1989; Wells et al., 2004). This emphasis on standardization and high-stakes testing has stigmatized, and in many instances, penalized low-income and historically underserved students and communities through the use of student subgroup and school designations. It also largely has ignored the research literature documenting the significant impact poverty, neighborhood context, and related out-of-school factors such as housing, food security, health care, and family supports have on student learning and achievement (See Anyon, 1997; Berliner, 2006; Kozol, 1991; Noguera, 2003; Oakes, 1989).

At the federal level, policy efforts intended to equalize educational opportunities, whether through school desegregation in the 1960s and 1970s, effective schools programs in the 1980s, or most recently, No Child Left Behind, have failed to acknowledge as Berliner (2006) noted, that “all educational efforts that focus on classrooms and schools, as does NCLB, could be reversed by family, could be negated by neighborhoods, and might well be subverted or minimized by what happens to children outside of school” (p. 951). While a number of federal programs have sought to mitigate the negative impacts of poverty and segregation on urban education (i.e., Title I, Magnet Schools Assistance), on April 30, 2010, the U.S. Department of Education’s Office of Innovation and Improvement launched its Promise Neighborhoods program and described it as “the first federal initiative to put education at the center of comprehensive efforts to fight poverty in urban and rural areas” (U.S. Department of Education, 2011).

This report by The Lincy Institute examines the renewed interest in neighborhood-scale education reform as demonstrated by the Promise Neighborhoods program and its implications for education reform in Southern Nevada. More specifically, it offers a brief overview of Promise Neighborhoods, description of the original Las Vegas Promise Neighborhood planning grant application, and discussion of the collaborative activity that LVPN partners have engaged in since to advance the coordinated provision of community-based supports for school success. This report seeks to illustrate how and why the Las Vegas Promise Neighborhood Initiative, and other neighborhood-based education reform efforts hold “promise” for school improvement and success in Southern Nevada. The next section offers a brief overview of Promise Neighborhoods, followed by a description of local efforts in Las Vegas.

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*“If poverty is a disease that infects an entire community in the form of unemployment and violence, failing schools and broken homes, then we can’t just treat those symptoms in isolation. We have to heal that entire community. And we have to focus on what actually works.”*

*— Barack Obama, July 18, 2007*

## What is “Promise Neighborhoods”?

According to the U.S. Department of Education, “Promise Neighborhoods is a competitive grant program that supports cradle-to-career service designed to improve educational and development outcomes for students in distressed urban and rural neighborhoods.” It is carried out under the legislative authority of the Fund for the Improvement of Education, which supports nationally significant programs to improve the quality of elementary and secondary education at state and local levels to help all children meet challenging state academic content and student academic achievement standards. As a place-based strategy for education reform, Promise Neighborhoods seeks to transform underserved schools and communities by:

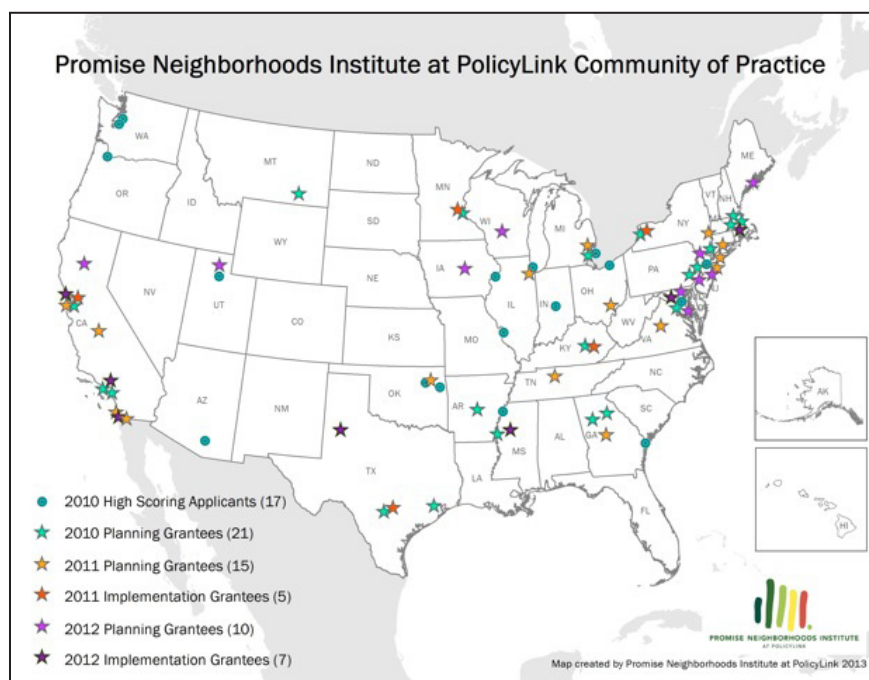
- 1 Identifying and increasing the capacity of eligible organizations (as defined in the notice – see attached) that are focused on achieving results for children and youth throughout an entire neighborhood;
- 2 Building a complete continuum of cradle-through-college-to-career solutions (continuum of solutions) (as defined in the notice) of both education programs and family and community supports (both as defined in this notice), with great schools at the center. All solutions in the continuum of solutions must be accessible to children with disabilities (CWD) (as defined in the notice) and English learners (EL) (as defined in the notice);
- 3 Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies;
- 4 Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and
- 5 Learning about the overall impact of the Promise Neighborhoods program and about the relationship between particular strategies in Promise Neighborhoods and student outcomes, including a rigorous evaluation of the program, according to the 10 results/20 indicators identified in the federal notice.



The Promise Neighborhoods model was inspired largely by Harlem Children's Zone (HCZ) - perhaps one of the most popularized examples of a community-based approach to educational improvement and reform. Founded in the early 1990s by Geoffrey Canada, HCZ is a non-profit organization serving roughly 10,400 children and 10,800 adults through an array of programs "aimed at doing nothing less than breaking the cycle of generational poverty for the thousands of children and families it serves" (HCZ, 2010). These social service, education, and community-building programs include: parenting classes; early childhood education; health education; afterschool programs; a family support center; a college success office; and two public charter schools.

Impressed by this neighborhood-based approach to fighting poverty and creating a pipeline of support for children and families from cradle-to-college and career, in April of 2009, President Obama honored his campaign pledge to replicate the HCZ model by funding the creation of "Promise Neighborhoods" in 20 communities across the country. Through a ten million dollar appropriation, the program officially became a grant fund administered by the Office of Innovation and Improvement, awarding 21 planning grants in September 2010 to high-poverty urban, rural, and tribal communities. Just seven months later, an additional \$30 million was made available for a second round of 10 planning grants with an initial round of 4-6 implementation grants awarded in December 2011 (U.S Department of Education, 2011). In 2012, \$60 million was pledged, which funded seven implementation grants and 10 planning grants (See Appendix A for a list of awardees).

The program has received great attention with more than 339 planning grant applications in 2010 (representing 48 states and the District of Columbia), 234 applications in 2012, and 242 applications in 2012.



\* Information presented in this section of the report reflects data included in the September 2011 LVPN planning grant application and does not represent the most current demographic or student achievement data available at the writing of this technical report. It is included here in slightly edited form solely to present the key elements of the LVPN proposal and provide context for subsequent reviews and discussions concerning the LVPN and similar community-based initiatives.



## The Las Vegas Promise Neighborhood Initiative:

On August 3, 2011, The Lincy Institute convened 26 community stakeholders representing a wide range of education, health, non-profit, and social service agencies and organizations to assess interest in joining forces to apply for a Promise Neighborhood planning grant. This section of the report features portions of the original application submitted September 1, 2011, which designated the Clark County School District Prime 6 Schools Attendance Zone, located in historic West Las Vegas, as the target neighborhood. Although the grant was not awarded, external reviews of the application provided valuable feedback, which have served as a rich resource for follow-up meetings and planning efforts intended to advance the LVPN initiative with or without federal funds. A summary of these technical reviews and recommendations based on those comments are presented in later sections of this report.

Information presented in this section of the report reflects data included in the September 2011 LVPN planning grant application and does not represent the most current demographic or student achievement data available at the writing of this technical report. It is included here in slightly edited form solely to present the key elements of the LVPN proposal and provide context for subsequent reviews and discussions concerning the LVPN and similar community-based initiatives.

### Need for Project

As the most populous region of the state, Las Vegas is home to roughly 1.9 million residents, many of whom are increasingly low-income, immigrant, and children. Of the 309,893 children and youth who attend public schools in the Clark County School District (CCSD), the fifth largest school district in the country, 135,083 (43.7%) qualify for Free and Reduced Lunch (FRL), 126,692 (41%) are Hispanic, and 56,232 (18.2%) are English Language Learners (ELL). In fact, after Los Angeles, Las Vegas has the second largest ELL student population in the nation. For many reasons, including poverty, children in Las Vegas' low-income communities, particularly those who are Black, Latino, and speak English as a second language, face incredible odds for achieving educational success. The research literature on gaps in learning and achievement between low-income Black and Latino students and their middle-to-upper-income White and Asian peers across the educational pipeline are staggering, and reflect not the inability of children from underserved communities to achieve, but their overexposure to out-of-school factors that negatively impact student well being and learning (Berliner, 2009; Edelman, 2011; Sharkey, 2009). Berliner (2009) identified six out-of-school factors: (1) low birth-weight and non-genetic prenatal influences on children; (2) inadequate medical, dental, and vision care, often a result of inadequate or no medical insurance; (3) food insecurity; (4) environmental pollutants; (5) family relations and family stress; and (6) neighborhood characteristics. He suggests these factors are "common among the poor" and limit what schools can accomplish on their own.

