



D8 Promise Neighborhood

Proposal to the
U.S. Department of Education
Promise Neighborhood Grant 2017



SOUTH BAY COMMUNITY SERVICES

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(A) Need for Project (15 points).

(A1) Severity of the problems to be addressed

The San Diego D8 Promise Neighborhood (D8PN) will be situated in the 2 most impoverished areas in the City of San Diego. These are Barrio Logan / Logan Heights (located entirely within the boundaries of San Diego's Promise Zone) and San Ysidro (the southernmost part of the City of San Diego, directly on the Mexico / USA border). The two areas comprise 13,048 family households (7,393 in Barrio Logan and 5,655 in San Ysidro). Our needs assessment revealed that these two communities have similar demographics and share many of the same needs and issues. Both neighborhoods are predominately Hispanic, low income, and politically disenfranchised. They both grapple with the struggles of immigration, low socio-economics, homelessness, and poor performing schools. Issues of under employment, hope tempered by economic hardships, schools overburdened as they try to address the severe needs of students, lack of English language proficiency, and other factors associated with poverty, infringe upon families' desire for their children to obtain a good education in order to succeed. The city's lack of affordable housing has resulted in an influx of homelessness in the Barrio Logan community, which is juxtaposed by gentrification due to developers and young professionals purchasing property/homes while the property values are low. These changes are reshaping and impacting the Barrio Logan community. The changes have included industrialization in the 1940's that shifted land from residents to industry (e.g. NASSCO navy ship yard and tuna canneries) and construction of a freeway and the Coronado bridge in the 1960s, both of which essentially split the neighborhood in two.

The San Ysidro community is home to the busiest land border crossing just north of Mexico, a developing nation. With nearly half (46%) of San Ysidro residents being foreign born and

almost all (91%) speaking Spanish, the issues facing families and children of immigrants are no more evident than in this small community.

The D8PN needs assessment focused a lens on a neighborhood where families are struggling to reach their goals. Although working full time (88%), aspiring to provide their children the opportunity of a college education (88% felt it was “very” important that their child go to college), and feeling pride in their culture and community, D8PN families are missing out on the American dream due to the harshness of poverty, high cost of living in San Diego, disenfranchisement from City politics and built environments, poor performing schools, and lacking political capital with their local, State, and federal representatives.

Low Socioeconomic Status (SES) Families: The needs assessment clearly revealed a neighborhood struggling economically and facing the burdens associated with poverty. According to census data, the median household income of \$30,983 is less than half of the County’s median income (\$64,309), contributing to a higher percentage of families (34.5%) and children (50.1%) living below the federal poverty rate compared to both the County (10.6% and 18.4%, respectively) and the State (12.2% and 22.5%, respectively). Examination of additional census data that correlate with economic status, combined with results from the survey leaves no doubt about the severity of poverty the families and children in the target communities have to overcome. The D8PN has over twice as many female-headed household (24.7%) compared to the County (12.1%) and State (13.6%), and double the unemployment rate (17.4%) compared to the County (8.7%) and State (9.9%). One in five households receive food stamps (22%), and an equal amount receive cash and/or public assistance (6.7% each compared to 2.7% and 3.9 % in the County and State, respectively). When examined separately and across all economic factors, a greater proportion of Barrio Logan families are struggling economically, especially the

children, with 59.3% are growing up in poverty.

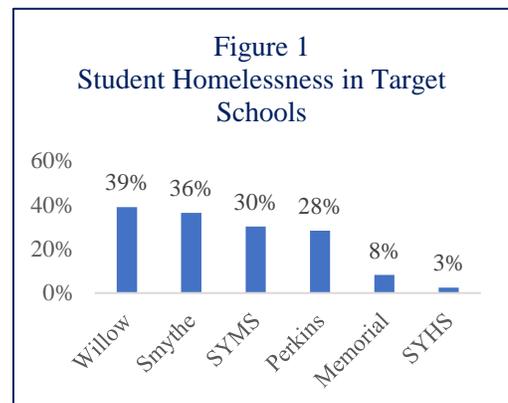
Table1: SNPN Economic Indicators Compared to the County and State

	Barrio Logan	San Ysidro	D8PN	County	State
Median income	\$27,619	\$34,347	\$30,983	\$64,309	\$61,818
Families below poverty rate (Federal poverty level)	40.2%	29.5%	34.5%	10.6%	12.2%
Child poverty rate	59.3%	41.6%	50.1%	18.4%	22.5%
Unemployment rate	19.2%	18.6%	18.9%	8.7%	9.9%
Female-headed households	19.0%	32.2%	24.7%	12.1%	13.6%
Families 200% of the Federal Poverty Rate	71.3%	63.8%	67.3%	26.2%	29.7%
Receipt cash assistance	6.0%	7.6%	6.7%	2.7%	3.9%
Receipt food stamps	19.3%	25.6%	22.0%	6.7%	9.2%
Receipt public assistance	6.0%	7.6%	6.7%	2.7%	3.9%

SOURCE: American Community Survey 2010-2015

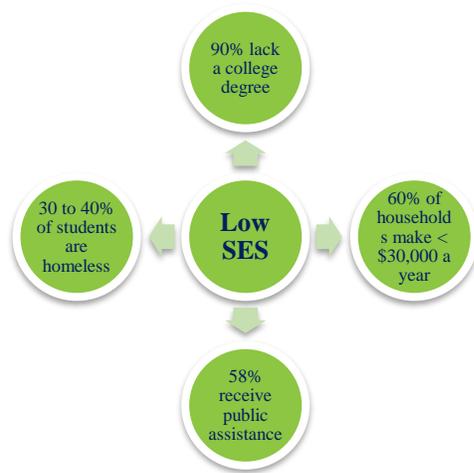
The needs assessment gathered information from over 1,600 surveys and 13 focus groups with parents, providers, stakeholders, and youth living in each of the communities. The results from this extensive assessment effort are consistent with census data in regard to the low SES and elevate the urgent need for place-based interventions that can provide a comprehensive approach to the multi-layered needs of the children and families living in the D8PN catchment area. More respondents reported renting (89%) than the entire target census population (77.4%) and the County (47.1%) and participants in all the focus groups described the stress due to the lack or affordability of housing in the neighborhood.

Several respondents noted that families could barely afford a two-bedroom apartment. Many families are doubling up or living in a garage, and some are homeless. This housing concern is validated by the fact that the current median house price in San Diego is



Source: CA Dept. of Education, 2016- 2017

\$555,500,¹ and median rent for a one-bedroom is \$1,550 and \$2,010 for two bed-rooms². The struggle to afford housing is also substantiated in the reported household income, with 76% of survey respondents reporting an annual household income of \$39,000 or less and an average household of 5 individuals (SD 1.58). In addition, 45% reported receiving some form of free assistance (e.g. food, utility, rental assistance) in the past six-months, and more than half of families (58%) were receiving public assistance (e.g. TANF, WIC, Cal Works). Even more disconcerting is the large proportion of students enrolled in the catchment area schools that are homeless. Statistics show that over one-quarter to nearly two in five students, in four out of the six schools, are homeless (Figure 1). Individual school level data show that the majority of the target elementary and middle school youth are eligible for free and reduced lunch (71% to 98% of students), and the survey shows that about two in five children (44%) either consume five or more vegetables or fruit a day or eat at least one fruit/vegetable a day. The segmentation analysis found that children living in lower income families (making less than \$29,000 a year) and/or



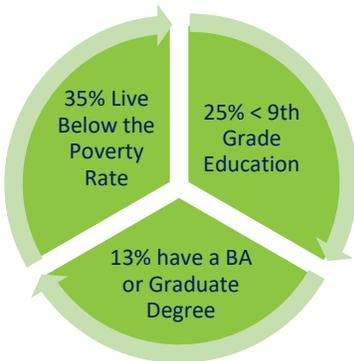
Economic Hardship of D8PN Families

those receiving some type of public assistance were more likely to report not getting the daily fruits/vegetable requirements (54% and 67%, respectively) compared to children who were eating the recommended amount (46% and 33%, respectively). Contributing to this lack of healthy food consumption could be the need expressed by participants in the parent focus groups for better markets and grocery stores.

¹ CoreLogic (2017). Online at <http://www.corelogic.com/solutions/configurable-real-estate-data-reports.aspx>

² Apartmentlist.com August 2017 report online at <https://www.apartmentlist.com/rentonomics/national-rent-data>.

D8PN Cycle of Poverty



Parents also voiced concern about the poor quality of food in the schools, which takes on increased urgency since schools are the children’s primary food source in the neighborhood.

Another indicator that points to the need for greater opportunity to help families extricate themselves from the quicksand of poverty (as opposed to the assumption that it is lack of effort on their part), is that almost all survey respondents

reported that at least one adult member of the household worked full-time (88%) and 39% had at least one household member working part-time. However, their rate of employment is tempered by the reality that one-quarter of residents have less than a 9th grade education, less than one in ten (8.8%) have a bachelor degree, and only 5% have a graduate degree, suggesting that those employed are working in careers or jobs that do not pay enough to afford them the opportunity to escape the grasp of poverty. The segmentation analysis leaves little question that the families in the target area are economically worse off than other residents in the County and State.

These results should be viewed within the context of the growing body of research that shows how economic conditions alone place children on unequal footing compared to their counterparts in terms of future academic success. The deleterious effects of poverty on brain development, school performance, and several other socioemotional factors are well documented, with research discovering increased harm with continued exposure to poverty.^{3,4} Of particular

What are the most urgent needs: “We don’t know why they are homeless and we have to remember that they’re also human beings. But our children are being exposed to things that they should not see. The other day, my child saw a homeless person doing drugs right on the streets.” (BL Parent Focus Group)

³ McLoyd, VC. Socioeconomic disadvantage and child development. *Am Psychol.* 1998;53(2):185-204.

⁴ Joan Luby, MD1; Andy Belden, PhD1; Kelly Botteron, MD1,2; Natasha Marrus, MD, PhD1; Michael P. Harms,

relevance to the target schools and neighborhood is the finding that children who experience poverty during their preschool and early school years have poorer school outcomes than children and adolescents who experience poverty only in later years.⁵

“...the 1978 plan amended the community plan to allow for residential units and industrial businesses to be built next to each other. This has resulted in negative impacts on the health of Barrio Logan residents. People have come to suffer from asthma issues, cancer, brain development problems, and skin and eye irritations just to name a few.”
(Councilmember Georgette Gomez, when she was Associate Director of the Environmental Health Coalition 5/12/14 SD Free Press)

Inequitable Built Environment in D8PN: A factor that disproportionately affects low-income communities, but is not often talked about when considering barriers to children’s academic success, is the environmental injustice that places poorer communities in closer proximity to toxins and pollutions, as well as urban designs that fail to provide safe, accessible open spaces and walkable neighborhoods.⁶ Unfortunately, the D8PN neighborhood has been negatively affected by years of inadequate environmental planning that has left residents vulnerable to a plethora of health hazards due to industrial focused community plans and proximity to the busiest US/Mexico border crossing. It is well documented that built environments can have a significant impact on the health and well being of a community⁷. Walkability, clean and accessible parks, lighting, and safety from crime all support healthy and thriving neighborhoods. However, this is not the environment of the D8PN neighborhood, where

PhD1; Casey Babb, BA1; Tomoyuki Nishino, MS1; Deanna Barch, PhD

⁵ Brooks-Gunn, J. Duncan GJ. The effects of poverty on children. *Future Child*. 1997;7(2):55-71.

⁶ <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0094431>

⁷ <https://www.ncbi.nlm.nih.gov/books/NBK154491/>

there was unanimity among focus group participants about the negative impact living so close to the border has on their neighborhood; or in the case of Barrio Logan, the effects of the shipyards and military industry adjacent to their neighborhood. In addition, parents voiced concern about the lack of safe pedestrian and bicycle paths for their children to travel to school, lack of good public transportation the dearth of open spaces for children to play, and the growing number of homeless encampments seeping into the residential streets. In Barrio Logan, parents, students, and police all voiced an urgent concern about the growing presence of homeless in the community. Their



Homeless encampment in Barrio Logan

concern is borne out by the numbers, with a 104% one-year increase in the number of homeless tents located downtown (204 to 418)⁸ which borders Barrio Logan to the west, and a doubling in the downtown homeless count from 2012 (582) to 2016 (1,073).⁹ It appears that the Barrio Logan community has become the overflow location for the downtown homeless population. A consequence of the increasingly large presence of homeless in the community is the increase in the “quality of life” type crimes (e.g., loitering, vagrancy, disorderly conduct) that deter families and children from going outside. As a San Diego Police Captain noted, “The people living on the

⁸Regional Task Force on the Homeless 2017, *WeAllCounty* (2017). Available online at <http://www.rtfhsd.org/wp-content/uploads/2017/07/2017-PITC-Results-Powerpoint.pdf>

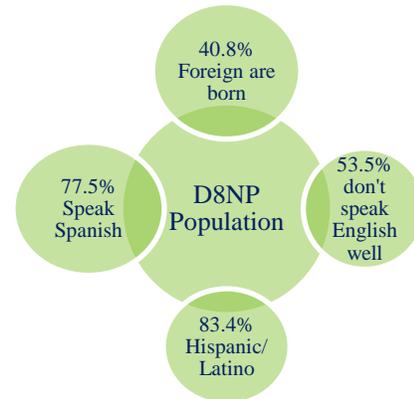
⁹ Downtown partnership homeless count.

street create a difficult environment for the youth who see violence often because of mental illness or substance abuse, narcotics paraphernalia, and waste as they travel to and from school.”¹⁰

Environmental disenfranchisement is also evident through zoning and planning practices. For example, the Barrio Logan community is actively engaged in a battle with the City and big industry to modify a 40-year

community plan that puts few restrictions on development and has led to large industries, such as the shipyards (that use industrial-grade chemicals) operating next to residents and schools. In San Ysidro, the lack of being heard by those in power, especially in regard to their family’s health, also arose during the focus groups, but for a different reason. As the port of entry to the largest US/Mexican border crossing, San Ysidro experiences high levels of pollutants (e.g., black carbon) caused by traffic exhaust produced from the cars idling for hours to cross the border into the U.S. The effects of this increased exposure to air pollutants and toxins include greater levels of asthma and increased risk of respiratory and cardiovascular diseases.¹¹ The concern is so great, that two schools in the target area have pollutant monitors stationed at their schools to capture data as part of the San Ysidro: Air Quality and Border Traffic Study¹². It is no

A Tale of Two Cultures

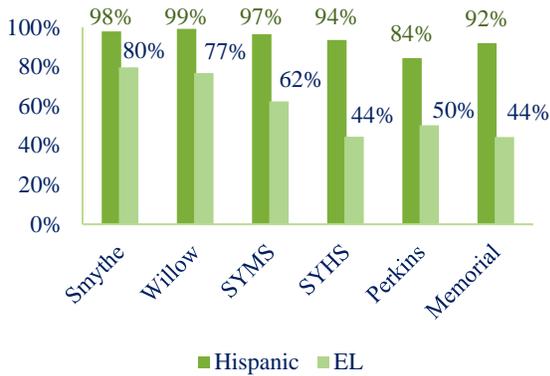


¹⁰ Conversation with Captain Wes Morris, SDPD Central Division, August 18, 2017.

¹¹U.S./Mexico Border Crossings at San Ysidro: Social and Environmental Effects for Pedestrian Crossers and San Diego Communities. Available online at: <http://www.casafamiliar.org/wp-content/uploads/2015/08/03-Presentation-Healthy-Borders-Results-English.pdf>

¹²<http://deohs.washington.edu/syairstudy>

Figure 2: Large Hispanic Presence



SOURCE: American Community Survey

coincidence that these hazardous environmental features are located in low-income communities. While the interplay between urban planning and discriminatory environmental hazards is complex, the fact that a substantial portion of the D8PN residents are Hispanic, speak Spanish as their first language, live in poverty, most likely have made them susceptible to these unjust policies.

Immigrant and First-Generation Families: What brings both hope and struggle to the neighborhood is the reality of families living in and among two cultures. Census data reflects the influence of the Mexico/US border, with almost everyone identifying as Hispanic (83.4%) and two in five residents being foreign born (40.8%). This is also reflected in the language spoken, with over three-quarters speaking Spanish (78%) and just over half speaking English “not very well” (52.5%). Responses from the parent survey showed an even greater influence of the border, with more respondents identifying as Hispanic (96%), the majority only speaking Spanish in the home (57%), 29% speaking both English and Spanish at home, and just under one-half (46%) not born in the US. 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% and 38%, respectively), the majority are native born (76.5% and 73.0%), and around one-quarter speak Spanish (24.6% and 28.8%, respectively). Focus groups with parents whose children attend the catchment area schools, service providers, and area legislative representatives all described the substantial impact the proximity to the border has on the community. These factors include families living apart so their children who are citizens can attend school in the US,

living with others in crowded conditions because they can't afford housing, American-born students living in Mexico and commuting across the border because of the high cost living in the US, the negative impact on their educational progress due to not being proficient in English, and a lag in learning the norms of the educational system.

Evidence of the influences the border and immigration have on these families is also revealed in the segmentation analysis, especially regarding the aspirations parents have for their children.

Nearly all the families surveyed did not have an adult who completed college (80%), but almost all (99%) felt it important that their child go to college, and three-quarters (75%) thought it was “likely” and fewer than one-quarter (22%) felt it was “somewhat likely” their child would attend college. However, the disconnect between this desire and reality surfaced when analyzing how able parents were in guiding their child/ren toward college. As is common with first-generation students, parents do not have the experience or information needed to help a child prepare and enroll in college. Data gathered from the surveys and the focus groups shed light on this issue in the target community. Between 55% and 61% of survey respondents reported either “never” or only “sometimes” advising their child on basic activities to support their college aspiration, including helping them pick out high school classes; preparing for the necessary college entrance exams; applying for college; and/or speaking with their child about employment after high school (Table 2). Parents’ lack of understanding arose in the focus groups, with “wanting more information about how to help their child get to college” being voiced as a need.

Expectations of college: *“Parents expectation is to ‘get to college’ not to actually ‘graduate’. The mentality is - as long as you get further from anyone else in the family ‘we are good’. Parents expectations for their kids is to respond to cultural expectations to stay in house and help the family.” (SY Stakeholder Focus Group)*

Table 2: Children in Catchment Area Lack Parental Guidance to Prepare for College

In the past six-months provided child with advice/information on....	Never/Sometimes
...selecting classes at school	17% / 38%
...preparing to take college entrance exams	27% / 34%
...applying for college	25% / 33%
...specific jobs to apply for after H.S.	32% / 37%

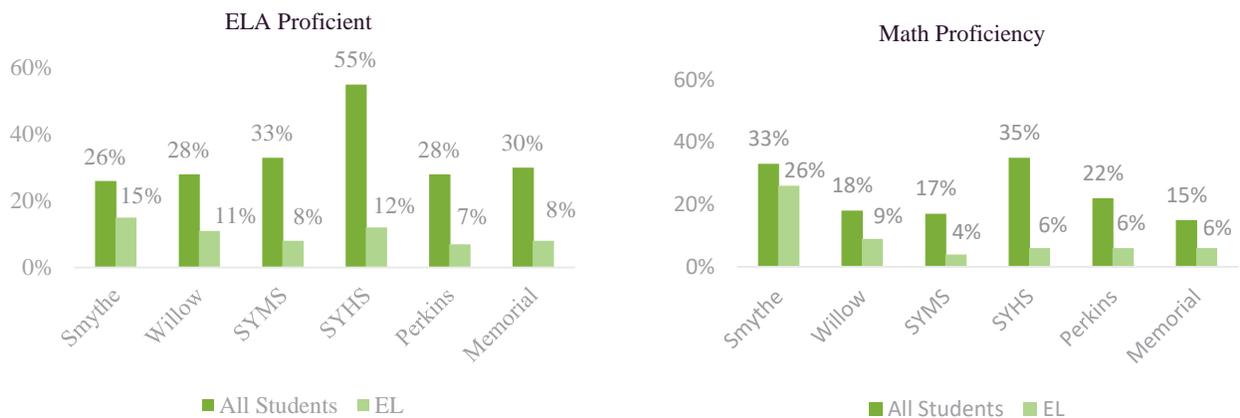
Minority youth tend to start school already behind their peers, have lower test scores, and face a greater risk of dropping out.¹³ This is especially true for Hispanics in the US. Low socioeconomic status, immigration status, and insufficient school resources place Hispanics behind their peers from the beginning. Statistics show that fewer Hispanic (35%) youth (18 to 24 years old) enroll in college or have a bachelor’s degree or higher (15%) than White youth (42% and 41% respectively). Hispanics who do enroll in college are more likely to go to a two-year institution (48%) than a four-year (52%) compared to any other racial/ethnic group (30% to 36% 2-year and 70% to 64% 4-year). When they do enroll in college, first-generation youth usually start later and spend more time in college, and are more likely to have debt (because they have to work while going to school or take care of family), with research showing that only 11% of first-generation college students graduating in six years and 25% leaving in the first year (Pew Institute, 12/14/2011) (DeAngelo, 2011). These challenges were reflected in focus groups as providers noted that cultural bias can interfere with parents letting their child go away to college. Specifically, many families want their children to stay close to home, which can not only

¹³ Ishitani, T. (2003). A Longitudinal Approach to Assessing Attrition Behavior Among First-Generation Students: Time-Varying Effects of Pre-College Characteristics. *Research in Higher Education*, V. 44, #4, August 2003.

interfere with a child going away to school, but also prevent a child from fully engaging in college if living at home. The pull to take care of younger children, live at home, and avoid campus activities that take time away from the family, all contribute to an increased risk of youth leaving college before graduating.

Poorly Performing Schools: The struggle to learn the English language has significant impacts on academic success and is a primary issue in the target schools. The large proportion of Hispanic/Latino students and Spanish-speaking families noted above is reflected in both the high proportion of English Learners (EL) and low proficiency scores. Almost all students (84% -99%) at the six target schools identify as Hispanic and a large proportion classified as ELs are classified as EL (44% - 80%) (Figure 2).

EL Students Score Substantially Lower on both ELA and Math



SOURCE: California Department of Education, 2017

Overall, students attending the D8PN schools are underperforming, especially youth classified as English Learners (EL), which comprise a substantial portion of the total student population (Figure 2). Nearly 5,560 youth attend the six target schools and only about one-third or less of the elementary and middle school youth met proficiency benchmarks in English Language Arts (26% - 33%) or Math (15% - 35%). However, when examined by ELs, the proficiency level drops dramatically, with only around one in 10 (7% - 15%) students testing

proficient in English language arts (ELA), and (with the exception of Smythe - 26%), less than 10 percent (4% - 9%) testing proficient in math. The low scores in general, and those of the EL students in particular, call out the urgent need for support to this population (Figures 2 - 3). In addition, the target high school only had two in five students (40%) meeting the mandatory A-G requirements (required for college entrance) and a graduation rate of 82.6 percent.

One necessity to improve performance is consistent attendance, yet educating families about the value of regular attendance is a challenge for the schools in the D8PN as reflected in a high proportion of students missing 10% or more days of school (i.e., chronic absenteeism). As Table 3 shows, the six schools all struggle with chronic absenteeism among students, with a low range of around one in five (18%) to a high of over one-third (39%). Attendance rates are also lower than desired, with all schools having a rate in the low 90 percent range.

Table 3: Attendance Rate and Chronic Absenteeism in D8PN Target Schools

	Chronic Absenteeism	Attendance Rate	Total Enrollment
Smythe	37%	92%	653
Willow	25%	93%	1,074
SYMS	26%	92%	515
SYHS	18%	94%	2,447
Perkins	40%	91%	460
Memorial	NA*	93%	364

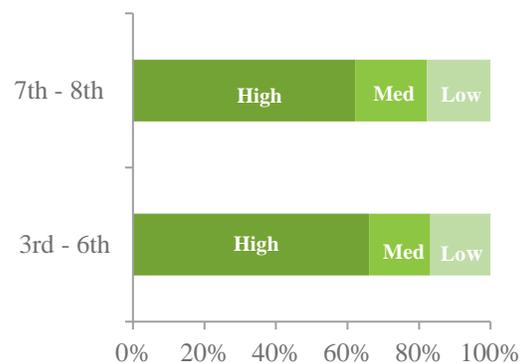
SOURCE: California Department of Education and San Ysidro District, 2017.

