Table of Abbreviations

ACM	Academic Case Management / Manager
BH-ELN	Boyle Heights-Early Learning Network
Boyle Heights HS	Boyle Heights Continuation High School
CS	Community School
CSU-LA	California State University-Los Angeles
ECE	Early Childhood Education / Early Care and Education
ELACC	East Los Angeles Community College
First St ES	First Street Elementary School
FSCS	Full Service Community School(s)
Hollenbeck MS	Hollenbeck Middle School
LAUSD	Los Angeles Unified School District
Mendez HS	Felicitas and Gonzalo Mendez High School
MTSS	Multi-Tiered Student Support System
Promesa	Promesa Boyle Heights Collaborative
Proyecto	Proyecto Pastoral at Dolores Mission, lead agency and applicant for the Promesa Boyle Heights Collaborative
Roosevelt HS	Theodore Roosevelt Senior High School
Sheridan ES	Sheridan Street Elementary School

Introduction

Proyecto Pastoral at Dolores Mission (Proyecto) and the Promesa Boyle Heights Collaborative (Promesa) are pleased to submit a five-year Full-Service Community Schools proposal to the U.S. Department of Education. Promesa currently serves three full-service community schools within LEA partner the Los Angeles Unified District (LAUSD) – Hollenbeck Middle School, Felicitas and Gonzalo Mendez High School and Theodore Roosevelt Senior High School ("Promesa Community Schools") – and is in the nascent stages of expanding to two elementary schools: First Street Elementary School and Sheridan Street Elementary School. All of these schools are eligible for a schoolwide program under Section 1114(b) of the ESEA, with between 96% and 97.1% of students qualifying for Free/Reduced Price Meals based on federal poverty guidelines; and all are located within LAUSD Local District East and in the community of Boyle Heights, a largely low-income, Latinx community within the city of Los Angeles. **For the proposed project, which addresses Absolute Priorities 1 (Title IA Schoolwide Program Eligibility) and 3 (Capacity-Building and Development Grants), Promesa will develop additional infrastructure, activities, and partnerships at its two newest community schools – Sheridan Street Elementary and First Street Elementary**. The project objectives to be accomplished by year five are:

1. ***Establish four FSCS pillars at two partner elementary schools in Boyle Heights***
2. ***Establish a continuum of six coordinated pipeline services addressing the holistic needs of students and their families at the two partner elementary schools***
3. ***Increase the percentage of students and their families at the two elementary schools who are targeted for services from 20% in Year 1 to 80% percent by Year 5.***

Proyecto Pastoral (Lead Agency) Background

Proyecto Pastoral at Dolores Mission (Proyecto) serves as the lead applicant for this FSCS grant and is the backbone entity to the Promesa Boyle Heights Collaborative (Promesa). Founded in 1986, Proyecto is a 501(c)3 community-building organization whose mission is to empower the community of Boyle Heights through grassroots projects in education, leadership, and service. Proyecto provides an array of direct service programs for children, youth, families, and other residents of all ages and also leads the Promesa Boyle Heights Collaborative focused on systemic and community-wide change. Proyecto's direct service programs include: IMPACTO, a youth development program with in-school and out-of-school-time strategies reaching 900 youth ages 5 to 18; two Early Childhood Education Centers serving 100 children ages 18 months to 5 years and their parents; Guadalupe Homeless Project, which includes an emergency shelter serving 41 men nightly and a shelter serving 15 senior women nightly; and Comunidad en Movimiento, a resident leadership development and civic engagement program.

As lead agency and applicant, Proyecto will provide oversight on proper implementation and fiscal management of the FSCS grant, including oversight of how grant funds are used; ensure all reporting requirements are met; and ensure proper close-out of the grant within the grant terms. The organizational charts provided in the Management section further detail Proyecto's backbone infrastructure, Promesa's governance structure, and the management and oversight relationships.

Promesa Boyle Heights Collaborative Background

The Promesa Boyle Heights Collaborative (Promesa) is a community-driven, Collective Impact collaborative comprising community residents; six public preK-12 schools; three postsecondary institutions; and over 30 community, faith-based, and healthcare organizations

united in transforming conditions and opportunities for youth and families in the neighborhood of Boyle Heights, just east of the Los Angeles River. Promesa launched in 2010 after being selected as one of the U.S. Department of Education's first Promise Neighborhoods planning sites to lead a two-year process that involved hundreds of stakeholders in developing an ambitious plan for community transformation. Although Promesa was just points shy from securing Promise Neighborhoods implementation funding, the Promise Neighborhoods planning period allowed Promesa to build and refine the model for systemic transformation and forge strong working relationships with many of the diverse partners who now compose the collaborative (Table 1).

Table 1. Partners of the Promesa Boyle Heights Collaborative

Promesa Boyle Heights Collaborative Partners	
Listed in alphabetical order by partner type *denotes 2022-23 member of Promesa's Steering Committee	
Backbone Organization Proyecto Pastoral*	Pacoima Beautiful Para Los Niños People's Yoga
K-12 Public Schools Boyle Heights Continuation High School First Street Elementary* Hollenbeck Middle School* Mendez High School* Roosevelt High School* Sheridan Street Elementary*	PUENTE Learning Center SHOUT (Salesian Boys and Girls Club) The Coalition for Humane Immigrant Rights TreePeople United Way of Los Angeles Upward Bound Violence Intervention Program Volunteers of America
LEAs / School Management Organizations Los Angeles Unified (LAUSD) LAUSD Local District East Partnership for Los Angeles Schools*	**Coalitions / Collaboratives** Communities for LA Student Success Immigrant Integration Task Force Loyola Immigrant Justice Clinic May Day Coalition Park Equity Alliance WHAM Coalition
Postsecondary Institutions California State University, Los Angeles* East Los Angeles Community College* Los Angeles Community College	**Campaigns**

Community Organizations	Street Vendor Campaign
Advancement Project	Yes Immigrants Forward
Alliance for a Better Community	
Alliance for Boys and Men of Color	**Community Development Corporations**
Best Start East Los Angeles	The East Los Angeles Community Union
Changeist	
Central American Resource Center	**Faith-Based Institutions**
City Year*	Dolores Mission Church*
Climate Resolve	Dolores Mission School
Communities for a Better Environment	
Communities in Schools Los Angeles*	**Healthcare Partners**
College Track	Alma Family Services
Council for Watershed Health	AltaMed
East Los Angeles Community Corporation*	Clinica Romero
East Los Angeles Women's Center	ENKI Family Services
El Centro de Ayuda	Mendez Wellness Center
Homeboy Industries	Planned Parenthood
I AM USC	St. John's Well Child & Family Center
InnerCity Struggle*	Venice Family Clinic
Latino Equality Alliance*	White Memorial Hospital
Las Fotos Project	
Legacy LA*	**Businesses**
Mexican American Opportunity Foundation	Cafe Rebelde
Mexican-American Legal Defense and Educational Fund	La Monarca
	El Paraiso
	La Fama & Lucero's Bakery

Promesa Boyle Heights Vision, Mission, Values, Role

As part of Promesa's most recent strategic planning process that included broad input from parents and other community residents, partners, and stakeholders, Promesa adopted the following Vision, Mission, Values, and Roles Statements in November 2018. The FSCS plan presented in this application is guided by this set of statements.

Promesa's Vision

1. Every individual has access to a range of supports in the home, in our schools, and in the community to foster school and life success;

2. Organizations are collaborating, well-functioning, and closing the opportunity gap amongst the most marginalized and underserved populations in our community, and;
3. A powerful, resident-led collaborative is winning system-level policy changes that create a safer, healthier, and more stable Boyle Heights.

Promesa's Mission

Promesa's mission is to improve conditions in Boyle Heights at the individual, school, and systems level by building a movement of partner organizations, students, and families collaborating to close the opportunity gap and strengthen supports for students from cradle through college and career.

Promesa's Values

We believe that:

1. **Residents are Leaders:** We believe that residents and those most-directly impacted by the injustices in our community are the best positioned to identify the problems and drive solutions. Residents are leaders and decision-makers in every aspect of our work.
2. **All Children Can Succeed:** All children and youth possess unique skills and talents that can be catalyzed to foster a sense of belonging, leadership, and ownership over their success. We work to create environments that foster connection and high expectations, provide strong systems of supports based on unique needs, and value children and youth as leaders.
3. **Collective Impact:** The interconnected issues facing our community require a wide range of coordinated strategies; no one person or organization can do it alone. We

commit to fostering strong working relationships with diverse partners and working collaboratively with partners who share our vision of a thriving Boyle Heights in order to maximize our impact.

4. **Integrated Wellness:** We embrace an expansive definition of "wellness" that includes physical health, and also acknowledges the importance of strengthening our mental and spiritual well-being. Our strategies and approach to collaboration are grounded in restorative, trauma-informed, resiliency-based practices.
5. **Social Justice:** We acknowledge the intersection of multiple issues and barriers impacting students and their families which are rooted in laws, policies, and practices that have traditionally excluded and discriminated against immigrants, LGBTQ, low income, people with different abilities, and other communities of color. Access to good jobs, public safety, economic development, housing, and immigrant rights contribute to a safer, healthier, and more stable community and ultimately to student success. Therefore, our efforts aim to address systemic change and transform conditions in our community.
6. **Equity:** We create inclusive processes and environments and push our public institutions to create equitable access and results especially for the most marginalized members of our community.
7. **Continuous Improvement:** We learn from our work, commit to continuous learning and improvement, and celebrate our progress and each other. We use data and track outcomes of students and families to measure the individual and collective success of the collaborative and our partners.

8. **Celebration:** We practice gratitude and joy, celebrate each other, and build community around celebrations as a core characteristic of community resilience.

Promesa's Role

Promesa's role within the Boyle Heights ecosystem is to serve as:

1. **Cultivator of Action-Based Partnerships:** Build partnerships and convene institutions with aligned visions to understand community needs and trends, to identify shared goals, and to implement diverse strategies that result in individual, school, and community change.
2. **Capacity Builder:** Build the capacity of institutions that serve the Boyle Heights community and build residents' leadership capacity.
3. **Organizer:** Build residents' collective power to impact the policies and practices that affect their quality of life.

Theory of Change and Approach to Implementation

Promesa Boyle Heights believes that if we strengthen community leadership and capacity, build a strong and coordinated continuum of academic and wellness supports, focus on key transition points, and provide additional targeted supports for our highest-need children and families, then we will dramatically increase college and career readiness for our students and transform our community. Figure 1 summarizes this theory of change.

Figure 1. Promesa Theory of Change

To implement our theory of change, Promesa uses an innovative Collective Impact model that combines **delivering a continuum of supports** that ensures children and youth succeed at every age from cradle to college and career, **strengthening schools** as hubs of community transformation through our implementation of the community school model, and **accelerating civic engagement by fostering local leadership** so that parents and community residents become agents of change in their own lives, in their schools, and in the broader community and systems.

Promesa Community Schools Background

Promesa's Community School Model is a core strategy of the Promesa Boyle Heights Collaborative and has been central to achieving the collaborative's vision. Through our Community Schools work, Promesa partners with Boyle Heights schools and community partners in planning and coordinating holistic student and family supports and improving school-wide culture and practices to enhance student learning, improve academic achievement, and increase graduation and college-going rates. We have been implementing our Community School Model since 2012, beginning with Mendez High School and later expanding to Roosevelt High and Hollenbeck Middle School in 2015-16 and to Sheridan Street and First Street elementary schools in 2021.

The seeds of Promesa's Community School Model were sown in 2011, when after two years of intensive community-wide planning supported by a U.S. Department of Education

(DOE) Promise Neighborhood planning grant, Promesa carried out the strategic work needed to establish a community transformation model with residents and partners. Although Promesa had limited funding, the collaborative was committed to moving forward, and the community and collaborative partners decided to roll out the most critical pieces of the plan through small, high-impact "Spark" projects, with the first "Spark" focused on moving the needle on the graduation rate (then 49 percent) at Mendez High School. Over the next year, Promesa convened a committee of community partners at Mendez and Mendez school administrators to explore the problem more deeply and identify opportunities where a targeted project could make a meaningful impact on graduation rates, ultimately deciding to pilot a four-month Academic Case Management (ACM) program targeting seniors at the highest risk of not graduating. In the end, 92 percent of the 24 participating seniors graduated with their class. Over the next four years, partners worked to leverage the successes and lessons learned from the first ACM pilot to expand to more students at Mendez as well as cohorts at two other schools.

Out of our first "Spark" project emerged infrastructure and systems that have enabled the work at Mendez to continue and to grow, achieving and sustaining significant gains in student achievement – including a dramatic **increase in the graduation rate: from 49 percent in 2011-12 to 95 percent by 2015-16.** Over that period, Promesa worked to institutionalize: (1) Partner Meetings, a space where school and community partners come together monthly to plan interventions and where schools can leverage community strengths; (2) Student Support Teams (SST) where school and community staff identify and connect high-risk students to intensive sustained supports and monitor their progress and response to interventions; (3) an Early Warning and Student Tracking System that includes a complex data tool used by the SST for identifying students off-track to graduation, and (4) a full-time Community-School Coordinator

responsible for building relationships, facilitating intentional gatherings, trainings, data-analysis and processes that lead to an aligned vision and coordinated strategies that ensure student success, family engagement, and leadership development. These structures and systems have become essential to our Community School Model and have been replicated across our partner schools. ***Our hope is that with this funding opportunity we can fully implement the Community School Model at our partner elementary schools, and thus complete our cradle to career pipeline of supports in Boyle Heights.***

Priority Alignment

Absolute Priorities

Absolute Priority 1: Title IA Schoolwide Program Eligibility

Lead agency Proyecto Pastoral (Proyecto) and the Promesa Boyle Heights collaborative (Promesa) currently serve three full-service community schools within LEA partner, the Los Angeles Unified District (LAUSD) – Hollenbeck Middle School (Hollenbeck MS), Mendez High School (Mendez HS) and Roosevelt High School (Roosevelt HS) ("Promesa Community Schools") – and are in the nascent stages of expansion to two elementary schools: First Street Elementary (First Street ES) and Sheridan Street Elementary School (Sheridan ES). All five partner schools are located within LAUSD Local District East and in the community of Boyle Heights, a largely low-income, immigrant, Latinx community within the city of Los Angeles. All of the schools are eligible for a schoolwide program under Section 1114(b) of the ESEA, with between 87 and 95 percent of students qualifying for Free/Reduced Price Meals based on federal poverty guidelines (significantly exceeding the minimum 40 percent threshold). For the proposed project to be supported by Full-Service Community Schools funding, Promesa will focus on developing additional infrastructure, activities, and partnerships at its two newest community schools – Sheridan Street Elementary and First Street Elementary – which joined Promesa Community Schools in 2021.

Promesa's Community School efforts are part of both community- and district-wide Community Schools strategies. At the community level, Community Schools is one of the core components of the Promesa Boyle Heights Collaborative (Promesa), a place-based

cradle-to-career collective impact initiative celebrating its 12th year of impact in Boyle Heights. At the LEA level, LAUSD has demonstrated a strong commitment to a district-wide Community Schools program. In response to a June 2017 resolution by the LAUSD Board of Education, the district funded its first cohort of Community Schools in 2019 (Mendez High School is among the first cohort of Community Schools); funding for the second cohort has been postponed due to COVID-19. The Promesa Community School Model aligns with the four pillars of Full-Service Community Schools: (1) Integrated Student Supports, (2) Expanded and Enriched Learning Time and Opportunities, (3) Family and Community Engagement, and (4) Collaborative Leadership and Practice.

Absolute Priority 3: Capacity-Building and Development Grants

The FSCS grant would support the strategic expansion of Promesa's Community School Model, establishing two elementary school campuses as Full-Service Community Schools through a needs assessment, intentional relationship-building, capacity-building, and regular convenings and data review sessions. Promesa's Data Analyst, Community School Manager, and founding Community School Coordinators will work together to create, distribute, and analyze data from a comprehensive needs assessment that will inform the development of additional pipeline services. The needs assessment, created with the shared experiences of many Boyle Heights students and residents in mind, will be sensitive to language, technology, transportation, and other barriers that could prevent families from providing valuable feedback. Promesa will collect data from parents and guardians directly, after collaborating with LEA partner LAUSD to finalize methods and data storage. Promesa will also regularly collect data–including the 14 required indicators–from the district according to existing data-sharing agreements.

In addition to collecting data, Promesa Community School Coordinators, Community School Manager, Managing Director, Postsecondary Success Manager, and EL Coordinator will work to establish strong relationships with school teachers, staff, and administrators to fully integrate Promesa as an important component of the elementary school campuses. Regular formal and informal convenings will allow for relationship-building and for regular touchpoints to receive feedback from key stakeholders on the execution and impact of the desired model. Workshops and trainings on social-emotional learning topics, restorative justice, digital literacy, and more will build staff and community capacity to best serve student and community needs. Finally, regular data review sessions to monitor key indicators will allow Promesa and school staff to tailor Community School supports to best fit each school and student. Further details about Promesa's plan to establish the two schools as full-service community schools are described in the Project Design section of this narrative.

Competitive Preference Priorities

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs

Promesa understands that the experiences of students and families in schools are interconnected to their racial, cultural, gender, and community identities. This is one reason Promesa's Community School Model uses a whole-child approach to support and advance the physical, emotional, mental, social, and spiritual welfare of students and families. Much of Promesa's staff share lived experiences with students and families and are therefore better able to understand their diverse and complex needs and connect them with resources. The majority of Promesa's staff members identify as Latinx, are native Spanish speakers, and/or were raised in Boyle Heights or a similar community. Two new Academic Case Managers will be onboarded to

provide 1:1 supports to 40-60 of the most vulnerable youth at Sheridan ES and First St ES to help them get on track with their academics and refer them to resources to support their overall wellbeing. Promesa's English Learner Mentor works to increase support for high-risk English Learners at Roosevelt and Mendez High Schools, providing social-emotional support, reclassification preparation, and regular check-ins to high-need English Language Learners. A second English Learner Mentor will be onboarded to support high-risk students at Sheridan ES and First St ES.

Promesa's English Learner Coordinator will continue to establish and strengthen relationships with staff and administrators at the elementary schools to help inform their understanding of the unique needs of English Language Learners. Promesa Promotoras will be embedded at school parent centers, ready to support families and connect them with resources in the community. Community School Coordinators will continue to provide regular trainings for staff and parents on trauma-informed practices, restorative justice, and overall capacity-building.

At an academic level, Promesa's access to LEA partner student data allows support staff to monitor progress at the school and individual student level. Promesa will also bring to the school campuses expertise using data to develop and implement multi-tiered systems of support in the areas of literacy, grades, attendance, and social emotional wellness. Prepared with individualized information about student progress, teachers and administrators will be better able to make decisions that will benefit all students.

Competitive Preference Priority 2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

Promesa knows that creating meaningful, lasting impact in our community requires coordinating services for individuals as well as working to change the systems and conditions

that impact them. Promesa takes a multi-level approach to improving student achievement by reaching students directly and also targeting the interdependent meso and macro social systems – home, classroom, school, community – that surround them and can either help or hinder their ability to thrive. On a systems level, Promesa's Community Transformation team is dedicated to ensuring that local students are set up for success by advocating for and working toward community-level systems changes, like equitable access to parks and open spaces, quality and affordable early childhood education, immigrant resident rights, the rights of English Learner students, and more. The efforts we target toward families, teachers, counselors, community organizations and others work synergistically to influence students' presence and engagement in classrooms that are conducive to learning. Our work with school- and district-level decision-makers ensures this work is supported, reinforced, and sustainable.

Promesa was recognized in 2015 as a Bright Spot in Education by the White House Initiative on Educational Excellence for Hispanics and was featured in a report from the Annenberg Institute for School Reform at Brown University (AISR) as an example of a collaborative that has worked to deliberately develop relationships, coordination, and alignment across multiple partners to benefit young people, families, and schools, and which has seen positive, measurable outcomes as a result.[1] The AISR report focused in particular on the substantive engagement of parents, youth, and residents as key stakeholders and decision-makers, an element that is too often missing in collaborative education and collective impact efforts, but which lays crucial groundwork for ongoing support, sustainability, and success.

[1]Annenberg Institute for School Reform at Brown University, "We Made a Promise: School-Community Collaboration, Leadership, and Transformation at Promesa Boyle Heights," 2016. Retrieved 9/10/22 from www.annenberginstitute.org/sites/default/files/product/944/files/PromesaReport_web.pdf

Further, Promesa's backbone organization, Proyecto, works to prevent and mitigate the effects of community violence through various projects, programs, and partnerships, including Equipo, a partnership with Dolores Mission Church to jointly monitor violence in the community and implement solutions, and Comunidad en Movimiento, the organizing arm of Proyecto Pastoral focused on community safety. Two long-term, intended impacts of Promesa's Community Schools Model are that (1) students live/learn in safe, supportive, stable environments, and (2) the community is a desirable place to live. Together, Promesa and Proyecto implement several evidence-based strategies and approaches that have been shown to prevent violence among youth, including ones identified by the Division of Violence Prevention at the National Center for Injury Prevention and Control (Table 2).[2] These violence prevention strategies and approaches, along with Promesa's unique community engagement model and Community Schools Model, help to create a safer Boyle Heights where students are set up for success.

Table 2. CDC-Recommended, Evidence-Based Youth Violence Prevention Strategies and Approaches Implemented by Promesa and Proyecto

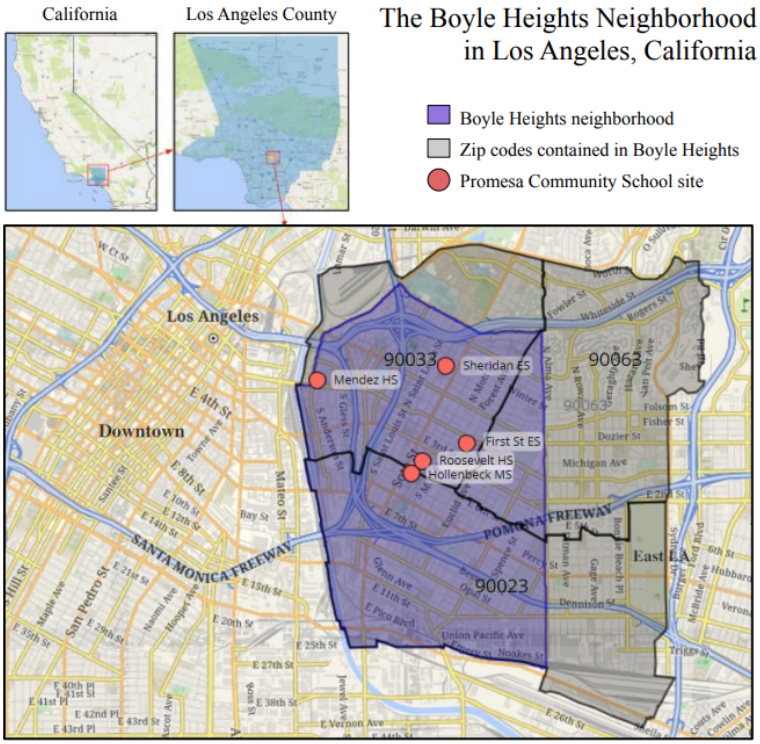
Strategy	**Approach**
Promote family environments that support healthy development	-Parenting skill and family relationship programs
Provide quality education early in life	-Preschool enrichment with family engagement
Strengthen youth's skills	-Universal school-based programs
Connect youth to caring adults and activities	-Mentoring programs -After-school programs

[2] Centers for Disease Control and Prevention, Division of Violence Prevention at the National Center for Injury Prevention and Control (2016). A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors. Retrieved 8/22/2022 from https://www.cdc.gov/violenceprevention/pdf/yv-technicalpackage.pdf

1. Need for the Project

Community Profile

The proposed project targets two elementary schools located in the neighborhood of Boyle Heights, a mostly immigrant, Latinx community on the Eastside of Los Angeles that encompasses parts of zip codes 90033, 90023, and 90063. Once defined by struggling schools, gang violence, and dilapidated infrastructure, Boyle Heights is becoming a model for how residents and organizations can come together to address critical community issues. Over the past decade, the Boyle Heights community has pressed for and won important battles to improve opportunity and outcomes for our youth and their families, including the opening of new schools, the construction of a school-based community Wellness Center, improvements to infrastructure, and gains in graduation rates. However, Boyle Heights also continues to face major challenges, which have only been amplified by the COVID-19 pandemic: Too many students continue to fall through the cracks; jobs and economic growth opportunities are sparse; access to health and wellness resources is splintered; and mounting gentrification pressures mean decreasing access to affordable and safe housing.



More than 85,000 residents live in the 6.5 square miles of Boyle Heights, one of Los Angeles' most densely-populated neighborhoods. Ninety-four percent of Boyle Heights residents are Latinx. As an immigrant gateway for more than 100 years, Boyle Heights is a mix of generations-old immigrant families and new immigrants. Almost half of residents are foreign-born, and more than four in five residents speak Spanish at home.[3] Boyle Heights also skews young in comparison to the rest of the county: The neighborhood is home to over 6,500 children ages 0-5 and over 18,000 school-age children, and 43 percent of households have at least one child under age 18.

Boyle Heights is in the top ten percent of Los Angeles County's 272 communities with high income and educational risk factors. One in three (31 percent) families with children under age 18 lives below the federal poverty line, double the county rate,[4] and more than 90 percent of students qualify for free or reduced-price lunch based on federal poverty guidelines. The median household income in Boyle Heights is $43,646, roughly 60 percent of the median income for LA County.[5] Over half of adult residents aged 25 and over do not have a high school diploma, and just one in ten (12.6 percent) has a bachelor's degree or higher. Boyle Heights also ranks high in crime, the Los Angeles Police Department currently ranking its Hollenbeck Division fourth in violent crimes and seventh in property crimes out of dozens of other areas. Year-to-date violent crimes are up by 27 percent and shooting victims up 83 percent on average when compared with the same time period in 2020.[6] Further, between a quarter and one-half of students at our partner schools last year reported not feeling safe going to and from school, and we have anecdotally

[3] U.S. Census, American Community Survey 5-Year Estimates, 2020. Retrieved 9/2/22 from https://data.census.gov
[4] U.S. Census, American Community Survey 5-Year Estimates, 2020. Retrieved 9/2/22 from https://data.census.gov
[5] U.S. Census, American Community Survey 5-Year Estimates, 2020. Retrieved 9/2/22 from https://data.census.gov
[6] LAPD Crime Mapping and COMPSTAT. Current Citywide Crime Statistics-Central Bureau, Hollenbeck Area Profile for the week ending 9/3/22. Retrieved 9/10/22 from https://www.lapdonline.org/office-of-the-chief-of-police/office-of-special-operations/detective-bureau/crime-mapping-and-compstat/

seen an increase in gang recruitment of our neighborhood youth since their return to school post-pandemic. Such environmental stressors can lead to emotional and social challenges, absenteeism, risky behaviors, disengagement, poor school performance, and eventually, dropping out.

Data from the 2020 Census is summarized in the following table and illustrates the significant socioeconomic challenges our community faces compared to LA County as a whole.

