



Advancing Results through Case Managers

A Promise Neighborhoods Case Study

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Since 2010, Promise Neighborhoods across the country have championed cradle-to-career solutions to support and lift up marginalized children, families, and communities using holistic interventions. Like many collective impact and social service initiatives, almost all Promise Neighborhoods use case management as one strategy to advance academic results, deepen relationships with community members, and foster engagement and coordination across their neighborhoods. Case managers—staff members who coordinate delivery of services and interventions to some students and families—primarily support academic outcomes for students in their communities; however, they play a central role in advancing results across the cradle-to-career pipeline (Bogle, Gillespie, and Hayes 2015). Promise Neighborhoods emphasize that the strength of these strategies lies in the relationships that case managers foster with students and families. Although Promise Neighborhoods use case managers for various purposes, all share a belief in the value and efficacy of this strategy.

This technical assistance brief examines case management and service navigation across Promise Neighborhood grantees past and present, as well as promising practices that elevate and advance the work. Our scan was informed by a brief survey that was completed by 14 of 15 current grantees and follow-up calls with one current and one former grantee.¹ The brief provides an overview of case manager strategies, highlighting cross-cutting practices, priorities, and trends across Promise Neighborhoods grantees. It aims to encourage further conversation about and investigation into case

management best practices for collective impact and the steps that can be taken to promote scale and impact within and across Promise Neighborhoods and social service organizations.

The Role of Case Managers in and across Promise Neighborhoods

The US Department of Education established the Promise Neighborhoods initiative in 2010. Modeled on the Harlem Children's Zone—a cradle-to-career initiative founded in 1997 in New York City—Promise Neighborhoods work to ensure that all children have “access to great schools and strong systems of family and community support.”² Promise Neighborhoods grants are awarded to nonprofit organizations, institutions of higher education, and Indian tribes. These backbone organizations identify and recruit partners to provide a continuum of place-based solutions to support children from early childhood through high school and postsecondary education and/or career. Promise Neighborhoods grantees are also tasked with providing family and community supports that promote health and wellness, stability, and safety. Grantees report on academic and family and community supports and outcomes to the Department of Education biannually. The program has funded 25 federal implementation grants since its inception; 15 grants are currently active.³

As seen in table 1, most Promise Neighborhoods use case management as a central strategy. Among the 15 active grants, only two grantees do not have case management strategies (they are not included in the table), and one of those is developing its own model. Many grantees report that case management helps children and families navigate the various programs and services that their Promise Neighborhood offers. Case managers also play an important role in performance measurement, collecting data on student outcomes to identify which strategies are working and for which students. Like traditional case management models, Promise Neighborhoods' strategies generally involve identifying students who need services and enrolling them in case management. And these programs typically include regular consultations, assessments to determine student needs and goals, service plan development, referrals to other services and programs, regular assessments of student progress and changes to service plans as needed, and help with transitions from case management services (Bogle, Gillespie, and Hayes 2015). Case manager responsibilities and practices vary across Promise Neighborhoods grantees but tend to adhere to this framework.