Not only does poor attendance translate into reduced funds to the school because of payment based on average daily attendance (ADA), but it is an alarm bell for a host of unmet needs that could be contributing to chronic absenteeism and the real risk for academic failure. Research has shown that factors prevalent in disadvantaged and poor communities (e.g., poor health, overburdened families, lack of transportation) can contribute to poor attendance. In addition, chronic absenteeism is associated with younger students not meeting grade level benchmarks and setting in motion an increased likelihood for continued academic failure, including an increased

risk of dropping out.¹⁴

Individual student level data are consistent with the official school records. The segmentation analyses showed that around two-thirds of 3rd – 6th graders (66%) and 7th and 8th graders (62%) were in high need in terms of being low in core academic subject, which increased to 84 percent for those students categorized as EL (Figure 4).

Figure 4: K- 8th Proficiency Levels



SOURCE: SYSD, 2016

Lack of access to 21st Century Learning Tools was also an issue for many families, with 35% categorized as in high (no access to high speed internet at home and at school) or medium need (access to high speed internet at school or home, but not both) in this category according to the segmentation analysis.

Factors related to high and medium risk were language, income, and parental education. Specifically, factors associated with high/medium need were families where Spanish was the primary language spoken in the home (86% and 87%, respectively), those whose household income was less than \$30,000 a year (74%), who received some form of public assistance (72% and 64%, respectively) and/or whose parent had no college experience (67% and 59%).

The implications for catchment area families are that despite their wishes for their children to attend college, with nearly all EL student’s failing to achieve proficiency in either Math 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

¹⁴Chronic Absenteeism in The Nation’s Schools (2016). Available online at <https://www2.ed.gov/datastory/chronicabsenteeism.html#four>. Department of Education.

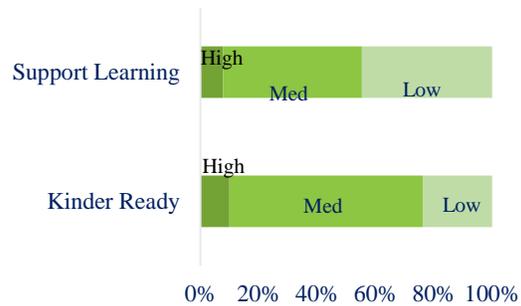
the parents don't have all the tools necessary to support their children's path toward college. Unlike parents with college degrees who can guide and support their child through the complicated maze towards college enrollment, D8PN children are left to chance and are more dependent on schools and outside supports to guide them.

Need for Early Learning (0 to 5) Support: The link between early learning opportunities and college success is well documented. Both the parent survey and census data point to a gap in the early learning preparation of the children 0

to 5 in the catchment area. Over one-quarter (28%) of survey respondents reported that their young child/ren were enrolled in an early learning setting (e.g. Head Start) and census data showed that about one in three (31%) three and four years old residing in the target area attend a

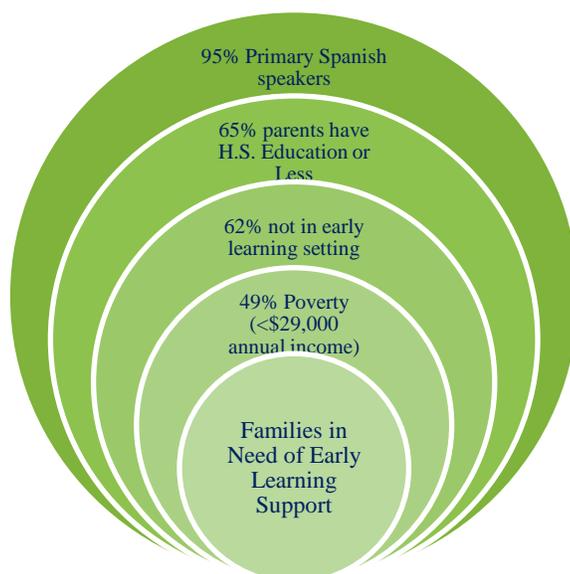
pre-school or pre-kindergarten. Additionally, only about half (49%) of the families read to their younger children (kinder or younger) three times a week or more. When segmented, families with low parental education, language limitations, immigrant families, and/or children without a personal doctor were at greater risk in this area. The segmentation analysis found that children who did not have a regular doctor (31%), whose parents had a high school degree or less (51%), and whose families only spoke Spanish in the home (86%) were more likely to have a high need in this area. Language, income, and parent education were also related to how much a young child was read to, with 95% of Spanish only-speaking households, 49% of household that made less than \$30,000 a year, and 59% of parents with less than a high school degree reporting that they did not read to their young children (Figure 6).

Figure 5: Children Ready to Learn



SOURCE: D8PN Neighborhood

Figure 6: Factors Related to Children Not Entering Kindergarten Ready to Learn

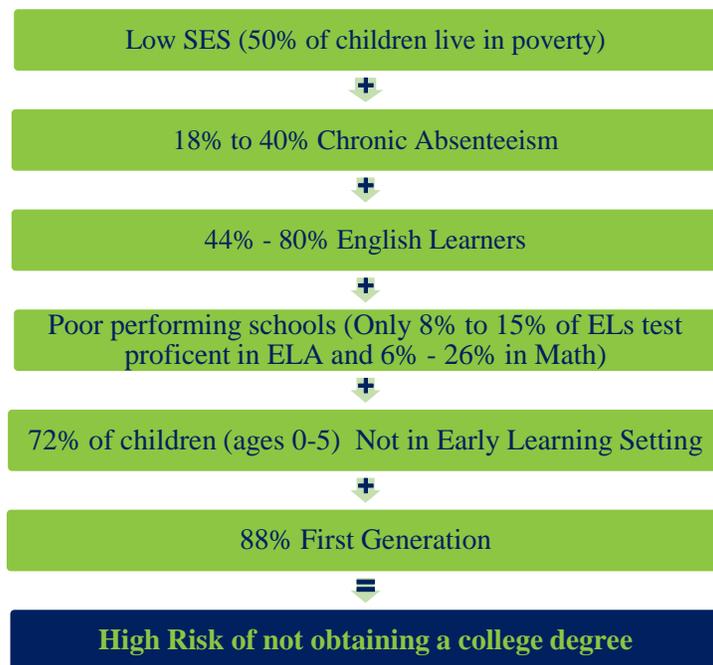


SOURCE: D8PN Neighborhood Survey, 2017

A deeper analysis of the relationship between children being ready to enter kindergarten and medical home showed that it wasn't just access to medical care that was a buffer for San Ysidro families but rather access to quality and timely care. Those families that used clinics or took their families to Mexico were less likely to have children in an early learning setting. Focus group responses provided insights to this relationship, stating that parents consistently report challenges with obtaining timely appointments, accessing quality care in the neighborhood, transportation issues, and turning to Children's Hospital instead because of one or more of the above-mentioned barriers. Service providers even noted that families will remove all the children from school when having to take a sick child to the doctor because of the time commitment required.

All the research on early brain development, the importance of emotional, social, and physical development of children age 0 – 5, and the value of early learning settings definitively etch out a path for a child's academic success or lack thereof. Unfortunately, children in the catchment area are burdened with all the factors that negatively impact a child's development

and decrease their odds of academic success. Exposure to both oral language and books has shown that those children who are read to more frequently enter school with a stronger foundation to continue learning and growing cognitively (Mol, S.E. and A. G. Bus, 2011). Before children living in the catchment area set foot in kindergarten they carry with them the weight of poor English proficiency, lack of access to good nutrition, generational poverty, and lack of supports to help them obtain the tools that will afford them a college education and an opportunity to rise above poverty.



(A2) Geographically defined area

The San Diego D8 Promise Neighborhood (D8PN) is situated in the most impoverished areas in the City of San Diego. These are Barrio Logan / Logan Heights (located entirely within the boundaries of San Diego’s Promise Zone) and San Ysidro (the southernmost part of the City of San Diego, directly on the Mexico / USA border). Both support similar populations that are greatly affected by immigration, transience, poverty, crime, low educational expectancy, and homelessness. They also experience similar political, economic, and cultural isolation. San

Ysidro (SY) covers 4 census tracts and is bordered Interstate 5 to the South and West, State Route 905 to the North, and Interstate 805 to the East. SY has a population of 22,887 (in 5,655 households); 94.2% are Hispanic/Latino, and 46.4% are foreign born; 27.7% are children aged 17 or under; 7.3% are under 5. Barrio Logan / Logan Heights (BL/LH) covers 5 census tracts, and is bordered by the San Diego Bay to the South; Downtown San Diego to the West, Interstate 15 to the East, and Commercial Street to the north. BL/LH has a population of 23,881 (in 7,393 households); 73.1% are Hispanic/Latino, and 35.3% are foreign born; 28.7% are children aged 17 or under; 7.8% are under 5.

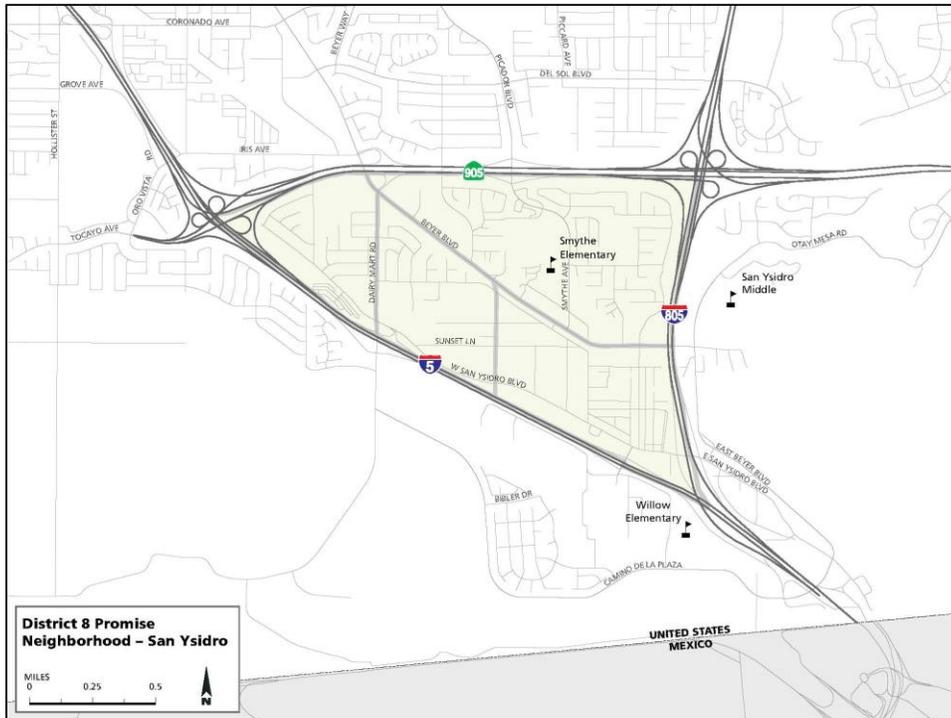
San Ysidro is served by the San Ysidro School District (SYSD, serving grades K-8), and San Ysidro High School (SYHS, serving grades 9-12). BL/LH is served by the San Diego Unified School District (SDUSD, serving grades K-12). D8PN will target 4 schools in Year 1, and scale up as follows:

Year 1: D8PN will serve Perkins Elementary (K-8), Smythe Elementary (K-6), San Ysidro Middle (7-8), and San Ysidro High (9-12)

Year 2: Add Memorial Prep. (6-8) and San Diego High (9-12)

Year 3: Add Willow Elementary (K-6) and another elementary school in BL/LH (TBD)

The schools are Title I schools in Program Improvement (PI) status, meaning they are ‘persistently-low performing’ schools. Most children at the schools receive free or reduced lunch (i.e. low-income), and all of the schools have very high percentages English language learners, children with Individual Education Plans, and homeless children. The following maps show the target neighborhood and the locations of the schools that serve this neighborhood.



D8PN Target Public Schools

Column1	F/R Lunch	% Latino	Enrollment	Attendance Rate	English Learners	ELA Proficiency	Math Proficiency	EL's ELA Proficiency	EL's Math Proficiency	% w/ IEPs	A-G requirement at grad.	Graduation Rate	Homeless Youth
Smythe Element.*	80.4%	97.9%	653	92.0%	79.6%	26.0%	33.0%	15.0%	26.0%		--	--	36.3%
SYMS	75.1%	96.5%	515	92.0%	62.3%	33.0%	17.0%	8.0%	4.0%		--	--	30.1%
SYHS	71.1%	93.5%	2447	93.9%	44.4%	55.0%	35.0%	12.0%	6.0%	26%	40.0%	82.6%	2.5%
Perkins Elementary	94.3%	84.3%	460	90.8%	50.2%	28.0%	22.0%	7.0%	6.0%	17.2%	--	--	28.3%
Memorial Prep.	97.5%	92.0%	364	93.1%	44.2%	30.0%	15.0%	8.0%	6.0%	16.8%	--	--	8.2%
Business / Leadership**	77.2%	86.6%	614	93.1%	27.2%	25.0%	5.0%	3.0%	9.0%	15.8%	36.1%	78.6%	10.7%
Intl. Studies**	51.9%	55.4%	1024	97.1%	6.2%	83.0%	50.0%	--	--	5.1%	92.3%	97.0%	4.2%
Science / Tech.**	91.0%	77.6%	753	96.3%	21.4%	54.0%	22.0%	14.0%	6.0%	16.9%	55.7%	78.5%	12.0%

* Smythe Elementary served grades K-3 until the current year, when it has been expanded to serve grades K-6.

** San Diego High School consisted of these 3 “smaller schools within 1 school” until the current year, when they merged into a single school. Many BL/LH youth are bussed out of the neighborhood to distant schools and do not attend SD High. A new high school is slated to be opened in 2020 within BL/LH, and will be incorporated into the D8PN once built.

(A3) Gaps or weaknesses in services, infrastructure, or opportunities

San Diego's District 8 is deprived of many basic resources that communities require to survive and thrive. Community forums, conducted during the planning stages of the City of San Diego's 2015-2019 Consolidated Plan, consistently identified San Ysidro (SY) and Barrio Logan/Logan Heights (BL/LH) as highly depressed and under resourced communities. Among the specific needs identified, the following were noted most frequently: Youth Programs; Affordable Housing; Employment Services and Job Training; Improved and Expanded Parks; Improved Infrastructure (streetlights, sidewalks, etc.); Public Safety Enhancements; and Economic Development. District 8 was also identified as a high need community in the City of San Diego's successful 2016 Promise Zone application.

Despite tremendous need, SY remains removed from the City of San Diego, geographically and socially isolated and served by separate school districts; and politically divided, lacking the financial resources and power to contend in City elections and influence public policy. Both communities are considered hopeless communities, not unlike the Harlem Children's Zone (HCZ) and historically, community-serving agencies have been reluctant and unwilling to enter these neighborhoods for lack of hope that change is possible. SY and BL/LH are majority Latino and majority low-income households. Both communities remain in dire conditions without external sources of funding to meet basic needs. The San Diego Housing Commission is responsible for managing the public housing inventory, affordable housing units, and Section 8 vouchers in the City. Of the 14,000 Housing Choice Vouchers / Section 8 within the City of San Diego, only 2.85% or 400 go to families in District 8 despite having over 6,000 families living below federal poverty level with children ages 0-18. D8PN is over-represented in terms of poverty, unemployment, and student homelessness (30%), yet under-represented when it comes

to funding and supportive services available for its residents. It is difficult to conceptualize how such a high-need neighborhood exists in such a wealthy city.

(B) Quality of Project Design (30 points).

(B1) Plan to create a pipeline of services, including scale-up plans

D8PN will be led by South Bay Community Services (SBCS), a recipient of a 2011 Promise Neighborhoods Planning Grant, followed by a 2012 Promise Neighborhoods Implementation Grant which is supporting the highly successful Chula Vista Promise Neighborhood (CVPromise.org). SBCS' experience managing this initiative has helped to inform our planning process and will continue to be a tremendous resource for D8PN in the future. For CVPromise, SBCS mobilized 28 partners – schools, government agencies, non-profit organizations, and businesses that signed on to provide over \$33 million in matching funds. Notable CVPromise successes to date include significant increases in kinder readiness, school attendance, academic proficiency, graduation rates, college retention, and community engagement. The proposed D8PN Department Director and Program Director have managed CVPromise since it began, so they bring 5 years' experience directing one of the nation's most successful Promise Neighborhoods to this new initiative. Many of the solutions in the D8PN pipeline have been successfully implemented - and improved over the past 5 years - in CVPromise. Thus, the D8PN's programmatic structure is rooted in the base of evidence we collected and continue collecting through CVPromise.

SBCS has been serving the residents of District 8 for over 20 years. For the D8PN initiative, SBCS led an intensive 12-month planning phase that included community mobilization, a needs assessment, data analysis, recruitment of multiple service providers from various sectors, and well attended planning meetings. Based on this, D8PN has developed an impressive framework

and implementation plan for a seamless continuum of ‘cradle to career’ solutions that will provide all children with opportunities for success, steady, nurturing relationships throughout the pipeline, and a clear and viable pathway to college and career success. D8PN will establish a culture of healing and wellness – a healing zone – 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). The healing zone will replace insidious facets of poverty by supporting children and families in cultivating the skills, relationships, and resources they need to make healthier life choices and thrive. All service providers and teachers will be trained in trauma informed delivery and receive on-going coaching in this evidence-based approach. The neighborhood includes many immigrant families, and research shows that immigrants who are independent, proactive participants in their communities achieve better social integration in their host countries¹⁵. The project has been designed to maximize social integration and participation for all community members. Additionally, SBCS has taken equitable, justice-oriented measures to engage community members throughout all phases of this process so that community involvement is not only inevitable but ingrained as the core principle for D8PN success.

Community-driven planning will continue throughout the project, to ensure that the pipeline of solutions meets the evolving needs of the neighborhood. In year 1, 50% of the funds have been budgeted towards planning activities, and the first 6 months of Year 1 will involve a detailed planning process with input from all partners, including residents, service providers, school and district personnel, and local government. This intensive planning phase is necessary

¹⁵ Rubin, M.; Watt, S. E.; Ramelli, M. (2012). "Immigrants' social integration as a function of approach-avoidance orientation and problem-solving style". *International Journal of Intercultural Relations*. **36**: 498–505

because a number of our target schools are currently undergoing significant structural changes that will impact implementation. For example, Smythe Elementary was a K-3rd grade school until June 2017, but has now become a K-6th grade school. This means we still need to generate baseline data for the new grades (4-6) during year 1, to determine more accurate goals for our performance measures. Similarly, San Diego High School was three schools within one campus through the past school year. As the school opens this week, it is shifting back to being a single school. D8PN will work with school administrators to determine the school's needs throughout this structural shift. The planning process will include engaging youth in the neighborhood to voice their ideas around educational and social activities that best meet their needs – especially in BL/LH, where most teenagers are bussed to schools in entirely different locations throughout the district. These teens will be architects of D8PN testing of various delivery methods, times, and locations, so that all high school youth in the neighborhood can fully benefit from the D8PN initiative. Other planning activities in year 1 will include determining the most efficient and effective way to implement SBCS' innovative school turnaround model (GTM) in the target schools, in a way that maximizes the impact of existing resources and approaches while still generating the extraordinary impact that we have seen from GTM in CVPromise schools. CAST, the provider of the D8PN Credible Messenger Mentoring program, will also participate in the planning process to ensure that the voices, concerns, and needs of the most at-risk and disenfranchised youth and families are addressed. In addition to finetuning the pipeline design, the planning phase will include hiring and training of new staff, purchasing of new equipment etc., and essential facility upgrades. Actual implementation will begin during the summer of 2018, with the summer bridge programs setting the tone for the 2018/19 school year.

The pipeline is made up of four key elements: (1) Kinder Readiness Strategy; (2) rigorous

academic interventions; (3) enhanced college and career readiness supports and programs; and, (4) a safety net of wraparound services. Many of the strategies are replications of CVPromise interventions that have demonstrated incredible and ongoing success.

<p>Overarching Solutions (impacting the entire continuum)</p>	<ul style="list-style-type: none"> • On-going Community-Driven Planning to ensure that all solutions are tailored to best meet evolving neighborhood needs. • Bilingual Promotoras (neighborhood residents) will 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), a 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 will be used to hold ourselves and our partners accountable. • Evidence-Based Solutions implemented with fidelity throughout the pipeline. • Trauma Informed Coaching for teachers and service providers. • Coordination with the San Diego Promise Zone. • Universal Screening Tool used by all D8PN partners to identify for family and individual strengths and risk factors, in order to refer to appropriate programs and services within the pipeline.
<p>Kinder Readiness Strategy, Birth to pre-K</p>	<ul style="list-style-type: none"> • First 5 First Steps (Newborn Home Visiting) within 30 days of birth. Home visitors will 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 will use 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. • 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, intensive home visiting, parenting classes, visit coaching, and referrals for families experiencing or at risk of child abuse.

<p>Academic Excellence: Grades K-12</p>	<ul style="list-style-type: none"> • Granger Turnaround Model (GTM), a rigorous, data-driven, research-based turnaround model for persistently failing schools, with credentialed teachers and/or college tutors providing after-school academic supports that directly reinforce the classroom curriculum for struggling children. • Attendance / Intensive Intervention Specialists at target schools will follow up with any absentees and ensure that children do not fall behind due to chronic absenteeism. • Advancement Via Individual Determination (AVID) Program, implemented in all target schools as both a schoolwide and classroom based strategy designed to close the achievement gap by preparing all students for college and other postsecondary opportunities. • Tutors (college students) trained in AVID strategies, imbedded all classes grades 3-8, in High School math and writing classes, and in community-based homework centers, will coach struggling students. • Achieve3000® software providing differentiated online instruction for reading and writing proficiency in grades 1 - 8. • A Reason to Survive (ARTS) innovative, therapeutic arts-based programming for 7th and 8th graders. • 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. • Casa Familiar and Barrio Station Community/Youth Centers, vibrant community hubs providing homework assistance by experienced Tutors, youth leadership activities, computer access, sports programs, healthy eating classes, family engagement activities, and much more. • Credible Messenger Mentoring Program provided by CAST using Project Aware’s innovative framework.
<p>College & Career Readiness</p>	<ul style="list-style-type: none"> • AVID Program, preparing all students for college and other postsecondary opportunities. • San Ysidro / Barrio Logan College Institute for grades 7-12+, 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, D8PN students who are enrolled in college, serve as Ambassadors to new D8PN college entries in 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

	<p>building, and ongoing mentoring and support for youth and for unemployed or underemployed parents.</p> <ul style="list-style-type: none"> • 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.
<p>Family & Community Supports</p>	<ul style="list-style-type: none"> • Salud! D8PN Wellness program, community-based strategies to support health and nutrition, including a Mobile Medical Unit for immunizations, child well visits, and physicals; nutrition education; dental and vision screenings; Maternal Child Health Clinic; health insurance enrollment; and health education and fitness classes. • 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. • Expansion of the efforts of the Cinco de Mayo con Orgullo Coalition (CDM), to address alcohol, tobacco, and other drug prevention (with a focus on opioid abuse) (Drug-Free Communities grant). • Parent Centers providing hubs for community meetings and informal gatherings, educational classes (such as nutrition, computer, and ESL classes), and socialization. Centers will be staffed by bilingual Promotoras. • English as a Second Language (ESL) classes provided at Parent centers. • Computer Literacy Classes. • Wraparound Family Services to address stressors that could impede child’s successful participation and academic achievement, including self-sufficiency services, job placement, employment upgrades, financial literacy, housing assistance, etc. • Careers Academy workforce development services for unemployed and underemployed parents. • Promotoras & the Resident Leadership Academy, increasing parent participation and providing area residents with education, skills, and tools to help better integrate the D8PN community into the larger political sphere of the City of San Diego.

Kinder Readiness Strategy

The first years of life are critical to a child’s lifelong development. Early experiences influence brain development by establishing neural connections that provide the foundation for

language, reasoning, problem-solving, social skills, behavior, and emotional health (Duncan et al, 2007; National Scientific Council on the Developing Child, 2004). The KRS will positively shape early experiences and assist families to access resources and supports needed to raise healthy, happy children who thrive, succeed, and reach their highest potential.

D8PN's rigorous and comprehensive strategy for improvement of schools in the neighborhood begins with a comprehensive **Kinder Readiness Strategy (KRS)**. Research demonstrates that specialized early interventions for young children and families experiencing multiple risk factors are necessary in efforts to change life trajectories. For parents, this means attention to safety and basic needs, but also support to repair or prevent damaged parent-child relationships and to promote positive parenting. For children, it means ensuring they have access to health care, developmental screening, high-quality early childhood programs, and specialized services (Knitzer and Cohen, 2004). The KRS is designed to foster parent engagement and create a solid foundation for children's growth through intensive, high-quality early learning programs and supports which nurture children from birth through pre-kindergarten, so they are healthy, ready to learn, and prepared for the academically rigorous education ahead of them.