Table 3. Boyle Heights Community Demographics[7]

Demographic	**Boyle Heights (90033)**	**LA County**	**CA**	**U.S.**
Latino	90.7%	48.3%	39.1%	18.2%
Households with people under age 18	43.1%	32.4%	34.0%	30.7%	
Families with Children (under 18) Living Below Poverty	31.2%	15.8%	13.3%	14.3%
Median Household Income	$43,646	$71,358	$78,672	$64,994
Population (age 5+) that Speak Spanish at Home	82.7%	38.7%	28.3%	13.2%
Adults (age 25+) without High School Degree	47.1%	20.2%	16.1%	11.5%
Adults (age 25+) with a Bachelor's Degree or Higher	12.6%	33.5%	34.7%	32.9%
Renter-Occupied Housing	79.7%	54.0%	44.7%	35.6%

School and Student Profile

Promesa currently serves three full-service community schools in Boyle Heights – Hollenbeck Middle School (Hollenbeck MS), Felicitas and Gonzalo Mendez High School

[7] U.S. Census Bureau, American Community Survey 5-Year Estimates, 2020. Retrieved 8/29/22 from http://data.census.gov

(Mendez HS) and Theodore Roosevelt Senior High School (Roosevelt HS) – and in 2021 expanded into two elementary schools – First Street Elementary School (First St ES), Sheridan Street Elementary School (Sheridan ES) (collectively, "Promesa Community Schools"). All of Promesa's Community Schools are Title I schools within Local District East of the Los Angeles Unified District (LAUSD) and are part of the district's "Boyle Heights Family of Schools". Sheridan ES and First Street ES, the targeted schools for the proposed FSCS project, feed into Hollenbeck MS and then on to Mendez HS or Roosevelt HS. Promesa's Community Schools serve a combined total of 4,560 students.

Table 4. Promesa's Community Schools

School	**Joined Promesa**	**Grade Span**	**K-12 Enrollment***
First Street Elementary	2021	TK-6	460
Sheridan Street Elementary	2021	TK-6	659
Hollenbeck Middle School	2015	6-8	1031
Felicitas and Gonzalo Mendez High School	2012	9-12	958
Theodore Roosevelt Senior High School	2015	9-12	1,452
Total K-12 Students Served by Promesa Community Schools (2020-21)			**4,560**

TK = Transitional Kindergarten
**Excludes children enrolled in transitional kindergarten (TK) at the elementary schools.*

The target elementary schools also offer early education programs, including a California State Preschool program, which is a three-hour partial day educational program for children ages 3-4. Priority is given to 4 year olds, and families at or below 70 percent of the state median income level qualify for the program.

As summarized in Table 5 below, the student body at Promesa's Community Schools reflects the demographics of the Boyle Heights community: 97 percent are Latino and 97 percent

are socioeconomically disadvantaged[8], higher than for the district and state as a whole. Across our schools, one in five students (19.5 percent) is an English Learner (EL), on par with overall EL rates at the district and state. However, the EL rates at the two elementary schools targeted for this FSCS project are significantly higher than the district- and state-wide rates for elementary school students: 38 percent compared to 29 and 25 percent, respectively.[9]

Table 5: Student Enrollment and Key Demographics at Promesa Community Schools, 2020-21[10]

	First St ES	**Sheridan ES**	**Hollenbeck MS**	**Mendez HS**	**Roosevelt HS**	**Promesa Community Schools**	**LAUSD**	**CA**
K-12 Enrollment*	460	659	1031	958	1,452	4,560	548,338	5,892,240
Hispanic/Latino	97.1%	96.8%	95.8%	97.9%	98.1%	97.3%	74.5%	55.9%
Socioeconomically Disadvantaged	97.6%	97.0%	96.9%	96.5%	97.2%	97.0%	81.4%	59.6%
English Learners	37.9%	37.6%	20.2%	9.0%	14.0%	19.5%	21.3%	19.1%
Students with Disabilities	11.4%	15.8%	15.6%	20.1%	17.8%	16.9%	13.6%	12.7%

**Excludes children enrolled in transitional kindergarten (TK) at the elementary schools.*

Academic Need

Over the past decade, our community has pressed for improvements in educational equity, opportunity, and outcomes for Boyle Heights youth; and Promesa-coordinated partner efforts and targeted student interventions have produced gains in the graduation rate at both Roosevelt and Mendez high schools, outpacing both district- and state-level gains. However, a

[8] The California Department of Education defines socioeconomically disadvantaged (SED) students as students (1) who are eligible for the free or reduced-price lunch program, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.
[9] California Department of Education data for 2020-21. Retrieved on 9/2/2022 from http://cde.ca.gov/dataquest
[10] California Department of Education data for 2020-21. Retrieved on 8/24/2022 from http://cde.ca.gov/dataquest

significant opportunity gap remains for Boyle Heights youth that is evident in achievement data throughout the academic pipeline, particularly for English Learners. This section demonstrates a significant need not only to continue supporting Boyle Heights students and their families across the pipeline but also to develop additional infrastructure and partnerships at the elementary school level, which will expand our schools' and community's capacity to support students earlier in the pipeline, especially as we re-enter school settings post-COVID.

School Readiness

Educational challenges for Boyle Heights youth begin before they enter school. Research clearly demonstrates that high quality early education programs help close the achievement gap for Latinx children: For example, high quality preschool has been found to reduce the achievement gap for Hispanic students in math by 78 percent at kindergarten entry, and essentially close the reading gap entirely.[11] Yet 92 percent and 66 percent of Boyle Heights children ages 0-2 and ages 3-5, respectively, lack access to licensed early care and education spaces.[12] While demand significantly exceeds availability, a Promesa parent survey showed many parents also have a cultural preference to keep young children home – 63 percent of parents believe "it is better for a child under the age of 5 to stay at home with family members." The lack of access to and enrollment in high quality early education experiences impacts children's school

[11] Center for American Progress, 2016. How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps? https://www.americanprogress.org/issues/education/report/2016/04/05/132750/how-much-can-high-qualityuniversal-pre-k-reduce-achievement-gaps/, retrieved on 8/30/2016.

[12] Advancement Project CA/CA Child Care Resource and Referral Network. Data available at zip code level only and represent zip code 90033, where there are only 110 licensed spaces for children 0-2 and 853 spaces for children 3-5.

readiness, particularly in math. Developmental domains assessment data from Proyecto's Early Childhood Education Center show that five-year-old participants are weakest in math; and Head Start staff who participated in Promesa's planning focus groups noted similar findings. This weak foundation impacts children as they progress through the K-12 system, as can be seen in the low proficiency rates on standardized math assessments in the targeted elementary schools and across grade levels.

Not only is there a scarcity of early education facilities in Boyle Heights, there is a barrier of access to key academic data that is lost in the transition from Early Education programs to Kindergarten or Transitional Kindergarten. When kindergarten teachers know the academic readiness of their students prior to their arrival on the first day of school, they can be better prepared to support students' academic learning from day one. As a goal of this project we aim toward addressing this systemic gap by connecting early education educators with primary school educators to share academic data, learn practices that can support early education transitions into elementary school, and increase families' knowledge of the importance of access to early childhood education.

Academic Achievement in Elementary, Middle, and High School

The most recent Smarter Balanced Summative Assessment results, summarized in Table 5, show that less than a third of elementary students in our partner schools are meeting grade level standards in English Language Arts (ELA) and math, much lower than the district- and state-wide rates. For example, in third grade – the final grade in which students should be "learning to read" so that by fourth grade they can "read to learn" and fully comprehend grade-level curriculum – the gap between Sheridan ES and First Street ES students and third grade students district-wide who are meeting reading standards is 26 and 18 percentage points,

respectively. According to the 2021-22 school plans for student achievement, target schools have identified the need for increasing professional development and providing students with additional support in math (ex. increasing opportunities to participate in math conversations) as are some of the root causes for these academic gaps. At the secondary level, test results in our schools are more on par with the district and state. Still, less than a third of our middle and high school students are meeting grade-level math standards and less than half are meeting ELA standards, with two exceptions: 51 percent of Hollenbeck MS sixth graders and 55 percent of Mendez HS eleventh graders are at grade level in ELA. Table 6 below summarizes 2018-19 assessment scores, the latest results available. (Smarter Balanced testing was suspended in 2019–20 due to COVID-19; 2020-21 results are not yet available, though we expect to see overall drops in those results as well as widened gaps for vulnerable subgroups. At First Street ES, for example, data from 2020-21 DIBELS 8th Edition early literacy assessments showed a decrease from the prior year in the percentage of K-6 students at or above benchmark.[13])

Table 6. 2018-19 Smarter Balanced Assessment Summative Results[14]

	English Language Arts							**Math**						
Grade Level:	3rd	4th	5th	6th	7th	8th	11th	3rd	4th	5th	6th	7th	8th	11th
First St ES	32%	24%	17%	26%	-	-	-	30%	16%	9%	6%	-	-	-
Sheridan ES	24%	29%	32%	29%	-	-	-	16%	31%	21%	17%	-	-	-
Hollenbeck MS	-	-	-	51%	46%	46%	-	-	-	-	36%	29%	31%	-
Mendez HS	-	-	-	-	-	-	55%	-	-	-	-	-	-	24%
Roosevelt HS	-	-	-	-	-	-	43%	-	-	-	-	-	-	13%
LAUSD	50%	43%	45%	43%	44%	41%	52%	44%	38%	31%	33%	30%	29%	25%
California	49%	49%	52%	50%	51%	49%	57%	50%	45%	38%	39%	38%	37%	32%

[13] Source: First Street Elementary School 2021-22 School Plan for Student Achievement.
[14] California Department of Education data for 2018-19. Retrieved 8/29/2022 from cde.ca.gov/dataquest.

When we disaggregate the data we uncover gaps in student achievement between English Learner (EL) and non-EL students that are pervasive across the education pipeline. Promesa's Community Schools enroll over 850 Spanish-speaking EL students, representing one in three students (37.7 percent) at our two elementary schools, one in five (20.2 percent) at Hollenbeck MS, and one in ten (12.3 percent) at our two high schools. The 2018-19 Smarter Balanced test results reveal that 6 percent of EL students across grade levels in our schools met or exceeded state standards in English Language Arts, and only 3 percent did so in math, compared to 40 and 21 percent of non-EL students, respectively.[15] Clearly, EL students are in particular need of support in Boyle Heights.

English Learner Reclassification

Reclassification – the process whereby a student is reclassified from English Learner (EL) status to Fluent English Proficient (RFEP) status – is highly consequential for students, with long-term repercussions for learning, graduation, and postsecondary outcomes. In the 2020-21 School Year, Sheridan ES had a total of 241 classified as English Learners and First St ES had 165 classified as English Learners. Reclassification rates are low in Promesa's Community Schools: 12 percent at Roosevelt HS, 22 percent at Mendez HS, 11 percent at our middle school, and ranging from 11 to 26 percent in our elementary schools, compared to an LAUSD district-wide rate of 17 percent. Long-Term English Learners (LTELs) – EL students who have been enrolled in U.S. schools for more than six years, are not progressing toward English proficiency, and are struggling academically as a result – tend to fare the worst among English Learners. LTELs become stuck at a very basic level of English early on and, year after year, fall further and further behind because they do not comprehend course content, putting

[15] California Department of Education data for 2018-19, retrieved from cde.ca.gov/dataquest on 8/29/2022.

them at high risk of disengagement and early departure from school. A WestEd study (REL West, 2016) found that, of five EL subgroups, LTELs had among the lowest observed four-year graduation rates: 49% compared to 67% for other ELs. It is therefore critical to a child's educational journey and lifetime success for them to reclassify within six years of attending school in the U.S. to avoid becoming a LTEL. Given the high rates of ELs at our target elementary schools (see Table 6), the need for Promesa's targeted efforts with English Learners at the elementary schools is high and urgent.

While the reclassification logic is relatively simple, decisions about linguistic services and when a student is ready to exit EL status are complicated. Parents of EL students are oftentimes unaware of the significance of reclassification and the steps and requirements their children need to fulfill in order to be reclassified. Even when parents are informed, the information often comes too late, when students are already in high school and taking remedial English instead of courses needed for college eligibility. Through this project, Promesa will work to inform parents of EL students at the target elementary schools of the reclassification process, increase understanding of the process among partners working directly with students and families, and also advocate for improved and timely communication from the schools/LAUSD to families about students' EL status and reclassification requirements.

Transitions

There is a great need for infrastructure to support youth in transition, beginning when children first enter school from home or early learning environments, and on through the pipeline from Kindergarten to elementary school, elementary to middle school, middle to high school, and high school to college. Periods of transition are highly challenging for children and youth,

and building a culture of support through this period can improve student motivation and increase the chances of academic success. We see families playing a key role during and in between these transitions. The proposed project establishes targeted strategies to bridge this gap for children first entering school and for students transitioning from elementary to middle school. In the process, we plan to build school, student, and parent capacity to work together to support these transitions.

High School Graduation

Between 2010-11 and 2018-19, the last complete academic year prior to the COVID-19 pandemic, the four-year cohort graduation rate rose from 33 to 74 percent at Roosevelt HS and from 66 to 84 percent at Mendez HS, outpacing district-wide growth at the Los Angeles Unified School District (LAUSD) over the same period (65 to 78 percent). The graduation rate at Mendez HS hit an all-time high of 95 percent in 2015-16, the school's fifth year as a Promesa Community School. These successes have been in large part due to Promesa-coordinated partner efforts targeting the students most at risk of not graduating. Table 7 below summarizes the cohort graduation rates at Promesa's partner high schools compared to the district overall.

Table 7. Four-Year Adjusted Cohort Graduation Rate, 2010-11 to 2020-21[16]

	10-11*	**11-12***	**12-13***	**13-14***	**14-15***	**15-16***	**16-17**	**17-18**	**18-19**	**19-20***	**20-21***
Mendez HS	66%	49%	79%	80%	88%	95%	90%	89%	84%	89%	92%
Roosevelt HS	33%	53%	50%	79%	72%	79%	78%	72%	74%	81%	84%
LAUSD	65%	67%	68%	70%	72%	77%	76%	77%	78%	80%	83%

*It should be noted that *2019-20 and 2020-21 graduation data, though included, should be interpreted with caution* due to the impact of COVID-19 and a "no-fail" policy implemented by

[16] Promesa Community School Dashboard. Data source: https://www.cde.ca.gov/ds/ad/downloadabledata.asp

the district in Spring 2020 because of challenges with distance learning.[17] The transition to distance learning had a tremendous negative impact on students, particularly low-income students of color such as those we serve (due in large part to the digital divide), which is not reflected in the graduation rates for those years. Also, due to changes in the methodology for calculating the 2016-17 Adjusted Cohort Graduation Rate (ACGR), the California Department of Education also *strongly discourages comparing the 2016-17 and subsequent ACGRs with cohort outcome data from prior years.*

While we celebrate the gains in graduation rates at our partner schools, we know they hide a deeper story about our most vulnerable students who still face significant challenges. First, cohort graduation rates do not reflect students who transfer to in-district continuation schools, where on-time graduation rates are significantly lower.[18] Between 2016 and 2020, 49 students were transferred from Mendez and Roosevelt high schools into continuation schools. While their individual final outcomes are unknown, we can deduce: At Boyle Heights Continuation High School (Boyle Heights HS), the primary continuation school for Mendez and Roosevelt, graduation rates were less than 10 percent in the years prior to COVID (Table 8).

Table 8. Graduation Gap: Traditional vs. Continuation High Schools

		16-17	17-18	18-19	19-20*	20-21*
All Students	Mendez HS	90%	89%	84%	89%	92%
	Roosevelt HS	78%	72%	74%	81%	84%
	Boyle Heights HS	5%	2%	9%	8%	39%
	LAUSD	76%	77%	78%	80%	83%

**Interpret with caution due to the impact of COVID-19 and the LAUSD's "no-fail" policy.*

Second, English Learner (EL) students are graduating from our high schools at far lower rates than their peers. Over the last five years, cohort graduation rates for Roosevelt's and Mendez's English Learners have averaged 29 percentage points lower than the rates for non-EL

[17] https://www.latimes.com/california/story/2020-12-14/lausd-extend-no-fail-policy-january-covid-19

[18] If a student is transferred to a continuation school within the district, the student is no longer counted or tracked in the school's graduation rates. http://home.lausd.net/apps/news/article/577683,

students (Table 9), a gap that has widened since the onset of the pandemic. Last year, the EL graduation rate was 37 percentage points lower at Roosevelt and 26 percentage points at Mendez compared to the rates for non-EL students. As noted above, these rates do not include the English Learners who made in-district transfers to continuation schools, and we know that ELs have an even worse chance of completing high school at Boyle Heights HS: Of 37 ELs enrolled there between 2016-17 and 2020-21, only four graduated on time (11 percent) and 18 dropped out (49 percent). Clearly, closing the opportunity gap for ELs is critical for our community to continue to make progress in graduation rates.

*Table 9. Graduation Gap: English Learners vs. Non-EL Students***

		16-17	**17-18**	**18-19**	**19-20***	**20-21***
English Learners (EL)	Mendez HS	71%	70%	66%	67%	71%
	Roosevelt HS	53%	45%	57%	53%	56%
	Boyle Heights HS	29%	**	**	0%	0%
	LAUSD	56%	55%	57%	59%	62%
Non-EL	Mendez HS	96%	93%	88%	95%	96%
	Roosevelt HS	87%	81%	80%	91%	93%
	Boyle Heights HS	8%	3%	11%	7%	43%
	LAUSD	85%	85%	87%	88%	88%
Gap between EL and non-EL	Mendez HS	-24%	-23%	-22%	-28%	-26%
	Roosevelt HS	-33%	-36%	-23%	-38%	-37%
	Boyle Heights HS	21%	**	**	-7%	-43%
	LAUSD	-29%	-30%	-29%	-29%	-26%

*Interpret with caution due to the impact of COVID-19 and the LAUSD's "no-fail" policy.
** To protect student privacy, data is suppressed if a selected student population is 10 or less.

Since Promesa's launch, targeted efforts at Mendez have succeeded in narrowing the graduation disparity for EL students, reducing an almost 40-point gap (41% v. 80%) in 2010-11 to 26 points (71% v. 96%) in 2020-21. At Roosevelt, however, where our partnership is more

recent, the gap remains wider. Promesa's English Learner supports are critical to supporting schools in closing the educational opportunity gap for one of the highest-need student subpopulations in Boyle Heights.

College/Career Readiness

Among Boyle Heights youth who do graduate from high school, many are not adequately prepared for college and career success. According to the most recent data from the California School Dashboard[19], only 23 percent of Roosevelt and 40 percent of Mendez students from the Class of 2019 (the latest data available) graduated prepared for the transition to college or career based on a set of criteria that includes summative assessment results for core subjects, Advanced Placement (AP) and International Baccalaureate (IB) exams, college preparation coursework, and college credit coursework. English Learners are even less likely to graduate prepared for college. Looking at a more narrow criterion, the percentage of high school graduates meeting course requirements for admission to California's four-year public university systems (University of California, California State University), we see a significant gap in college readiness between EL and non-EL students who graduate from Boyle Heights high schools (Table 10). This gap has widened even more since the beginning of the pandemic. Given the lack of preparation in high school, it is not surprising that 97 percent of Boyle Heights students who enter the California State University - Los Angeles (CSU-LA), require remediation.

Table 10. Percentage of High School Graduates Meeting Course Requirements for Admission to California's Four-Year Public Universities (UC/CSU)

		16-17	17-18	18-19	19-20	20-21

[19] California's accountability system is based on a multiple measures system that assesses how local educational agencies and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard, available at https://www.caschooldashboard.org. The 2020 and 2021 California School Dashboards were suspended by the California legislature due to COVID-19.

All Graduates	Mendez HS	53%	69%	71%	56%	60%
	Roosevelt HS	44%	48%	48%	36%	53%
	LAUSD	45%	47%	46%	37%	58%
English Learner Graduates	Mendez HS	20%	41%	44%	30%	34%
	Roosevelt HS	38%	37%	49%	22%	36%
	LAUSD	49%	48%	52%	34%	52%
Non-EL Graduates	Mendez HS	61%	73%	74%	62%	64%
	Roosevelt HS	46%	50%	48%	38%	56%
	LAUSD	66%	68%	65%	59%	67%

Postsecondary Outcomes

The lack of preparation during high school shows up in rates of college enrollment and completion for our students. While we have seen recent positive changes in college application, acceptance, and enrollment rates in Boyle Heights – due in large part to Promesa partners' efforts to build a college-going culture and expand college-going supports for our middle and high school students – college enrollment in our community is still behind the district-wide and state-wide rates. Less than half of Mendez HS (49.6 percent) and Roosevelt HS (37.6 percent) graduates go on to two- or four-year colleges, compared to 53.8 percent of high school graduates across the LAUSD and 64.4 percent of high school graduates state-wide. English Learner students are even less likely to go on to college: Just 38 percent from Mendez HS and 12 percent from Roosevelt in 2017-18, the most recent data available. College enrollment data are summarized in Table 11 below.

Table 11. College-Going Rate, 2017-18[20]

[20] California Department of Education data for 2017-18, the most recent data available. Retrieved 8/27/2022 from https://cde.ca.gov/dataquest

		High School Completers	H.S. Completers Enrolled in College within 12 Mos.	College-Going Rate
All Students	Mendez HS	240	119	49.6%
	Roosevelt HS	250	94	37.6%
	LAUSD	38,013	20,453	53.8%
	California	439,211	282,740	64.4%
English Learners	Mendez HS	16	6	37.5%
	Roosevelt HS	33	4	12.1%
	LAUSD	2,927	795	27.2%
	California	35,964	15,160	42.2%

College completion data from the two main colleges serving Boyle Heights – California State University-Los Angeles (CSU-LA) and East LA College (ELAC), both Promesa partners – offer a snapshot of how our students fare once they do make it into higher education. At CSU-LA, only 37 percent of Boyle Heights students graduate within six years. Our students are even less likely to earn a bachelor's degree when they start their postsecondary journey in a two-year institution: Out of 1,621 ELAC students who applied for transfer to CSU-LA last fall, only 38 percent eventually enrolled. The historically low college completion rates for our students are corroborated by extensive research on the postsecondary outcomes of low-income, first-generation Latino students and the challenges they face in accessing and completing higher education.[21]

Barriers to Learning and Student Success

Boyle Heights students and families face multiple, complex, and interrelated challenges that impact children's ability to succeed in school and reach their full academic potential.

[21]Latino CA, Stegmann G, Radunzel J, Way JD, Sanchez E, Casillas A. Reducing Gaps in First-Year Outcomes Between Hispanic First-Generation College Students and Their Peers: The Role of Accelerated Learning and Financial Aid. Journal of College Student Retention: Research, Theory & Practice. 2020;22(3):441-463. doi:10.1177/1521025118768055

Aligned with our mission to improve conditions in Boyle Heights at the individual, school, and systems level, Promesa has planned strategies addressing these factors at multiple levels.

Health

Students and families are disproportionately affected by health problems linked to the environment in Boyle Heights, which is in the 96–100 percentile of environmental stressors.[22] Our community contains a high concentration of oil refineries, auto body shops, and rail yards. Residents are exposed on a daily basis to harmful byproducts from three documented toxic industrial sites in our neighborhood, including the Exide battery recycling plant recently closed for illegally storing and transporting hazardous waste that has been linked to lead, arsenic, and other cancer-causing agents in our air, soil, and water. Clean-up of contamination from that plant, California's largest toxic contamination case, is still underway. Sandwiched between five major freeways, more than 500,000 automobiles and trucks pass through Boyle Heights each day on the freeways alone, exposing Boyle Heights residents to disproportionate pollution.

Adults exposed to such industrial and traffic-related pollution are more likely to have strokes, get cancer, develop cardiovascular disease, and damage respiratory and cardiovascular health, with children facing higher risks of asthma and chronic lung disease. Indeed, these health issues are more prevalent in the Boyle Heights community. Twenty-seven percent of children ages 2-17 in our community have been diagnosed with asthma, versus 15 percent for all of LA County.[23] Age-adjusted hospitalization rates for adult cardiovascular disease and childhood asthma are also higher in Boyle Heights than statewide averages.[24] In a literature review of 66

[22] Los Angeles Initiative report by CalEPA, Environmental Justice Compliance and Enforcement Working Group, 2017. Retrieved 9/11/22 from https://calepa.ca.gov/wp-content/uploads/sites/6/2017/02/LAReport.pdf
[23] Building Healthy Communities, "Boyle Heights Health Profile," May 2011. http://www.bhcconnect.org/health-happens-here/boyle-heights/boyle-heights-documents
[24] University of California, Los Angeles. Community Health Status Assessment. Retrieved from http://healthpolicy.ucla.edu/programs/health-data/Documents/CHSA%20Assessment.pdf

studies on asthma and school attendance, virtually all of the studies showed a link between asthma and increased student absences from school.[25]

Students and families in our community also face significant challenges related to nutrition, fitness, and associated health issues including obesity and diabetes. Thirty-five percent of Boyle Heights adults are obese versus 21 percent for all of LA County.[26] Across Promesa's five partner schools, less than half of students were in the Health Fitness Zone (HFZ) for body composition on the 2019 Physical Fitness Test, and at all but Sheridan ES, less than half met the HFZ standard for aerobic capacity.[27] Diabetes rates are also disproportionate in Boyle Heights, found to be as high as 40 percent among a sample of Boyle Heights parents.[28] Recent Promesa surveys found that only 37 percent of Boyle Heights middle and high school students spend at least 60 minutes a day doing moderate to vigorous physical activity, and even fewer (21%) reported eating five or more servings of fruits and vegetables a day. Studies have linked obesity with poor education outcomes including lower test scores, delayed social and verbal development, and poor academic self-image.[29]

Underlying issues include food insecurity and a lack of access to healthy food options and also safe places for play and recreation. In 2020, one in ten Boyle Heights adults reported food insecurity, higher than at the county and state-level (6 and 5 percent, respectively). A study of Los Angeles communities, for example, found that Eastside grocery stores such as those in

---

[25] University of California, San Diego Health. How Health Affect's a Child's School Performance. 2006. Retrieved from https://health.ucsd.edu/news/2006/pages/04_07_taras.aspx
[26] Building Healthy Communities, "Boyle Heights Profile."
[27] California Department of Education 2019 Physical Fitness Test
[28] Best Start East Los Angeles Community Based Action Research, "East Los Angeles Environment Research Brief," April 2014. Retrieved from www.first5la.org/postfiles/files/ELA%20CBAR%20Report%20ENGLISH%20FINAL%202014-0422.pdf
[29] World Health Organization Regional Office for Europe, The Impact of Health and Health Behaviours on Educational Outcomes in High-Income Countries: A Review of the Evidence. 2011. Retrieved 9/11/2022 from https://www.euro.who.int/__data/assets/pdf_file/0004/134671/e94805.pdf

Boyle Heights sell lower quality meat and produce than higher-income areas.[30] COVID-19 has contributed to family nutrition needs as well, with 47 percent of Promesa partners surveyed indicating that food insecurity is an issue for families and one in five students contacted reporting that their families had food concerns and difficulty accessing public benefits. Boyle Heights also has a mere 65 square feet of green space per resident, compared to the minimum of approximately 97 square feet recommended by the World Health Organization.[31]

These environmental and health stressors and outcomes can negatively impact a child's educational success, causing lower educational attainment and educational setbacks. Health issues can influence students' motivation, attendance and ability to learn.[32] Promesa uses evidence-based approaches to connect students and their families to health services through coordination of partners; increase parent knowledge in health, nutrition, and environmental health through parent workshops; and develop parent leaders to become *promotoras* serving as trusted messengers to raise awareness among their peers.

