mission promise neighborhood

Mission Economic Development Agency
San Francisco, CA

*Proposal to the U.S. Department of Education
Office of Innovation & Improvement
Promise Neighborhoods Implementation Grant*

Mission Promise Neighborhood

July 27, 2012

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A. Need for Project (15 Points)

A.1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis (10 points)

The Mission Economic Development Agency (MEDA), San Francisco Unified School District (SFUSD), the Office of San Francisco Mayor Ed Lee, the John W. Gardner Center for Youth and Their Communities at Stanford University, United Way of the Bay Area (UWBA) and partners are applying to the U.S. Department of Education, Office of Innovation & Improvement for a Promise Neighborhoods Program Implementation Grant under Absolute Priority 1 and Competitive Preference Priorities 4 & 5 to implement the Mission Promise Neighborhood (MPN). MEDA was the recipient of a Promise Neighborhoods Planning Grant in December, 2011 and, with its partners, has completed an intensive planning process over the past eight months that has resulted in this implementation plan. MEDA and partners are requesting ▮▮▮▮▮▮▮ from the Department of Education over five years, from January 1, 2013-December 31, 2017 to implement the Mission Promise Neighborhood.

As show in *Table A.1*, the four schools targeted for Phase I of the Mission Promise Neighborhood implementation are all located in the Mission District and zoned to serve Mission resident children and youth. All four schools are Persistently Lowest-Achieving schools that have adopted either the Turnaround or Transformation models.

Table A.1 MPN Target Schools, Population and School Reform Models			
School Name	Grades Served	Student Population	School Reform Model
César Chávez Elementary School	Prek-5	470	Transformation
Bryant Elementary School	Prek-5	240	Turnaround
Everett Middle School	6-8	341	Turnaround
John O'Connell High School	9-12	586	Transformation

San Francisco's Mission District has always been a neighborhood that represents the promise of achieving the American Dream. As a historical and current entry point for immigrants seeking employment, education, health services and housing opportunities, the Mission District is a central hub of services and home for a large proportion of San Francisco's immigrant Latino community. The 1940's – 1960's saw a wave of Mexican immigration to the Mission, while in the 1980's and 1990's the neighborhood became home to immigrants and refugees who were fleeing wars and political instability in Central and South America.[1] The Mission has also experienced significant waves of displacement that gave birth to strong Latino-led community organizing movements against displacement. In the 1960's, urban redevelopment threatened to change the area's demographics, while in the 1990's the Dot Com boom priced many Latino families out of the neighborhood, a trend that continues today. Currently, the neighborhood is one of the best known in San Francisco, boasting a strong arts and cultural community, bustling restaurants and nightlife destinations, and thriving retail spaces. Yet, the Mission has another story to tell too—that of the low and moderate income families who compose the fabric of this changing community, and who live, work, seek services in, and attend school here. For these families, the cost of the neighborhood's increasing popularity is vastly inflated housing prices. Coupled with a precarious economy, job shortages, and the challenges immigrants and less educated individuals face in finding living wage employment, life in the Mission is becoming increasingly difficult for some.

The population of the Mission is approximately 57,298.[2] The neighborhood is 41% Latino, 40% White (non-Hispanic), 12% Asian, and 3% African American.[3] Despite a 21% decline in the Latino population over the past decade, the Mission retains the highest concentration of Latino residents in San Francisco, with approximately 20% of the city's Latinos residing in the neighborhood. Forty percent of all families in the neighborhood have children under 18, and seven

percent of all of San Francisco's children (ages 0-9) live in the Mission District.[4]

A.1.i. Education Need: San Francisco Unified School District (SFUSD) serves more than 55,000 PreK-12 students in 112 schools as a single city school district/county office of education. While the District serves less than 1% of California's public school students, it has over 5% of the state's persistently low-achieving schools—the majority of which are in the Mission. ***Despite the fact that SFUSD is one of the highest performing urban school districts in California, significant disparities exist within it, and seven of the district's ten lowest performing schools are in the Mission District.*** These schools have been involved in an 18-month School Improvement Grant (SIG) funded effort to turn around results. While there are positive signs of accelerating growth in test scores, and state-measured API[5], these schools remain very low performing. Our implementation plan is designed to closely align with and complement the SIG and each target school's reform model (either Turnaround or Transformation), providing the ongoing and concerted attention needed to ensure positive results for these schools and their students.