The KRS comprises four major components: (1) First 5 First Steps: Newborn Home Visiting, (2) Universidad de Padres, (3) Developmental Specialists providing *Learn with Me* classes and Incredible Years curricula (pre-K to 3rd grade), and (4) Transition to Kindergarten. The KRS introduces new evidence-based strategies and interventions into the D8PN community, while leveraging existing services through streamlined integration, coordination, and accountability among providers. These strategies have been implemented in CVPromise, resulting in an extraordinary Kinder Readiness rate of 92% in 2017 (compared to 76% in 2014), as evidenced by the Scholastic Kinder Readiness Test, administered at entry to kindergarten.

D8PN will reinforce the KRS with a team of bilingual, bicultural '*Promotoras*' to assist parents and students in understanding and accessing available supports. The Promotora model is based on the evidence-based public health model of Community Health Outreach Workers, which has been shown to positively impact health care access, prenatal care, pregnancy and birth outcomes, client health status, health- and screening-related behaviors, as well as reduced health care costs. The use of Promotoras has been proven to increase parent involvement in schools. For example, in CVPromise, Promotoras have increased the number of hours that parents volunteer in their children's school by over 1,000% (from 355 hours to 3,044 hours). Promotoras (trained neighborhood residents) will provide outreach, enrollment, and connection of D8PN residents to the KRS and other pipeline solutions. In addition to providing outreach to families with children in preschools located at the target school sites, they will also reach out to families attending other preschools in the neighborhood, including HeadStart (operated by D8PN partner The Chicano Federation), other state preschools, and privately-operated preschools, as well as informal caregivers such as grandparents and neighbors. They will primarily target the most disenfranchised parents (i.e. those with multiple risk factors such as domestic violence, teen parents, substance abuse, immigrants, ELLs, low parent education, no health insurance, low income) through home visits and by visiting laundromats, churches, grocery stores, parks, schools, and low-income housing units, as well as the RV parks and motels where many homeless families live. They will also help to staff the Parent Centers at the schools.

In addition to reaching out to area preschools to provide referrals and other resources, the Promotoras will assist parents connect to affordable childcare in their neighborhood. For example, the Chicano Federation's Barrio Logan Child Development Center (BLCDC), a valuable community resource, provides subsidized childcare for 72 children aged 3-5, as well as

social service support and resources for their families. The BLCDC provides low-income working parents (or parents seeking employment) with a safe, supportive, and enriching environment for their preschool aged children. The D8PN Promotoras will partner with the BLCDC to provide referrals of eligible families looking for childcare, as well as connecting parents of children with services available through D8PN.

KRS Component #1. First 5 First Steps (Newborn Home Visiting): Research shows that for low-income, Latino communities where access barriers exist, home visitation programs are one of the most effective forms of meeting this vastly underserved population’s needs (McElmurry, Park and Buseh, 2003). The First 5 First Steps evidence-based family support program provides home visiting services for pregnant women and families with children aged 0-3. First Steps promotes positive parenting and enhances child health and development for families who may face hardships and stressors that place them at increased risk for poor health and developmental outcomes. The services are offered over the long term to prepare children to enter school as active learners and ensure that all children are healthy, loved, and nurtured.

First 5 First Steps is coordinated in SY by SBCS, and in BL/LH by Social Advocates for Youth (SAY) San Diego. These two agencies manage and direct referrals and ensure a seamless and inclusive system. The program is built upon the Healthy Families America Model, an evidence-based early childhood home visiting service delivery model, which has been proven effective in reducing child maltreatment, improving parent-child interactions and social-emotional well-being, and promoting children’s school readiness. Newborn Home Visitors use the evidence-based Parents as Teachers Curriculum, which focuses on parent-child interaction, development-centered parenting, and family well-being; on strengths, capabilities and skills; and on building protective factors within the family. Parents learn to understand child development,

milestones, and behavior; take steps towards becoming self-sufficient; practice positive parenting techniques; learn about resources available in the community; set and achieve family goals, and be more aware of their mental and emotional well-being. In 2015, 89% of parent participants showed an increase in positive parenting practices (SBCS, First 5 First Steps, 2016).

KRS Component #2. Universidad de Padres: Research shows that parent involvement in early care and education settings benefits children, families, and programs. As parents become more knowledgeable about their children’s education, they are prepared to continue the learning process at home, which in turn improves child and family outcomes. Universidad de Padres (“University for Parents”, based on the Harlem Children’s Zone’s successful Baby College) is an 8-week parent education program for parents and caregivers of children ages 0-5, which focuses on 4 broad topics: health, learning, community/advocacy and family, all specific to the age of the child (infant, toddler, preschooler). The classes are provided by Developmental Specialists (DSs), Promotoras, D8PN partners, and community educators, and include bilingual instruction based on a number of evidence-based practices including the Bright Futures curriculum, Brazelton’s Touchpoints Model of Development and the Promotora Outreach Model. The Promotoras provide case management, support, and resources for parents and families as their children grow and needs change. Integral to this program is Promotora outreach throughout the community to recruit and enroll the most at-risk, in-need, and disenfranchised parents. Promotoras will work in close collaboration with the D8PN Coordinator, who will act as a liaison to the Maternal Health Center, New Born Home Visiting partners, and schools for referrals into the program. Significant incentives for parents are embedded in this program including free childcare and meals during classes, books, gift certificates and raffles to encourage whole family participation, and financial incentives to reward graduates for program completion.

KRS Component #3: Developmental Specialists: One of the most salient barriers noted among parents in the community and by school principals was the need for behavioral and developmental services for children. Pre-K children will receive therapeutic behavioral and developmental services, delivered by Developmental Specialists using The Incredible Years (IY), an evidence-based curriculum, and these interventions will continue in the elementary schools through 3rd grade. The goals of IY are to strengthen children's social skills, self-control, and emotional awareness by teaching them appropriate play skills, problem-solving, and techniques for labeling their feelings in order to understand the appropriate actions to take. These strategies enhance academic success and school readiness, while reducing defiance and aggression by giving students the tools to manage conflicts and emotions. The tools increase students' critical thinking skills, in turn enhancing their self-esteem and confidence. The goals are to address behavioral issues before they become serious, prevent at-risk students from requiring mental health intervention, and divert them from violence, drug abuse, and delinquency in later years. Children will be assessed and receive services based on a tiered intervention platform and level of risk. Parent groups will also be provided using the IY School Age Basic Parenting program. This program strengthens parent-child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional, and academic development.

The Developmental Specialists will also provide *Learn with Me* classes for 3-year-olds and their parent(s), where parents or caregivers learn to bond with their child, play with their toddler in a stimulating manner, and interact with other new parents. Parent/Caregiver and child classes help to ease children into new social situations while still in the company of a known and trusted adult. They also provide children the chance to see how parents interact socially - modeling

which teaches the child how to socialize appropriately with others. Eight-week sessions of *Learn with Me* classes will be provided for small groups of parents / caregivers and their 3-year-old children, 3 times per week. The 2-hour classes will follow a routine of socializing, singing, finger play, movement, listening and engaging with books, developing gross and fine motor skills, learning to share, self-regulating emotions, and nutrition activities. Parents will see the Developmental Specialists presenting activities, engaging the children at their age-appropriate level, and modeling and coaching for parents. The goal is to empower parents with tools to be able to support their child's healthy development at home, so that they progress and meet development milestones, ultimately supporting a positive transition to formal preschool and then Kindergarten. Resources and book bags will be provided for home use.

Within the *Learn with Me* program, all children will receive ongoing assessment with the Ages and Stages Questionnaire to screen for appropriate development in 5 areas, as well as the Questionnaire for Social Emotional development. If there are observable lags, either through the screenings or as class observations, recommendations for further assessment are made and support is provided for the parents in seeking assistance.

KRS Component #4: Transition to Kindergarten: Major transitions for children are best viewed as a process that occurs over time, hence our view of the D8PN as a “cradle through college” continuum of services (Duncan et al, 2007). The first major transition a child experiences is the transition from early childhood care and education settings to kindergarten. A smooth transition into kindergarten forms the basis for later academic achievement and success; and when transitions are well-planned, children have fewer adjustment problems and more continuous developmental progress (Pathways Mapping Initiative, 2004).

The D8PN Transition to Kindergarten Program will begin long before a child enters

kindergarten. For those enrolled in preschool or other early learning programs, the preschool teacher/service provider will connect the parent with teachers at the elementary school and together the preschool students, teachers, and parents will take field trips to view the kindergarten classrooms and the elementary school campus. For those not enrolled in preschool or an early learning program, Promotoras will engage these families and connect them with kindergarten teachers and parents whose children have just completed kindergarten for additional support and information sharing. Enrollment Day (when parents must enroll students for the following school year) will be a community-wide event where current and former students, teachers, and school staff will interact with the incoming students and their parents. In the summer between preschool and kindergarten, new students will participate in Kindercamp at the elementary school sites. Kindercamp is a two-week summer bridge program that uses the evidence-informed SPARK curriculum to provide Pre-K children with school readiness skills delivered through engaging activities that cultivate motor skills and brain development. Kindercamp also utilizes *Marvelous Explorations Through Science and Stories (MESS)*, a science-centered early childhood curriculum enhancement, which fosters children's language development, literacy development, problem solving, curiosity and motivation, and general knowledge through science experiences. Kindercamp helps students build self-esteem, self-awareness, and social skills while modeling the routines and expectations they will encounter in kindergarten. Crucial to the bridge program is helping parents learn how they can get involved in their child's new school. Parents will attend an orientation so that they too understand the rules and expectations of their child's new school, as well as how to navigate the US School System.

Leveraged services supporting the KRS: SBCS and SAY San Diego (SAY) provide *Community Services for Families (CSF)*, a Child Abuse Prevention and Intervention program

funded by the County of San Diego HHSA, which will be leveraged into D8PN. CSF is an in-home parenting program for families experiencing or at risk of family violence and/or child abuse. CSF utilizes *SafeCare*, an evidence-based, home-visitation model based upon social learning theory, which has been proven to prevent and/or reduce child maltreatment within families in which one or more children (ages 0-11) have experienced neglect. Funded by First 5 San Diego and free for all children, *Healthy Development Services (HDS)* brings together social service, health, and educational organizations to provide parenting classes, behavioral services, developmental services, and vision and hearing services for children aged 0 - 5.

Another leveraged service provided by San Ysidro Health Center (SYHC) is specialty *Developmental-Behavioral Health Services* for 0-18 year-olds via its Pediatric Development Clinic (PDC). Key PDC services include: (1) identification of risk factors that contribute to developmental delays, (2) physical exams, (3) complete development domains exams, (4) referrals to appropriate health and community support services, and (5) follow-up care. The PDC's specialty services are provided via a contract with UCSD's School of Medicine (UCSD SOM). The PDC, housed within SYHC's Maternal and Child Health Center site, is one of the first pediatric developmental practices based in a community health center setting.

Trauma Training: Children in the D8PN neighborhood have been exposed to pervasive environmental traumas that often lead to Persistent Traumatic Stress Disorder (poverty, violence, homelessness, racism, hunger, abuse and neglect, drugs, crime), and it is essential that we help them master the skills, relationships, and resources they need to make healthy life choices and succeed. SBCS was a pioneer in San Diego County in developing a trauma-informed approach to services. SBCS' licensed Trauma Specialist is a member of the San Diego Trauma Informed Guide Team and a recognized expert in this evidence-based approach. She provides regionwide

training to all state funded domestic violence service providers, countywide juvenile justice community based organizations, and the San Diego Probation Department. Training for D8PN partners will include integrating trauma-informed practices into the classroom and community, and on-going support and resources on implementing a trauma-informed system of care.

Academic Rigor for Students in Grades K – 12

D8PN has five core strategies for instituting academic rigor in Kindergarten through 12th grades, so that all children are career and college ready when they graduate: (1) Implementing the Granger Turnaround Model (GTM); (2) In-class tutors, trained in AVID strategies and providing academic support that aligns with each school’s AVID program and culture; (3) Achieve3000® educational software; and, (4) Attendance / Intensive Intervention Specialists who will follow up with any absentees to ensure that children do not fall behind due to chronic absenteeism. These academic interventions will be complimented by a range of neighborhood-based activities and programs designed to enhance connections to the broader neighborhood and community, to increase motivation and real-world engagement.

Core Academic Intervention 1: School-wide Turnaround: SBCS and the Sweetwater Union High School District (SUHSD) have worked together for 12 years to develop a nationally recognized model for turning around persistently low-performing schools called the **Granger Turnaround Model (GTM)**. This research-based, data-driven academic intervention model is framed by four basic principles: it is directive, timely, targeted, and systematic. It is grounded in an underlying philosophy that supports resilience in children and families, viewing students from a perspective of strength, not weakness - as capable, not broken – regardless of their home or community situation. The program’s motto, “*No Hay Pobrecitos*”, means “there are no poor little ones here”. The bottom line: Failure is not an option. The model incorporates weekly formative assessments in all core subjects; immediate, data-driven, multi-level interventions; and

mandatory after-school instruction closely integrated with academic work taking place during school hours, provided by credentialed teachers and trained college tutors. A detailed description of GTM is provided in section C2. CVPromise implemented GTM in elementary and middle schools and achieved the following successes: increased 6th grade attendance from 89% to 97%; increased 7th grade attendance rates from 90% to 98%; and increased 8th grade attendance rates from 93% to 99.79%; and reduced chronic absenteeism from 11% to 0%.

SBCS will duplicate and expand these successes. The D8PN target schools are already implementing certain components of GTM (for example, Outreach Coordinators in SYSD who monitor attendance, but not very successfully). SBCS will work with the schools in year 1 to explore what is already taking place and what aspects of GTM need to be added, which existing staff need to be re-trained, and what realignment of schoolwide systemic policies and procedures needs to be implemented, in order to maximize effectiveness and achieve the best possible results for students. These enhancements will then be implemented in year 2 of the grant.

Core Academic Intervention2: Tutors: In 2015, 74% of 11th graders at SYHS did not meet proficiency standards in the Smarter Balanced Assessment Consortium (SBAC) math exam, and 48% did not meet SBAC ELA standards. Math continuously has the highest number of D and F grades among core content areas. This is immensely problematic, as poor performance in math and writing among students in high school – particularly 11th grade - is a major cause of dropping out (up to 75% more likely to drop out, according to some studies)¹⁶. Results from the 2011 National Assessment of Educational Progress suggest that only 35% of students enter high school with math skills that are considered proficient. Black and Hispanic students’ proficiency

¹⁶ Rumberger 2004, Gleason and Dynarski 2002

rates are even lower, at 13% and 20%, respectively¹⁷. To address this issue, D8PN core partner the Barrio Logan College Institute (BLCI) will hire a Tutor Coordinator and Tutors (Bachelor's and Graduate school students) who will work with children individually and in small problem-solving groups to provide academic support.

In-class Tutors in each classroom in grades 3-8 will provide overall academic support for students. Supervised by BLCI's Tutor Coordinator, the Tutors will assist students with improving academic proficiency in English, math, writing, and reading. In addition, High School Tutors will work with struggling children in grades 9 – 12 in math and writing classes, and provide homework assistance at Barrio Station and other community-based sites (to accommodate children who are bussed out of the neighborhood to other schools in the district).

The target schools all operate successful AVID Programs (Advancement Via Individual Determination). AVID is both a schoolwide and classroom based strategy designed to close the achievement gap by preparing all students for college and other postsecondary opportunities. AVID's research-based strategies develop students' critical thinking, literacy, and math skills across all content areas, as well as nurturing essential study habits necessary for school and college success. San Ysidro High School is an AVID National Demonstration school. The Tutors will be trained in AVID strategies (a 16-hour training) and will participate in each schools' AVID team meetings, to ensure that their interventions compliment the overall AVID strategies of the schools. The Tutors will use standardized test scores and grades (progress reports) and work closely with classroom teachers to determine the tutoring needs for high school students. Tutors will use a variety of individual and group interventions to engage children,

¹⁷ Herlihy 2007, Horwitz and Snipes 2008

based on students’ needs and planning and discussion with classroom teachers. Sometimes they will use a pull-out model and work one-on-one to reinforce a particular lesson. At other times, they will be present in the classroom while the lesson is being taught, so that they are on the same page as the teacher when the time comes to work individually or in small groups with the students. Tutors will assist teachers by circulating between groups to monitor peer-assisted learning, a proven model for enhancing math, writing, and reading skills.

Core Academic Intervention 3: Achieve 3000 Software: *Achieve3000*® software will be provided for children in grades 1 – 8, to help children to reach high levels of reading and writing proficiency. *Achieve3000*® provides the web-based, differentiated instruction designed to reach a school's entire student population — mainstream, English Language Learners, special needs, and gifted children - reaching every student at his or her reading level. *Achieve3000*® closely aligns with objectives of the Common Core State Standards to support content area literacy skills needed to prepare for college and career. *Achieve3000*® provides research-based language and literacy instruction designed for those who need it most - English learners, struggling readers, students with disabilities, and early childhood education students. Students receive individual instruction through thousands of engaging online activities specifically designed to meet their individual needs and provide real-time results. The curriculum is founded on scientifically based research and state standards, and each activity incorporates proven practices. *Achieve3000*® has been highly successful in CVPromise, as reflected by the following increases in the % of students scoring at or above grade level on standardized ELA tests:

	Baseline: 2012	2016
3 rd Grade	46%	57%
4 th Grade	19%	53%
5 th Grade	31%	52%
6 th Grade	23%	44%

Core Academic Intervention 4: Attendance / Intensive Intervention (A/II) Specialists: A

recent report found that national averages on 4th and 8th grade mathematics and reading tests were between 12 and 18 test-score points lower for students with poor attendance compared to their peers who hadn't missed any school in the reporting period.¹⁸ Unfortunately, absenteeism is an issue at all of D8PN target schools. Attendance / Intensive Intervention (A/II) Specialists will follow up with any absentees and ensure that children do not fall behind due to chronic absenteeism. The A/II Specialists will maintain up to the minute information on the attendance of students, conduct home visits to meet with parents regarding attendance patterns, and discuss how to assist parents in order to overcome obstacles that make it difficult for student to attend school regularly. They will identify challenges students are facing that impede regular attendance and help create appropriate modifications, infuse a college-bound culture into all interactions with students when discussing lack of motivation to attend regularly. A/IIs will also understand and study the individual record of each student, conducting meetings with students, teachers, and family members to determine the most appropriate intervention for each student.

A/II Specialists are in fact a crucial component of the GTM intervention. In year 1, full-time A/II Specialists will be assigned to Perkins Elementary and San Ysidro High School. San Ysidro Middle and Smythe Elementary already have Outreach Coordinators who perform similar functions, although the low attendance rates at these schools suggest that their approach may not be working very well. During year 1, the GTM Specialist will work with these sites to determine if they need this new position, or if it would be more cost effective to re-train the existing staff, as part of the analysis of how to most effectively implement GTM in these school sites. In

¹⁸ Education Week, *Attendance Affects Achievement: Study Provides State-by-State Look*, August, 2017

addition, the Planning Coordinator will explore ways in which the A/II Specialists may positively impact absenteeism in other schools that serve neighborhood children, such as the high schools to which neighborhood teens are bussed.

Additional interventions available for school-age children in D8PN will include: **ARTS, A Reason to Survive**, providing innovative arts-based programs, education, and creative employment opportunities. ARTS uses art as a vehicle to create positive, long-lasting change in youth facing major life challenges. ARTS has developed a program model that provides short, intermediate, and long-term opportunities in the arts. This model has three over-arching programmatic goals: (1) Heal and strengthen youth to endure and positively overcome life crisis; (2) Redirect youth onto a positive life path by building artistic, creative, and essential life skills; and, (3) Launch once at-risk youth on a positive life and career path. ARTS will run formal arts educational programming, during the school day at middle schools (7th & 8th graders).

Credible Messenger Mentoring for high-risk and justice-involved youth is a transformational process through which individuals from similar backgrounds, especially men and women who were themselves gang and/or justice system-involved, engage youth in structured and intentional relationships that help them change their attitudes, beliefs, and actions. Credible Messenger Mentoring has been shown to be beneficial for youth who are involved in the justice system, disconnected from positive supports, beyond the reach of traditional social services, or gang-involved. Credible Messengers are individuals who are able to connect with and motivate the most challenging young people because they come from the same communities, are formerly incarcerated or were involved in the justice system, have turned their lives around, demonstrate integrity and transformation, and are skilled and trained in mentoring young people.

Community Assistance Support Team (CAST) has developed a comprehensive, community

based Mentoring strategy to change the culture in neighborhoods plagued by violence and inequitable access to needed services. This includes intervening with high-risk and gang-involved youth and their families, and supporting them with mentoring services, advocacy, education supports, and referrals to social services. Youth are engaged in their schools, homes, and other natural environments to support their transformation. CAST's Community Mentors work in tandem with Trauma Informed and Restorative Justice organizations to support alternatives for marginalized youth and families in crisis. The Mentors apply and receive specialized training from an Adjunct Professor at Alliant University. One of the goals is to calm tensions and reduce or remove the potential for violence by working with public agencies for early access to youth and their families. Mentors also work to unify families and communities to restore trust, transparency, and acceptance. CAST will provide mentoring for at least 50 high-risk and gang-involved youth in BL/LH annually.

Leveraged At-Risk Youth Services: SBCS and SAY both provide a comprehensive array of family-centered trauma-informed prevention, early intervention, and rehabilitative programs for youth, in particular those transitioning to adulthood, focusing on their strengths, assets, and resiliency. SBCS provides these in SY, and SAY in BL/LH. They include Independent Living Skills, Workforce Development services, Family Self-Sufficiency, Juvenile Diversion, Community Assessment Teams, Alternatives to Detention, Breaking Cycles, Counseling, Transitional Housing, and After-School Programs. All of these services will be available to at-risk youth in the D8PN neighborhood.

College and Career Readiness

D8PN's academic efforts will be supplemented by multiple supports leading to success in college and career. The *San Ysidro / Barrio Logan College Institute* (SY/BLCI) for grades 7-12, and through the first year of college, will prepare students for success in college and careers.

High school and middle school students often feel disconnected and have few personalized relationships with the adults who educate them. The SY/BLCI program is based on the research-backed belief that students benefit in a variety of ways from the opportunity to develop trusting relationships with adult educators. Each student will be assigned an Academic Advocate who will assist the student in achieving his or her academic and personal goals. Key components of the program include:

- **Group advising.** The group social interaction piece of the program creates lasting bonds between students with similar interests who then can support each other over the years.
- **Individual Mentoring** to address personal, academic, and career-related issues and help students develop an individual *Plan for Success*.
- **Communication between secondary and post-secondary advisors.** Academic Advocates will communicate about their students with receiving high school staff and college advisors (with signed permission from the students), to decrease transitional turbulence for incoming high school 9th graders and college freshmen. In 12th grade, Academic Advocates will contact directors of college academic advising programs to provide their name and contact info, and be available to resolve issues should the need arise. This connection will be particularly helpful for students whose parents did not attend college.
- **Tutoring.** The Academic Advocates will supervise volunteer and paid Tutors who will provide academic support such as homework assistance.
- **Connecting with students' families.** Academic Advocates will connect with each student's family to ensure that parents or caregivers have the resources they need to support their child's learning. For example, they will encourage the family to support college aspirations from an early stage, connect them to scholarship opportunities, inform them

about college entry requirements (such as the need to graduate “A-G ready”, do well in SAT examinations, and apply to college in a timely manner), and assist them to overcome potential barriers and connect them with any needed community resources.

This research-based program was designed based on the Student Advocate program at the Harlem Children’s Zone and the case management model of Barrio Logan College Institute (BLCI). BLCI has been in existence since 1996 in one of San Diego’s most underserved communities, Barrio Logan, where only 38% of those over the age of 25 have a high school diploma and less than 3% have a bachelor’s degree. BLCI offers a variety of academic and support services from 3rd grade through college completion for disadvantaged students and their parents. It boasts a 100% college enrollment rate for its graduates and a 90% college persistence rate. BLCI has won several local, state and national awards. In 2016, BLCI was named the *National 2016 Example of Excelencia* (top award) for evidence-based, community-based organizations with a track record of success that prepare Latino students to successfully enroll and graduate from college. By linking academic and social/personal dimensions of schooling together, BLCI increases school achievement scores and student potential. In CVPromise, this program reduced dropout rates, increased graduation rates, and improved trajectories for students to continue post-secondary training after high school. 94% of the students from the CVPromise Class of 2014 attend college, compared to the national rate of 72% for similar populations.

D8PN’s college going culture will be supported by *D8PN Ambassadors*, students from D8PN schools who are attending 4-year universities. These students intern with the initiative to provide encouragement and support to high school students wishing to attend the same college, to help them determine if college is right for them.