Healthcare Access

Boyle Heights residents face several barriers to accessing healthcare when needed, with factors on the provider, community, and individual side that make it more difficult to prevent and treat healthcare conditions in a manner that can be expected in other parts of the state and the county. First, Boyle Heights has limited provider availability which impacts access to care. According to a 2022 community health needs assessment conducted by Promesa partner White

[30] Blue Ribbon Commission on LA's Grocery Industry & Community Health, 2008.
[31] World Health Organization, 2012. Health Indicators of Sustainable Cities. Retrieved 8/30/2016 from http://www.who.int/hia/green_economy/indicators_cities.pdf
[32] Journal of School Health, "Healthier Students are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap", 2011. Retrieved on 9/11/22 from https://healthyschoolscampaign.org/wp-content/uploads/2017/03/A-Missing-Link-in-School-Reforms-to-Close-the-Achievement-Gap.pdf

Memorial Hospital, there are only 96.13 primary care providers in Boyle Heights per every 100,000 residents, as compared to 99.79 in California and 104.44 nationally; and almost a third (29.08 percent) of residents live in a geographical area designated as a Health Professional Shortage Area, higher than the state-wide and national rates (19.15 and 22.5 percent, respectively).[33] A recent survey of First Street ES parents indicated that the medical services most in need are primary care, vision care, dental care, mental health counseling / case management, substance abuse services/resources, and sexual and reproductive health services.[34]

Second, a greater proportion of Boyle Heights residents are without health insurance compared to the county and state. Due to California's long-standing efforts to provide health insurance access for all children, the majority (98.1%) of children and youth in our community are insured,[35] but one in five Boyle Heights adults ages 18-64 (20.4 percent) lack health insurance, compared to the county-wide and state-wide rates of 12.8 percent and 10.2 percent, respectively.

Even for families with health insurance, parents experience barriers to accessing healthcare when needed. In a Promesa survey of 839 community residents, more than 27 percent of parent respondents reported that getting medical care for their child is somewhat or very difficult and that language barriers, transportation, and finances prevent them from accessing health services when needed.[36] Health literacy is another major barrier, influenced by the low educational attainment and limited English proficiency in our community.

As discussed in the above 'Health' section, health issues negatively impact a child's educational attainment and Boyle Heights students are at greater risk of health issues. Therefore,

[33] Adventist Health White Memorial Hospital, Boyle Heights Community Needs Assessment, August 2022.
[34] 2020-21 parent/caregiver survey conducted by Promesa Community Schools of over 100 elementary school parents and caregivers at First Street ES
[35] U.S. Census Bureau, American Community Survey 5-Year Estimates Data Profile for Zip Code 90033. Retrieved 8/27/22 from https://data.census.gov
[36] Promesa Boyle Heights conducted a community-wide needs assessment in August 2016.

healthcare access is a critical issue for our students to support their educational success. Promesa launched its *promotoras* network to directly impact this outcome by connecting students and families to healthcare resources and providers.

Mental Health

Mental health issues are also a significant concern for our students. Students are confronted daily with family and environmental stressors and overwhelming challenges associated with poverty, trauma, violence, housing instability, and other adversities– all exacerbated by a two-year pandemic with lingering effects. A recent parent survey carried out by Promesa's CS Coordinator at First St ES identified that of the 114 parents surveyed, 31.9 percent identified mental health counseling and case management as a priority to have access to for their student at the school site; and 59.8 percent wanted workshops on managing stress and anxiety. An evaluation of more than 100 youth-serving organizations in LA County in fall 2021, including Proyecto, found through surveys and focus groups with community organizations and youth that parents and caregivers' primary concern was the mental health and wellbeing of students. Still, respondents reported that stigmas against seeking mental health treatment and a scarcity of resources make finding help for students difficult.[37]

Students also faced additional challenges in accessing mental health care due to COVID-19. (See below for further description of the COVID-19 impact in Boyle Heights.) Schools play a key role in providing mental health services, but our students were unable to access care for over 17 months due to LAUSD school closures. The pandemic not only disrupted

[37] Evaluation of Summer 2021 Programming by Youth-Serving Organizations, Los Angeles County, conducted by third party evaluator Blue Garnet on behalf of California Community Foundation's Summer Learning Initiative.

treatment for students receiving mental health services but also caused additional stressors for caregivers, parents and families.

Parents and families are also impacted by mental health challenges. On the 2020 California Health Interview Survey (CHIS), for example, 25 percent of Boyle Heights adults reported a family life impairment in the last year, 15 percent reported serious psychological stress, 21 percent reported work-related impairments, and 21 percent reported needing help for mental health challenges – rates all higher than those for LA County (Table 12).[38] In a recent community-wide survey in Boyle Heights, 81 percent of respondents reported that they sometimes or often feel anxious or depressed, yet only two percent reported seeking professional help.[39] In another survey conducted by White Memorial Hospital as part of their 2022 needs assessment, 48 percent of community residents shared mental health as a top health concern.[40]

Table 12. Percentage of Adults (Age 18+) Reporting Mental Health Stressors[41]

Mental Health Stressor	90033	LA County
Family impairment during the past 12 months	25.1%	20.2
Serious psychological distress	15.4%	12.0%
Work impairment	21.0%	17.0%
Needed help for mental health problems	20.8%	20.5%

Despite the need, there is insufficient access to as well as utilization of community-based mental health prevention and support services in Boyle Heights, corroborated by local mental

[38] California Health Interview Survey, 2020. Data retrieved 8/27/22 from http://askchisne.ucla.edu
[39] Maternal and Child Health Access, "Health Care for Women and Children in Boyle Heights: Community Portraits of Access, Barriers, Needs and Resilience," December 2015. Retrieved 8/27/22 from www.mchaccess.org/pdfs/misc/FINAL%20full%20report%20-%20Health%20Care%20for%20Women%20and%20Children%20in%20Boyle%20Heights.pdf
[40] Adventist White Memorial Hospital 2022 Boyle Heights Community Needs Assessment
[41] California Health Interview Survey, 2020. Data retrieved 8/27/22 from https://askchisne.ucla.edu

health providers. The 2022 White Memorial Hospital needs assessment noted that, due to the stigma associated with needing mental health services, Latino residents in our community are less likely to access mental health care. Mental health conditions including ADHD, anxiety, and depression have been linked to negative educational outcomes like increased truancy and decreased graduation rates.[42] Youth who participated in recent Promesa focus groups also reported a need to increase mental health resources, such as: We "need support groups", "a place to hang out and not have to worry about gangs/drugs," and "a resource center to distribute information to help us succeed."

COVID-19

The impact of COVID-19 on the lives of students and families in Boyle Heights has been significant and has exacerbated gaps in access, opportunities, achievement, and outcomes described above that existed before the pandemic. Nationally, we have seen these impacts falling disproportionately on students and families who went into the pandemic with the greatest needs and fewest opportunities and who are from historically marginalized and underserved groups – profiles that describe the Boyle Heights community and its residents. While a post-pandemic "return to normal" has been highly anticipated across much of the country, in our community students and families are continuing to struggle to meet basic needs in the wake of COVID-19 and facing increased food, housing, employment, and healthcare insecurity.

Boyle Heights students and families are also grappling with the disparate impacts of COVID-related illness and loss, which has deepened their risk for "traumatic grief, depression

[42] World Health Organization Regional Office for Europe, The Impact of Health and Health Behaviours on Educational Outcomes in High-Income Countries: A Review of the Evidence. 2011. Retrieved 9/11/2022 from https://www.euro.who.int/__data/assets/pdf_file/0004/134671/e94805.pdf

[and] poor educational outcomes."[43] LA County had more COVID-19 deaths than any other county in the nation, with a total of 33,348 lives lost.[44] Still, Boyle Heights' COVID-19 death rate of 435 (the number of total deaths out of 100,000 residents) is almost 30 percent higher than the overall county rate of 339.[45]

Academically, school closures and inequitable access to distance learning in 2019-20 and 2020-21 have widened the opportunity gaps for Boyle Heights students. LAUSD students attended school remotely for longer than many of their peers in other districts.[46] Even after district schools re-opened physically, many students were still missing classes. According to parent survey results and an LA Times analysis, parents from neighborhoods like Boyle Heights that were hardest-hit by the pandemic were least likely to send their children back to school in-person once re-opened.[47] A host of obstacles made distance learning challenging: Many of our community's students are children of essential workers who were called to the pandemic's frontlines and could not be home to support their online learning; language barriers challenged parent-teacher and parent-school communication; and schools' ability to reach students was severely limited by families' lack of a reliable internet connection and access to laptops and phones. Distance learning disproportionately and negatively impacted English Learners (EL) in particular, who for two years have not received the face-to-face contact and interaction opportunities they have needed to develop English language skills. As schools reopen fully this

---

[43] U.S. Department of Education Office for Civil Rights, June 2021. Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. Retrieved 8/27/2022 from https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf

[44] Los Angeles County Department of Public Health. September 2022. COVID-19 Locations & Demographics. Retrieved 9/10/22 from http://publichealth.lacounty.gov/media/coronavirus/locations.htm

[45] LA County Death Rate calculated using Total Deaths from COVID-19 Locations & Demographics and Population Count from US Census Bureau QuickFacts for Los Angeles County. Retrieved 9/10/22 from https://www.census.gov/quickfacts/fact/table/losangelescountycalifornia,CA/PST045221

[46] L.A. Times, 10/21/21. Falling grades, stalled learning. L.A. students 'need help now,' Times analysis shows. Retrieved 8/27/22 from https://www.latimes.com

[47] L.A. Times, 4/18/21. LAUSD unequal reopening: Nearly full classrooms on Westside, emptier elsewhere. Retrieved 9/11/22 from https://www.latimes.com

fall, the achievement gap for Boyle Heights students overall, and between EL and non-EL students in particular, is certain to be wider than prior to COVID-19. For example, citywide data from a recent analysis by the Los Angeles Times showed deep drops in assessment scores and below grade-level standing in math and reading since the start of the pandemic. Latino and Black students have been particularly hard hit: The analysis showed a gap in grades between Latino and Black students and their white and Asian counterparts that widened to as much as 21 percentage points and a gap in elementary school reading scores that grew to 26 percentage points.[48] According to LAUSD Data, further, in 2020-21 Sheridan ES had a reclassification rate of 1 percent and First Street ES had reclassification rate of 2 percent, a drop from those schools' pre-pandemic rates of between 15 - 20 percent.

COVID-19 has also exacerbated the mental health needs of our students and their families. In a survey of Promesa's partners, mental health was ranked third among COVID-related community needs (behind help with distance learning and academic supports), with partners noting that students' mental health is being impacted by having to balance distance learning with helping their struggling families during a period of extreme economic stress.

The impact of COVID-19 on learning, health care outcomes, and economic mobility are only now beginning to be assessed, however. According to data by the Los Angeles Public Health Department, COVID-19 had a disproportionate toll on Black and Latino residents but also poorer income communities across LA County. As a result, although the Boyle Heights community was making traction in improving student academic outcomes, we need to double down on our efforts to counter the disparate impact of COVID in the community.

[48] L.A. Times, 10/21/21. Falling grades, stalled learning. L.A. students 'need help now,' Times analysis shows. Retrieved 8/27/22 from https://www.latimes.com

Chronic absenteeism rates, in particular, are at an alarming rate. The California Department of Education (CDE) calculates chronic absenteeism as the number of students absent for 10 percent or more of instructional days divided by enrollment. This measure is based on the number of students who were chronically absent. Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. Preliminary data received from LAUSD in June 2022, show a surge in chronic absenteeism in both of the target schools. In the 2018-19 academic year, for example, First Street ES had a chronic absenteeism rate of 21% and Shreidan ES's chronic absenteeism rate was almost 18%. These rates have more than doubled post-pandemic. According to the preliminary data 185 total students have missed 10% or more of instructional school days for the 21-22 academic year, a rate of 45%. At Sheridan the number is even higher, with a chronic absenteeism rate of 52% and a total of 281 students who have missed 10% or more of instruction days in the 21-22 academic year. The impact of missing school has a grave effect on a student's educational attainment.

Family and Community Supports: Lack of Service Integration and Coordination

Because Boyle Heights is a historically high need area, a number of resources have been put in place to address those needs. For example, there are over 35 nonprofits working to serve the community of Boyle Heights, and the City of Los Angeles has invested in a FamilySource Center and WorkSource Center here that provide a range of services including information and referral, pre-employment and employment support, financial literacy and youth leadership training. Despite services of this nature, however, the need continues to outpace resources.

Compounding the gaps in specific services and supports in our community, organizations and schools have not had the resources to integrate the services they provide to achieve greater effectiveness, efficiency, and collective impact. Consequently, children and families that could most benefit from particular services often do not access them. On the LAUSD's 2020-21 school climate survey, for example, less than half of student respondents at First Street ES and only a third (34%) at Sheridan ES expressed agreement with the statement, "I participated in extracurricular activities offered through my school." Coordinating and bringing in additional resources into the school community that can be accessed by families and students will provide the wrap-around supports needed to support school readiness and success.

Moreover, nonprofit organizations offering services at local high schools currently offer their services to the entire school population on an opt-in basis. The students who opt in are often already on track to succeed and elect to receive services from multiple organizations. These organizations then compete to work with the same group of students. Promesa's role as convener and capacity-builder in Boyle Heights is to ensure that the most vulnerable students are receiving the supports they need, and to maximize the effectiveness of community partners working together at school sites. The project design includes multiple outreach strategies and access points to ensure that students and families are aware of the available services and understand how to access them, while also infusing resources into the partner school sites to help create schools that are the hubs of their respective school communities and a trusted resource for families and students.

School Culture

To foster student success across the PK-12 continuum, it is imperative to change school cultures so that staff believe in the potential of all students and that all students are connected to school and engaged in learning. While formal suspension rates are not high at our partner schools, this can be attributed in part to changes in discipline policy rather than a lack of behavioral concerns. At Sheridan, for example, there were over 1,000 disciplinary referrals in 2019-20, pre-pandemic. There is a high need to build teacher/student relationships at partner schools, to shift deficit thinking cultures, and to infuse restorative practices that uplift students rather than labeling them as “high-need” or “high-risk.”

Parental Ability to Navigate Systems & Advocate for Students

Parental knowledge and understanding of how to navigate school and local systems is low in the Boyle Heights community, due to many factors including parents’ lack of formal education and low English proficiency as well as a general lack of cultural responsiveness in large systems. Results from an evaluation conducted in 2018 with parents and resident adult leaders that were part of Promesa’s System Navigators trainings between 2016-18, shared how they felt before being a part of leadership training program: “I felt tied up, like I was about to begin something without knowing what was going to happen”; “I felt isolated and alone and unsure about my place”; and “I felt nervous speaking in public.” These sentiments reflect what staff and partner organizations anecdotally observe of parents in our school communities, impacting their confidence to act as advocates on behalf of their children to support their academic success. It is crucial to build parents’ confidence and capacity to support their children’s academic success and their comfort in navigating formal education systems, and to

hone their innate leadership abilities so they can serve as strong advocates for their children and the broader community's children.

The proposed FSCS project, as laid out in the remaining sections of our project narrative, was designed to address the academic and holistic needs of Boyle Heights students and their families that have been described throughout this Project Need section, so that all students–including our most vulnerable–can experience success in school and life. Table 16 found at the beginning of the Quality of Project Services section summarizes the needs that will be addressed by each of our planned pipeline services.

2. Quality of the Project Design

Project Design Snapshot

The following table provides a high-level snapshot of the five-year FSCS project Promesa is proposing for this grant. The project objectives to be accomplished by year five are:

4. ***Establish four FSCS pillars at two partner elementary schools in Boyle Heights***
5. ***Establish a continuum of six coordinated pipeline services addressing the holistic needs of students and their families at the two partner elementary schools***
6. ***Increase the percentage of students and their families at the two elementary schools who are targeted for services from 20% in Year 1 to 80% percent by Year 5.***

Table 13. Promesa FSCS Project Logic Model

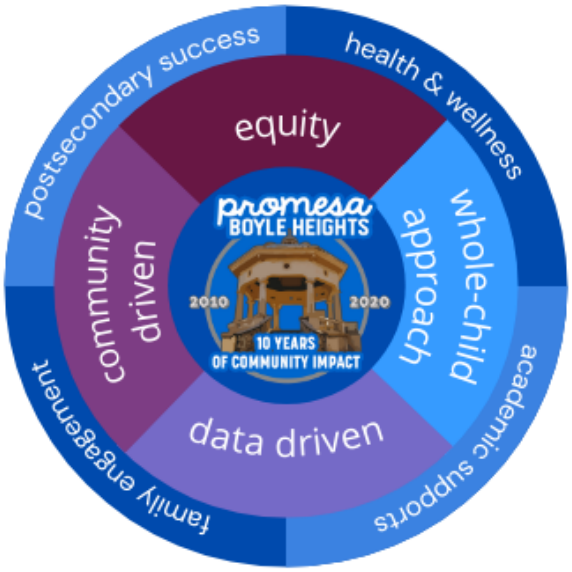
Resources	Activities	Outputs	Outcomes		
			Short-Term	Intermediate	Long-Term
FSCS Grant Match Funding and In-Kind Promesa Community School Team School Partners (2) Community Partners Promesa	Conduct initial development and coordination activities, including extensive community engagement, that leverages the findings of our needs assessment, to develop the infrastructure, activities, and partnerships to implement full-service	Four FSCS Pillars established at two elementary schools: (1) Integrated Student Supports, (2) Expanded/ Enriched Learning Time and Opportunities (3) Active Family and Community Engagement (4) Collaborative Leadership and Practices A continuum of 6 coordinated pipeline	Increase in number and percentage of families and students targeted for services each year	Children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents.	Students graduate ready for college, careers, and lifelong success.

Promotoras Community Leaders	community schools in two schools	services established at two elementary schools			

The Promesa Community School Model

As described in the introduction, Promesa's Community School Model has taken shape over the course of the past decade of work at our three full-service community partner schools: Mendez HS, Roosevelt HS and Hollenbeck MS. Through a combination of community-wide strategies, school-specific strategies, and targeted interventions for highest-need students, our Community School Model builds on the power of parents and community residents to effect positive change; partners with schools to implement equity-driven reforms that foster the success of all students especially; and supports the academic achievement and wellness of struggling students. Essential to the model is its foundation of working with the entire school system at our partner schools – including administrators, teachers, students, parents, and community partners – to create and sustain a cradle-to-college-and-career continuum of supports. These core practices and the values that guide them (***Equity, Whole Child Approach, Community-Driven, Data-Driven***) are summarized in the figure below.

Figure 2: Promesa Community Schools Core Values and Practices



Promesa's Community School Model incorporates each of the four pillars identified by Oakes, Maier and Daniel (2017) in *Community Schools: An Evidence-based Strategy for Equitable School Improvement*:

- **Integrated student supports:** Promesa's Community School Model seeks to address the multiple barriers that students face in their educational journeys by coordinating partnerships with cross-sector organizations to address holistic student needs– including academic, health and wellness, housing, transportation, nutritional and other needs. The CS Coordinator at each school site is responsible for integrating student supports, with oversight and support from the CS Manager. Service integration occurs through the monthly partner convenings at each site and through annual partner meetings, both facilitated by the CS Coordinator. This integration is crucial to prevent duplication of services and ensure that the needs of students and families are examined through a holistic lens. New partners are brought on or existing partners' capacity is built as needed to address current and emerging student needs, including: physical, mental, behavioral

health needs, literacy needs, prevention services, housing, nutrition or criminal justice issues. The CS Coordinator is supported in integrating in and out of school time supports for students by a team of Promesa staff who are devoted to a particular pipeline service or targeted subpopulation: the Sr. Postsecondary Success Manager and College Ambassadors; English Learner Coordinator and English Learner Mentors; and Academic Case Managers. The CS Coordinators also sit on each school's Student Support Team (SST), a multidisciplinary team of school staff focused on the needs of individual students that are in high-need of support.

- **Expanded learning time and opportunities:** Promesa's Community School Model seeks to expand learning time opportunities during and outside of the regular school day that complement students' academic, social, and emotional development with real-world learning and development opportunities. Promesa does this by partnering with an array of community-based organizations that offer academic enrichment and support for students, including individualized academic supports like tutoring; science, technology, engineering, arts and mathematics (STEAM) activities; youth development and leadership development; college-and-career awareness and preparation programs and activities; and sports and recreation. Core Promesa partners offering expanded learning time opportunities for students at our partner schools include Proyecto's IMPACTO youth development program, Communities In Schools, City Year, and InnerCity Struggle. Promesa CS Coordinators work with school staff and the school community to develop and implement these partnerships and ensure alignment with school curriculum and academic programs taking place during the school day.

- **Family and Community Engagement:** Promesa is a community-driven collaborative with family and community engagement at the core of our collective impact approach. Our substantive engagement of parents, youth, and residents as decision-makers throughout our work has been recognized in a study by the Annenberg Institute for School Reform at Brown University (AISR).[49] This level of engagement extends into each of our community school sites, with our CS Coordinators bringing a cultural and community-driven lens to the development of parent and family engagement opportunities. At each site, we work to support families in engaging in school decision-making processes; coordinate partners to provide parents and caregivers with educational and skill-building opportunities; and work to make our schools a "community hub" for students, families, and residents from the surrounding community.
- **Collaborative Leadership and Practice:** As a collective impact initiative, collaborative leadership and practice is embedded at multiple levels of Promesa's governance structure. Promesa's governance structure incorporates team learning and dialogue, mutual accountability, shared responsibility, and commitment to fostering trusted connections among residents, schools, and organizations. Promesa's governance structure has been operational for the past eleven years, and has already created a high level of community involvement in decision-making, accelerated outcomes in the community, and enhanced trust among all partners. The governance structure includes a General Assembly, Steering Committee, Comite de Lideres and Solutions Teams which involve school administrators and staff, community members and parents, and representatives from partner organizations to involve them in planning, coordination, alignment, accountability and

[49]Annenberg Institute for School Reform at Brown University, "We Made a Promise: School-Community Collaboration, Leadership, and Transformation at Promesa Boyle Heights," 2016. Retrieved 9/10/22 from www.annenberginstitute.org/sites/default/files/product/944/files/PromesaReport_web.pdf

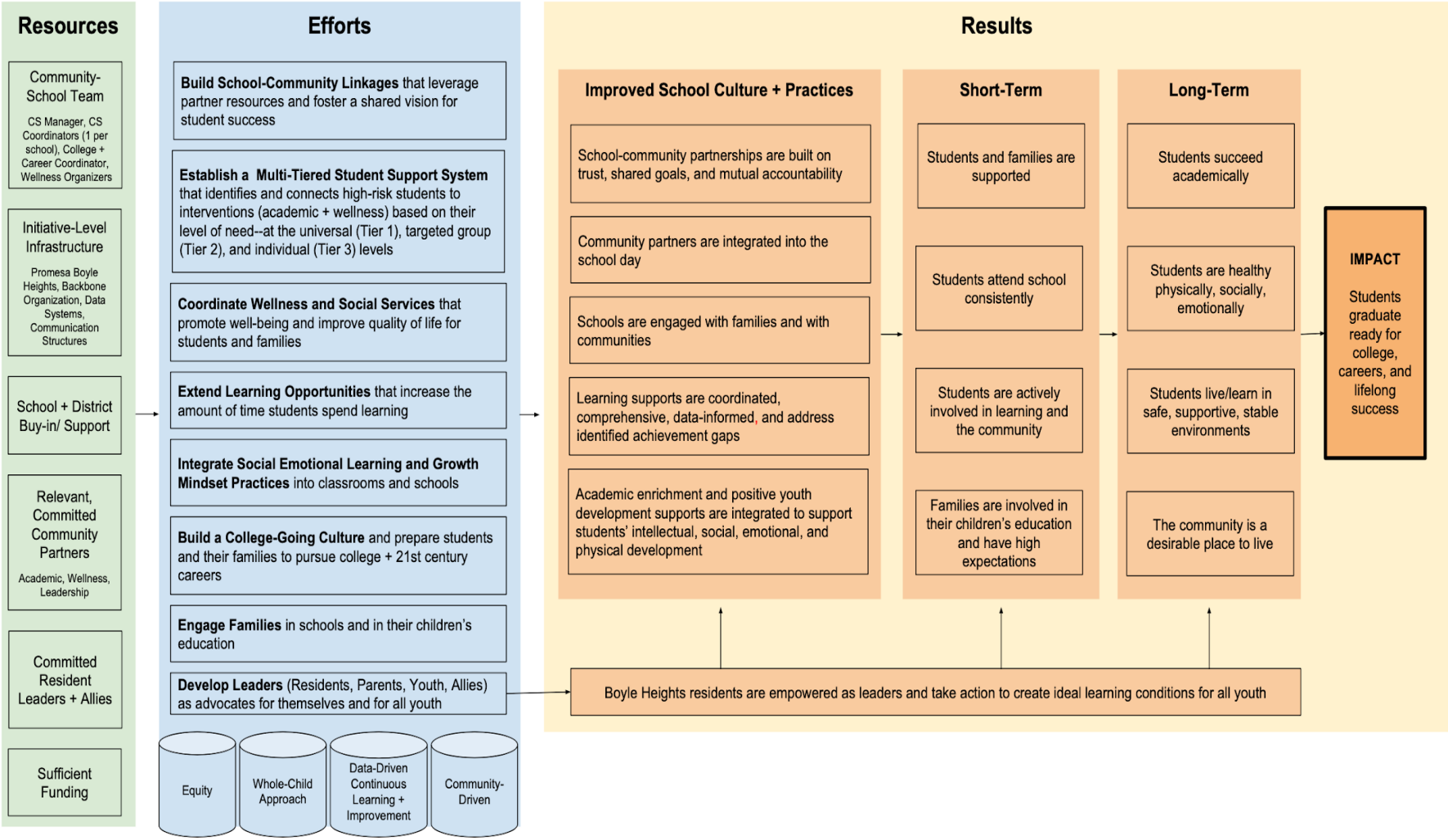
decision-making for Promesa's Community Schools and community transformation strategies (see Promesa Governance Structure Figure 7 and description in Management Plan section). The General Assembly is essentially an advisory body to the multi-stakeholder Steering Committee which holds decision-making authority and includes school administrators and a group of resident and parent leaders - the *Comite de Lideres* - which empowers parents to engage in and lead the collaborative's grassroots governance model. Promesa's Solutions Teams include community, partner and school representation to focus on five areas of the highest need for the Promesa Collaborative to target through its community school and community transformation efforts: Early Learning, Education Justice, Immigration, Wellness, and Post-Secondary Success. At school sites, partner meetings and student support teams will model collaborative leadership practices that have been a part of the Promesa governance culture. CS coordinators will alsol work to increase parent participation in already established school structures such as School Site Council meetings to increase collaboration between school and parents, and will also be part of school student support teams. InYear 3 of the grant period Promesa will work with school admin, teachers, staff, students, partners and parents to launch an Advisory working group to discuss and ensure sustainability of the program beyond the grant period.

Extent to Which the Project Design Reflects Evidence

To establish and institutionalize the four pillars at our partner schools, we use an approach that is tailored to each school site and community but that follows a consistent implementation framework to ensure fidelity as we scale up. Our implementation framework is summarized in our Community School Logic Model on the following page (Figure 3), which

will serve as our guide as we expand our Community School Model into the two new elementary school sites.

Figure 3. Promesa Boyle Heights Community School Logic Model



This logic model / implementation framework was developed using guidance from the Community School Standards[50] and Rationale and Results Framework[51] produced by the Coalition for Community Schools at the Institute for Education Leadership. The eight overarching Efforts which are the focus of our model – building school-community linkages, linking highest-risk students to interventions using a Multi-Tiered Student Support System, coordinating wellness and social services, extending learning opportunities, integrating social emotional learning, building a college-going culture, engaging families as partners, and developing community leaders as advocates for youth – are supported by research on effective strategies for improving school culture; improving student and family outcomes; and impacting community-level, systemic conditions that support student learning and academic success.

