The John H. Boner Community Center is pleased to present this proposal for the IndyEast Promise Neighborhood Initiative.

We are applying under Absolute Priority #1 - Non Rural and Non-Tribal Communities.

We are also applying under:
Competitive Priority #1 – Community-Level Opioid Abuse Prevention Efforts

Competitive Priority #2 – New Applicants

Competitive Priority #3 – Evidence-Based Activities to Support Academic Achievement

A. Need for Project

A1. Magnitude of the Problems to be Addressed

The IndyEast Promise Neighborhood Initiative (IEPNI) has defined a geography that is spread across two neighborhoods east of downtown Indianapolis: the Near Eastside and Martindale-Brightwood. Despite being immediately adjacent to the prosperous city center, families and children who reside in these neighborhoods face a number of challenges. The sections to follow will show how high poverty and high unemployment, low educational attainment, and high rates of violent crime create layers of adversity in the school, home and community for aspiring students. Adding to these layers of adversity is an environment in which access to the resources necessary to overcome these barriers is limited. For example, there are eight liquor stores within the IEPNI boundaries, but only one fully-functioning grocery store. While opportunities to fall away from a pathway to success abound, families lack access to the resources required to adequately care for a child's basic needs. Children in the IEPN are already at high risk for a number of negative outcomes, including academic failure, poor health and a lifetime of intergenerational poverty. Unless the IEPN is empowered to address these issues, children growing up in the IEPN will unjustly suffer the consequences of beginning their lives with few opportunities for success.

To assess the magnitude of need in the IEPN, the John Boner Neighborhood Centers (JBNC) engaged the Indiana University Public Policy Institute (PPI) to conduct a Needs Assessment and Segmentation Analysis. Between February and April 2021, PPI worked with JBNC, neighborhood residents, schools, community stakeholders and partner organizations to obtain data and conduct the analysis. The table below lists data sources used to develop the Needs Assessment and Segmentation Analysis. The

document utilized descriptive, statistical, and qualitative techniques to present the information. The table below shows data source used and the dates and information analyzed.

Data Source	Year	Description
Open Indy Data Portal	2018	Contains all data required by Disclose Indy, a plan to promote honesty, integrity, and cost savings in local government
U.S. Census, American Community Survey	2019	IEPN data were aggregated based on 2010 census tracts boundaries, for the most recent Census data available (2019)
Indiana Department of Education	2021	School level data in the IEPN
Indiana Commission for Higher Education		The state agency provides data on enrollment in and completion of higher education among Indiana students
SAVI	2019	SAVI is a statistics database managed by The Polis Center, utilizing local and nationally obtained data that are specific to Central Indiana. The database also provides data at the neighborhood and zip code levels, which were used when IEPN census tracts data were not available.
Marion County Health Department	2018	Data on neighborhood births, newborn care, and infant deaths
Marion County Superior Court		Data on juvenile arrests
Indianapolis Metropolitan Police Department	2018	Data on crime incidents for Indianapolis reported to UCR
211	2020	Free and confidential service that helps Hoosiers across Indiana find local resources the need. This service is provided by the Indiana Family & Social Services Administration
Family and Social Services Administration	2020	Data on child care and early learning enrollment

IndyGo	2020	Data on IEPN bus routes
PolicyMap	2019	Online mapping with data related to people, places, and business, used for select indicators in IEPN
500 Cities Project, CDC	2019	Data related to chronic disease risk factors, health outcomes, and clinical preventative services used for the largest 500 cities in the United States
Indianapolis Emergency Medical Services	2018	Data related to calls made for service by IEPN residents

The tables below list some of the most relevant data from the Segmentation and Needs Analysis that demonstrate the magnitude of the problems that exist in the IEPN.

FAILING SCHOOLS FAIL STUDENTS

Need	Description	Page in Segmentation Analysis
School Grades	Of the seven schools included in the geography, only one public school met A-level standards in the 2018 – 2019 school year	58
Test Scores	Across all grades, very few students in IEPN schools passed standardized tests in 2018, the most recent year of available data. None of the three public elementary schools had a greater than 23.5% pass rate for ELA and none had a pass rate above 16.4% for math.	67
Gap in availability of quality early childhood education seats	There are 1,660 children under the age of six within the IEPN for whom all parents are in the labor force, yet there are only 270 seats in facilities that meet national accreditation standards	60
Graduation Rates	Graduation rates at the high school in the IEPN geography have decreased in recent	70

| | years, dropping from 74% in 2014 – 15 to just 69% in 2018-19. | |
| College Readiness | In 2018, only 38.6% of high school graduates in the IEPN attended college, 7.5% less than just three years prior in 2015. | 72 |

STRUGGLING FAMILIES STRUGGLE TO SUPPORT STUDENTS

Need	Description	Page in Segmentation Analysis
Families living in poverty	The median household income in every IEPN census tract is between 18% and 53% lower than the median household income for the surrounding Marion County area ($50,458)	20
Increased unemployment	In 2019, the unemployment rate in the IEPN was nearly three times that of the Indianapolis MSA, at 13.5% and 4.8% respectively	25
Increased digital divide	Nearly half of all IEPN households lack broadband internet at home, a rate three times higher than that of the Indianapolis MSA. Similarly, 42.3% of IEPN households did not have a computer at home	30

TRAUMATIZED COMMUNITIES TRAUMATIZE STUDENTS

Need	Description	Page in Segmentation Analysis
Increased violent crime rates	The violent crime rate in the IEPN is more than 30% higher than that of the surrounding township and over three times that of the surrounding county.	36
Increased mental health needs	In 2018, there were a total of 411 emergency calls for some type of mental illness, representing 4.4% of all emergency calls.	42

	These calls occurred at twice the rate in the IEPN compared to the county as a whole.
Increased overdose rates	In 2018, there were 484 emergency calls related to overdoses of various kinds. This represented 5.2% of all calls during the year. Compared to the Marion County average, overdose calls occurred in the IEPN about three times more often.

A2. Extent to which specific gaps or weaknesses have been identified and will be addressed

i. Nature and magnitude of those gaps

As part of the development of this proposal, IEPN conducted a gaps analysis as part of its Needs Assessment and Segmentation Analysis. This gaps analysis deeply investigated the findings of the Needs Assessment and Segmentation Analysis; the existing assets, programs, and services in the IEPN provided from federal and non-federal sources of funding support; and the community infrastructure that exists to manage and expand the activities that are effective. This process identified gaps and weaknesses in results, opportunities, services, and infrastructure which were then used to develop the Pipeline Services in order to address these gaps as well as the management plan supporting the pipeline and ensuring IEPNI's ability to successfully implement its programs and plans to ensure success of the IEPNI. In addition to identifying existing assets as a way to identify gaps, IEPN staff conducted a full assessment of programs, services, and initiatives currently available. These assets form a solid foundation upon which to begin organizing a comprehensive set of Pipeline Services. The asset map and program assessment visuals are included in the appendix.

As previously discussed and more detailed in the Segmentation Needs and Analysis, the IEPN contains a population that disproportionately suffers from high poverty, low educational attainment, high crime, housing instability and other complex and interconnected challenges. Several systemic factors compound these difficulties, such as failing schools, a lack of early childhood education opportunities and few resources invested in high school students wanting to attend college. In addition to these issues, families struggle with basic livability. The IEPN is a food desert, lacks opportunities for recreation and employment, struggles with drug and crime issues, and suffers from a basic lack of community cohesiveness due to decades of decline and systemic neglect. As such, the IEPN is an area of cumulative and concentrated disadvantage in which needs in one dimension most often coincide with needs across many dimensions and in which there are massive gaps in the resources needed to address these challenges at the scale necessary. These gaps are summarized in the table below:

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
Children fail to achieve developmentally-appropriate early learning benchmarks and fail to enter Kindergarten prepared to succeed in school.	In 2016 SY, only 23% of students in IEPN schools were Kindergarten ready according to DIBELS scores.[1] Research highlights critical importance of early childhood development on long-term educational and	Learn Early. Engage families of newborn and young children to connect to parenting supports (training & coaching) through high-quality home visitation. Increase the number of high-quality early childhood education

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[1] Indianapolis Public Schools, SY 2016

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
	earnings outcomes. Quality early childhood and school readiness programs are critical to the future success of each child and fundamental to the Pipeline Services.	(ECE) programs in IEPN and connect parents to those programs. Ensure that ECE providers and families collaborate so that children meet developmental benchmarks culminating in Kindergarten readiness.
Most students in IEPN fail to attain grade level proficiencies in math and English/Language Arts throughout their K-8 schooling.	For three elementary schools, average passing rate in ISTEP tests in 2016 SY is 23% (Mathematics) and 29% (ELA). Only 15% of elementary students passed both parts of ISTEP.[2]	<u>Learn in School.</u> In context of Innovation School reform that improves school quality and increases academic rigor, introduce individualized student supports, with data-driven Academic Case Management; high-quality tutoring; extended learning (afterschool and summer); and non-academic supports for students and families that removes barriers to learning.
Many students are unprepared to transition successfully to 7th grade at Harshman Middle School.	Unsuccessful middle school transition too often reflects in continued low academic performance that follows; failure to enroll in Indiana 21st Century Scholars program; and results in an unsuccessful transition to	<u>Learn in School & Learn in College and Career.</u> Academic Case Management intensifies individualized academic services with interventions that addresses deficiencies in preparation and non-academic barriers. College