“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, the UCLA and SDSU Ambassadors, along with old friends from San Francisco, everything seemed to come together. I became more at ease with this situation, and 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, attending San Francisco State University, Fall 2016

The University of California, San Diego (UCSD) will provide an exclusive **SAT® Prep Course** for D8PN students in 11th grade. This innovative and sophisticated course will help students score higher on the SAT with select test-taking tactics. Students will learn strategies and techniques based on actual test data geared towards their strengths and weaknesses. 11th graders from the target neighborhood who face the highest risk for school failure will receive 16 hours of instruction by experienced instructors, 3 full SAT practice tests with results analysis, and additional tutoring as needed.

D8PN Career Academy: Manpower’s specialized **WorkPath** workforce development unit will provide work-readiness training and employment for D8PN youth and parents, to ensure families achieve financial self-sufficiency and stability through access to the job market. The program design focuses on career attainment and mobility, based on proven models that have been implemented and refined since Manpower launched the WorkPath initiative in San Diego in 2005. The program will include new components customized to the needs of D8PN residents. Manpower’s **MyPath** curriculum introduces youth to the “world of work”, instilling fundamental professional workplace behaviors and practices, in an engaging classroom program. An example of successful outcomes in CVPromise include an increase in employment placement for youth participating in the program from 19% to 55%.

SYHS offers a successful **Medical Pathway**, a nationally recognized career-technical education program, in conjunction with the UCSD Medical Center. This is a 4-year program in

which students take rigorous science classes and learn about possible careers in the medical field ranging from medical assisting to nursing to being a medical doctor. The program starts with students taking medical biology as freshmen, then biotechnology as sophomores, moving into medical chemistry as juniors, and finishing with anatomy and physiology as seniors. As part of the program, the students complete an internship at a local healthcare facility, which exposes them to medical professionals and the possibility of a career in that field.

As described above, all of the target schools implement the *AVID program* (and San Ysidro High School is an AVID National Demonstration Program), and the SY/BLCI will coordinate its activities with the AVID program. AVID seeks to ensure that students not only get accepted to a four-year university, but also that they are prepared to succeed once they are enrolled. AVID students learn about different universities, and have access to many scholarships. In 2015, SYHS graduated 72 AVID Seniors, all of whom attend college/university currently. Former AVID students have attended and graduated from prestigious universities such as Stanford, Berkeley, UCLA, and Georgetown.

Learn & Earn to Achieve Potential (LEAP) targets youth ages 18+ who are transitioning out of homelessness, the juvenile justice system, and/or foster care, assisting them to enroll in postsecondary educational programs, gain experience to obtain full-time work, and prepare for independence. Using Jobs for the Future's evidence-based Back on Track Framework, experienced staff assist youth to identify their individual skills, abilities, and potential, and help them address any barriers that challenge their progress. LEAP begins with 6 weeks to 3 months of postsecondary bridging services, which helps them to acquire the academic and behavioral skills they will need to succeed in postsecondary/career training courses. Phase 2 of the program includes intensive, cohort-based support during their first year of postsecondary study, assisting

youth to succeed and earn credits, timely support to ensure persistence, and activities designed to build attachment to postsecondary education.

Compact for Success is a systemic education initiative, created to support the mission of the SUHSD, that provides guaranteed admission to San Diego State University (SDSU) upon successful completion of required benchmarks. The program also provides support to Compact Scholars so they can be successful at SDSU, including financial aid for eligible Compact Scholars. The underlying premise of Compact for Success is to show students the path to attend college or university and to provide the support necessary to assure success at SDSU. Compact for Success will support SYHS students' college access and success by providing guided tours of college campuses, and educational presentations and materials on financial aid, applying for college, expectations, 2-year vs. 4-year programs, etc. SUHSD recently expanded the scope of Compact for Success by creating the RISE program (Return and Inspire to become a Sweetwater Educator). Through this initiative, Compact for Success scholars who complete a teaching credential in math, science, or special education, and complete their student teaching in the district, are guaranteed a teaching job in SUHSD. If they teach in a high-need school, some student loans are forgiven.

Advocacy for Policy and Systems Change: The Children's Initiative (TCI) will serve D8PN as an advocate and custodian for effective policies, programs, and services that support the health and well-being of neighborhood children, youth, and families. TCI works for increased access to services, integration of systems, enhanced public and private programs, and supportive policies, seeking to improve outcomes for children and youth in health, education, safety, and economic security. Using a distinctive model of cross-agency collaboration and collective impact, TCI has become one of the most effective catalysts for change in San Diego. Convening organizations

and stakeholders, brokering relationships, and identifying and leveraging millions of dollars in public and private resources, TCI assists government to be more efficient, increase investment in prevention, save dollars on treatment, and reduce violence, crime, and failure.

TCI built strong partnerships with government agencies, community based agencies, and community collaboratives, and secured a U.S. Department of Justice grant to design and implement a San Diego County "Juvenile Justice Comprehensive Strategy for Children, Youth and Families." This model has been recognized nationally and is now used to coordinate and enhance safety, education, and health systems and programs, and promote positive development of youth. TCI developed, facilitates, and co-chairs the Comprehensive Strategy Task Force. TCI's efforts secured County funding for local community based agencies to increase Alternative to Detention across the entire county, increased juvenile diversion services, and led to the implementation of Pay for Success models at the County government. Over 18 years ago, TCI brought together school superintendents, school boards, community groups, and parents to work as a unified team in forming the largest Expanded Learning (before and after school) Consortium in California. TCI has continued to coordinate the San Diego Expanded Learning Consortium now with 29 local school districts with at least 40% of the student population qualifying for the free and reduced meal program. TCI provides leadership, training, and technical assistance to more than 360 expanded learning programs throughout San Diego County. These programs serve more than 44,000 children throughout San Diego County daily.

TCI will support D8PN's policy and system reform efforts to improve educational and employment outcomes for youth and families. This will include facilitating access to research, relevant examples of similar work in other regions and states, and national experts to advise the initiative, with special focus on alignment and smooth transitions along the college / career

readiness continuum, in particular from high school into postsecondary education and employment training. In D8PN, TCI will continue to lead on justice and educational systems reform work, working to advocate for and guide systemic changes within educational systems that will lead to improved educational outcomes for all students. TCI's influential Board of Directors (including hospital CEOs, a former police chief, the County HHSA Director, Chief Probation Officer, Juvenile Court Presiding judge, and a district superintendent) will also be resources to the D8PN initiative.

High-quality family & community supports

The D8PN needs assessment demonstrated a clear need for a variety of parental supports, such as classes in ESL classes, nutrition education, employment assistance, and help navigating the US school system. The D8PN pipeline is designed to leverage and integrate high-quality programs, public and private investments, and existing neighborhood assets into the continuum of solutions. The D8PN communities already have in place many strengths-based services and resources designed to assist struggling children, youth, and families (described below), and D8PN was designed to build upon, align, and enhance existing community assets.

D8PN will support and develop ***Parent Centers*** in the target schools as well as vibrant ***Community / Youth Centers*** that are easily accessible to all. The school-based Parent Centers and the Community Centers will serve as hubs for community meetings, educational classes (such as nutrition classes and cooking tips, and ESL classes), and social integration. A parent survey conducted by D8PN found a clear wish for ESL classes, computer classes, parenting classes, nutrition / cooking support, and tutoring for parents and children. Promotoras staffing the parent centers will help parents to access resources such as health, educational, and workforce training services.

Student health is a strong predictor of academic performance. Healthy, happy, active and

well-nourished youth are more likely to attend school, be engaged and ready to learn. Yet an overwhelming number of students attend school with many health problems that compromise their ability to learn. Rates of obesity among children and adolescents have tripled over the last 30 years, according to the Centers for Disease Control. As a result, young children now experience health problems such as Type 2 diabetes, high blood pressure, and high cholesterol that were previously associated with older adults. In California, more than 25% of K-12 students are overweight or obese, and nearly 40% are considered physically unfit. Children and youth are a critical audience for learning about diet and nutrition because they are establishing eating habits that will affect their health throughout their lives. A healthy diet also contributes to cognitive development and academic success.

In BL/LH, where many high school youth are bussed to distant schools well outside the neighborhood, *Barrio Station* will be an important gathering place for youth and the community, and will host the *Healthy Barrio Project*. Barrio Station's 50,000 sq. ft. facility, includes a fully equipped gymnasium, computer and learning lab, children's activity room, a large general recreation room, a swimming pool, a large capacity theater and commercial kitchen, counseling offices, meeting rooms, and a soccer field. Staffed with a D8PN Project Coordinator, a Youth Program Coordinator, a Computer Lab leader, a Healthy Food Leader, bilingual Counselors, and Tutors, Barrio Station will become a vibrant community hub - especially important since many youth are bussed to at least 3 different schools - providing homework assistance, youth leadership activities, computer access, sports programs, healthy eating classes, family engagement activities, and much more. The Healthy Food Leader will teach parents and youth to cook delicious and nutritious meals using healthier ingredients while still enjoying culturally traditional foods.

Counseling services at Barrio Station will employ a variety of evidence-based modalities including The Incredible Years; Trauma-Focused Cognitive Behavioral Therapy; Motivational Interviewing; Trauma Adaptive Recovery Group Education and Therapy; and Trauma Recovery and Empowerment. Motivational Interviewing will help to engage families in Healthy Barrio activities. Parents will also be assisted to access FITSTATS®, a customizable web-based software that helps users track their participation in health / nutrition activities.

Salud! D8PN Wellness Program is a family focused health and wellness program provided as a partnership with the San Ysidro Health Center (SYHC) and the schools. Children will have access to before and after-school activities promoting healthy eating, vigorous exercise, and civic engagement. SYSD recently hired a Nutritionist who has re-designed the school's meal programs to include fresh produce from local farms, and worked with students to create a healthy, culturally specific menu. The District will expand these efforts in conjunction with D8PN, by hosting family meal nights and cooking classes with SYHC's Project Salsita.

According to Physical Fitness Test (PFT) results tracked by the California Department of Education, 34% of students in the San Ysidro Elementary School District scored in the "Needs Improvement - Health Risk" category. ***Project Salsita*** is a family-based program that encourages lifestyle modifications to both the child and family's eating and activity habits in an effort to decrease the risk of chronic disease. Project Salsita is structured as 4-week group classes facilitated by a Health Educator and is based in SYHC's *La Cocina*, a state of the art teaching kitchen housed within the Maternal and Child Health Center (MCHC). Through D8PN, Salsita classes will also be offered on Elementary School campuses and at Parent Centers. Each class session includes a brief instructive lecture followed by a cooking presentation of a healthy meal and/or snack. The classes cover a variety of topics and skills, including: Healthy Eating (i.e.

Food Guide Pyramid / Plate Method, Nutrition Labels, Substitutions, When Eating Out, Snacks, Food Responsibilities), Effective Parenting Skills, and Physical Activity. The Health Educator also addresses health issues that are unique to U.S.-Mexico border populations, such as the influence of acculturation (i.e. the Latino Health Paradox), cultural health attitudes, etc.

Another piece of the *Salud!* Wellness Program is the expansion of SYHC’s ***Mobile Medical Unit***. SYHC will purchase and equip a new mobile medical unit for use at D8PN schools. The Mobile Medical Unit will provide families with access to a full range of physical health care services such as immunizations, well child visits, physicals, family planning, and dental screening, and begin the application and enrollment process for Covered California and/or MediCal. Daily rotation of sites will reduce the wait time of D8PN families, and increase the capacity of SYHC to serve target area families. SYHC’s Pediatric Development Clinic (PDC) (described previously) is also part of the wellness program.

The parent surveys identified safety in school and in the community as an issue. National surveys of public attitudes about law enforcement consistently show that Hispanic Americans have less favorable views than White European Americans¹⁹, and a score of literature confirms that minority youth have the lowest amount of “trust,” “like,” “connectedness,” and “legitimacy” for police (Jones, Penn and Davenport 2015). D8PN will provide funds to SDPD to hire a ***Community Resource Officer (CRO)*** assigned full time to the D8PN, who will work closely with School Resource Officers (SROs) and school administrators in D8PN in an effort to create a safer environment for both students and staff. The D8PN CRO will have additional duties to that

¹⁹ Bureau of Justice Statistics, Sourcebook of Criminal Justice Statistics 2000 (Washington, DC: Government Printing Office, 2001), Table 2.29, p. 119. The most recent edition of the Sourcebook is available at www.albany.edu.

of a Police Officer, such as mentoring, outreach to families, and conducting presentations on youth-related issues. Perhaps most importantly, the D8PN CRO will help to build trust and foster stronger relationships and understanding between students and officers. The goal is to create a culture of mutual respect, where students understand challenges of policing and officers understand the real struggles that D8PN students and families face every day.

D8PN will also create and support *Resident Leadership Academies (RLAs)*. The RLA curriculum is designed to engage and support community members in creating better, healthier neighborhoods by increasing their understanding of advocacy, policy development, and civic engagement. Residents participate in a 15 to 18-week curriculum that teaches them to make positive changes in their communities, such as improvements in public safety, walkability and access to open spaces, health food access, and community/civic engagement. Session topics provide a holistic look at community health and include: Community Building Principles, Social Determinants of Health, Safe Walkable Communities & Crime Prevention through Environmental Design, Healthy Food Systems, Land Use & Community Planning and Leadership, Advocacy & Policy Development. Participants also gain a better understanding in how to stay informed by accessing community information. During the workshops, participants learn why health is key to a thriving community, how to work together in groups, how to communicate with their neighbors and potential professional partners, the importance of civic engagement, and their role in policy change. RLA participants learn that change starts in the home with their family, and that families helping families and neighbors helping neighbors leads to true community change. After completing the RLA curriculum, the RLA culminates in Community Improvement Project(s) developed and implemented by the resident leaders who are encouraged to engage with others in the community.

SANDAG’s August 2017 Criminal Justice Flash²⁰ presents findings from interviews with locally arrested adults and focuses on the prevalence of heroin use among recently arrested individuals, and the changing demographics and risk factors of those who test positive for opiates. It found that in 2016, 15% of arrestees aged 18 - 24 tested positive for opiates, up from 4% in 2007. Also in 2016, 73% of arrestees who had ever tried heroin said it was easy or very easy to obtain, while 30% of heroin users said they had abused prescription opiates prior to using heroin, and 80% of these individuals said they switched to heroin as a replacement for prescription opiates. To combat the rising crisis of opioid and heroin abuse, as well as abuse of other drugs and alcohol among minors, D8PN will support and enhance existing efforts in the community to develop an Environmental Systems Approach to improving safety in the BL/LH neighborhood by expanding efforts of the *Cinco de Mayo con Orgullo Coalition (CDM – “Fifth of May with Pride”)*. Founded in 2001, CDM is a community coalition that implements a collective impact model as part of the Substance Abuse and Mental Health Services (SAMHSA) Strategic Prevention Framework (SPF) to address alcohol, tobacco, and other drug prevention, and improve safety at the community level. CDM is coordinated by SAY, the local recipient of San Diego’s *SAMHSA Drug-Free Communities* grant. The coalition’s goal is to reduce substance abuse among youth and, over time, among adults in the Central Region by addressing the community factors that increase the risk of substance abuse and promoting the factors that minimize the risk of substance abuse. CDM staff have been trained by CADCA’s National Coalition Institute on the Framework for Community Change, an environmental systems approach evidence-based model that describes the community problem solving process by which

²⁰ http://www.sandag.org/uploads/publicationid/publicationid_2127_22369.pdf

coalitions contribute to population-level decreases in targeted substance abuse problems. The CDM is strengthening partnerships with law enforcement, parks and recreation departments, city officials, and the residents to implement and develop strategies to reduce marijuana, alcohol, and prescription drug use (including opioids and emerging drugs such as Fentanyl), as well as drug dealing in parks. The strategies include family movie nights in the park with attendance of approximately 200 people at each showing. The partnership has also helped form a volunteer community patrol which receives continuous trainings from the San Diego Police Department on crime reporting and crime prevention. Over the past year, the community patrol has held monthly meetings with the community and has conducted informal interviews with residents in the area indicating an improvement of their perceptions of safety when walking near the park or attending community events. Focus groups with youth in BL/LH identified that many youth do not feel safe walking in their neighborhood, and so the Coalition's work will include partnering with SDPD and other community partners to strengthen the local Safe Routes to School initiative.

The Coalition has also successfully implemented Parents Academies that teach parents about topics such as Underage Drinking Prevention, Youth Marijuana Use, What Every Parent Should Know About Drugs, Crime Reporting, Human Trafficking, Parental Responsibilities, and Gang Prevention. These topics will be incorporated into the D8PN Resident Leadership Academy trainings. The coalition plans to continue its partnerships to offer free healthy activities and community events in public parks such as the Annual Cinco de Mayo con Orgullo Festival, National Night Out, Summer Movie Nights, and the Day of the Dead event. The coalition has also secured the support of the Central Police Division (in BL/LH) to host a Take Back Day event and promote permanent boxes in their facilities. The coalition's youth members and Promotoras educate staff at pharmacies and clinics on the importance of explaining to their

clients how to properly dispose of unused medication so it doesn't get into the wrong hands.

Because of the ongoing drug and alcohol abuse problems among minors in BL/LH and SY, the project will partner with Vista Hill, a local non-profit that operates the ***Bridges Teen Recovery Center*** for adolescents and young adults seeking to make positive change in their lives to lead a clean and sober, productive life. Clients assessed as less severe are eligible to participate in groups at local high schools. Clients with a more serious presentation of symptoms must participate at the Bridges clinic on Euclid Avenue. D8PN will provide services to neighborhood youth in the Teen Recovery Center, including LEAP workforce development services, tutoring, and Credible Messenger mentoring.

Vista Hill also provides the ***ParentCare Family Recovery Center***, an out-patient, family-centered substance use disorder treatment program serving pregnant and/or parenting women. ParentCare is a local leader in the implementation of gender-sensitive, integrative recovery services for women and their children. As a trauma-responsive program, ParentCare focuses on whole-person wellness and recovery for our clients and their families who are at high risk for child maltreatment, domestic violence, homelessness, chronic relapse, and vulnerable to ongoing emotional and physical health related issues. As a co-occurring treatment program, there is an emphasis in providing substance use and mental health recovery services concurrently. D8PN will provide cycles of Universidad de Padres for the mothers in this program, our 8-week program for parents of young children focusing on health, learning, community/advocacy, and family, all specific to the age of the child (infant, toddler, preschooler).

D8PN will continue to reach out to children and families from the neighborhood who do not attend the target schools. They will be able to participate in the after school academic and recreational activities facilitated by SBCS, Barrio Station, and Casa Familiar, as well as the

family stabilization and self-sufficiency services.

The proposed project is exceptional because it will transform the community's way of thinking about success and achievement. 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 will hear the message that success is the only option for their children. The project's primary elements are to institute academic rigor in the schools serving the target area thereby preparing students to be college/career-ready, teaching students and parents the path to attending college or training for a career, and providing the child, family, and community supports necessary 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. D8PN will directly support all children from diverse backgrounds in embracing 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 (pre-K through 12) 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. D8PN will organize 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.

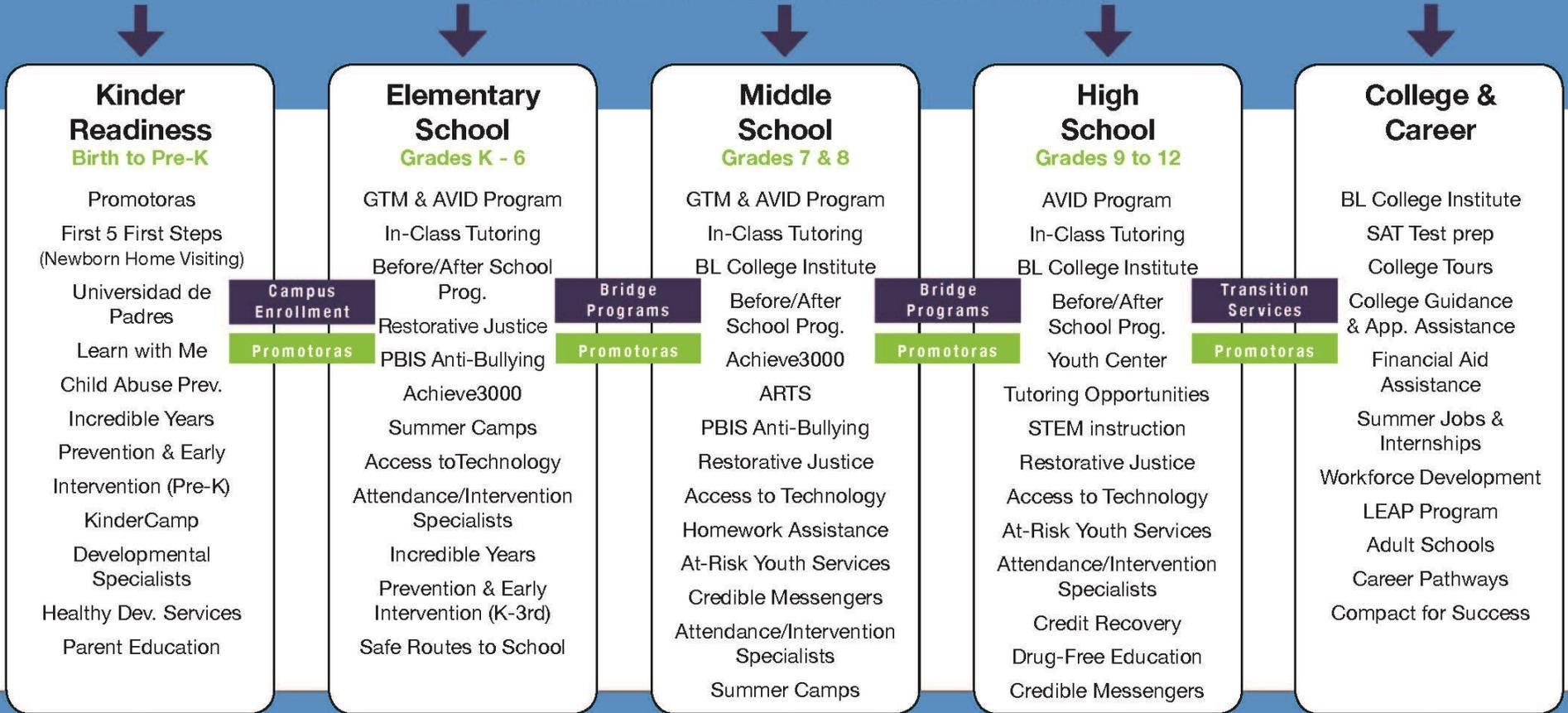
SBCS has developed a fruitful working relationship with the school districts over the years,

and they helped SBCS develop this proposal. 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). They have also committed to gather data for the assessments, and full cooperation with the National Evaluator.

D8 Promise Neighborhood Pipeline

SUPPORT THROUGHOUT THE PIPELINE

Community-wide Planning, Promotoras, Outreach to underserved Populations, Vibrant Community/Youth Centers, Trauma-Informed Services, Promise Zone Integration, Incentives, Parent Centers in Schools, Evidence-Based Services, 21st Century Skills Development, Interactive Website, Results-Based Accountability



Safety Net of Wraparound Supportive Services

Parent Education, Salud! Wellness Program, Internet/Computer Access & Education, Resident Leadership Academy, Adult Education, Workforce Development & Employment Assistance, Cinco de Mayo con Orgullo, Drug Abuse Prevention & Recovery, Domestic Violence Services, Homeless Services, EITC Tax Preparation, Neighborhood Revitalization, Food Banks, Transitional & Affordable Housing

Key Components of SY Continuum of Solutions and Associated Indicators

Indicators:	Education						Family & Community				
	Enter K Ready to Learn	Proficient in core subjects	Attendance rate	HS Graduation rate	College/career success		Fruits & vegetables	Students feel safe	Student mobility	Read to children @ home	Talk about college/career
Continuum of Solutions											
Kinder Readiness (Birth – Pre-K) Promotoras; Newborn Home Visiting; Universidad de Padres; Learn with Me; Developmental Specialists & Incredible Years; Kindercamp; HDS, CSF, SafeCare;	✓						✓		✓		
Academic Interventions (Grades K – 12) GTM; AVID; Tutoring; Achieve3000; Summer Bridge Programs; Before/After School Programs; Summer Camp; ARTS, PBIS.		✓	✓	✓	✓			✓	✓	✓	✓
College Readiness and Employability SY/BL College Institute; SAT Prep; College Ambassadors; Careers Academy; Compact for Success; LEAP; Computer Literacy.		✓	✓	✓	✓					✓	✓
Family Wellness, Stability, and Self-Sufficiency Parent Education; Safety Net of Supportive Services; ESL & GED Classes; Website; <i>Salud!</i> Wellness Program; Mobile Health Clinic.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Neighborhood Safety Community / School Resource Officers; CDM Coalition (Drug-free Communities); At-Risk Youth Services; Credible Messenger Mentoring; Safe Routes to School; PBIS & Restorative Justice; Neighborhood Revitalization; RLA.			✓	✓	✓			✓	✓		
Adult Education Parent educational classes and groups; Workforce Development Support; Parent Centers; Computer Literacy.	✓			✓	✓		✓	✓	✓	✓	✓

The D8PN continuum of solutions provides a ‘cradle to career’ pipeline for children and families, centered around great schools and a thriving neighborhood, that provides multiple opportunities to access resources through a “no wrong door” approach. Based on the needs

assessment and segmentation analysis conducted by SANDAG, together with many planning meetings involving a variety of stakeholders conducted throughout 2016 and 2017, the partners identified specific community needs and gaps in services, and has addressed each of these in its implementation phase. Community-driven planning will continue throughout the project, starting with an intensive planning phase during the first 6 months of year 1. Parents, students, and teachers have been intimately involved in designing the implementation plan. As a core pillar of D8PN, we value engaged, informed parents as a critical resource and equal partners. The planning phase included parent surveys to determine needs and focus groups with parents, and parent input guided pipeline development. For example, in parent focus groups, we heard often that even though children have a medical home, parents struggle to get their children to appointments because of a variety of barriers including lack of transportation, inability to miss work to take children to doctor's visits, and long wait times for appointments. To address these issues, the project will purchase a new Mobile Medical Unit which will bring free or low cost medical services to children at their schools. Grant funds will be used to establish this service, and San Ysidro Health Center will cover the operating costs.