For example, one strategy central to our Community School Model is a **Multi-Tiered Student Support (MTSS) System** designed to identify and connect high-risk students to interventions at a universal/school-wide (Tier 1), targeted group (Tier 2), and individual (Tier 3) level. MTSS provides a collaboration framework for identifying and deploying evidence-based strategies that address students' instructional, behavioral, and social- emotional needs. MTSS consists of principles of response to intervention (RtI) and positive behavioral interventions and supports (PBIS) and requires schools to implement a continuum of systematic, coordinated, evidence-based practices that are targeted and responsive to the varying intensity of students' needs.[52] In our model, the MTSS is implemented through Student Support Teams (SST) composed of school and community partner staff (e.g. school administration, instructional

[50] Coalition for Community Schools and the Institute for Educational Leadership (2018). Community School Standards. Retrieved from https://www.communityschools.org/wp-content/uploads/sites/2/2020/08/Community-School-Standards-2018-1-1.pdf
[51] Coalition for Community Schools and the Institute for Educational Leadership (n.d.). Community Schools: A Rationale and Results Framework. Retrieved 8/22/2022 from https://www.communityschools.org/wp-content/uploads/sites/2/2021/01/CS_Results_Framework.pdf
[52] McIntosh, K., & Goodman, S. (2016). Multi-tiered systems of support: Integrating academic RTI and school-wide PBIS. New York: Guilford Press.

support staff, counselors, Promesa's Community School Coordinator, and academic and wellness-focused community partners) who meet regularly and use student data to explore trends in achievement, identify high-risk students, plan tiered interventions, and monitor students' response to interventions.

Another core strategy in our model is the use of ***promotoras,*** or community health workers, an evidence-based approach that has roots in public health for increasing access to healthcare resources among marginalized groups, such as the students and families in our partner schools and surrounding school communities. The theoretical basis of the *promotora* model is that direct engagement of community members contributes to community empowerment through activities that raise awareness of health and social issues, strengthen the community's capacity to work together, improve access to services, and enhance community health outcomes.[53] A growing body of evidence supports the implementation of *promotora*-delivered interventions as a culturally and linguistically appropriate strategy to improve access to care and health resources, link health institutions and community members and provide services for vulnerable and difficult-to-reach populations.[54] Because *promotoras* live in the communities where they work and are often experiencing the same barriers and challenges as their peers, they are able to establish profound relationships with community members based on mutual understanding and respect; address access barriers that arise from cultural and linguistic differences, stigma, or lack of trust with institutions; and incorporate cultural supports that help community members cope with stress and adverse events.[55] Within each of our community school sites, we embed a

---

[53] Eng E, & Young, R. (1992). Lay health advisors as community change agents. Family Community Health 15(1): 24–40.

[54] Swider, S.M. (2002). Outcome effectiveness of community health workers: an integrative literature review. Public Health Nursing, 19(1): 11–20.

[55]The California Endowment, "The Promotor Model: A Model for Building Healthy Communities," 2013. www.visionycompromiso.org/wordpress/wp-content/uploads/TCE_Promotores-Framing-Paper.pdf

promotora – with specialized training in specific areas of health, wellness, and other areas of need in our community such as early learning – who are ready to support families and connect them with resources in the community.

A third strategy essential to our model is the empowerment of parents and families to not only be engaged in their own children's education, but also serve as advocates for all youth and **leaders in transforming community conditions that impact student learning** and school success. Over thirty years of research demonstrates that engaging families in their children's learning, connecting families to community resources, and building parents as leaders to hold their schools accountable have a lasting, positive impact on student outcomes. Students whose families are engaged in these ways, for example, are more likely to:

- earn higher grades and test scores and enroll in higher-level programs;
- be promoted, pass their classes, and earn credits;
- attend school regularly;
- have better social skills, show improved behavior, and adapt well to school; graduate and go on to post-secondary education.[56]

Promesa's approach to fostering family engagement and leadership within our community schools is to encourage effective school-family partnerships by influencing school culture and enhancing the capacity of educators and families with strategies drawn from Karen Mapp's Dual Capacity-Building Framework for Family-School Partnerships.[57] We also focus on parent leadership programs, which in the literature are found to have positive effects on participants' attitudes, expectations, and behaviors linked to improved student achievement.[58] From our own

[56] e.g. Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. Retrieved from www.sedl.org/connections/resources/evidence.pdf

[57] Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved 9/1/22 from: www.dualcapacity.org

[58] e.g. See Henderson, A. T. (2010). Building Local Leadership for Change: A National Scan of Parent Leadership Training Programs. Providence, RI: Annenberg Institute for School Reform at Brown University. Retrieved from http://annenberginstitute.org/sites/default/files/product/209/files/HendersonRpt.pdf; Corbett, D. & Wilson, B. (2000). I Didn't Know I Could Do That. Parents Learning to be Leaders Through the Commonwealth Institute for Parent Leadership. Retrieved from http://prichardcommittee.org/our-initiatives/gcipl/program-evaluations/; and

experience in Boyle Heights, we also observe that educating and engaging families and community members in solving community problems leads to community ownership over solutions and long-term sustainability of reforms. A recent study by the Annenberg Institute for School Reform at Brown University concluded that Promesa's approach to community engagement has laid important groundwork for the sustainability and success of our school and community transformation efforts.[59]

Table 14 below includes a sampling of other Promesa Community School practices embedded across our school sites that are supported by evidence demonstrating the likelihood of our model to improve student outcomes. These practices are aligned with the What Works Clearinghouse Practice Guide recommendations and/or Intervention Reports and meet one of the three evidence tiers: Promising, Moderate, or Strong.

Table 14: Promesa Community School Evidence-based Practices and Interventions

WWC Practice Guide Recommendation or Intervention Report	Promesa Community Schools Aligned Evidence-Based Interventions	Evidence Tier
WWC Practice Guide *Dropout Prevention* Recommendation: **Provide intensive, individualized support to students who have fallen off track and face significant challenges to success**	-Academic Case Management for highest risk 3rd-12th graders to promote academic success and wellness	Moderate

Corbett, D. & Wilson, B. (2008). Knowledge is Empowering: Commonwealth Institute for Parent Leadership Fellows' Involvement and Influence after Training. Retrieved from http://prichardcommittee.org/our-initiatives/gcipl/program-evaluations/

[59]Annenberg Institute for School Reform at Brown University, "We Made a Promise: School-Community Collaboration, Leadership, and Transformation at Promesa Boyle Heights," 2016. Retrieved 9/10/22 from www.annenberginstitute.org/sites/default/files/product/944/files/PromesaReport_web.pdf

Based on eight studies meeting WWC group design standards without reservations		
WWC Practice Guide *Dropout Prevention* Recommendation: **Provide academic support and enrichment to improve academic performance** Based on two rigorous studies that found positive or potentially positive effects.	- Academic Case Management: Case managers develop individualized plans and monitor students' academic progress - Individualized tutoring for struggling students -English Learner group mentoring sessions to promote academic success - Summer enrichment programs	Strong
WWC Practice Guide *Structuring OST to Meet Academic Needs* Recommendation: **Adapt instruction to individual and small group needs.** Based on 15 programs with evaluations that met WWC standards with or without reservations.	- Individualized tutoring for struggling students -English Learner group mentoring sessions to promote EL academic success	Moderate
WWC Practice Guide *Preventing Dropout In Secondary Schools* Recommendation: **Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.** Based on 14 studies, 11 of which meet WWC group design standards without reservations.	- Academic Case Management: Case Managers develop individualized success plans that help students build capacity to manage challenges -English Learner mentoring sessions to provide holistic, socio-emotional supports and guidance and role-modeling	Strong
WWC Practice Guide *Dropout Prevention* Recommendation: **Assign adult advocates to students at risk of dropping out** Recommendation based on five experimental studies of four dropout interventions that included an adult advocacy component.	- Academic Case Management: Case Managers who build strong relationships with students and their families, develop individualized success plans, and monitor progress - Leadership Academies & Parent Workshops: to develop parent leadership to advocate for their students' needs at the school and local level	Moderate

	-English Learner mentoring sessions to provide holistic, socio-emotional supports and guidance and role-modeling	
WWC Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* Recommendation: **Provide small-group instructional intervention to students struggling in areas of literacy and English language development.** Based on 6 studies, which all meet WWC group standards.	-English Learner Mentors who work with English Learner students in small groups	Moderate
WWC Practice Guide *Helping Students Navigate the Path to College: What High Schools Can Do* Recommendation: **Engage and assist students in completing critical steps for college entry.** Based on 6 studies of programs meeting WWC standards with or without reservation.	- College Ambassadors who work at school sites to implement college-going workshops & efforts -English Learner mentoring sessions to provide holistic, socio-emotional supports and guidance and role-modeling	Moderate
WWC Practice Guide *Helping Students Navigate the Path to College: What High Schools Can Do* Recommendation: **Increase families' financial awareness, and help students apply for financial aid.** Based on 2 studies of programs meeting WWC standards with reservations.	- College Ambassadors who work at school sites to implement or support student financial aid workshops & parent workshop at school sites	Moderate
WWC Practice Guide *Reducing Behavior Problems in the Elementary School Classroom* Recommendation:	- Teacher professional development opportunities on topics such as restorative justice practices	Strong

Modify the classroom learning environment to decrease problem behavior. Based on multiple research studies across decades, including recent control trials, quasi-experimental design & 6 single-subject research studies, all meeting WWC standards.		
WWC Practice Guide *Reducing Behavior Problems in the Elementary School Classroom* Recommendation: **Draw on relationships with professional colleagues and students' families for continued guidance and support.** Based on 1 quasi-experimental study, 1 single-subject study, and 3 randomized control trials meeting WCC standards with or without reservation.	- Family & Parent Engagement activities e.g. parent workshops - Monthly convenings with partners and staff	Moderate
WWC Practice Guide *Reducing Behavior Problems in the Elementary School Classroom* Recommendation: **Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.** Based on 1 quasi-experimental study, 4 randomized control trials, and 1 single subject study.	-Multi-Tiered Student Support System that reviews disciplinary data and plans and monitors universal (school-wide) positive behavior interventions and supports	Moderate
WWC Practice Guide *Dropout Prevention* Recommendation: **Utilize data systems that support a realistic diagnosis of the number of students who dropout and that help identify individual students at high risk of dropping out** Minimal because no studies directly evaluate the effect of using data, but recommended because effectiveness of the	-Multi-tiered Student Support System early warning indicator data trackers	Minimal, but recommended

intervention depends on accurate assessment of the intervention.		
WWC Practice Guide *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades* Recommendation: **Schedule regular peer-assisted learning opportunities.** Based on several high-quality experiments and quasi-experiments.	-EL Mentors who facilitate EL student group convenings	Strong

Expansion of our Community School Model into Elementary Sites

Since its inception, Promesa has envisioned taking a large-scale, interdisciplinary and systems change approach spanning the entire cradle-to-college-and-career pipeline in Boyle Heights. In 2018, we commenced a strategic planning process which elevated the need to expand our Community School Model into our neighborhood elementary schools as a top priority, and a data and community-informed selection process led to our decision to expand to First Street Elementary and Sheridan Street Elementary. In the summer of 2021, we began our process of expansion by hiring and onboarding a founding Community School Coordinator for each school. While COVID-19 limited our ability to conduct full launch-year activities on site as we would have under normal conditions, we were able to achieve some first-year successes during the 2021-22 academic year. Community school coordinators were able to build relationships at school sites, increase parent engagement, increase partner engagement between existing partners and bring new partners.

For example, at First St ES, Promesa engaged 114 parents of children from TK to 6th grade in a parent survey to better understand the needs of the school community there. Parents identified as a priority vision, followed by medical and dental, as the top three wellness services

to have access to at the school. The top workshops topics identified by parents included: nutrition and health eating, and managing stress and anxiety. At Sheridan ES, CS Coordinator launched weekly wellness meetings for parents with 25 parents, and hosted a Parent Engagement Academy with 57 parents completing the series. Promesa also increased engagement with partner and added new parts increasing services and supports for families. At First St ES, in response to parent survey needs identified, Promesa brought AltaMed to provide on-site dental services for families for 18 students and a pre-presentation to raise awareness beforehand. At Sheridan ES, Promesa supported a community vaccine clinic and coordinated future support for a dental clinic with AltaMed, and assisted parents 1:1 around Parent Portal and community resource aid. The list below outlines current partners at each targeted school site where new partners are started(*).

Sheridan ES	**First Street ES**
Hollenbeck Pal LAs Best VIP *	InnerCity Struggle Planned Parenthood* AltaMed USC School of Pharmacy* Corazon and Caracter EFNEP (Expanded Food & Nutrition Education Program)*

These initial efforts during the 2021-22 school year reached 200 students and 50 parents/caregivers across both schools– representing 17-18 percent of the schools' combined student bodies. We look forward to returning to campus full-time this year. FSCS funding will allow us to fully implement and grow the Community School Model at our partner elementary schools, and thus complete our cradle to career pipeline of supports in Boyle Heights and increase our reach across both schools to 80 percent by year 5 of the grant period.

Plan for Conducting Comprehensive Needs Assessment

In Year 1, we will conduct a comprehensive needs assessment that will help identify the academic and holistic needs of students and families from our elementary schools and the existing resources available to address them and inform the implementation of our Community School Model and project design in years 2-5. We will initiate our comprehensive needs assessment by consolidating, reviewing, and dissecting data from prior Promesa-led community-wide needs assessment efforts and prior school-led needs assessments more specific to each of our target school sites. We will then identify gaps that still need to be explored and conduct a supplemental needs assessment to collect primary and secondary data addressing those gaps. Our action plan for conducting the comprehensive needs assessment includes the following steps, each expanded upon in the subsequent paragraphs:

1. Review, analyze and dissect data from our Strategic Planning Needs Assessment.
2. Review, analyze and dissect data from our Promesa 2020 Covid-19 Needs Assessment.
3. Review, analyze and dissect data from the last three years of school-led needs assessments conducted as part of each school's annual School Plan for Student Achievement.
4. Review, analyze and dissect data from the LAUSD's annual School Experience Survey from the previous three years.
5. Conduct a supplemental needs assessment at Target School Sites to fill in gaps not addressed by the above needs assessment methods.

1. Analysis of Strategic Planning Needs Assessment

In 2019, as part of the selection process for determining into which schools Promesa would expand our Community School Model, an in-depth quantitative and qualitative data analysis was conducted examining indicators such as total school enrollment, percentage of students who qualified for free or reduced lunch, percentage of English Learners (EL), number of foster youth, number of students who met or exceed proficiency in English Language Arts and in Math on the Smarter Balanced Assessment Consortium (SBAC) assessment, and proximity to feeder schools already part of Promesa's Community School model (quantified by a proxy measure). Promesa staff, resident leaders, and partner organizations then conducted interviews with the principals at each of the four finalist schools, seeking to learn more about the school's needs, assets, and existing partners and to assess alignment with the vision and goals of Promesa. We also facilitated stakeholder conversation meetings between school stakeholders and Promesa stakeholders, seeking to gain insights into each. We will review this past analysis as a starting point for our needs assessment for the implementation of the FSCS grant.

2. Analysis of Promesa 2020 COVID Needs Assessments

In Spring 2020, Promesa also conducted a needs assessment in response to the COVID-19 pandemic that included: (1) distributing a Community School partner survey; (2) leveraging the results of a parent survey conducted by Promesa partner, the Partnership for Los Angeles Schools; and (2) integrating qualitative data gleaned from student and parent phone interviews. The results of these assessment processes, including exacerbated needs resulting from COVID, are woven into the project design presented in this application. Results will be revisited to to look at needs parents/students from Roosevelt, Mendez and Hollenbeck during

the “Return to School Phase” and will disaggregate results of partner needs survey by school and partner responses (Hollenbeck, Mendez, and Roosevelt) to identify trends that can be applied to Sheridan and First Street. Target Elementary schools did not participate in the 2020 Covid Needs Assessment as Promesa was not yet a partner of the schools during this period. Data can provide insights into impacts of Covid on the community at large and contribute to informing the needs of Sherdian and First Street.

3. Review of Needs Assessment in the LAUSD School Plan for Student Achievement (SPSA)

As part of the LAUSD’s local control accountability plan, every district school conducts a comprehensive needs assessment for the purpose of developing a School Plan for Student Achievement (SPSA). The needs assessment incorporates data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. As part of the needs assessment process for this FSCS project, Promesa will review the comprehensive needs assessment from the Sheridan ES and First Street ES SPSAs for the past three years, identifying any trends and themes that arise from their review. Reviewing the past three years of plans will also help identify gaps and needs pre and post pandemic.

4. Analysis of Annual LAUSD School Experience Survey

The LAUSD conducts an annual district-wide School Experience Survey each fall with staff, parents, and students that includes questions on school climate, academics and socio-emotional learning. As part of our needs assessment work, we will review data from the

past three years of the School Experience Survey. This coming fall, we will also support the district with increasing families' survey participation – currently lower than ideal, but still informative – by collaborating with the target schools on various outreach methods, providing technical support to parents completing the survey, and distributing reminder information.

5. Conduct Supplemental Needs Assessment

After synthesizing and analyzing data from the above needs assessment methods and sources, we will work with our independent evaluator to design, develop, and conduct a supplemental needs assessment to address gaps in information. Some of the questions that will guide our needs assessment process include:

- What services are being provided within the school and the community, and by whom?
- How accessible are these services (e.g., hours, location, language capacity)?
- How familiar are the partners and community members with the issues Promesa is trying to address?
- What outreach efforts are made to educate the public about the Community Schools and the services Promesa and partners provide?
- Who in the area is best suited to identify families in need?
- What services do the students need? What services do families need? What services do administrators need? Is Promesa able to meet these needs? What additional support do providers need?

To answer these questions, the independent evaluator will support Promesa in designing the appropriate data collection methods and tools to gather primary data, potentially from parents, residents, school staff and administrators, and/or partner organizations, and secondary data, which will likely come from the district's School Experience Survey and from other school,

district, state DOE, or other sources as needed. Primary data collection methods may include: youth, parent, and resident surveys (bilingual English/Spanish), interviews with school administrators and staff, surveys and/or interviews with community organization partners, and community forums and town halls (Zoom or in-person). The final design, methodology, and data collection tools and processes for the supplemental needs assessment will be guided by feedback from school and community stakeholders, including parents and community residents, such as by convening a needs assessment advisory group that is representative of our community and Community School stakeholders. We will work to ensure a broad cross section of parent, student, staff, and partner voices are represented in the needs assessment, with appropriate data collection methods for each, so that our planning is relevant and inclusive. Additionally, for outreach, we will leverage the strength of our Promotora Network to ensure we have a high participation rate and survey completion rate. We will conduct phone banking sessions, in person and digital outreach to increase awareness and participation, as well as provide incentives, English/Spanish translation, and childcare so that families can fully participate in data collection activities.

Plan for Developing Annual Measurable Performance Objectives and Outcomes

For each target school, Promesa will develop a Community School Implementation Plan that outlines the collective vision, conditions for successful implementation and has clear SMARTIE (Specific, Measurable, Attainable, Realistic, Time-bound, Inclusive, and Equitable) goals that are informed by school staff, admin, community partners, and students and families. SMARTIE goals serve as the annual measurable performance objectives and outcomes, ensuring that there is an increase in the number and percentage of families and students targeted for services each year of the program. The Community School Coordinator will be responsible for

leading the development of the Community School Implementation Plan with support from the Senior Manager of Community Schools and Promesa's Managing Director. SMARTIE goals will be aligned to the school plan for student achievement, a district tool used for compliance with the local control accountability plan. The Promesa School Implementation Plan will be used to roll out the community school model implementation.

As we have done with past school partners, we will use the checklist outlined below in Table 15 to guide our process for development of the Community School Implementation Plan, which includes a process for progress monitoring throughout the academic school year. The checklist will be adapted for each target school's specific context and will include key deadlines and dates. The initial process and timeline for drafting the Community School Implementation Plan during the first year should take at least two but no more than three months to ensure it is ready to launch by the start of the following school year. During years 2-5 of the project implementation, updating, editing, and adjusting the implementation should take 1-2 months so that a revised implementation is ready by the start of each school year.

Table 15. Promesa Community School Implementation Plan Checklist

Community School Implementation Plan Checklist **School Name: _____**
Process and Timeline for Drafting Community School Implementation Plan *Pre-Work (to be completed by Community School Coordinator): Review and consult district compliance tool for each school - School Plan for Student Achievement (SPSA) 1. Develop an Action Plan for completing implementation plan a. Collect Feedback to inform and draft SMARTIE Goals i. What do we do? ii. How do we do it? iii. What support do I need? 2. Present first draft of Action Plan to Community Schools Senior Manager and Managing Director 3. Present first draft Action Plan to Community School Coordinator team for feedback

4. Community School Coordinator creates drafts of School Implementation Plan with support from Senior Manager of Community Schools
5. Meeting with principal to gather initial reactions, feedback and questions
    a. What needs to happen to get to full agreement?
    b. Discuss and review SPSA with principal for alignment and to identify priority areas
6. Meeting with core partners as group to gather reactions and questions
    a. What needs to happen to get full agreement?
7. Meeting with parents and community to gather reactions and questions (present draft of Implementation Plan using popular education practices).
    a. What needs to happen to get full agreement?
8. Agreement process
9. [details based on school]
10. Present final draft of Implementation Plan to Community Schools team
11. Present final draft to Principal and Managing Director
12. Meet with Promesa Data Analyst, Proyecto Director of Impact, Promesa Managing Director to develop evaluation roadmap, evaluation tools (including data dashboard) and timeline for data input, analysis, and continuous learning conversations/reflections
13. Create and Update detailed work plan as needed
14. Regular check-ins and updates with Community School Senior Manager, partners, principals, Community School Coordinator team and other stakeholders. (ongoing)

Progress Monitoring Plan

1. Promesa Data Analyst will update Data Dashboard with LAUSD data and other raw data collected (monthly basis)
2. Quarterly Stepback Meetings to review progress on goals and data dashboard. Quarterly stepback sessions will include School Admin/Partners and Promesa CS Coordinators and Other Staff.
3. Mid Year Implementation Plan Check in with CS Coordinator, CS Senior Manager and Principal/Admin
4. Share mid-point progress check during bi-annual General Assembly/Steering Committee Meetings
5. End of Year Reflections – during Partner Retreat to review, reflect and begin planning for upcoming school year
6. End of Year Reflections with CS Coordinator, CS Senior Manager and Principal/Admin to assess annually implementation plan progress, feedback on progress on SMARTIE goals and begin planning for the next school year
7. Summer Planning to review and update implementation plan as needed (update SMARTIE Goals) and include feedback from end of year reflections

Plan for Establishing and Implementing FSCS Pillars

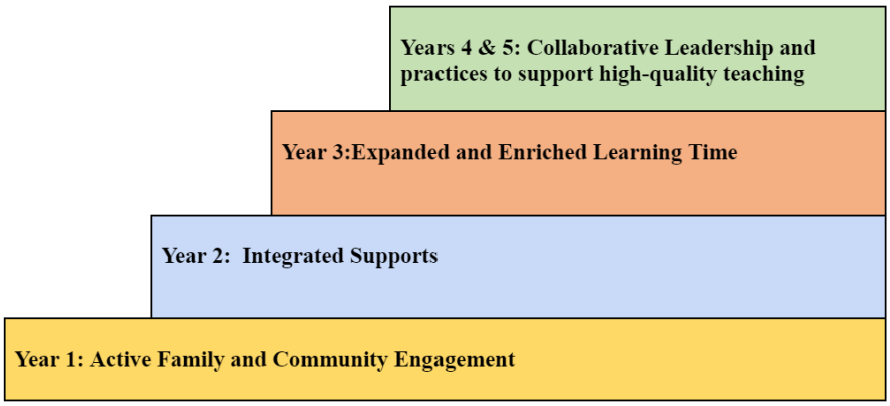
Establishing and enshrining the FSCS pillars is essential for the sustainability of the project beyond the grant period. Through our 12 years of experience developing the Community School Model at our three current full-service community school sites, we have learned key

lessons that have become essential to our implementation framework and inform the FSCS project design for expansion into the target elementary schools. The following paragraphs outline our plan for establishing and implementing the FSCS pillars at the two new school sites, drawing on our lessons learned.

Strategically Embed & Build Upon Pillars Year on Year

Throughout our historical experience implementing Promesa's Community School Model across partner schools, we have found that in order to institutionalize the pillars of the full-service community schools into already established school structures we have to be strategic each year as to what we focus on and how. Recognizing the level of complexity that schools manage on a day-to-day basis and that culture and systemic change takes time, we focus thematically on each pillar year over year. The following figure details how we anticipate focussing on each pillar and building year over year on each.

Figure 4. Promesa Community Schools' Priority FSCS Pillars by Implementation Year



In Year 1, our focus will begin with the FSCS pillar of Active Family and Community Engagement. This means that in Year 1 Community School Coordinators are expected to build

relationships with school, staff, partners, families and students by holding 1:1 meetings throughout the school year with key stakeholders, attending parent meetings and back to school night events, while also introducing workshops for parents, increasing the number of families utilizing the Parent Center, and working with the principal to focus on creating a welcoming environment for parents overall. Professional development and capacity building activities in Year 1 also revolve around the theme of Active Family and Community Engagement. Beginning with prioritizing active family and community engagement also is critical to ensure we have parent and student voice as we conduct our needs assessment and therefore can respond by focusing on the pillars of Integrated Student Supports and Expanded/Enriched Learning Opportunities in Years 2-3. In 2021-22 school year, Promesa began integrating this pillar at the two new schools by engaging families through workshops, trainings, and direct outreach.

The theme in Year 2 becomes seeking out new partnerships, increasing the number of support services provided at the school, and establishing structures such as monthly partner meetings to integrate these supports and create a structure for collaboration/communication among partners and service providers. Again, this does not mean that we ignore active family and community engagement, we continue to build on the foundations of Year 1.

Having established two pillars, by Year 3 the Community School Coordinator now has enough groundwork, relationships, and trust at the school community to work with school staff and partners to focus on expanded and enriched learning time. Years 4 and 5 then work to ensure that structures become part of the natural flow of the school year.

Embed a Community-School Coordinator Within the School Sites

To develop a Community School and establish the four FSCS pillars, a full-time Community School (CS) Coordinator must be embedded within the school and integrated into

the school's student/family support structures and processes. This is essential to develop the Community School and achieve the school and community transformation that Promesa envisions. Our CS Coordinators become the linchpins responsible for convening school staff and partners from across the school's ecosystem and working together to analyze student achievement trends, identify high-risk students, assess gaps in support, coordinate interventions, and monitor students' response to interventions.

Our Community-School Coordinators also elevate Promesa's shared vision for community transformation that was developed by community residents and partners, bringing to the forefront an equity lens when considering student improvement. In addition, they model the importance of relationship building with families, school staff, and school administration by holding 1:1 meet and greet meetings throughout the first year of implementation, working alongside Parent Centers, collaborating with key staff such as college counselors and pupil services and attendance counselors (PSAs).

Promesa Community School Coordinator provides a level of stability in the early stages of implementation, and ensures continuity of support and coordination for partners, school staff, families, and students. In fact, this school year our CS Coordinator has served as a key resource for the new principal and administration as they work to bring students back from remote schooling after the pandemic.

Embed Promesa Team Members to Triangulate Supports for Students and Parents, and Schools-Capacity-Building

Through the past 12 years of implementation, we have learned that by embedding key Promesa team members into the school community (who work closely with the CS Coordinator), we can better and more deeply triangulate supports for students and parents and increase capacity

for school-community collaboration and partnership. The team members Promesa has put into place at each of our Community Schools, and who will also compose the teams at our new FSCS campuses, include:

- **Academic Case Managers:** Ensure students with the highest need receive targeted and individualized academic intervention
- **Promotoras:** Ensure that parents are supported in navigating school and community systems
- **English Learner Mentors:** Ensure that English Learner (EL) students have mentorship from a caring-adult and a support network from their EL peers, supported by Promesa's EL Coordinator
- **Postsecondary Success Ambassadors:** Ensure that students and parents have access to information and supports to pursue college and career, supported by Promesa's Postsecondary Success Senior Manager
- **Community School Coordinators**: Ensure collaboration & communication across partners at school sites and community wide

Finally, Academic Case Managers, staff of Proyecto's IMPACTO program who are trained in trauma informed practices embedded into the school site as a key academic support for students with the highest need. Academic Case Managers work with counselors and school staff to identify caseloads of 20-30 students (via a referral process) and work 1:1 with students providing them with intensive sustained supports.