Indeed, these factors are commonly found in Historic West Las Vegas, one of the most distressed areas in Clark County and home to CCSD's Prime 6 Schools. With one in four families living in poverty and high concentrations of school-level poverty (86-100% FRL in each of the six non-magnet public elementary schools in this neighborhood), out-of-school conditions contribute to what Marian Wright Edelman

(2011) described as “The toxic cocktail of poverty, illiteracy, racial disparities, violence and massive incarceration, and family breakdown that is sentencing millions of children to dead end, powerless and hopeless lives.” Sadly, this cocktail of social, economic, and educational challenges reflect the depth of need in Historic West Las Vegas, particularly for children attending Prime 6 Schools.

The Prime 6 Schools were created in 1992 as part of CCSD’s voluntary school desegregation plan implemented in response to the West Las Vegas community’s desire to return to neighborhood schools. It was designed to provide innovative educational programs with a multicultural and developmentally appropriate curriculum for PK-5 students and initially included seven traditional public K-5 schools. During the 1993-94 school year, the Prime 6 Schools Plan introduced the beginning stages of its magnet school program, and today, the Prime 6 Schools consist of nine public elementary schools (six traditional, three magnets), which vary in student achievement and overall school performance. No high schools<sup>2</sup> were built in the Prime 6 attendance zone to avoid what would have been a racially segregated school due to housing patterns.

A total of 6,639 children attend school within the Prime 6 area, 3,556 are enrolled in Prime 6 elementary schools; 1,771 attend West Preparatory Academy (a public K-12 school); and 1,312 attend one of the three area charter schools. Of the 1,600 three to four year olds in the area, only 353 (22%) are enrolled in a nursery or preschool. Overall, neighborhood students are disproportionately poor, Black (45%) or Latino (45%), and ELL (30%). In each of the non-magnet Prime 6 schools, 86-100% of students qualify for Free and Reduced Lunch. Of these six elementary schools, two are effective and four are persistently lowest achieving. Both middle schools in the neighborhood are persistently lowest achieving.

In 2009, a research team led by desegregation expert Gary Orfield of the UCLA Civil Rights Project, conducted a study on the Prime 6 Schools. At a special board meeting held August 13, 2009, Orfield reported limited to no improvement in student achievement for Prime 6 students and the emergence of “triple segregation” - increased segregation by race, class, and language. His report found that:

- Students enrolled in Prime 6 schools perform well below the District average on math and reading tests.
- African-American and Latino students enrolled in Prime 6 schools average lower math and reading test scores than African-American and Latino students enrolled in other District schools.
- FRL students enrolled in Prime 6 schools average lower math and reading test scores than FRL students enrolled in other CCSD schools.

Additionally, he discovered that teachers at Prime 6 schools average less years of experience than the district average, far behind their peers in non-Prime 6 schools, and a dire lack of resources for English Language Learners (only \$100 allocated to each child needing ELL services). A youth mapping and data analysis of the Prime 6 neighborhood revealed a disproportionate share of (1) substantiated investigations of child abuse and neglect, (2) juvenile arrests, (3) households with children living in poverty, (4) lowest average daily high school attendance, (5) lowest graduation rates, (6) proficiency exam failures, and (7) high school credit deficiencies - all more than twice the valley-wide average.

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<sup>2</sup> In 1998, Charles I. West Middle School was built as a traditional 6-8th grade middle school. In 2005, it was expanded to K-12. Starting in 2006, the Andre Agassi College Preparatory Academy Charter School gradually added grades 9-12.

## Mission and Purpose

The mission of the Las Vegas Promise Neighborhood (LVPN) is to provide cradle-to-college and career support services to children and families in Historic West Las Vegas through strong schools, leveraged resources, and coordinated community-building efforts that will allow all children in the LVPN to have a safe, healthy, and strong academic start in life. Initially, its main focus will be to turn around persistently low-achieving Prime 6 Schools (Fitzgerald, Kelly, McCall and Williams). Over time, it will serve a greater proportion of students by targeting Prime 6 magnet schools (Carson, Gilbert, Hoggard, and Mackey) and charter schools (Agassi, 100 Academy, Rainbow Dream Academy) as part of a comprehensive continuum of evidence-based solutions. Since it is clear that children in poverty can succeed academically with the proper supports, LVPN seeks to drastically improve access to prenatal care and parenting courses, quality health care, food and security, family support services, and the leveraged community investments that have prepared students in similar circumstances to beat the odds, and collectively, uplift and transform their community.

To ensure LVPN serves as both a site and strategy for neighborhood revitalization and community transformation, the planning process will include parents, children and youth, neighborhood residents, service providers, researchers, community organizers, business leaders, and elected officials. The Lincy Institute will facilitate plan development through a formal, community-based partnership among the following agencies and organizations: The Lincy Institute at UNLV; Clark County School District (CCSD); UNLV Center for Academic Enrichment and Outreach (CAEO); Southern Nevada Enterprise Community (SNEC); City of Las Vegas (CLV); Nevada Partners; Nevada Institute for Children's Research and Advocacy at UNLV (NICRP); Acelero Learning Clark County Head Start; United Way of Southern Nevada (UWSN); Las Vegas Urban League; Family Leadership Initiative; Communities in Schools (CIS); Clark County Department of Juvenile Justice Services (CCJJ); Las Vegas-Clark County Library District; Southern Nevada Health District (SNHD); Southern Nevada Regional Housing Authority (SNRHA); Olive Crest; Culinary Academy of Las Vegas (CALV); and The Smith Center for the Performing Arts.

Through close and ongoing communication among all stakeholders, LVPN will work to integrate programs, break down agency silos, enhance partner capacity, develop a local infrastructure of systems and resources, and scale up effective solutions that will ensure sustainability beyond the LVPN planning year.

## The Neighborhood

The geographically defined area for the Las Vegas Promise Neighborhood (LVPN) is the Prime 6 Schools Attendance Zone, which serves the elementary school children and families of Historic West Las Vegas (See Appendix B for a list of both Prime 6 schools and non-Prime 6 schools within the Prime 6 attendance zone). Prior to the 1960s, West Las Vegas, affectionately known as "The Westside" was a segregated community and home to Southern Nevada's Black middle class, Black-owned businesses, and elementary schools. It enjoyed a thriving economy with family businesses, entertainment districts, and commercial development; but post-desegregation, the area experienced a gradual decline of economic activity resulting in community disinvestment, urban decay, and increasing rates of poverty (City of Las Vegas,

2009). Given Southern Nevada's explosive growth over the last two decades to include many new communities further west of West Las Vegas, the area is now referred to as "Historic West Las Vegas," and defined more broadly, includes portions of the City of Las Vegas, the City of North Las Vegas, and Clark County.

The Prime 6 Schools Attendance Zone includes the area bounded by Cheyenne Ave. to the north, Interstate 15 to the east, US-95 to the south, and Robin St./Tonopah Dr./Simmons St. to the west and consists of Census tracts 2.01, 3.01, 3.02, 35, 36.02, 37, 44 and zip codes 89106, 89032, and 89130. The area overlays large portions of the Southern Nevada Enterprise Community (SNEC), which was designated an "enterprise community" in 1994 by the Secretary of HUD, based on the four key principals of economic opportunity, sustainable community development, community-based partnerships, and strategic vision for change. Since 2005, a governing board of elected officials and residents representing the area has been charged with neighborhood revitalization through infrastructure investment and improvement, and will play a key role in the development of the Las Vegas Promise Neighborhood.

## Framework for Change and Action

LVPN will employ a framework for change and action grounded in the following principles: (1) Strong Families, Strong Neighborhoods, (2) The Educational Opportunity Life Cycle, (3) Community Building and Organizing, (4) Data Systems and Advocacy, (5) Program Evaluation, Accountability, and Improvement. These principles were agreed upon by all partner organizations, align with their respective mission and vision statements, and are described in greater detail in the Preliminary Memorandum of Understanding. The LVPN Framework for Change and Action will guide the development of a new comprehensive continuum of solutions that builds on existing cradle-to-college-and-career initiatives such as the United Way of Southern Nevada's Success by 6® early childhood initiative, a national United Way strategy to improve school readiness through local community change; the Nevada Public Education Foundation's Ready for Life Southern Nevada movement, which aims to connect youth to school and work by age 25; and the Southern Nevada Regional Planning Coalition's Shared Youth Vision initiative, which is part of the federal collaborative designed to improve outcomes for our nation's highest-need youth.

Most importantly, LVPN will align directly with CCSD's newly launched Ready by Exit initiative, which includes the monitoring of several new indicators that will serve as benchmarks to be achieved by June 2016. These include annual progress in the percentage of students who: (1) read on-level in grades one, three, and five; (2) take Advanced Placement (AP) courses; and (3) graduate in four years, are admitted to a postsecondary institution, and do not require college remediation. For children in the LVPN, an evidence-based continuum of solutions will be developed to support growth in these CCSD indicators and guide leveraged and targeted investments at the appropriate life stage to prepare all students for college and/or career.

## A Continuum of Solutions: The Educational Opportunity Life Cycle

According to The Brookings Institution's Center of Children and Families (2013), "More than 40% of children born into the bottom quintile of the American income distribution remain at the bottom as they age into adulthood, while a roughly equal share of children born into the highest quintile remain at the top" (p. 1). Although this lack of upward economic mobility has contributed to the worst wealth gap between rich and poor, and white and non-white communities in U.S. history, research shows that targeted investments at strategic points along the educational and developmental stages of the life cycle (See Appendix C) can significantly improve a child or young person's chance of becoming middle class by middle age, transforming a family, a neighborhood, and ultimately a community.

Given its focus on investments in human capital and social policy reform, and its partnership with Brookings Mountain West (co-located with The Lincy Institute at UNLV), LVPN will use the Brookings Life Stage Policy Model (See Appendix C) as a guide for its community needs assessment and comprehensive continuum of solutions. This model is still under development and will only serve as a guide for LVPN as the goals and policy levers listed may not reflect the needs or most appropriate solutions for Las Vegas or LVPN.