D8PN has developed a manageable strategy to gradually scale-up services over time, with the goal that eventually all children and youth who live in the neighborhood will have access to the complete continuum of solutions. Appendix F provides information on the scale-up plans.

(B2) Methods of evaluation, including objective performance measures

D8PN has selected Social Solutions' Efforts to Outcomes (ETO) software for tracking outcomes and performance management. SBCS is experienced in the use of this system, and has invested considerable resources in building out an impressive and comprehensive ETO data tracking system for CVPromise and SBCS agencywide – which will also be available to D8PN.

CVPromise has already developed a ***Universal Screening Tool***, which will be used by all D8PN

partners to screen for family and individual risk factors, in order to refer to appropriate programs and services. Partner providers will enter data into the ETO database. Using the ETO software, D8PN will be able to track efforts and outcomes at a variety of levels, including for individual children and family members, programs provided by the partners, and our Promise Neighborhood as a whole. In addition, the Results Based Accountability framework will be a key element in the design process of ETO for D8PN. D8PN will develop its ETO platform to track three core performance measures for every program: how much did we do, how well did we do, and is anyone better off. These three basic measures target quantity and quality and are prescribed by the RBA framework as the basis for measuring progress and holding common language. Such measures will be used for compliance and accountability purposes, and also to track outcomes in real time to learn what is working and to improve performance in a cycle of continuous learning and improvement. Data access privileges and related details will be set inside the ETO software, subject to privacy laws, the MOU between the partner organizations, and consent forms signed by program participants. All of the D8PN partners have signed data sharing agreements. All partners will gather data for their individual programs, including data on individual clients served as well as progress towards indicator improvements. This data will be uploaded into the collaborative ETO database (with identifying information removed) at least monthly, by the 10th of every month. The Data Manager will use this data to prepare quarterly 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.

Annual goals for each of the performance measures are provided on the following pages.

Result: Children Enter Kindergarten Ready to Learn

GPRA 1: Children in Kinder demonstrating appropriate functioning across multiple domains of early learning using developmentally appropriate early learning measures	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
Target for children in Kinder	69%	72%	77%	83%	88%	92%	Census Data: 3,400 children under age 5 (1,899 from BL and 1,501 from SY). 69% of 3-5 year olds scored below age appropriate cut-off on ASQ:SE
	2,346	2,448	2,618	2,822	2,992	3,128	

Result: Students are Proficient in Core Academic Subjects

GPRA 2.1 & 2.2: Students at or above grade level according to State math and English Language Arts assessments in at least the grades required (3 rd through 8 th and once in high school).	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
3 rd Grade ELA Proficient	24%	24%	28%	44%	60%	65%	California Department of Education, Data Reporting Office, 2015-16
	336	336	392	616	840	910	
3 rd Grade Math Proficient	27%	27%	31%	47%	63%	68%	California Department of Education, Data Reporting Office, 2015-16
	347	347	398	604	810	874	
4 th Grade ELA Proficient	28%	28%	32%	48%	64%	69%	California Department of Education, Data Reporting Office, 2015-16
	166	166	189	284	379	408	
4 th Grade Math Proficient	21%	21%	25%	41%	57%	65%	California Department of Education, Data Reporting Office, 2015-16
	173	173	206	338	470	536	
5 th Grade ELA Proficient	29%	29%	33%	49%	65%	70%	California Department of Education, Data Reporting Office, 2015-16
	195	295	222	329	437	470	
5 th Grade Math Proficient	12%	12%	17%	33%	49%	65%	California Department of Education, Data Reporting Office, 2015-16
	200	200	282	550	817	1,084	
6 th Grade ELA Proficient	31%	31%	35%	51%	67%	72%	California Department of Education, Data Reporting Office, 2015-16
	255	255	288	420	551	593	

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6 th Grade Math Proficient	22%	22%	27%	43%	59%	65%	California Department of Education, Data Reporting Office, 2015-16
	263	263	323	514	705	777	
7 th Grade ELA Proficient	29%	29%	33%	49%	65%	70%	California Department of Education, Data Reporting Office, 2015-16
	295	295	336	498	661	712	
7 th Grade Math Proficient	18%	18%	23%	39%	55%	65%	California Department of Education, Data Reporting Office, 2015-16
	271	271	346	587	828	979	
8 th Grade ELA Proficient	27%	27%	31%	47%	63%	68%	California Department of Education, Data Reporting Office, 2015-16
	270	270	310	470	630	680	
8 th Grade Math Proficient	12%	12%	17%	33%	49%	65%	California Department of Education, Data Reporting Office, 2015-16
	272	272	385	748	1,111	1,474	
11 th Grade ELA Proficient	55%	55%	59%	64%	69%	74%	California Department of Education, Data Reporting Office, 2015-16
	533	533	572	620	669	717	
11 th Grade Math Proficient	35%	35%	40%	50%	55%	65%	California Department of Education, Data Reporting Office, 2015-16
	530	530	606	757	833	984	

Result: Students Successfully Transition from Middle Grades to High School

GPRA 3.1 & 3.2: Attendance rates	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
6th grade attendance rate target	93%	93%	95%	97%	98%	98%	Attendance data from individual schools, 2016-17
6 th Grade chronic absenteeism	23%	23%	19%	10%	7%	3%	Attendance data from individual schools, 2016-17
7th grade attendance rate target	93%	93%	95%	97%	98%	98%	Attendance data from individual schools, 2016-17
7th Grade chronic absenteeism	22%	22%	18%	9%	6%	2%	Attendance data from individual schools, 2016-17
8th grade attendance rate target	92%	92%	94%	96%	98%	98%	Attendance data from individual schools, 2016-17
8th Grade chronic absenteeism	30%	30%	23%	16%	8%	3%	Attendance data from individual schools, 2016-17
9th grade attendance rate target	92%	92%	94%	96%	98%	98%	SYHS baseline

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9th Grade chronic absenteeism	17%	17%	15%	10%	6%	2%	SYHS baseline
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Result: Youth Graduate from High School

GPRA 4: Graduation rate	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
12 th grade students	82.6%	83%	88%	92%	95%	95%	California Department of Education, Data Reporting Office, 2015-16
	563	566	600	627	648	648	

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

GPRA 5.1 & 5.2:	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
GPRA Measure 5.1: Enrollment in 2 or 4-year college or university	71%	71%	77%	82%	87%	90%	National Student Clearinghouse, 2015
	514	514	557	594	630	652	
GPRA Measure 5.2: Graduated from 2 or 4-year college or university or vocational certification completion							

Result: Students Are Healthy

GPRA 6: Children consuming 5 or more servings of fruits and vegetables	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
Children in catchment area schools	44%	44%	50%	55%	60%	65%	Neighborhood Survey, 2017
	1,373	1,373	1,560	1,716	1,872	2,028	

Result: Students Feel Safe at School and In Their Community

GPRA 7: Students who felt	Baselines	2018	2019	2020	2021	2022	Baseline Data Sources
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safe at school and traveling to and from schools, as measured by school climate survey		Target	Target	Target	Target	Target	
Safe at school target	93%	93%	94%	95%	97%	98%	Neighborhood Survey, 2017
	1,626	1,626	1,643	1,661	1,696	1,713	
Safe traveling to and from school target	86%	86%	90%	93%	95%	95%	Neighborhood Survey, 2017
	1,624	1,624	1,699	1,756	1,794	1,794	

Result: Students Live in Stable Communities

GPRA 8: Student mobility rate	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
Elementary	11%	11%	9%	7%	5%	3%	SYSD, SDUSD
	189	189	155	120	86	52	
Middle School	10%	10%	9%	7%	5%	3%	SYSD, SDUSD
	110	110	99	77	55	33	
High School							

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

GPRA 9.1: Children birth to kinder whose parents or family members read to their children or encourage their child to read to themselves 3 or more times per week	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
Families in catchment area	49%	49%	53%	57%	61%	65%	Neighborhood Survey, 2017
	664	664	718	772	827	881	

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

GPRA 9.2: Children (9-12) whose parents or family	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources

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members talk with child about the importance of college/career							
Talked to child about college target	81%	81%	87%	94%	98%	98%	Neighborhood Survey, 2017
	349	349	375	405	422	422	
Talked to child about career target	72%	72%	80%	86%	92%	98%	Neighborhood Survey, 2017
	345	345	383	412	441	469	

Result: Students Have Access to 21st Century Learning Tools

GPRA 10: Access to broadband internet and a connected computing device.	Baselines	2018 Target	2019 Target	2020 Target	2021 Target	2022 Target	Baseline Data Sources
Internet at home only target	71%	71%	77%	82%	87%	92%	Neighborhood Survey, 2017
	1,617	1,617	1,753	1,867	1,981	2,095	
Internet at school only target	80%	80%	85%	90%	95%	98%	Neighborhood Survey, 2017
	1,533	1,533	1,629	1,724	1,820	1,878	

(B3) Project is supported by strong theory

SBCS intimately understands the disconnect between research and practice. As such, D8PN's implementation plan is research-based and data-driven. D8PN has selected programs and services that are evidenced-based and culturally-specific, and will have a direct impact on the chosen indicators, as described in Appendix G. SBCS has many years of experience implementing evidence-based models and proven practices with fidelity. SBCS' programs range from evidence-based models collaborating closely with the models' creators, to new innovations employing external evaluators to implement rigorous evaluations studying program outcomes. Data is systematically collected and analyzed for all programs. SBCS was one of the first non-profit agencies in San Diego County and California to digitize all agency processes (i.e., forms, notes, summative and formative evaluations) in an effort to streamline data collection and analysis. The use of Efforts to Outcomes (ETO) software, with a Results Based Accountability (RBA) grounding, is innovative in that it requires data-driven program evaluation, improvement, and implementation in real-time, thereby bridging the gap between research and practice. Impact is imminently achieved, challenges are quickly addressed, and accountability is maintained through results.

SBCS also participates in external evaluations: SANDAG publishes annual reports on outcomes of all county Community Assessment Teams, including SBCS' in the South Region. Harder & Co. has evaluated SBCS' Community Services for Families, Healthy Development Services, First Steps, and Therapeutic preschool. UC Davis evaluated SBCS' 3-year DVRT Pilot Demonstration program; UC San Diego is evaluating SafeCare implementation; SDSU evaluated SBCS' PPSG Pilot Program, and TriWest evaluated the Pilot Kinship Navigator program and Mi Escuelita Therapeutic Preschool.

SBCS was the first organization in the County to integrate an evidence-based, trauma-informed approach into all services for the most vulnerable individuals and families. SBCS invests substantially in trauma-informed, wraparound family and community supports that address the multiple, complex, interconnected factors that prevent vulnerable individuals and families from thriving, thereby supporting improved health, wellness, self-sufficiency, and positive life prospects. SBCS' licensed Trauma Specialist, Pam Wright, LCSW, has extensive knowledge of evidence-based trauma-informed models and is one of the county's foremost practitioners, having worked intensively with the developers of two evidence-based models - Trauma Adaptive Recovery Group Education and Therapy (TARGET), and Trauma Recovery and Empowerment (TREM).

For SBCS, being trauma-informed means adopting an agency-wide systemic approach that ensures that everyone who comes into contact with the agency receives services that are sensitive to the impact of trauma and its importance for a full recovery. All staff learn how every aspect of the interaction between provider and client is important, and staff at all levels continually discuss how everything they do – the words they use in service provision, how clients in need are approached, how programs are structured - all matter deeply. Staff also work with clients to ensure that all of their interconnected needs and issues are addressed, with a focus on their strengths, recovery, and skill building.

The D8PN implementation plan incorporates numerous evidence-based programs, all delivered through a trauma-informed platform, including: The Promotora Outreach Model; The Modified Neonatal Behavioral Assessment Scale/Neonatal Behavioral Observation System and the Bright Futures Curriculum; Ages & Stages Questionnaire; The Incredible Years; Pathways to Competence for Young Children; Hawaii Early Learning Profile; Brazelton's Touchpoints; Child

Parent Psychotherapy (CPP); Parent-Child Interaction Therapy (PCIT); Play Therapy; Project SafeCare and the Cascading Diffusion of an Evidence-Based Child Maltreatment Intervention; Manpower’s *MyLife* and *Strategies for Success* curricula; STEP Parenting curriculum; Healthy Families America and Parents as Teachers used in First Steps program; and Motivational Interviewing.

The Core Management Team will ensure that evidence-based programs are implemented with fidelity and rigorously evaluated, as well as tracking the achievement of milestones and holding partners accountable for results. As the lead agency, SBCS has final responsibility in ensuring that D8PN and all of its programs are properly implemented by all partners, impact the indicators positively, and achieve their desired results.

SBCS’ 5-year experience implementing CVPromise has given us substantial knowledge on how to successfully implement a Promise Neighborhood. 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 D8PN Implementation Plan.

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. Among the most notable successes to date include the growth in the number of families with children birth through age 5 who report having a medical home, kinder readiness, K-6 attendance and proficiency, college retention, and community engagement. In 2014 and 2016, SBCS conducted neighborhood surveys to measure growth in the various indicators and found that the number of families with children birth to age five who have a medical home grew from 89% to 92%. Through our early learning programs, children ages 3-5 received preschool education, along with supports for their parents, and, as a result, children testing kinder-ready has grown from 77% to 92%, which is higher than the national average of 48% for children testing kinder-ready. In grades K-6, students are demonstrating growth in attendance and proficiency rates. For example, 3 rd grade Math proficiency rates went from 6% proficiency in the first year to

	<p>44% proficient in the fourth year of implementation. Similar growth in proficiency can be seen across other grades. In terms of attendance, chronic absenteeism in 6th grade went from 11% in the first year to 0% in the fourth year. For our college students, our Class of 2014 students have a 94% college retention rate. Finally, through our Promotora Model, parents have engaged in leadership programs and have recorded over 10,600 volunteer hours over the course of four years. This represents a substantial growth for a community who lacked community involvement prior to the implementation of CVPromise.</p>
<p>✓ Data Infrastructure</p>	<p>In terms of 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. Also, community partners participate in the data collection process by being active members in entering data in ETO. In addition, 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. Through this agreement, schools provide SBCS with data that will allow us to analyze trends, measure progress, and make course corrections. Finally, the development of our data infrastructure has been based on a Results Based Accountability model, which puts results at the center and designs our data collection methodologies around common goals.</p>
<p>✓ Systems Alignment and Accountability Structure</p>	<p>SBCS has embedded a Results Based Accountability (RBA) framework 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.</p>
<p>CVPromise Challenges and Lessons Learned</p>	
<p>➡ Implementing a Data Sharing and Results Culture</p>	<p>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 much skepticism and concern across our community, particularly around students’ privacy issues. SBCS learned much about these concerns through continuous dialogue with community partners, to share concerns and gain trust. In these conversations, SBCS emphasized the value and purpose of creating a data sharing community and complied with an</p>

	<p>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 lead to discussions on how we can best support the needs that the data was informing.</p>
<p>➡ Changes in Proficiency Assessments</p>	<p>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. However, as we concluded the 15-16 school year, we have now gone beyond the baseline introduced by Common Core and are able to evaluate a new trend line.</p>
<p>➡ Achieving Scope and Scale</p>	<p>Funding has also presented challenges, particularly for plans after the conclusion of the current funding for CVPromise. SBCS has secured funding to enhance many of the strategies that stemmed from CVPromise, and has expanded to include 2 more elementary schools that were not in the original program design. However, additional progress is needed to achieve scope and scale that we desire. CVPromise is also coordinating with 4 other Promise Neighborhoods in California to develop a statewide sustainability strategy. This remains a work in progress.</p>

SBCS’ experience and learning from CVPromise will be a tremendous asset to D8PN.

However, D8PN is located in a different city and includes new school districts, and will serve a different population with unique challenges, strengths, and barriers. Because of this, the implementation plan has been designed based on 12 months of planning meetings with multiple stakeholders, a series of focus groups, surveys sent home to all parents, discussions with the school principals, and data gathered from many sources. This community-driven planning process will continue through year 1 to ensure that we have fully adapted to meet the specific needs of the D8PN community.

The needs assessment, which includes the segmentation analysis, has directed the planning and the development of the D8PN implementation strategy. SANDAG, the organization charged with conducting the assessment, worked alongside SBCS and its partners to design and execute

the comprehensive assessment. This process involved using instruments approved as part of the CVPromise data collection processes, including the neighborhood survey (based on the Urban Institute's guidance), focus groups, and secondary data sources. The survey and focus groups involved multiple administrative points to capture the most comprehensive picture of the community's needs. These included gathering surveys door-to-door, at target schools, and at a very active church in the neighborhood. SBCS partnered with parents in the community and SANDAG to gather the data and SANDAG conducted the analyses for the segmentation analysis. Measures of central tendency, as well as correlation and regression analyses, were used to describe the target population and to segment them into three levels of need: High, Moderate, and Low. To provide the most robust assessment, multiple methods were employed to determine which children and families within the catchment area had the greatest need and highest risk.

Data was collected from the following sources:

1. Surveys of parents of children in the target schools, door-to-door surveys, and surveys at a large active church in D8PN (1,627 were completed);
2. Focus groups (elected officials, service providers, youth, and parents);
3. Individual level elementary and middle school data; and
4. Secondary data collection from multiple sources.

School parent survey: A bilingual (English & Spanish) school parent survey was based on the Neighborhood survey used by CVPromise and approved by Urban Institute and the DOE. The survey was created in order to compare results with other local, state, and federal data when available. The data gathered from these surveys provided the basis for the segmentation analysis.

Neighborhood Surveys: Using a very similar instrument as the above survey (English &

Spanish), SBCS staff and Promotoras, under the direction and training of SANDAG staff, administered surveys in multiple locations: door-to-door in the Barrio Logan area and at four church services at Our Lady of Guadalupe, which is an active church in the community.

Focus Groups: Thirteen focus groups were conducted; ten with parents who attend the D8PN catchment area schools, from the; one with students, one with service providers; and one with local political officials. As with all instruments, the focus guide was shared with the D8PN planning teams and revised as necessary. Information gained from the focus group aided the planning body in understanding the survey and secondary data results.

Secondary Data: A variety of data sources were drawn upon to complete the needs assessment, including Individual school data, San Ysidro San Diego Unified School District, California Department of Education website, and WestEd; demographic data from the Census Bureau's American Community Survey (ACS) 2010-2015 five year estimates; homeless data from the City of San Diego and Downtown Partnership; interviews with SDPD, and health and medical data from the California Health Interview Survey (CHIS), the Center for Disease Control and Prevention, San Diego County Child Welfare Services, City Library Data, California Healthy Kids Survey (CHKS), and UCR.

Segmentation Analysis: The segmentation analysis (provided in Appendix I) and data were used to identify three levels of risks (High, Moderate, Low) within each of the grant domains. These results subsequently informed the proposed solutions described in this proposal. Individual data gathered from the parent survey and school data were combined to determine the three subgroups. Correlation and multi-regression analyses segmented those factors (e.g. ELs) and groups into the three sub-groups for each indicator.

The results of these efforts were used to create a continuum of need for the children and

families in the catchment area, focusing on factors impacting the most vulnerable in the community. Specifically, English Learners, children from immigrant families, low parental educational levels, attendance at the local schools, and low socioeconomic levels.

Appendix F describes each solution in the continuum (pipeline) in detail, and Appendix G describes the level of evidence upon which they are based. Each solution in the continuum has been selected because it will have a direct positive impact on at least one indicator AND because it responds to a need or service gap identified by the needs assessment. In addition, targeted populations for each solution have been chosen based on the segmentation analysis. The goal is that by the 5th year of project implementation, every child who lives in the neighborhood will be able to access every solution in the continuum for which they are eligible. D8PN is based on strong theory, and uses proven models that will be implemented with fidelity. The logic model on the following page describes the rationale for the D8PN Implementation Plan.

San Diego District 8 Promise Neighborhoods (D8PN) Logic Model

Problem to be addressed (identified during planning phase)	Resources & Inputs	Continuum of Solutions (Prenatal to College / Career)	Short Term Goals (Annual)	Long Term Goals (3 – 5 years)
<p>Kinder Readiness (Birth–Pre-K)</p> <ul style="list-style-type: none"> • Limited access to quality early learning • Many relative caregivers with limited understanding of appropriate child development • Few young children with age appropriate functioning • Transportation issues and long wait times for children’s medical appointments <p>School-Age (K – 12th grade)</p> <ul style="list-style-type: none"> • Low academic achievement • Disparities between subgroups (ELLs, Special Ed.) • Schools are performing poorly • Low attendance rates • Low A-G graduation rates • High rates of teacher absenteeism • Very high rates of ELLs • Many parents don’t understand U.S. school systems <p>Post-Secondary & Career</p> <ul style="list-style-type: none"> • Students are not college ready • Families do not see a viable path to college • Many first generation students whose parents have low education levels <p>Family & Community Supports</p> <ul style="list-style-type: none"> • Children not eating enough fruits and vegetables • High rates of mobility and homelessness • Parents do not read enough to their children • Parents are underemployed – high poverty rates • Parents do not know how to use technology 	<p>Facilities</p> <ul style="list-style-type: none"> • School sites • Barrio Station • Monarch School & BLCI • SYHC clinics • Casa Familiar Youth Center, Rec Center, and Housing • Affordable Housing sites • Mobile Medical Clinic & MCHC <p>Organizational Readiness</p> <ul style="list-style-type: none"> • Lessons learned from CVPromise • ETO data system and experience • Governance structure • Staff training • Cultural/linguistic competence • Policies and procedures • Confidentiality • Established networks & collaboration • Promise Zone integration • Universal screening tool <p>Program Design</p> <ul style="list-style-type: none"> • Evidence-based programs • Trauma-informed • Results Based Accountability • Scale-up plans <p>Continuum of Services</p> <ul style="list-style-type: none"> • Youth, parents, families – a vibrant, caring community • Many leveraged programs – staff, knowledge, materials & supplies, access, community trust <p>Best Practice Knowledge/Research</p> <ul style="list-style-type: none"> • Community of practice • Training/technical assistance • Trauma-informed • Results Based Accountability <p>Sustainability</p> <ul style="list-style-type: none"> • Fed, state, county, & city grants • Private donors • Volunteers • Leveraged programs • In-kind match 	<p>Overarching Supports</p> <ul style="list-style-type: none"> • Promotoras • Community-driven planning • RBA & EBPs <p>Kinder Readiness (Birth – pre-K)</p> <ul style="list-style-type: none"> • Universidad de Padres • Newborn Home Visiting • Developmental Specialists • Kindercamp • Incredible Years • HDS, CSF, PEI <p>School-Age (K – 12th grade)</p> <ul style="list-style-type: none"> • GTM, Tutors, & AVID • Achieve 3000 • Attendance / Intervention Specialists • Credible Messenger Mentors • PIQE • PBIS Anti-bullying • Summer Bridge & Camp Programs • STEAM & Technology Support • At-Risk Youth Services • Community / Youth Centers • Credit Recovery • Drug-free Education <p>Post-Secondary & Career</p> <ul style="list-style-type: none"> • BLCI (g. 7 – college) • SAT Test Prep • Careers Academy • LEAP Program • Computer Literacy Classes <p>Family & Community Supports</p> <ul style="list-style-type: none"> • Parent Centers • <i>Salud!</i> Wellness Program • Workforce Development • Classes for parents • Safety Net of Supportive Services • Cinco do Mayo con Orgullo • Careers Academy • Resident leadership Academy • Homeless Services 	<ol style="list-style-type: none"> 1. Increase in age appropriate functioning in Kindergarten 2. Increase in proficiency in core subjects (Math & English Language Arts) 3. Increase in school attendance rates 4. Decrease in chronic absenteeism 5. Increase in graduation rates 6. Increase in college enrollment rates 7. Increase in college graduation rates 8. Increase in daily child consumption of fruits and vegetables 9. Increase in student perceptions of safety in school & community 10. Decrease in student mobility rates 11. Increase in rates of parents reading to children at home and/or children reading to themselves 12. Increase in rates of parents talking to children about college 13. Increase in computer & internet access 	<ol style="list-style-type: none"> 1. Children will enter kindergarten ready to learn & succeed 2. Students will be healthy 3. Students will be proficient in core academic standards 4. Students will make successful transitions from middle school to high school 5. Students will graduate from high school 6. Students will obtain post-secondary degree, certificate, or credential 7. Students will feel safe at school and in the community 8. Families and community members will support learning 9. Students will have access to 21st century learning tools 10. Data will be shared and used continuously for learning and accountability 11. D8PN will be sustained in the future through public and private investments

D8PN Vision: A complete continuum of cradle to career solutions centered around thriving schools in a safe, engaged community

(C) Quality of Project Services (20 points).