Set Up A Student Tracking System To Identify Students Off-Track & Deliver Targeted Interventions

Promesa implemented a multi-tiered system of supports (MTSS) model at prior partner schools that included a student tracking system, using a comprehensive set of student-level indicators, that can serve as an early warning system for identifying students who were off-track. This system was reviewed regularly during the monthly partner meetings in order to deliver targeted interventions for the high-need students, and monitor their response to them and the effectiveness of the interventions to assess the broader impact of the Community School Model. We plan on continuing this approach and implementing and support the coordination of an MTSS framework at Sheridan ES and First Street ES as part of the project pipeline of services. Roll out will begin with training and professional development opportunities for teachers, staff and partners and progress to developing the early warning system by Year 2 of implementation and reviewing this system regularly at partner meetings, and other staff meetings.

3. Quality of the Project Services

As we expand our Community School Model into the two new sites, Promesa will focus on expanding, coordinating, and integrating six pipeline services to be delivered by our staff team and by our school and organizational partners:

1. High-quality early childhood education programs
2. High-quality school and out-of-school time programs and strategies
3. Support for children's transition to elementary school and from elementary to middle school
4. Family and community engagement and supports

5. Activities that support postsecondary and workforce readiness, and
6. Social, health, nutrition, and mental health services and supports.

Table 16 below provides an overview of our strategies within each pipeline service area, indicating the related needs the strategy is designed to address and the related outcomes the strategy will impact; and the paragraphs following the table provide more details about the strategy, the partners involved, and the estimated number of students/families to be reached. In Year 1 of the project, our pipeline strategies will be refined in collaboration with partners and informed by the results of our comprehensive needs assessment, ensuring that a diversity of perspectives are brought to bear in the project design. **Promesa will aim to increase the proportion of students at the target elementary schools who will be reached by pipeline services from 20 percent in Year 1 to 80 percent by Year 5.** Objectives for increasing the number and percentage of students/families reached will be finalized in Y1.

Table 16. Overview of Pipeline Services to Be Developed, Coordinated, and Integrated at Target Schools

Strategy	Related Needs	Related Outcomes
Pipeline Service 1: High-Quality Early Childhood Education Programs		
1.1 Early Learning Network (ELN) Launch ELN to enhance integration, alignment, and professional development among early learning providers and elementary schools	-Lack of access to high-quality early education that lays foundation for school success -Elementary school test scores indicative of lack of foundational skills for school success	-Children are prepared for kindergarten.
1.2 Early Learning Parent Leadership Academy Launch academy with 30 parents to strengthen their capacity to engage in improving Early Learning systems in Boyle Heights	-Lack of access to high-quality early education that lays the foundation for school success -Elementary school test scores indicative of lack of foundational skills for school success	-Children are prepared for kindergarten. -Children are supported by engaged parents.
1.3 Joint Professional Development: Kinder, Transitional Kinder, and Early Learning Providers Facilitate professional development workshops for Kinder, Transitional Kinder, and Early Learning Provider staffs to promote early learning to elementary alignment	-Lack of access to high-quality early education that lays the foundation for school success -Elementary school test scores indicative of lack of foundational skills for school success	-Children are prepared for kindergarten. -Children are achieving academically.
1.4 Promotoras Network: Early Learning Promotoras Strengthen and expand parent and resident Promotoras Network through specialized	-Lack of access to high-quality early education that lays the foundation for school success -Elementary school test scores indicative of lack of foundational skills for school success	-Children are supported by engaged parents. -Children are prepared for kindergarten.

early education tracks so that Promotoras can disseminate information, facilitate workshops, help parents navigate early education resources, and develop and distribute parent toolkits related to child development and preparing children for college from birth	-Lack of community awareness about value of formal early learning	
Pipeline Service 2: High-Quality School and Out-of-School Time Programs/Strategies		
2.1 Multi-Tiered Student Support (MTSS) System led by Student Support Team (SST) Establish a MTSS led by a SST composed of the C-S Coordinator, school administrators, counselors, and community partners that coordinates student supports and services for highest need students	-Low-performing partner schools -Lack of proficiency in ELA and Math -Low English Learner reclassification rates -Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results -Insufficient access to mental health resources to address student trauma and related issues	-Children are achieving academically. -Children are safe. -Children are healthy.
2.2 Academic Case Management (ACM) Launch ACM at target schools to provide 1:1 support for students with highest academic need	-Lack of proficiency in ELA and Math -Low English Learner reclassification rates	-Children are achieving academically.
2.3 Joint Professional Development: Elementary School Staff and Partners Provide professional development for teachers, school staff, and partners through workshops and coaching and facilitate sharing of best practices, within and across schools, around academic instruction and support, EL strategies, social emotional supports, and parent and family engagement	-Low-performing partner schools -Lack of proficiency in ELA and Math -Low English Learner reclassification rates -Insufficient access to mental health resources to address student trauma and related issues	-Children are achieving academically. -Children are safe. -Children are healthy. -Children are supported by engaged parents.

2.4 English Learner Supports EL Mentor coordinates/ facilitates monthly small-group mentoring sessions and cohort convening and targeted interventions	-Low English Learner reclassification rates -Lower test scores for EL students	-Children are achieving academically. -Children are safe.
2.5 Out-of-School Time (OST) Program Support, Expansion, Integration, and Capacity-Building Support and integrate existing OST programs and develop additional partnerships to improve student access, program reach and effectiveness, and program alignment with the needs of students and their families identified through needs assessment processes	Low-performing partner schools Lack of proficiency in ELA and Math Lack of access to healthy foods and poor family nutrition habits Poor Physical Fitness Test results across schools Insufficient access to mental health resources to address student trauma and related issues	-Children are achieving academically. -Children are safe.
2.6 Education Justice Solutions Team Led by Promesa staff, the Education Justice Solutions Team is a cross section of partners that meet quarterly to analyze key data, identify gaps in the broader system and pilot potential solutions or "spark" projects to address gaps that can potentially address systemic change.	Low-performing partner schools Lack of proficiency in ELA and Math Low English Learner reclassification rates Lack of access to healthy foods and poor family nutrition habits Poor Physical Fitness Test results across schools Insufficient access to mental health resources to address student trauma and related issues	-Children are prepared for kindergarten. -Children are achieving academically. -Children are safe. -Children are healthy. -Children are supported by engaged parents.
Pipeline Service 3: Support for Child's Transition to Elementary School and from Elementary to Middle School		
3.1 Kinder Bridge Program Launch bridge program to support families with their child's transition to kindergarten from pre-K or formal early education centers, home centers, or informal early learning	-Lack of access to high-quality early education that lays the foundation for school success -Elementary school test scores indicative of lack of foundational skills for school success	-Children are supported by engaged parents.

3.2 ES-to-MS Bridge Program Launch bridge program to support sixth graders and their parents with the transition from elementary to middle school	-Lack of proficiency in ELA and Math -Low English Learner reclassification rates	-Children are achieving academically. -Children are supported by engaged parents.
Pipeline Service 4: Family and Community Engagement and Supports		
4.1 Promotora Network Train promotoras as resource connectors to help parents navigate school systems and link to resources for supporting student learning, wellness, and school success	-Low-performing partner schools -Lack of proficiency in ELA and Math -Low rates of college readiness among high school students -Low English Learner reclassification rates -Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results -Insufficient access to mental health resources	-Children are achieving academically. -Children are safe. -Children are healthy. -Children are supported by engaged parents.
4.2 Parent Leadership Academies Recruit parents for Leadership Academies to develop parents' leadership skills, build a shared understanding of academic and wellness issues faced by the Boyle Heights community, and empower parents to address wellness, early learning, K-12 education and college access	-Low-performing partner schools -Lack of proficiency in ELA and Math -Low rates of college readiness among high school students -Low English Learner reclassification rates -Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results across schools -Insufficient access to mental health resources to address student trauma and related issues	-Children are prepared for kindergarten. -Children are achieving academically. -Children are safe. -Children are healthy. -Children are supported by engaged parents.
4.3 Parent Workshops Facilitate parent workshops focused on increasing parent knowledge, skill, and resources related to ensuring their children's wellness and academic success specifically	-Low-performing partner schools -Lack of proficiency in ELA and Math -Low rates of college readiness among high school students -Low English Learner reclassification rates	-Children are achieving academically. -Children are safe. -Children are healthy. -Children are supported by engaged parents.

	-Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results across schools -Insufficient access to mental health resources to address student trauma and related issues	
4.4 Adult Education Classes (Lead Partner: Puente Learning Center): Connect parents to attend Adult Education Classes, including English as a Second Language classes, classes for adults to obtain a high school diploma, workforce readiness, Citizenship	-Low average family income (economic mobility)	-Children are supported by engaged parents.
Pipeline Service 5: Activities that Support Postsecondary and Workforce Readiness		
5.1 School-Wide Culture-Building: College & Career-Going Culture Promesa CS staff, specifically College Ambassadors, will organize college and career activities such as "College and Career Family Nights" at each school site to raise awareness and enthusiasm for post-secondary success.	-Low rates of college readiness and completion	-Children are achieving academically. -Children are supported by engaged parents.
5.2 Fifth Grade College Field Trip Organize college field trips for fifth grade students and to support college awareness and exposure	-Low rates of college readiness and completion -Lack of parental college knowledge due to low percentage of parents with formal higher education	-Children are supported by engaged parents.
5.3 "Road to College" Parent Workshops College Awareness and Empowerment Workshops titled "Road to College" for	-Low rates of college readiness and completion	-Children are supported by engaged parents.

parents to educate and learn about the steps to college preparation from birth through high school.	-Lack of parental college knowledge due to low percentage of parents with formal higher education	
5.4 Postsecondary Success Solutions Team Postsecondary Success Solutions Team is a cross section of partners in Boyle Heights meeting quarterly to analyze key data, identify gaps in the broader system and pilot potential solutions or "spark" projects to address gaps.	Low-performing partner schools	-Children are achieving academically. -Children are supported by engaged parents.
Pipeline Service 6: Social, Health, Nutrition, and Mental Health Services and Supports		
6.1 Health and Wellness Services Integration, Expansion, and Capacity-Building Support and integrate existing health and wellness programs and develop additional partnerships to improve student and family access, program reach, and program alignment with the needs of students and their families identified through needs assessment processes In addition, identify and secure new partner commitments to create and sustain student, parent and community programming such as holistic health, mental health, nutrition and physical activity	-Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results across schools -Insufficient access to mental health resources to address student trauma and related issues -Barriers to access to health services including language, transportation	-Children are safe. -Children are healthy. -Children are supported by engaged parents.

6.2 Promotora Network: Wellness Promotoras Parent and Resident Wellness Promotora Network to connect families to wellness information, resources, and referrals and raise awareness about new Wellness Center at Mendez High School	-Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results across schools -Insufficient access to mental health resources to address student trauma and related issues -Barriers to access to health services including language, transportation	-Children are healthy. -Children are supported by engaged parents.
6.3 Wellness Campaign Create a wellness outreach campaign to inform and connect youth, parents and residents to the new Wellness Center at partner Mendez HS.	-Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results across schools -Insufficient access to mental health resources to address student trauma and related issues -Barriers to access to health services including language, transportation	-Children are healthy. -Children are supported by engaged parents.
6.4 Wellness Solutions Team Led by Promesa staff, the Wellness Solutions Team is a cross section of partners that meet quarterly to analyze key data, identify gaps in the broader system and pilot potential solutions or "spark" projects to address gaps with the aim of addressing systemic inequity in wellness and health care.	-Lack of access to healthy foods and poor family nutrition habits -Poor Physical Fitness Test results across schools -Insufficient access to mental health resources to address student trauma and related issues -Barriers to access to health services including language, transportation	-Children are prepared for kindergarten. -Children are achieving academically. -Children are safe. -Children are healthy. -Children are supported by engaged parents.

Pipeline Service 1: High-Quality Early Childhood Education Programs

1.1 Early Learning Network

In Year 2 of the grant, Promesa will launch the Boyle Heights Early Learning Network (BH-ELN), an integrated network of high-quality early care and education (ECE) programs that are linked to and coordinated with each other, and with Sheridan ES and First Street ES, to support students' transition into kindergarten and facilitate learning, innovation, systemic analysis, and shared advocacy among early care providers, advocates, and families. Participating ECE feeder programs will include state-run preschool centers including those located on the target school campuses, local childcare education centers, and home-based child care centers.

Promesa is currently recruiting for an Early Learning Organizer who will launch the BH-ELN in Year 2 with 10 ECE providers, and conduct two convenings annually from Years 2 - 5. During the grant, Promesa will also convene a consultation seminar with Kindergarten-level representatives to dialogue with ECE providers, identify the best practices for feeder ECE spaces into Kindergarten, and ensure Desired Results Developmental Profile results inform student integration into the post-Pre K educational pathway. The BH-ELN will also adopt a joint advocacy agenda for improving ECE access and infrastructure in Boyle Heights, targeting issues such as increased funding for facilities and programs, ensuring living wage salaries for early childhood educators, removing barriers to access, providing targeted interventions for English Learners and children with special needs, and investing in holistic education and wellness resources for children and families.

Outcomes: Children are prepared for kindergarten.

Estimated Reach: 20 parent and 10 ECE program participants by end of Year 5

Promesa Partners: Proyecto Pastoral, InnerCity Struggle, PUENTE Learning Center, Sheridan Elementary, First Street Elementary, Local District East

1.2 Early Learning Parent Leadership Academy

Promesa's Parent Leadership Academies, which will be conducted annually for Years 1-5, provide broad leadership and skill development that builds a shared understanding of academic and wellness issues faced by the Boyle Heights community and empowers parents to engage in and lead Promesa's grassroots governance model and community campaigns. Through the Academies, Promesa will foster the leadership development, political education, and organizing capacity of parents and caregivers, increasing their knowledge, confidence, and resilience and preparing them to share what they have learned with others. The curriculum includes History and Context of Education; Policy/Legislative Process; Public Speaking and Personal Story-Telling for Outreach and Media and Advocacy and covers wellness, K-12 education, college access and a new Early Learning track that will be added through FSCS in Years 3-5 of the grant. The new track– the Early Learning Parent Leadership Academy – will reach 70 participants to increase their knowledge, skills, and capacity to monitor and guide their children's early learning and development and to be their children's first teacher, from birth. The Leadership Academy will also serve as an entry point for parent engagement in the target schools and as a pathway to leadership roles within our Promotoras Network, Promesa Community Schools organizing campaigns, and Promesa Collaborative governance and leadership structures, as well as participation on school-level decision-making bodies such as the English Learner Advisory Committee and School Site Council.

Outcomes: Children are prepared for kindergarten. Children are supported by engaged parents.

Estimated Reach: 210 parents of children 0-5 by end of Year 5

***Promesa Partners*:** Proyecto Pastoral, InnerCity Struggle

1.3 Joint Professional Development for School-Based Kindergarten (K) and Transitional Kindergarten (TK) Staff and Early Learning Providers.

In Year 2 of the grant period, Promesa will hold annual professional development opportunities that support relationship building with ECE providers and kindergarten staff at First Street ES and Sheridan ES to build participant knowledge and facilitate alignment regarding early learning assessments, and help build communication pipelines between staff across school levels.

Outcomes: Children are prepared for kindergarten. Children are achieving academically.

***Estimated Reach*:** 20-30 ECE and Kinder teachers and staff per year

Promesa Partners: Sheridan ES, First Street ES, state-run ECE program, early learning and child care centers, LAUSD Local District East, Puente Learning Center, Advancement Project

1.4 Promotoras Network: Early Learning Promotoras

The Promesa Collaborative has an existing Promotoras Network that provides parents the opportunity to move from service "recipients" to community change agents. The Promotoras model is a peer-to-peer approach widely used in Latinx communities as a health promotion strategy. Through the FSCS grant, Promesa will expand the Promotoras Network by offering specialized Early Learning tracks focused on training promotoras who focus on understanding the barriers to high-quality early childcare for Boyle Heights families and the available resources

and supports to help families navigate early learning systems and the transition into school. The Early Learning promotoras will then disseminate information, helping parents navigate early education resources and social service supports like CalWorks, CalFresh, and WIC. Promotoras will also facilitate parent workshops using the evidence-based Abriendo Puertas curriculum. Workshops will increase parents' knowledge, skills, and access to resources related to the transition into kindergarten, early literacy and math skills, child and socio-emotional development, and supporting children on the road to college. Promotoras will also work to increase participation in workshops provided by the Promotora network, at school sites and in the community. By Year 3 of the grant period, Promesa will develop a parent toolkit that will be distributed by Promesa Promotoras to provide parents with information and resources related to child development, school readiness, and preparing children for college from birth.

***Outcomes*:** Children are supported by engaged parents. Children are prepared for kindergarten.

Estimated Reach: 5 Early Learning Promotoras trained and providing resources and supports by Year 5. Yr 1: 75 parents attending workshops. Yr 2: 150 parents attending workshops; Yr. 3: 200 parents attending workshops, 250 toolkits distributed; Yr. 4: 250 parents attending workshops, 500 toolkits/resources distributed; Yr 5: 300 parents attending workshops, 1000 toolkits/ resources distributed

Promesa Partners: Proyecto Pastoral, InnerCity Struggle, Puente Learning Center, Local District East, Sheridan ES, First St ES

Pipeline Service 2: High-Quality School and Out-of-School Time Programs and Strategies

2.1 Multi-Tiered Student Support System (MTSS) led by Student Support Teams

Student Support Teams, composed of the Senior Manager of Community Schools, Community School Coordinators, counselors, administrators, and teachers at each school site will implement a Multi-Tiered System of Supports (MTSS). MTSS school teams will help guide academic, social-emotional, and wellness interventions at their respective campuses. Targeted academic and wellness interventions and strategies will be identified for students at each tier. Tier 1 supports target all students, Tier 2 supports target small groups of students or specific student subgroups, and Tier 3 supports are personalized, intensive, and target individual students. Promesa CS staff will guide the convening of MTSS meetings and help support the planning, design, and implementation of key strategies at each tier. Promesa CS staff will also document the progress MTSS makes toward meeting academic, social-emotional, and wellness outcomes. MTSS teams will be customized to meet the needs of each school and address areas such as attendance, grades, discipline, and academic interventions for English Learner and Special Education Students.

Outcomes: Children are achieving academically. Children are safe. Children are healthy.

***Estimated Reach*:** 75-80% of students identified for Tier 1, 15-20% of students identified for Tier 2, 5-10% of students identified for Tier 3 support.

Promesa Partners: Proyecto Pastoral's IMPACTO program, Sheridan ES, First St ES, IMPACTO, social-emotional and wellness partners

2.2 Academic Case Management

Community School Coordinators, Proyecto staff, and school staff will coordinate Academic Case Management services for students at each partner elementary school. Students will be identified as needing individual and intensive interventions by each MTSS team. Academic Case Management services at the elementary school level will be carried out by Proyecto Pastoral's IMPACTO Program by Academic Case Managers (ACMs). ACMs will work with students during and outside of school hours and will work closely with teachers, counselors, and school administrators to ensure proper alignment of support and resources. ACMs will engage parents and families to ensure whole student support of approximately 25 to 30 high-risk students. Students receiving ACM support will receive one-on-one guidance and practical tools to help them set and achieve academic goals through a holistic approach and positive-counseling methodology.

Outcomes: Children are achieving academically.

***Estimated Reach*:** Students identified by MTSS teams at each school in need of Tier 3 supports (5-10% of the total student population) OR 25-30 Students annually identified by MTSS teams at each school in need of Tier 3 supports

Promesa Partners: Proyecto Pastoral's IMPACTO program, Sheridan Elementary School, First Street Elementary School, InnerCity Struggle, PUENTE Learning Center, City Year

2.3 Joint Professional Development: Elementary School Staff and Partners

Promesa CS will sponsor two cross-site professional development days annually open to teachers, administrators, and school staff from all of the partner schools. The content of each professional development day will be determined based on identified gaps and will include topics and research-based practices like mastery grading, English Learner development, social-emotional learning, and wellness. Promesa CS staff and core school partners will participate in training sessions to support the alignment of strategies at specific school sites and facilitate learning and networking across school sites. Training will focus on both the theory of practice and the implementation of practice. Participants will complete evaluations for each professional development session to determine effectiveness, guide reflection, and guide future planning.

Outcomes: Children are achieving academically. Children are safe. Children are healthy. Children are supported by engaged parents.

***Estimated Reach*:** 40 teachers and staff per year

Promesa Partners: Sheridan Elementary School, First Street Elementary School, Communities in School, InnerCity Struggle, Proyecto Pastoral's IMPACTO Program, social-emotional health and wellness partners, Communities in Schools, City Year, Hollenbeck Middle School

2.4 English Learner Supports

Promesa CS staff, led by the English Learner Coordinator will work with English Language Development teachers at each school to identify EL students in need of personalized small group academic and social-emotional support. The EL Coordinator will coordinate and train peer mentors to facilitate monthly small group mentoring sessions for students. Mentoring sessions will focus on academic support and/or social-emotional wellness support. The goal of Student Success Academies for English Learners at each school is to increase the number of English Learner students who are proficient in reading, writing and speaking academic English as measured by the English Language Proficiency Assessment for California (ELPAC).

Outcomes: Children are achieving academically. Children are safe.

***Estimated Reach*:** 25-50 EL Students at each CS school; beginning in Year 2 at elementary sites.

Promesa Partners: First Street Elementary School, Sheridan Elementary School, Roosevelt High School, Hollenbeck Middle School, Alliance for a Better Community

2.5 Out-of-School Time (OST) Program Support, Expansion, Integration, and Capacity-Building

Both Sheridan and First St ES are amongst the highest needs schools with few to little partners providing services. As part of the high-quality school and out-of-school time programs and strategies service pipeline Promesa Community School Coordinators will continue to collaborate with current partners at school sites and add new partners who can provide additional academic and youth development programming. Below is a description of some current partner supports at elementary school sites:

- *LA Best Afterschool Program:* Afterschool enrichment program whose mission is to provide a safe and supervised afterschool education, enrichment, and recreation program for children ages 5 to 12 in Los Angeles.
- *AltaMed Medical Services* conducts parent workshops regarding dental, and mental health care and links families to their full continuum of care including pediatrics, complete primary care, obstetrics and gynecology, senior services with PACE programs, dental care, behavioral health, youth services, and HIV/AIDS services.
- *InnerCity Struggle*: 501(c)(3) organization whose mission is to build a powerful and an influential movement of youth and families on the Eastside of Los Angeles to promote healthy, safe, and nonviolent communities.
- *Hollenbeck PAL:* 501(c)(3) organization founded in 1992 through the efforts of the Hollenbeck Division of the Los Angeles Police Department and community residents to implement sports activities to high-risk youth in response to the juvenile crime increase in the area.

New potential activities and supports added include increasing enrichment activities at the school sites such as robotics, art, music, and photography.

Outcomes: Children are achieving academically. Children are safe.

Estimated Reach: This strategy will support the academic achievement of all students enrolled at Sheridan Elementary School, First Street Elementary School

Promesa Partners: Sheridan Elementary School, First Street Elementary School, Communities in School, Inner City Struggle, Proyecto Pastoral's IMPACTO Program,

AltaMed, InnerCity Struggle, St, John's Well Child & Family Center, Cal State Los Angeles, East Los Angeles College, LAUSD Local District East, Las Fotos, Self-Help Graphics and Art

2.6 Education Justice Solutions Team

Promesa Community Schools staff will lead Education Justice solutions teams composed of a combination of school administrators, teachers, counselors, and academic partners. Solutions Teams will meet on a quarterly basis (or monthly basis if needed). The Education Just Solutions Team will analyze formative and summative student assessment data, identify gaps in the broader education system and pilot potential solutions or "spark" projects to address gaps. Education Justice Solutions are also responsible for coordination systems of support across education partners, schools and families across the Boyle Heights community. Staff, families and school personnel will be invited to participate in Education Solutions Team meetings.

***Outcomes*:** -Children are prepared for kindergarten. Children are achieving academically. Children are safe. Children are healthy. Children are supported by engaged parents.

***Estimated Reach*:** This strategy will support the academic achievement of all students enrolled at Sheridan Elementary School, First Street Elementary School, Hollenbeck Middle School, Mendez High School and Roosevelt High School

Promesa Partners: Mendez High School, Roosevelt High School, Hollenbeck Middle School, Sheridan Elementary School, First Street Elementary School, Communities in School, Inner City Struggle, Proyecto Pastoral's IMPACTO Program, The Partnership for Los Angeles Schools, LAUSD Local District East, CARECEN, MALDEF

Pipeline Service 3: Transition Supports

3.1 Kinder Bridge Program

Promesa Community Schools will implement a Kinder Bridge program to assist students and their parents with the transition to elementary school, and help parents build key relationships between feeder early learning programs and Sheridan ES and First St ES. . During the first week of kindergarten a series of parent workshops and activities for students and families will be offered to welcome new families, introduce resources and make families aware of various opportunities to be involved. The program will begin during the 2023-24 school year.

***Outcome*:** Children are supported by engaged parents.

Estimated Reach: 40-50 parents and 60 students per CS elementary school per year

Promesa Partners: Sheridan ES, First Street ES, Advancement Project

3.2 Elementary-to-Middle School Bridge Program

Promesa Community Schools will implement an ES-to-MS Bridge Program to assist students and their parents with the transition from elementary to middle school. Students will participate in a bridge program and parents will be engaged in a parallel series of workshops about what to expect in middle school and how to support their child's successful transition.

***Outcomes*:** Children are achieving academically. Children are supported by engaged parents.

Estimated Reach: 120 parents and students per year

Promesa Partners: Sheridan ES, First Street ES, Hollenbeck MS, City Year, Communities in Schools

Pipeline Service 4: Family and Community Engagement and Supports

4.1 Promotora Network

As noted under the Early Childhood Education Programs pipeline, Promesa Community Schools has a network of trained Promotoras who serve as resource connectors, helping parents navigate PK-16 systems and linking them to resources for supporting student learning, wellness, EL redesignation, college readiness and school success across the pipeline. Each promotora will conduct outreach through 1:1, workshops and zoom support sessions, and assisting with service referrals. The PK-16 Promotoras will also work with partner schools to deliver and support workshops focused on increasing parent knowledge, skill, and resources related to ensuring their children's wellness and academic success.

***Outcomes*:** Children are achieving academically. Children are safe. Children are healthy. Children are supported by engaged parents.

Targeted Reach: Yr 1: 75 parents attending workshops, Yr 2: 150 parents attending workshops Yr. 3: 225 parents attending workshops; Yr. 4: 300 parents attending workshops, Yr 5: 375 parents attending workshops;

Promesa Partners: Sheridan ES, First Street ES, LAUSD Local District East

4.2 Parent Leadership Academies

As described under the *Early Childhood Education* pipeline service, the Parent Leadership Academy builds parent's capacity to become leaders in their schools and community, promote parent involvement in school decision-making, Promesa governance, and advocacy

campaigns. Promesa Community Schools and Community Transformation teams will host an annual three day Leadership Academy that will focus on skill development to build a shared understanding of academic and wellness issues faced by the Boyle Heights community. The curriculum includes: History and Context of Education; Policy/Legislative Process; Public Speaking and Personal Story-telling for Outreach, Media and Advocacy. The training will be offered once per year in Years 1-3 and twice per year in Years 4-5 where the additional Leadership Academy will be focussed on Early Learning. After participating in the Parent Leadership Academy, parents will also be able to join the Comite de Lideres, part of Promesa's governance structure.

***Outcomes*:** Children are prepared for kindergarten. Children are achieving academically. Children are safe. Children are healthy. Children are supported by engaged parents.