**High-Quality Early Learning Programs and Services.**(Life Stages: Family Formation, Early Childhood). The provision of high-quality early learning programs from birth to third grade is a critical component of LVPN's continuum of solutions. Partnering organizations such as UWSN and NICRP in collaboration with the Nevada State Office of Early Childhood Programs, Casey Family Programs, and The Brookings Institution have brought greater awareness to Las Vegas' parents, educators, business leaders, and policymakers concerning the significance of expanding and investing in early learning opportunities, particularly for children in high-poverty, under resourced communities. While awareness has increased, the time to begin a local longitudinal study of the costs and impacts of early childhood education is now. As a place and strategy, LVPN will serve as an ideal location to invest, evaluate, and expand access to high-quality early childhood centers and programs and build a model for similar strategies in the multiple distressed neighborhoods in Southern Nevada and the Intermountain West.

There are currently four Head Start centers (all operated by Acelero Learning Clark County Head Start) in the LVPN, which serve 408 children, 3 to 4 years old, 90% of whom are at or below the poverty line. There are five Title I Pre-K programs serving 228 students in Booker Elementary School (56 students), Fitzgerald Elementary School (20 students), Kelly Elementary School (56 students), McCall Elementary School (56 students), and Williams Elementary School (40 students). Variety Early Learning Center also provides full-day childcare for low-income families with children from six months to kindergarten, in addition to food programs, health screenings, and a CCSD-funded program that provides developmentally appropriate early childhood education for 3 to 4 year olds with special needs. While these programs are successful and provide great examples of how federal dollars are currently being leveraged in the LVPN, they are not enough.

The availability of high-quality early care programs and services by trained early care providers are even more scarce for children ages 0 to 3 and requires the expansion of existing parenting programs

for expectant mothers such as the SNHD Nurse-Family Practitioner Program, the Sunrise Children's Foundation's Home Instruction for Parents of Preschool Children (HIPPY), and Early Head Start programs (which are not currently offered in the target area). Access to prenatal health care and quality childcare for working parents and caregivers must also be increased in LVPN. Since program evaluation and the development of user-friendly data systems will be critical to measuring the impact of such programs, LVPN will require early care provider partners such as UWSN, Acelero Learning Clark County Head Start, and CCSD to align their school readiness indicators in ways that ensure students are prepared for kindergarten and perform at grade level during the critical K-3 years.

This alignment and the expansion of the Quality Rating Improvement System (QRIS), which was piloted in Spring of 2009, evaluated in 2010 by NICRP, and funded by the State of Nevada Office of Early Care and Education, will be facilitated in the target area by the LVPN Early Learning Network.

**Key indicators:** parental readiness, school readiness, and basic skills acquisition;

**Policy levers include:** prenatal care, parenting programs, high-quality childcare and preschool, and child tax credits.

**PK-12 Education Reforms.** (Life Stages: Early Childhood, Middle Childhood, and Adolescence). Countless district-led reform efforts to remedy a legacy of educational inequality through busing, intra-district transfer plans, CCSD's "Prestige Schools," magnet schools, "Empowerment Schools," "Superintendent Schools," as well as contracts with private educational management organizations, have left the Prime 6 Schools with much reform, but no real change. LVPN seeks to achieve measurable results and meaningful outcomes through comprehensive education reforms, particularly in its persistently lowest-achieving and low-performing schools, by scaling up effective school-based reforms and using both student-level and school-level data to ensure students are not only meeting adequate yearly progress indicators, but are demonstrating academic growth from where they started. This will be possible for the first time since the Nevada Department of Education recently released the state's first growth model representing the collaborative work of the State, CCSD, and Washoe County School District. This model will answer the questions: (1) How much growth did a student make in one year?, (2) How much growth is enough to reach proficient (or advanced status)?, and (3) How much growth have other students made who have the same score history?. Data collected for this model will prove valuable in measuring, for the first time in CCSD, academic growth at the student-level for children in the LVPN.

In addition to the implementation of a new growth model, the timing of LVPN aligns with the recommendations of the Superintendent's Educational Opportunities Advisory Commission (SEOAC), which was created in 2010 and tasked with identifying reform strategies for persistently low achieving schools throughout the district. Given community concerns and reaction to the Orfield report, and the hiring of a new CCSD superintendent, the charge was narrowed to focus on achievement in the Prime 6 Schools with committee recommendations including: hiring a Prime 6 Manager to work directly with Prime 6 Principals and report directly to the Superintendent, granting Prime 6 Schools greater autonomy, establishing high quality 3 to 4 year old preschool programs with strong and effective parent components in every Prime 6 school, a distinct Prime 6 professional staff development program, high-quality ELL

programs, and continuous and transparent communication to the school community regarding student progress and school performance. As part of another large district-level reform effort - the district's realignment from four regional areas into performance zones - Prime 6 Schools were designated as their own performance zone to:

- Increase student achievement by focusing resources on schools with the most need
- Help students transition from elementary to middle school and middle to high school
- Enable ongoing school processes (such as attendance zones, bus transportation, etc.) to remain unchanged for families
- Provide clear expectations for all schools with performance targets
- Reduce the management structure over the schools
- Represent part of the long-term plan to improve school performance

At the school level, the above reforms are taking place within the low-achieving, non-magnet Prime 6 elementary schools, including the "Empowerment School" model, which allows each school to address its own specific needs by allocating resources effectively to ensure that maximum dollars reach students in the classroom. Empowerment involves four elements: engagement, autonomy, resources, and accountability and includes a "pay for performance" model, which outlines incentives for meeting school expectations in student achievement, school environment, school operations, and human/fiscal integrity. The empowerment model aligns with the Race to the Top intervention models by providing operational flexibility and sustained support.

In addition to supporting existing reforms in the neighborhood schools, out-of-school educational solutions will be developed and/or expanded to stem the loss of and maximize learning gains after-school and during the summer months. This includes offering programs such as the Las Vegas Children's Defense Fund Freedom Schools Program that serves one hundred K-8 children at Rainbow Dreams Academy Charter School to children in schools, churches, and community centers throughout the zone, along with after-school and summer tutoring, arts, and cultural enrichment programs.

**Key indicators:** basic skills acquisition, college and career readiness, and preparation for economic success;

**Policy levers:** full-day kindergarten for all children, after-school and summer learning programs, and high-school dropout prevention strategies.

**College and Career Programs.** (Life Stages: Transition to Adulthood, Adulthood). With one of the worst college enrollment and completion rates in the country, Las Vegas' students are in high demand for early and continuous supports to reinforce the importance and benefits of postsecondary education. Most of this assistance is provided by LVPN Partner, UNLV Center for Academic Enrichment and Outreach (CAEO), which received more than \$5 million from the U.S. Department of Education in TRIO grants, to include Upward Bound, GEAR UP, Student Support Services, and Ronald McNair Scholars Institute. These funds will serve 2,303 low-income students, many who live in the LVPN and attend participating



CCSD high schools, to motivate and encourage them to participate in academic programs across the pipeline. Examples of additional programs that will be critical to ensuring LVPN students are college and career ready include: Project 5000 Kids!; YouthBuild (Workforce Connections); Positive Youth Impact (Nevada Partners); Build Nevada; Future Culinary Leaders (Culinary Academy of Las Vegas); Ready for Life Southern Nevada; and most importantly, CCSD's vision of ensuring all students are "ready by exit" meaning they are "prepared to step into college or other postsecondary opportunities and complete without remediation." Partners such as College of Southern Nevada and University of Nevada Cooperative Extension will also play critical roles in ensuring students and parents are exposed to and prepared for college life.

As a member of the Alliance of States for Complete College America (CCA) (The Lincy Institute Senior Resident Scholar of Education serves on the Nevada Team), LVPN will also seek to align college completion rates within the neighborhood to the statewide goals using the data and strategies provided by CCA to increase the number and percentage of Nevada's adults ages 25-34 who have a college degree (currently 28%).

**Key indicators:** preparation for economic success, middle class by middle age;

**Policy levers:** improve high school-to-college transitions, improve school-to-work transitions, improve workforce re-entry programs, expand training opportunities.

**Family and Community Supports.** (Life Stages: All). According to the LVPN Framework for Change and Action, strong families and strong neighborhoods go hand-in-hand, and family and community supports in the areas of quality health care, food and security, social services, education, employment, and safety are essential elements to any comprehensive continuum of solutions. Inviting, engaging, and organizing parents to serve as advocates for their children while providing parenting courses, GED and adult education programs, citizenship and English language courses, and employment training opportunities are critical to supporting low-income families, and in turn, improving educational and developmental outcomes for children. Acknowledging that children are first exposed to the home environment, LVPN seeks to ensure parents are in a position to support their children's physical and mental health, safety, social development, and academic success. This includes building on existing efforts to co-locate multiple public and private family serving agencies and organizations (e.g., social services, child welfare, mental health, and juvenile justice) in one convenient location, providing conditions conducive to cross-agency collaboration, data sharing, and improved service delivery.

In addition to ensuring children and families have access to wraparound and intensive targeted case management in the areas of mental, behavioral, and physical health and well being, the LVPN will support parents, family members, and caregivers in their ability to advocate for their children and all children in the LVPN through community organizing and community building efforts that demand equitable and adequate educational investments and opportunities throughout the neighborhood. These efforts will build on the grassroots work of partners such as the Family Leadership Initiative, Las Vegas Valley Interfaith Sponsoring Committee, and newly established Nevada PTA Urban Family Engagement Initiative, in coordination with The Lincy Institute's partnership with the Annenberg Institute for School Reform at Brown University.

**Key indicators:** middle class by middle age, family income above 300% of poverty, educational attainment;

**Policy levers:** expanding supports for working families (e.g., child care, health care, parental leave).

## Leveraging Neighborhood Assets and Funding

Despite its many challenges, LVPN enjoys several assets that when leveraged, will maximize local neighborhood impact and investments in education, health, social services, and information systems and better position children and families in poverty to beat the odds.