(C1) Strategies for ensuring equal access and treatment for traditionally unrepresented groups

D8PN will employ various strategies to ensure equal access and treatment for all participants, including those members of groups that traditionally have been underrepresented. Our target neighborhood supports 2 communities that have for years experienced political, economic, and cultural isolation, demonstrating our commitment to giving voice to an often-ignored population. Census data reveals that the D8PN target population includes high numbers of traditionally underrepresented groups:

- 84.9% are Hispanic/Latino (compared to 38.4% statewide);
- 26% of households are female-headed (13.6% statewide);
- 40.9% speak English “less than well” (19% statewide);
- 40.7% are foreign born (immigrants) (27% statewide);
- 18.5% aged 16 and over are unemployed (7.9% statewide);
- 32.4% of households receive food stamps (9.2% statewide);
- 18.2% of households do not have a vehicle (7.7% statewide);
- 25.4% aged over 25 have less than 9th grade education (10% statewide).

Furthermore, 28.3% of students at Perkins Elementary and 36.3% of students at Smythe Elementary are homeless, as defined by the McKinney-Vento act; 17.2% at Perkins and 9.1% at Smythe have an Individual Education Plan (IEP – i.e. are eligible for Special Education due to a disability); and 50.2% at Perkins and 79.6% at Smythe are classified as English Language Learners. Thus, the entire target population is comprised of extremely high rates of people in historically underrepresented groups.

D8PN has been designed with extensive community input to ensure equal access to

members of such groups, and ongoing community-driven planning will help to maximize such access. The use of bilingual, bicultural *Promotoras* – trusted residents from within the community – is proven to be a particularly effective manner of engaging parents from historically underrepresented groups²¹. Services and activities will take place at known community hubs and at a variety of convenient times including evenings and weekends for parents and high school students who are bussed out of the neighborhood for school. The new mobile medical unit will make it easier for working parents and those without transportation to access needed medical services for themselves and their children.

SBCS' school turnaround framework, GTM, is inherently inclusive - striving to ensure access and success for all children, no matter the barriers they experience individually or in their families and communities. GTM requires that no child be allowed to fall behind their peers. The implementation of GTM at CVPromise has demonstrated significant gains in attendance and academic achievement among all groups, including ELLs, children with IEPs, first generation students, and those who were previously chronically absent. These successes will be replicated in D8PN so that all groups of children can thrive and achieve their full potential.

Homelessness is a serious issue in the community and at target schools. The Monarch School in Barrio Logan provides a range of services for homeless children, and the D8PN Program Director will meet with school staff during the planning phase to discuss services that could be leveraged, such as LEAP workforce development program or tutoring services.

Research has identified a correlation between access to clean clothes and absenteeism, and more

²¹ Ayon, Cecilia et al; *Promotoras'* Efforts to Reduce Alcohol Use among Latino Youths: Engaging Latino Parents in Prevention Efforts, *Journal of Ethnic & Cultural Diversity in Social Work*, June 2014

than half of teachers surveyed agree that students without access to laundry facilities (which includes a disproportionate number of homeless children) are more likely to struggle with absenteeism. To address this, the project will provide washers and dryers to target elementary schools. School teachers will confidentially identify students with a need for clean clothes and anonymously let the school-based Promotoras know. The Promotoras will inform them about the on-site laundry service available. Teachers will track their attendance and grades throughout the school year. In a pilot project conducted by Whirlpool and a researcher, 90% of tracked students in a similar program improved their attendance, averaging 6.1 more days in school than the previous year. The pilot impacted the most at-risk participants even more, with an average of nearly 2 more weeks in school than the previous year.

Juvenile system involved youth are also an underrepresented group that includes overrepresentation of youth of color. Research shows that youth who are involved in the juvenile justice system frequently fall behind academically due to interrupted school attendance, and this often leads to them not graduating on time or dropping out of school entirely. SBCS and SAY San Diego provide a range of prevention and early intervention programming – Community Assessment Teams, Juvenile Diversion, Alternatives to Juvenile Detention (ATD), and Breaking Cycles – that are designed to keep youth out of the justice system, and that incorporate strategies to keep at-risk kids in school. For example, if a child is referred to a ‘cool bed’ as part of the ATD program because it is not safe for them to return home for a few weeks, the ATD staff work with schools and districts to ensure that the child continues to attend their school without interruption, as well as receiving necessary tutoring or counseling to address mental health issues. These strategies will be incorporated into D8PN neighborhoods also. In addition, SBCS and SAY, both founding members of San Diego’s Juvenile Justice Task Force, are working

closely with The Children’s Initiative to provide training and awareness raising activities for law enforcement, Prosecution, Judges, and Probation to increase awareness of Racial and Ethnic Disparities (RED) within the justice system, in order to reduce the overrepresentation of system-involved youth of color. The Credible Messenger Mentoring program described previously will also increase project involvement among high-risk and difficult to engage youth.

Statistics and local tragedies demonstrate that Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth in San Diego are at-risk of depression, suicide, anxiety, bullying, substance use, low academic achievement, homelessness, isolation, harassment, and even murder. **Our Safe Place** is a program operated by SBCS that is designed to reduce community stigma and increase knowledge and support of LGBTQ populations and offer comprehensive services to LGBTQ youth and their families and caregivers to improve outcomes, so all youth can achieve their highest potential. SBCS and partners designed the Our Safe Place program with a “no wrong door” approach with the understanding that LGBTQ youth are often disenfranchised and reticent about engaging in services. Following this approach, Our Safe Place includes Connections Coaches in place of Clinical Case Managers to facilitate program access.

(C2) Services will lead to improved academic standards

D8PN’s efforts will result in improved academic standards for all students in the target schools because it includes implementation of a proven school turnaround model, the Granger Turnaround Model (GTM). GTM is successful because it follows 4 research-based intervention elements known to get results²²: Directive, Targeted, Timely, and Systematic. **1. Directive:** Programs successful at closing the achievement gap (assisting students who are behind one or

²² *Raising the Bar and Closing the Gap: Whatever It Takes*, Richard DuFour, 2009.

more years in their learning) are directive in nature. Students are required to receive extra support before, during, and after school. **2. Targeted:** Targeted academic support is essential for students who need the most help (Those scoring ‘far below basic’, ‘below basic’, or ‘basic’ on standardized tests, as well as ELLs, ‘special ed.’ students, etc.). However, targeted support is not limited to subgroups, but is also provided for students testing poorly on weekly formative assessments. **3. Timely:** Targeted support is only effective if it is offered on a timely basis. Teachers must have the ability to offer students immediate support, preventing students from ever falling behind. **4. Systematic:** Long-term, effective academic interventions must be systematic, i.e. not relying on teachers’ heroic efforts, ensuring predictable results, and easily replicated. GTM incorporates school-wide systems enhancements for managing issues around attendance and truancy, inappropriate behavior, missing homework, and poor performance on assessments, as well as automated systems for data collection and use.

GTM is made up of four systems of intervention that synergistically work together to immediately change the culture of the entire school: (1) Mandatory Student Behavior System; (2) Mandatory Student Attendance System; (3) Mandatory Academic Intervention System; (4) Student Rewards and Recognition System. No one system by itself is enough, but together they have the synergistic effect of transforming and turning schools around. These systems together neutralize some of the poverty-related issues that typically plague low performing schools: Student Attendance, Student Behavior, Student Academic Interventions, and Student Data (research shows that the conditions associated with poverty are the number one reason for the achievement gap). Teachers see that with the right effort and support, ALL students can learn. Students learn that success in school is more about effort than it is about IQ or natural intelligence (research shows that many inner-city kids believe they are not smart). Changing this

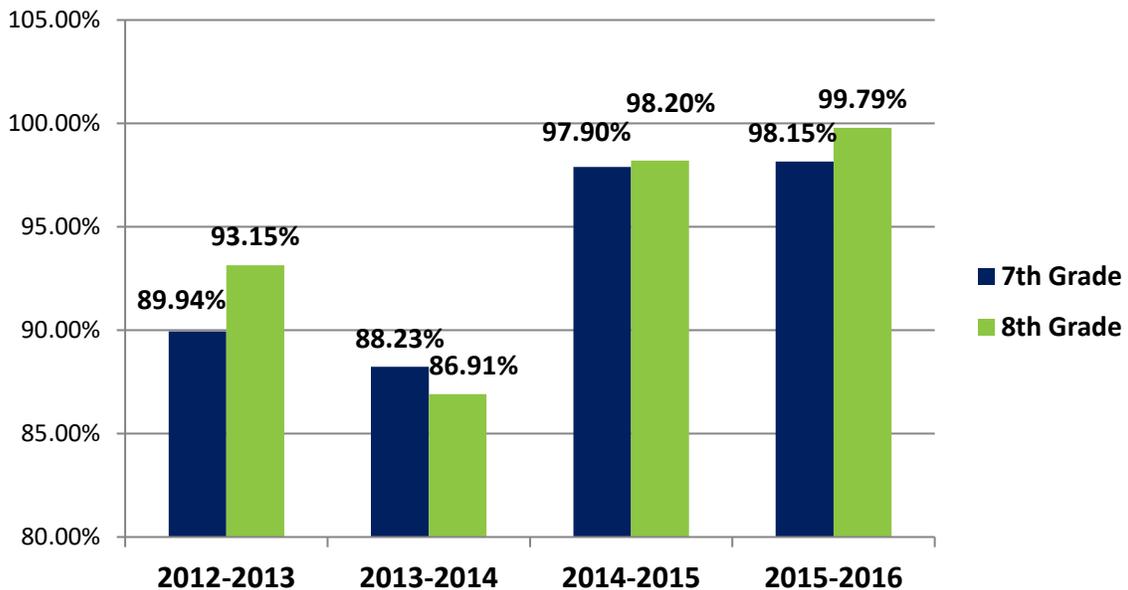
mindset in D8's poor children is critical, in order for it not to become a self-fulfilling prophecy.

In addition to the school-wide systematic improvements, GTM's data-driven instruction and systematic approach to individual student achievement is automated by a 6-step folder system. Rather than using summative assessments at the end of grading periods, GTM uses weekly formative assessments as a powerful tool for enhancing teacher effectiveness, leading to immediate identification and correction of concepts not mastered. Core subject teachers are assigned days for weekly individual assessments (5 to 10 questions) or chapter /target /benchmark tests aligned with State standards. For example, Tuesday is the designated day for the English department to assess students, Thursday is for Science, Friday for Math and Social Sciences. The Data Coach analyzes assessment data immediately, shares the analysis with subject teachers, and assists them to tailor interventions and instruction methods to meet individual students' needs before they have a chance to fail. Missed questions are discussed and re-taught, or error analysis takes place in class. Students who score under 70% on a test are automatically assigned to mandatory After-School lessons targeted to the exact standards they have not yet mastered. They are re-taught then re-tested until they demonstrate mastery of the material. Because this "test, re-teach, re-test" method is so responsive, students are never more than one week behind in mastering standards. Teachers use assessment data to make decisions about future instruction using differentiated instruction strategies to improve student achievement. Teachers will also have access to the Developmental Specialists, who will provide on-site professional development to improve teaching standards. Assessment data also helps students (and their parents) understand how they are performing academically and identify where they need to refocus efforts. Content-rich professional development helps teachers become skilled at re-teaching using research-based strategies. High level learning extends into the home,

and parents learn to take Cornell notes and practice academic discourse, the same strategies their children are learning. Because this mastery learning approach provides multiple opportunities to succeed, it leads to high motivation among students and parents, as well as strong teacher buy-in.

GTM has proven to be highly effective. In CVPromise, it has resulted in significant improvements in proficiency levels in all subjects. Attendance in Castle Park Middle has gone from the worst to the best in the district, and chronic absenteeism in 6th grade went from 11% in the first year to 0% in the 4th year. CVPromise’s Class of 2014 students have a 94% college retention rate. Equally important, the school now has a vibrant community, very high parent involvement, excellent teacher morale, and significant academic achievements. In the past parents only came on campus if there was a problem; now parents can be seen at the Parent Center eating lunch with staff and volunteering on campus. The tables below demonstrate the impressive increases in attendance at the CVPromise schools.

Attendance Rates for Students in CVPromise Elementary and Middle Schools



GPR A Description	Population	12-13	13-14	14-15	15-16
G5: # of students in grade 6 absent 10% or more of days absent	6th Grade	6	2	1	0
G5: Number of students enrolled in 6th grade	6th Grade	57	59	57	62
GPR A5: Total number of days in attendance of students in 6th grade	6th Grade	9113	9699	10384	10771
Percentages for GPR A 5 (attendance rates)	6th Grade	88.82%	96.83%	96.51%	97.10%
Percentages for GPR A 5 (chronic absenteeism)	6th Grade	10.53%	3.39%	1.75%	0.00%

SBCS and the target schools will duplicate and expand past successes by implementing key strategies of GTM. Each of the schools already has in place certain components of GTM (for example, the Outreach Coordinators in SYSD who monitor attendance). SBCS will work with the schools in year 1 to explore what is already taking place and what aspects of GTM need to be added in order to maximize effectiveness and achieve the best possible results for students. It is possible that all that is required to achieve the benefits of GTM will be re-training of certain existing staff together with re-alignment of schoolwide systemic policies and procedures. These enhancements will be implemented in year 2.

Along with GTM, academic interventions will include the AVID program, in-class tutors in grades 3-8, High School math and writing Tutors, and Achieve3000 software. In addition to seeing improvements in all educational indicators as described above, each school will achieve these outcomes within 2 years:

Short-Term Outcomes:

1. Schools will achieve minimum 98% attendance rate.
2. School-wide proficiency in ELA and Math, as measured by AYP, will reach at least 80%.
3. 80% of parents will report in the parent survey that they strongly know how to support their child’s education.

Long-Term Vision: Target schools will nurture a culture of learning by supporting and expecting

academic excellence and college-bound aspirations for all children, regardless of socio-economic or ethnic background.

(C3) Partnerships, including theories of change, and system for holding partners accountable

D8PN will be led by South Bay Community Services (SBCS), one of San Diego County's largest providers of social service, education, and community development programs for youth and families. SBCS serves over 50,000 individuals annually, over 95% of whom are low-income, with 60% below poverty level, and is supported by a staff of over 430 professionals and more than 1,200 community volunteers. SBCS provides a broad continuum of coordinated services for children, youth, and families. SBCS regularly takes the lead in bringing together public and private service agencies to align services, fill gaps while avoiding duplication, and leverage resources. SBCS was chosen among the collaborative partners to be the backbone organization for the D8PN initiative because of its history as a community leader and its extensive range of services. SBCS was the recipient of a 2011 Department of Education Promise Neighborhoods Planning Grant, and a 2012 Promise Neighborhoods Implementation Grant, which is being used for the highly successful implementation of the Chula Vista Promise Neighborhood (CVPromise.org). SBCS has served the region's children, youth, and families for 46 years, achieving a recognized level of success and expertise in providing bilingual, culturally competent services that are unparalleled in the county. SBCS' staff are stationed at many locations including clinics, police departments, schools, child welfare, and affordable housing.

SBCS was created in 1971 by community members and continues to be operated and directed by the community. The agency employs 430 professionals (81% Hispanic, 12% White, 3% Asian, 2% African-American, 2% Other). Strengths of SBCS' service provision for low-income and at-risk children and families include an exceptionally high level of collaboration; a broad range of services that respond to the multi-faceted needs of struggling families; a flexible

wraparound philosophy, including a “no wrong door” approach with staff stationed at multiple locations; and a high level of trust and recognition among low-income and at-risk neighborhoods and families.

SBCS is deeply connected to the diverse community it serves. Staff hiring takes into account the racial, ethnic, linguistic, and social background of clients and every effort is made to provide a similar staff/client balance. Many of SBCS’ staff attended the target schools. Families and community members are involved as mentors, interns, and agency volunteers. Youth and families are involved in the design and planning of all services. The Board of Directors are one-third are low income, per SBCS bylaws.

SBCS’ President and CEO, Kathryn Lembo, is a leader in advocating for and developing public policy for youth on the local, regional, and national levels. A founding member of the County’s Juvenile Justice Coordinating Council, she was a Governor Appointee to the Office of Criminal Justice and Planning State Advisory Group on Juvenile Justice and Planning, and vice-chair of the Western States Youth Services Network, the CA Child Youth and Family Coalition, and the Youth Services Network of San Diego County. In 1996, she was awarded a National Network for Youth Advocacy Leadership Award, and she was named the United Way of San Diego County 2009 Executive Director of the Year.

SBCS used TCC Group's online Core Capacity Assessment Tool to analyze the organizations’ core capacities crucial for organizational success: Adaptive Capacity, Leadership Capacity, Management Capacity, and Technical Capacity. On a score of 1 – 300, where 230 and greater = very strong, SBCS’ leadership scored 245, with Internal Leadership, Leader Vision, Board Leadership, and Leader Influence identified as strengths.

Along with the substantial financial and organizational resources that SBCS is contributing

to D8PN, SBCS' community leadership experience is also crucial. Writing about the leadership / management challenge within Promise Neighborhoods, Harvard's James Quane and William Wilson stated that "*a central administrative body with binding authority that can make timely decisions for the entire network is essential to minimize conflict, overcome inefficiency, and maintain collaboration among members of the partnership*" (2011). This underscores the need for a backbone organization with the experience, relationships, and reputation needed to meet the challenges inherent in such a comprehensive community initiative. 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 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 builds a culture of high action, high alignment, and accountability. SBCS' experience leading the CVPromise initiative has resulted in valuable learning that will directly benefit D8PN.

SBCS has 46 years of experience establishing meaningful collaborative partnerships, and enjoys a high level of trust and respect in our community. SBCS's ability to bring diverse groups to the table to tackle tough problems is unsurpassed. In addition to CVPromise, SBCS is the backbone agency in Healthy Development Services, which brings together hospitals, clinics, and other specialists to provide Parenting Classes, Behavioral Services, Developmental Services, including speech and language and occupational and physical therapy services to 0-5 year olds. Our Family Justice Network brings together four Law Enforcement Jurisdictions, County

Departments, faith-based organizations, and hospitals in a coordinated response to family violence. SBCS was a founding member of the Chula Vista Community Collaborative (CVCC), which brings together over 150 staff representing over 60 community-based agencies. SBCS has had Juvenile Diversion and Domestic Violence counselors out-stationed at local police departments for over 30 years. SBCS is the lead provider countywide of WIA workforce services for at-risk in-school youth, recovery & reengagement youth, foster youth, and youth transitioning out of the justice system. SBCS pioneered the evidence-based SafeCare model throughout the county, providing intensive in-home parenting training for families at risk of neglect. SBCS' SafeCare Training Team is currently coordinating a Demonstration Project, the "Culturally Specific Trauma Services for Families Impacted by Domestic Violence", funded by the Administration for Children, Youth and Families. This 4-year grant implementing the University of Oklahoma's relatively new SafeCare module, 'Healthy Relationships' for CWS families with histories of domestic violence, providing DV services to Child Welfare referred Latino clients in their homes.

SBCS is the lead on a countywide Alternatives to Juvenile Detention initiative that brings together CBOs, Probation, the DA's office, judges, and Public Defenders to provide a graduated system of detention alternatives for non-violent juvenile offenders, and to address racial and ethnic disparities (RED) in the juvenile justice system. SBCS initially piloted this program in the South and Central regions, then scaled it up to serve the entire county, and advocated for it to become a sustainable component in the county's system of graduated sanctions, with funding from the Department of Probation. The initiative now brings together 12 partners, including police, CBO's, Juvenile Court, Probation, and the DA, and serves over 500 youth annually.

SBCS is the region's main provider of school-based mental health services, and provides

comprehensive after-school programming at many middle and high schools. SBCS is also the regional coordinator of a continuum of housing and homeless prevention services and Family Self Sufficiency services. SBCS led the effort in South San Diego to create the Youth Collaborative and a Family Violence Prevention and Intervention Collaborative. SBCS' history as a community leader, together with its services for children, youth, and families, and experience operating CVPromise, position it to successfully lead the implementation of D8PN.

SBCS has overseen numerous regional and countywide subcontracts utilizing government and foundation funds. Subcontractors prepare monthly claim forms for billing and provide back-up documents such as case managers' weekly billing logs and copies of corresponding timecards, which SBCS uses to track expenses and tally year-to-date figures. Subcontractors provide performance-based service data and SBCS' Contract Compliance staff audit subcontractors' files, monitor progress toward performance improvement, and develop corrective action plans when necessary. These audits are also used to assist partners in analyzing and addressing programmatic barriers and obstacles to success.

As described above, CVPromise has taught SBCS the importance of engaging our partners in a way that puts shared accountability for common results at the center of our work. We accomplish this through evidence-based Results-Based Accountability™ (RBA), a 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 will be used to hold ourselves and our D8PN partners accountable.

For D8PN, SBCS' main partners (along with the schools) are the *San Ysidro Health Center*, *Casa Familiar*, *Barrio Logan College Institute*, and *Barrio Station*. Each of these CBOs have long and impressive histories of leadership and engagement with the D8PN neighborhood. *San*

Ysidro Health Center (SYHC) has been the leader in the provision of low-cost, high-quality, comprehensive primary care services for 46 years. During this time, SYHC has developed extensive collaborative partnerships with other health care providers and service agencies to provide accessible and affordable care and services to the health center's target population while minimizing the potential for duplication of resources and/or overlap in services or programs. Through its own initiative and as a member of the Council of Community Clinics, SYHC actively collaborates with other local safety-net providers in an effort to ensure an effective continuum of primary care and social and support services, and reduce health disparities for underserved populations living in San Diego County. SYHC provides a range of medical, dental, EPSDT mental health, and special support services to the D8PN community. SYHC services currently available to children living in D8PN include Primary care services; The "Cocina," teaching kitchen; Outreach & Enrollment Department, providing comprehensive education and enrollment services for MediCal and Covered California; Post-enrollment support services (linking newly insured individuals to a medical home and health coverage renewal assistance); Mobile Unit Services – SYHC's fleet of mobile units are state certified to serve as primary care clinics; Health Promotion Services; Salsita childhood obesity prevention program; Cooking for Preschoolers; General Health Education; and, Community Health Presentations.

Casa Familiar (Casa) is a widely recognized authority when it comes to understanding the unique challenges faced by immigrant communities. Casa's strength is its ability to adapt to the true needs of its community, responding to multidimensional concerns with a holistic approach for engaging community. Casa provides over 40 programs spanning a variety of areas addressing vital economic and community development issues. Casa was founded in 1973 and is a 501(c)(3), community-based organization dedicated to serving residents in South San Diego

County. Originally organized in 1968 under the name Trabajadores de la Raza, Casa has grown from solely serving Spanish-speaking clients in the community of San Ysidro, to including services and programs for all of South San Diego's residents. Early on, Casa recognized that it was working with a low-income population that has changing and varied needs. Casa's approach allows the agency to adapt to community needs through a multifaceted program and funding strategy. This allows Casa to continue sustaining advocacy and community organizing at its core, while examining and addressing issues as they arise within the community. Casa maintains a well-developed network of community leaders and strong working relationships with local elected officials, Chamber of Commerce Executives and members, and the South County Economic Development Council.