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[2] Indiana Department of Education, SY 2016

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
	high school, academic failure in ninth grade, leading to higher possibility of students dropping out.	and Career Navigators coach students to create personal aspirations for education and work, and believe that their academic work at middle school will lead to realize those aspirations
Graduation rate at Arsenal Technical High School is lower than the state average and IEPN student post-secondary attainment and completion is even lower.	In 2016 SY, only 74% of ATHS students graduated on time (89% Indiana).[3] About 46% of all graduating students began a post-secondary experience.[4] For a cohort of the 2010 graduating class, 46% of those who began a 4-year degree program completed in six years; 14% of those who began a 2-year program completed in six years.[5] Degrees, certificates, and high-quality credentials are a prerequisite for successful careers in 21st century economy and failure to complete them will create yet another	Learn for College & Career and Learn in School. Academic case management intensifies individualized academic supports with interventions that addresses deficiencies in preparation and non-academic barriers, so that students are prepared to go to post-secondary education. College and Career Navigators ensure that students Know How to Go, and then Go, Stay, & Complete a post-secondary experience. Partnerships with Indiana University Purdue University Indianapolis, Ivy Tech, and EmployIndy create pathways specific to IEPN for a 4-year, a 2-

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[3] Indianapolis Public Schools, SY 2016

[4] Indiana Commission on Higher Education, 2015

[5] Indiana Commission on Higher Education, 2016

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
	generation of economic failure.	year, and on a skilled employment opportunities pathway.
Struggling Families Struggle to Support Students. Too many IEPN families with children are isolated from their communities and disempowered from pursuing economic opportunities.	About 45% of all IEPN families with children under 18 are in poverty and the neighborhood median income at $25,814 is half of that for the MSA.[6] Unemployment rate in the IEPN is 18%.[7] 55% of parents with children in Target Schools "Strongly Disagree" with the statement, "I can trust people in this neighborhood."[8] Economic challenges result in family instability, particularly housing instability, which presents for students in many ways, including high rates of student mobility. At three IEPN elementary schools, mobility rates range from 59% to 105%, with student stability rates ranging from 59% to 73%. Chronic absence, an early warning of mobility, is at 12% for	Learn in Community. As part of the Two-Generation Strategy, Community Connectors and other Home Visitors establish relationships to families with children and link them to supports to build family economic security, including the Center for Working Families at JBNC and Edna Martin Christian Center, creating long term relationships to empower families to find their own pathways to economic success. (The CWF works with training, education, and workforce development partners in the Pipeline Services.) A pilot program at TGNS, "Housing Stability for School Success" will offer 95 transitional housing units for families with students at that school and also provide supportive services to those families,

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[6] American Community Survey, 2015

[7] American Community Survey, 2015

[8] Student & Parent Survey, SY 2017

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
	IEPN schools; 9% of students report attending more than one IPS school during the school year.[9]	in order to anchor those families with TGNS.
Traumatized Communities Traumatize Students. IEPN has one of the highest crime rates in the city, which along with several other factors, including substance abuse (including opioids), domestic violence, and economic insecurity, provide multiple sources of trauma for families and students.	ACES (Adverse Childhood Experiences) assessments conducted with IAEZ families showed an average score of 2.43 (out of a possible high of 5), indicating a high incidence of traumatic experiences.[10] Neighborhood informants in community listening sessions, as well as educators, confirm that trauma is a significant challenge for many adults and students in the community. As a result adults are often unable to function effectively in their daily lives and students bring trauma-based barriers to learning into school.	Learn in Community. As Part of the Two-Generation Strategy, Families First will lead the development of trauma-informed practice with all family supporting partners in the IEPN and directly provide trauma reduction to families with students in IEPN target schools.

Learn in School. With Families First, TGNS will pilot trauma-informed practice infused throughout the school program, including promoting social-emotional learning. (Over time, the capacity for trauma-informed practice will be extended to all IEPN schools.) Educators will also collaborate with out-of-school and youth development partners to introduce solutions that support increased resilience for young people |

[9] Indianapolis Public Schools, SY 2016

[10] Families First, 2015

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
		and strengthen their conflict resolution capacity.
		Collaboration with the Indianapolis Byrne Criminal Justice Innovation program, the Indy Promise Zone's Safe IndyEast committee, and the Indianapolis Metropolitan Police Department increases crime reduction through community policing to help more families feel safe in the community.
Families are disengaged from their children's education, lacking belief that they can influence student success and knowledge of how to exercise that influence. Families do not know where or how to access the information they need to make informed decisions. Economic disempowerment and family trauma presents obstacles to family leadership in education. Schools and community partners lack appreciation	Nearly a third of parents of IAEZ school students report never reading to their children (32.4%) or talking to their children about education or careers (31.1%).[11] While 55% of families report attending school events [12], educators report low participation in events like Parents in Touch day and Family Nights, as well as a non-responsiveness to teacher-parent communications. Families report problematic communications with educators, including lack of	Two-Generation Strategy. Home visitation for parents of newborns and young children is the first step of a long-term strategy of engaging families in the education and development of their children, a family engagement strategy continuing throughout the student K-12 pipeline, including a leadership development pipeline. Utilizing the U.S. Department of Education's *Dual Capacity Framework for Family-School*

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[11] Student and Parent Survey, SY 2017

[12] Student and Parent Survey, SY 2017

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
of how families can lead academic success for their children and what they can do to enable family leadership.	cultural awareness. About 76% of teachers are White in target schools where 47% of students are African-American and 30% of students are Hispanic.[13]	*Partnerships* [14], IEPNI will also build the capacity of schools and partners to empower families to fulfill their leadership roles in ensuring student success in elementary, middle, high school and post-secondary education. Family capacity to exercise that leadership is developed through increased economic success and decreased effects from trauma.
Failing Schools Fail Students. Schools in IEPN struggle to achieve academic rigor and to meet high academic standards without the time or resources (i.e. people, academic and non-academic supports, educator professional development, etc.) needed to innovate reforms that result in sustained student academic success.	The Indiana Department of Education Annual School Performance Reports consider a number of metrics, including student performance on the academically-rigorous ISTEP+ standardized tests and then assigns a "letter grade" on the A-F scale. For the 2016 SY, all five IPS IEPN target schools (three elementary, a middle, and a high school) located in the IAEZ received a "D" letter grade.	Innovation School Reform and Learn in School. Beginning with Thomas Gregg Neighborhood School, IEPNI will create a pilot Innovation School model with a goal over time to extend that model to additional elementary schools, as well as the middle and high school in the IEPN. The model focuses on individualized student education for the Whole Child, coordinated by Academic Case

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[13] Indianapolis Public Schools, SY 2016

[14] Karen L. Mapp and Paul J. Kuttner, *Partners in Education: A Dual Capacity Framework for Family-School Partnerships.* (A publication of SEDL in collaboration with the U.S. Department of Education, 2013).

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
	However, two charters (Paramount and Kipp) that are also target schools received "A" letter grades. [15]	Managers; mobilizes Pipeline Services of academic and non-academic student supports; ensures rigorous academic program, with high-quality, evidence-based curriculum and instruction, teacher professional development, and driven by data including a system of formative and summative assessments. Innovation Schools will ensure and balance the evidence-based Five Essential Elements of Effective Schools, including: 1. Effective Leaders 2. Collaborative Teachers 3. Ambitious Instruction 4. Supportive Environment 5. Involved Families and Community [16]
The IndyEast Promise Neighborhood is service rich, but system poor. Social systems and organizational	Services in the IAEZ are disjointed and uncoordinated. Dinner and Dialogue discussions highlighted the fact that	The IndyEast Promise Neighborhood Initiative creates a collective impact system, consisting of: a common agenda; common

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[15] Indiana Department of Education, SY 2016

[16] Anthony S. Bryk, et al. *Organizing Schools for Improvement: Lessons from Chicago*. (University of Chicago Press, 2010).

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
infrastructure in the IAEZ are weak and fragmented. Several high-quality providers serve children and families in the neighborhood, but each operates independently, with inadequate coordination. Systems stakeholders, at the state and city level, are not engaged in the IAEZ.	families often lack knowledge about the services that are available and how to access them. Frontline providers at partner organizations, including JBNC, Edna Martin Christian Center, and Families First confirm the challenges that families face in locating and accessing services. Families must often travel to many different locations, outside of the neighborhood to access services and/or information. These access barriers result in preventable health, education, and economic disparities for neighborhood residents and do not allow a long term, two-generation solution to complex challenges that families and children face.	process measures; mutually- reinforcing activities; communications; and a backbone organization, the John Boner Neighborhood Centers to lead the IEPNI. [17] IEPNI is designed on the Promise Neighborhoods model as a pipeline with comprehensive, two-generation supports for families and students, with cradle-to-career Pipeline Services. [18] The Pipeline is connected by Strong Theory and Evidence-Based Services. Extensive data collection, reporting, and analysis monitors the progress of every student and family along that pipeline and enables real-time, rapid response at the first sign of student or family distress, as well as continuous improvement for all programs and

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[17] John Kania and Mark Kramer, "Collective Impact," in *Stanford Social Innovation Review*. (Winter 2011, pp. 36-41).

[18] Promise Neighborhoods Institute at Policy Link, *A Developmental Pathway for Achieving Promise Neighborhoods Results.* (Oakland CA, 2015).