TABLE 1

Overview of the Case Manager Role across Promise Neighborhoods

Promise Neighborhood	Case manager title and description	Caseload, number of case managers employed, and solutions supported
Albina-Rockwood Promise Neighborhood Initiative <i>Portland, OR</i>	The In-School Coordinator works with students from grade 6 through high school and into postsecondary enrollment/career. Coordinators help students develop and implement “individual success plans” with personal, social, academic, and career goals and meet with students monthly.	<ul style="list-style-type: none"> ■ Caseload: 21+ ■ Case managers employed: 11–25 ■ Primary results supported: high school graduation, attendance and absenteeism, support for learning
Berea College Knox Promise Neighborhood <i>Knox County, KY</i>	The Academic Interventionist is embedded in math and language arts classrooms in schools across the neighborhood and provides academic support and tutoring to students. Interventionists serve students in grades 3–8 and 11 and check in regularly with the families of students on their caseload.	<ul style="list-style-type: none"> ■ Caseload: 35–40 ■ Case managers employed: 11–25 ■ Primary results supported: academic proficiency, attendance and absenteeism, student mobility
Berea College Perry Promise Neighborhood <i>Perry County, KY</i>	The Academic Interventionist provides academic support in reading and math, mentoring, and connection to services individually and collectively for a group of students. Interventionists work with students on their “individual learning plans” and maintain relationships through regular check-ins, home visits, and ongoing communication with students’ families.	<ul style="list-style-type: none"> ■ Caseload: 21+ ■ Case managers employed: 11–25 ■ Primary results supported: academic proficiency, high school graduation, postsecondary enrollment and graduation
Camden Promise Neighborhood <i>Camden, NJ</i>	The Family Support Specialist and Engagement Coordinator are central to Camden’s school-based social supports team. The team administers various mentorship programs to promote educational achievement and social-emotional well-being among middle and high school students.	<ul style="list-style-type: none"> ■ Caseload: 21+ ■ Case managers employed: 1–10 ■ Primary results supported: attendance and absenteeism, safety at and traveling to and from school, student mobility

Promise Neighborhood	Case manager title and description	Caseload, number of case managers employed, and solutions supported
Chula Vista Promise Neighborhood and San Diego Promise Neighborhood* <i>Chula Vista, CA, and San Diego, CA</i>	The Academic Advocate follows a cohort of students from as early as grade 7 through high school and into enrollment in postsecondary institutions. Advocates check in with students and families monthly, monitor academic progress, and provide referrals for resources and supports.	<ul style="list-style-type: none"> ■ Caseload: 25–50 ■ Case managers employed: 11–25 ■ Primary results supported: postsecondary enrollment and graduation, high school graduation, academic proficiency
Deer Creek Promise Neighborhood and Indianola Promise Community* <i>Washington County, MS, and Indianola, MS</i>	The LINKS (Linking Individual Neighborhoods and Kids to Service) Associate meets with students and parents regularly to develop “individual learning paths” and help students make meaningful progress toward their academic and social-emotional goals. Associates are liaisons between student, home, and community resources.	<ul style="list-style-type: none"> ■ Caseload: 21+ ■ Case managers employed: 1–10 ■ Primary results supported: kindergarten readiness, academic proficiency, attendance and absenteeism
South Hayward Promise Neighborhood <i>Alameda County, CA</i>	The Student Success Coach monitors the academic performance and social and emotional well-being of California State University-East Bay students, providing referrals and supports to promote college persistence and graduation.	<ul style="list-style-type: none"> ■ Caseload: 21+ ■ Case managers employed: 1–10 ■ Primary results supported: high school graduation, postsecondary enrollment and graduation
Mission Promise Neighborhood <i>San Francisco</i>	The Family Success Coach works primarily at schools, meeting regularly with students and families to address barriers to children’s academic success at every stage of the pipeline. Coaches also connect families with a broad network of neighborhood-based service providers.	<ul style="list-style-type: none"> ■ Caseload: 80–120 ■ Case managers employed: 1–10 ■ Primary results supported: support for learning, student mobility, kindergarten readiness
Northside Achievement Zone <i>Minneapolis</i>	The Family Achievement Coach meets with families at least once a month to create and work toward children’s educational goals. Coaches also work directly with older students and are embedded within schools, early childhood programs, and social service organizations.	<ul style="list-style-type: none"> ■ Caseload: 30 ■ Case managers employed: 20–25 ■ Primary results supported: support for learning, academic proficiency, high school graduation