These assets include public and community facilities that feature cultural, recreational, and educational activities, as well as numerous churches, places of worship, and historic buildings (e.g., the Historic Westside School) that are celebrated and represent a legacy of pride and resilience that distinguishes Historic West Las Vegas from many other communities in Southern Nevada. Given their commitment to invest and/or redirect public or private funds toward efforts in the target neighborhood where appropriate, the planning grant will help to formalize many familiar, but informal, relationships and partnerships on the ground in ways that leverage federal, state, local, and private funding to strategically support and sustain LVPN's comprehensive continuum of solutions.

Examples of state and federal funds currently invested in the LVPN include: Head Start, Child Care Subsidy, Child and Adult Food Program (CACFP), Community Development Block Grant (CDBG) (City of Las Vegas and Clark County), Title IV 21st Century Community Learning Center Programs, Title I School Improvement Grant from ARRA Fiscal Year 2009, Workforce Investment Act (youth and adult), Community Service Block Grant (CSBG), Community Action Agency, Juvenile Justice, Child Welfare (foster care, childcare, in state/county custody), Parole and Probation, State Corrections, HRSA Ryan White HIV/AIDS Program, Medicaid, SCHIP, Mental Health, WIC, and Hope VI. A primary objective of the planning process will be to establish a complete and comprehensive list of State and Federal funds invested and identify effective practices for leveraging these funds and capturing resource into the region. As such, LVPN partners would be very interested in participating in a community of practice with other Promise Neighborhood grantees to discuss, share, collaborate, and reflect on the most successful strategies for breaking down silos, working across systems, sharing data, improving service delivery, and providing real-time solutions.

### Community Needs Assessment and Segmentation Analysis

The community needs assessment and segmentation analysis of the target area will determine levels of educational and developmental need according to the following life stages: Family Formation (conception to birth), Early Childhood (infancy-5), Middle Childhood (6-11), Adolescence (12-18), Transition to Adulthood (19-29), and Adulthood (30-40). Starting with 58 education, family and community support, and locally identified indicators, this assessment will also measure neighborhood level indicators to measure community health, perceptions concerning access to education, recreational, social, and health-related services, and overall quality of life. Data sources will include school records, social service provider

records, health district records, focus group interviews, citizen advisory panels, neighborhood surveys, and multi-case studies.

Once the data is collected, research team members will clean, analyze, and report the data to include the indicators listed in Appendix D, and conduct a segmentation analysis to determine the level of need among LVPN's children and families. Through the use and coordination of child and family-level data (using unique identifiers), a strategy for distributing resources to children and families according to need will be developed in ways that ensure no gaps in time or resources in their delivery. Rather than using demographic data points such as race/ethnicity, gender, FRL, and ELL, the LVPN Project Team aims to view its established indicators through a tiered system that will determine which children and families are in lowest to greatest need and how and when to make targeted investments that will achieve positive and measurable results.

## Evidence-Based Solutions: Driving Results, Leading Change

When individual, family, and community supports are emphasized, the presence of the following protective factors have been observed throughout the life cycle: secure attachment (infancy and early childhood), good peer relations (middle childhood), emotional self-regulation and good coping and problem-solving skills (adolescence), and self-sufficiency and future orientation (early adulthood) (National Research Council and Institute of Medicine, 2009). And while all individuals require social supports, these are particularly critical for vulnerable populations such as children and families in poverty. Research has demonstrated a strong relationship between social supports and a host of positive youth and family well-being outcomes including educational, financial, and health (Collins, Spencer, & Ward, 2010; Sarason, & Sarason, 2001; Uchino, 2004; Wills & Shinar, 2000), which is why LVPN will emphasize the improved, targeted, and strategic provision of these supports in ways that will improve educational and developmental outcomes for children in the LVPN.

Other supports include the development of an early learning network to increase the number of children who participate in early childhood education programs, which according to the High/Scope Perry Preschool Study through Age 40, increases a child's likelihood of better attitudes toward school, school achievement, greater rates of employment, economic success, fewer lifetime arrests, and home ownership later in life (Schweinhart, Montie, Xiang, Barnett, Belfield, & Nores, 2005). By starting early, and having access to after-school and summer learning programs, which significantly stems the loss of learning experienced by underserved children during the summer (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996; Alexander, Entwisle, & Olson, 2007), the LVPN will work to ensure youth graduate high school ready for college and career, and on the path to becoming middle class by middle age (The Brookings Center on Children and Families, 2013). Furthermore, the benefits of a longitudinal data system that collects high-quality data on how individual students perform over time are well documented and include: monitoring the progress of each individual student; diagnosing the condition and prescribing a solution when data indicates that a student needs help; identifying internal best practices (internal benchmarking); identifying external best practices (external benchmarking); performing predictive analysis

based on past performance; and evaluating specific programs or schools (Dougherty, Mellor, & Smith, 2007).

Fortunately, proposed strategies to achieve positive outcomes at the child, family, and neighborhood level are well documented, but require planning, coordination, and political will, all of which are particularly promising in the LVPN given the expertise, experience, and commitment represented by the applicant and partners convened for this project.

## Proposed Management Plan

A premier urban research institution serving the Las Vegas metropolitan area, University of Nevada, Las Vegas (UNLV), through its extensive community partnerships and outreach, consistently reflects its commitment to not only research and academic programs, but to solving regional problems and serving its local communities. Since its first classes were held on campus in 1957, UNLV has transformed itself from a small branch college into a thriving urban research university with more than 28,000 students and 3,100 faculty and staff. It has also continued growth in its ability to secure research and private resources through its Office of Sponsored Programs and nonprofit arm, the UNLV Foundation. Since 2008, the UNLV Office of Sponsored Programs has received more than 1,065 federal awards totaling more than \$224.5 million in external funds for scholarly, professional, and creative activities. During those same years, the UNLV Foundation raised more than \$113.4 million in private support to include a \$14 million gift from The Lincy Foundation (now UCLA Dream Fund) to create The Lincy Institute, a research institute established to study and address the severe challenges facing Southern Nevada and the state, particularly its persistent underinvestment in schools, public health, the social sector, and integrated data systems.

Serving as a university-based resource hub that connects cutting-edge research and analysis to policy and practice across state, local, and private-agency boundaries, The Lincy Institute at UNLV is responsible for coordinating, facilitating, and supporting community partnerships in the areas of education, health, social services, and information technology. This role, coupled with its charge to capture an increased share of federal and private investment in Las Vegas and the state, has been met with great interest from schools, community-based groups, policymakers, non-profit organizations, and service providers who see the value of program and systems integration for improved outcomes and greater access to state and federal program funding and private resources. As such, The Lincy Institute is well positioned to serve as a key convener among the region's diverse and dynamic community organizations in ways that enhance local capacity and leverage existing resources and relationships for neighborhood-level revitalization, transformation, and sustainability.

Its team includes an Executive Director (who also serves as Executive Director of Brookings Mountain West); one Associate Vice President for Community Relations; one Business Manager, and four Senior Resident Scholars who engage in research activity (50% FTE) and community outreach (50% FTE) in the areas of education, health, social services, and information technology, respectively. The Lincy Institute Scholars, who are experienced faculty members, researchers, and/or administrators in their respective content areas, will be directly involved in the planning, development, and management of LVPN,

particularly the coordination of partner activities and cross-agency collaboration based on their extensive networks and relationships in the field. In the last six months alone, examples of the team's ability to forge key partnerships and lead major funding initiatives designed to strengthen families, neighborhoods, and community building through leveraged public and private resources include:

- A partnership with the Robert Wood Johnson Foundation and Federal Reserve Bank as part of its Healthy Communities Initiative. The target area for this project is Ward 5 of the City of Las Vegas, which includes roughly 50% of the LVPN target area.
- In Summer 2011, after consultation with The Lincy Institute on the availability of projects in high-needs communities requiring capital investment, Clearinghouse CDFI announced they will open an office in Las Vegas office by the end of 2011 and is working closely with Lincy staff to identify areas requiring low-interest loan support, to include projects in the LVPN.
- In Fall 2011, the national team from Local Initiatives for Sustainable Communities (LISC) will spend 3-days in Las Vegas to conduct a community needs assessment to determine capacity for economic sustainability and creation of a Las Vegas office. This community needs assessment is being funded by The Lincy Institute at UNLV and its local banking partners at Bank of America, Wells Fargo Bank, and Citibank and is a result of relationship development by The Lincy Institute, Building HOPE Nevada, and other community partners.

### **LVPN 2012 Collaborative: Partnership Alignment, Coordination, & Accountability**

The yearlong LVPN planning process will require a clearly defined operational structure that includes an experienced management team, local and state government officials, local advisory board that reflects the needs of and familiarity with the target area, and smaller planning councils tasked with specific components of the plan. To ensure the knowledge, expertise, and perspectives of all partners and stakeholders are incorporated into the plan (i.e., neighborhood residents, parents and students, school teachers and principals, community organizers, elected and government officials, community-based researchers, and local service providers), the LVPN 2012 Collaborative will be developed and led by the LVPN Management Team in direct partnership with the Southern Nevada Enterprise Community (SNEC) Governing Board, LVPN Advisory Board and LVPN Planning Councils to develop a rigorous neighborhood plan that can be implemented and sustained upon completion.

The LVPN 2012 Collaborative will represent the formal partners with documented programmatic and/or financial commitments in the LVPN Memorandum of Understanding and be required to meet regularly and as-needed to share new research, relevant data, case studies, problems of practice, and professional development opportunities to identify and solve problems in a strategic, timely, and coordinated fashion. Informal partners will not be required to attend such meetings or complete planning activity tasks, but will be invited to participate given their programmatic experience, relationships, and desire to support the planning and development of the LVPN.

The LVPN Management Team will be responsible for the day-to-day management of the LVPN planning activities and consist of one Project Director/Principal Investigator, one Director of Research and Evaluation, two Research Advisors, one Program Manager, two Program Coordinators, and one Graduate Assistant. (Detailed descriptions of each position are presented in the Budget Narrative). In addition to managing the community needs assessment and all related activities during the planning year, this team will ensure partners understand their respective roles in the planning process, maximize their

programmatic and financial contributions, and are held accountable to any and all commitments made.