Identified gap(s) or weaknesses in population results, opportunities, services, or infrastructure	Nature and magnitude of gap(s) or weaknesses	How gap(s) will be addressed
	Since Model Cities in the 1970s, IEPN has seen much well-intentioned work, but little substantive improvement in the lives of families and children. Individual organizations have instituted ambitious programs but lacked strong evidence, theory, and accountability for results, backed by robust data collection. JBNC has developed increasing collaborative capacity but has lacked resources to attempt an effort at the scale of IEPNI.	providers. Every Consortium, Systems, and Pipeline Services Partner has committed to results through a Memorandum of Understanding and is relentlessly held accountable for results that serve as benchmarks along the pipeline. IEPNI mobilizes existing resources and seeks new ones to ensure that the resources will be adequate for a long-term, sustained community change initiative. Success in the IEPN will be replicated in changes in larger systems in the community.

ii. Pipeline of solutions addressing gaps

The IEPN team worked to develop a complete pipeline of solutions that will address the identified gaps. These solutions have been segmented into the following categories:

Learn Early: Birth through Kindergarten

Learn In School: First Grade through Graduation

Learn for College & Career: After Graduation through Career

Learn in Community: Wrap-Around supports for families

Each of the above categories provide robust solutions for the appropriate age group and provide extensive transition support as a child moves from one category to the next. In this way, the pipeline exists without time or resource gaps and ensures that the resources are available to meet families where they are and address their specific needs.

Addressing the significant challenges our neighbors face on a daily basis will require a holistic, integrated and coordinated strategy to leverage effort and investment. This strategy must be a radical departure from the piecemeal efforts that have characterized the interventions made in this neighborhood until recent years and will require an unprecedented alignment between systems of service providers, educational institutions, community funders, governmental agencies, neighborhood residents and others. As such, resources to support this coordination and alignment will need to be built, including a common data system and data sharing measures, increasing the capacity of multiple partners to scale services and manage partnerships, and increasing the capacity of multiple partners to achieve results and affect policy change supportive of necessary reforms. While there are many resources in the IEPN for pursuing this effort, the IEPNI integrated approach fills a defined gap in the community for increased coordination, results-based accountability, and evaluation focused on results.

In this way, IEPNI will comprehensively address the gaps in the neighborhood and empower students and families in the process.

B.   Quality of Project Services

B1.   Quality and sufficiency of strategies for ensuring equal access and treatment

IEPNI's Management Consortium has developed an equity framework to ensure equal access and treatment of participants and groups who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. This equity framework is built upon three core strategies, namely:

1. Equity through Applied Analytics

2. Equity in Staffing, Governance and Decision-Making

3. Inclusive Practices, Training and Barrier Removal

Equity through Applied Analytics

Equity through applied analytics is a data-driven process to research and investigate, on an ongoing basis, programmatic data, survey data and other information points to determine where groups are underrepresented in their equal access and treatment by the IEPNI activities, services and programs. This process is based upon a four-step process to inform the IEPNI Consortium Team and others of critical access points, ongoing service delivery processes and outcomes in which disparities may exist in historically marginalized groups. Equity through Applied Analytics shall employ the following strategies:

1. **Engagement of Stakeholders:** The IEPNI will engage an Equity Stakeholder Group to oversee, guide and make recommendations for the equity work from the analysis completed on an annual basis. The group will be nominated, recruited and selected from the community. Additional resident experts within

the surrounding community will also be engaged given their experiences in addressing inequity within the community. Resident experts will bring an invaluable perspective to the Equity Stakeholder Group, direct experience with inequity, how it presents in the community and in the lives of people like them. Representing the community, resident equity stakeholders will inform the group of equity gap analysis and root cause analysis; providing a reality check to the planning process and a practicality to the development of solutions to overcome inequalities. The Equity Stakeholder Group will develop an annual action plan based upon the results of these analyses and present this plan to the Management Consortium.

2. **Equity Gaps Analysis:** On an annual basis, the Data Team will produce an equity gaps analysis to determine gaps in full participation by all groups in the target area. Data for this analysis will come from two primary sources, namely the ETO database and parent and children surveys. The ETO database, as the primary focal point of case management, captures relevant participant characteristics and can segment groups currently being served by the IEPNI. This data then can be compared to the overall demographics of the IEPN and project program goals for disparities. Secondly, the gaps analysis will pull data from the annual surveys of parents and children that are conducted at all of the target schools in multiple languages and formats so as to be accessible. Each year this survey obtains approximately 1,500 surveys from children and an additional 400 surveys from parents. This data shall be utilized to assess barriers to participation such as lack of outreach, physical, language or cultural

perceptions. Based upon prior year equity priorities, questions will be customized to seek relevant information on issues related to the gaps and root cause analysis. The results of the gaps analysis will be provided in the Data Team's annual Equity Report.

3. **Root Cause Analysis:** Following completion of the equity gaps analysis and identification of underrepresented groups, a root cause analysis will be conducted by the Equity Stakeholder Group to explore the specifics of causation for gaps identified. The Equity Stakeholder Group will be engaged to give context and feedback on gaps identified, and following this feedback, focus groups, surveys or outreach will be conducted to better ascertain the conditions and causes of lack of parity in access and participation. The final analysis will contain both qualitative and quantitative data in determining the root causes of disparities. A specific emphasis will be placed on those root causes that have the greatest validity in both data sets and those that create the greatest disparities.

4. **Annual Action Plan:** Based upon the results of the gaps and root cause analyses, the Equity Stakeholder Group, and other resident experts, will be engaged to develop potential solutions to address any lack of parity in program participation.

From this exercise, key recommendations will be developed and recommended to the Management Consortium. On an annual basis, the Consortium Management Team will review and take action based upon the recommendations of the Equity Stakeholder Group. These key recommendations will also include key performance

indicators that will be used to monitor and measure progress, which will be reported back to the Management Consortium, the Equity Stakeholder Group, IEPNI staff and the JBNC board of directors.

Equity in Staffing, Governance and Decision-Making

Equity and parity is also achieved by creating organizational accountability in representation of board, staff and decision makers to ensure inclusive representation for those responsible with the management and implementation of the program. As such, JBNC does, and will continue to measure, the demographics of board and staff members, including leadership positions, for representation based upon gender, age, ethnicity, residence (lives in the IEPN) and annually set goals for underrepresented groups or cultural competency training to ensure equity in the work of the organization. The breakdown of these internal sub-groups is then compared to the IEPN geography as a whole to ensure it is representative of the community.

The IEPNI has a goal of hiring no less than 50% of staff from the neighborhood inclusive of the IEPN target area. In addition, demographics of IEPNI staff will be tracked and monitored to ensure a diversity among those from underrepresented groups, gender, people with disabilities, language fluency and cultural competencies. On an annual basis, inclusive goals will be established for the IEPNI as part of JBNC Inclusiveness Plan, which is reviewed and approved by the Board of Directors.

Inclusive Practices, Training and Barrier Removal

The IEPNI will also address equity through inclusive practices, training and removal of barriers that potentially prevent equal treatment and/or access to services by children and families. The IEPNI Manager of Equity and Outreach is specifically

charged with developing a program plan to address potential program barriers for marginalized or underrepresented groups. This program will be built upon the results from the Annual Action Plan and will be complemented by the following inclusive practices and trainings:

1. Develop and administer a participation survey to identify special access requirements among participants;

2. Develop and implement strategies in collaboration with school staff, parents, and service providers to address the identified special access needs indicated by program participants;

3. Coordinate and offer cultural sensitivity and American Disability Act training for IEPNI staff, partners, and target school staff as well as training on adapting teaching and service provision styles and on discipline efforts in schools for children with identified special needs;

4. Recruit and hire individuals from a variety of populations to fulfill open positions and offer all employees the ability to request reasonable accommodations based upon individual need;

5. Ensure that all IEPNI recruitment and program materials are available in diverse formats and can be understood and accessible to all program participants, regardless of their unique challenges;

6. Offer interpretation services for participants as needed and appropriate;

7. Arrange for assistive technology devices to translate materials for participants in need of such services;

8. All program sites currently operated by the lead applicant meet ADA

standards on accessibility. We will accommodate other disability needs including visual, hearing, cognitive and other impairments to ensure full participation by children and families enrolled in this program. All IEPNI activities, including services provided as part of the Pipeline Services, will be hosted at locations within walking distance of the target schools and/or convenient for all families to use public transportation; and

9. Special outreach efforts will be extended to any underrepresented groups to encourage full participation and equal access to IEPNI and its Pipeline Services.

In addition to the above, the IEPNI has set aside resources within the budget for costs associated with removal of barriers for participation such as translation services, hearing devices, or other needs in which paying this expense will result in equitable access and treatment.

B2.   Likelihood that the services to be provided will lead to improvement

The IEPN team spent a considerable amount of time working with a researcher from Indiana University Purdue University Indianapolis to ensure that that strategies, services, and interventions are evidence-based and supported by needs identified in the Needs and Segmentation Analysis. Additionally, the IEPNI team solicited feedback from neighborhood residents to ensure that there would be neighborhood buy-in to the plan. Both of these strategies increase the likelihood of the provided services leading to improvement.