Estimated Reach: 210 parents by end of Year 5

Partners: InnerCity Struggle

4.3 Parent Workshops

Monthly parent workshops will be offered utilizing the Promotora Network and coordinating with Parent Centers at each school site. Promotoras, counselors, and trainers will facilitate parent workshops focused on increasing parent knowledge, skill, and resources related to ensuring their children's wellness and academic success specifically. Topics offered will be expanded based on information collected in needs assessment. The Parent Center will host some workshops to increase access and utilization by families.

***Outcomes*:** Children are achieving academically. Children are safe. Children are healthy. Children are supported by engaged parents.

Estimated Reach: Yr 1: 75 parents attending workshops/parent center, Yr 2: 150 parents attending workshops/parent center Yr. 3: 225 parents attending workshops/parent center; Yr. 4: 300 parents attending workshops/parent center, Yr 5: 375 parents attending workshops/parent center;

Promesa Partners: Sheridan ES, First Street ES, LAUSD Local District East

4.4 Adult Education Classes

Promesa Staff will connect parents to attend Adult Education Classes, including English as a Second Language classes, classes for adults to obtain a high school diploma, workforce readiness, Citizenship. Promesa staff will also connect parents to digital skills training courses including computer and internet basics as well as continuing adult education courses at local community college and California State University at Los Angeles.

***Outcomes*:** Children are supported by engaged parents.

Estimated Reach: Yr 1: 25 parents connected to adult education classes, Yr 2: 50 parents connected to adult education classes Yr. 3: 75 parents connected to adult education classes Yr. 4: 100 parents connected to adult education classes, Yr 5: 125 parents connected to adult education classes

Promesa Partners: Sheridan ES, First Street ES, LAUSD Local District East, PUENTE Learning Center (Lead Partner), Cal State Los Angeles, East Los Angeles Community College

Pipeline Service 5: Activities that Support Postsecondary and Workforce Readiness

5.1 School-Wide Culture-Building: College and Career Going Culture

Promesa CS staff will organize and implement annual college and career activities at each school site to raise awareness and enthusiasm for post-secondary success. Post- Secondary Success activities will begin in Year 2 at the elementary sites to allow time for relationship-building with school staff and partners. Rather than holding college and career fairs, which are more appropriate for secondary students, staff will plan engaging activities such as family college and career nights, creating college corner in the school library and increasing children's books that reflect post secondary trajectory, College Ambassador Read Alouds and provide teachers with information on how they can support building a college going culture in classrooms.

Outcomes: Children are achieving academically. Children are supported by engaged parents.

***Estimated Reach*:** 50 students and families per elementary activity, Years 2-5

Promesa Partners: Cal State LA, City Year, Communities in Schools, Partnership for Los Angeles Schools, Sheridan ES, First Street ES, East Los Angeles College

5.2 Fifth Grade College Field Trip

Promesa CS staff will coordinate annual college field trips for 5th grade students and parents at partner elementary schools to increase college awareness and exposure. College Field trips will occur in the 5th to help increase enthusiasm for learning and allow for an additional year of

elementary school academic improvement before continuing to transitioning to a middle school. Promesa Staff will work with local colleges and universities to coordinate trips.

Outcomes: Children are supported by engaged parents.

***Estimated Reach*:** 60-70 students per elementary school

Promesa Partners: Cal State LA, City Year, Communities in Schools, Partnership for Los Angeles Schools, Sheridan ES, First Street ES, East Los Angeles College

5.3 "Road to College" Parent Workshops

Promesa Community Schools will develop and facilitate College Awareness and Empowerment Workshops titled "Road to College" for parents to educate and learn about the steps to college preparation from birth through high school, including keynote speakers, panel presentations and small group discussions. This strategy will begin Year 3 at the elementary sites to allow time to build partner and school staff relationships and assess the needs and interests of parents relative to college prep.

***Outcomes*:** Children are supported by engaged parents.

Estimated Reach: Year 3: 50 parents (25 per elementary school site); Year 4: 80 parents (40 per elementary school; Years 5: 150 parents (75 per elementary school)

Promesa Partners: *Sheridan ES, First Street ES,* Cal State LA, City Year, Communities in Schools,Partnership for Los Angeles Schools, College Track

5.4 Postsecondary Success Solutions Team

Promesa Community Schools staff will lead Postsecondary Success solutions teams composed of college counselors, student/parent leaders, partner organizations and partner college/university liaisons, Solutions Teams will meet on a quarterly basis (or monthly basis if needed) and staff from elementary school partner school will be invited to join and be active members of the solutions team. This Solutions Team will analyze trend data regarding matriculation rates of students in Boyle Heights to postsecondary options, identify gaps in the broader post secondary system and pilot potential solutions or "spark" projects to address gaps. This Solutions Team will also work toward improving systems for coordinating college readiness across the K-12 spectrum, college transition supports, and for tracking college enrollment and progress.

***Outcomes*:** Children are achieving academically. Children are supported by engaged parents.

Estimated Reach: Year 1 :5-8 members; 15-20 by Year 5r. This strategy will support the postsecondary achievement of all students enrolled at Sheridan Elementary School, First Street Elementary School, Hollenbeck Middle School, Mendez High School and Roosevelt High School

Promesa Partners: Mendez High School, Roosevelt High School, Hollenbeck Middle School, Sheridan Elementary School, First Street Elementary School, Communities in School, Inner City Struggle, Proyecto Pastoral's IMPACTO Program, The Partnership for Los Angeles Schools, LAUSD Local District East, Cal State Los Angeles, East Los Angeles College, College Track

Pipeline Service 6: Social, Health, Nutrition and Mental Health Services and Supports

6.1 Health and Wellness Services Integration, Expansion, and Capacity-Building

Promesa Community School Coordinators will deepen relationships and coordination of services across current partners by implementing monthly partner meetings. Community School Coordinators will also identify and secure new partner commitments to increase services and support at school sites. Informed by student, parent and staff input, Community School Coordinators will use current data and needs assessment to address the highest needs first. For example a recent survey of First Street ES parents indicated that the medical services most in need are vision care, primary care, dental care, mental health counseling / case management, substance abuse services/resources, and sexual and reproductive health services. Some potential partners to add include:

- Violence Intervention Program (VIP)
- LAUSD Healthy Start Program - Health Start Navigator
- USC School of Pharmacy
- Vision Services

Monthly partner meetings will be utilized to connect new and existing partners and will serve to increase coordination between all partners to ensure students are receiving appropriate services and support.

Outcomes: Children are safe. Children are healthy. Children are supported by engaged parents.

***Estimated Reach*:** 3-5 providers in Year 1, 3 new providers added every year,

15 partners in Year 5

PR/Award # S215B220054
Page e113

Promesa Partners: Sheridan ES, First Street ES, AltaMed, St.John's Well Child & Family Center, White Memorial Medical Center, Inner City Struggle, Mendez Wellness Center, Alma Family Services, VIP

6.2 Promotora Network: Wellness Promotoras

Expand wellness promotora outreach to engage more parents, in leading and promoting wellness information, resources, and referrals. Promotoras will connect parents to community resources both through community-based organizations offering services such as physical and mental health resources, nutrition and fitness, domestic violence support, tenant rights, and parent leadership opportunities. We will create a wellness resource guide that contains localized and updated information for health centers, mental health, food distribution, and other critical services and renegades residents to health education including Covid-19 health information and overall preventative care information.

***Outcomes*:** Children are healthy. Children are supported by engaged parents.

***Targeted Reach*:** 5 Wellness Promotoras trained and providing resources and supports by Year 5. Yr 1& 2: 25 parents attending workshops, 100 parents connected to wellness resources, annually; Yr 3 & 4: 75 parents attending workshops, 150 parents connected to wellness resources, annually; Yr 5: 150 parents attending workshops, 200 parents connected to wellness resources

Promesa Partners: Sheridan ES, First Street ES, AltaMed, St.John's Well Child & Family Center, White Memorial Medical Center, Inner City Struggle, Mendez Wellness Center, Alma Family Services, VIP

6.3 Wellness Campaign

Create a wellness outreach campaign to inform, and connect youth, parents and residents to the new Wellness Center at Mendez HS. The Wellness Center will open fall 2022, and provide physical, dental, vision, and mental health. Organizers will use multiple outreach strategies including social media, outreach at local churches, and promotion through community events.

Outcomes: Children are healthy. Children are supported by engaged parents.

***Targeted Reach*:** Yr and 2: 300 parent/students/residents utilizing wellness center Year 3-4 400 student/parents/residents utilizing wellness center, by Year 5: 500 student/parents/residents utilizing wellness center

Promesa Partners: ICS, Mendez Wellness Center, Sheridan ES, First Street ES, Hollenbeck ES, Mendez HS, St.John's Well Child & Family Center, Proyecto Pastoral

6.4 Wellness Solutions Team

Promesa Community Schools staff will lead Wellness solutions teams composed of counselors, admin, parent leaders, mental and health care partner organizations. Solutions Teams will meet on a quarterly basis (or monthly basis if needed) and staff from elementary school partner schools will be invited to join and be active members of the solutions team. This Solutions Team will analyze trend data regarding health care outcome data for residents, families and students in

Boyle Heights, identify gaps in the broader post secondary system and pilot potential solutions or "spark" projects to address gaps. This Solutions Team will also work toward improving systems access to health care services and improving wellness for students, families and residents of Boyle Heights

***Outcomes*:** Children are prepared for kindergarten. Children are achieving academically. Children are safe. Children are healthy. Children are supported by engaged parents.

Estimated Reach: Year 1 :5-8 members; 15-20 by Year 5r. This strategy will support the wellness equity of all students in Boyle Heights at target schools

Promesa Partners: Mendez High School, Roosevelt High School, Hollenbeck Middle School, Sheridan Elementary School, First Street Elementary School, Communities in School, Inner City Struggle, LAUSD Local District East, St. John's Well Child and Family Center, AltaMed, VIP, White Memorial Medical Center

4. Adequacy of Resources

Promesa has adequate resources devoted to fulfill the implementation of this FSCS project, including a full-time coordinator committed to each school site that will be sustained beyond the grant period. Proyecto and Promesa are confident in our ability to execute the project as described in the proposal and sustain it beyond the project period.

Plan for Full-Time Community School Coordinator at Each School

Promesa commits to providing a full-time Community School (CS) Coordinator at each of the target schools for the duration of this FSCS grant, and sustaining it beyond the grant period. Two full-time coordinators, one per campus, have already been hired and were on-boarded in 2021 when we began expansion of our Community School Model to First Street ES and Sheridan ES. [redacted], the full-time CS Coordinator at First Street ES, was onboarded in July 2021; and [redacted], the full-time CS Coordinator at Sheridan ES, was recruited in October 2021. Both have shared lived experience to the families and students that we reach, and have completed education in local feeder schools, and so have an intimate understanding of the population they work with. Proyecto has been able to fund and sustain these new positions prior to FSCS funding and is committed to continuing to do so beyond grant funding. Sustaining the Community School Model at the two elementary schools is a core part of Proyecto's mission to improve educational outcomes in Boyle Heights, and Proyecto is committed as lead agency of the Promesa Collaborative to sustain Promesa's cradle-to-college-and-career continuum of supports. (See further information below under Funding.)

During the grant period, the CS Coordinator will support the launch, implementation and success of Promesa's Community School Model at new partner schools. In addition to planning, integrating, and facilitating programs and services, the CS Coordinator will manage relationships, facilitate meetings and trainings, analyze academic and community data for team learning and discussion, and drive the implementation of key school-level initiatives. Key responsibilities of the CS Coordinators are listed in Table 17, and Table 18 outlines the key activities and processes through which they plan, integrate, and facilitate programs and services at each school.

Table 17. Responsibilities of the Promesa Community-School Coordinator

Community-School Model Implementation
● Build and maintain relationships with a wide-range of partners. These include youth, parents, educators, community partners, and institutional leaders; ● Conducts individuals check-ins with administrators, partner organizations, teachers, and parent leaders to foster collaboration and to learn about each stakeholder's priorities at school site ● Establish and facilitates community partner meetings and ensure ongoing communication; ● Assess needs and gaps in the schools and help leverage partnerships, systems and resources to address academic and wellness gaps in the school and community; ● Develop and manage operating plans, timeline and delegation of tasks for key initiatives; ● In collaboration with Senior Manager for Community Schools, provide updates regarding CS model implementation to Principal, administrative staff and other school based stakeholders.
School-Based: Capacity Building
● Establish and facilitate monthly Academic and Wellness Partner meetings and ensure ongoing communication and progress towards shared goals in year 2 of model implementation ● Co-create structures for bringing in resources and workshops to parents and community on topics that were elevated during needs assessment and asset mapping process (e.g. wellness, housing, immigration, etc.) with the support of the Senior Manager for Community Schools ● Assist with planning and coordination of professional development opportunities for teachers on topics that were elevated during needs assessment and asset mapping process (e.g. socio-emotional learning strategies, Restorative Justice, supporting students in crisis, etc.) with support of Senior Manager for Community Schools.

School-Based: Data and Evaluation
● In collaboration with the Senior Manager for Community Schools, the CS Coordinator will implement systems/tools on the use of academic & wellness data to inform learning & growth among various partners while fostering leadership and professional development. ● Support in the collection, design and implement quantitative and qualitative evaluation and reporting tools; ● Support in assessing data to inform strategy for the implementation of the Community School model
Promesa-Wide Responsibilities
● Participate in weekly team meetings, check-ins, professional development, and retreats ● Support linkages to other Promesa focus areas: Early Education, Education Justice organizing work, Post-Secondary, etc. ● Support all-hands on deck events (e.g. General Assemblies, Steering Committees Meetings.) and implementation of strategic plan ● Assist with data collection and reporting for grants (in partnership with Promesa staff)

Table 18. Annual Activities and Processes of the CS Coordinator for Planning, Integrating, and Facilitating Programs/Services at the School Site

CS Coordinator Activity	Timeline
Coordinate, Facilitate Annual Planning Meetings with School Administrators	Summer (Jun/Jul)
Coordinate annual Partner Retreat	Jun or Sept
Lead monthly Partner Meetings during the academic year	Oct - May
Participate in 2 quarterly Step Backs to review data, discuss model implementation and internally coordinate/plan: 1) Quarterly Stepback with Partners 2) Quarterly Stepback with Promesa staff (includes after action reporting)	2x per quarter
Conduct Check In Meetings with school administrators (review data, discuss next steps, areas of improvement, key action items, planning)	Monthly
Attend annual CS Conference for professional development (e.g. Institute for Educational Leadership)	Annually TBD
Participate in school Instructional Leadership Team Meetings	Quarterly

Participate in school staff meetings	Throughout the school year
Participate in school English Learner Advisory Council meetings	Monthly
Participate in the Partnership for Los Angeles Schools Community School "Community of Practice"	4x per year

Team Support for the CS Coordinator in Community School Implementation

The CS Coordinators at the elementary schools are supervised by a full-time Promesa CS Senior Manager who, along with the Promesa Managing Director and Co-Directors of Community Transformation, will support project oversight, strategic direction and ensure the project design is implemented as described. The CS Senior Manager will provide supervision, coaching, and ongoing support to the CS Coordinators and work in partnership with the Promesa Managing Director to align strategic directions of broader Promesa community transformation efforts. The CS Senior Manager will meet bi-weekly 1:1 meeting with each, attend partner meetings and site visits, and provide overall support. Community-School Coordinator team meetings and all team Promesa meetings help once a week provide a space for peer support also. Supervision and Professional Development are described in the Management Plan section.

In addition to a full-time CS Coordinator at each site**,** Promesa team members supporting the coordination and delivery of educational pipeline services at the two schools include: English Learner Coordinator (cross-site), English Learner Mentors (cross-site), Senior Manager of Postsecondary Success (cross-site), Postsecondary Success Ambassadors (cross-site), Early Learning Organizer (cross-site), Promotoras (one per site), Academic Case Managers (one per site), and Coordinator for Academic Case Management (cross-site). CS Coordinators will also be part of the larger school community attending school-based staff meetings and school

leadership team meetings, such as the Instructional Leadership Team (ILT), English Learner Advisory Committee (ELAC), and School Site Council (SSC).

Plan for Professional Development for Personnel Managing, Coordinating, Delivering Pipeline Services

To support the staff's and our partners' capacity to manage, coordinate, and deliver high-quality pipeline services, Promesa implements partner trainings and a robust professional development plan for all staff that includes team-building opportunities and individualized professional development plans. Professional development consists of: onboarding, staff retreats, partner school staff professional development days, Community School team professional development, professional reading sessions, and individualized professional development. The following paragraphs describe each method.

Onboarding. All Promesa CS staff participate in an onboarding plan supervised by the CS Senior Manager and supported by the Proyecto Human Resources Coordinator. Onboarding plans include 30-60-90 target goals and milestones to ensure new staff are set up for success. During onboarding, a key goal for CS Coordinators and CS supporting staff is to build strong relationships with school staff, partners, parents, students and other community stakeholders. The 30-60-90 onboarding plan also includes topics such as Promesa's vision, mission, collective impact model, and strategic plan; Promesa's Community School strategic directions and logic model; Community School data review and analysis; Community School budgeting, equity, and growth mindset; 1:1 relationship-building with school staff and community partners; and assessment of leadership skills and supports. Calendared weekly and bi-weekly meetings with Supervisors are included in the 30-60-90 plan to guide and support new CS staff. Check-ins follow a cognitive coaching framework and are geared to facilitate reflection and praxis.

Staff Retreats. All Promesa staff participate in a week-long (3-5 day) all-staff retreats twice per year over the summer and in January. The retreats include team-building, professional development, data analysis, reflection, and action planning. During the week, the CS Senior Manager and all CS Coordinators participate in step-back and reflective activities, hold planning sessions forming two-to-three month "look ahead" plans and have focused sessions tailored to build their capacity in areas that support the successful management, coordination, and delivery of high quality pipeline services. Staff retreats will also include deep dive of the Promesa Data Dashboard which will include an after action review facilitated by the third party evaluator. Staff retreats will serve as a mechanism for performance feedback and period assessment of the quality of project delivery.

CS Coordinators Community of Practice. CS Coordinators participate in two different communities of practice throughout the year to support cross-site and community-level learning and sharing of best practices: Professional Learning Communities (PLC) organized by Promesa for Promesa staff who self-select; Communities of Practice (COP) facilitated by the Partnership for Los Angeles Schools (PLAS), a Promesa partner; and a new Promesa-led COP specific to the Boyle Heights family of schools. In the PLCs, a group of staff selects and studies a topic of interest that supports Promesa's CS Logic Model and one of the FSCS pipeline service areas. Each PLC group designs key questions to investigate around their selected topic and uses an action research framework to answer them. PLCs create a culture of active learning and empower Promesa staff to drive individual and collective learning. Additionally, Promesa staff are invited to participate in a variety of communities of practice facilitated by PLAS, who brings together community school coordinators and partners from across their schools approximately four times per year to share community school learnings, capture and inform best practices, and share resources. Finally, the CS Senior Manager with the support from the Managing Director

will also launch a COP for all Promesa CS Coordinators and invite coordinators for other Boyle Heights schools, such as Stevenson Middle School. The Promesa COP will be hosted semi-annually and topics will include: trauma informed practices, building restorative school cultures, building restorative student relationships, data driven instruction, Implementing Multi-Tiered Systems of Support in schools, and parent and community engagement.

Professional Reading Sessions. Promesa staff engage in collective professional reading sessions around a key book or text annually or semiannually. Professional reading is intended to deepen collective staff knowledge about specific key topics. Professional reading sessions are supported by organized discussion sessions. All Promesa Community Schools partners and schools are also invited to participate in professional reading sessions to deepen relationships and collective impact strategies and thus improve pipeline service delivery. For example, professional reading sessions will support the implementation of the Family and Community Engagement pipeline service area by building the skills and knowledge of an evidence-based parent engagement framework and contribute to increased effectiveness of the CSCoordinators in executing Parent Workshops (Pipeline Services 4.3 and 5.3).

Individualized Professional Development. Through a combination of FSCS and match dollars, Promesa will make an average investment of $1,000 per staff to meet their professional development needs in support of managing, coordinating, and delivering high-quality pipeline services. Examples of professional development topic areas include: trauma-informed care, social emotional learning, restorative practices, mastery based equity grading practices, co-teaching to support full inclusion and equity, using data to inform decision-making, English Learner research and best practices, collective impact, and the early learning landscape. Each CS Coordinator will develop an individual learning plan to guide their development with the support of the CS Senior Manager, and can include participation in at least one conference

opportunity annually. Conference options include: 2023 National Community Schools And Family Engagement Conference (CSxFE), The National Center for Communities Schools: Community Schools Fundamentals Conference. Conference opportunities will help build the knowledge and skills of CS Coordinators on the four pillars of the community school model to support quality of implementation.

Partner School Staff Professional Development Days. Promesa will sponsor two cross-site professional development days annually open to teachers, administrators, and school staff from all of the partner schools. The content of each professional development day will be determined based on the identified needs of the particular site and on-wite partners, aligned with one or more pipeline services. CS Coordinators will participate in these training sessions to support alignment of strategies at specific school sites and facilitate cross-school site learning and networking. Described in further detail under pipeline strategy 2.3 pertaining to the joint professional development of school/partner staff, cross-site professional development days will contribute to the effectiveness in delivery of pipeline strategies 2.5 and 6.1 focused on the integration, expansion, and capacity-building of OST programs and health and wellness services, respectively. Partners work across school sites in our network and we will utilize cross-site professional development days as an opportunity to increase integration, analyze trend data in gran spans and increase linkages of services across school campuses. One cross-site professional development day will specifically include early education providers and Kinder staff to support the success of pipeline service delivery 1.1. and 1.3

Plan for Joint Utilization and Management of School Facilities

Sheridan ES and First St ES are committed to allowing Promesa staff to use school sites to manage, coordinate, and deliver pipeline services. For the 2022-23 school year, CS

Coordinators will be on-site for a minimum of three days per week and a maximum of five days per week and working remotely for a maximum of two days per week.

Both schools are committed to providing full time office and meeting space for the CS Coordinators to effectively implement joint initiatives and services for students and families at the schools. The Sheridan ES CS Coordinator has a full-time office next to the school's administrative offices. The CS Coordinator at First St ES has a full time office space next to the Parent Center. Both schools are also committed to providing supervision staff for CS Coordinators to be able to use the facilities during non-school hours, and to providing meeting space for CS Coordinators to use with staff and partners and to facilitate program activities.

Match Letters in Appendix A from each school detail their commitment to joint utilization and management of school facilities and the in-kind match value. A snapshot overview is provided in the table below:

Table 19. In Kind Matches for Joint Utilization & Management of Schools' Facilities

Joint Utilization & Management of School Facility	**Annual In-kind Match Value: Sheridan ES**	**Annual In-kind Match Value: First St ES**
Formal & informal meetings throughout the year with school staff	$30,000	$30,000
Use of auditorium & other spaces for events/meetings	$25,000	$10,000
Use of office space	$15,000	$13,000
Internet access	$800	$800
Phone line access	$800	$800
Access and use of copy machines and office supplies	$2,000	$2,000
Daily maintenance of the office space	$12,000	$12,000
Supervision Staff for non-school hours	$14,400	$32,000

Plan for Sustaining C-S Coordinator Position and FSCS Services After Grant Period

Establishing Multiple Levels of Buy-In at School Sites

While Promesa and Proyecto are committed to sustaining the CS Coordinator beyond the grant year, buy-in throughout the multiple levels of school staff is also essential for sustaining the position and scaling our CS Model beyond year 5. Having buy-in at multiple levels of a school community provides the opportunity to assess whether adopting the CS Coordinator role as part of the school's budget will lead to greater effectiveness and long-term success. For example, Mendez HS began with Promesa staff serving as the CS Coordinator in its early years of community schools implementation but in 2019-20 assumed the coordinator as a full-time staff position in its school budget after being selected as part of the first cohort of 20 LAUSD schools to undergo a Community School designation by the district and receive district funding of up to $250,000. In year 3 of the grant, Promesa will work with school stakeholders, partners, parents and school staff to convene an advisory team to begin assessing options and planning for sustainability. The advisory team will explore the options of sustaining the model via district funding (if available), ensuring institutionalization of key structures for integrating resources, sustaining the MTSS system of support, and devising a long term plan for funding and sustainability. A school-based advisory team convened in years 4 and 5 will facilitate buy-in and long term investment in the model led by the school and supported by Promesa.

Funding

Proyecto is committed to sustaining the CS Coordinator positions at Sheridan ES and First St ES, and the Community School implementation support staff, beyond the grant period. Proyecto has funded CS Coordinator positions with private funding for Promesa Community Schools since its inception in 2012, and funded the CS Coordinator positions for First St ES and Sheridan ES since the 2021-22 school-year. The Ballmer Group has specifically funded the expansion of Promesa's Community Schools since 2018, with an initial investment of $500,000 over three years to fund capacity-building of Proyecto as Promesa's backbone organization and the strategic planning process for Promesa. In 2019, The Ballmer Group invested an additional $1 million into the strategic growth of the Promesa collaborative over two years to lay the foundation for expansion to two new schools. In 2021, Proyecto funded the CS Coordinator positions with committed funding sources for Promesa's Community School Model, such as Joseph Drown Foundation and Vera R. Campbell Foundation (see Letters of Support in Appendix A). In April 2022, The Ballmer Group committed another $1.5 million gift over three years to support expansion of the Community School Model at the new schools, as well as the deepening of Proyecto's backbone infrastructure to support expansion.

Since Promesa's Community Schools component was initiated in 2012, Proyecto has secured over $11 million to sustain the work. As well as the aforementioned grants from funders investing in Promesa, this includes more than $1.2 million from First 5 LA and United Way to grow parent leadership and advocacy; and $1.8 million from the AT&T Aspire initiative to increase graduation and college going rates at Mendez and Roosevelt high schools. Promesa has leveraged over $7.6 million in match funding from partners for the course of the five year Full

Service Community Schools grant; and obtained two formal letters of support from committed funders of Promesa's Community School model.

Proyecto's ability to secure and manage new dollars by building on existing relationships and developing new ones enabled the inception of Promesa. During the initial Promise Neighborhoods planning period, Proyecto was able to leverage an additional $1,416,500 in in-kind cash support from private and government sources. Proyecto has a history of successfully integrating funds to support the financial health and sustainability of our programs and as the backbone organization, through a diverse range of funding sources with roughly 40% of our budget from government sources and 60% from private sources. Those funding sources include:

- **Foundations:** Proyecto has over 50 foundation supporters, in addition to The Ballmer Group and other aforementioned foundations this includes: California Community Foundation, Weingart Foundation, Ralph M. Parsons Foundation, Carrie Estelle Doheny Foundation, Mayer & Morris Kaplan Foundation, W. M. Keck Foundation, and Dwight Stuart Youth Fund.
- **Corporate:** Proyecto receives support from corporate donors, such as Bank of America, Kaiser Permanente, CIT Bank, Edison International, University of Southern California-Keck School of Medicine, Union Bank, Cathay Bank, and Grifols, Inc., who together contribute approximately $300,000 dollars annually to our programs.
- **Government:** Proyecto has successfully secured ongoing government funding for our early education through the California Department of Education and our shelter programs through Los Angeles Homeless Services Authority. More recently, Proyecto has secured contracts for Promesa's environmental wellness & parent capacity-building work from the California Environmental Protection Agency, and from the Department of Public

Health for COVID-19 outreach by Promesa's promotoras and Proyecto's program staff. Over the past six years, Proyecto has received over $12 million in federal, state, and local government funding. In 2022, Proyecto was included in the state budget for a gift of $5,350,000 through the California Workforce Development Board, which was championed by Senator Maria Elena Durazo. This will support Proyecto's long-term sustainability as an anchor organization in Boyle Heights and backbone organization of the Promesa collaborative.