Promise Neighborhood	Case manager title and description	Caseload, number of case managers employed, and solutions supported
Promise Heights <i>Baltimore</i>	The PromiseCorps member monitors daily attendance data for chronically absent students and those at risk of becoming chronically absent. Members provide individual assessments and action plans to support student achievement and academic success, which they discuss during regular check-ins.	<ul style="list-style-type: none"> ■ Caseload: 30–40 ■ Case managers employed: 11–25 ■ Primary results supported: attendance and absenteeism, high school graduation, safety at and traveling to school
Supporting Transitions and Educational Promise Southeast (STEPS) Alaska Promise Neighborhood <i>Southeast Alaska</i>	The Navigator works one-on-one with a small group of students, providing supports to ensure adequate academic progress. Navigators connect students with other programs and services as needed.	<ul style="list-style-type: none"> ■ Caseload: 6–10 ■ Case managers employed: 1–10 ■ Primary results supported: postsecondary enrollment and graduation, high school graduation, academic proficiency

Source: Survey of 12 current grantees and phone call with one former grantee (Northside Achievement Zone).

Notes: Grantees were asked to identify the number of students or families each case manager works with using predefined ranges (1–5; 6–10; 11–20; 21 or more). Some grantees provided specific numbers and ranges for their case manager caseloads that differ from (or fall outside of) the predefined ranges. Grantees were also asked to identify the number of case managers they employ using predefined ranges (1–10; 11–25; 26–50; and more than 50). Similarly, some grantees provided ranges that differ from (or fall outside of) the predefined ranges.

* Grantees submitted joint survey responses.

Case Manager Characteristics

This section examines case manager strategies and identifies similarities and differences across Promise Neighborhoods. Overall, we found that most case managers are from the communities they serve and have high school diplomas or bachelor's degrees. They help families track and meet goals through mentorship, coaching, and referrals and generally have caseloads of more than 21 students and/or families. Case managers primarily focus on helping students achieve academic goals but also provide support for families and schools.

Most Case Managers Are from the Communities They Serve

At least some of the case managers for all 13 of the Promise Neighborhoods grantees featured in this brief grew up in the communities they now serve. Three grantees exclusively have case managers from the community. The remaining 10 grantees employ a mix of case managers from the community and those from elsewhere, with the majority employing more case managers from the community.

Grantees often say that their staff members are well-positioned to serve as trusted resources for their community. Hiring case managers from the community means those staff members have first-hand knowledge of the challenges that students and families face. Several grantees noted the importance of hiring case managers who are the same race or ethnicity and speak the same languages as community members. Mission Promise Neighborhood noted in its response to our survey that its “team is 100 percent bilingual people of color, and half of them [are] from the neighborhood,” which complements its goal of providing “holistic, culturally appropriate services.”

Case Managers Generally Meet Educational Requirements and Must Be Committed to the Neighborhood

About half of grantees require case managers to have a high school diploma, GED, relevant certificate(s), or some postsecondary education; the other half of grantees require a bachelor's degree. Grantees that require a bachelor's degree may make allowances in some circumstances for applicants who do not have one. Only a small number of grantees require applicants to have prior relevant work experience. Promise Heights and Berea College Perry Promise Neighborhood employ AmeriCorps members (volunteers in national service programs) to serve as PromiseCorps and Academic Interventionists in their respective communities.

In the job descriptions for case managers, grantees note that candidates should have a deep understanding of, or willingness to learn about, the community they will serve. Grantees expect candidates to be committed to student success and share a belief in the potential of each child and family. In some cases, candidates are expected to be proficient or fluent in a language other than English, most often Spanish. Grantees generally consider candidates with strong communication and interpersonal skills, familiarity with the service providers in the area and the ability to foster new

service partnerships, and prior experience with data entry and management. All grantees expect case managers to have computer skills and a valid driver's license.