The Mission District is served by two public high schools: John O'Connell High School (targeted for Phase I) and Mission High School (targeted for Phase II), both of which are Persistently Lowest-Achieving.[6] MPN utilized the services of University of California, Berkeley's Center for Latino Policy Research (CLPR), to complete a comprehensive needs assessment and segmentation analysis that analyzed indicators of education, family and community support need in our community. This needs assessment and segmentation analysis determined the following ***indicators of education need*** in our neighborhood and target schools, and is included in full in *Appendix VI.a.*
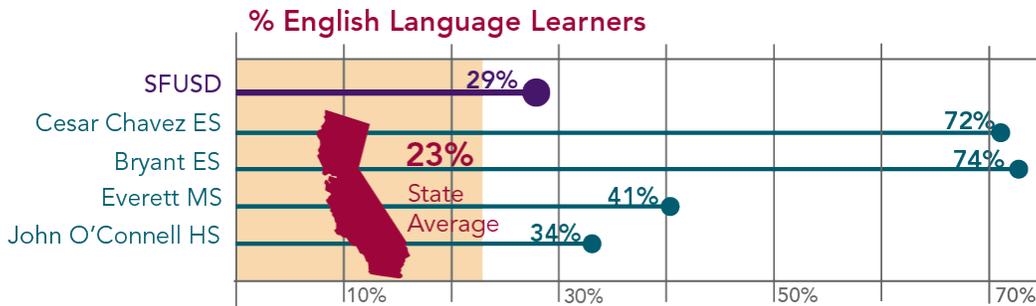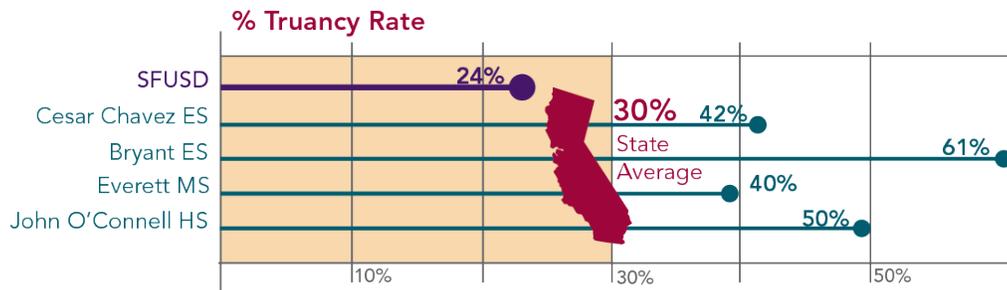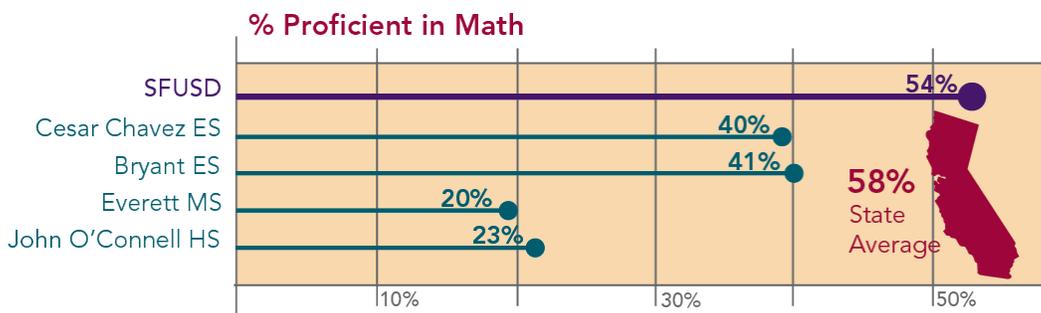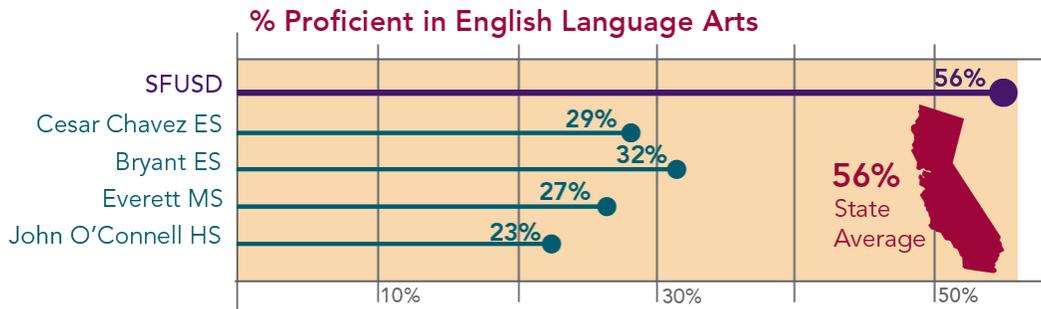
* *Graduation Rates:* For the 2010-2011 school year, the graduation rate[7] at both John O'Connell and Mission High was 71%- significantly lower than the District average of 82%.