The IEPN team is committed to ongoing training and professional development to ensure that all staff understands and is committed to the mission and vision to improve

the lives of families and children. A clearly defined continuous improvement loop will provide the feedback necessary for management staff to make adjustments as needed so that services can be tailored to ensure the highest level of improvement.

C.   Quality of Project Design

C1.   Extent to which a plan is described to create a complete pipeline of services without gaps

IEPNI envisions three ultimate results: a vibrant neighborhood, with resilient families,and most importantly, thriving children. As such, the implementation plan has been strategically designed to accomplish these ends. The project design has been guided by a focus on student academic success with both families and students served by a proven two-generation system of supports, with families navigating a cradle-to-career array of evidence-based services addressing documented community needs and, most of all, by a relentless pursuit of results in the lives of families and students. With this project design, IEPNI will improve outcomes for students, their families, and the wider community as measured by improvement on the U.S. Department of Education Promise Neighborhoods project and program indicators.

IEPNI has organized its Pipeline Services into four domains: Early-Childhood (Learn Early), School-Age (Learn in School),High School and Post-secondary through Adulthood (Learn for College and Career), and Whole-Family (Learn in Community). In each domain, the Pipeline Services provides an integrated and aligned high-quality service delivery system designed to ensure each IEPNI student receives an excellent education and successfully transition to college and career.

LEARN EARLY

Strategy	Description
Strengthen families of young children	Build out a comprehensive home visitation system, namely the Nurse Family Partnership and Healthy Families and add additional capacity through the Family Navigators to increase enrollment.
	Enroll families in parenting education programs such as Parents as Teachers to ensure that families understand child development and how parents can support young children through formative early years.
Increase access to high-quality early learning education	Increase space at existing centers and add seats with home-based providers and in new Pre-K classrooms at existing schools.
	Work with all early childhood education providers to increase their ratings on Indiana's Paths to QUALITY system.
	Coordinate intensive professional development for early childhood educators serving young children in the neighborhood.
	Remove barriers that prevent families from placing young children in quality early childhood education programs, including increasing early childhood education scholarships and vouchers.
	Implement a quality campaign to communicate to families the value of early childhood using media, social media, and direct one-on-one family connection through home visitation.
Improve student readiness and success	Place emphasis on early enrollment and regular attendance in high-quality early learning programs through an awareness and attendance campaign.
	Support student success through the transition into Kindergarten

LEARN IN SCHOOL

Strategy	Description
Improve core academic proficiencies	Employ a whole-child approach in educational philosophy and practice by integrating three core components of personalized learning, social-emotional learning, and two-generational supports to create and maintain learning environments where students thrive
Create a college-going culture	Develop this culture early, beginning in elementary school through resource sharing, financial planning and saving for college.
	Provide career awareness and exploration opportunities and activities, particularly as part of the Out of School Time programming.
	Coordinate a 529 college savings plan campaign, including recruiting third party funds to match private family contributions
	Ensure that eligible students are enrolled in 21st Century Scholars program before eighth grade
Increase participation in quality out of school time	Align out of school time learning with in school learning to increase the quality of student learning.
	Provide online and in-person training to develop staff capacity to support increased quality in out of school time learning both afterschool and during the summer months.
Increase student engagement and well-being	Provide mental health care services onsite during school hours.
	Build student resilience by integrating social emotional learning into the school day and out of school time.

Increase access to free meals and food pantry services as well as nutrition classes to help educate families on best practices around maintaining healthy lifestyles

Participate in conflict resolution programs focusing on exploring the fundamental principles of positive character development and understanding the sources of conflict to find mutually acceptable services for conflicts.

Provide one-on-one mentoring with an adult role model to provide additional academic support, encourage school attendance, and develop social-emotional competencies.

LEARN FOR COLLEGE & CAREER

Strategy	Description
Believe you can go	Beginning as early as elementary school, create a college going culture to introduce college and career awareness and exploration through classroom and out of school time experiences, building the aspirations of students and families towards career and college pathways.
	Encourage family participation in 529 college savings accounts through an information and matching funds campaign.
	Assign College & Career Coaches to guide students in exploring pathways to earn certificates, degrees, and careers.
Prepare to go	Employ Academic Case Managers to provide individualized learning supports particularly for students most at risk.
	Ensure supports are available through the two key transition points, from elementary to middle school and then from middle to high school.

Provide support for those with barriers, including specific populations such as:

- Students with unplanned pregnancies: served by the Even Start program
- Students at risk of dropping out: served by the Jobs for America's Graduates program
- Students who have dropped out: served by the Opportunity Youth program

| Know how to go | Intensify work of College & Career Coaches to work with students and families to know the requirements, tasks, and deadlines that need to be met in order to apply to and become admitted to college.

Enroll students in classes to learn life skills such as financial literacy to aid in college financial aid planning, including FASFA preparation. |

| Go, stay and complete | Ensure that students are participating in programs provided by college pathway partners to increase retention and completion.

College & Career coaches will continue to work with students to identify, address, and overcome barriers to completion. |

LEARN IN COMMUNITY

Strategy	Description
Increase educational attainment for parents	Provide programs that will support parents seeking a high school equivalency or other post-secondary education pathways.
Improve housing stability for families	Expand the Housing Stability for Student Success program, which currently provides 115 housing units exclusively for school students.
Improve community wide safety	Provide targeted services focusing on the main causes of trauma, aiming to address issues surrounding families dealing with domestic violence, trauma and neglect.

	Provide services to specifically address substance use disorder, chemical dependency issues and violence occurring in the home.
	Provide counseling services to both the family and child who may have experienced trauma.
Support workforce development	Enroll parents and caregivers in the Center for Working Families sites to prepare them for potential job opportunities and to thrive in careers which will support their families.
Increase engagement of families and community members	Family Navigators will do outreach to provide targeted support to families in crisis, families who may struggle to engage with their child's school and educational support programs, and help to increase the capacity and confidence of families to engage more significantly.
	Provide training opportunities to develop neighborhood leaders.
Improve Financial Security	Provide financial coaches to assist and encourage area residents to improve their personal financial status as measured by an increase in credit scores, net income and net worth.
	Provide Individual Development Accounts to further support resident savings and develop a source from which they can draw to purchase a home, pay for post-secondary education, or start a small business.
Improve family health	Focus on access to healthy food by providing direct access to food through a mobile pantry and a community based pantry.
	Offer nutritional education programming for students and families to provide strategies for healthy living and ensure that students are able to show up to school healthy and ready to learn.

C2. Extent to which the project will significantly increase the proportion of students served

IEPNI's phasing plan for its multi-year expansion of the Pipeline Services has been designed and scaled according to geography, need, program provision and participation. The following sections demonstrate how the IEPNI will scale its Pipeline Services in each of the above-mentioned areas.

Geographic Phasing

IEPNI is challenged by the significant needs of its students and the large number of students in the IEPN. In attempting to understand these challenges, the IEPNI Planning Team considered three categories of students based on residence and school attendance in the complex context of a school choice environment in which students have the option to attend schools throughout the city regardless of where they live. *Target students* are students who attend one of the seven schools selected as part of IEPNI and live within the IEPN. Students living within the IEPN and attending another school are called *neighborhood students*. Students coming to one of the target schools from another neighborhood outside the IEPN are called *traveling students*.

Geographic scaling will be based on target school catchment areas and will start with Thomas Gregg Neighborhood School in Year Two (2023), which is the first school to be reformed in the IEPN. All of the target, neighborhood, and traveling students for this school willbe eligible for all services provided along the Pipeline Services. Simultaneously some students and their families attending Harshman Middle School and Arsenal Technical High School will begin to receive IEPNI services as part of pilot programs during that same

year. Pilot programs have been built into the phasing timeline for Years One and Two for the IEPNI services to allow providers and IEPNI staff the opportunity to begin utilizing the data management system, testing

service provision methodology and establishing a presence within each target school prior to full implementation. These pilots will allow for the navigation of initial barriers and design of strategies that will ensure successful outcomes.

In Year Three (2024), students attending KIPP and Paramount will begin to access services along the IEPNI Pipeline Services, along with the full implementation of the designated services for students attending Harshman Middle School and Arsenal Technical High School.

James Russell Lowell Elementary School will be the second IPS elementary school phased into the service network in Year Four (2025), with Brookside Elementary School being the third IPS elementary school phased into the service network in Year Five (2026). In those years, target, neighborhood and traveling students as well as their family members who attend designated schools and those attending early childhood education facilities located in the designated catchment areas will be eligible for IEPNI services. Once turnaround measures or outcomes set as part of IEPNI's implementation plan have been met, other schools may be added to IEPNI.

Phasing of Tiered Interventions

For the purposes of prioritizing student access to intense interventions during early implementation of the IEPNI Pipeline Services plan, all students will be grouped

in one of three categories, based on the number of absences a student accumulates along with periodic academic assessments. The Academic Case Management process will access these and other early warning data from the IEPNI case management system in ETO. Students will be rated into one of three status categories: self-sufficient, fragile and crisis.

- *Self-sufficient students* are students who have passed both ISTEP exams (ELA and Mathematics) and have had fewer than three unexcused absences in the past year.

- *Fragile students* are students who have experienced one or more of the following: passed only one of the ISTEP exams (ELA or Mathematics) and have had between four and nine unexcused absences in the past year.

- *Crisis students* are students who have experienced one or more of the following: passed none of the ISTEP exams or have had ten or more unexcused absences in the past year.