Case Managers Help Students and Families Set and Track Goals

Case managers take on an array of responsibilities that in some cases extend beyond the scope of other traditional case management models. In addition to providing direct services, case managers are responsible for fostering cohesion across the Promise Neighborhood through relationships with students and families, schools, and partner service organizations. Among Promise Neighborhoods grantees, case managers tend to have a caseload of students to whom they provide one-on-one supports and small group interventions. These supports and interventions involve mentorship and coaching to promote academic excellence and attendance, goal setting and tracking using individual learning plans (described in greater detail later), service coordination and navigation to help students and families identify and make use of needed resources, and referrals to connect clients with additional programs and services. In some cases, such as with Berea College Knox Promise Neighborhood and Perry Promise Neighborhood, case managers provide academic support and content tutoring. In the Albina-Rockwood Promise Neighborhood Initiative (ARPNI), case managers do individual student assessments.

Case managers are also tasked with monitoring student progress in academics and attendance, as well as social and emotional well-being. Most Promise Neighborhoods use individual learning plans—also called individual learning paths, individual success plans, scholar achievement plans, and individual plans of action—in their goal setting with students and families. Case managers generally develop plans with students and families at intake, mapping goals and creating short- and long-term benchmarks. Case managers use the plans to monitor progress toward goals. Aside from attendance, course performance, and other behavioral indicators, the metrics used by case managers vary by student and/or family and reflect individual needs and interests.

Most case managers have an integrated role within and are located at the Promise Neighborhood schools. Case managers are a resource for school staff members and are an important connection between the Promise Neighborhood and the school. In the Mission Promise Neighborhood, for example, Family Success Coaches spend four days each week at a school site and one day at the Mission Economic Development Agency (the grantee organization). Case managers are responsible for providing services to a subset of students but are also expected to support overall improvement in school culture and climate. Case managers are often asked to serve as school-wide resources regarding college awareness, access, and enrollment.

Case managers are often expected to be an extension of school staff and community service providers and an advocate for students and families. Case managers aim to foster positive relationships between families and schools through ongoing parent communication and engagement. In San Diego and Chula Vista, Academic Advocates meet quarterly with the parents of students on their caseloads, providing resources and updates on children's educational and extracurricular development. In addition to managing relationships with community service providers, case managers in some Promise

Neighborhoods initiate and foster new relationships. We collected job descriptions for Promise Neighborhoods' case manager positions; they can be accessed at <https://www.urban.org/research/publication/advancing-results-through-case-managers>.

Most Caseloads Contain More Than 21 Students and/or Families

Among the Promise Neighborhoods grantees that responded to our survey, all employ 25 or fewer case managers for their primary case management strategy, and almost all the case managers have caseloads of more than 21 students and/or families. The smallest caseload among Promise Neighborhoods grantees is in the Supporting Transitions and Educational Promise Southeast (STEPS) Alaska Promise Neighborhood, where the Navigator works with 6 to 10 students. In South Hayward Promise Neighborhood, meanwhile, the single Student Success Coach serves more than 300 college students, and in Mission Promise Neighborhood, each In-School Coordinator serves 80 to 120 students. As discussed in greater detail later, several grantees identify large caseloads as a challenge for their case management strategy. However, Promise Neighborhoods' case managers serve a small number of students and families relative to the size and needs of their communities.

Case Managers Support Academic Results for Students

Promise Neighborhoods see their case manager strategies as contributing to several student- and family-oriented results; however, case managers are primarily focused on academics. Although grantees implement many solutions on the cradle-to-career continuum and provide family and community supports, grantees indicated in our survey that their case manager strategies contributed most significantly to improving "attendance and absenteeism," "academic proficiency," and "high school graduation."

Benefits and Challenges

Grantees speak highly of case managers and the impact they have on students and families. However, they acknowledge that high-quality strategies sometimes come at a cost. Grantees see case managers as acting as caring adults in the lives of vulnerable students, who come to rely on case managers as advocates and liaisons. Families may similarly rely on case managers for insights into their children's development and for resources to support their basic needs and enrichment. But case managers face challenges as well. According to grantees, those include limited staff capacity and resources, secondhand trauma, and the structural obstacles such as housing instability and economic insecurity that their clients face. To address these, some grantees are bolstering their case manager strategies with corresponding efforts to affect policy, promote population-level results, and foster equity.

