(A) Strength of Demonstrated Performance (50 points).

(A1) Ability to collect, track, and report GPRA data on performance indicators

The Chula Vista Promise Neighborhood (CVPromise.org) longitudinal data tracking system is recognized as one of the best. Under the leadership of South Bay Community Services (SBCS), CVPromise uses Social Solutions' Efforts To Outcomes (ETO) software to track outcomes and performance management. ETO is used by all CVPromise partners to record progress towards the Department of Education's GPRA indicators.

The data tracking process begins with CVPromise's Universal Assessment Tool, which is used by all partners to screen for family and individual strengths and risk factors. Partner providers enter data directly into the CVPromise ETO site, which is used to track efforts and outcomes at a variety of levels, including individual (child and family) and service level outcomes, data on programs provided by the partners (penetration rates, success rates, etc.), and macro-data on our Promise Neighborhood pipeline as a whole. Data access privileges and related details are set inside the ETO software, the MOU between the partner organizations, and the consent forms signed by program participants, and are all subject to privacy laws. All partners have signed data sharing agreements and are responsible for gathering data for their individual programs, including data on individual clients served as well as progress towards indicator improvements. This data is uploaded into the collaborative ETO database (with identifying information removed) by the 10th of every month. CVPromise's Data Manager uses this data to prepare monthly reports on the progress of individual programs and the entire initiative, so that the Core Management Team can verify that programs are producing desired results and impact. The continuous quality improvement process includes regular outcome evaluations (impact of services on indicators), cultural competency surveys, satisfaction surveys (of parents, teachers,

and employees), neighborhood surveys, and school climate surveys.

CVPromise used the evidence-based Results Based Accountability (RBA) framework as a key element in the design process of our ETO platform, which tracks the three core RBA performance measures for every program in the pipeline: *How much did we do? How well did we do? Is anyone better off?* These three basic measures targeting quantity and quality are prescribed by the RBA framework as the basis for measuring progress and holding common language. They are used to monitor compliance and accountability among our partners, and to track outcomes in real time to learn what is working, so that we can improve performance in a cycle of continuous learning and improvement. The Data Team regularly reports to the Program Manager and other relevant committees on data gathered and analyzed, so that data can be used to guide program decision making. Data is continuously used by the Core Management Team and Advisory Committee to determine whether solutions in the continuum are achieving desired results and outcomes, in particular the GPRA performance indicators. Data reports are also made public on the CVPromise website and shared with parents and residents at regular forums.

Monica Martin, CVPromise's experienced Data Manager, manages the data system, oversees all gathering, analysis, and sharing of data, and facilitates CVPromise Data Team meetings. This team brings together the San Diego Association of Governments (SANDAG), key CVPromise managers, and school district personnel, each of which are able to access unique sets of data for the project. The role of the Data Team is to access and analyze data on key indicators and other factors, monitor the longitudinal data gathering system, and provide regular reports to the Program Manager, Core Management Team, and Advisory Committee to guide future planning and continuous improvement. SANDAG conducted the initial needs assessment and segmentation analysis and conducts annual school-wide surveys and biannual neighborhood

surveys, provides quarterly and annual reports on indicators, communicates with the National

Evaluator, and ensures that all data requirements are met.

SBCS has invested considerable resources into building an impressive and comprehensive

longitudinal data tracking system for CVPromise. In 2012, Social Solutions provided initial

access to the CVPromise ETO Enterprise and included pre-designed program and report

templates. CVPromise's Data Manager then custom-built every single program and its

corresponding reports, so that the data collection system reflects actual programming – rather

than programming being altered to fit into a pre-existing template. This process included meeting

with the Management Team to discuss pipeline goals and objectives, then using this information

to create specific data entry points for each point of the pipeline in the ETO CVPromise

Enterprise. Finally, we created data management training manuals (procedures) and customized

reports based on the specific needs of our community, the Program Manager, and Program

Directors, and then provided training and on-going support for all staff and partners' staff. This

process has resulted in data that reflects actual programming and provides the ability to change

program build-outs as the needs of the populations and programs change.

Based on our 5-year experience implementing CVPromise, SBCS has learned a number of

lessons relating to data gathering. We learned that it is essential that each partner designate a

single person who is responsible for gathering data and inputting data into the ETO database. We

also learned the importance of aligning partners around common indicators and language. To

address any potential discrepancies, CVPromise developed a 'Data Dictionary" for all indicators,

to ensure that all partners are using the same language and gathering comparable data. All

partners are trained on using ETO and on the data dictionary. Additionally, we learned the

importance of including administrators, teachers, and students in redesigning school systems, to

ensure buy-in and full cooperation.

SBCS complies with HIPAA, FERPA, and all applicable privacy laws. CVPromise uses a universal release of information, signed by parents, giving permission to share non-identifying data in progress reports. When a partner enters information on a client into the ETO longitudinal tracking system, they are able to see that the client received a service from another partner but are not be able to access information on what services they received. Access to client data is regulated through ETO's user account roles, program assignments, and touchpoint security features. Program Directors and the Data Team determine data access. Staff access is limited to specific programs, with further restrictions to what touchpoints can be viewed within each program. Only members of the Data Team have access to all data. SANDAG evaluators are given access to predetermined individual and service level data in the form of data reports, for the purpose of analysis and evaluation. The MOU describes each partner's ongoing commitment to gather and share data, participate in data analysis and interpretation, use data for continuous improvement and accountability, and work with the National Evaluator during the 24-month extension period.

(A2) Positive and promising results during the initial implementation grant

CVPromise brings together a collaboration of 35 partners focused on family, education, health, and community to support academic excellence and college and career aspirations for children in the Castle Park community of Chula Vista in San Diego, California. The original goal of CVPromise was to create a culture of healing and wellness that permeates the neighborhood, mitigating pervasive environmental traumas that can lead to Persistent Traumatic Stress Disorder (poverty, violence, homelessness, racism, hunger, abuse and neglect, drugs, crime). This healing zone is gradually eradicating insidious facets of poverty by supporting children and families to

cultivate the skills, relationships, and resources they need to make healthier life choices and thrive. All service providers and teachers have been trained in trauma-informed service delivery and receive on-going coaching in this evidence-based approach. The project was designed to break down agency "silos", resulting in the effective and efficient implementation of solutions across agencies. The neighborhood includes many first-generation families, and research shows that families that are independent, proactive participants in their communities achieve better social integration. The project was designed to maximize social integration and participation for all, and CVPromise has taken equitable measures to engage community members throughout all phases of this process so that community involvement is ingrained as a core principle for success.

The CVPromise initiative has created a holistic and seamless continuum of 'cradle to career' solutions to provide a clear and viable pathway to college and career success. This 'pipeline' includes (1) an Early Learning Network; (2) Strategies for Academic Excellence in School; (3) College and Career Readiness Solutions; and (4) Family and Community Supports. Each of these components has demonstrated extraordinary success, positively impacting the lives of thousands of children and creating a ripple effect across West Chula Vista that is gradually affecting neighboring communities and schools. In fact, in May 2018, the County of San Diego approved the 5-year funding of a Live Well Promise Neighborhood in a high-need neighborhood in Central San Diego, modeled on the success of CVPromise. This will be initiated in 2018, with the intention of scaling to additional Promise Neighborhood sites throughout the County.

In 2012, when implementation began, the Castle Park neighborhood was a community in distress with few opportunities for children to thrive: 67% of adults did not have their high school diploma; 62% of pre-kindergarten age children did not attend preschool; 68% of families

did not own their home; and 51% of families received some type of financial assistance.

Chula Vista Promise Neighborhood Outcomes at a Glance

Government Performance Results Act (GPRA)	Baseline (12-13)	Actual (16-17)	Change
1) 0 to K children with medical home	89%	91%	↑2
2a) Age appropriate functioning 3-year-olds	32%	81%	↑49
2b) Age appropriate functioning Kindergarteners	32%	92%	↑60
3) Children in early learning programs	32%	53%	↑21
4) ELA proficiency	40%	45%	↑5
4) Math proficiency	24%	25%	↑1
5) Attendance rate	83%	93%	↑10
6) Graduation rates	87%	93%	↑6
7a) Attend college *	66%	69%	↑3
8) Exercise	18%	20%	↑2
9) Nutrition	30%	27%	-3
10) Safety perception	80%	80%	0
11) Mobility	15%	28%	↑13
12) 0 to Kindergarten read to	68%	77%	↑9
13) K to 8th encouraged to read.	88%	94%	↑6
14) 9th-12th talked to about college and career	67%	93%	↑26
15) Students with broadband internet and computer access	96%	98%	↑2

As of 2018 we will also be able to track outcomes 7b, 7c, and 7d.