For both Fragile and Crisis students, teachers, counselors and other school staff may use the ticketing system to flag students with emerging issues that may warrant immediate attention.

Students who are self-sufficient may opt to participate in IEPNI services targeted for fragile orcrisis students. Those students with a fragile status will be targeted for service provision first to prevent any child or student from moving into crisis. As more fragile students move to self- sufficiency, more students with a crisis status will then be targeted with IEPNI service provision.

Programs and services will be offered through a tiered system to ensure all

studentsand families receive the supports required, resulting in a larger and more diverse group of students receiving what they need.

- *Tier 1 services* are deemed universal and will be offered at the population level to allstudents and families living within the IEPN.

- *Tier 2 services* are considered targeted interventions and are provided through smallgroup formats to target students when the preventative strategies aren't enough.

- *Tier 3 services* support the subset of students in need of more intensive support, often ina one-on-one format. These services require deep intervention with the student and his or her family, typically in the form of providing case management and guidance.

As students move from crisis to fragile to self-sufficient, the level of intensity of the services offered, and the level of care will lessen to allow the student and parent to prosper on their own.However, if a student's situation worsens, additional resources will be provided to intervene. Itis important to note that the triage process for students, no matter their assessed category, will not eliminate students from any program. If a student and his or her family need a specific service, it will be provided to them, regardless of their status. The triage and categorization of students is simply a strategy to begin ramping up services and targeting students in need.

Scaling Strategy of Pipeline Services

IEPNI wants to ensure both availability of a comprehensive array of services to meet neighbor needs and an implementation plan that ensures that only high-quality services are partof such an array. In an effort to manage solution quality, IEPNI will

strategically phase in services over five years in each of the target school catchment areas. The first year of the initiative will be focused on planning activities which will include the pilot testing of many services to ensure quality service provision and assess the capability of providers to meet goals identified as part of the IEPNI results framework. In addition, service providers will be assessed, and supports to build the capacity of providers and improve the quality of services will be provided. By ensuring the strength and capacity of service providers and by testing identified services, the IEPNI will ensure only the highest quality service provision for neighborhood residents. Training related to data management, trauma-informed care, and the key guiding principles of the initiative will also be provided and will ensure continued understanding and alignment of the Theories of Change and Action with the work of service providers prior to and throughout the implementation of the proposed plan.

Services will then be phased in based on their applicability in addressing high priority needs that, if left unaddressed, would cause long-term effects that are difficult and costly to correct. In addition, services that have the capacity to serve more residents and were easier to implement during the pilot phase in terms of the capacity and resources available to implement will also begin. Tables below demonstrate the IEPNI plan to phase in programs and increase service numbers over time for each domain of the pipeline. Service numbers have been calculated using baselines for the number of students in each school catchment area, the number of students falling into student need categories (crisis, fragile and self-sufficient) and the service partners' capacities to scale over time. Service partners were engaged in identifying baseline service numbers as well as determining the potential scaling strategies for their

associated service offerings for the duration of the grant. This scaling strategy will
ensure that IEPNI is able to successfully activate a robust network of community
partners in order to align and coordinate service provision with educational services in
the IEPN, meet community needs and amplify the impact of the IEPNI project.

C3. Extent to which the family navigation system is high-quality and provides sufficient services and supports

Connecting and retaining families in the IEPNI high-quality pipeline of services
demands an equally high-quality system to empower families as they navigate the
pipeline. The IEPNI Family Navigation System ensures that not only do more students
and families connect and traverse the system of, but that their engagement becomes
deeper, more meaningful, and leads to more successful results for children and adults.

Evidence advises that Family Navigation Model is not out-of-the box, but instead is
designed and implemented to reflect local realities, as informed by the families and
community it serves. But sources agree on a set of principles necessary for an effective
model Family Navigation System that:

- Meets families where they are.

- The system is easy to access because Family Navigation is proactive.

- Ensures family-driven processes, with goals defined by the families.

- Peer-to-peer relationships by Family Navigators is essential for empathy, trust, and effective communications.

- Empowers families and youth to take responsibility for their own lives.

- Provides five types of supports, including information and education; instruction and skill development; instrumental, guiding families in how to accomplish tasks necessary for moving through systems; empathy and affirmation; and advocacy

for families and children within systems, as well as teaching families how to advocate for themselves. [19]

- Family engagement within the system has no predetermined time frame, but is developmental as families grow in capacity and accomplishments.[20]

   In designing and creating the Family Navigation System (FNS), the IEPNI applied evidence, experience, and engagement. The role of the Family Navigator is one such evidence-based strategy, as discussed below. Evidence is also seen in the adoption of research-based strategies which are utilized within the FNS like home visitation and parent training models, both of which are shown to have promising to moderate evidence. The experience of the John Boner Neighborhood Center and Edna Martin Christian Centers includes building out a two-generation program for families and young children. The Two-Gen and Center for Working Families models are based on the establishment and growth of long-term relationships with families. Finally, an engaged community, neighbors and families has led the planning and creation of the IEPNI and is reflected in the governance of JBNC, EMCC, and the Thomas Gregg Neighborhood School. Ultimately, a primary goal of the Family Navigation System is to empower families to assume increasing leadership in the IEPNI and in the community

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[19] Increasing Mental Health Engagement From Primary Care: The Potential Role of Family Navigation.

Leandra Godoy, Stacy Hodgkinson, Hillary A. Robertson, Elyssa Sham, Lindsay Druskin, Caroline G. Wambach, Lee Savio Beers, Melissa Long. Pediatrics Apr 2019, 143

[20] Family Navigator Model: A Practice Guide For Schools. Kim Weis, MA, Pacific Southwest MHTTC, with Millie Sweeney, MS, Family-Run Executive Director Leadership Association (FREDLA). Mental Health Technology Transfer Center, 2018. Downloaded from https://mhttcnetwork.org/centers/pacific-southwest-mhttc/product/family-navigator-model-practice-guide-schools March 2, 2021.

Because of poverty, residential mobility, and trauma, many families in our neighborhoods have become disconnected from networks of support. These families benefit from intentional efforts to reach out to them, understand their interests, and connect them to services. The IEPNI Family Navigation System will proactively connect families to the pipeline. The families are not needy, but rather those families represent powerful assets, particularly in ensuring the success of children. All families are strong, resourceful and whole. That central guiding principle from the Center for Working Families will also guide the FNS which will engage and empower families to live the lives they envision for themselves and the futures they want for their children.

Family Navigators. The evidence behind the Family Navigator role is significant, particularly in the Community and Mental Health fields. Most importantly, Family Navigation practices are shown to significantly increase the engagement of families in service systems, as seen by such outcomes as family confidence in those systems; satisfactions with services; seeking services and maintaining their engagement over time.

By empowering families to address complex care needs, Family Navigation has demonstrated contributions to improved outcomes for children and adults. Practices for Family Navigation have been well documented in Health Services and increasingly in Education to guide IEPNI's implementation of this role. [21]

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[21] Family Navigator Model: A Practice Guide For Schools. Kim Weis, MA, Pacific Southwest MHTTC, with Millie Sweeney, MS, Family-Run Executive Director Leadership Association (FREDLA). Mental Health Technology Transfer Center, 2018. Downloaded from https://mhttcnetwork.org/centers/pacific-southwest-mhttc/product/family-navigator-model-practice-guide-schools March 2, 2021.

The role of Family Navigator is critical to the FNS. The Family Navigators actively outreach and connect to families at schools, in the neighborhood, and at their homes. The Family Navigators are peer, para-professional positions employed from the community, being families and neighbors who are culturally and linguistically empathetic with families and students. Bringing their lived experiences to this role, Family Navigators will establish relationships with families; educate them about the opportunities of the IEPNI; assess their strengths and needs in a family success plan; based on assessments, connect them to services on the pipeline; and be a trusted mentor as families work their success plans with pipeline service providers. Most of all the Family Navigator will be an advocate for families as they utilize the pipeline supports to grow and thrive and to families as they increasingly find their own voice in working with schools and system partners. Cultural Competency is essential for Family Navigators. Other skills and knowledge - in assessment, referral, organization, data collections and management, and implementing evidence-based practices with fidelity - can be part of training. But ability to establish peer, trusting relationships with families is essential to the success of a Family Navigator.

Pipeline Services Enrollment. The FNS has multiple points of entry. To connect to families, Family Navigators will go where families are. Home visits, already a common evidence-based practice for family engagement in the IEPNI Innovation School, will be a principal outreach action for Navigators. Outreach will also happen in community gathering places like churches, barber shops and salons, laundromats, coffee shops, etc. Much of the outreach will take place either in the IEPNI target school as well as early childhood care and education facilities (Head Start, centers, churches,

homes) the places where the children are located. The two community centers, John Boner Neighborhood Center and Edna Martin Christian Center, already serve as community hubs where neighbors gather and seek out community support services. Leveraging the existing footprint of both centers, the IEPNI will establish Success Centers as a key point of pipeline enrollment for all IEPN neighbors. As such, both locations will serve as offices for the Family Navigators, providing central locations for assessing and enrolling families, and providing additional referral and case management capacity. Family Navigators located at the IEPN Success Center will meet with residents both on-site and out in the community.