A key partner in the LVPN planning process is the Southern Nevada Enterprise Community (SNEC) Governing Board, a legislatively authorized governing body that consists of elected officials who represent the geographic target area on the Las Vegas City Council, North Las Vegas City Council, Clark County Commission, Nevada State Assembly, and Nevada State Senate, two neighborhood residents, and one business representative from the enterprise community. Monthly SNEC meetings are publicly noticed, recorded, and maintained by local city, county, and state staff. This partnership is critical as it positions LVPN within the existing comprehensive neighborhood revitalization plan, which is under the supervision of SNEC. A closely aligned partnership with SNEC will ensure key constituencies and elected representatives of the area provide input and direction concerning community needs, issues, and concerns, along with resources and funding opportunities that may help support neighborhood revitalization and community transformation. SNEC will also serve as a resource for identifying, documenting, and/or assessing community needs and potential policy barriers, while helping to leverage community assets through the relationships and resources that exist at the federal, county, municipal, and neighborhood levels.

The LVPN Advisory Board will consist of eleven members: three SNEC board members (two elected officials, one neighborhood resident) and advisory members assigned to each of the eight LVPN Planning Councils. As such, this advisory board will serve as an important partner to the LVPN Management Team by providing direction and offering recommendations that reflect the interests, perspectives, and concerns of individuals who live and work in the LVPN or were elected to represent the constituents who live and work in the LVPN. Each LVPN Planning Council will consist of (a) representatives from each partner organization, (b) local service providers, and (c) neighborhood residents (to include parent and youth representatives) according to the following eight focus areas: (1) Early Learning Network, (2) Effective Schools, (3) College and Career Programs, (4) Family and Community Supports, (5) Arts, Culture, and Humanities, (6) Program Evaluation, (7) Data Systems, and (8) Neighborhood Sustainability. The advisory board members on each planning council must be either a (1) LVPN resident, (2) parent of student attending an LVPN school, or (3) student or former student who attended an LVPN school who can represent a youth perspective on the advisory board.

On December 5, 2011, LVPN partners met to review the eight proposed planning councils. They later suggested the creation of two additional councils. (See Appendix E for a list of planning councils and descriptions). This was an initial attempt to develop a comprehensive governance structure in accordance with the LVPN mission and objectives.

To ensure instant communication and rapid time data are available to all members of the LVPN 2012 Collaborative, the Data Systems Planning Council (to be chaired by the Research Advisor for Data Systems) will establish and monitor an account on Chatter ([www.chatter.com](http://www.chatter.com)) to allow instantaneous and convenient access to planning activity materials such as meeting agendas, meeting minutes, reports, schedule of data collection activities, and most importantly, updates on the progress of the needs assessment in one, easy to access location. Another critical component to project success will be partner

accountability. Through the legislatively created SNEC governing board, partners will be held accountable through (1) commitments outlined in the Preliminary Memorandum of Understanding (MOU), (2) incentive-based funding for formally coordinated efforts, such as those supported by an MOU, and (3) policy recommendations provided by the LVPN Planning Councils, which can result in local and state policy and laws being modified, implemented, and enforced.

### **Data Collection, Analysis, and Advocacy**

The LVPN 2012 Collaborative will lead two distinct, but interrelated digital initiatives that will promote a data-driven approach to identify and understand challenges at the child, family, neighborhood, and community levels; to assist with the decision-making process when providing solutions; and to measure outcomes and create performance reports. The first initiative is a database that will be fully designed, developed, and used during the planning year. This database will assist with the comprehensive needs assessment and segmentation analysis that will be conducted by the Collaborative with direct research and technical assistance provided by the LVPN Management Team and Research Analysts from NICRP. Based on its extensive academic knowledge and practical experience background, The Lincy Institute at UNLV will provide all the technical assistance with the design, development, and housing of this database, which will store the data collected to track education, family and community support, and neighborhood level indicators.

For the long-term use of information for learning, continuous improvement, and accountability, a longitudinal data system solution and a vendor to provide that solution will be chosen based on the criteria and functions suggested by the Promise Neighborhoods Institute. This data system will be designed to track individuals at each stage of development from pregnancy to emerging adulthood. During the overall life cycle of the system, The Lincy Institute at UNLV, in collaboration with its partners, will oversee the processes of required analysis; design, development, and maintenance of the database; the data quality; and generation of reports that monitor the performance of the overall LVPN effort. The planning year will focus on interacting with prospective vendors and considering alternative solutions; choosing the appropriate system; and identifying functional and user requirements for the design.

### **Integrating and Leveraging Public and Private Resources**

Much like the digital initiatives described above, the integration and leveraging of public and private resources within and for the LVPN will require short-term and long-term solutions that ensure stakeholder coordination and neighborhood sustainability. This ability to coordinate efforts, integrate programs, and leverage public and private funding streams in efficient and fair ways will require steadfast commitments from all partners, which are documented in this application's Preliminary MOU. Now that this collective commitment has been made, a plan must be developed that not only identifies and presents a continuum of cradle-to-college and career solutions, but also outlines the process for how this will be accomplished - a process that is tactical, practical, and replicable. The success of this process, its impact on student achievement, and in turn, community transformation, will rely on the ability of stakeholders to work in a more coordinated, comprehensive, and direct fashion that meets people where they are, is culturally relevant and sensitive, and is interested in the long-term success of children and families beyond standard program requirements and compliance.



Many LVPN families are clients enrolled in multiple systems. Depending on family circumstance, a family in need may have anywhere from five to seven case managers providing them “service supports” yet resulting in no long-term impact or plan for self-sufficiency. The fact that each system has its own set of eligibility and program requirements, efforts are duplicated, and other needs never addressed, children and families remain in crisis despite time and resources invested. As a place and strategy, the LVPN seeks to fundamentally and radically change the ways in which agencies interact in order to integrate and improve program and service delivery by breaking down silos, forging relationships grounded in trust, and sharing resources and best practices in order to yield more positive, visible, and meaningful outcomes for LVPN children and families.

Local service providers and non-profit organizations are always in competition for funding. As the lead agency, The Lincy Institute will work to mitigate the high-stakes competition among partner agencies, which often undermines the ability to bring a much larger overall share of resources to Las Vegas. As part of the planning year, the LVPN Planning Council will be tasked with conducting costs analyses for their focus area to determine the potential cost savings and additional funding that could come to Nevada and Clark County as a result of leveraging, as well as early and strategic investment. These costs analyses would not only inform the LVPN resource and sustainability plan, but demonstrate to key stakeholders and decision-makers the substantial yields and costs savings that will result from leveraged and targeted community investment.

The ability for partners to integrate and leverage public and private funding streams and limited resources will be more important now than ever before. As passed in the 2011 legislative session, state funding for social services such as child welfare services, emergency rental/housing assistance, food assistance, household utility programs, will not be issued as budget line items. Instead, they will be provided in the form of block grants, which will provide greater flexibility at the county level to support programs that demonstrate interagency collaboration and effectiveness, providing yet another incentive for coordinated efforts among partners. Cost savings resulting from LVPN efforts can also be reinvested into the LVPN through block grant funding and prepare partners for future plans by the legislature to establish incentive-based block grant funding that will reward counties for achieving determined outcomes.

## Lessons Learned from the Federal Competitive Grant Process

Although the 2011 LVPN planning grant application did not result in a grant award, participation in this competitive federal grant process did generate invaluable feedback through its external review process. Technical comments from three expert peer reviewers with backgrounds in education reform, community and youth development, and organizational strategy and policy proved valuable in helping LVPN partners better understand the strengths and weaknesses of the original application. Not only did this feedback serve as an important foundation for future proposal development, but also the more transformational work of community capacity-building and development, which demand sophisticated approaches to sharing data, leveraging funding streams and resources, and using evidence-based approaches to improving community indicators.

A summary of reviewer comments provided by the U.S. Department of Education are shown in Appendix F. These comments are based on the following grant application selection criteria: (a) Need for Project, (b) Quality of Project Design, (c) Quality of Project Services, and (d) Quality of the Management Plan. For the purpose of this report, this summary presents reviewer comments followed by “lessons learned” according to the following six areas that emerged as shared themes and concerns across the three reviews: (a) Participation of Neighborhood Residents, Parents, Children, and Youth, (b) Theory of Change and Action, (c) Continuum of Care, (d) Connecting Indicators and Evidence-Based Solutions, and (e) Aligning and Integrating Data, Resources, and Funding Streams.

## Building Capacity for Community-Based Education Reform

After its December 4, 2011 meeting to discuss next steps for the LVPN Initiative and receiving technical reviews in January of 2012, The Lincy Institute invited LVPN Partners to a convening on May 29, 2012 with Dr. Michael McAfee, Director of the Promise Neighborhoods Institute at PolicyLink. The purpose of the convening was to provide LVPN Partners with a national perspective of Promise Neighborhoods, share how the model was being implemented in other communities, and offer guidance as to how the model could improve educational outcomes in Las Vegas. Dr. McAfee explained how the Promise Neighborhoods program was a critical component of the White House Neighborhood Revitalization Initiative (July, 2011), representing “a bold new approach to helping neighborhoods in distress transform themselves into neighborhoods of opportunity through integrated, comprehensive support” (p. 1). According to the White House Neighborhood Revitalization Initiative Report, the key elements of an effective strategy include:

1. Resident engagement and community leadership
2. Developing strategic and accountable partnerships
3. Maintaining a result focus supported by data
4. Investing in and building organizational capacity
5. Alignment of resources to a unified and targeted impact strategy

These strategies were discussed within the context of Las Vegas with the acknowledgment that while other communities have enjoyed decades of experience in community building, such integrated approaches would require extensive planning, capacity building, and coordination in Southern Nevada. In fact, Dr. McAfee explained that Promise Neighborhoods awardees demonstrated a history of engaging in collaborative work and committed to advancing their children from cradle-to-college and career, and that the standard set should be “what we want for our own children.”