This raw GPRA data, while impressive by itself, does not adequately demonstrate how the initiative has significantly improved educational and developmental outcomes of children in one of our most distressed communities, transforming so many lives. What follows is a spotlight on just a few of CVPromise's many successes.
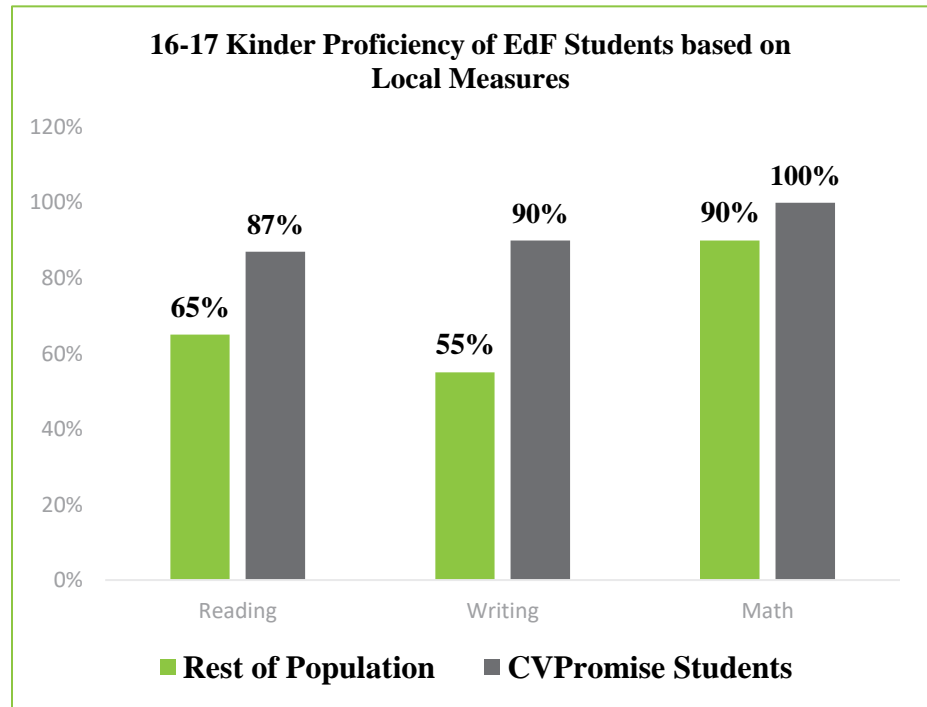
(1) Early Learning Network Results:

- *Age-Appropriate Development*: (First 5 First Steps: Newborn Home Visiting up to age 3) In FY16-17, 100% of participating parents demonstrated increased knowledge of age-appropriate child development, and 89% demonstrated knowledge and capacity to advocate for their child's needs.

- Among parents who participated in Universidad de Padres, CVPromise's 12-week Child

Development Course, 87% demonstrated gains in knowledge of Child Development, Health and Nutrition, Literacy, and Accessing Community Resources in 2017.

- 36% of preschool-aged children in the neighborhood *attend Center-Based Care* (compared to 31% in 2012).

- 92% of children exhibited *age-appropriate functioning in kindergarten* in 2017 (compared to 32% in 2012; The national average for low-income children is 48%).

- Students who graduated from CVPromise's preschool for English Language Learners, *Escuelita del Futuro (EdF)* in May 2016 and were in Kinder during the 16-17 school

16-17 Kinder Proficiency of EdF Students based on Local Measures

	Reading	Writing	Math
Rest of Population	65%	55%	90%
CVPromise Students	87%	90%	100%

■ **Rest of Population** ■ **CVPromise Students**

year achieved significantly higher proficiency rates than their peers.

- The FY17/18 EdF graduating class had a 98% pass rate on the Kinder Readiness Test, a 6% increase from the previous year.

- 96.8% of neighborhood children had *health insurance* in 2016, compared to 91.4% in 2014.

(2) Academic Excellence in School Results:

- More students are scoring at or above grade level on *ELA and Math tests*:
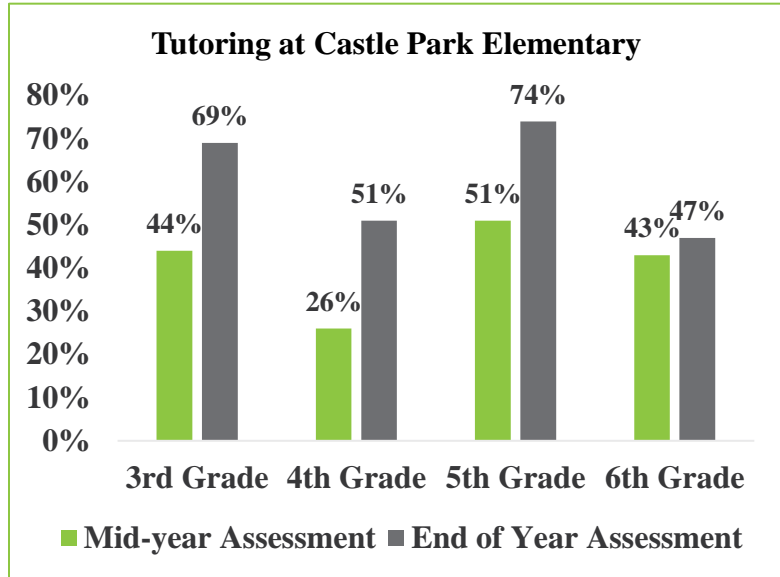
	ELA 2012	ELA 2017	Change	Math 2012	Math 2017	Change
3rd Grade	46%	57%	↑11%	6%	40%	↑34%

|						
4th Grade	19%	46%	↑27%	10%	40%	↑30%
5th Grade	19%	58%	↑39%	3%	40%	↑37%
6th Grade	24%	44%	↑20%	5%	30%	↑25%
7th Grade	27%	37%	↑10%	23%	26%	↑3%
8th Grade	29%	41%	↑12%	23%	26%	↑3%

- ***In-class Tutors*** at Castle Park Elementary School have also been particularly effective.

- ***Graduation rates*** have increased– especially for Academic Advocate students (i.e. First-generation students whose parents did not attend college), 100% of whom graduated.
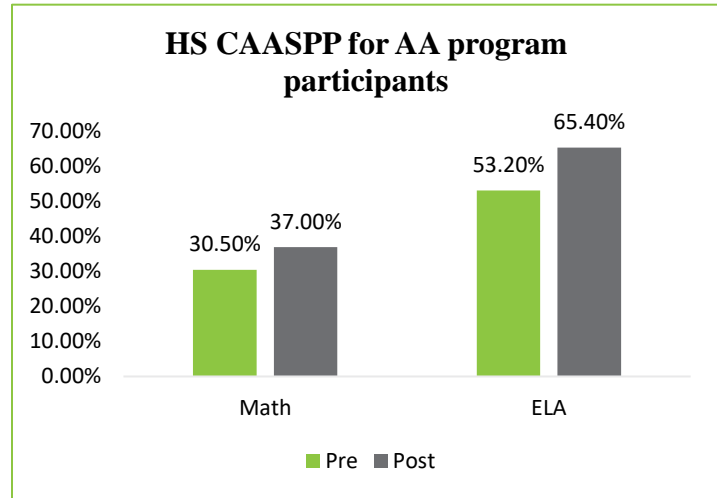
Tutoring at Castle Park Elementary

- Implementation of GTM, our Turnaround Model, in elementary and middle schools ***reduced***