Casa will operate D8PN's Promotoras program, working to promote Parent and Community Engagement in the target neighborhood. The Promotoras' primary role includes providing supportive services to families within the neighborhood that support the project's goals, objectives, mission, style, and theory of change. Specifically, Promotoras will link families to resources available throughout the D8PN Pipeline so that families are able to survive and thrive, and work with the team and community members in developing goals and objectives. Promotoras provide parents in our community with resources for improving their child's educational needs, creating caring relationships among community members, empowering the community to acquire leadership positions, and generally improving the communities' well-being. They also support leadership and civic engagement by encouraging volunteerism, strengthening community ties, and responding to the community's needs.

Casa started its Promotora program in 2006 as a partner in the Familias Sanas y Activas initiative, a Train the Trainer, physical activity promotion project. This intervention was

launched in a 2009 partnership with the San Diego Prevention Research Center, a community health research center dedicated to obesity prevention among South San Diego Latinos (a collaboration among San Diego State University's Graduate School of Public Health, the University of California, San Diego's Moore's Cancer Center, and San Ysidro Health Center). When funding for the program ended in 2014, Casa was the only organization to keep investing in its Promotora program. However, Casa's current Promotoras are limited by the fact that the staff are unpaid and must find other work to support themselves. D8PN will hire bilingual Promotoras so they can commit themselves fully to the program.

Casa has consistently worked with local schools on improving parent participation in schools and their children's education. In addition, Casa worked on establishing a high school after San Ysidro was constantly denied resident schools and had to be "guests" at other high schools. Casa also developed and implemented Project BRAVO, a dropout prevention program for elementary school students, and a youth center for high school students as a strategy to develop support services for both students and parents in school retention. Casa also conducts "Parent Workshops on Successful Parent-Teacher Conferences" in SYSD.

Established in 1970, the *Barrio Station* has a 47-year history of providing a combination of physical activities and counseling services for youth and young adults. Ever since its inception, the Barrio Station has maintained a core group of bilingual staff and Board of Directors, allowing continuity of programming that has evolved from experience and innovation. The Barrio Station originated in a storefront office offering mentoring and recreation opportunities for Barrio Logan kids and higher education recruitment among Chicano youth for special admissions into the EOP programs at SDSU. Today we make referrals to Barrio Logan College Institute a highly regarded and supported organization in our community. Barrio Station primarily serves the large

disenfranchised community of Barrio Logan and neighboring communities, which are also lacking well-equipped playgrounds, parks and recreational facilities, and other safe and affordable places to exercise.

Barrio Station is located in a 50,000 sq ft. facility, housing a gymnasium with 27 cardiovascular and strength building professional level HOIST exercise equipment stations, a 27 computer and learning lab directly adjacent to the fitness area, a large children's activity room, showers, lockers, a large general recreation room, a junior Olympic size outdoor swimming pool, a large capacity theater and commercial kitchen, counseling offices, 4 fully equipped volunteer offices, meeting rooms, and a well maintained 15 passenger van for project purchasing, deliveries, and educational and incentive outings.

Barrio Logan College Institute (BLCI) is dedicated to breaking the cycle of poverty by preparing disadvantaged students to be among the first in their families to attend and succeed in college. BLCI promotes higher education as the foremost way out of poverty. Working together with disadvantaged families, BLCI ensures that 100% of its high school graduates enroll in college. BLCI also helps students succeed in college programs across the nation. All students attend weekly "Steps to Success" workshops that prepare them for college success. Tutoring is offered. Field trips and enrichment activities are constant and ongoing throughout the year. BLCI student programs are based on the BLCI ABCs of College Success:

- **Academic Support:** First and foremost, we make sure our students are doing well in school to improve their chances of attending a quality college or university and ensure their academic success on a college campus.
- **Behavioral Development:** We believe that success in life requires more than just earning a high GPA. Through our community partnerships, we provide the training our students need

to build confidence, set goals, build professional networks, maintain healthy relationships and access more resources in college and in the community.

- College Knowledge: Through our weekly “Steps to Success” workshops and college tours throughout California, BLCI promotes a “College-Going Culture.” At BLCI, college is the natural next step after high school. In fact, 100% of our high school graduates enroll in colleges and universities throughout the nation! Students and families learn how to choose the right college and finance their higher education

D8PN brings together a broad spectrum of cross-sector partners including schools, school districts, non-profit organizations, hospitals, clinics, the City (including the Police Department), County departments (Child Welfare Services, Probation, and Public Health Nursing), the Chamber of Commerce, and institutes of higher education, as well as parent and resident groups.

BLCI has been a part of the Barrio Logan community for 21 years. Currently, BLCI is housed in temporary space and in need of a permanent residence. Without a permanent location, BLCI may have to leave the Barrio Logan community. Recently BLCI was approached by the City of San Diego and the Barrio Logan Museum Cooperative with an offer to co-locate BLCI



BLCI students tour the Chicano Park murals in Barrio Logan

with a new initiative, the Barrio Logan Historic Museum project, an opportunity to provide BLCI a permanent residence while also increasing residents’ appreciation of their neighborhood’s rich history. The Barrio Logan Historic Museum project will educate the community on the history of Chicano Park,

a 7.4-acre park below the San Diego-Coronado Bridge that has had significant social, cultural, and political significance in San Diego and beyond since the 1970s. The park was named a National Historic Landmark in 2017. Over 40 murals decorate the park, many depicting Aztec divinity, legends, Mexican colonialism, and other images. The Museum tracks the history of a community facing gentrification. The only way to preserve the history of Barrio Logan is through uniting and organizing in support of issues that impact the community such as affordable housing.

The museum has invited BLCI to co-exist in a shared city space that will be renovated to meet the institute's needs. The space will provide opportunities for open communication, create diverse relationships, and build pride in the Barrio Logan community. BLCI-enrolled youth will serve as docents at the museum, guiding community members through the various murals and artifacts that reflect the history of Latinos in San Diego. As docents, youth will learn to guide visitors through the importance of each piece, identify the artists, and provide historical context. Students will learn communication skills, art literacy, and the value of community engagement, while strengthening their leadership abilities. All BLCI students will be able to apply for the docent position, teaching them career and professional skills transferable to any college internship or subsequent employment.

As described in the MOU, the partners have agreed upon a shared D8PN Theory of Change, which is embodied throughout this proposal. The Children's Initiative (TCI) will provide technical assistance and support for the pipeline, and will work with the initiative and its partners to ensure that all involved understand and implement the D8PN theory of change. TCI will use their experience in educational reform to visit sites, meet with program staff as needed, attend committee meetings, and provide feedback to ensure that all areas of the project are meeting the

goals that have been set, that services are being provided with fidelity by all parties, and that all partners keep the theory of change at the forefront in all service provision.

The D8PN Core Management Team, responsible for overseeing the day-to-day operations of D8PN, will include the Department Director, D8PN Program Director, D8PN Program Coordinator, Tutor Coordinator, Data Analyst, and representatives of SYHC, Casa, and BLCI, as well as the school Principals, the lead of each parent group at each school, and student representatives.

Qualifications and Experience of D8PN Key Managers

<p>Department Director: Mauricio Torre</p>	<p>Mauricio Torre has served SBCS since January 1997. He is committed to working with, and empowering, low-income and minority groups, particularly youth. As Director of the Youth Services Department he was responsible for Project supervision of all Youth Support Services programs. Mr. Torre earned a Bachelor’s Degree in Psychology and is bilingual and bicultural. As a results-based leader he has created momentum through executing strategies for organizational and community change resulting in sustained and positive outcomes. His experience, leadership and results focus have played a key role in creating strategies to address major social changes, and aligning resources and actions leading to the execution of strategies at scope and scale that make a difference. Mr. Torre is a first-generation Mexican-American who has lived on both sides of the border for most of his life. He intimately understands the plight of San Ysidro children. He oversaw the CVPromise planning and implementation process and played an integral role in scaling the Alternatives to Detention Initiative Countywide.</p>
<p>Program Director: Jose Mireles</p>	<p>Jose Mireles has been with SBCS since January 2006 and has worked with low-income, high risk communities. As Program Director, Mr. Mireles was responsible for the supervision of programs offering services in the areas of employment, shelter, domestic violence support, housing, and financial empowerment. In 2013, Mr. Mireles entered the role of Program Manager for the Chula Vista Promise Neighborhood Initiative in which he is currently responsible for the operations and implementation of the CVPromise continuum of solutions. Mr. Mireles has a Bachelors’ Degree in Criminal Justice Administration and a Masters’ in Public Administration.</p>
<p>Program Coordinator: Analia McKee</p>	<p>Analia McKee has been at SBCS since 2013. For the past 4 years she has worked for CVPromise as an In-Class Tutor, an Academic Advocate, and currently Program Coordinator of the Academic Advocate program. Ms. McKee has a B.A in Communicative Disorders and an M.S. in Mental Health Counseling. Her clinical background along with her experience working with youth and families has allowed her to serve the first-generation, low income population of Chula Vista with empathy, awareness, and an understanding of</p>

	issues faced by the community and families in need.
Turnaround Model Coordinator: Alejandro Garcia	Alejandro Garcia has worked with SBCS since August of 2015, first as the After-School Program Lead at Castle Park High School before becoming Data Coach at Castle Park Middle School (CVPromise school). He then became GTM Coordinator. Mr. Garcia graduated from UCLA in 2007 with a degree in sociology. He has worked in non-profits for 10 years as a case manager, youth counselor, gang intervention/prevention associate, substance abuse workshop provider, group facilitator, mentor, and program coordinator, maintaining client caseloads upwards of 50-providing both individual and group counseling. His current responsibilities include overseeing quality assurance of program services and maintaining a professional team dynamic and high work ethic. He is currently responsible for the coordination of Academic, Attendance, and Behavioral services at Hilltop Middle School.
Data Analyst: Obed Contreras	Obed Contreras has been the Data Analyst for CVPromise since 2014, developing and maintaining data collection systems for the initiative, and monitoring data methods for accuracy, adequacy, and legitimacy. Responsibilities include ensuring that all CVPromise partners gather and share data competently in adherence with legal, contractual, and company standards. Before that he was a criminal justice research assistant with SANDAG. He has a BS in Criminal Justice Administration from San Diego State University.
School Data Analyst: Natalia Jones	Natalia Jones is currently SBCS' Data Specialist for CVPromise. She creates ETO manuals and trains all staff, including partners' staff, to ensure that data is gathered and recorded correctly. Before that, Ms. Jones was the CVPromise K-6 Program Coordinator, developing and implementing programming that led to schoolwide improvements in academics, behavior, attendance, and school climate. She has a Bachelors' in Liberal Studies, with an emphasis in K-8 math, from San Francisco State University.
Attendance Intervention Specialist: Daniel Cuadras	With SBCS since January 2016, Daniel Cuadras started as an After-School Program Youth Leader in Castle Park Middle School (CVPromise school), helping troubled students to restore behavioral and social skills. His responsibilities include encouraging behavior improvement in a school setting for students, and employing techniques such as behavior modification, positive reinforcement, restorative circles, and other after school interventions. He also gathers data through the school year based on student referrals and interactions in order to perceive students' progress. His most recent position is Restorative Center Specialist at Hilltop Middle School. He has a bachelor's in Film and Digital Media from UC Santa Cruz.
Attendance Intervention Specialist: Trina Eros	With SBCS for 10 years, Trina Eros works with middle and high school students who are academically at risk as well students with special needs and emotional/behavioral disorders. Ms. Eros has provided case management and counseling, school staff consultation, student assessments, crisis intervention, parent education, and program planning. She is currently the Intensive Intervention Specialist at Hilltop Middle School (CVPromise school). She has a Bachelors' in Psychology from University of California Irvine and her Masters in Educational Psychology from California State University Long

	Beach.
Community Engagement Specialist (Casa): Trinidad Herrera	Ms. Herrera has lived in San Ysidro for 15 years, and raised her children in San Ysidro. She started as a volunteer at Casa Familiar after participating in nutrition classes they offered. She then became involved with the health education program as a Promotora. She is preparing to take the General Education Development (GED) test. She has personal knowledge of the difficulties faced by poor families in the neighborhood, and is dedicated to helping and empowering parents to support their children to succeed.
SY/BLCI Coordinator: Sara Boquin	Sara Boquin has dedicated the past 15 years to encouraging and providing academic services to underrepresented, low-income, and first-generation college students to overcome academic and/or personal challenges, and complete their baccalaureate. As a Latina, she understands the cultural and economic limitations to pursuing higher education that many Latino students face. Her personal immigration and educational experiences and achievements, as well as her biculturalism/binationalism will help her serve and empower the families and community of San Ysidro. At the University of San Diego, she led the exceptional growth of the Student Support Services (SSS) program. Through the development of the professional staff, strategic planning, fostering strong relationships with higher administration and the community, targeted marketing efforts, and maintaining current knowledge of student retention practices and technology she transformed USD's SSS. Her values are deeply aligned with the vision and values of BLCI, that all young people despite culture and status can attend higher education and thrive.

Resumes for all key staff are included in Appendix B. The exceptional leadership skills of the D8PN managerial staff, as well as the close cooperative relationships formed in the committees during the planning phase, will all ensure that any conflicts and disagreements are dealt with effectively by using group decision making processes to arrive at consensus.

As a vibrant community of practice, D8PN brings together diverse partners and practitioners who have agreed to work together while solving problems and improving practices so the project succeed. Working together in this way allows us to break down traditionally isolated silos and participate in shared goals, shared practices, shared learning, and creating connections across organizational and geographic boundaries. Thus, D8PN will be a dynamic community of learning. As D8PN partners create direct links between learning and performance, they will build individual and organizational capacity, creating systemic changes in order to make a difference over time. The D8PN Theory of Change, developed by all D8PN partners, provides a

fundamental framework for the continuum of solutions:

D8PN Theory of Change

D8PN is committed to building upon community strengths and the vitality of District 8's children, youth, and families. Using a Results Based Accountability framework, the D8PN partners made an unequivocal commitment to public accountability while working together in support of the neighborhood's children so they can thrive and succeed in school and in life. Our aligned actions will create a seamless network of trauma-informed support for children and families, centered on strong schools and a thriving neighborhood thereby breaking down barriers, fostering social integration, and providing multiple opportunities to access resources through a "no wrong door" approach. Through comprehensive education reform, guided by an understanding of the importance of early learning and a focus on developing 21st century skills to be college and/or career ready, D8PN will increase academic achievement, strengthen families, facilitate social integration, and invigorate the community through 3 pillars of transformation:

1. Our overarching pillar of transformation is enhancing District 8's rich, predominantly Latino culture, while emphasizing education and college access as core values. D8PN will support children and families from diverse backgrounds in embracing their culture while simultaneously breaking down walls preventing them from gaining the skills they need to thrive, succeed, and develop a life-long commitment to independent learning.
2. Understanding that children do not live in isolation and that schools alone cannot meet the needs of a vastly underserved community, D8PN has united a critical mass of cross-sector leaders committed to taking aligned, coordinated actions and embracing a holistic approach, while nurturing the health of the entire community as an integrated, multi-faceted ecosystem.
3. D8PN values engaged, informed parents as a critical resource. We strive to support parents as key partners who not only understand how to help their children thrive, but also have the resources and support they need to serve as secure anchors for their children.

(D) Quality of the Management Plan (20 points).

(D1) Management Plan is Adequate to Achieve Proposed Objectives.

SBCS’ Organizational Capacity to Implement D8PN

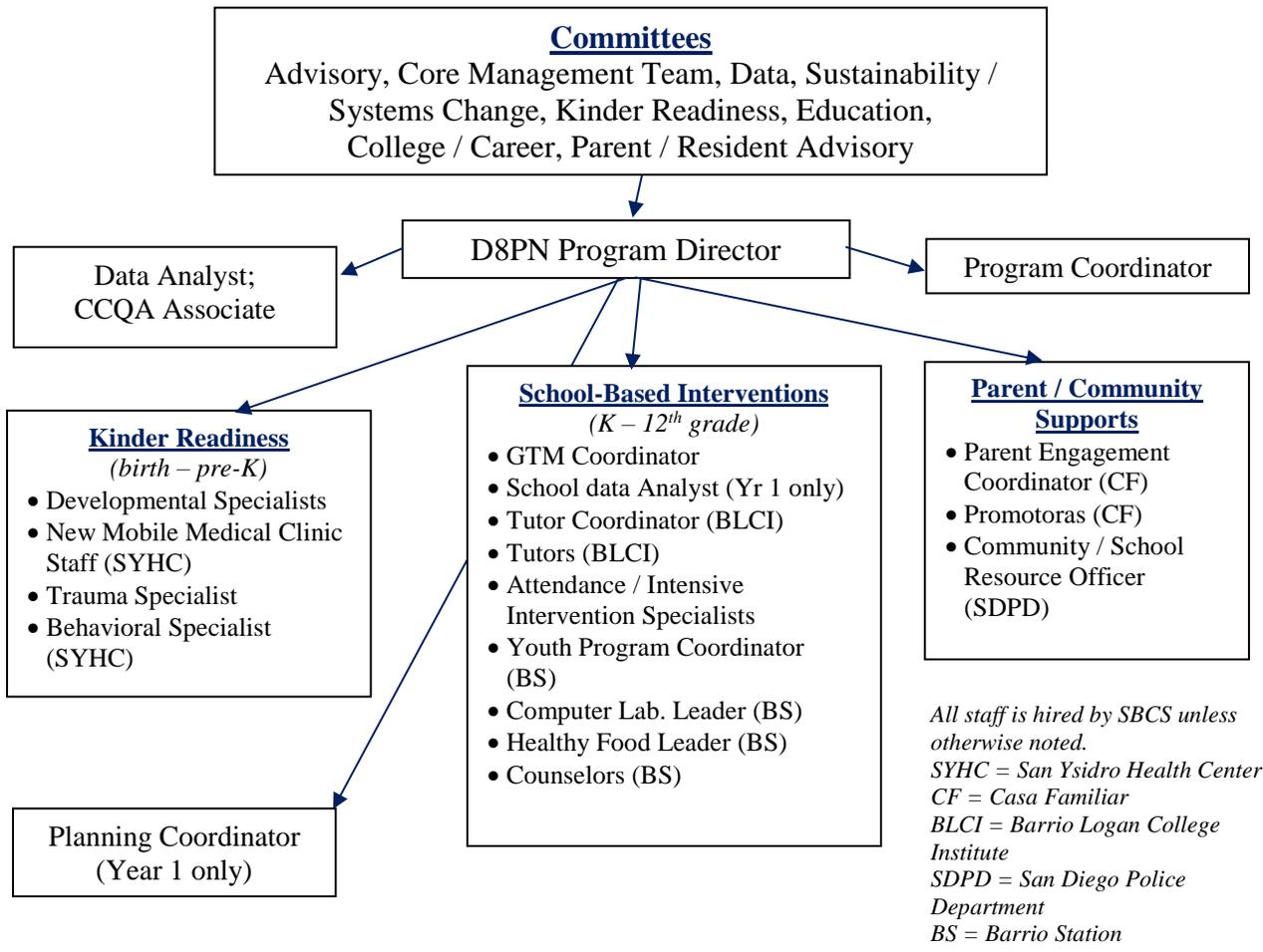
Criteria	SBCS
Working with the neighborhood and its residents	SBCS has over 46 years of experience serving SY. The majority of SBCS’ Board of Directors are South Bay residents and one-third are low income, per SBCS bylaws. Many staff of SBCS, SYHC, Casa, BLCI, and SAY are D8PN residents, and many attended the target schools. Key staff in D8PN are neighborhood residents. Hundreds of residents were involved in the D8PN planning process. The needs assessment was informed by over 1,700 parent surveys.
Working with schools and LEAs	SBCS has worked with the region’s schools and districts for many years. 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, LGBTQ services, and workforce development services – as well as CVPromise. SBCS already has staff stationed at a number of schools in San Ysidro and in the SDPD Southern Division precinct, and SAY has similarly co-located staff in BL/LH.
Working with service providers	SBCS was chosen among the collaborative partners to lead D8PN 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 efforts, 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 FRCs, clinics, police departments, schools, child welfare services, and affordable housing projects. Many of the region’s service providers participated in the planning phase. The MOU outlines the supportive roles of some of the key community partners.
Working with Federal, State, and local government leaders	D8PN ‘s lead partners all work closely with local government at many levels. The City and County of San Diego are both D8PN partners. D8PN has letters of support from State Senator Ben Hueso, Congressman Juan Vargas, Congresswoman Susan Davis, County Supervisor Greg Cox, and City of San Diego District 8 Councilmember David Alvarez.

The following committees represent the diverse individuals and organizations who assisted the planning process, and will oversee project implementation.

D8PN Management Structure

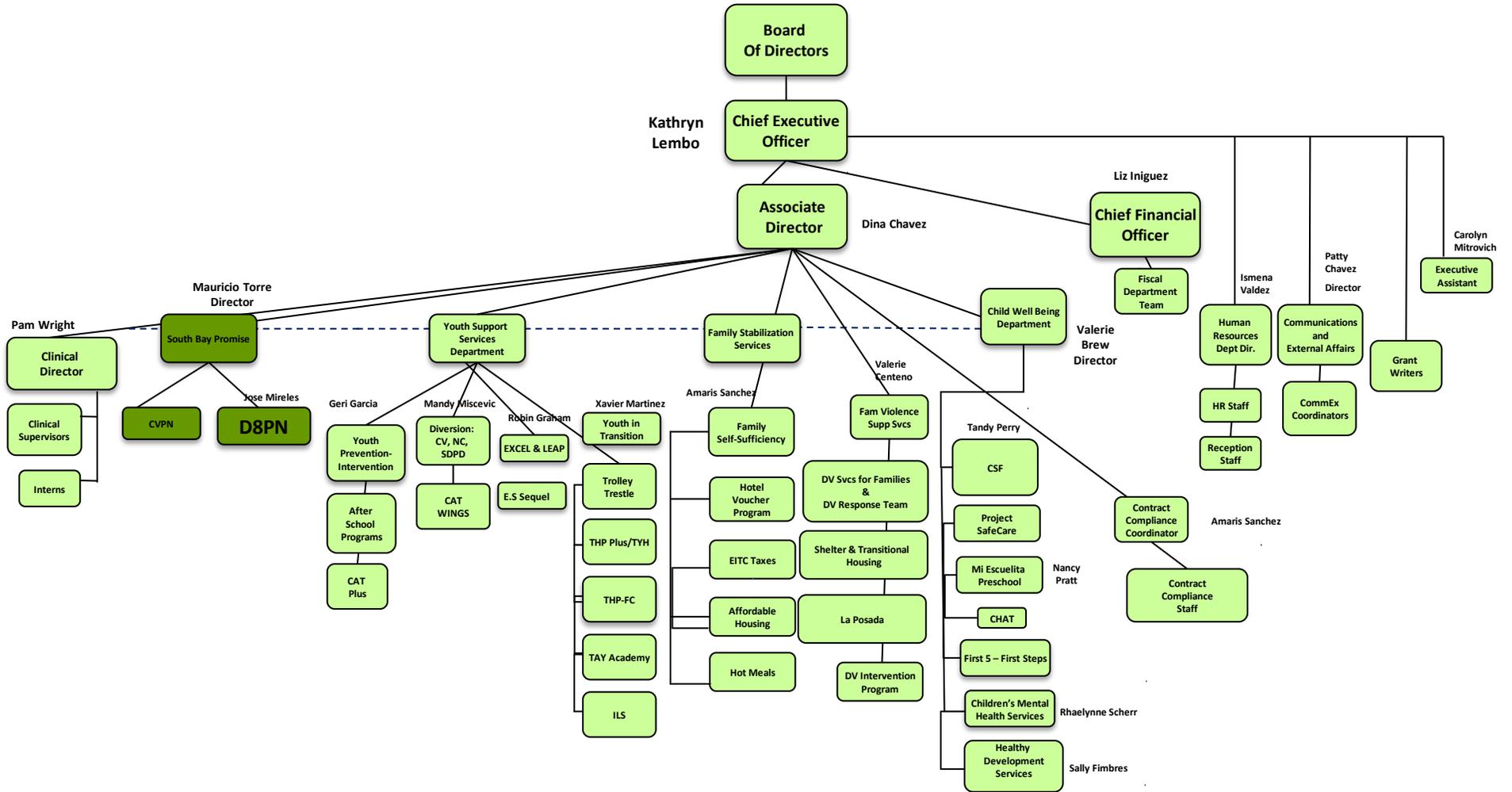
Committee	Members / Organizations Represented	Role & Responsibilities
<p>Advisory Committee Meets monthly for first quarter, and quarterly thereafter.</p>	<p>PN Program Director; SBCS President/CEO; SANDAG; SYSD; SYHS; SDUSD; BLCI; County-HHSA; Cecil Steppe; Nora Vargas; D8 Councilman David Alvarez; Sen. Ben Hueso; City of San Diego; Parent/Resident Reps.; The Children’s Initiative; Youth Reps.</p>	<p>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. Ensure project’s adherence to theory of change and RBA.</p>
<p>Core Management Team Meets monthly or more</p>	<p>PN Program Director; PN Program Coordinator; SBCS Dept. Directors; SANDAG; Reps. of Parent Advisory Committee, Data Team, Education Committee; SYHC; Casa Familiar; BLCI; Barrio Station; School Districts.</p>	<p>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.</p>
<p>Data Team Meets monthly or more.</p>	<p>PN Program Director; SANDAG; Data Analyst; SYHC; Casa Familiar; County Departments: Probation, CWS, and PHN; City of SD; SYSD; SYHS; SDUSD.</p>	<p>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.</p>
<p>Kinder Readiness Committee Meets monthly or more.</p>	<p>PN Program Director; KRS Director; KRS Coordinator; CWB Dept. Director; Child Welfare Services; SYSD Assistant Superintendent; Promotora Rep.</p>	<p>Oversee implementation of KRS to develop a seamless continuum of high quality early learning programs for children aged birth to Pre-K and their parents.</p>
<p>Education Committee Meets monthly or more.</p>	<p>PN Program Director; School Principals; Tutor Coordinator; SYSD; SYHS; Perkins; The Children’s Initiative.</p>	<p>Oversee implementation of education interventions in target schools to accomplish comprehensive education reform, Kindergarten through 12th grade.</p>
<p>Career College Committee Meets monthly or more.</p>	<p>PN Program Director; ManPower; BLCI; UCSD; SYHS</p>	<p>Oversee college & career preparedness activities and programs for children and adults throughout the pipeline</p>
<p>Parent / Resident</p>	<p>PN Program Director; Parents from all school sites; SYHS; SYSD;</p>	<p>Ensure communication between schools / parents / residents and</p>

Advisory Committee Meets monthly or more.	Casa; Barrio Station; Neighborhood Residents; PTAs.	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.
Sustainability / Systems Change Committee Meets quarterly.	PN Program Director; SBCS Development Team; SBCS President/CEO; SYSD, SDUSD, & SUHSD; County HHSa; SYHC; Casa; BLCI; City of San Diego; The Children’s Initiative; Regional Homeless Task Force Rep.	Plan and implement fundraising strategies and activities to support the project. Ensure fundraising targets are met. Monitor efficiency of systems and advise/advocate on opportunities for reform; Provide regular reports on activities and accomplishments to Core Management Team.