Benefits

Grantees often describe case managers as the "missing link" between students/families and institutions/services. By developing trusted relationships with community members, case managers

support and advance the mission and vision of the Promise Neighborhood. In its response to our survey, Deer Creek Promise Neighborhood said its Linking Individual Neighborhoods and Kids to Service (LINKS) Associates provide necessary “linkage between home, school and community resources,” connecting the various aspects of the Neighborhood in a way that is accessible to families. Case managers also become woven into the fabric of the school and are attuned to both student and school needs. When case managers are stationed in classrooms, as they are in Berea College Knox and Perry Promise Neighborhoods, they can develop relationships with—and provide services to—students who are not on their caseload.

Grantees also report that students connected to case managers often achieve significant results. Berea College Perry Promise Neighborhood reports that about one-third of students who received case management services made significant gains in academic performance on state accountability assessments. South Hayward Promise Neighborhood has observed an increase in the number of students enrolling in California State University-East Bay, and it attributes that increase in large part to the work of the Student Success Coach in local high schools. Before ARPNI received the Promise Neighborhoods grant, its case management model proved effective in reducing student transiency (movement from one school or school district to another), increasing attendance, improving test scores, and increasing graduation rates among participating students. Self Enhancement Inc., the grantee organization for ARPNI, has implemented this case management model as a primary strategy in its continuum of solutions.

Challenges

Several grantees said in their survey responses that limited resources were a primary challenge for their case manager strategies. In Promise Heights, the PromiseCorps model “requires extensive individual work with case managers so that they can provide extensive individual work with students” and is a “very intensive model with both staff and participants.” Case manager models such as Promise Heights’s require valuable staff time and financial investments, both of which are stretched across the cradle-to-career pipeline of services and strategies. Staff members need training on how to build rapport with families who perceive school staff members or social workers as critical or threatening. Developing meaningful relationships takes time, and case managers need the tools, resources, and guidance to do this work effectively. Limited resources often correspond with large caseloads for case managers, which almost all grantees cited as a primary challenge. Resource constraints also mean that some eligible students are not being served: the Berea College Perry Promise Neighborhood “deal[s] with the reality that there is a far greater need than we have the resources to address.”

Like many frontline service providers, Promise Neighborhoods case managers often experience secondhand trauma from the multifaceted challenges of the communities they serve. In some cases, case managers may feel helpless in the face of structural challenges—including housing instability, rent burden, and economic insecurity—that affect their clients. In San Diego and Chula Vista, according to their survey response, “resources that address major life needs, such as housing, finances, and health, are often either very limited or require an intense amount of resources,” and case managers cannot

always provide solutions, particularly to challenges that stem from systemic issues. ARPNI provides ongoing trainings and one-on-one check-ins with staff to support In-School Coordinators and address burnout and to ensure that staffers feel “valued and taken care of.” Although Promise Neighborhoods may be able to support their case managers’ professional development and wellness checks, addressing the root causes of poor student and family outcomes often requires a larger, more comprehensive strategy.

Bringing Solutions to Scale and Equity to the Forefront

If case manager strategies are rooted in deep and trusting relationships between students, families, and staff members, how do these strategies contribute to the Promise Neighborhood’s goal of population-level results and equitable achievement for whole schools and communities?

Case managers work with a relatively small share of students and families but are also a resource for the larger school community and surrounding neighborhood. They are a visible presence and source of support for all students. Some Promise Neighborhoods have expanded the reach of their case manager strategies to increase impact. Northside Achievement Zone (NAZ), for example, works to build the capacity of other community leaders and partner organizations to implement its Family Achievement Coach model. Other Promise Neighborhoods, such as ARPNI, have embedded equity within their case manager strategy by pairing culturally specific mentors and advocates with students of color. Both the NAZ and ARPNI models are structured to address issues of scale, equity, and culturally responsive service delivery; this approach further tailors case manager strategies to meet the overarching goals of the Promise Neighborhoods initiative. These models are described in greater detail in the following sections.