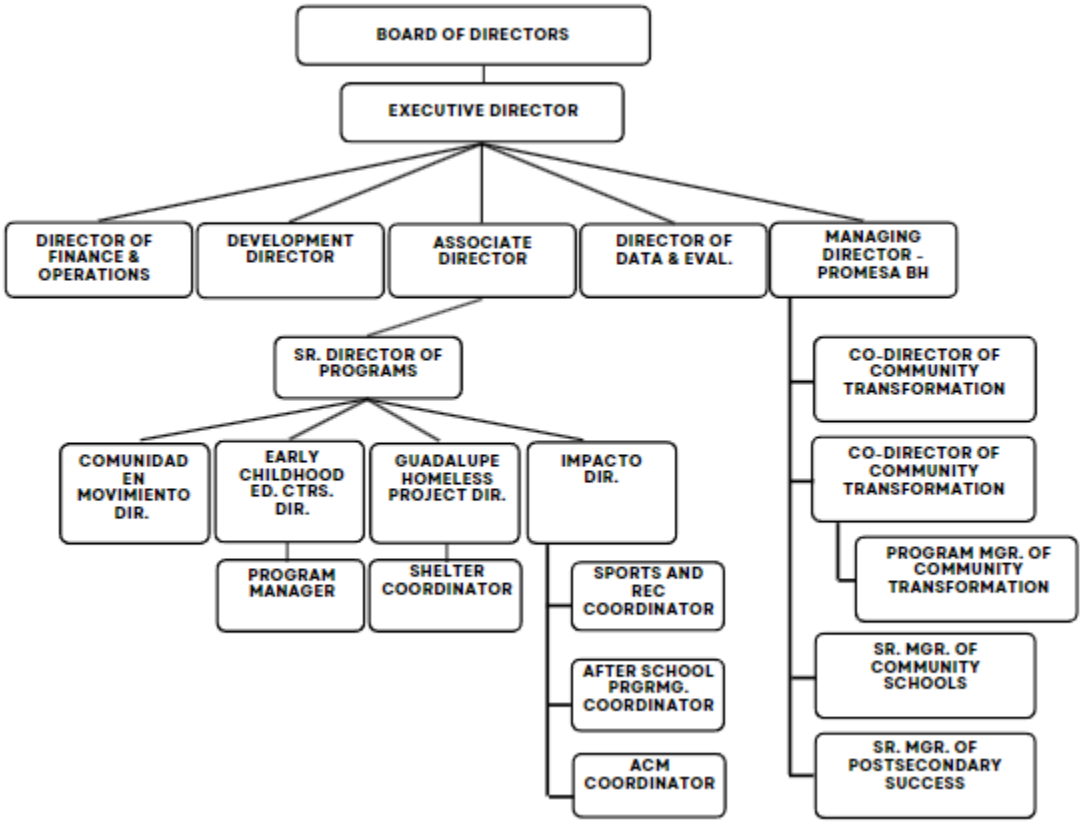
- **Individuals & Events:** Proyecto is also strategically growing its revenue from individuals and through events. In April 2022, Proyecto held its first gala in six years raising $757,520, triple the amount of Proyecto's previous highest performing gala. The gala brought new relationships to Proyecto including new foundation funders which will be cultivated for long-term support, as well as a $1.25 million gift from Theodore Forstmann Trust for our IMPACTO youth program over three years. Annually, Proyecto raises almost $300,000 from individual donors, many of whom are local residents investing in their community through our programs.

5. Quality of the Management Plan

Management and Governance Structure

Promesa has a carefully designed management and governance structure that will enable effective implementation of the project objectives and for CS Coordinators to create strong working relationships with a diverse range of stakeholders, including families and students. Promesa's management and governance structure is part of the management and governance structure of lead agency Proyecto. As shown in Proyecto's organizational chart below (Figure 5), Proyecto's administrative team is responsible for sustaining the Promesa Collaborative, including its Community Schools efforts, in partnership with the Promesa Managing Director.

Figure 5: Proyecto Pastoral Organizational Chart



Proyecto Management & Governance Structure

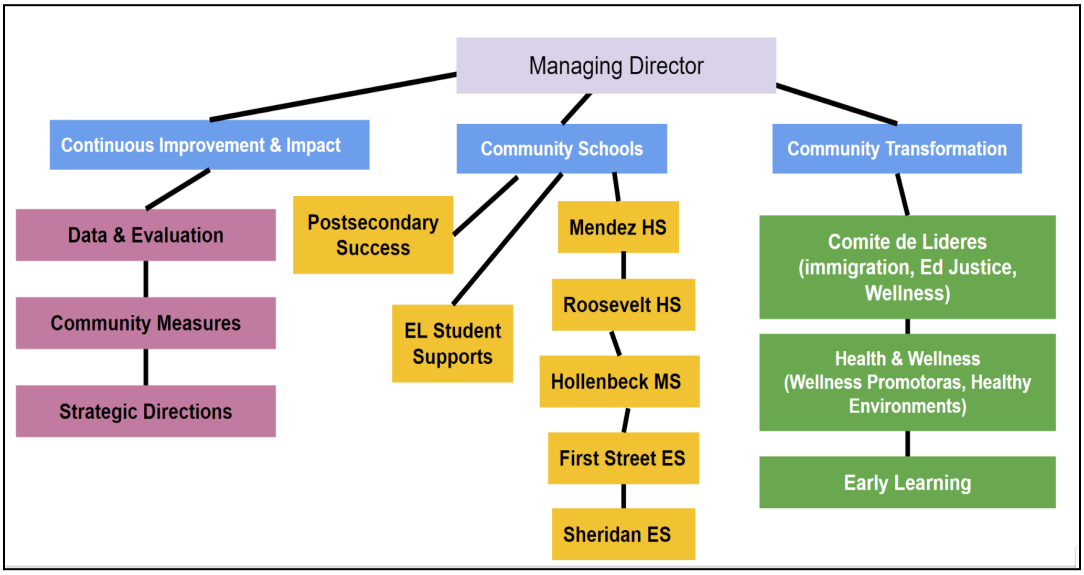
- **Board of Directors:** Proyecto's Board of Directors has overall fiduciary responsibility for the organization, including ensuring the financial health of the organization by approving annual budgets and reviewing financial statements. and making and approving organization-wide policies. The board support application of Promesa for FSCS funds and will ensure compliance with the execution of this project.
- **Executive Leadership:** The Proyecto Executive Director (ED) provides executive leadership of the organization in line with our values, vision, and mission and partners with the Promesa Managing Director to help guide the strategic direction, expansion, and implementation of the Promesa Collaborative. The ED monitors implementation to ensure full compliance with DOE requirements and effectiveness of staffing and service delivery. Proyecto
- **Finance & Operations:** Working closely with the Proyecto ED and Promesa Managing Director, the Finance and Operations Team is responsible for ensuring overall financial health, administration and reporting, including compliance with DOE guidelines. This team is also responsible for the human resource function of Proyecto, and will recruit and hire new staff positions, support staff onboarding and ongoing professional development, oversee performance evaluations of project staff, and address any staff issues or concerns.
- **Development & Sustainability:** With input from Proyecto's ED, Proyecto's Development Director and the Promesa Managing Director lead fundraising and sustainability for the Promesa Collaborative, and co-supervise the Promesa Development Coordinator who supports these efforts. This team identifies and pursues funding sources to sustain, deepen and expand the collaborative. In Y1, the team will use prospect mapping of potential funders to develop and implement a post-grant sustainability plan.

- **Data & Evaluation**: Proyecto is in the process of hiring a Director of Data & Evaluation (see job description in Appendix B) which will be posted by November 2022. The director will lead data-driven strategic learning for the organization by strengthening evaluation infrastructure, processes, and capacity-building efforts across programs to impact community-level outcomes. The Director of Data & Evaluation will support Promesa to track and use data to improve community-level outcomes, in partnership with the Promesa Data Analyst who will gather data for outcome reporting to DOE and work with the independent evaluator for this grant.

Promesa Management & Governance Structure

The Promesa Managing Director, supervised by the Proyecto Executive Director, is responsible for overseeing the Promesa team and for executing Promesa's strategic plan in line with Promesa's core values. The Managing Director will work with Promesa's senior leadership team to execute the project design along with Promesa staff. Figure 6 provides Promesa's organizational chart.

Figure 6: Promesa Boyle Heights Organizational Chart



- **Community Schools:** Promesa staff that are part of the Community Schools team are responsible for the implementation and success of the Community School model at Promesa K-12 schools in Boyle Heights. This team will play a key role in implementing the grant and ensuring program effectiveness including reviewing data for progress monitoring, ensuring cross collaboration and integration of supports at school sites, and coordinating school-based activities. Staff that support Postsecondary Success and English Learner work are part of this team, along with all Community School Coordinators and the Community School Senior Manager.
- **Community Transformation:** Promesa staff that are part of the Community Transformation (CT) team are responsible for capacity-building work intended to develop the skills, knowledge, agency and confidence of residents and parents to navigate systems, organize and advocate for their children and in their lives. The CT team will be responsible for ensuring the Promotora Network is part of the integrated systems of support at the target school, lead the Leadership Academy and train two parent leaders to

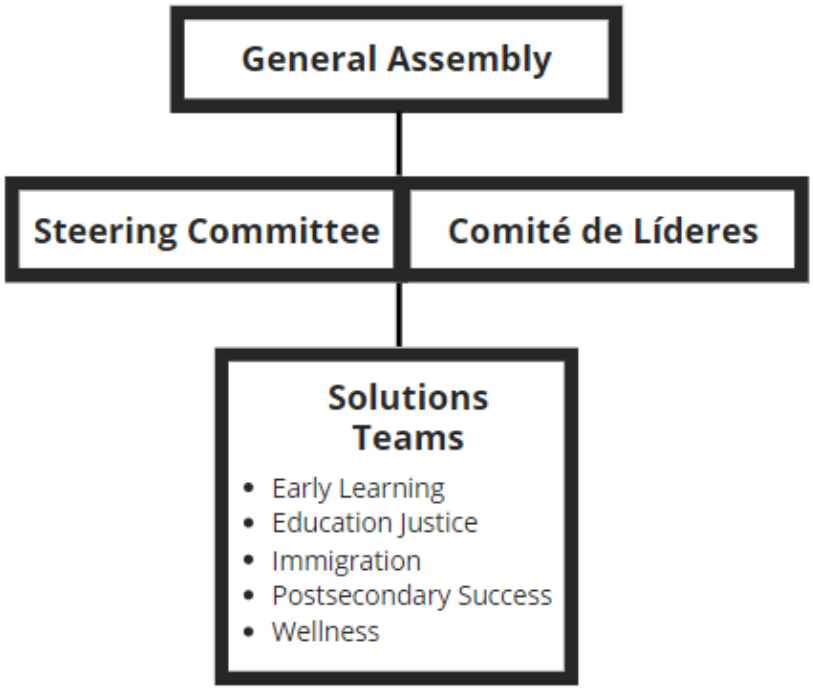
serve on the Comite de Lideres, and support effective implementation of the strategies planned under the High-Quality Early Childhood Education pipeline service.

- **Continuous Improvement & Impact:** Promesa has structures and staff in place to ensure the collaborative engages in continuous improvement to identify where more outreach, alignment, or shift in approach is needed across partners to reach the target outcomes. Promesa's Data Analyst will synthesize data for the collaborative through dashboards and progress reports and share with Promesa's governing bodies as part of our accountability process, supported by the Proyecto Director of Data & Evaluation. This team will gather data for outcome reporting to DOE and collaborate with the independent evaluator for this grant.

As well as being accountable to Proyecto's Executive Director and Board of Directors, the Promesa Managing Director and staff are also accountable to community stakeholders through its community-led governance structure, which integrates parents, youth, and community residents into decision-making. Promesa's governance structure incorporates core community leadership, team learning and dialogue, mutual accountability, and commitment to fostering trusted connections among residents, schools, and organizations. Described in further detail in the following paragraphs, Promesa's governance structure has been operational for the past eleven years, and Promesa and Proyecto agree to continue the governance structure throughout implementation. The governance structure includes a General Assembly, Steering Committee, Comite de Lideres and Solutions Teams of which Promesa organizational partners are key members and are involved with planning, coordination, alignment, accountability and decision-making (Figure 7). This approach has already created a high level of community

involvement in decision-making, accelerated outcomes in the community, and enhanced trust among all partners.

Figure 7: Promesa Boyle Heights Governance Structure Chart



- **General Assembly:** Promesa's General Assembly is made up of 100 members, including representatives from community partner organizations, Boyle Heights stakeholders, and at least 60 percent youth, parents, and other adult residents. The General Assembly is the primary decision-maker regarding vision, values, theory of change, strategic direction and defines Promesa's focus areas as laid out in the five Solutions Teams. Collaborative decision-making takes place at two annual (summer, December) General Assembly meetings. The Steering Committee and *Comite de Lideres* are part of the General Assembly.

- **Steering Committee:** The Steering Committee is responsible for Promesa's operational decision-making, including Promesa Community Schools, and is responsible for oversight of strategies and accountability within the collaborative. The Steering Committee has 30-35 members that convene three times per year, including key representatives from core partner organizations. In addition to organizational partners, the Steering Committee includes a subset of parents and community members that make up the *Comité de Lideres* (Resident Leadership Committee).
- **Comité de Lideres:** The *Comité de Lideres*, or Resident Leadership committee, is a core group of resident leaders with lived experience of systemic oppression who are connected to Promesa's core partners and/or live in Boyle Height & East Los Angeles. The Comité de Lideres meets weekly and has 15 active residents and community-school family members. Comité members are also part of the Steering Committee.
- **Solutions Teams:** Solutions Teams (STs) comprise community partners and school stakeholders that are working in the areas of highest need in Boyle Heights and conduct joint planning, coordinate strategies, and review data towards launching sustainable community-based solutions. Members of the General Assembly, Steering Committee, and Comite can serve on STs. STs identify, pilot, and assess potential solutions to address systemic inequities in the Boyle Heights community. Solutions Teams review community and school data to help identify where more outreach, alignment, or shift in approach is needed across partners to reach target outcomes.

Through our recent strategic planning process, Promesa identified and approved five focus areas for the collaborative to target in the next few years to address the highest needs in Boyle Heights: Early Learning, Education Justice, Immigration, Wellness, and Post-Secondary Success. We have launched a Solutions Teams charged with identifying systemic challenges and

piloting small projects to potentially address these. Solutions Teams will also work to identify and coordinate strategies within each of these areas Pipeline Service area. Each of the FSCS pipeline services that will be developed through the proposed FSCS project is aligned with one or more of the Solutions Teams, as indicated in Table 20.

Table 20: Alignment Between Promesa Solutions Teams and FSCS Pipeline Services

Pipeline Service	**Promesa Solutions Teams**
High-quality early childhood education programs	● Early Learning
High-quality school and out-of-school-time programs and strategies	● Education Justice
Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce	● Education Justice ● Postsecondary Success
Family and Community Engagement and Supports	● Early Learning ● Education Justice ● Immigration ● Wellness ● Post-Secondary Success
Activities that support postsecondary and workforce readiness	● Postsecondary Success
Social, health, nutrition, and mental health services and supports	● Wellness

Broadly Representative Consortium

The Promesa collaborative comprises a broad array of partners (See Table 1 for extensive list of partners) reflecting the needs of the Boyle Heights community, including: students and parents, community residents and leaders, K-12 schools, postsecondary institutions, local businesses, a faith-based institution, community-based organizations, coalitions, campaigns, healthcare institutions, and a community development corporation, providing services in areas such as health, mental health and wellness; family engagement; early learning; financial literacy; parent and student leadership development; advocacy and organizing; and postsecondary readiness.

To successfully build out the Four Pillars of Community Schools at Sheridan ES and First St ES, Promesa will work with a broad consortium of partners at the schools sites. The partners in the Preliminary MOU in Appendix A represent commitment from the LEA, the schools, and community partners to support the development of pipeline services at the schools. Promesa's Steering Committee partners (listed in Table 1 in the Introduction), who are strongly invested in Promesa's vision for a cradle to career pipeline of supports for Boyle Heights students, will be engaged to meet student and family needs at the school sites.

In addition to the organizational partners, Boyle Heights residents are key collaborative members. Lead agency Proyecto and the Promesa partners have learned through our long history in Boyle Heights that when parents, youth, and residents are empowered to prioritize needs, identify solutions, and lead change, the impact is sustainable and deep. As such, parents, youth, and community residents are integrated throughout Promesa's decision-making structures in the section described above. All of Promesa's collaborative meetings are bilingual, supported with transportation and childcare, and are participatory by design. Community leaders enthusiastically support this application, as the attached Letter of Support from the *Comite de Lideres* attests.

Plan for Engaging Broad Representation at the New Sites

Promesa's commitment to engage a broad representation of stakeholders at school sites will extend to the two new elementary schools included in this grant. Promesa will engage the following stakeholders and integrate them into Promesa's governance structure to become stakeholders in the collaborative's broader vision for community transformation:

- **Parents/Caregivers:** Promesa will engage parents and caregivers of children at the targeted school sites through parent workshops, Parent Centers, and the *promotoras* network. Through these parent engagement activities, Promesa will identify and recruit at

least 10 parents at each school site to attend Promesa's annual Leadership Academy. The Leadership Academy is a multi-day training series that builds the leadership capacity of parents, centered around specific issue areas such as education, immigration,and wellness. Participants in the Leadership Academy provide a pipeline of resident leaders to serve on Promesa's Comite de Lideres. Starting in grant Year 3, Promesa will recruit from past Leadership Academies at least two parent leaders per year to serve on the Comite de Lideres.

- **School Staff:** Promesa will engage school staff through professional development activities and planned joint activities with teachers and partners. School staff are invited and strongly encouraged to be part of the General Assembly and Solutions Teams.
- **School administrators:** Promesa engages school administrators through regularly scheduled meetings. School administrators from each of Promesa's Full-Service Community Schools are part of the Steering Committee. Promesa expects administrators from the two new schools to be Steering Committee members by the end of Year 1.
- **Community Partners:** CS Coordinators will engage a broad range of community partners at the schools through outreach and the monthly partner convenings. Throughout the 2021-22 school-year, Promesa has already begun engaging existing community partners at the school sites, such as InnerCity Struggle, AltaMed, HPAL and VIP. During Year 1 we will develop partnerships with existing and new partners and confirm commitments by the end of Year 1 to be included on the Final MOU. Core partners are invited to be part of the Steering Committee (core partners are partners that have been active members of the collaborative since its inception).

History of Effectiveness Working with Diverse Stakeholders

Proyecto's capacity to lead the Promesa collaborative and management/implementation of this FSCS grant is grounded in the relationships we have nurtured with a broad cross-section of community stakeholders.

Community Members: Proyecto Pastoral was founded *by* community members, *for* community members, 36 years ago. As such, community member engagement and voice is woven within our DNA, and an essential element in the Proyecto theory of change is the development of reciprocal relationships with community members to empower them to create change in their lives, their schools, and the larger community. Proyecto fosters relationships with community members and families through our programs and civic engagement work. Proyecto's impact has been sustainable and deep because community members have been at the helm identifying priorities and solutions through our programs and on the board of directors, which our by-laws requires must comprise at least 51 percent community members.

Deep and long term relationships with community members allowed Proyecto to successfully and rapidly pivot the organization to respond to the COVID-19 pandemic by listening to community needs and being in solidarity with residents to ensure that their needs were met. The Boyle Heights community has been one of the most severely impacted by COVID positive cases and by death rates. In response, part of our work pivoted to virtual format, part of our services remained on site, and some services expanded to meet additional needs. Proyecto also developed new programming to meet new needs such as food distribution.

Parents & Students: Proyecto engages parents through its multi-site youth development and early education services, and Promesa engages parents through workshops and activities at the school sites. Promesa meetings such as the General Assembly and Summer Bridge Academy also draw hundreds of engaged parents (See Letters of Support for resident signatures of

support). Promesa has been recognized nationally for its engagement of parents and students; and many of the Promesa partners, such as Inner City Struggle and Dolores Mission Church, have been as well. Promesa also engages youth voices by having youth in the General Assembly. Promesa recently recruited a Youth Organizer for the collaborative who will work across three high school sites (two where Promesa implements a Full Service Community School model) to develop youth leaders and support them to serve on Promesa's Steering Committee.

Schools in the Los Angeles Unified School District (LAUSD): Proyecto has worked with LAUSD schools in Boyle Heights since our founding in 1986. We work with school administrators and teachers to align our program curricula and to better understand students' strengths and challenges at school, at home, and with peers. This approach is part of our commitment to providing comprehensive services that support youth in and out of the classroom. We also played an active role in the collaborative design team for Mendez HS, a Promesa full-service community school site, prior to its opening, as well as playing a pivotal role in the planning of the construction and opening of a school-based Wellness Center there. Relationships with neighborhood schools have continued to deepen since the initial Promesa plan was developed in 2012, as we have built school participation and partnerships at all levels – from teachers to principals to district staff – allowing us to strengthen the bridge between schools and community.

Through our long history working with schools, we know the importance of building on community assets to improve student outcomes and support school improvement goals. For instance, Promesa's first project academic "spark project" with Mendez HS focused on 12th grade students at the highest risk of not graduating. Promesa engaged Boyle Heights recent college graduates who were passionate about giving back to their community to mentor the students. By aligning our strengths and resources with Mendez and our academic partners, we

achieved a 92 percent graduation for participating highest risk students within four months – a result none of us could have achieved alone.

Federal, State, and Local Government Leaders: Proyecto has long-standing partnerships with government leaders who serve the Boyle Heights community (see Letters of Support from US Representative [redacted] and LAUSD Board member [redacted] in Appendix A). We have worked with LA City [redacted] on different issues affecting the Boyle Heights community, including finding solutions for the increased number of unhoused men and women. In partnership with [redacted] and Supervisor [redacted], Proyecto opened the first emergency shelter in LA County to have a target population of senior aged women. Another collaboration has been on communities of practice with local Promesa initiatives and leveraging more than $3 million of federal and nonfederal investments through a partnership with the City's Economic and Workforce Development Department for youth employment and employment readiness programs. We also work with LA City Councilmember [redacted] on safety, youth, and community resource issues; LA County Supervisor [redacted] on health, mental health and housing issues; and State Assemblymember [redacted] on issues such as technology and digital divide resources. Promesa is also a partner in [redacted] College Promise initiative that offers free community college tuition for students in LAUSD. Local City and County and congressional leaders are champions of Proyecto's work in the community and proactively align investments with our work.

Other Service Providers and Networks. Proyecto's relationships with other organizations serving Boyle Heights are integral to its operations. Proyecto helped found two of its partner agencies, InnerCity Struggle and Homeboy Industries. Proyecto also was a key member of the collaborative that applied for and received The California Endowment's Building Healthy Communities funding for a comprehensive ten-year place-based effort, and $20 million dollar

investment in Boyle Heights, that began in 2010. Through our work with other Boyle Heights partners we have learned that community-wide initiatives such as Promesa are critical to helping us shape a common community vision and create the trusting, synergistic relationships needed to make that vision a reality and achieve broader impact.

Promesa History of Effectiveness in Boyle Heights

The Promesa Boyle Heights Collaborative, comprising approximately 35 core partner organizations, has been working together for a decade to positively impact the quality of life in Boyle Heights and improve academic and wellness outcomes for the community's children and youth. Our robust partner network has a long history of working together contributing to a high degree of trust, deep knowledge of the community, strong communication, and a shared approach to change. In 2010, Promesa was awarded a U.S. Department of Education Promise Neighborhood (PN) Planning Grant, and has continued development of the PN infrastructure, including deepening relationships with schools and community and governmental partners. Despite the lack of federal funding, the partners have forged ahead, leveraging more than $15 million for strategies towards its shared vision and obtaining significant corporate and foundation support to sustain and grow the place-based strategy, including funding from Ballmer Group, Joseph Drown Foundation and Vera R. Campbell Foundation (see Letters of Support and Award Letter in Appendix A).

Promesa was recognized in 2015 as a Bright Spot in Education by the White House Initiative on Educational Excellence for Hispanics and was featured in a report from the Annenberg Institute for School Reform at Brown University (AISR) as an example of a collaborative that has worked deliberately to develop relationships, coordinate, and align across multiple partners to benefit young people, families, and schools, and which has seen positive,

measurable outcomes as a result.[60] The AISR report focused in particular on the substantive engagement of parents, youth, and residents as key stakeholders and decision-makers, an element that is too often missing in collaborative education and collective impact efforts, but which lays crucial groundwork for ongoing support, sustainability, and success.

As reflected in the data dashboard on the following page (Table 22), there has been significant growth in student academic outcomes since Promesa's inception, testament to the power of place-based, collective impact strategies. While there have been some variances from year to year, the overall trend is extremely positive.[61] Students have shown growth since Promesa's inception across every metric, with particularly remarkable growth in high school graduation rates. Our focus on creating a college-going culture is also reflected in the number of seniors applying to a 4-year college at our partner high schools, each of which has seen an approximate 20-point increase in the percentage of four-year college applicants over a five-year period. Mendez HS showed a remarkable near 30-point jump in the percentage of students enrolling in a four -year college in that same time period.

[60]Annenberg Institute for School Reform at Brown University, "We Made a Promise: School-Community Collaboration, Leadership, and Transformation at Promesa Boyle Heights," 2016. Retrieved 9/10/22 from www.annenberginstitute.org/sites/default/files/product/944/files/PromesaReport_web.pdf

[61]Although we have included the most recent data available, it should be noted 2019-20 data should be interpreted with caution. The transition to distance learning as a result of COVID-19 has had a tremendous negative impact on students, particularly low-income students of color such as those we serve due in large part to the digital divide. LAUSD implemented a no-fail policy in Spring 2020 because of the challenges experienced with distance learning.

Table 22. Promesa Community Schools Data Dashboard, Mendez and Roosevelt High Schools

Community School Results

This dashboard shows trend data in key metrics at our community school sites.

		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Trend
College Readiness													
Graduates meeting UC/CSU Requirements	Mendez	24%	21%	27%	49%	40%		53%	69%	71%	56%	60%	
	Roosevelt	29%	19%	21%	39%	50%		44%	48%	48%	36%	53%	
English Learner graduates meeting UC/CSU Requirements	Mendez	23%	6%	0%	11%	12%		20%	41%	44%	30%	34%	
	Roosevelt	26%	21%	0%	10%	21%		38%	37%	49%	22%	36%	
***Students on track to pass all A-G courses with a C or better**	Mendez								46%	47%	46%		
	Roosevelt								35%	34%	39%		

Source: CDE & PLA*

UC Req calculated Grads meeting UC Req/ Cohort grad num

English Learner Reclassificaiton													
% Reclassified	Mendez		11%	7%	12%	27%	12%	22%	29%	13%	25%	27%	
	Roosevelt		5%	7%	10%	12%	9%	12%	15%	19%	16%	11%	

Source: https://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=LC&submit1=Submit

Please select the Annual Reclassification (RFEP) Counts and Rates Report

Responsibilities, Timelines, and Milestones

The Promesa Managing Director holds overall responsibility for Promesa Community Schools and is responsible for executing the coordination and alignment of resources across pipeline services to achieve the initiative's established goals and objectives, and creates and manages a high performing team where staff feel supported, connected and equipped to successfully support our schools, students, and families in Boyle Heights. The role is complex and requires a dynamic person who can effectively implement a vision as well as navigate and interconnect multiple systems to achieve success for youth and families, playing an essential leadership role in ensuring that students graduate ready for college, careers, and lifelong success. The Promesa Managing Director is supported by the Community Schools Manager who will be responsible for the direct supervision and management of the Community School Coordinators at the target schools. The Senior Manager of Community Schools will support the implementation of the project work plan and also coordinate and support professional development as identified in the pipeline services.