SBCS

South Bay Community Services Organizational Chart



Parent and resident engagement in every aspect of the pipeline is crucial so there is local buy-in and support for the interventions and also to foster social integration within the community. The culturally diverse committees include a Parent / Resident Committee that is responsible for ensuring two-way communication between schools, parents, residents and project implementation teams, so parents and residents are regularly updated on the implementation process, and so other committees receive regular feedback from parents and residents. The Parent/Resident Committee will be facilitated by the project's full-time, bilingual Community Engagement Coordinator (hired by Casa), Trinidad Guerrero, who will also oversee the D8PN Promotoras. This was decided because Casa Familiar has operated a successful Promotoras program for many years, and is deeply engaged with the San Ysidro community and parents. Casa's bilingual Promotoras, known by many neighborhood residents, assist with outreach to parents and residents. The Parent / Resident Committee meetings will be bilingual (English and Spanish). Parent representatives also participate on all other committees.

For over 35 years, SBCS has provided services at local schools such as mental health services, youth diversion programming, and after school programs.

SBCS and the school districts (SYSD, SUHSD, and

SDUSD) have strong working relationships. The school districts and target schools worked

“San Ysidro has been my home for the past 15 years. This is the place where I raised my children and made lifelong friends. Growing up, it was difficult for me to go to school because I had to work from an early age. Still, I was able come to the United States and learn English to provide for my family. Through these challenges, I have learned that it takes a community to make someone successful. Many people have helped me along the way but one person that I admire the most is Cesar Chavez because he organized the people to improve their lives. His example made me want to get more involved in my neighborhood. For example, when my children attended San Ysidro High School, there was a dangerous sidewalk that students had to take to walk to school. Once a month, we would hike up that road with signs and we invited people to join. A few months later, the City began construction of the new sidewalk. I am very proud of this because I was able to help in something for the kids of San Ysidro and my community.”

Trinidad Guerrero, Promotora

closely together with SBCS throughout the planning process. All PN staff will work from offices located on school campuses or directly in the neighborhood at SYHC, Casa Familiar, BLCI, or Barrio Station. As described in the MOU, each district / school will participate in the Advisory Committee, Data Team, and Education Committee, which will oversee school-based implementation for comprehensive education reform, preschool through 12th grade. The schools have committed match funding, classrooms, office space, computers and other equipment, community outreach support, and parent meeting space. They have committed to data gathering and sharing, and full cooperation with the National Evaluator.

The implementation committees convene most service providers working in our region, county departments and the City of San Diego (including the San Diego Police Department – Southern Division). Thanks largely to SBCS’ leadership, South San Diego experiences an unprecedented level of cross sector collaboration to build a region wide system supporting families along a seamless continuum with improved health, self-sufficiency, and prosperity. D8PN has benefitted greatly from this existing culture of cooperation and collaboration, and has been able to leverage many existing programs and services. The MOU describes the partners’ extensive experience serving the community.

SBCS’ Youth Services Department Director, Mauricio Torre, in conjunction with the Program Director, will be responsible for fostering partner accountability, managing partners, and inviting new partners to the D8PN collaborative. He will manage partners’ program planning, development, implementation, and accountability. He will also participate in the monthly Promise Zone meetings. SBCS’ Contract Compliance and Quality Improvement staff already have a comfortable grasp of ETO, and will assist and hold partners accountable for their required data reporting standards. Together with the Program Director, the Department Director

will ensure that all partners hold monthly meetings to address any challenges, collectively overcome any obstacles, and help find solutions throughout different stages of implementation. SBCS' CEO Kathryn Lembo will meet periodically with the school district superintendents to discuss progress, issues, and any areas of concern. The Children's Initiative will monitor the project's system reform efforts and ensure that D8PN is responsive to emerging regional, statewide, and federal political and economic opportunities. Finally, the D8PN Management Team will meet regularly with the CVPromise Implementation Team to review and discuss project goals, lessons learned, and effective strategies. CVPromise staff will serve as an ongoing source of support for all D8PN staff throughout implementation.

D8PN has developed a comprehensive plan for communications and outreach so the project can continue engaging residents and partners, and bring on new partners. SBCS' Director of Communications and External Affairs will be responsible for overseeing the implementation of the communications plan, including website and social media management. Just as many staff at SBCS, SYHC, Casa Familiar, and BLCI are part of the community we serve, bilingual and bicultural staff who understand the needs of D8PN students and families will assist with outreach and communication efforts. The Director of Communications and External Affairs will work with her team to brand D8PN and manage all related communication, outreach, and website content. This work will mirror CVPromise's interactive, well-visited website and communications activities (CVPromise.org). The D8PN Communication Plan hinges on 3 main elements:

1. **Promotora Outreach:** D8PN will use bilingual, bicultural Promotoras (at least 50% of whom live in the target neighborhood) to identify families eligible and in need of entry into the D8PN pipeline, and also to communicate information, news of community events, and

annual updates of the project.

2. **D8PN Website:** SBCS has partnered with Intesa, a San Diego-based communications and government relations firm, to design and maintain the interactive D8PN website. The website will play an important role in providing parent education and professional development for partners. It will have designated pages for community members, teachers, students, and service providers, and will act as a resource and venue for information. Professionals, parents, and children will be able to get their questions answered, find resources, and share information on a variety of topics such as community safety, health, nutrition, academic success, and family self-sufficiency.
3. **Parent Centers:** D8PN will open its target school campuses during, before, and after school hours and occasionally on weekends to provide a safe and comfortable place for community members to join, gather information, access resources, and use computers for job/college searches, attend workshops and classes, and related activities.
4. **Social Media:** D8PN understands the importance of engaging youth and families in creative ways. We have learned through our work in CVPromise that many youth and families use social media as a way to communicate, and that this is an important tool for connecting with the target population.

All D8PN communication and outreach will be representative of the community and thus bilingual (English/Spanish) and in line with the bicultural lifestyles of our residents.

(D2) Collecting, analyzing, and using data

SBCS' Contract Compliance and Quality Assurance Department has extensive experience collecting, analyzing, and using data for decision making, learning, accountability, and program feedback to continuously improve programs. For example, SBCS has used Efforts to Outcomes (ETO) software for many years to record data for our County contracts for providing the

CVPromise, Community Services for Families, Independent Living Skills, and Workforce development services. SBCS invested considerable resources into building out the ETO tracking system for CVPromise, which all partners use to record progress towards the Department of Education's GPRA indicators. This database will be available to D8PN. SBCS has also participated in the statewide THP-Plus (supportive transitional housing for former foster youth) participant tracking system since it began in 2008. This web-based longitudinal tracking system allows SBCS to capture snapshot data, compare our program data to statewide averages, analyze program progress, and export full participant data for detailed analysis. SBCS uses this data to make informed decisions about the effectiveness of program tools, service delivery, and program philosophy. SBCS has also incorporated the measures into staff evaluations, as baselines for staff performance appraisals and performance-based contracts. SBCS' Juvenile Diversion Program used data from the 8% Study in Orange County to identify youth who are most at risk of offending or re-offending, and provide intensified services to mitigate that possibility, thus increasing the program's success rate from 70% to 94.5%. Similarly, in SBCS' Therapeutic Preschool Program for children traumatized by family violence, SBCS works with the school district to track achievements and behaviors of preschool graduates as they progress through grade school, in order to determine what worked and strengthen the program. The results of this study have been presented throughout the County, and will soon be taken state and nation-wide as a replicable model for addressing childhood trauma in children 0-5. SBCS participates in countywide evaluations of Healthy Development Services (SBCS is the lead provider for the South Region), conducted by an external evaluator. This data has been used to enhance program delivery and improve outcomes. Data from SBCS' child abuse prevention and intervention program was used to determine that the majority of child abuse cases were neglect cases. In

response, SBCS pioneered the evidence-based SafeCare model throughout the county, providing intensive in-home parenting training for families at-risk of neglect.

The CVPromise data tracking system is recognized as one of the best among all existing Promise Neighborhood sites. Obed Contreras, D8PN's experienced Data Analyst (who will have access to CVPromise's experienced Data Manager as a valuable resource) will manage the D8PN data system, including overseeing all gathering, analysis, and sharing of data for D8PN, and facilitating D8PN Data Team meetings. This team brings together the San Diego Association of Governments (SANDAG) and all D8PN partners, each of which are able to access unique sets of data for the project. The role of the Data Team is to assist the project in accessing the necessary data on key indicators and other factors, monitor the longitudinal data gathering system, analyzing data and providing regular reports to the Program Manager, Core Management Team, and Advisory Committee in order to guide future planning and continuous improvement. SANDAG conducted the needs assessment and segmentation analysis, and will continue participating in the project by providing quarterly and annual reports on indicators, conducting annual school-wide surveys, communicating with the National Evaluator, and ensuring that all data requirements are met. Data will also be used by the Core Management Team and Advisory Committee to determine whether solutions in the continuum are achieving desired outcomes. The Data Team will regularly report to the program Manager and other relevant committees on data gathered and analyzed, so that data can be used to guide program decision making. In addition, the committees will cooperate with the National Evaluator in designing the evaluation plan.

D8PN will use Social Solutions' Efforts to Outcomes (ETO) longitudinal tracking software for outcomes tracking and performance management, a system SBCS has used for many years. In CVPromise, Social Solutions initially provided access to the ETO program and report

templates. However, the Data Manager custom built every single program and report template, 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 Program Director of each program in order to discuss their specific program objectives and goals. This information was used to create specific data entry points for each program in the ETO Enterprise to track program-specific data. Finally, we created data management training manuals (procedures) and customized reports based on the specific needs of the Program Director and CCQA Associate, and provided trainings and on-going support for all staff and partners' staff. This process has resulted in data that reflects actual programming and also provides the ability to change program build outs as the needs of the population and program change.

Using ETO's Dashboard application, D8PN will track efforts and outcomes at a variety of levels, including for individual children and family members, programs provided by the partners, and our Promise Neighborhood as a whole. Such measures will be used for compliance and accountability purposes, and also to track outcomes in real time to determine what is working and improve performance in a cycle of continuous learning and improvement. The Data Analyst will provide training to all partners on how to use the ETO system, and monitor and report progress. They will work with the Associate Director ensuring that all partners are meeting their targets. The Data Analyst will also work closely with the Program Director to ensure that partners comply with their data-related responsibilities.

Based on our experience with CVPromise, SBCS has learned a number of lessons that have been incorporated into D8PN's implementation plan design – including data management. We learned that it is essential that each partner designate (and name in the MOU) a single person who is responsible for gathering data and inputting data into the ETO database. We also learned

that different partners approach families, children, and services from varying perspectives and can interpret indicators and data differently. To address these potential discrepancies, CVPromise has developed a ‘Data Dictionary’ for all indicators, so all partners are of the same mind and gathering comparable data. D8PN will have access to this tool, and adapt it to the specificities of the programs within D8PN. All partners will be trained on using ETO and on the data dictionary. Additionally, we learned the importance of including teachers and students in planning for changes in school systems (i.e. not only working with administrators), in order to ensure buy-in and full cooperation. The CVPromise Data Specialist participated in the Department of Education’s webinar on the new data requirements for the 2017 Promise Neighborhood competition, and has already adapted the data system to meet the changes.

SBCS will comply with HIPAA, FERPA, and all applicable privacy laws. D8PN will use a universal release of information, signed by parents, giving D8PN permission to share non-identifying data in progress reports. When a partner enters information on a particular client into the ETO longitudinal tracking system, they will be able to see that the client received a service from another partner, but will not be able to access any information on what services they received. Only SBCS and SANDAG will have universal access to all data, for the purposes of generating system-wide reports. However, no one will be able to access information that could allow them to identify a client.

The Data Analyst will use ETO to create a data-driven system that will provide timely access to trend and current data for all partners. Data will be analyzed to evaluate the effectiveness of each solution and the D8PN pipeline as a whole. The D8PN continuous quality improvement process will include regular outcome evaluations (impact of services on indicators), cultural competency surveys, satisfaction surveys (to include parents, teachers, and

employees of D8PN), and school-wide surveys.

SANDAG will continue to support D8PN by conducting a quarterly analysis of all D8PN data, and provide regular reports to all committees and partners, as well as annual reports on indicators. SANDAG will assume the lead in communicating with the selected National Evaluator, participate in all meetings and conferences, and assure all data collection requirements are met. SANDAG will also conduct the annual school climate surveys. SBCS and SANDAG will continue working with the schools, districts, and other partners to enhance and expand the longitudinal data system by reporting on indicators quarterly and annually. These reports will be made public on the SBCS website, and shared with parents and residents via PowerPoint presentations at parent/resident forums.

The MOU describes each partner's commitment to gather and share data, participate in analysis and interpretation of the data, use data for continuous improvement and partner accountability, and work with the National Evaluator. SBCS and SANDAG also commit to working with the National Evaluator to design an evaluation strategy that includes a credible comparison group, and to collect reliable and valid baseline data for the neighborhood and comparison group.

(E) Adequacy of Resources (15 points).

(E1) Costs are reasonable

As demonstrated in the budget narrative, all project costs are reasonable, necessary, and essential for the operation of D8PN. 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. In year 1, 50% of the funds from the US department of Education will be directed

towards planning activities (including conducting community-driven planning activities, hiring and training staff, and undertaking essential facilities upgrades and equipment purchases), so that implementation can begin smoothly during the summer of 2018. Similarly, in year 2, 25% of funds will be used for planning activities.

D8PN 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 process. 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. For example, Casa Familiar is deeply connected to the D8PN community and has a history of community organizing and operating a Promotoras program. As such, it was decided that Casa Familiar should operate the D8PN Promotoras program, so that scope and impact are maximized. Additionally, because of BLCI's past successes implementing tutoring in a numerous low performing schools, BLCI will be the hiring agency for the Tutors.

(E2) Applicant has the resources to operate the project

Sustained funding for this project is the responsibility of SBCS' Chief Executive Officer and the Sustainability Committee. SBCS has an excellent track record of developing, implementing, and sustaining programming in response to identified needs in our community. Funding is spread over a wide base of local, county, state, and federal agencies as well as individual donors, corporations, and private foundations. SBCS is also broadening our donor base through online fundraising and planned giving opportunities. This strategic formula has created sustainability over time through the leveraging of diverse funding sources, and limits liability and dependence on one type of support. SBCS also raises funds through EastSide Sequel (a retail boutique), an

online eBay business, and a Swap Meet business (which also provide clients with work experience and job training).

SBCS' exceptionally accomplished, multicultural leadership team has wide-ranging expertise and well over 100 years of collective experience with the agency. The current leadership team oversaw the agency's growth from a FY91/92 budget of \$1.2 million with assets of \$266,832, to \$9 million in F2001/02, to the current FY17/18 operational budget of \$30.4 million and assets of \$13.7 million. Throughout this rapid growth, the agency's core values and purpose have remained fixed, while our business strategies and practices have creatively adapted to emerging needs. We continually refine our structure and processes, while at the same time preserving the ideals embodied in our mission.

SBCS' Development Team includes the President/CEO, Development Consultant, Grant Writing Associate, and Department Director of Communications & External Affairs (all full-time positions). The Development Consultant has worked for SBCS since 2002, writing more than 500 grant proposals which have brought in well over \$60 million of mostly new funds for the agency (including our successful 2012 Promise Neighborhood Implementation Grant). SBCS regularly takes the lead on multi-agency collaborative projects, and so the Development Consultant and Grant Writing Associate have considerable experience writing grants for large projects that bring together many subcontractors such as schools, cities, other social service agencies, etc.

SBCS currently manages 56 Federal grants (including city, county, and state 'pass-through' grants). The Fiscal Department, headed by a CPA with over 28 years' experience in nonprofit accounting, uses accepted accounting procedures. Major funding sources are accounted in separate departments to prevent expense overlap and facilitate monitoring of year-to-date

expenses by funding source. The agency is audited by an independent auditor on an annual basis, and has a history of clean audits. In the TCC Group's online Core Capacity Assessment Tool (CCAT) mentioned above, SBCS scored 297 out of 300 under 'Financial Management', and the agency's financial management skills were a consistently identified strength.

The D8PN Sustainability Committee will continue to meet regularly to share funding opportunities and approaches in order to raise and leverage further resources for supporting the scale-up plans and ensuring ongoing sustainability of the project. All of the collaborative partners are committed to assisting with fundraising efforts, as discussed in the MOU.

D8PN has been able to tap into multi-source funding capabilities through our cross-sector partners: For example, SYSD, SUHSD, and UCSD (education streams), SYHC (health streams), SBCS, SYHC, Casa, Manpower, SD Futures Foundation, BCLI (child / family support streams), and the City of San Diego, County of San Diego, HHS&A & Probation, and SANDAG (government streams). As a result, SBCS has been able to leverage funding from multiple funding streams – including both public and private sources – to support D8PN's implementation. Many of the programs that will be available to families and children as part of the D8PN pipeline are fully funded by sources other than the Department of Education. For example, Healthy Development Services (\$1,923,750 per year, First 5 Commission); Children's Mental Health (\$734,030 per year, County of SD); PEI (\$1.2 million per year, County of San Diego); and Addressing Childhood Trauma (\$400,000 per year, Office of Minority Health), to name just a few. SBCS will provide leveraged match funds amounting to a value of **\$39,410,916 in match funds, of which \$5,680,076 or 14% of the Department of Education request is from private sources.** The individual match contributions are described in the attached MOU (Appendix C) and letters of commitment in Appendix D, which begins with a summary list of all

committed match funds. Some examples to illustrate the range and depth of commitment our community has to D8PN are:

General Letters of Support: Senator Ben Hueso; Congressman Juan Vargas; County Supervisor Greg Cox; Council Member David Alvarez

Public Match Letters/MOU (Total \$33,730,840): County of San Diego: HHS: \$10,000,000; County of San Diego: Probation: \$842,929; San Ysidro Health Center, \$11,816,236; San Ysidro School District: \$4,243,605; Sweetwater Union High School District: \$1,600,000; Casa Familiar: \$1,630,610; SAY San Diego: \$3,000,000; Barrio Station: \$500,000; Chicano Federation: \$750,000

Private Match (Total \$5,680,076): ARTS: \$275,000; Barrio Logan College Institute: \$1,043,576; Manpower: \$2,055,480; The Children's Initiative: \$500,000; UCSD: \$487,500 ; SD Futures Foundation: \$154,000; SAY San Diego: \$720,000

(E3) Existing neighborhood assets and programs

The D8PN pipeline is designed to leverage and integrate high-quality programs, public and private investments, and existing neighborhood assets into the continuum of solutions. The D8PN community already has in place many strengths-based services and resources. The needs assessment and the planning meetings identified existing services and resources, as well as gaps in services, and this data was used to design a continuum of services that builds upon, aligns, coordinates, and enhances existing community assets.

Live Well San Diego is the County of San Diego's vision for a region that is Building Better Health, Living Safely and Thriving. It aligns the efforts of individuals, organizations, and government to help all 3.3 million San Diego County residents live well. SBCS is a formal, recognized *Live Well San Diego* Partner, as are many of the D8PN partners. Valerie Brew, SBCS Child Wellbeing Department Director, is a member of the South Region *Live Well San Diego* Leadership Team as well as the Building Better Systems Subcommittee of *Live Well San Diego*. The 3 Pillars of *Live Well San Diego* are Building Better Health, Living Safely, and Thriving.

D8PN addresses all three. Health is addressed through attention paid to D8PN residents' physical and mental health and wellbeing within the D8PN Salud program, including the mobile medical unit, screening for health insurance, connecting to CalFresh, and providing education around health-related topics such as healthy eating, obesity, nutrition, staying drug-free, etc. Safety is addressed as D8PN strives to create secure and stable neighborhood and a healthy environment in which residents can feel safe and nurtured. Thriving is the ultimate goal of D8PN – to provide supports and resources so that all children in the neighborhood can make progress through the cradle to college / career pipeline, including educational and employment achievement, physical and mental wellbeing, and connections to community.

SBCS, SYHC, Casa, BLCI, and SAY will leverage their many programs and services for children, youth, and families, all funded by sources other than the Department of Education. SBCS intends to intensify the focus of these services for vulnerable children, youth, and families living in the target neighborhood, reaching at least a 65% penetration rate. Some of the services provided by SBCS will 'saturate' the target area, directly addressing factors that prevent children and families from thriving and that create barriers to academic success for children.

The collaborative partners have also identified an impressive array of resources and services that will contribute to the success of D8PN. As described in the attached letters of commitment and the MOU, each partner participating in the D8PN initiative has committed to providing a cash or in-kind match.

D8PN's Advisory Committee will monitor local, state, and federal legislation for items that could produce impediments and develop plans to minimize their impact, and work with community partners to provide advocacy around these issues. However, it is possible that unanticipated changes in legislation at the state and federal levels (e.g. changes to the Affordable

Care Act, immigration overhauls, changes to common core standards, new agreements negotiated with teachers’ unions, or cuts to state, county, or city budgets) could impact D8PN’s achievement of outcomes.

Absolute and Competitive Priorities Addressed

Priority	Proposed Strategy
AP 1	<ul style="list-style-type: none"> Reflected throughout the entire D8PN implementation strategy.
CP 2 (Drug-Free Communities)	<ul style="list-style-type: none"> D8PN will be an important partner of the Cinco de Mayo Con Orgullo, San Diego’s DFC program described above. See attached signed MOU from SAY San Diego, DFC grant recipient.
CP 3 (Evidence-Based Strategies)	<ul style="list-style-type: none"> Numerous evidence-based models and services have been integrated into the D8PN pipeline. See description of evidence in section B3 and Appendix G.
CP 4 (Promise Zone)	<ul style="list-style-type: none"> The City of San Diego was awarded Promise Zone status in 2016, and the proposed D8PN includes significant presence in the San Diego Promise Zone. See signed HUD Certification.