## Theory of Change and Theory of Action

One of the identified weaknesses in the LVPN application was the lack of a clear Theory of Change and Theory of Action. Dr. McAfee described the Theory of Change as “how” you get the job done and the Theory of Action as “who” can get the job done. He strongly recommended the use of the Promise Neighborhoods’ “10 Results and 20 Indicators” as the LVPN’s Theory of Change and lining up the partners who are experienced and effective in making progress on these indicators to advance a Theory of Action (See Appendix G for a list of the 10 results and 20 indicators). Given the ongoing conversation in Southern Nevada about the need to establish a shared set of indicators to measure our progress in serving children and families, the Promise Neighborhoods results and indicators provide an ideal starting point. They are easily accessible, manageable in number and scope, and ensure that local community-based efforts will result in progress on these measures.

## The Role, Qualifications, and Selection of a Lead Agency

Another key recommendation was concerning the role, qualifications, and selection of a lead agency for the LVPN Initiative. During the May 2012 meeting and follow-up meeting facilitated by Dr. McAfee on June 28, 2012, community partners from the original application agreed it was still important to move forward with the LVPN planning process in order to position Las Vegas and the state for future private and public funding opportunities. After a series of meetings convened by The Lincy Institute and attended by representatives from partnering organizations, this working group became the Las Vegas Promise Neighborhood (LVPN) Working Group and charged with advancing the LVPN Initiative in ways that leverage existing community assets, partnerships, and resources.

The LVPN Working Group participated in small and large group work sessions designed to (1) to develop a list of desired qualifications of a lead agency for the LVPN initiative and (2) to develop and initiate an Request for Proposal (RFP) process for agency selection. After extensive deliberation, work session participants concluded that going forward, the lead agency meet the following four qualifications:

**Internal capacity.** The lead agency must demonstrate basic competencies to include strong fiscal internal controls, experience managing large federal grants, program evaluation experience, and a results-oriented culture centered on improving the lives of children, families, and communities.

**Ability to secure matching funds.** The lead agency must demonstrate the capacity and experience necessary to secure matching actual and in-kind dollars, which is a requirement for the Promise Neighborhood program planning grant application (i.e., a request for \$500,000 requires a \$500,000 actual/in-kind match).

**Governing board support.** The lead agency must reflect a clear demonstration of support by the organization's governing body that reflects its interest in committing human and financial resources to the LVPN Initiative.

**Credibility as community partner and leader.** The lead agency must have grounding and standing in the community and the credibility to convene multiple and diverse stakeholders and partners. This should include a history of working in/with the target neighborhood, a positive community perception, and the ability to engage the right people with the right skills.

After more deliberation concerning possible organizations in Southern Nevada who could serve as the LVPN Lead Agency based on these qualifications, the LVPN Working Group supported the idea of developing a public process for identifying a lead agency to advance this work. The LVPN Initiative – Lead Agency RFP process was the result of the LVPN Working Group's interest in selecting a qualified agency (as defined by the Promise Neighborhoods grant program) to lead and convene key stakeholders in the development of a Las Vegas Promise Neighborhood community plan and apply for a Promise Neighborhoods grant in 2013 should funds be available.

## Engaging Multiple Constituencies and Community Stakeholders

As a key partner in this effort, the Southern Nevada Enterprise Community (SNEC) Governing Board provided technical assistance and administered the RFP process on behalf of the LVPN Proposal Evaluation Committee. As noted earlier in this report, SNEC is a legislatively authorized governing body that consists of elected officials who represent the geographic target area on the Las Vegas City Council, North Las Vegas City Council, Clark County Commission, Nevada State Assembly, and Nevada State Senate, two neighborhood residents, and one business representative from the enterprise community. Monthly SNEC meetings are publicly noticed, recorded, and maintained by local city, county, and state staff.

This partnership was critical as it positions the LVPN Initiative within the existing comprehensive neighborhood revitalization plan, which is under the supervision of SNEC. A closely aligned partnership with SNEC helps to ensure key constituencies and elected representatives of the area provide input and direction concerning community needs, issues, and concerns, along with resources and funding opportunities that may help support neighborhood revitalization and community transformation. SNEC can also serve as a resource for identifying, documenting, and/or assessing community needs and potential policy barriers, while helping to leverage community assets through the relationships and resources that exist at the federal, county, municipal, and neighborhood levels.

Finally, and perhaps most importantly, the community RFP process addressed one of the weaknesses identified in the original LVPN application - the role of community residents and stakeholders in the planning process. It allowed organizations interested in serving as the lead agency to apply for the role; the community to vet the organization through a public process; and avoid competing applications from multiple agencies or organizations in the greater Las Vegas area.

## Recommendations and Conclusion

The shift from formula-based funding for education toward a politics of competition and cross-sector collaboration as a reform strategy presents both important challenges and opportunities for Southern Nevada. Historically, Clark County has proved unsuccessful in accessing and leveraging federal funds even when an abundance of private dollars from the gaming and construction industries supported its local and state economy. The establishment of The Lincy Institute at UNLV, which has already resulted in partnerships with nationally recognized funders (i.e., LISC, Clearinghouse CDFI) interested in leveraging public and private dollars in Las Vegas' distressed communities, reflects this shift in how Las Vegas is actively seeking to forge partnerships and foster collaboration to identify and solve our community and region's unique and complex social and economic problems.

Southern Nevada's children deserve high quality early learning programs and centers, effective schools and teachers, summer and after-school programs, recreational facilities, arts and humanities education, nutritious foods, quality health care, college and career readiness programs, and caring adults who are similarly supported in their education and dreams for a better future. The Lincy Institute at UNLV and its community partners seek to develop a plan for a Las Vegas Promise Neighborhood grounded in this belief and guided by a vision where each child in the LVPN will attend school ready to learn and graduate from high school ready for life. For these children and families, and those who serve and support them, the stakes are high. Despite the cards we have been dealt as a community, we remain committed to our children, and by fulfilling our promise to them, strengthening their schools, and supporting their families to revitalize and transform underserved neighborhoods, we can beat the odds.

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**2012 Implementation Grants**

<b>Applicant Name</b>	<b>Location</b>	<b>Award</b>
Boston Promise Initiative	Boston and Roxbury, MA.	\$1,485,001
Chula Vista Promise Neighborhood	Chula Vista, CA	\$4,998,609
East Lubbock Promise Neighborhood	Lubbock, TX	\$3,263,789
Five Promises for Two Generations (DCPNI)	Washington, DC.	\$1,967,748
Indianola Promise Community	Indianola, MS.	\$5,997,093
Los Angeles Promise Neighborhood	Los Angeles, CA	\$6,000,000
Mission Promise Neighborhood	San Francisco, CA	\$6,000,000

**2012 Planning Grants**

<b>Applicant Name</b>	<b>Location</b>	<b>Award</b>
Adams County Promise Neighborhood Initiative	Adams County, WI.	\$499,997
Camden Cooper Lanning Promise Neighborhood	Camden, NJ	\$499,654
Cypress Hills Promise Neighborhood	Brooklyn, NY	\$371,222
The Everett Freeman Initiative	Corning, CA.	\$499,766
Langley Park Promise Neighborhood	Langley Park, MD.	\$500,000
Many Flags Promise Neighborhood	Rockland, Cushing, Owls Head, St. George, Thomaston, and South Thomaston, ME	\$348,169
Newark Fairmount Promise Neighborhood	Newark, NJ	\$498,772
Ogden United for Promise Neighborhoods	Ogden, UT	\$498,301
Promise Heights, A Promise Neighborhood	Baltimore, MD	\$499,735
Rogers Promise Neighborhood Project	Marshalltown, IA	\$495,98

## 2011 Implementation Grants

Applicant Name	Location	Award
Westminster Foundation	Buffalo, NY	\$1,499,500
Westminster	Buffalo, MN	\$5,664,925
Northside Achievement Zone	Minneapolis, KY	\$5,993,546
United Way of San Antonio and Bexar County	Washington, D.C.	\$4,364,141
Indianola Promise Community	Indianola, Miss.	\$3,964,289

## 2011 Planning Grants

Applicant Name	Location	Award
Mission Economix Development Agency	San Francisco, CA	\$500,000
Reading and Beyond	Fresno, CA	\$484,678
Mercer University	Macon, GA	\$499,980
Community Action Project of Tulsa	Tulsa, OK	\$500,000
Thomas and Jeanne Elmezzi Foundation	New York City (Queens), NY	\$500,000
South Bay Community Services	Chula Vista, CA	\$500,000
Black Family Development	Detroit, MI	\$500,000
Children Youth and Family Services	Charlottesville, VA	\$470,259
CAMBA, Inc.	New York City (Brooklyn), NY	\$500,000
SGA Youth and Family Services	Chicago, IL	\$500,000
Ohio University	Glouster, OH	\$468,146
Meriden Children First	Meriden, CT	\$465,635
Martha O'Bryan Center	Nashville, TN	\$500,000
Catholic Diocese Albany	Town of Greenport, Hudson, NY	\$499,224
Campo Band of Mission Indians	Campo, CA	\$168,634