Table 23, below, delineates key project activities and milestones for each year of grant implementation, their frequency, and the responsible parties.

Table 23. Project Workplan

Key Activity/Milestone	Month/ Frequency	Y 1	Y2	Y3	Y4	Y5	Persons/Partners Responsible
Project Management							
Recruit, hire and onboard new staff: Academic Case Management Program Coordinator, Academic Case Managers (2), Data Analyst, Proyecto Director of Data & Eval, Contracts Specialist, English Learner Mentor	Oct-Dec	✓					Proyecto Human Resources (HR) Promesa Managing Director (MD)
Purchase laptops and materials needed for new staff	Oct-Dec	✓					Proyecto HR
Hold week-long Promesa all-staff retreat that includes professional development days, data analysis, reflection and planning.	Jan, Jul	✓	✓	✓	✓	✓	Promesa MD
Relevant Promesa staff participate in school led professional development	2 days per year per site	✓	✓	✓	✓	✓	CS Senior Manager Post Secondary Success Senior Manager
Conduct project staff performance evaluations	May-Jul	✓	✓	✓	✓	✓	Promesa MD
Hold Promesa General Assembly meetings	2 times per year	✓	✓	✓	✓	✓	Promesa MD Promesa Governance Committee Promesa Comite de Lideres
Hold Promesa Steering Committee meetings	3 times per year	✓	✓	✓	✓	✓	Promesa MD PP ED
Hold Promesa Solutions Team Meetings	4-6 per year	✓	✓	✓	✓	✓	Promesa MD

Hold school based advisory meetings to plan for sustainability	4-6 times per year			✓	✓	✓	CS Senior Manager CS Coordinators Principals/Admin Parents Teachers/School Staff
Hold kick-off meetings with new site school administrators, staff, parents and partners to inform new school implementation plans	October	✓					CS Senior Manager CS Coordinators IMPACTO Director
Draft school implementation plans, with partners and school input	Oct-Nov		✓	✓	✓	✓	CS Coordinators
Attend FSCS project grantee conferences in Washington DC	Oct	✓	✓	✓	✓	✓	CS Senior Manager CS Coordinators Development Coordinator ACM Case Manager
Prepare/sign Final MOU	Required at end of Y1	✓					Promesa MD CS Senior Manager
DOE Reporting	Annual	✓	✓	✓	✓	✓	Contracts Specialist
CS Coordinator Meetings to review grant implementation progress	Monthly	✓	✓	✓	✓	✓	Promesa MD CS Senior Manager
Bi-Weekly One on One Meetings Between CS Manager and CS Coordinators	2x/month	✓	✓	✓	✓	✓	CS Senior Manager
Quarterly Step Back Meetings to review Data between CS Coordinators, CS Manager, Data Analyst (and other stakeholders)	4x/year	✓	✓	✓	✓	✓	Promesa Managing Director CS Senior Manager Data Analyst
Bi weekly check in meetings between Promesa MD and CS Senior Manager	2x/month	✓	✓	✓	✓	✓	Promesa MD CS Senior Manager

Bi-Weekly meetings between Proyecto Data & Eval Director and Promesa Data Analyst	2x/month	✓	✓	✓	✓	✓	Promesa MD PP Director of Data & Eval Data Analyst
Monthly Promesa Leadership Team Meetings	1x/month	✓	✓	✓	✓	✓	Promesa MD
Plan for Conducting Needs Assessment (Y1)							
Review, analyze and dissect data from our Strategic Planning Needs Assessment	By end Q1of Y1	✓					Data Analyst CS Senior Manager
Review, analyze and dissect data from our Promesa 2020 Covid-19 Needs Assessment.	By end Q1 of Y1	✓					Data Analyst CS Senior Manager
Review of Needs Assessment (past 3 years) in the LAUSD School Plan for Student Achievement (SPSA)	By end of Q2 Y1	✓					Data Analyst CS Senior Manager
Analysis of Annual LAUSD School Experience Survey	By end Q2 of Y1	✓					Data Analyst CS Senior Manager
Conduct Supplemental Needs Assessment	By end of Q4 Y1	✓					Data Analyst CS Coordinators
Plan for Developing Annual Measurable Performance Objectives and Outcomes (Y1)							
Hold Kick-off meeting to review grant deliverables, work plan and grant compliance information	Start of grant period in Q1	✓					PP Develop Director
Planning Sessions to develop annual objectives/outcomes for the whole project across years	2-3 half day sessions during start of grant	✓					Promesa MD CS Senior Manager

	period						
Create Data Dashboard to capture indicator data and Promesa Measures of effectiveness	Start of grant period	✓					Data Analyst
Hold kick off meeting at school sites to review data dashboard and process for development implementation plan with school staff, partners	During 1st quart at the start of grant period	✓					CS Senior Manager CS Coordinators
Develop School Implementation Plan	Annually July and complete no later than September 30	✓	✓	✓	✓	✓	CS Coordinator
Annual Partner Retreat to reflect on school implementation plan and end-of-year (EOY)	1x per year June	✓	✓	✓	✓	✓	CS Senior Manager CS Coordinator Data Analyst
Annual Planning meeting with School admin to reflect on school implementation plan and EOY and plan for following year	1x per year July	✓	✓	✓	✓	✓	Promesa MD CS Senior Manager
Quarterly Step Back Meetings (review Data Dashboard) at school sites (Partner Meetings)	4xs per yr (1x per quarter)	✓	✓	✓	✓	✓	CS Senior Manager Data Analyst
Quarterly Step Back Meetings (review Data Dashboard) at CS Coordinator meetings	4 4xs per yr (1x per quarter)	✓	✓	✓	✓	✓	Promesa MD Data Analyst
General Assembly- shared for community accountability	1xs per year	✓	✓	✓	✓	✓	Promesa MD Data Analyst

Steering Committee- shared for community accountability	1xs per year	✓	✓	✓	✓	✓	Promesa MD Proyecto ED Data Analyst
Plan for Establishing and Implementing FSCS Pillars							
Pillar 1: Integrated Student Supports							
CS Coordinator facilitates ongoing communication among the administration, teachers, other school staff, and community partners, including data sharing and analysis.	Varies	✓	✓	✓	✓	✓	CS Coordinators
CS Coordinator is part of Cafecito con la Directora/Coffee with the principal	Monthly	✓	✓	✓	✓	✓	CS Coordinators
CS Coordinator is part of school staff meetings	Monthly	✓	✓	✓	✓	✓	CS Coordinators
CS Coordinator is part of key school leadership meetings such as instructional leadership team (ILT), School Site Council, and ELAC	Monthly		✓	✓	✓	✓	CS Coordinators
Create new partnerships ensuring there is an alignment between services and student, family and community needs; and when necessary, develop and facilitate partner agreements that include processes to identify and refer individual students in need of services and to monitor individual student involvement in services.	Throughout the year		✓	✓	✓	✓	CS Coordinators
Monthly partner meetings- CS Coordinators, partners, and school staff are assessing the effectiveness of their relationships on a regular basis in order to continuously improve opportunities and supports.	Monthly		✓	✓	✓	✓	CS Coordinators

Build awareness and increase knowledge through tabling at back to school night, 1:1 meetings where Students, families and school staff are knowledgeable about the referral process and services available at or through school, including physical, mental, behavioral, and emotional health services.	Varies throughout the year		✓	✓	✓	✓	CS Coordinators
Create student tracker that will be updated by partners	By August 30		✓	✓	✓	✓	Data Analyst
Roll out student tracker to partners, school staff and provide training on data management, data entry cycle and troubleshoot questions	By October 1		✓	✓	✓	✓	CS Coordinators
Student Data Tracker is updated to track linkages, reach and services delivered to students,	4xs per year quarterly		✓	✓	✓	✓	CS Coordinators
Step back meetings to discuss data on student tracker and assess reach, effectiveness of support integration and improve practices with partners, school staff	4xs per year quarterly		✓	✓	✓	✓	CS Coordinators
Expanded/Enriched Learning Time and Opportunities							
Academic Case Management launched, including referral process at school site. Implementation is continuous supporting 20-30 students per case manager that is aligned to evidence based practices	Throughout the school year		✓	✓	✓	✓	ACM Sheridan ACM 1st Street ACM Coordinator
Monthly Partner meetings and annual retreat will include professional development on youth development practices, trauma and resilience informed practices, to support the inclusion of learning activities and opportunities for students to develop academic, social,	Throughout the year		✓	✓	✓	✓	CS Coordinators CS Senior Manager

emotional, health, and civic competencies for partners and staff							
Share practices with school admin and staff that focus on youth development principles, particularly an emphasis on student voice and choice, inform student learning and development strategies.	Throughout the year		✓	✓	✓	✓	CS Coordinators
Once needs assessment is completed, use data to inform and develop new partnerships that focus on academic and expanded learning time and opportunities that are aligned with evidenced based practices. (e.g., after school, summer learning, service learning, project-based learning, common core).	throughout the year		✓	✓	✓	✓	CS Coordinators
Annual Partner retreat to build relationships across partners and integration of supports and services, EOY reflections and planning for following year	Annually			✓	✓	✓	CS Coordinators CS Senior Manager
Active Family and Community Engagement							
Facilitate capacity building workshops for parents and families to build parent capacity and confidence that ensures Families have equity of voice and power in the community school's leadership and decision-making structures	Throughout the year	✓	✓	✓	✓	✓	CS Coordinators Promotoras
Support school in providing consistent and responsive communication that is also culturally and linguistically relevant	Throughout the year	✓	✓	✓	✓	✓	CS Coordinators
Facilitate and invite parents to wellness workshops in order to help support families with tools and gain knowledge on how to support their children at home.	Throughout the year	✓	✓	✓	✓	✓	CS Coordinators Promotoras

Parents will be invited and participate in Promesa annual leadership academy providing parents and families with week long annual leadership development opportunity (capacity building event)	Annually July	✓	✓	✓	✓	✓	CS Coordinators Promotoras
Parents will be invited and participate in Promesa annual Women's Conference providing parents and families with annual opportunity to gain knowledge on self efficacy, wellness and social emotional support (capacity building event)	Annually June	✓	✓	✓	✓	✓	CS Coordinators
Identify, train and add parent representative from each elementary CS School to Promesa Comite de Lideres (capacity building event)	Monthly meetings			✓	✓	✓	CS Coordinators Promotoras
In collaboration with Parent Center, hold annual parent center orientation for families	Annually	✓	✓	✓	✓	✓	CS Coordinators Promotora
1:1 connection and outreach meetings to increase parent engagement	Throughout the year	✓	✓	✓	✓	✓	CS Coordinators Promotora
Transition Workshops for Parents - CS Coordinators will hold end of year workshop for parents to inform them regarding transitions from elementary			✓	✓	✓	✓	CS Coordinators Promotora
Parent activities to build a college going culture which may include parent workshops, family resource sharing				✓	✓	✓	CS Coordinators PSS Ambassador
Collaborative Leadership and Practices							
Annual Goal setting meeting with administration and review program effectiveness, share reflections	1x/year	✓	✓	✓	✓	✓	CS Senior Manager Promesa MD

Identified shared professional development opportunities between PHS staff and school staff	2x/year			✓	✓	✓	CS Senior Manager Promesa MD
Conduct Community School Self Assessment among school admin, CS Coordinator, and other key stakeholders at school site	1x/year			✓	✓	✓	CS Senior Manager
Convene school based advisory working group to support sustainability of program beyond grant years	4x/year			✓	✓	✓	CS Senior Manager Promesa MD Principal
School Admin designee to join as active member of steering committee	3x/year		✓	✓	✓	✓	Promesa MD
School admin, staff, parents and families and partners invited to join General Assembly meetings	2x per year	✓	✓	✓	✓	✓	CS Senior Manager Promesa MD
School admin, staff, parents and families invited to join solutions team	4-6 meetings per year		✓	✓	✓	✓	CS Coordinators
School partners are invited to join solutions team	4-6 meetings per year		✓	✓	✓	✓	CS Coordinators
Plan for ensuring each site has a FT Coordinator, including plans for professional development for personnel managing/coordinating/delivering pipeline services, and plans for joint utilization and management of school facilities							
Annual Planning Meetings with School Admin	Summer June or July	✓	✓	✓	✓	✓	CS Senior Manager Promesa MD
Annual Partner Retreat	June or September			✓	✓	✓	CS Senior Manager CS Coordinators

Monthly partner meetings- Community school coordinators, partners, and school staff are assessing the effectiveness of their relationships on a regular basis in order to continuously improve opportunities and supports.	Monthly		✓	✓	✓	✓	CS Coordinators
Promesa Quarterly Step Backs to review data, discuss model implementation and internally coordinate/plan)	1x per quarter	✓	✓	✓	✓	✓	Data Analyst CS Senior Manager Promesa MD
CS Check In Meetings with school admin (provide updates,review facility issues, discuss next steps, areas of improvement, key action items, planning)	Monthly	✓	✓	✓	✓	✓	CS Coordinators
Annual CS Conference (ex.IEL) - Professional Development	Annual	✓	✓	✓	✓	✓	CS Coordinators
CS Coordinator joins Instructional Leadership Team Meetings	Monthly		✓	✓	✓	✓	CS Coordinators
CS Coordinator joins staff meetings	Monthly	✓	✓	✓	✓	✓	CS Coordinators
CS Coordinators join ELAC meetings	Monthly	✓	✓	✓	✓	✓	CS Coordinators
Community of practice for CS Coordinators across school sites / and broader boyle heights (e.g. Stevenson CS coordinator funded by CIS)	4xs per year		✓	✓	✓	✓	CS Senior Manager
1:1 Meetings to review program effectiveness, coaching, development	2xs per month	✓	✓	✓	✓	✓	CS Senior Manager CS Coordinators
1:1 Meetings to review work plan, data, progress on goals and discuss strategies for continuous improvement, coaching and support	2xs per month	✓	✓	✓	✓	✓	Promesa MD CS Senior Manager

Discuss and check in on Individuals Professional Development Plans for CS Coordinators and Senior Manager of CS	4xs per quarter	✓	✓	✓	✓	✓	Promesa MD CS Senior Manager
Professional Reading Sessions	4xs per quarter	✓	✓	✓	✓	✓	Promesa MD CS Senior Manager
Plan for Independent Evaluation that will (1) include annual evaluations of progress achieved with grant, (2) be used to refine/improve activities, (3) collect/report data on the required indicators, (4) make results of the evaluation publicly available							
Gather data on performance measures	March-June	✓					Independent Evaluator
Finalize contract and Y1 Scope of Work with independent evaluator	By March 1	✓					Promesa MD Independent Evaluator
Create and launch Data Dashboard that tracks performance measures	August Year 1	✓					Independent Evaluator Data Analyst
Finalize annual evaluation plan, revise annually	Oct (Y1) Jul (Y2-5)	✓	✓	✓	✓	✓	Independent Evaluator
Select and/or develop data collection instruments and tools, including Kindergarten Readiness Assessment	Oct - Nov	✓					Director of Impact and Continuous Improvement
Train new staff on data tracking protocols, review annually	Oct-Nov (Y1) Aug (Y2-5)	✓	✓	✓	✓	✓	Independent Evaluator
Share formative evaluation findings with Steering Committee 3xs per year, with General Assembly annually	Steering Committee – 3xs/year General Assembly – annually	✓	✓	✓	✓	✓	Independent Evaluator Promesa MD
Before and after action reviews with staff from initiative partners, Promesa staff	Quarterly	✓	✓	✓	✓	✓	Independent Evaluator
Observation of meetings and other key initiative events	Quarterly	✓	✓	✓	✓	✓	Independent Evaluator

Annual interviews with key informants: Promesa staff, school staff, partner staff	Spring	✓	✓	✓	✓	✓	Independent Evaluator
Focus groups and select interviews with students, parents, and educators	Spring	✓	✓	✓	✓	✓	Independent Evaluator
Collect aggregate achievement information for the CS sites, published annually by the California Department of Education	Summer	✓	✓	✓	✓	✓	Independent Evaluator
Collect aggregate survey information from parents, teachers, and students via the LAUSD's annual School Experience Survey	Summer	✓	✓	✓	✓	✓	Independent Evaluator
Prepare annual program evaluation report	August - September	✓	✓	✓	✓	✓	Independent Evaluator
Disseminate project evaluation findings and lessons learned	September -December	✓	✓	✓	✓	✓	Independent Evaluator

6. Quality of the Project Evaluation

Introduction

The evaluation plan meets Department of Education Requirements and is inclusive of the following requirements:

A) Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210)
B) Methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (34 CFR 75.210)
C) Methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210)

As part of this project we commit to an independent evaluation that includes a design and implementation evaluation that will*:*

1) include annual evaluations of progress achieved with the grant;
2) be used to refine and improve activities carried out through the grant;
3) collect and report data that includes the indicators included in (but not limited to) list in Table Title *Indicators To Be Tracked*

Plan for Independent Evaluation

The third-party evaluator, [redacted], will conduct an annual evaluation of the performance objectives, outcomes and progress of the grant. [redacted] has over a decade of experience working with communities on place-based initiatives in Los Angeles and Washington DC and is skilled in responding to information needs at program, collaborative, and system levels. She approaches the work in partnership with the client through all phases of the project and honors and uplifts the expertise and knowledge of those community members who are most

impacted by the work. [redacted] will partner with Promesa to conduct a multi-method evaluation designed to measure change over time while actively using data to document progress, inform decisions, and more fully understand what is working and what could be improved. In addition to measuring outcomes, the evaluation is designed to generate and share timely information that helps the staff improve processes, share what works, and ultimately enhance efforts to leverage community assets and improve educational outcomes. Throughout the evaluation process, Promesa will work to build local capacity to gather and use data by actively engaging staff, organizational partners, members of the Steering committee, parents and youth in evaluation activities.

We are intentional with who we work with due to our grassroots model and it is important that we work with local evaluators from the community. Eva intends to support our vision and mission by implementing a culturally responsive participatory approach. For this project, we will promote genuine inclusion, engagement, and collaboration with staff, parents, and members of the Steering Committee in Boyle Heights that is respectful of local context and cultures and allows lived experiences to guide our evaluation design. Due to this project's dynamic nature and participatory approach, it is important to note that this evaluation will evolve over time, with the north star being to document stories and outcomes that illustrate the complex evolution and success of implementing a Full Service Community School model at two schools.

Thorough, Feasible, Appropriate Methods of Evaluation

To measure progress toward established goals, objectives and outcomes, the evaluation methods employed by the third party evaluator and Promesa will consist of a **mixed methods design** characterized by the concurrent (simultaneous) collection of qualitative and quantitative data followed by a phase of integration or linking of those data. Themes emerging in the

qualitative data will serve to shed light on and explore correlations between initiative efforts and changes in aggregate school-level outcomes to be obtained from secondary quantitative data sources. Quantitative data sources will include LAUSD (monthly) and California Department of Education (annual) data about, for example, graduation rates, attendance, ELA and Math, and language reclassification rates and progress. Qualitative methods will be used to explore the perspectives of initiative partners and stakeholders—students, families, educators, community-based service providers, and Promesa staff—on the initiative's functioning and effect.

Evaluation Questions

The evaluation seeks to answer 2 main questions that were designed to maximize learning and help the Promesa CS team gain insights into the initiative.

1. How is the Community-Schools Initiative being implemented?

    a. What are the critical components and activities of the initiative, both explicit and implicit?
    b. How does implementation differ or compare across the partner schools, and how have the characteristics or resources of individual school sites helped or hindered implementation?
    c. How do students and families engage in and experience the initiative?
    d. What are the roles of various initiative players, and how have roles changed over time?
    e. How are community and school partners working together, and how have partnerships changed over time?
    f. What challenges do partners confront in their work, and which strategies prove effective for addressing them?
    g. What, and how, are partners learning about their efforts, and how are those discoveries informing the work?
    h. What key levers for achieving desired results have emerged?

2. Is the Community-Schools Initiative making positive, lasting contributions to the Boyle Heights community and its schools?

a. Are graduation rates and other indicators of student achievement and well-being improving at the partner schools— for all students and for high-risk subgroups?
b. Are students and parents more empowered and taking on more active leadership roles to address education issues in their community?
c. Are the schools and community-based partners better equipped, independently and collectively, to support student and families?
d. What other systems-level changes (e.g. in schools, partners, community) have occurred, and how has the initiative contributed to those changes?

Methods

- Collection of aggregate achievement information for the partner schools, published annually by the **California Department of Education** and distributed monthly via a Data Use Agreement with **LAUSD.**
- Collection of aggregate survey information from parents, teachers, and Kth through 6th graders via the LA Unified School District's **School Experience Survey** administered annually.
- **Annual surveys** to track new and continuing linkages between schools and community organizations and new and continuing programs being offered or sponsored by each school.
- **Performance surveys** (e.g. pre-post, retrospective, one-time needs assessment) of parents and students engaged in Community School supports and programming.
- Quarterly **reflections** (brief check-ins) with "on the ground" staff from initiative partners to facilitate evaluative assessment of efforts and results and uncover real-time discoveries.
- **Observation** of Community-Schools partnership meetings and other key initiative events.

- Annual **interviews** with key informants: Promesa staff, school staff, community agency staff.
- **Review of key documents** describing initiative activities, decisions, results, partnerships, etc.
- **Focus groups** and select **interviews** with students, parents, and educators.

The following table provides a crosswalk between these methods and the evaluation questions.

Table 24: Crosswalk between methods and evaluation questions

	Reflections	Observation	Key Informant Interviews	CS Linkages Survey	Key Document Review	Student Focus Groups	Parent Focus Groups	Educator Focus Groups	Student/Parent Surveys	CA Dept of Ed	School Experience Survey
1. How is the Community-Schools Initiative being implemented?											
What are the critical components and activities of the initiative, both explicit and implicit?	✓	✓	✓	✓	✓	✓	✓	✓	✓		
How does implementation differ or compare across the partner schools, and how have the characteristics or resources of individual school sites helped or hindered implementation?	✓	✓	✓	✓	✓			✓			
How do students and families engage in and experience the initiative?						✓	✓		✓		
What are the roles of various initiative players, and how have roles changed over time?	✓	✓	✓	✓	✓						

How are community and school partners working together, and how have partnerships changed over time?	✓	✓	✓	✓	✓						
What challenges do partners confront in their work, and which strategies prove effective for addressing them?	✓	✓	✓								
What, and how, are partners learning about their efforts, and how are those discoveries informing the work?	✓	✓	✓								
What key levers for achieving desired results have emerged?	✓	✓	✓								
2. Is the Community-Schools Initiative making positive, lasting contributions to the Boyle Heights community and its schools?											
Are graduation rates and other indicators of student achievement and well-being improving at the partner schools— for all students and for high-risk subgroups?										✓	✓
Are students and parents more empowered and taking on more active leadership roles to address education issues in their community?						✓	✓		✓		
Are the schools and community-based partners better equipped, independently and collectively, to support student and families?	✓	✓	✓			✓	✓	✓	✓		
What other systems-level changes (e.g. in schools, partners, community) have occurred, and how has the initiative contributed to those changes?	✓		✓			✓	✓	✓	✓		

Sampling

When identifying focus group and interview participants, purposive sampling will be used to select the most productive sample of students, parents, educators, school and community-based partner representatives, or others necessary for answering the evaluation questions. Ongoing interpretation of the qualitative data will indicate who should be approached

and will assist with identifying missing voices. The final sample size will be the one that adequately answers the evaluation questions until new categories, themes, or explanations stop emerging from the data. Sample size will also be dependent on available resources.

Data Analysis

Qualitative data analysis is an iterative and reflexive process that begins as data are being collected rather than after data collection has ceased. An inductive process of discovery will be used to identify important categories, patterns, and relationships in the data obtained through focus groups, interviews, and observation. Focus groups and interviews will be audiotaped and transcribed, and field notes will be used to record the evaluator's observations and interpretations during and following data collection. Progressive focusing (Parlett & Hamilton, 1976) will be used throughout the evaluation, with the evaluator making ongoing adjustments to data collection in order to explore additional concepts or relationships that surface during analysis. In the final stage of the evaluation, qualitative findings will be integrated with quantitative secondary source data to explore correlations between initiative activities and changes in school-level indicators.

Performance Feedback and Periodic Assessment

Periodic assessments (including producing an annual report) and quarterly stepbacks with Promesa staff, principals and partners will be conducted to monitor progress and performance throughout the five-year project. Promesa will leverage the following feedback tools and methods:

Data Dashboard: The DOE-required quantitative performance indicators will be tracked in a data dashboard and updated on a quarterly basis. Data dashboards will be reviewed on a

quarterly basis as part of data stepback sessions by Promesa staff, including Data Analyst (supported by Proyecto Director of Data & Evaluation) and will be reviewed by admin, school staff and partners on a quarterly basis. The Managing Director and Senior Manager of Community Schools will conduct a deep dive of the data dashboard with principals and other administrators at target schools on an annual basis. The data dashboard will be reviewed with families and the broader Boyle Heights community annually at both Steering and General Assembly Meetings.

Student Tracker: To monitor partner reach, the number of students served at each partner school, and the impact of services received (as measured by # of students receiving two or more Ds or Fs), Promesa will implement a student tracker tool in Year 2 of the project to be used by partners and updated quarterly at a monthly partner meeting. Modeled after successful examples we have used at other partner school sites, our Student Tracker will be based on the MTSS framework.

Before and After Action Reviews**:** In partnership with the third party evaluator, Promesa will include emergent learning practices as part of our performance feedback and continuous improvement process. Promesa staff (Community School Coordinators, Senior Manager of Community Schools, Managing Director, EL mentor, EL coordinator, etc) and Proyecto Academic Case Managers will document the team's learnings in Before and After Action Reviews, before the project implementation and at the end of each quarter. Learning questions guiding the After Action Reviews include:

- What changes have occurred among participants? (i.e. access, awareness, knowledge, skills, behavior, academic outcomes, practices)?
- What evidence-based and best practices are being used?

- To what extent is data being used to for continuous improvement, decision-making and learning?
- Are new partners being engaged? What engagement strategies have worked? What have been the challenges?
- Have schools and organizations increased their capacity to support improved outcomes for students?
- How has the level and quality of collaboration and coordination changed? In what ways has it impacted academic outcomes for students?
- What partnerships show promise? What have been the barriers and challenges? How are they overcome?

Valid and Reliable Performance Data

The Data Dashboard described above will track the DOE-required indicators from multiple data sources, including California Department of Education reports, school-based summative academic assessment obtained from LAUSD's MYData, and student level data and school data from LAUSD. Promesa has a current Data Sharing Agreement with LAUSD that provides us with direct data feeds, which will be analyzed and cleaned to update the Promesa data dashboard with relevant information. The following tables describe all indicators that will be tracked in the Promesa Data Dashboard with relevant data sources.

Table 25. Indicators To Be Tracked

DOE Required Indicators	Promesa Measures	Data Source(s)
a. Number and percentage of families and students targeted for services each year in order to ensure children are:	# of students at each school site who have received a service/intervention % of the student body at each school site that has been targeted for and % that has received intervention	Promesa Partner Survey (Data Tracker)
i. prepared for kindergarten;	% children who demonstrate age-appropriate functioning on developmental assessments when they begin kindergarten % of children 0-5 who are screened for early developmental delays For children from birth to kindergarten entry % of parents or family members who report that they read to their child three+ times/week	MY School based DIBELS assessment Promesa Survey Promesa Survey
ii. achieving academically	% 3rd-6th grade students meeting (level 3) or exceeding (level 4) ELA and Math standards on CAASPP Smarter Balanced summative ELA assessment, aggregate and subgroup breakdown % of 6th grade students successfully matriculating into 7th grade % of EL students in grades K-6 scoring at or above Benchmark (composite score) on the DIBELS (Dynamic Indicators of	California Department of Education Dataquest Promesa Survey School based DIBELS assessment data