HIGH SCHOOL GRADUATION RATES
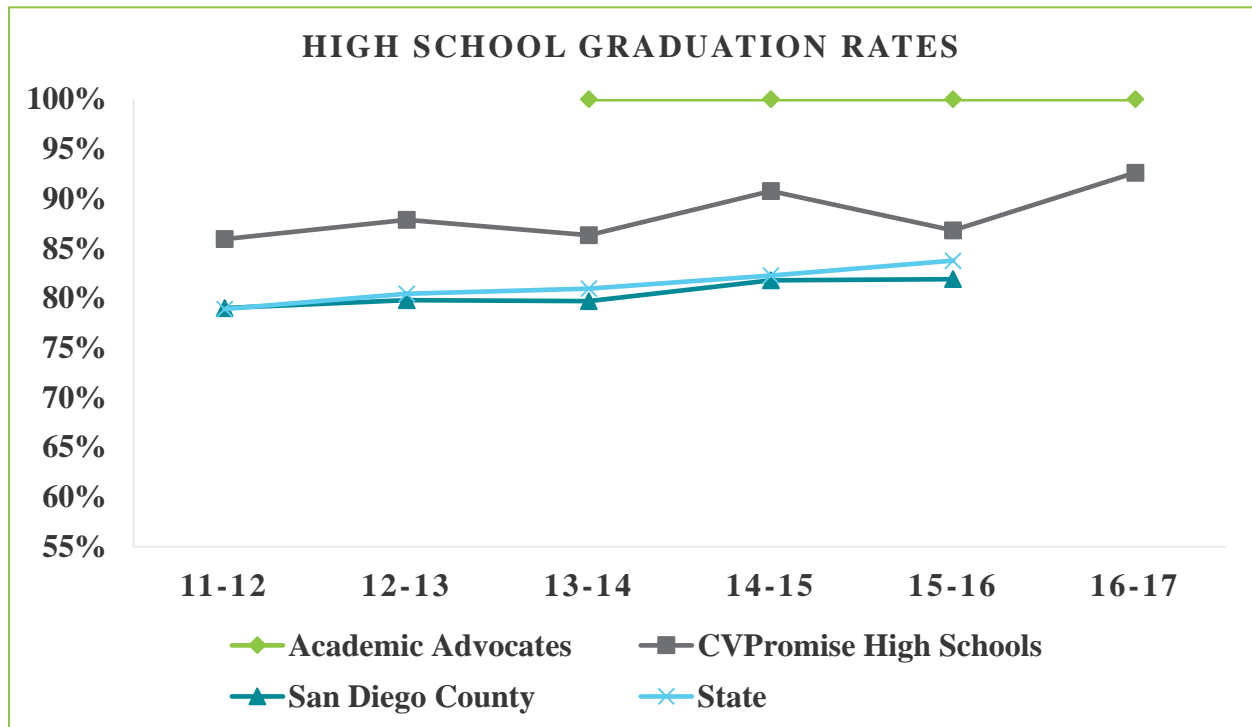
chronic absenteeism from 11% to 0% and *raised attendance rates*: 6th grade from 88% to 97%; 7th grade from 86% to 95%; 8th grade from 92% to 96%; 9th grade from 83% to 87%. In

Castle Park High, where GTM was recently implemented, the school has gone from being 6th to 3rd in attendance in District rankings in the first year of GTM implementation.

HS CAASPP for AA program participants

Math: Pre 30.50%, Post 37.00%
ELA: Pre 53.20%, Post 65.40%

(Legend: ■ Pre ■ Post)

- In middle and high school, the

  Academic Advocate program resulted in higher GPAs (average increase from 2.68 to 3.06) and improved performance on standardized tests.

> *"Before, our enrollment was decreasing every year as many parents opted to send their kids to better-performing schools elsewhere in the district. Promise Neighborhoods has reversed that trend. We now have an increase of over 100 new children enrolling each year. Our school is coming back to life again!"*
>
> Griselda Delgado, Principal, Hilltop Middle School

(3) College and Career Readiness Solutions Results:

- The percentage of neighborhood parents who talk to *their children about college and career*

  increased from 68% in 2012 to 79% in 2017.

> *"When I was going through a difficult time deciding which university to attend, I had to face judgements, family drama, and other obstacles. There were, and still are, so many unresolved problems in my life so I felt selfish to try to fit an education over all that. I felt stuck. With the help of advice and guidance of my Academic Advocate, and the UCLA and SDSU Ambassadors, everything seemed to come together. I figured out not only what I wanted but what I needed. So I was finally able to make the important decisions I had to make."*
>
> Andrea C, CVPromise graduate, began attending San Francisco State University in Fall 2016

- *College attendance rates* have increased. 94% of the students from the CVPromise Class of

  2017 enrolled in a college or 4-year university, compared to the national rate of 72% for

similar populations. 90% of CVPromise students continue beyond the first year, compared to 64% nationally.

- Of the high school seniors graduating in June 2018 who participated in the Academic Advocate Program, 94 out of 96 (98%) are college bound. The majority of these students are first generation – the first in their family to attend college.

- CVPromise partner Manpower's *MyPath* curriculum introduces youth to the "world of work". In 2017, 62% of **youth were placed in employment**, compared to 19% in 2012.

(4) Family and Community Supports Results:

- Promotoras have increased the **number of hours that parents volunteer** in their children's school by over 550% (from 3,560 hours in 2013 to 17,463 hours in 2017).

> *"The impact of the Promotoras is huge. When I used to do Coffee with the Principal meetings, maybe 4 parents came – now I get 50 or 60! The Promotoras' direct communication and phone calls with parents makes them feel safe coming on campus. They understand that their kids still need them to be involved, even at the high school level. It makes such a difference."*
>
> Vicky Mitrovich, Principal, Castle Park High School

- The percentage of neighborhood **parents who read to their children** at home increased from 68% in 2012 to 73% in 2017.

> *"Being part of Chula Vista Promise Neighborhood has really inspired not just our kids, but us parents too. By being part of these workshops, many of us have gone back to school to learn English and get our GED's. I am going to college myself because of what I have learned here. Many of us have completed the Resident Leadership Academy and learned the skills to stand up here today. I would have never dreamed I'd be standing here talking to so many of you, right next to the Mayor of Chula Vista. I now know that anything is possible!*
>
> *In our homes now, it is like a law that our kids are going to college. Many of us didn't even know this was possible before, and now with the help and education we have been given, we tell our kids THEY ARE GOING TO COLLEGE! We go on tours, we are given information, and the Promise Neighborhood has changed the way we think, because now we know it is possible for our kids to go to college. A friend who I met here was scared to send her daughter to college – and then her daughter was offered 14 colleges to choose from. That's amazing! And it is because of the help Chula Vista Promise has given them."*
>
> - Yudmila Guizar, Resident Leadership Academy Graduate and CVPromise Parent

- CVPromise's Resident Leadership Academy has **connected 10,245 participants to services**

in the community. The Resident Leadership Academy was awarded the *County of San Diego 2017 City of Champions Award*.

- Households with *access to the internet* at home and school have increased from 93% in 2012 to 99% in 2017. Additionally, 325 parents attended CVPromise Computer Literacy Classes, and are now comfortable with technology, and involved and engaged with their child's computer use. Parents view computers as learning tools for themselves and their children.

> *"Our community knows the benefits that Chula Vista Promise Neighborhood has brought, and we want to do whatever it takes so that it stays here because so many families have benefitted. Not only our kids and families, but the community as a whole has benefitted. And that's why we do this with so much passion."*
>
> Elizabeth, CVPromise Resident, Parent, and Volunteer, April 2018

The real impact of CVPromise is so much more than simply pushing the needle upwards on individual indicators. Instead, it should be appreciated as a cumulative effect. As children progress through the pipeline, they are breaking down barriers and increasing expectations along the way, changing the culture of the schools and the entire community. This is the true meaning of a "cradle to college and career pipeline". For example, CVPromise is particularly excited to track the progress of the children who will begin kindergarten in the Fall of 2018. These 5-year-olds have participated in the Early Learning Network since they were born in 2013, the year that CVPromise was launched. They participated in Home Visiting and Learn With Me classes, and benefitted from a rich educational preschool experience. Their parents, who completed Universidad de Padres, are engaged in and know how to support their healthy development. These children are entering kindergarten equally ready-to-learn as children from vastly wealthier neighborhoods to the north. CVPromise is confident that these children will excel in school, succeed in college, and ultimately spearhead a decrease in generational poverty, lifting the entire neighborhood with them as they fulfill the CVPromise.

(A3) Commitment to operating in the most underserved and under-resourced areas

Located 6 miles from the U.S./Mexico border, the world's busiest land border crossing, the Castle Park neighborhood is home to many first- and second-generation families. The 4,260 households in the three census tracks reflect the stark realities of living between two vastly different worlds. The needs assessment of CVPromise highlights the struggles that come with being a border community: issues of under-employment, hope tempered by economic hardships, schools overburdened as they struggle to address the severe needs of students, lack of English language proficiency, and other factors associated with poverty in an under-resourced community.

Low Socioeconomic Status (SES) Families:
According to census data, the catchment area's

> **Rent Exceeds income:**
> **Average rent in San Diego is $2,209 per month, but the median income for the catchment area is just $38,764 a year ($2,943 per month before taxes)**

median household income of $38,764 is almost half of the County's median income ($66,529), contributing to a higher percentage of families (25%) and children (31%) living below the federal poverty rate compared to rates in the County (10% & 18%, respectively) and the State (12% & 22%). A number of factors contribute to the neighborhood's low SES:

CVPN Economic Indicators Compared to the County and State

	Target Area	County	State
Median income	$38,764	$66,529	$63,783
Families below federal poverty level	25%	10%	12%
Child poverty rate	31%	18%	22%
Unemployment	12%	8%	9%
Female headed households	27%	12%	13
Receive food stamps/SNAP Benefits	19%	7%	9%

SOURCE: American Community Survey 2012-2016, 5-year estimates.