Family Navigation Assessment and Data Tracking. The application of a case management information systems has been the backbone of the Center for Working Families model at both JBNC and EMCC, enabling consistent, long-term relationships as adults moved through their success plans. Both centers utilize ETO (Efforts to Outcomes) database as their case management system. ETO and its use is discussed in more detail in the Management Plan. For Family Navigation, the Navigators and other staff will utilize the ETO case management system to record information about families enrolled in the IEPNI, their activities in the pipeline, their engagement in the community and their children's education, and their progress towards life goals, as defined in the Family Success Plan. As necessary, Family Navigators will follow up with families to facilitate reconnection and follow through on plans and referrals.

An initial step for families at enrollment will be the completion of a Family Success Plan. This is a self-assessment process by the family, guided by the Family Navigator or other staff, to capture assets, as well as areas of improvement for families to achieve

their dreams. The Family Success Plan is based in the enrollment process for the Center for Working Families, and was modified as part of the Innovation School family engagement program. Having been tested for three years in school settings, the Family Success Plan has proven to provide an effective framework for families navigating the resources available to adults and children to grow and thrive.

Other Family Navigation Roles in the IEPNI. Because other IEPNI staff roles also interact with families, other people working in the IEPNI in student and family-facing positions will support Family Navigators in the FNS within the different domains of the IEPNI pipeline.

- *Learn Early.* Home Visitors provide maternal care and parenting education to new parents. Visitors will coordinate their cases with the Family Navigators as a supplement to their work and then to hand off family relationships as the child ages.

- *Learn in School.* Within schools, the Academic Case Manager monitors student performance and progress, to coordinate with Family Navigators to enroll families of students and connect them to the pipeline. Academic Case Managers will also access any IEPs for students and inform Family Navigators about supports available. Working alongside the Academic Case Managers, Family Navigators ensure that families receive program support in the home to encourage the success of the child's academic pursuits. In schools, teachers, social workers, and counselors will be able to refer families to Family Navigators

- *Learn Through College and Career.* College and Career Coaches support students and families in traversing the pathways to post-secondary education. In middle and high school, many non-academic challenges can block that pathway for students

and families. The Family Navigators will coordinate with Coaches to enroll non-connected families into the Pipeline and the FNS in order to anticipate and overcome those barriers.

- *Learn in Community.* As family members pursue services to grow and as parents, learners, workers, and thriving adults, Family Navigators and pipeline providers will collaborate to support and track families. Many pipeline services in this domain are connected to the Center for Working Families in order to build the material successes – financial, employment, housing, asset development, etc. Family Navigation also assumes that families will grow in their connections to supportive community networks. The pipeline includes supports so families can grow in their leadership, including family engagement in schools and leadership roles in the neighborhood. For example, the IEPNI anticipates over time that more families will assume roles in the initiative, including in family navigation, education, and the provision of supportive services to other families.

The need for family engagement is critical in a child's success across the cradle-to-career Pipeline. IEPNI will focus on building a family's capacity to engage in and support theirchild's educational attainment. Parents will become more knowledgeable about their child's needs and how to meet those needs, be able to connect with other parents for support and become empowered to use their voice to advocate on behalf of their child, family and community. In the schools, IEPNI staff members along with IPS staff, including the Parent Involvement Educator, are tasked with training parents in learning strategies so they can better support their child with schoolwork and participating in and organizing engagement events thathelp both parents and

communities play a more active role in the education of neighborhood children. Family leadership in schools is especially important for students with Individualized Education Plans (IEPs) which address specific challenges a student might face.

D.   Quality of the Management Plan

D1. Adequacy of plan to achieve objectives on time and within budget

The adequacy of the plan to achieve the objectives of the project on time is demonstrated as follows:

- Robust governance structure will ensure strategic management of the project including results-based accountability;
- Strong governance members will ensure access to resources and support barrier removal;
- Robust partnership system will ensure IEPNI attracts and prepares high quality, results-based partners ready to implement and continually improve as needed;
- Key staff from the community will engender creditability, thus quickly mobilizing residents and families in all aspects of the IEPNI plan implementation; and,
- Staff will embrace this work as a personal mission-fit and will exceed performance expectations and leverage resources.

The adequacy of the plan to achieve the objectives within budget is demonstrated as follows:

- Comprehensive asset mapping will leverage existing resources and create efficiencies;
- Robust partnership system will ensure we attract high quality, results-based partners ready to support resource development and allocation to support IEPNI;

- Management Consortium partners will collectively steward the resources to ensure high-impact but efficient use of resources;

      D2. Experience, lessons learned, and proposal to build capacity of team

Experience of Lead Applicant:

John Boner Neighborhood Center has an extensive history collecting, analyzing, and utilizing data to inform decision making, continuous quality improvement, and accountability. The process utilized currently by the organization to track and evaluate existing initiatives includes the following distinct stages: 1) Acquisition, 2) Analytics, and 3) Answers. The "Acquisition" section collects four different sources of data: case management, school, neighborhood, and survey data. Case management and school data are stored in Efforts to Outcomes (ETO), and neighborhood and survey data are stored in the longitudinal data warehouse at The Polis Center. Families and clients across partner organizations are linked using enterprise enrollment features to reduce intake time and improve accuracy of linking services and results across partners. The "Analytics" section has various data sources used to create reports to analyze and evaluate outcomes for the client, family, school, program or partner and for the IEPN and community as a whole. In this section, JBNC creates reports that show real-time data as well as quarterly reports. The "Answers" section outlines the process of how the information from various reports is used to guide decision-making within the IEPN network. JBNC utilizes ETO reports to identify early warning indicators for interventions, follow-up with families, and manage data-entry and service provision.

Additionally, JBNC currently utilizes Key Performance Indicators (KPIs) to report progress in achieving outputs and outcomes for multiple efforts, programs, and services crucial to the overall success in serving neighborhood residents. JBNC's KPI's are

linked to the organization's strategic plan and are used by the Board to assess and evaluate whether or not JBNC is on target to meet planned goals. Through JBNC's KPI system, the Board and Leadership Team review data and monitor progress, identify and examine successes and failures, and use data to improve operations, services, and outcomes. On a monthly basis, program directors meet with executive leadership to review results, make adjustments, and plan for future improvements. This procedure ensures improvement based upon real-time data incorporated into the management processes. In addition, on a semi-annual basis, JBNC's Program Committee reviews the results of any adjustments made and reports back to the Board.

The philosophy of leveraging data to inform decision making and ensure continuous quality improvement has been woven into the culture that has helped JBNC ensure the success of the many collective impact initiatives the organization has historically and continues to lead. JBNC has worked extensively to develop internal training protocols that ensure staff and partners are not only competent in the skills necessary to effectively collect key data points, but also on how to strategically analyze and utilizing findings to improve the quality-of-service provision to neighborhood families within the scope of their respective roles. The experience and expertise they've developed will help to ensure the continued competencies of all those engaged in supporting the IEPNI and the effective collection and utilization of data to support associated efforts.

Summary of Collective Experience of the IEPN Data Team:		
Skill	Organization	Example of Experience
Collecting Data	John Boner Neighborhood Centers Edna Martin Christian Center Public Policy Institute The Polis Center	The Polis Center works collaboratively with partner such as the the State of Indiana's

	United Way of Central Indiana Indianapolis Public Schools	Management Performance Hub (MPH), the IU Public Policy Institute, and IU Business Research Center on the Indiana Data Partnership (IDP) project. Its aim is to increase the availability and usefulness of data-sharing among state agencies and between the state and various local government and nonprofit organizations.
Analyzing Data	John Boner Neighborhood Centers Edna Martin Christian Center Public Policy Institute The Polis Center United Way of Central Indiana Indianapolis Public Schools	Both JBNC and EMCC utilize Efforts to Outcomes (ETO), as primary data management tools to capture, track, and analyze data points to manage existing 2-gen program activity and assess the impact of interventions. Both organizations leverage data to create reports to analyze and evaluate outcomes for the client, family, school, program, partner, and community as a whole.
Data Based Decision Making	John Boner Neighborhood Centers Edna Martin Christian Center Public Policy Institute The Polis Center United Way of Central Indiana Indianapolis Public Schools	IPS leverages data in an ongoing fashion to identify and address inequalities in education. By analyzing data, IPS staff identify how factors such as

		nutrition, pre-K programs, and parental involvement impact achievement gaps.
Using Data for Learning	John Boner Neighborhood Centers Edna Martin Christian Center Public Policy Institute The Polis Center United Way of Central Indiana Indianapolis Public Schools	United Way of Central Indiana has a research and data analytics team that is equipped to collect and rigorously analyze data submitted by our partners. United Way conducts data and research projects to illustrate our community's specific needs and opportunities and shares those findings across the network to support the ongoing development of programs that best meet our neighbors' needs.
Continuous Improvement	John Boner Neighborhood Centers Edna Martin Christian Center Public Policy Institute The Polis Center United Way of Central Indiana Indianapolis Public Schools	Edna Martin Christian Center continuously tracks and monitors the activities that were set forth in the organization's strategic plan. The team makes adjustments in policy, practice, data collection strategies, and reports, and then revises implementation strategies based on the continuous feedback from both program staff and external program

		evaluators when utilized.
Accountability	John Boner Neighborhood Centers Edna Martin Christian Center United Way of Central Indiana Indianapolis Public Schools	John Boner Neighborhood Centers currently serves as a Lead Agency for the Near Eastside Quality of Life Plan responsible for ensuring the implementation of a plan that spans 9 core areas and over 50 implementation partners to address community needs ranging from education to arts and culture.