**2010 Planning Grants**

<b>Applicant Name</b>	<b>Location</b>	<b>Award</b>
Abyssinian Development Corporation	New York, NY	\$471,740
Amherst H. Wilder Foundation	Saint Paul, MN	\$500,000
Athens-Clarke County Family Connection	Athens-Clarke County, GA	\$500,000
Berea College	Clay, Jackson, and Owsley Counties	\$500,000
Boys and Girls Club of the Northern Cheyenne Nation	Northern Cheyenne Reservation, MT	\$499,679
California State University East Bay	Hayward, CA	\$499,406
Cesar Chavez Public Policy Charter High School	Washington, DC	\$500,000
Community Day Care Center of Lawrence	Lawrence, MA	\$500,000
Delta Health Alliance, Inc.	Indianola, MS	\$332,531
Dudley Street Neighborhood Initiative	Boston, MA	\$500,000
Lutheran Family Health Centers/Lutheran Medical Center	Brooklyn, NY	\$498,614
Morehouse School of Medicine, Inc.	Atlanta, GA	\$500,000
Neighborhood Centers, Inc.	Houston, TX	\$500,000
Proyecto Pastoral at Dolores Mission	Los Angeles, CA	\$499,524
The Guidance Center	River Rouge, MI	\$500,000
United Way of Central Massachusetts, Inc.	Worcester, MA	\$456,308
United Way of San Antonio & Bexar County, Inc.	San Antonio, TX	\$312,000
Universal Community Homes	Philadelphia, PA	\$500,000
University of Arkansas at Little Rock	Little Rock, AR	\$430,098
Westminster Foundation	Buffalo, NY	\$500,000
Youth Policy Institute	Los Angeles, CA	\$500,000

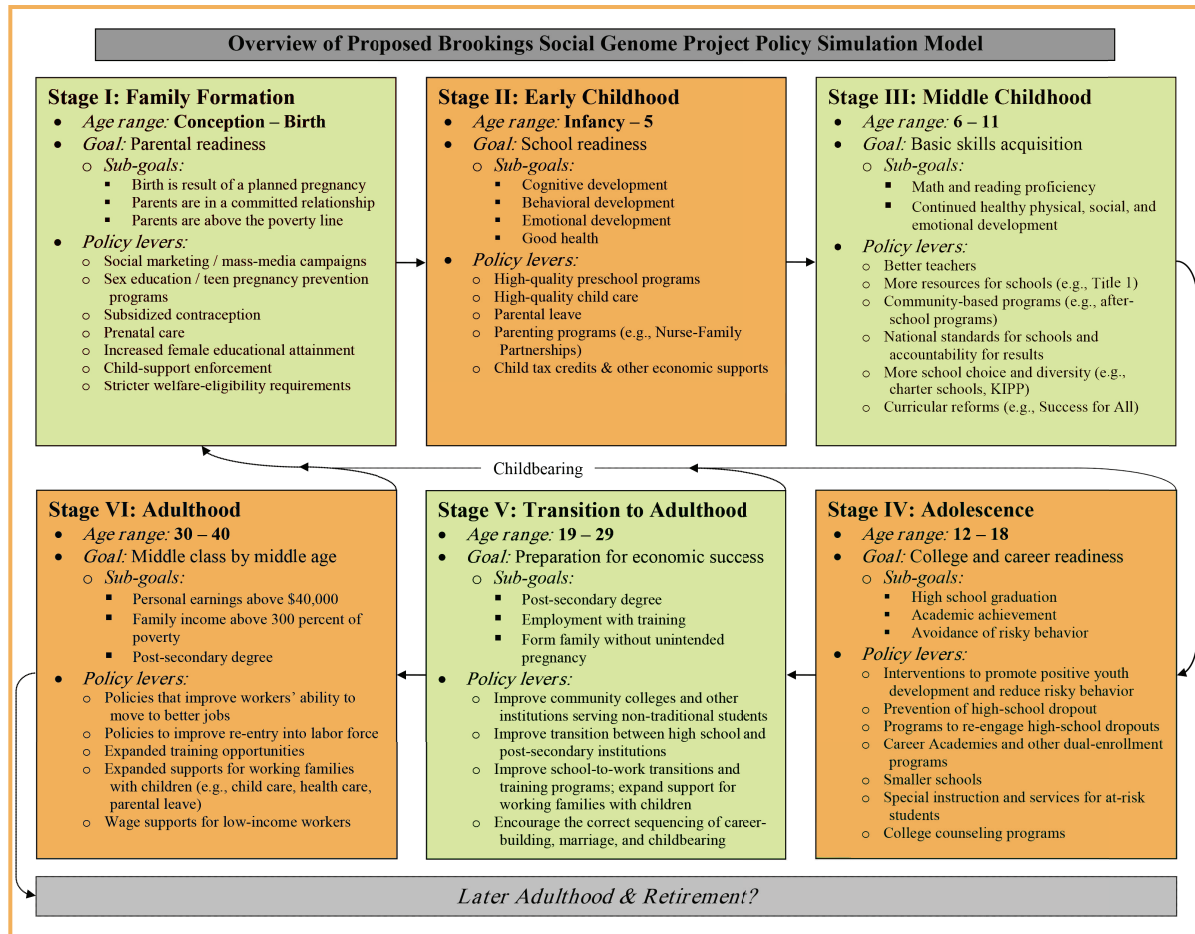
**Prime 6 Schools (Traditional and Magnet), 2010**

School Name	Designation	School Type
Kermit R. Booker, Sr. Elementary School	Effective	Traditional
Kit Carson Elementary School	Persistently lowest achieving	Magnet (converted for 2011-12 school year)
H.P. Fitzgerald Elementary School	Persistently lowest achieving	Traditional
C.V.T. Gilbert Elementary School	Low-performing	Magnet
Mabel Hoggard Elementary School	Effective	Magnet
Matt Kelly Elementary School	Persistently lowest achieving	Traditional
Jo Mackey Elementary School	Effective	Magnet
Quannah McCall Elementary School	Persistently lowest achieving	Traditional
Wendell Williams Elementary School	Effective	Traditional

**Non-Prime 6 Schools located within the Prime 6 Attendance Zone**

School Name	School Performance	School Type
Andre Agassi College Prep Academy	Effective	K-12 Charter
Desert Rose Adult High School	N/A	Adult Education
100 Academy of Excellence	Persistently lowest achieving	K-8 Charter
Jeffrey Behavioral Jr/Sr High School	Effective	Alternative
Rainbow Dreams Academy	Effective	K-5 Charter
West Preparatory Academy at Charles I. West Hall	Persistently lowest achieving	K-12 Traditional

## Brookings Social Genome Project Policy Model



## The Educational Opportunity Life Cycle (adapted from Brookings Center on Children and Families)

Life Stage	Ages	Policy Questions
Family Formation	Conception – Birth	Are Adults Ready to be Parents?
Early Childhood	Infancy – 5	Is Child School Ready?
Middle Childhood	Ages 6 – 11	Is Student Acquiring Basic Skills?
Adolescence	Ages 12 – 18	Is Adolescent Preparing Appropriately for College/Career?
Transition to Adulthood	Ages 19-29	Does Young Adult Attain Postsecondary Degree or
Adulthood	Ages 30-40	Does Individual Join Middle Class by Middle Age?

## Appendix ..... D

Indicator by Life Stage	Data Source(s)
<b>Stage I: Family Formation (conception to birth)</b>	
# and % of parents who have received on-time prenatal care	Southern Nevada Health District (SNHD)
# and % of parents who participated in prenatal education and/ or parenting classes	SNHD, University Medical Center (UMC)
# and % of expectant parents eligible for publicly funded health insurance programs	Nevada Division of Health Care Financing and Policy (DHCFP)
# and % of expectant parents enrolled in publicly funded health insurance programs	DHCFP
Teenage pregnancy rate	SNHD, UNLV
Low-weight birth rate	SNHD
Premature births	SNHD
Premature infant deaths	SNHD, UNLV
# and % of drug exposed births	Department of Family Services (DFS)
Intact family status at time of birth	SNHD
# and % of parents who did not have high school diploma at time of birth	Survey
<b>Stage II: Early Childhood (infancy-5)</b>	
# and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. (medical home)	Head Start, NICRP
# and % of children birth to kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning	Head Start, NICRP
# and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs (e.g. Early Head Start, Head Start, child care, or preschool)	Nevada Head Start Collaboration and Early Childhood Systems Office
# and % of children who were screened for developmental, social, and sensory concerns during his or her first five years of life	Head Start, NICRP
# and % of children (0-35 months) who are immunized on time	SNHD
# and % of children who suffer from chronic disease (e.g., asthma, diabetes)	SNHD
# of cases of neglect and abuse from 0-5	DFS
# of child deaths	NICRP

Indicator by Life Stage	Data Source(s)
<b>Stage III: Middle Childhood (6-11)</b>	
# and % of students at or above grade level according to State mathematics and reading or language arts assessments in 3rd through 8th and once in high school	CCSD, NV DOE
# and % of students reading on-level in grades 3, 5, and 8	CCSD
# and % of students enrolled in after-school programs	CCSD, surveys
# and % of students enrolled in summer programs	CCSD, surveys
<b>Stage IV: Adolescence (12-18)</b>	
# and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school)	CCSD
# and % of students who are credit deficient	CCSD
# and % of students enrolled in AP courses	CCSD
Teenage pregnancy rates	State of Nevada Division of Child an Family Services (DCFS)
Truancy rates	CCSD
Graduation rate (as defined in this notice)	CCSD
# and % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation	CCSD
# and % of children who participated in after-school learning programs	CCSD, surveys
# and % of children who participated in summer learning programs	CCSD, surveys
Youth risk behavior rates (drugs, alcohol, runaway)	DCFS
# and % of children involved with child welfare system	DCFS