The neighborhood survey found that catchment-area families face a greater intensity of poverty, with only about one-half of households (54%) having someone employed full-time, and 31% having no one employed. Two-thirds (65%) reported a household income less than $50,000, despite having an average household size of 4.75 individuals (range 2 to 12). The median house price in San Diego is $550,000 and the average rent for one-bedroom is

Trapped in the Cycle of Poverty

51% recieve public assistance

89% lack a college degree

65% of households' income is < $50,000

31% are unemployed

54% work full-time

$1,832 and $2,209 for a two bedroom[1]. This takes on a greater weight when one considers that a larger proportion (76% renter occupied) of families in the catchment are subject to the shrinking renters' market than the County (47%) and State (46%). In addition, 51% reported receiving some form of public assistance (e.g. TANF, Food Stamps, WIC, Cal Works). Furthermore, with just one in ten residents (11%) having a college or graduate degree (compared to 37% of County and 32% of State residents) it is not surprising that working families are not able to earn enough to escape the grasp of poverty. These economic conditions alone place the children on unequal footing compared to their wealthier counterparts in terms of future academic success.

First-Generation Families: The catchment area reflects its proximity to the border and the struggles families face. According to census data, most residents are Hispanic (80%) and over one-third are foreign born (37%). This is also reflected in the languages spoken, with

The Catchment Area is a First-Generation Community: 53% of adults are foreign born but almost all the children (93%) were born in the U.S.

---

[1] https://www.rentjungle.com/average-rent-in-san-diego-rent-trends/; April 2018.

nearly two-thirds (68%) speaking Spanish over English. The neighborhood survey pointed to the influence of the border, with 86% identifying as Hispanic; the majority speaking only Spanish (39%) or a mixture

Target School Profiles

School	Hispanic	EL	SES Disadvantage
Castle Park HS	91%	32%	83%
Hilltop HS	86%	14%	53%
Castle Park Middle	90%	41%	81%
Hilltop Middle	87%	20%	59%
Castle Park ES	87%	43%	90%
Harborside	91%	67%	85%
Loma Verde	84%	54%	77%
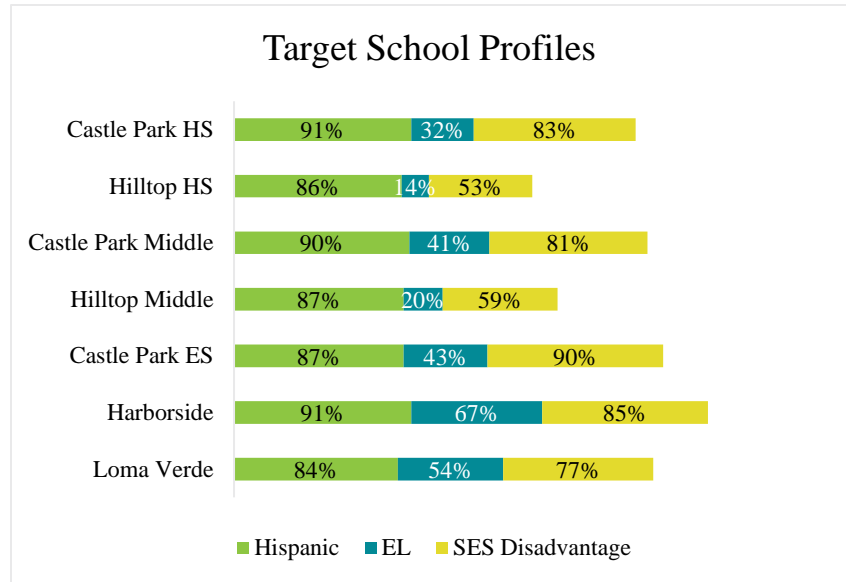
of Spanish and English (24%) in their home; and just over one-half (53%) not born in the United States. However, reflecting the transition from immigrant to first-generation, while over half were foreign born, almost all of their children (93%) were born in the United States. These characteristics are substantially different than the rest of San Diego County and State where only about one-third of the population is Hispanic/Latino (33% & 39%, respectively), the majority are native born (76% & 73%, respectively), and approximately one-quarter speak Spanish (25% & 29%, respectively). Evidence of the influence of the border and immigration is also revealed in the segmentation analysis, especially in the disconnect between parents wanting an education for their children and knowing how to support that desire. Census data of the catchment area shows that fewer than 1 in 10 residents (9%, and 7% of Hispanics) have a bachelor's degree or higher compared to 16% in the County and 12% in the State. This is consistent with the neighborhood survey, where nearly all the families did not have a member who had completed college (89%). While almost all (91%) felt it important that their child go to college, many parents did not have the experience or information to help their child prepare for college. However, this has improved during the 5-year implementation: while previously, only 67% of survey respondents talked to

their child about their college and career aspirations, that jumped to 93% in the 16-17 school year.

Low socioeconomics, immigration status, and insufficient school resources place Hispanics behind their peers from the beginning. Statistics show that fewer Hispanic youth aged 18–24 years (35%) enroll in college or have a bachelor's degree or higher (15%) than White youth (42% enroll; 41% with degree). Adding to the disparity is the fact that Hispanics who do enroll in college are more likely to go to a 2-year institution (48%) than a 4-year (52%) compared to any other racial/ethnic group (30% to 36% 2-year; 70% to 64% 4-year).
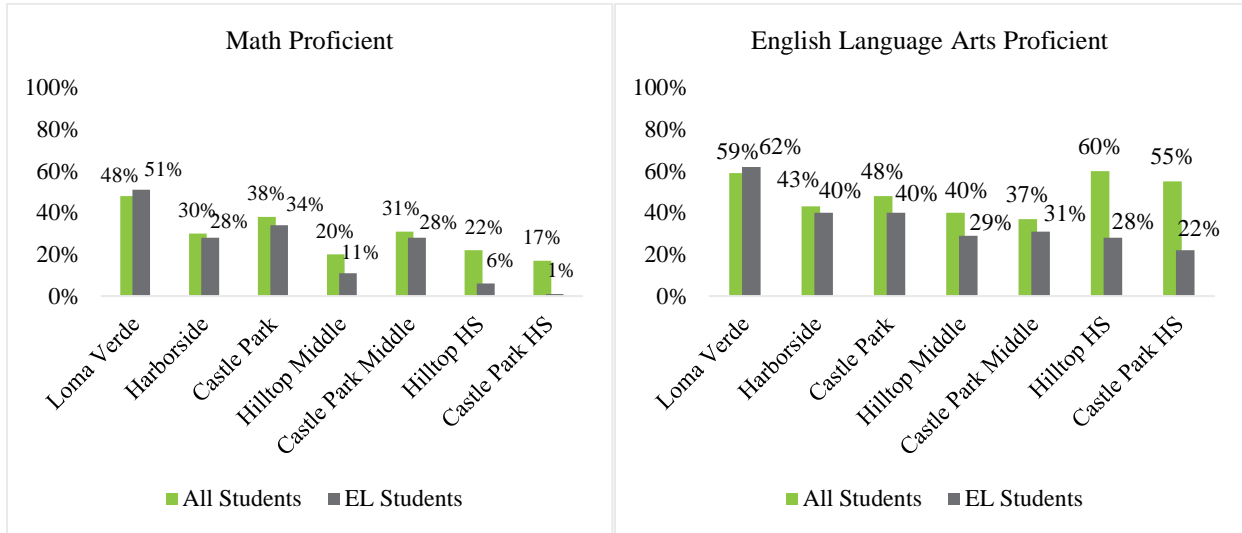
The population in the target schools are youth who have historically poor academic outcomes. Almost all are Hispanic (84%-91%), many are classified as EL (especially at the three elementary schools – 43% - 67%), and the majority come from socioeconomically disadvantaged families (59% - 90%).

Need for Early Learning (0 to 5): Census data and the neighborhood survey indicate a gap in the early learning preparation of the children aged 0-5 years in the catchment area. Census data showed that less than one in ten (6%) of children three and older were enrolled in nursery/pre-school; and respondents to the neighborhood survey reported that only 36% of children aged 0-5 years attended some type of early learning setting (e.g. Head Start).