- *Academic Proficiency:* Less than 25% of middle and high school students are proficient in Math and English at Everett MS and O'Connell HS. For 2010-2011, Bryant ES and Chávez ES had test scores in English and Math that were among the lowest 5% of all elementary schools in the State of California[8].

- *Kindergarten Readiness:* Despite high enrollment rates in preschool, 95% of Kindergarteners entering our target elementary schools are not school ready based on Brigance screenings.

- *College Readiness:* Based on early college assessments, only 12% of O'Connell high school students are ready for college.[9] SFUSD-wide rates for college readiness in Math and English are four times higher than these rates for O'Connell students. Nearly 4 in 10 MPN high school students have not had a parent talk to them about college.

- *Chronic Absence:* Approximately 14-15% of students at César Chávez, Bryant and Everett are chronically absent as compared to 8% district wide. In Kindergarten this number is even higher, at 20%. From middle school to high-school, chronic absence jumps from 14% to 28%.[10]

- *Technology Access:* Nearly 25% of MPN students report that they do not have access to the internet at home to assist with school work.

At our target schools, 72% of students are Latino (approximately 90% at the elementary level), close to three quarters of elementary school students and nearly half of middle-school students are English Learners (ELs), and 82% are eligible for free or reduced-price lunch. *Figure A.1* below presents data for each of our target schools as compared to SFUSD as a whole, and the state of California. As *Figure A.1* demonstrates, our schools have a higher than average number of ELs, students with disabilities, and students eligible for free and reduced lunch. Students at our target schools are also scoring far lower than District and State averages on standardized tests.

Figure A1: MPN Student Snapshot - 2010-11 California Department Education Data

% Proficient in English Language Arts

School	Percent
SFUSD	56%
Cesar Chavez ES	29%
Bryant ES	32%
Everett MS	27%
John O'Connell HS	23%

56% State Average

% Proficient in Math

School	Percent
SFUSD	54%
Cesar Chavez ES	40%
Bryant ES	41%
Everett MS	20%
John O'Connell HS	23%

58% State Average

% Truancy Rate

School	Percent
SFUSD	24%
Cesar Chavez ES	42%
Bryant ES	61%
Everett MS	40%
John O'Connell HS	50%

30% State Average

% English Language Learners

School	Percent
SFUSD	29%
Cesar Chavez ES	72%
Bryant ES	74%
Everett MS	41%
John O'Connell HS	34%

23% State Average

Figure A1: MPN Student Snapshot - 2010-11 California Department Education Data (continued)

% Chronically Absent

- SFUSD: 8%
- Cesar Chavez ES: 15%
- Bryant ES: 14%
- Everett MS: 14%
- John O'Connell HS: 30%

no CA data available

10% 30% 50%

% Eligible for Free or Reduced Price Lunch

- SFUSD: 29%
- Cesar Chavez ES: 86%
- Bryant ES: 89%
- Everett MS: 80%
- John O'Connell HS: 70%

56% State Average

20% 40% 60% 80%

% With Disability

- SFUSD: 11%
- Cesar Chavez ES: 16%
- Bryant ES: 10%
- Everett MS: 18%
- John O'Connell HS: 15%