Lessons Learned

With years of experience developing and managing their own data systems to track, assess, and improve their many collective impact initiatives, JBNC has developed an extensive understanding of key strategies that ensure the effective implementation and utilization of data systems to ensure effective decision making and continuous quality improvement. Highlighted below are some of the lessons JBNC staff and community partners have lifted up as practices they have learned as a result of implementing their data management system and associated protocols over the past many years:

Summary of Lessons Learned	
Collecting Data	• Poor quality data can result in wasted effort and resources required to make corrections, so placing emphasis on ensuring high-quality data collection initially is essential to long-term success and efficiency. • High quality data ensure trust and credibility

	among stakeholders, which is essential in helping to expand and sustain the efforts of the initiative.
Analyzing Data	• Processes need to be established to consistently evaluate the quality of data and address concerns or inconsistencies quickly to ensure the impacts of bad data are limited.
Data Based Decision Making	• As the culture of data driven decision making is embraced, the risk of poor-quality data impacting decision making increases. Bad data can result in failing to identify crucial needs, directing resources to the wrong places, and investment in the wrong solutions.
Using Data for Learning	• Creativity in presenting data to various stakeholder groups is essential. In reports, presentations, and other venues, using pictures, pie charts, graphs, and other visual representations of data used can help translate hard numbers into meaningful pieces of information for all audiences. • Combining data with stories of real neighbors helps the data come alive and help interested parties connect more with hard data.
Continuous Improvement	• In developing an interagency continuous quality improvement system it is essential to take a close look at what data, results, and evaluation groups already exist in other agencies and systems. Moving from a singular agency management information system to one that involves stakeholders from different agencies and includes family involvement will be a necessary cultural shift for many agencies. • Educating stakeholder groups about the value of a continuous quality improvement systems, ensures it becomes valuable to all concerned. The more valuable the continuous quality improvement program becomes to people the more likely they will fight to keep it as a part of the system you are creating. • The effectiveness of data management teams increases when program staff, partners, and organizational leadership are engaged in the planning, development, and implementation of data governance plans.
Accountability	• Ensuring high quality data is the responsibility of everyone who collects, enters, reports, and uses data requiring special attention and emphasis to

	• be placed on training, assigning roles and responsibilities, and ensuring data management practices are in place and followed. • Quality rules must dictate the timeliness of data entry to ensure data is accessible to allow for timely decision making • Case management data is essential for ensuring performance accountability across the initiative and among partners thus making population level results more likely to be achieved. • Formal data sharing agreements among partners ensure the commitment of key stakeholders to collect, analyze and use data for decision making, continuous improvement, and for accountability purposes.

Plan to Build Capacity

Year 1: Capacity Building Focus Strategies	
Collecting Data	• IEPNI Data Management Orientation • Promise Neighborhoods Mentoring
Analyzing Data	• IEPNI Data Management Orientation • Promise Neighborhoods Mentoring
Data Based Decision Making	• IEPNI Data Management Orientation • Results-Based Accountability Training • Promise Neighborhoods Mentoring
Using Data for Learning	• IEPNI Data Management Orientation
Continuous Improvement	• IEPNI Data Management Orientation • Promise Neighborhoods Mentoring
Accountability	• IEPNI Data Management Orientation • Results-Based Accountability Training • Promise Neighborhoods Mentoring

E.   Adequacy of Resources

E1. Costs are reasonable in relation to number of persons served

The Year One request for funding for the IEPNI is $5,995,063. In order to

meet the minimum threshold requirement contained in the Promise Neighborhood

NOFA, 54 percent of Year One resources will be utilized for planning activities. In

Year Two, no less than 25 percent of resources will be utilized for planning activities. Planning activities include capacity assessment, capacity building, implementation of the management plan, development of program infrastructure and pilot testing of program elements among other related activities.

Personnel: This category accounts for staff who will manage the project, provide outreach, conduct academic case management, provide Family Navigation, provide career and college readiness, provide community-school coordination and serve as support service staff. IEPNI allocated 32 percent for this category in the first year. IEPNI staff members will have direct contact and conduct outreach to a total of 6,168 children, youth and adults, or 20 percent of the total IEPNI population in years one through five. IEPNI anticipates levels of service from the direct service staff by Year One and Year Five respectively, as indicated below.

IEPNI Expected Level of Service by Staff Position – Year One

Family Navigators	375 students/150 families receiving
Academic Case Management	268 students receiving services
College and Career Services	20 students receiving services
Community-Schools Partnerships	455 students receiving services

IEPNI Expected Level of Service by Staff Position – Year Five

Family Navigators	1,875 students/750 families receiving
Academic Case Management	2,326 students receiving services
College and Career Services	600 students receiving services
Community-Schools Partnerships	1,367 students receiving services

Infrastructure, Integration of Client and Performance Data and Core Capacity:

This category accounts for the needed infrastructure and support to implement the Data Implementation and Management Plans, including data and community analysis, implementation of the common case management system and capacity building for implementation of the Pipeline Services. IEPNI allocated 29 percent of Year One funding resources to this category. This investment is critical for the effective operations of the program.

Scaling and Implementation of Services Pipeline: This category accounts for the implementation or scaling of new or existing services in the Learn Early, Learn in School, Learn for College and Career and Learn in Community domains as well as for removing barriers for special populations and for start-up technical assistance. IEPNI allocated 29 percent of Year One funding resources to this category. More specifically, for each of the four Pipeline Services domains, the resources allocated and the number of children and adults served with those resources in Year One are included in the table below.

IEPNI Budget for Contractual Services – Year One

Category of Services	Dollars Allocated	# of people
Learn Early	$515,000	645
Learn in School	$152,200	1,335
Learn for College and	$89,700	1,350
Learn in Community	$587,500	2,813

** These numbers include households and children who receive benefits from multiple pipeline services; this is not an unduplicated count

Of the 2,283 households with children under the age of 18 in the geography, IEPNI projects an overall penetration rate of 28 percent in which a parent or caregiver and/or their children would be enrolled in and receiving one or more services from the Pipeline Services during the first two years. This does not include additional families who do not reside within the IEPN boundaries but whose children attend one of the target schools and who are receiving services by a service provider. While difficult to project, IEPNI anticipates an additional 200 households from this group would benefit during Year One.

E2. Demonstrated resources to operate the project beyond the length of the grant

Resources for the Project, Operating Model, Commitments from Partners and Support: The preponderance of work undertaken during the two year planning process of the IEPNI has been less about funding and more about the difficult work of redefining and reforming systems, creating accountability, and structuring relationships to achieve authentic integration that is results-driven and based upon data. The IEPNI Planning Team has boldly committed to a new vision for the Indianapolis community. While this work may start within the boundaries of the IEPN, the long-term concept is for a citywide expansion of the Promise Neighborhoods model. Understandably, it takes resources to achieve these goals and to bring the project to scale, but the work to redefine systems and build and integrate structures is currently underway by local partners with a long-term vision. The fully executed Consortium MOU includes renewal clauses to keep this work in place for the next 20 years. The IEPNI Planning Team developed this model for the

long-term.

The IEPNI Planning Team has based the long-term sustainability of the IEPNI financial model on four different, but complementary, strategies. JBNC has developed, implemented and proven successful significant elements of these strategies during the course of the implementation of the neighborhood's Quality of Life Plan, the Super Bowl Legacy Project and the IndyEast Promise Zone designation. These elements are as follows:

- Leveraging and aligning local resources;

- Leveraging and scaling of Pipeline Services partners' capacity to secure resources;

- Creation of a funders council; and,

- Leveraging of the federal Promise Zone and Opportunity Zone designations.

Leveraging and Aligning Local Resources: For the past eight years, the Indianapolis community has pursued numerous efforts with a clear focus on layering multiple efforts, funding, and leadership in clearly defined geographies with capacity to generate collective impact. The IEPNI effort is the newest iteration in which sizeable partners, key funders and broader community stakeholders have and will leverage considerable investments to support the goals of the IEPNI. While numerous partners will be committing their own resources for this project, the matching funding is documented from JBNC, EMCC, EmployIndy and the United Way of Central Indiana.

While the NOFA requires a 1:1 financial match for Year One, these local commitments, comprise a financial match of over 3:1 and exceeds the requirements in the NOFA. This equates to over $17,621,339 in funding commitments from locally-based organizations. $5.3M of these matching funds come from private and/or charitable sources exceeding the 10% match requirement ten-fold. This amount should be viewed as a resounding and unambiguous commitment to this project. This deep investment by many different groups will increase during implementation. With clear programmatic results, other local investors and additional groups will be inspired to become a Consortium, Pipeline Services or Systems Partner in support of this work going forward.