Low English and Math Proficiency: The struggle to learn English significantly impacts academic success and is a primary issue in the target schools. The large proportion of Spanish speaking families noted above is reflected in both the high proportion of English Learners (EL) and low proficiency scores. Almost all students (84% -91%) at the target schools identify as Hispanic, with a large portion of the elementary school youth classified as English Learners (EL) (43%-67%). Examination of the math and English Language Arts (ELA) proficiency scores

show that the majority of the school population are not achieving proficiency, and this is especially true for ELs at the middle and high schools:

EL Students Score Substantially Lower on both Math and ELA

Math Proficient

- Loma Verde: 48% / 51%
- Harborside: 30% / 28%
- Castle Park: 38% / 34%
- Hilltop Middle: 20% / 11%
- Castle Park Middle: 31% / 28%
- Hilltop HS: 22% / 6%
- Castle Park HS: 17% / 1%

■ All Students ■ EL Students

English Language Arts Proficient

- Loma Verde: 59% / 62%
- Harborside: 43% / 40%
- Castle Park: 48% / 40%
- Hilltop Middle: 40% / 29%
- Castle Park Middle: 37% / 31%
- Hilltop HS: 60% / 28%
- Castle Park HS: 55% / 22%

■ All Students ■ EL Students

SOURCE: California Office of Education, 2018

The implication for catchment area families is that despite their wishes for their child(ren) to attend college, with nearly all EL student's failing to achieve proficiency in Math and/or ELA, the possibility of successful enrollment and then completion of college is almost impossible without some effective interventions. This is compounded by the reality that most of the parents do not have access to the tools necessary to support their children's path toward college. Unlike parents with college degrees who can provide a rudder to guide and support their child through the complicated maze towards college enrollment, catchment area children are left to chance and more dependent on schools and outside supports to guide them.

B. Quality of Project Design (20 points)

(B1) Goals of the proposed extension project

The overarching goal for the Chula Vista Promise Neighborhood Extension Project is to expand, strengthen, and sustain the impact of the initiative on individual children and families,

our target schools, our partners, and the community, in order to continue to impact the GPRAs and generate dramatically positive results. This includes expanding our footprint to include three more elementary school communities that feed into our target middle and high schools, expanding our Early Learning Network across west Chula Vista, increasing paid intern positions for CVPromise graduates in college, and strengthening our focus on wellness, among other additions. A second important goal is to work towards sustainability of the project, so that the community continues to benefit from key aspects of CVPromise after the 24-month grant period has ended. SBCS will also play a major role in assisting the County to replicate CVPromise in additional communities throughout San Diego County.

The CVPromise pipeline is made up of four key elements: (1) an Early Learning Network; (2) Strategies for Academic Excellence in School; (3) College and Career Readiness Solutions; and (4) Family and Community Supports. These are all strategies that have been refined and improved over the past 5 years with demonstrated and ongoing success, directly impacting the Department of Education's GPRA outcomes:

Overarching Solutions (impacting the entire continuum)	• **On-going, Community-Driven Planning** to ensure that all solutions are tailored to best meet evolving neighborhood needs. • **Bilingual Promotoras** provide outreach, screening, education, and connections to navigate children and families through pipeline services, serving as a culturally and linguistically familiar and trusted resource for parents and families. This is a proven method for increasing parent involvement and ensuring that the highest risk families and students are engaged in pipeline services. • **Results-Based Accountability™** (RBA), an evidence-based, disciplined way of thinking and taking action that communities can use to improve the lives of children, youth, families, adults and the community as a whole. This provides the overarching collective impact framework that holds ourselves and our partners accountable. • **Evidence-Based Solutions** implemented with fidelity throughout the pipeline. • **Trauma-Informed Coaching** for teachers and service providers. • **Universal Assessment Tool** used by all partners to identify for family and individual strengths and risk factors, in order to refer to appropriate

	programs and services within the pipeline.
Early Learning Network, Birth to pre-K	• **First 5 First Steps (Newborn Home Visiting)** within 30 days of birth, until age 3. Home visitors use evidence-based models including Healthy Families America and Parents as Teachers. • **Universidad de Padres** for parents and caregivers of 0 to 3-year-olds uses the evidence-based Parent Education Support and Empowerment Curricula and Brazelton's Touchpoints Model of Development. • **Learn with Me** classes teach parents of 3-year-olds to bond with their child and understand age-appropriate developmental milestones. The children are also screened for developmental delays (Universidad de Padres, Learn with Me, and Promotora Outreach will be expanded to 3 new elementary school communities as part of the Extension). • **Escuelita del Futuro**, a free preschool program for low-income CVPromise children ages 3-5, focuses on English Language Learners and those who may not otherwise have access to an early learning program. • **Mi Escuelita**, a free, full-day, therapeutic preschool program for children ages 3-5 who have been traumatized by family violence. Capacity will be increased from 72 to 96 children. • **Transition to Kindergarten** program combining Parent Groups, Field Trips, and KinderCamp. • **Incredible Years** evidence-based emotional and behavioral health curricula implemented in preschool – 3rd grade. • **Healthy Development Services** for children aged 0-5 providing Behavioral & Developmental Services, including speech and language, occupational and physical therapy services, and parenting classes. • **Community Services for Families and SafeCare,** providing intensive home visiting, parenting classes, visit coaching, and referrals for families experiencing or at risk of child abuse.
Academic Excellence: Grades K-12	• **Turnaround Model (GTM),** a rigorous, data-driven, research-based turnaround model for persistently failing schools, with after-school academic supports that directly reinforce the classroom curriculum for struggling children. • **Academic Advocates**, who assist highest-need students (emphasizing first-generation) in grades 7–12 to achieve their academic and personal goals and help parents to support their child's education. • **Tutors** (college students), embedded in all classes grades K-6, work closely with classroom teachers to coach struggling students. • **Achieve3000® software** providing differentiated online instruction for reading and writing proficiency in grades 1–6. • **Imagine Learning® software** provides a research-based language acquisition curriculum designed to meet the needs of ELLs. • **Summer Bridge Programs** to ease transitions from elementary school to middle school, and from middle school to high school. • **Positive Behavior Interventions & Supports (PBIS)**, a multi-tiered, evidence-based approach to social, emotional, and behavior support

	designed to improve social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. • **ThoughtSTEM**, hands-on, fast-paced computer programming course in which students learn to write computer code and make online games. • **Restorative Justice Strategies** to improve peer relations and make the school a safer and more positive place for students to learn and develop.
College & Career Readiness	• **Chula Vista College Institute** for grades 3-8, preparing students for success in college and careers through Steps to Success Workshops, academic advising for students and parents, tutoring and homework support, and field trips and camps. • **College Ambassadors,** neighborhood students who are enrolled in college, encourage high school students to visit college campuses, and serve as Ambassadors to new CVPromise college entries to their college. • **SAT Test Prep**, an innovative SAT preparation course provided by UCSD's Academic Connections for 11th grade students. • **Careers Academy** (Manpower), providing recruitment and outreach, basic skills assessments, work-readiness training, remedial skills training, technical skills development, wrap-around employment, case management services, job and/or internship placement, ongoing education and skills building, and ongoing mentoring and support for youth and for unemployed or underemployed parents. • **Paid internships for college students**, leading to employment in the CVPromise region. • **Advancement Via Individual Determination (AVID) Program,** implemented in all target schools as both a schoolwide and classroom-based strategy to close the achievement gap by preparing all students for college and other postsecondary opportunities. • **Learn & Earn to Achieve Potential (LEAP)**, supporting youth who are homeless or connected to the juvenile justice and/or foster care systems to enter and succeed in postsecondary education. • **Computer Literacy Classes**. • **Education and support** to help parents support their child's preparations and readiness for college and/or career.
Family & Community Supports	• **Chula Vista Wellness Program**, community-based strategies to support health and nutrition, including a Mobile Medical Unit for immunizations, child well visits, and physicals; nutrition education; health insurance enrollment assistance; and health education and fitness classes. Aligned with the award-winning *Live Well San Diego!* initiative. • **Improvements to Lauderbach Park** (multipurpose soccer fields, etc.). • **Safety Net of Supportive Services** brings a wealth of leveraged services and programs, including transitional & affordable housing, family violence and child abuse prevention and intervention, at-risk youth services, family self-sufficiency services, mental health services, food banks, kinship support services, and much more. • **Information, Support, & Resources** for parents to support them in

helping their child succeed in school, overcome obstacles to participation, improve family health and wellness, and nurture early college aspirations.