11% State Average

6% 12% 18%

% Ethnic Background

Legend: ■ Hispanic or Latino ■ Black or African ■ Asian ■ White ■ Filipino

	Hispanic or Latino	Black or African	Asian	White	Filipino
SFUSD	24%	11%	40%	11%	5%
California	51%	7%	9%	27%	3%
Everett MS	59%	22%	5%	5%	4%
John O'Connell HS	62%	14%	10%	2%	7%
Cesar Chavez ES	86%	3%			<2%
Bryant ES	89%				<1%

Source: 2011 Department of Education

The remaining Mission District public schools not included in these charts have similar demographic and student performance statistics. In *Phase II, Years 6 and beyond, our Promise Neighborhood will scale up to include all remaining SFUSD Mission District schools*, including: Buena Vista/Horace Mann, Marshall Elementary School, Leonard Flynn Elementary School, George Moscone Elementary School, Mission High School, and SF International High School.

A.1.ii Family and Community Support Need: The target geographic area and population served is a distressed community that faces multiple challenges to socio-economic success, including high poverty, a severe lack of affordable housing, limited job opportunities, language barriers, high percentage of single-parent households and teen birth rates, and victimization by predatory financial services. These combined factors lead to (a) the need for individuals and families to work multiple jobs in order to afford rent, particularly those in the low-wage service industry; (b) increased household size due to multiple families cohabiting in apartment units; and (c) de-stabilization of family incomes due to combined job losses, low wages, and excessive housing prices. Without meaningful, comprehensive strategies to improve educational, career and financial outcomes, families in our community will not become economically stable and lift generations out of poverty. The following tables summarize data on the most critical *family & community support needs* in the Mission District and at our target schools as identified through the needs assessment and segmentation analysis included in *Appendix VI.a.*, and their "design implications" for the MPN implementation plan:

Table A.2. Health Indicators of Need

- Among MPN students, only 31% are at a healthy weight for their height, versus 60% SFUSD-wide.[11]
- Only 25% of MPN students eat 5 fruits or vegetables per day, and 1/3 of students are not exercising 1 hour per day.[12]
- Latino children ages 0-5 have the highest obesity rates of any racial or ethnic group in San Francisco, with 16% being obese.
- 33% of MPN students do not have a medical home.
- 23% of Mission District infants are not immunized by the time they were 24 months old.[13]
- Among SF women ages 19-44, Latinas have the highest uninsured rates, at 30%.[14]
- The combined adult and pediatric asthma hospitalization rate per 10,000 is higher than average at approximately 9.5 for the Mission, versus 6.3 citywide.[ii]

Design Implication: *Universal access to health insurance and a medical home; increase opportunities for exercise and healthy eating; improve pre-natal and 0-3 health and wellness systems to ensure children have a healthy start to life and young parents are supported.*

Table A.3. Crime & Safety Indicators of Need

- Only 50% of MPN students report feeling safe at school, and 25% do not feel safe going to and from school.
- Youth homicide is the leading cause of death among youth ages 15-24 in San Francisco, and is nearly twice the statewide rate.[15] Over 90 percent of young homicide victims in 2007 were either African-American or Latino.[16]
- The Mission neighborhood has the third highest rate in the City of youth involved in the Juvenile Justice System.[17]
- The Mission is one of five "hot-zone" neighborhoods with areas of concentrated crime, which compose less than one square mile of San Francisco's 49 square miles.[iii]
- In 2007, 42% of the City's shootings occurred in these "hot zone" areas.[iv]
- Multiple, active Latino gangs are present in the Mission, and gang related shootings are an ongoing, major safety issue for the neighborhood.[v]

Design Implication: *Explicitly address street violence and interventions for at-risk and gang affiliated youth, with strong pathways to workforce development. Improve in-school safety efforts such as anti-bullying programs.*

Table A.4. Housing Indicators of Need

- According to the Center for Housing Policy, the average cost of a home in San Francisco was $550,000 in 2012, which would require an annual income of $155,044.
- The average price of home in the Mission is even higher at $745,053, making homeownership impossible for most families.
- San Francisco is the most expensive rental market in the nation, averaging $1,995 for a 2-bedroom, rent that would require a $76,000 income to afford.[18]
- In August 2011, the average rent for a one-bedroom apartment in the Mission District ($2,251/ month) was $27,012 annually – more than 60% the median income for Mission's Latino households, but about 30% the median income of Mission's white households
- High rents force Latino families into overcrowded living situations with extended family members ("doubling up"). 23% of households in the Mission are overcrowded versus 14% citywide.[19]