By connecting families to a broad network of neighborhood-based service providers in a coordinated manner, Family Success Coaches are helping to implement collective impact in our neighborhood footprint, where the scale of the solution begins to match the scale of the problem, and we are seeing population-level rates increase for medical home, kinder[garten] readiness, and graduation.

—Mission Promise Neighborhood (San Francisco)

Northside Achievement Zone: Scaling Solutions through Individual, Community, and Systems-level Accountability

The Northside Achievement Zone in Minneapolis received a Promise Neighborhoods implementation grant in 2012. Since the grant ended in 2017, NAZ has continued to serve families using blended funding, including state and local resources. NAZ employs up to 25 Family Achievement Coaches who

work with as many as 30 families each. Unlike the models used by many current grantees, NAZ's includes placing coaches in various settings, including early childhood education centers, kindergarten through grade 8 schools, high schools, a youth employment/service partner, and a family support center. Under the original Promise Neighborhoods grant, NAZ hired neighborhood leaders to serve as Family Achievement Coaches, with a minimum educational requirement of a high school diploma or a GED or relevant experience or training.

NAZ leadership considers the Family Achievement model distinct from traditional case management. Whereas case management often involves crisis management and referrals, NAZ's work revolves around achievement planning—adjusting individual mindsets and patterns to support children's academic success and families' mobility from poverty. Coaches meet with families on their roster at least once a month to set and work toward goals. Goals may include reading with their child, connecting with a child's teacher, or taking a tour of a kindergarten classroom. In the words of NAZ leadership, coaches “help empower [families] by sharing wisdom and knowledge...convincing families that they already know it.” As children get older, coaches meet with scholars directly, supporting them through high school graduation and college enrollment. Family Achievement Coaches foster deep “umbilical cord connections” with the families they work with, a strength of the NAZ model.

Family Achievement Coaches expand access to the NAZ model through parent leaders and partners and, most notably, their dual approach to individual- and systems-level change. As families meet goals and graduate from the program, they may be invited to join a parent leadership team that recruits and works with other parents who may be interested in the program. The parent leadership team invites parents to attend NAZ Family Academy classes, which often connect them to other NAZ programs and services. NAZ also works with its community-based partners, including school case workers and parent liaisons, to infuse achievement planning into their practices. This helps ensure that families not directly served by NAZ's coaches experience aspects of the Family Achievement model.

Finally, NAZ's theory of action promotes family advancement in a way that is respectful and methodical while upholding individual, community, and systemic accountability. NAZ's collective impact model positions coaches within various strategies designed to address structural challenges, and coaches work to increase individual achievement through access to resources and intensive coaching. NAZ leadership believes that by working at both levels, the organization—the achievement planning strategy, in particular—is well positioned to close equity gaps, particularly educational achievement gaps.

Albina-Rockwood Promise Neighborhood Initiative: Advancing Equity through Culturally Responsive Practices

One of the newest Promise Neighborhoods grantees, the Albina-Rockwood Promise Neighborhood Initiative in Portland, Oregon, received its implementation grant in 2018. Self Enhancement Inc., the grantee organization, has extensive experience delivering case manager services to African American students experiencing academic and/or social challenges in schools in North Portland. ARPNI now

employs 11 to 25 In-School Coordinators who each work with 30 to 35 students at risk of not graduating and are stationed in schools within the Promise Neighborhood. Coordinators are required to have a bachelor's degree in a relevant field of study (e.g., education, psychology) or at least two years of college-level study and two years of experience working with young people in educational environments.