- **Parent Centers** providing hubs for community meetings and informal gatherings, educational classes (such as nutrition, computer, and ESL classes), and socialization. Bilingual Promotoras staff the Parent Centers.
- **English as a Second Language (ESL) classes** provided at Parent centers.
- **Computer Literacy Classes** for parents.
- **Careers Academy** workforce development services for unemployed and underemployed parents.
- **Resident Leadership Academy,** increasing parent participation and providing area residents with education, skills, and tools to help better integrate the CVPromise community into the larger political sphere of the City and County (The County of San Diego recently replicated RLA in 5 other regions of the county, due to its impact and success).
- **Community Gardens** at Castle Park Elementary and Hilltop Middle.
- **Alignment with** *Live Well San Diego!,* the County of San Diego's nationally recognized initiative for a region that is Building Better Health, Living Safely, and Thriving.

CVPromise is exceptional because it is transforming the community's way of thinking about success and achievement. The goal is that no barrier will stand between a child from the target area and a college education or a fulfilling career. At every opportunity staff, students, parents, and community members hear the message that success is the only option for their children. The project's primary elements are to ensure early, age-appropriate development to prepare for success in school; to institute academic rigor in the schools serving the target area thereby preparing students to be college/career-ready; to teach students and parents the path to attending college or training for a career; and to provide child, family, and community supports needed to assure success. This is especially important for the neighborhood's many Latino families in which the parents did not have access to secondary or post-secondary educational opportunities (67% of adults in the neighborhood do not have a high school diploma). CVPromise directly supports children from diverse backgrounds to embrace their culture as an irreplaceable strength while simultaneously increasing their abilities to develop a life-long commitment to independent learning. The approach is comprehensive and ecological, supporting the child long term (birth

through pre-K through 12 and beyond) within the school system, community, and home to create extended opportunities for learning and social integration in a safe, supportive environment.

Embedded throughout the pipeline of education-focused solutions are incentives for children, parents, and teachers such as cash incentives, free childcare, books and educational supplies, gift certificates, grocery store gift cards, and raffles encouraging participation and awarding participants for their progress through the program. CVPromise organizes school and community-wide celebrations when schools reach benchmarks – e.g. 98% attendance rate - so the community can celebrate and take pride in school successes. SBCS has developed a fruitful working relationship with the school districts over the years, and they have committed to participating in implementation committees, sharing student data, and providing significant match (classrooms, office space, community outreach support, and parent meeting space), and sharing data for the assessments.

SBCS' 5-year experience implementing CVPromise has given us substantial knowledge on how to successfully implement a Promise Neighborhood initiative. Along the way, we have experienced a number of successes and challenges, and our learning based on these experiences has strongly influenced the development of the proposed extension project.

CVPromise Successes	
✓ **Pipeline of Solutions**	SBCS has the experience of implementing a place-based cradle to career pipeline, providing services that range from Newborn Home Visiting services to College and Career Readiness and Paid Internships.
✓ **Data Infrastructure**	SBCS has built a comprehensive longitudinal data system using Efforts To Outcomes (ETO). Through this system, SBCS gathers individual-level data that is aligned with the Promise Neighborhood indicators. Community partners participate in the data collection process and enter their data into ETO. SBCS has developed strong data partnerships with community organizations. Evidence of this is the execution of a Data Sharing Agreement between our local school districts and all CVPromise partners. Through this agreement, schools and partners provide SBCS with data that allows us to analyze trends, measure progress, and make course corrections.
✓ **Systems**	SBCS has embedded a Results Based Accountability (RBA) framework

Alignment and Accountability Structure	across CVPromise. From the development of our data infrastructure to how we engage our partners, SBCS is using RBA to put results at the center of our work. Even in day to day practices such as meetings, SBCS implements this framework, evidenced in the use of 3R Agendas (Relationships + Resources = Results). SBCS also maintains continuous conversations with community partners to achieve systems alignment by reviewing our common goals and developing performance measures using common language to achieve such goals. Through continuous review and improvement, SBCS has built a culture of high action, high alignment, and high accountability.
✓ **Cultural Shift in the Community**	CVPromise is shifting the culture of the Castle Park community to an education-focused, college-bound vision. This will eventually lead to decreases in generational poverty as more children succeed in college. As Brookings Institute research shows, *"In a time of rising inequality and low social mobility, improving the quality of and access to education has the potential to increase equality of opportunity for all Americans."[2]*
CVPromise Challenges and Lessons Learned	
➲ **Implementing a Data Sharing and Results-based Culture**	While SBCS and its Partners have achieved great successes, these have not come without challenges. One of the major challenges was in the development of our data infrastructure. When SBCS introduced the importance of data sharing, this was met with skepticism and concern across our community, particularly around students' privacy issues. SBCS learned about these concerns through continuous dialogue with community partners, sharing concerns and gaining trust. In these conversations, SBCS emphasized the value and purpose of creating a data sharing community, complying with an Institutional Review Board to ensure ethical and confidential design. As collaboration around data gradually increased, SBCS ensured that the results of our data collaborations were shared among our partners. In doing this, partners found that by sharing information in a structured and vetted process, we all gained valuable information on our students and community, which then led to discussions on how we can best support the needs that the data was informing.
➲ **Changes in Proficiency Assessments**	The introduction of the Common Core curriculum and resulting new testing methods brought both opportunities and challenges. In terms of challenges, SBCS encountered difficulties in gathering comparative data for academic proficiency, given that assessments and instruction differed. As a result, SBCS could not accurately measure how effectively strategies were impacting students. As we concluded the 15-16 school year, we moved beyond the baseline introduced by Common Core, and are now able to evaluate a new trend line.
➲ **Achieving Scope and**	SBCS has secured funding to enhance some strategies that stemmed from CVPromise and has expanded to include 3 additional elementary schools.

---

[2] https://www.brookings.edu/research/thirteen-economic-facts-about-social-mobility-and-the-role-of-education/

Scale	CVPromise is also coordinating with 4 other Promise Neighborhoods in California to develop a statewide sustainability strategy. CVPromise is being replicated in across the County, funded by the County.
➲ **Improving Health Outcomes**	Childhood obesity is an ongoing issue in the target community, and CVPromise struggled to achieve desired improvements. This is being addressed through a focus on aligning the program with *Live Well San Diego!,* the County's award-winning, health-focused initiative; increased training for Promotoras on delivering nutrition education; the new Weights & Measures initiative, in partnership with the elementary school district; and significant improvements to our community's local park by the City of Chula Vista (soccer fields, lighting, etc.).

CVPromise's success has been so impressive that the County of San Diego has committed $20 million for a pilot replication project, with plans for additional sites in the future. SBCS has agreed to work closely with the County to achieve the best possible results.

(B2) Goals, objectives, and outcomes are clearly specified and measurable

CVPromise Extension will continue to use ETO software to track outcomes for individuals (children and family members), evaluate programs provided by the partners, and assess the impact of our Promise Neighborhood as a whole. Using the Results Based Accountability framework, we will track three core performance measures for every program: *How much did we do? How well did we do? And, Is anyone better off?*

Annual Goals for GPRAS for 24-Month Extension Grant

Result: Children Enter Kindergarten Ready to Learn

GPRA 1: Children, birth through Kinder, with a medical home where they usually go, other than ER, when they are sick or in need of health advice	**Baseline** (16-17)	**18-19 Target**	**19-20 Target**	**Data Sources**
Children ages 0-5	91%	93%	95%	2016 Neighborhood Survey Baseline N=283
	476	488	499	

Result: Children Enter Kindergarten Ready to Learn

GPRA 2: 3-year-olds and children in Kinder demonstrating appropriate functioning across multiple domains of early learning using developmentally	**Baseline** (16-17)	**18-19 Target**	**19-20 Target**	**Data Sources**

appropriate early learning measures				
Target for 3-year-olds	81%	85%	90%	3-year olds in ELN Baseline N=28
	38	40	42	
Target for children in kindergarten	92%	94%	97%	Kinder Readiness Test administered to children in Escuelita del Futuro Baseline N=38
	35	36	37	

Result: Children Enter Kindergarten Ready to Learn

GPRA 3: Children, from birth to Kinder, participating in center-based or formal home-based early learning settings or programs (i.e. Early Head Start, Head Start, child care, or publicly funded preschool)	Baseline (16-17)	18-19 Target	19-20 Target	Data Source: 2016 Neighborhood Survey
Center-based care target	53%	38%	40%	Baseline N=278
	147	106	111	
Home-based care target	19%	19%	20%	Baseline N=277
	52	53	55	
Center and home-based care target	12%	15%	18%	Baseline N=276
	32	41	50	