Table A.4. Housing Indicators of Need (continued)

- Health and building code violations for housing and habitability per 1,000 people is 18.2 for the Mission, versus 9.2 city-wide.[j]

Design Implication: *Create a continuum of affordable housing opportunities, including access to subsidized housing, affordable rentals and homeownership. Prioritize tenant's rights to help renters retain units at affordable rates. Increase families' financial stability through bundled services approach.*

Table A.5. Teen Birth Rates & Single Parent Homes Indicators of Need

- 34% of Mission families are headed by single parents, as opposed to 26% city-wide. Single parent homes are more likely to be in poverty, particularly female-headed households.
- 80% of Mission single parent families are headed by mothers.
- More than 2/3 of Mission single parent families are Latino.
- The Mission has higher teen birth rates- 7.2% are to teenage mothers, almost twice the City wide average of 4%.[i]
- In 2010, 70% of births in San Francisco to teens below 18 were to Latinas.[20]

Design Implication: *Provide comprehensive health services to pregnant women; support parents of 0-5 year olds with additional family & community support to help them achieve improved social and economic outcomes.*

Table A.6. Income & Poverty Indicators of Need

- 18% of Mission children live in poverty, whereas only 12% of children in San Francisco live in poverty.
- Mission Latino households have the lowest median income figures ($43,956) of any ethnic group in neighborhood, slightly more than half of Mission white households which average $85,481.[i]
- The Mission has the city's fourth highest CalWORKS[21] case load.
- Latino families with children are more than twice as likely to be poor in the Mission as elsewhere in San Francisco[22], and are 7 times more likely to be living in poverty than Mission district white families.

Design Implication: *Support low-income families through full-service community schools. Provide universal benefits screening for families to access social benefits; maximize access to the Earned Income Tax Credit (EITC) through free tax preparation; provide asset development, financial education, and "bundled services" opportunities to create pathways out of poverty.*

Table A.7. Language Barrier Indicators of Need

- 52% of MPN students are English Learners (ELs).
- In 2011, nearly 40% of Mission residents were foreign born, and 48% of households spoke a language other than English at home, with 61% of those households speaking Spanish.
- 42% of Spanish speaking Mission households are "linguistically isolated", or speak English not well or not at all.[23]
- Language barriers make it more difficult for families to navigate the maze of social services and benefits that could help them socially and financially.

Design Implication: *Ensure that services are offered in Spanish and delivered in a culturally appropriate manner; build resident leadership to increase family involvement.*

Table A.8. Employment/Career Indicators of Need

- High school graduate rates in the Mission are slightly lower than the City, at 81% as compared to 86% citywide.[24] Among Latinos in the Mission, that figure drops to 60%.
- 37% of all Latino adults employed in San Francisco work in the low-wage service industry (average hourly wages of $10.00-$15.00)[25], wage levels that are too low to sustain the cost of living for a family.
- While 63% of Whites work in Management, Financial or Professional occupations, only 17% of Latinos are in these higher paying occupations.[26]

Design Implication: *Create a "college going culture" for K-12, provide academic supports throughout. Prioritize strong workforce development programs that lead to living wage careers with opportunities for advancement; promote entrepreneurship and small business development as job creation strategies.*

Table A.9. Financial Stability Indicators of Need

- 56% of Latino families in San Francisco are "asset poor", second only to African Americans at 59%.[27]
- The median net worth of white households is 18 times that of Latino households.[28]
- The Mission has the City's highest concentrations of check-cashing businesses and pay-day lenders that strip families of their few financial resources, charging interest rates as high as 400 percent.[29]
- Spanish speaking families are more susceptible to predatory lending practices and use of non-traditional financial institutions.