Indicator by Life Stage	Data Source(s)
<b>Stage V: Transition to Adulthood (19-29)</b>	
# and % of youth connected (employed, in college, or military) by 25	Nevada Public Education Foundation (NPEF)
# of adults who have GED	CCSD
# and % of adults enrolled in 2-year college	Nevada System of Higher Education (NSHE)
# and % of adults enrolled in 4-year college or university	NSHE
# and % of adults with a completed 2-year college degree	NSHE
# and % of adults with a completed 4-year college degree	NSHE
# and % of adults involved in criminal justice system	Nevada Department of Corrections (NDOC)
# of deaths	Clark County Office of the Coroner/Medical Examiner (CCOCME)
<b>Stage V: Adulthood (30-40)</b>	
# and % of adults living at or above the poverty line	Clark County
Unemployment rate	Bureau of Labor Statistics
Housing by type	Clark County, SNRHA
Adult risk survey indicators	DCFS
# of deaths	CCOCME
<b>Neighborhood Level Indicators</b>	
Median household income	Clark County
Unemployment rate	Bureau of Labor Statistics
Crime rate	Las Vegas Metropolitan Police Department
Family mobility rate	Clark County, UNLV
Student mobility rate	CCSD
# of homeless children and families	Clark County
Food and security (access to grocery stores, fresh foods)	Three Square
# of accredited early childhood centers	NICRP
% of land designated for recreational activities	CLV, CNLV, Clark County
Environmental and public health indicators	SNHD, UNLV

## Proposed Planning Councils

Planning Council	Purpose
<b>Early Learning Network</b>	To coordinate and develop a comprehensive local early childhood education plan within the LVPN suitable for replication statewide.
<b>Effective Schools</b>	To identify existing barriers to improving student achievement and school performance within the LVPN and offer recommendations for ensuring all students are on track to be “ready by exit.”
<b>College &amp; Career Readiness</b>	To develop strategies for increasing college and career readiness and college completion rates within the LVPN in alignment with statewide and national goals.
<b>Adult Learning and Family Engagement</b>	To develop a plan to increase adult learning and family participation and engagement in child and youth learning through adult education programs and services.
<b>Arts, Culture, &amp; Humanities</b>	To develop strategies for increasing the availability of and access to arts and humanities programs and education, not only at cultural centers, but schools, early childhood centers, places of worship, recreational centers, and other sites frequented by children and youth.
<b>Program Evaluation</b>	To develop a comprehensive program and process evaluation plan to measure the success of LVPN against identified indicators utilizing both quantitative and qualitative measures.
<b>Data Systems &amp; Evaluation</b>	To (1) design, develop, and maintain a database, which will store data collected to track LVPN indicators at the child, family, school, and neighborhood level, (2) manage the data analysis process, (3) develop a solid evaluation plan, and (4) ensure instant communication and rapid time data are available to LVPN 2012 Collaborative Councils during the planning year.
<b>Neighborhood Resources &amp; Sustainability</b>	To develop a 10-year LVPN resource plan that includes strategies for leveraging public and private resources and securing new funding streams to ensure long-term neighborhood sustainability and student success.
<b>NEW COUNCIL: Health Education &amp; Wellness</b>	To develop strategies for improving the overall health and well-being of children and families in the LVPN, including access to healthcare services, healthy community design, and adequate nutrition and physical activity.
<b>NEW COUNCIL: Family Preservation and Support Services</b>	To develop strategies for improving the provision and coordination of family support services to include prenatal care and education, child welfare services, therapeutic counseling, and related social service supports in the LVPN to promote healthy family formation, preservation, and self-sufficiency.

## Participation of Neighborhood Residents, Parents, Children, and Youth

Weakness Identified	Lesson Learned
<ul style="list-style-type: none"> <li>Failure to address whether the target community wants reform or how applicant will determine this at the beginning of the planning year; no description of how applicant will recruit parents, children, or the larger community to participate in this project</li> <li>Inadequate description of how applicant will obtain community buy-in and participation; creating linkages and partnerships with community residents; no evidence presented indicating the community even wants reform</li> <li>No discussion of relationships with school district, individual schools, parents, students or staff or how those relationships will be developed during the planning phase</li> </ul>	<ul style="list-style-type: none"> <li>Articulate a clear strategy to recruit parents, children, youth, families, and neighborhood residents for participation in the LVPN planning process and initiative</li> <li>Demonstrate community buy-in and partnerships with residents and how they are being recruited for participation</li> <li>Outline concrete plans to create linkages with specific a community partners, especially the school district</li> <li>Be more deliberate in selection of students (ages and grade) and schools (low-performing as opposed to effective) to focus on within the target neighborhood and be able to compare to schools in other neighborhoods</li> </ul>

## Theory of Change and Action

Weakness Identified	Lesson Learned
<ul style="list-style-type: none"> <li>Failure to include a clear logic model or theory of change</li> </ul>	<ul style="list-style-type: none"> <li>Replace proposed conceptual framework with a more rigorous logic model and clear theory of change</li> </ul>

## Comprehensive Needs Assessment and Segmentation Analysis

Weakness Identified	Lesson Learned
<ul style="list-style-type: none"> <li>When discussing the needs of public school children, applicant fails to differentiate between grades 1-12 and no age-related targeted interventions are described; inadequate discussion of early childhood development needs</li> <li>Inadequate description of how comprehensive community needs assessment and segmentation analysis will be conducted</li> </ul>	<ul style="list-style-type: none"> <li>Present a clear methodology for conducting the needs assessment and segmentation analysis, to include data analysis and utilization of findings</li> </ul>

Design, Management, and Implementation of Continuum of Care

Weakness Identified	Lesson Learned
<ul style="list-style-type: none"><li>• The applicant included too much about past reforms without addressing applicant’s role, if any, in these reforms, and how they impact the current proposal</li><li>• Applicant failed to identify any experience or lessons learned with a project similar to PN</li><li>• No plan on how to integrate services into a continuum of care – e.g. what will this actually look like? How will services be obtained? How do people access the correct type and level of service?; no discussion of each partner’s specific role in the PN system</li><li>• Failure to describe a process for determining levels of service within the LVPN or identifying the highest needs areas</li><li>• There is also no plan for the roles each partner will play in service delivery and how they will be held accountable.</li></ul>	<ul style="list-style-type: none"><li>• Lead agency must demonstrate its role and experience in school reform – a clear transformation model for school improvement and excellence; explain alignment and coordination of partners/ resources for continuum of solutions; explain a transformation model for the target schools – what does this look like; need to explain what schools need to do to improve; SHOW applicant capacity to turnaround K12 schools</li><li>• Description of each partner’s role, how these will fit together into a continuum of care, and how each role is serving the identified needs within a collective vision and theory of change.</li><li>• Specific, age-related services need to be included; More targeted plan for improving early childhood education and interventions by grade level</li><li>• A complete methodology for conducting the needs assessment and the segmentation analysis</li><li>• Clearly delineate specific roles of communities agencies in implementation of LVPN</li><li>• A description of how the proposed project staff will attain the knowledge and experience base to carry out these activities</li></ul>

### Connecting Indicators and Evidence-Based Solutions

Weakness Identified	Lesson Learned
<ul style="list-style-type: none"> <li>The applicant fails to link identified needs to proposed services how those services will achieve the desired results</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear and direct connections between indicators and evidence-based practices as solutions</li> </ul>

### Aligning and Integrating Data, Resources, and Funding Streams

Weakness Identified	Lesson Learned
<ul style="list-style-type: none"> <li>Does not address how results data will be analyzed and used to improve service delivery.</li> <li>Their plan to be the sole data collector and analyst, something that seems unrealistic. Present a more detailed description of plan for collecting and analyzing data and using that data to improve service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate experience in integrating funding streams – what mechanisms will be used to utilize existing programming and funding</li> <li>Describe in specific detail the strategy for leveraging and integrating and how it will take place</li> <li>A sustainability plan including precisely how services will be leveraged beyond the grant period and how additional resources will be identified to continue the solutions put in place during the PN grant period that will be leveraged to continue the services</li> </ul>

*“The State of Nevada consistently ranks low on the amount of funding available for education and social programs (pge23) and therefore, sustainability is questionable. The lack of existing resources may inhibit the quality of existing programs available to supplement the proposed LVPN.”*

*—Expert Reviewer of LVPN application*

## Education Indicators and Results They are Intended to Measure

Results	Lesson Learned
1. <b>Children enter kindergarten ready to succeed in school.</b>	<ol style="list-style-type: none"> <li># and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.</li> <li># and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning (as defined in this notice) as determined using developmentally appropriate early learning measures (as defined in the Federal notice).</li> <li># and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.</li> </ol>
2. <b>Students are proficient in core academic subjects.</b>	<ol style="list-style-type: none"> <li># and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).</li> </ol>
<ol style="list-style-type: none"> <li>Students successfully transition from middle school grades to high school.</li> <li>Youth graduate from high school.</li> </ol>	<ol style="list-style-type: none"> <li>Attendance rate of students in 6th, 7th, 8th, and 9th grade.</li> <li>Graduation rate (as defined in the notice).</li> </ol>
5. <b>High school graduates obtain a postsecondary degree, certification, or credential.</b>	<ol style="list-style-type: none"> <li># and % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.</li> </ol>
<ol style="list-style-type: none"> <li>Students are healthy.</li> <li>Students feel safe at school and in their community</li> </ol>	<ol style="list-style-type: none"> <li># and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily</li> <li># and % of children who consume five or more servings of fruits and vegetables daily; or</li> <li>Possible third indicator, to be determined (TBD) by applicant.</li> <li># and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment (as defined in the Federal notice); or</li> <li>Possible second indicator, TBD by applicant</li> </ol>
<ol style="list-style-type: none"> <li>Students live in stable communities.</li> <li>Families and community members support learning in Promise Neighborhood schools.</li> </ol>	<ol style="list-style-type: none"> <li>Student mobility rate (as defined in this notice); or Students who live in stable communities.</li> <li>Possible second indicator, TBD by applicant.</li> <li>For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week;</li> <li>For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school; and</li> <li>For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career; or</li> <li>Possible fourth indicator TBD by applicant</li> </ol>
10. <b>Students have access to 21st century learning tools.</b>	<ol style="list-style-type: none"> <li># and % of students who have school and home access (and % of the day they have access) to broadband internet (as defined in the Federal notice) and a connected computing device; or Students have access to 21st century learning tools.</li> <li>Possible second indicator TBD by applicant</li> </ol>