Result: Students are Proficient in Core Academic Subjects

GPRA 4: Students at or above grade level according to State math and English Language Arts assessments in at least the grades required (3rd through 8th and once in high school)	Baseline (16-17)	18-19 Target	19-20 Target	Data Source: 16-17 CAASPP results
3rd Grade ELA Proficient	41%	50%	60%	Baseline N=58
	24	29	35	
4th Grade ELA Proficient	46%	54%	64%	Baseline N=46
	21	25	29	
5th Grade ELA Proficient	58%	67%	77%	Baseline N=55
	32	37	42	
6th Grade ELA Proficient	43%	52%	62%	Baseline N=67
	29	35	42	
7th Grade ELA Proficient	37%	46%	56%	Baseline N=853
	314	392	478	
8th Grade ELA Proficient	41%	50%	60%	Baseline N=870
	355	435	522	
11th Grade ELA Proficient	57%	64%	75%	Baseline N=802
	461	513	602	
3rd Grade Math Proficient	40%	49%	59%	Baseline N=58
	23	28	34	
4th Grade Math Proficient	45%	54%	64%	Baseline N=47

	21	25	30	
5th Grade Math Proficient	40%	49%	59%	Baseline N=58
	23	28	34	
6th Grade Math Proficient	30%	39%	49%	Baseline N=67
	20	26	33	
7th Grade Math Proficient	26%	35%	45%	Baseline N=869
	228	300	396	
8th Grade Math Proficient	26%	34%	45%	Baseline N=881
	227	300	396	
11th Grade Math Proficient	18%	26%	32%	Baseline N=799
	146	208	256	

Result: Students Successfully Transition from Middle Grades to High School (Data Source: 16-17 Attendance rates reported by SUHSD)

GPRA 5: Attendance rates	**Baseline** (16-17)	**18-19 Target**	**19-20 Target**
6th grade attendance rate target	97%	98%	98%
6th Grade chronic absenteeism	3%	2%	1%
7th grade attendance rate target	95%	96%	97%
7th Grade chronic absenteeism	5%	4%	3%
8th grade attendance rate target	96%	97%	98%
8th Grade chronic absenteeism	8%	4%	2%
9th grade attendance rate target	86%	90%	94%
9th Grade chronic absenteeism	8%	4%	2%

Result: Youth Graduate from High School

GPRA 6: Graduation rate	**Baseline** (16-17)	**18-19 Target**	**19-20 Target**	**Data Sources**
12th grade students	93%	94%	95%	16-17 Graduation rates reported by SUHSD Baseline N=785
	727	738	746	

Result: High School Graduates Obtain a Post-Secondary Degree, Certification, or Credential

GPRA 7: Students who graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without need for remediation	**Base line** (16-17)	**18-19 Target**	**19-20 Target**	**Data Sources**

GPRA Measure 7a: Enrollment in college or university	69%	77%	87%	2017 National Student Clearinghouse data reported by SUHSD Baseline N=727
	503	560	632	
GPRA Measure 7b: Enrollment in college without remediation	70%	78%	88%	Baseline: Based on sample of 41 Academic Advocate students of 41, as reported through ETO: 29/41 (Math); 29/40 (ELA)
	509	567	640	
GPRA Measure 7c: Graduated from post-secondary institutions within 100 and 150 percent of traditional completion time	76%	83%	92%	California College Graduation Rates (16-17): 76% Source: National Student Clearinghouse https://nscresearchcenter.org/undergraduate-degree-earners-report-2016-17/ Baseline N=727
	553	603	669	
GPRA Measure 7d: Obtaining industry-recognized certificates or credentials	12%	17%	20%	Base on workforce development program trends
	87	124	145	

Result: Students Are Healthy

GPRA 8: Children participating in at least 60 minutes of moderate to vigorous physical activity daily	Baseline (16-17)	18-19 Target	19-20 Target	Data Sources
Children in the catchment area	20%	28%	38%	2017 School Climate Survey for students in 7th and 10th grades Baseline N=1,041
	212	291	396	

Result: Students Are Healthy

GPRA 9: Children consuming 5 or more servings of fruits and vegetables	Baseline (16-17)	18-19 Target	19-20 Target	Data Sources
Children in the catchment area	27%	36%	45%	2017 School Climate Survey for students in 7th and 10th grades Baseline N=1,041
	284	375	468	

Result: Students Feel Safe at School and In Their Community

GPRA 10: Students who felt safe at school and traveling to and from schools, as measured by school climate survey	Baseline (16-17)	18-19 Target	19-20 Target	Data Source: 2017 School Climate Survey for students in 7th and 10th grades
Safe at school target	83%	88%	92%	Baseline N=821
	680	722	755	
Safe traveling to and from school target	92%	94%	96%	Baseline N=888
	814	835	852	

Safe at school and traveling to/from school target	80%	85%	93%	Baseline N=770
	619	655	716	

Result: Students Live in Stable Communities

GPRA 11: Student mobility rate	**Baseline (16-17)**	**18-19 Target**	**19-20 Target**	**Data Sources**
Elementary	32%	29%	24%	16-17 Mobility rate reported by CVESD
	122	110	91	
Middle and High School	28%	24%	20%	16-17 Mobility rate reported by SUHSD
	1,671	1434	1195	

Result: Families and Community Members Support Learning in Promise Neighborhood Schools

GPRA 12: Children birth to kinder whose parents or family members read to their children 3 or more times per week	**Baseline (16-17)**	**18-19 Target**	**19-20 Target**	**Data Sources**
Families in the catchment area	72%	80%	90%	2016 Neighborhood Survey Baseline N=288
	208	230	259	

Result: Families and Community Members Support Learning in Promise Neighborhood Schools

GPRA 13: Children (K-8) whose parents/family members encourage child to read books outside of school	**Baseline (16-17)**	**18-19 Target**	**19-20 Target**	**Data Sources**
Children in the catchment area	85%	90%	95%	2016 Neighborhood Survey Baseline N=526
	446	473	500	

Result: Families and Community Members Support Learning in Promise Neighborhood Schools

GPRA 14: Children (9-12) whose parents or family members talk with child about the importance of college/career	**Baseline (16-17)**	**18-19 Target**	**19-20 Target**	**Data Sources**
Talked to child about college target	75%	85%	95%	2016 Neighborhood Survey Baseline N=212
	159	180	201	
Talked to child about career target	73%	83%	93%	2016 Neighborhood Survey Baseline N=212
	155	176	197	
Talked to child about both target	79%	88%	97%	2016 Neighborhood
	139	155	171	

				Survey Baseline N=176

Result: Students Have Access to 21ˢᵗ Century Learning Tools

GPRA 15: Access to broadband internet and a connected computing device	**Baseline** (16-17)	**18-19 Target**	**19-20 Target**	**Data Source:** 2017 School Climate Survey for students in 7ᵗʰ and 10ᵗʰ grades
Internet at home only target, but not in school	1% 6	1% 6	1% 6	Baseline N=920
Internet at school only target, but not at home	1% 8	1% 8	1% 8	Baseline N=920
Internet at both home and school target	98% 906	98% 906	98% 906	Baseline N=920

In addition to continuously increasing our GPRA performance, the CVPromise Extension project will increase sustainability of key pipeline components, so that the community can continue to benefit even after the 24-month extension period has ended. For example:

- The school district and the First 5 Commission have agreed to take over operation of the CVPromise Preschool (Escuelita del Futuro, EdF). This has been a gradual process. In 2012, EdF served 40 children at a time in 2 classrooms offering full-day preschool. In the 14/15 school year, the district took over one of the rooms to provide a special-education preschool program for 15 children. At the start of the 16/17 school year, CVPromise converted another room into a preschool classroom (making 3 total), adding 48 half-day slots (total of 68 slots & 15 for special-ed.) CVPromise will operate EdF for the first year of the Extension grant, and the First 5 Commission will take over in the second year.

- Childhood obesity is a persistent problem in the target neighborhood. To address this, SBCS teamed up with CVESD in October 2016, and began collecting height and weight data in all schools (including preschools). CVESD is paying SBCS to gather this data as part of a surveillance project intended to provide a biannual look at grade-level results based on age, gender, school, and district measures. SBCS is working with the district's Wellness Coordinator to collect data on students at all elementary schools in our area.

- The City of Chula Vista has agreed to significantly invest in improvements to Lauderbach Park, which is adjacent to the CVPromise footprint. This includes replacing the existing grass multipurpose field with an artificial turf field space designating 2 youth softball fields with a youth soccer overlay (about 32,000 square feet) as the primary objective. Additional development includes the installation of sports field lighting supporting the use of the artificial turf field, fencing around the field, and installation of a decomposed granite spectator area surrounding the sports fields.