In-School Coordinators are primarily focused on academic results, with the primary goal of increasing high school graduation among students of color. Coordinators are assigned a cohort of students as young as sixth-graders and work with that cohort through high school graduation and into enrollment in postsecondary education or employment. Through (at least) monthly check-ins, coordinators work with students to develop individual success plans and track progress toward course performance, attendance, and behavioral goals. Coordinators also develop close relationships with students' families and involve parents in their children's academic and extracurricular experiences.

Self Enhancement's original case manager model matched African American students with coordinators of the same race and/or ethnicity. Today, the Promise Neighborhood works with a diverse group of young people, including white, Latinx, and American Indian students, as well as students who are immigrants or refugees. Self Enhancement continues to recruit 80 percent of coordinators from the ARPNI community but also now recruits more widely to reflect the students they serve. ARPNI also works with four culturally specific partner organizations to help support coordinator-student matching.

Self Enhancement prioritizes culturally specific mentors as an essential ingredient to success, especially given ongoing demographic changes and gentrification in the target neighborhoods. ARPNI leadership shared that "navigating the advancement of racial equity is something coordinators have to face every day" as "the coordinators are often the only adult of color" at the schools they serve. Because coordinators look like the students they support, they can provide unique motivation for students and call out and address micro- and macroaggressions to foster an inclusive school climate. By working primarily with students of color in majority-white schools, coordinators play important roles as advocates for equitable outcomes for all students.

In putting equity at the forefront of its model, ARPNI simultaneously addresses race-based achievement gaps and disproportionate disciplinary practices by improving overall school climate and serving students at the greatest risk of dropping out. ARPNI says the presence of coordinators in school buildings helps foster a welcoming environment for students and families of color and creates opportunities for productive conversations about race. At one high school, coordinators helped students develop Race Forward, "an annual event that brings the school together to discuss race in efforts to normalize the conversation and give a voice to students of color and share the impacts of racism at their school." ARPNI leadership believes that by working with students who have the lowest graduations rates—and supporting these students academically and socially—their model helps improve the school's overall graduation rate. By encouraging students experiencing academic and socioeconomic challenges and partnering with school staff members to work with students of color through culturally responsive practices, the model creates a ripple effect across the larger student body.

Lessons Learned and Next Steps

Across Promise Neighborhoods, case managers are providing valuable services to children and families, advancing the mission of each cradle-to-career initiative by connecting students to pipeline solutions and supporting academic achievement. The titles that Promise Neighborhoods use for their case managers differ, but the roles have similar responsibilities and expectations. In general, Promise Neighborhoods employ fewer than 25 case managers, and the majority of case managers grew up in the communities they serve. Case managers promote academic results for a caseload of 21 students or more through regular consultations, mentorship, service coordination, and goal tracking. Grantees identified benefits that are connected to a personal, intensive case manager strategy—in particular, the trusting relationships that case managers foster with students and families and the integral role that case managers play in connecting people to Promise Neighborhoods interventions and supports. Yet grantees also see ongoing structural challenges and limitations that can become barriers to scale and impact.

As illustrated by the models of NAZ and ARPNI, case managers are also being used to further population-level results and promote racial and social equity. NAZ works to foster individual- and systems-level change by partnering with parent ambassadors and organizations that provide similar services. ARPNI provides culturally responsive case management to students of color, which contributes to an inclusive school climate and better outcomes for all students. These models provide a few examples for Promise Neighborhoods considering the role of their own case manager models in advancing results.

Notes

- ¹ In two cases, grantees submitted one survey response for two Promise Neighborhoods: (1) Chula Vista Promise Neighborhood and San Diego Promise Neighborhood in California and (2) Deer Creek Promise Neighborhood and Indianola Promise Community in Mississippi.
- ² “Promise Neighborhoods,” US Department of Education,” last modified March 5, 2018, <https://www2.ed.gov/programs/promiseneighborhoods/index.html>.
- ³ For a list of all grantees, see “Neighborhood Infographics,” Promise Neighborhoods, <https://promiseneighborhoods.ed.gov/data-and-results/infographics>.

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