

Promise Neighborhoods RFA Indicators and the Promise Neighborhoods Research Consortium [PNRC] Measurement System

The vision of the Department of Education’s Promise Neighborhoods program is that “all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career.” In support of this vision, the Request For Action [RFA] Indicators outlined in the Promise Neighborhoods 2011 Competition reflect the importance of measuring education programs and family and community supports throughout the cradle-to-college continuum. The [Promise Neighborhoods Research Consortium](#), a network of neighborhood and community leaders and behavioral scientists working together to improve wellbeing in high-poverty neighborhoods, have defined and pilot tested [measures](#) of wellbeing and of risk and protective factors fundamental to knowing whether prevention and treatment interventions are achieving their intended benefits. The measures developed by the PNRC not only address the 2011 RFA Indicators, but also provide additional information that should be of value to communities.

The PNRC’s approach to developing a Neighborhood Profile includes acquiring and utilizing neighborhood level data from 1) A [Neighborhood Check Up](#), 2) [Archival Measures](#) (including data from the American Community Survey [ACS] and School Record Data [SRD]), 3) the [Community Member/Parent Survey](#), 4) [Child and Adolescent Surveys](#), and 5) [Teacher Assessments of Students](#). Tables M1 and M2 (shown below) illustrate how the PNRC measures align with the Promise Neighborhood 2011 RFA Indicators. Table M3 illustrates how the PNRC measures align with the comprehensive PNRC model.

Table M1: Promise Neighborhood RFA Education Programs Indicators and PNRC’s Corresponding and Value Added Measures

<u>General Area</u>	<u>2011 RFA Indicator</u>	<u>PNRC MEASURES AND SURVEY ITEMS*</u>	<u>PNRC VALUE ADDED RECOMMENDATIONS*</u>
Children Ready for Kindergarten	#/% of young children who demonstrate age-appropriate functioning	The CMP (C15; C16; Section D; E1-E10; Section F) has items for parents regarding their youngest child’s social, emotional, physical and cognitive development	The AS (IB1- IB29, IIB1-IIB12) and CS (IB1-IB25, IC1-IC3) ask school-attending children about their cognitive and social functioning; The TS (Items: C1-C29) asks teachers of students over the age of 10 years to assess social, emotional, and cognitive functioning
	#/% of young children who have a medical home	The CMP (J2) asks parents whether their children have health insurance coverage	ACS provides indicators of neighborhood level insurance coverage of children and adults; The AS (IE1-IE4, IF1-3) asks students about their access to health insurance
	#/% of young children who participate in early learning programs	The CMP (C5) asks parents to identify the various early learning programs of which their youngest child is a participant	
Standardized Test Performance	#/% of students at or above grade level according to 3 rd -8 th grade and high school assessments	SRD will provide school based indicators of student functioning/test performance at grade levels 3 to 8	SRD will provide school based indicators of students functioning/test performance at grade levels 1 to 12
Attendance	Attendance rate of students in sixth, seventh, eighth and ninth grades	SRD will provide archival attendance records for grades 6 to 9	SRD will provide attendance data for grades 1 to 12
Graduation / Higher Education	Graduation rate in neighborhood high school	AM will provide data on graduation rates from schools	ACS provides % of neighborhood residents ≥ 25 who hold a diploma; AS (IC1-IC4) asks youth about their intention and likelihood of completing high school; The CMP (C20-C23) asks parents how important and likely it is that their child complete high school
	#/% of students with post secondary degrees or other credentials w/o need for remediation	SRD should include records on student address and enrollment in post secondary institutions including completion of certificates, degrees, and credentials	ACS provides neighborhood level data on amount of degrees earned; AS (IC1-IC4) asks youth about their intention and likelihood of completing high school; The CMP (C20-C23) asks parents how important and likely it is that their child complete high school; The CMP (K8) asks respondents to indicate the highest level of schooling completed by any household member

*Note: Survey items are listed in parenthesis next to their respective survey

Key:

ACS = American Community Survey;

AM = Archival Measure;

AS = Adolescent Survey (“I” denotes Survey Version 1 and “II” denotes Survey Version 2);

CS = Child Survey (“I” denotes Survey Version 1 and “II” denotes Survey Version 2);

CMP = Community Member/Parent Survey;

NC = Neighborhood Check-Up;

SRD = School Record Data;

TS = Teacher Survey

Table M2: Promise Neighborhood RFA Family And Community Support Indicators and PNRC’s Corresponding and Value Added Measures

<u>General Area</u>	<u>2011 RFA Indicator</u>	<u>PNRC MEASURES AND SURVEY ITEMS*</u>	<u>PNRC VALUE ADDED RECOMMENDATIONS*</u>
Dietary Habits and Physical Activity	#/% of children who participate in 60 minutes of physical activity daily and eat five or more servings of fruits and vegetables daily	The CMP (G45-G48) asks parents to rate the dietary and physical activity habits of their children, and the AS (IIC1-IIC5) and CS (IIB1-IIB5) ask students to answer these same questions	The CMP (H2-H7) also asks parents to discuss availability of healthy food products, as well as number of times per week the family has a home-cooked meal
School and Neighborhood Safety	#/% of students who feel safe at school and traveling to and from school as measured by a school climate survey	The CMP (A7-A10, B7, B8) asks parents to rate the safety of their neighborhood, and the AS (IIE10- IIE14, IIH1, IIH3) and CS (IIC10- IIC14, IIF1, IIF3) ask students to rate perceptions of school and neighborhood safety, as well as whether they have been victimized at school	The CMP (A3-A6, A11-A18) asks respondents to rate their perceptions of social cohesion in the neighborhood; The AS (IIE1-IIE9) and CS (IIC1-IIC9) also ask students whether they have been perpetrators of bullying/ violent behaviors
Student Mobility	Student mobility rate (as defined in notice inviting applications)	SRD will provide data on student mobility, both by grade and overall	
Parental Support/ Encouragement	#/% of families who read to their children, encourage their children to read, and talk to their children about college	The CMP (C20-C23, E8, G41, G42) ask parents to discuss time spent with children, as well as their thoughts on high school graduation and higher education for their child; The AS (IIG3) and CS (IIE3) youth surveys ask students whether their parents check their homework assignments	The CMP (C19) also asks parents about the emotional support they give to their children outside of the educational realm; The AS (II G3-IIG10; IIH5) and CS (IIE3-IIE10; IIF5) youth surveys ask students about their perception of support from both parents and teachers
Internet Access	#/% of students with school and home access to broadband and connected computing device	The CMP (K5) asks parents about their access to the internet, and the AS (IIF1-IIF2) and CS (IID1-IID2) youth surveys ask students corresponding questions	The AS (IIG1-IIG2) and CS (IIE1-IIE2) youth surveys also asks students how often they use the Internet for school-related and non-school-related activities

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