- SBCS is partnering with Manpower and the San Diego Economic Development Council to recruit local employers, and match CVPromise College Students in their Junior and Senior Years with paid intern opportunities within their field. This internship program will allow students to gain much needed work-experience, and to develop relationships with companies in their chosen field. It will also allow employers to grow a local workforce and reduce barriers to economic inclusion. As said best by the Brookings Institute research, *"reducing barriers to economic inclusion can benefit workers, firms, and local economies."*

- The County of San Diego was so impressed with the impact of CVPromise's Resident Leadership Academy, they have integrated this model into a new program called Communities in Action, which is provided in all six districts within the county. SBCS is the provider for this program in our South Bay region.

- SBCS will provide whatever assistance and technical assistance is needed in the implementation and success of the new Live Well Promise Neighborhood being funded by the County of San Diego.

C. Quality of the Management Plan (15 points)

See Appendix B for the detailed project implementation plan, including benchmarks,

milestones, numbers to be served, and resumes of key staff. Our local evaluator, SANDAG, will conduct a final neighborhood survey in 2020 to measure the impact of the initiative.

CVPromise is led by South Bay Community Services (SBCS), recipient of a 2011 Planning Grant followed by a 2012 Implementation Grant which has supported the highly successful Chula Vista Promise Neighborhood (CVPromise). CVPromise mobilized schools, government agencies, non-profit organizations, and businesses. Notable CVPromise successes to date include significant increases in kinder readiness, school attendance, academic proficiency, graduation rates, college retention, and community engagement. The Department Director, Program Director, and Data Manager, among other staff, have managed CVPromise since it began, so they bring 5 years of experience directing one of the nation's most successful Promise Neighborhoods to this Extension. The solutions in the CVPromise pipeline have been successfully implemented - and improved upon - over the past 5 years.

In CVPromise, SBCS has embedded a Results Based Accountability (RBA) framework across the initiative. From the development of our data infrastructure, to how we engage our partners, SBCS has used RBA to put common results at the center of our work. Even in daily practices such as meetings, SBCS implements this framework, evidenced by using 3R Agendas (Relationships + Resources = Results). SBCS also holds continuous conversations with partners to achieve systems alignment by reviewing common goals and developing performance measures using common language to achieve such goals. Through continuous review and improvement, SBCS builds a culture of high action, high alignment, and accountability.

SBCS' Organizational Capacity to Implement the CVPromise Extension

Criteria	SBCS
Working with the neighborhood and its residents	SBCS has over 46 years of experience serving Chula Vista. The majority of SBCS' Board of Directors are South Bay residents and one-third are low income, per SBCS bylaws. Many staff of SBCS and its partners are West Chula Vista residents, and many attended the target

	schools. Hundreds of residents were involved in the planning process and 5-years of implementation.
Working with schools and LEAs	SBCS has worked with the region's schools and districts for decades. SBCS has also provided many school-based services including mental health services, after school programs, community assessment team, early intervention and prevention services, dating violence education and prevention, alcohol and other drug prevention, juvenile diversion, gang prevention, suicide prevention, LGTBQ services, and workforce development services – as well as CVPromise. SBCS already has staff stationed at all target schools.
Working with service providers	SBCS was chosen among the collaborative partners to lead CVPromise because of its history as a community leader and its extensive range of services. SBCS has successfully facilitated cross-sector collaborations and regional initiatives between government agencies, law enforcement, social service agencies, schools, faith communities, neighborhood committees, and youth groups - whoever it takes to bring about the systemic changes needed to solve community problems. SBCS is the backbone agency of many major regional, collaborative initiatives, such as CVPromise, Healthy Development Services, Alternatives to Juvenile Detention, Family Justice Network, and Youth Services Network. SBCS' staff are stationed at many locations including Family Resource Centers, clinics, police departments, schools, child welfare services, and affordable housing sites. The MOU outlines the supportive roles of some of the key community partners.
Working with Federal, State, and local government leaders	CVPromise's lead partners all work closely with local government at many levels. The City and County of San Diego are both CVPromise partners, and the project has support from State Senator Ben Hueso, Congressman Juan Vargas, Congresswoman Susan Davis, Assemblywoman Lorena Gonzalez Fletcher, County Supervisor Greg Cox, and City of Chula Vista Mayor Mary Salas.

CVPromise Management Structure

Committee	Members / Organizations Represented	Role & Responsibilities
Advisory Committee Meets quarterly.	PN Program Manager; SBCS Dept. Dir.; SBCS President/CEO; SANDAG; CVESD; SUHSD; HHSA/CWS; HHSA/Public Health Nursing; Workforce Partnership; SC Ec Dev Corp; City of Chula Vista; United Way; CVCC; Parent/Resident Reps.; Family Health Centers; Scripps; Southwestern College.	Advise Core Management Team. Facilitate cross-sector collaboration and participation. Participate in fundraising. Provide diverse provider and recipient perspectives to assist with planning and continuous improvement. Assist with scale-up plans.

Core Management Team Meets monthly or more.	PN Program Manager; SBCS Dept. Directors; SBCS Associate Director; SBCS Development Associate; Community Engagement Coordinator; SANDAG; ELN Director; Reps. of Parent Advisory Committee, Data Team, Education Committee.	Manage day to day implementation. Problem solving. Ensure participation of diverse sectors. Review data regularly. Track achievement of milestones and hold partners accountable for results. Ensure quality of services. Facilitate cooperation with national evaluator.
Data Team Meets monthly or more.	SBCS Department Director, PN Program Manager; SANDAG; Data Manager; SBCS Associate Director; GTM Specialist; CVESD; SUHSD.	Oversee management of ETO database; Facilitate access to data (school records, provider records, existing neighborhood / family surveys, etc.) on key indicators and other factors. Create evaluation tools, surveys, etc. Analyze data; Provide reports to other committees.
Early Learning Network Committee Meets monthly or more.	PN Program Manager; ELN Director; SBCS CWB Dept. Director; Public Health Director; CVESD Assistant Superintendent; Promotora; Preschool / Daycare Coordinator; Family Health Ctrs; Scripps.	Oversee implementation of ELN to develop a seamless continuum of high quality early learning programs for children aged birth to 3rd grade and their parents.
Education Committee Meets monthly or more.	PN Program Manager; School Principals; PN Program Directors; GTM Specialist; CVESD; SUHSD, BLCI; Community College and University Reps.	Oversee implementation of GTM in target schools to accomplish comprehensive education reform, 4th grade through post-secondary education with a focus on educational opportunities and policy change
School Site Team Meets monthly at each school	Principal; Assistant Principals; Reps from subcontracted partners; Program Director; Community Engagement Specialist; Program Manager	School site program coordination. Agenda items are specific to the projects and issues for that school site, such activity scheduling, event planning, referrals, data on outcomes for the school, etc.
Parent / Resident Advisory Committee Meets monthly or more.	PN Program Manager; Community Engagement Coordinator; CVCC; Parents from all school sites; RLA Members; Neighborhood Residents; PTAs.	Ensure communication between schools / parents / residents and project committees so parents / residents are regularly updated on the implementation process, and committees receive regular feedback from parents/residents. Plan and organize community events, outreach, and communication.

Fundraising / Sustainability Committee Meets quarterly.	SBCS Department Director, PN Program Manager; SBCS Development Team; SBCS President/CEO; CVESD & SUHSD Superintendents; City of Chula Vista; County of San Diego.	Plan and implement fundraising and sustainability strategies and activities Provide regular reports on activities and accomplishments to Core Management Team.

D. Adequacy of Resources (15 points)

As demonstrated in the budget documents, all project costs are reasonable, necessary, and essential for the operation of CVPromise. Staff wages fall within state guidelines based on employee education and experience; program expenses are based on actual costs; and the backbone organizational administration costs are calculated using the agency's federal indirect rate agreement (12.8%). The CVPromise extension project has been carefully designed to leverage and align existing programs and resources, fill crucial gaps, and respond directly to the needs and concerns of the community, as revealed during the planning and 5-year implementation processes. For every required new staff position, the planning committees deliberated carefully in order to take advantage of existing expertise, resources, and relationships while minimizing duplication of efforts.

SBCS has been able to leverage funding from multiple funding streams – including both public and private sources – to support CVPromise's continued implementation. Many of the programs that will be available to families and children as part of the CVPromise pipeline are fully funded by sources other than the Department of Education. For example, Healthy Development Services ($183,594, First 5 San Diego) and PEI/Incredible Years ($426,593, County of San Diego), to name just two. SBCS will provide leveraged match funds amounting to a value of **$6,005,827 in match funds, of which $786,000 (13% of the Department of Education request) is from private sources**.