Leveraging and Scaling of Program Partners' Capacity to Secure Resources: JBNC based this element upon its experience with collective impact models that have repeatedly demonstrated the ability of JBNC to build the capacity of key

partners to not only perform their missions but to secure needed resources to expand their impact. The Near Eastside community development corporation known as Near East Area Renewal (NEAR) best demonstrates this element. At the beginning of the Super Bowl Legacy Project in 2008, NEAR was an unfunded agency with a minimal record of accomplishment. Through becoming a partner with JBNC, NEAR secured seed funding from three local foundations to complete planning, build capacity and hire start-up staff. Through this collective impact partnership, NEAR has grown by demonstrating results in the community, and as a result, leveraged funding from a wide variety of sources. Since 2009, NEAR has completed over $55 million in affordable housing developments, including completion of nearly 220 units of housing through renovated or newly built homes or multi-family housing within or near the Thomas Gregg Neighborhood School catchment area. NEAR is now regarded as one of the most prominent community development corporations in Indianapolis, and has developed deep funding relationships that have enabled it to expand its efforts to serve the community. As it did with NEAR, JBNC anticipates duplicating this success with the IEPNI, working closely with a number of partners to expand their capacity and to create new relationships based upon their performance and outcomes generated for the initiative. In fact, the data and outcomes generated by IEPNI will be much more robust and deeper than any individual program partner could have produced on their own, which will create an advantage in leveraging additional investments at the Pipeline Services partner level.

Creation of a Funders Council: The purpose of the Funders Council is to address

the long-term stability of the IEPNI. The management consortium has identified

over 30 potential members of the Funders Council to include local and family

foundations; regional, statewide and national foundations; and funding groups. The

Funders Council will review additional opportunities, including federal, state, local

and private resources in determining which funding opportunities align with the

goals of the IEPNI. As an organization that works closely with private donors, the

Funders Council will advise JBNC and other IEPNI partners on ways to engage

private donors for this initiative. The Funders Council will enable IEPNI to continue

successful implementation of the Pipeline Services past the five-year award.

The specific annual goals for the Funders Council and JBNC are guided and

informed by best practices developed by the Promise Neighborhoods Institute.

The goals that JBNC have established are listed in the table below.

Year	IEPNI Funders Council Annual Goals
1	Secure funding from U.S. Department of Education. Secure funding to support capacity building and implementation as needed for JBNC and project partners. Inform and
2	Complete an analysis of existing resources and assess opportunities for scaling up resources. Complete an
3	Develop and implement a plan to support partners in leveraging resources and
4	Data measurements from the first three years of results will provide new opportunities to pursue funding on a local and national level. Pursue at least ten opportunities of new funders
5	Secure new resources while ramping up existing funding support. Consider future geographical

Leveraging of Federal Promise Zone and Opportunity Zone Designation: In April

2015, JBNC and the Near Eastside received the federal Promise Zone designation. In

the round in which this designation was awarded, ninety-six cities applied and only

five, including Indianapolis, were selected. The   federal inter-agency team evaluated

Promise Zone applications on need (10 points), strategy (40 points) and capacity and

local commitment (50 points). Under the capacity section, the federal evaluation team evaluated JBNC on its ability to leverage private resources, including grants and investment capital, to manage large grants and to blend funding from multiple sources. In addition, the capacity section rated the strengths of local partnership and resource development. In the inter–agency federal review process, JBNC scored 48 out of 50. Since receiving the Promise Zone designation in April 2015, JBNC and its partners have used this designation to secure $194 million in federal dollars. Included in these awards was funding secured by JBNC in 2018 from the U.S. Department of Justice from the Community-Based Crime Reduction program of $999,913. In addition to awards of funding, in 2018, the IEPZ partners successfully advocated for 10 census tracts within the Promise Zone to be designated by the U.S. Department of Treasury as qualified Opportunity Zones census tracts. The combination of these two federal designations is a uniquely powerful tool in securing public and private investments in support of the IEPNI. All target schools that are a part of this application are located within an Opportunity Zone census tract.

Of the awarded amount of funding to IEPZ partners, $26.5 million funds activities that tie directly to the Promise Zone goal of improving educational outcomes, all of which are investments that provide a foundation for this application. Included in this amount is the 2019 award of funding to JBNC from the U.S. Department of Education for Full-Service Community Schools in the amount of $2,497,465. In addition, EMCC was also awarded funding from this same program in 2020 in the amount of $2.5M. Moving forward, the ten-year Promise Zone designation and Opportunity Zones will be utilized for the sustainability of the IEPNI by seeking other federal sources to sustain or

expand the IEPNI. Already identified as current and potential federal resources include the U.S. Department of Labor - Youth and Adult Workforce Development, Youth Employment, YouthBuild program, the U.S. Department of Agriculture -SNAP Farmers Market, Food Insecurity, Community Foods Projects, Local Foods Promotion programs and the Corporation for National and Community Service - AmeriCorps program.

These four financial strategies are or will be employed during the implementation of IEPNI's plan. The four financial strategies will provide a dynamic plan to ensure full implementation and scaling of the project for decades in the IndyEast Promise Neighborhood and across the City of Indianapolis.

E3. Identifies existing neighborhood assets and programs supported by funds

The identification of existing assets and programs has been a theme throughout the resident-led revitalization work occurring in the Near Eastside and Martindale-Brightwood neighborhoods. With the creation of the original QLP in 2007, asset mapping was a critical piece that contributed to the understanding of existing gaps in the neighborhood and current assets and programs. In addition, asset mapping was a key piece of the creation of the IndyEast Promise Zone and the Great Places 2020 initiatives. Neighborhood assets and gaps change frequently because the IEPN is an area in transition with new assets and emerging gaps. As such, the IEPNI Planning Team reviewed past asset mapping resources for accuracy with school staff, residents, and community members before updating and building upon these resources. By engaging in this process, the Planning Team found that the IEPN has hundreds of neighborhood institutions, programs, initiatives, businesses, resources, and partners who serve the students and residents in the geography.

The IEPN geography is the location of over 40 strategic investments from local businesses, nonprofit organizations, community development corporations, service providers, and state and federal governmental agencies; over 15 different revitalization and/or redevelopment focus areas; over ten different workforce development opportunity centers; four public transportation corridors; ten public safety resources and facilities; 15 educational institutions; 34 early childhood education resources rated on the Paths to QUALITY system; and approximately eight parks and greenways. In addition, the area is home to countless

neighborhood groups and faith-based communities. Current asset maps with detailed information on all institutional and organizational assets are located in Appendix G. In addition to exploring the information that was readily available from asset mapping activities, IEPNI conducted interviews with school staff and community members to identify every partner currently working with each of the seven target schools in the IEPN who provide services to students and their families. Partners already working in or with the schools were interviewed to identify the programming offered, determine the quality of evidence for that program, and assess the program's results in meeting needs of the students, families and residents as revealed in the Needs and Segmentation Analysis. These programs and partners were added to the available assets list used in the IEPNI planning effort.

In considering the neighborhood assets that could contribute to IEPNI, some neighborhood organizations have already proven their effectiveness, collaboration, and commitment to the community over time, including the JBNC, EMCC, the IU HealthNet People's Health Center, Children's Bureau, Near East Area Renewal and

Englewood Community Development Corporation. Other organizations emerged as partners when JBNC led the development of the IndyEast Promise Zone application, including United Way and the Central Indiana Community Foundation, and two data partners at IUPUI: The Polis Center and the IU Public Policy Institute. Additionally, the implementation of the Thomas Gregg Neighborhood School promoted strong partnerships with Indianapolis Public Schools and The Mind Trust. Finally, ongoing work around developing workforce development pathways has led to solid partnerships with EmployIndy and the Local Initiatives Support Corporation.

In addition to the above partners, the IEPNI planning process engaged several systems partners from city and state government, including the Indiana Department of Education,

Indiana Commission for Higher Education, Indiana State Department of Health, Indiana Office of Early Childhood and Out of School Learning, Early Learning Indiana, the Lumina Foundation, the Indiana Afterschool Network, and the Indianapolis Mayor's Office of Education Innovation, among others.

The challenge faced by the IEPNI is not purely a shortage of resources. Despite important gaps in resources such as grocery stores, bookstores, and early childhood education seats, investments in the IEPN's children are currently being made by both public and private funders, with many successful programs and active organizations in the IEPN. However, these efforts are neither aligned nor accountable for producing the high-quality results the IEPN's children deserve. IEPNI's implementation plan calls for solutions to maximize the use of existing resources while positioning partners to align and coordinate service delivery. The

IEPNI Planning Team selected solutions and partners based on the following criteria:

1) Program addressed an IEPNI project, program indicator or need indicated in the Needs and Segmentation Analysis.

2) Program demonstrated evidence-based practice to support results.

3) Program partner committed to share data, be evaluated on the results of the data and amend programs as needed over the implementation period of the IEPNI's plan;

4) Program partner committed to align their theory, framework and approach with the vision and IEPNI Theories of Change and Action;

5) Program partner's commitment and capacity to develop and maintain rigorous, data-driven results and participate in sharing client information in a shared case management system, namely the Efforts to Outcomes (ETO) system developed by Social Solutions;

6) Program partner had significant experience working with both private and public grant funding and had the ability to leverage funds to expand programs

7) Program partner has demonstrated success working in the IEPN community and/or with residents from the community

The selection process identified nearly 100 existing partners and resulted in the selection of 26 partners who best aligned with the above criteria to ensure the design of the most effective and cohesive cradle-to-career Pipeline Services. The current Pipeline Services has no gaps in time   or resources, but should gaps occur in the

future, these will be addressed through a Request for Proposal process to ensure each indicator has an evidence-based solution that meets local needs. It is through the mobilization of the collective assets of pipeline serve providers that collective impact through the implementation of IEPNI's plan is possible.