Design Implication: *Provide comprehensive, community-wide bilingual financial education and asset building programs."Start early" with financial education in elementary, middle and high school.*

A.1.iii Analysis of Need in the Mission District: Through the needs assessment and segmentation analysis, partially summarized in the above sections and included in full in Appendix VI.a, four major findings emerged that informed our implementation design:

1. *Latinos comprise the population of highest need in the Mission, across all indicators.*

   When data was segmented across numerous social categories for assessing outcomes related to the economic, physical, and academic well-being of Mission children and youth, we found the academic and economic opportunity structures within the neighborhood to be highly bifurcated. Because of demographic change, the area now boasts a growing middle-to-high income population, most of which is white. Low-income neighborhood residents, by and large, are Latino. The median household income for Latino families in the Mission

is $43,956, compared to $85,313 for white families. As a result, Mission neighborhood Latinos are seven times more likely to be in poverty than their white neighbors. These income disparities have the greatest impact on the neighborhoods' children, since 45% of Mission families are Latino and 68% of families with children under 18 who are in poverty are Latino. Poverty, we know, has a direct and negative impact on students' academic performance. Those low-income Latino students are concentrated in the Mission's low-performing schools, limiting their opportunities for academic success.

2. *The socio-economic struggles of Mission families with children who are low-income and/or living in poverty are exacerbated by the high cost of living in San Francisco.* Three-fourths of families in the Mission rent because the cost of owning a home is completely out of reach. The Center for Housing Policy reports that rent for a two-bedroom apartment in San Francisco averages $1,995 per month, requiring a median income of $76,200. This is well above the median income for Latino households in the Mission, forcing many families to share rental units with other families in order to make ends meet. As a result, many children in the Mission, and the majority of those attending MPN target schools, live in overcrowded homes.

3. *Academic performance of students attending MPN target schools does not improve significantly as they progress through school.* Ninety-five percent of kindergarten students in the MPN's two target elementary schools are not considered "school ready" when they enter kindergarten. MPN students' academic achievement does not improve substantially throughout their school trajectories. Approximately 63% of MPN high school students are high need, failing to meet even the most basic proficiency levels on standardized tests, and roughly 90% are considered unprepared for college-level math and English. Nearly 4 out of

10 MPN high school students report that their parents have not talked to them about college. As a result, by the time these students reach the 12th grade they are unprepared to enter college and attain employment that can provide them with a living wage.

4. ***Need in the Mission is best conceptualized as cumulative disadvantage.*** Families in poverty in the Mission tend to be Latino, live in overcrowded housing, be linguistically isolated, have limited access to healthcare, experience neighborhood violence, and have children who attend low-performing schools. We found that need across one dimension most often coincides with need across multiple dimensions, necessitating a multi-faceted and holistic approach to addressing the significant disadvantages experienced by the most vulnerable members of the Mission neighborhood.

A.1.iv Systems/Coordination Need: While the Mission demonstrates strong indicators of socio-economic and educational need, it is also a community with the assets necessary to catalyze positive change. We have vast human capital in our committed residents, parents, teachers and community organizations; a base of effective programs and services; strong commitment from our local government leaders to innovate and invest; and a forward-thinking approach with social justice as a core value. Yet, these resources are disconnected and unfocused, with the result that we are not achieving the impact we have capacity for as a community. The MPN integrated services approach fills a defined need in our community for increased coordination, results based accountability, and outcomes based evaluation. In February 2012, MEDA administered a survey of 51 non-profit organizations that serve the Mission to guide our planning work. Survey results revealed that organizations' strongest interest was in collaborating and integrating services to better serve our community, streamlining resources, and building capacity for outreach/marketing, evaluation, and resource development to amplify impact. This directly speaks to the need, interest

and readiness of our partners to engage in a comprehensive, long-term, integrated cradle-to-career effort like the MPN. MEDA and partners are fully committed to the success of the negihborhood's students and families, with a plan to achieve this through the Mission Promise Neighborhood.

A.2. The extent to which the geographically defined area has been described (5 points)

The geographically defined target area for the Mission Promise Neighborhood is the Mission District neighborhood of San Francisco, California. The Mission District is an area of approximately 1.8 square miles, located in the City's Southeastern portion with street boundaries of approximately 11th Street to the north, César Chávez Street to the south, Route 101 to the east and Dolores Street to the west. The Mission is in California's 8th Congressional District. The following map, *Figure A.2.*, shows the target geographic area including the census tracts and zip codes that define it, and locates the target schools and MPN hubs within that area.

Figure A: MPN Geographic Area
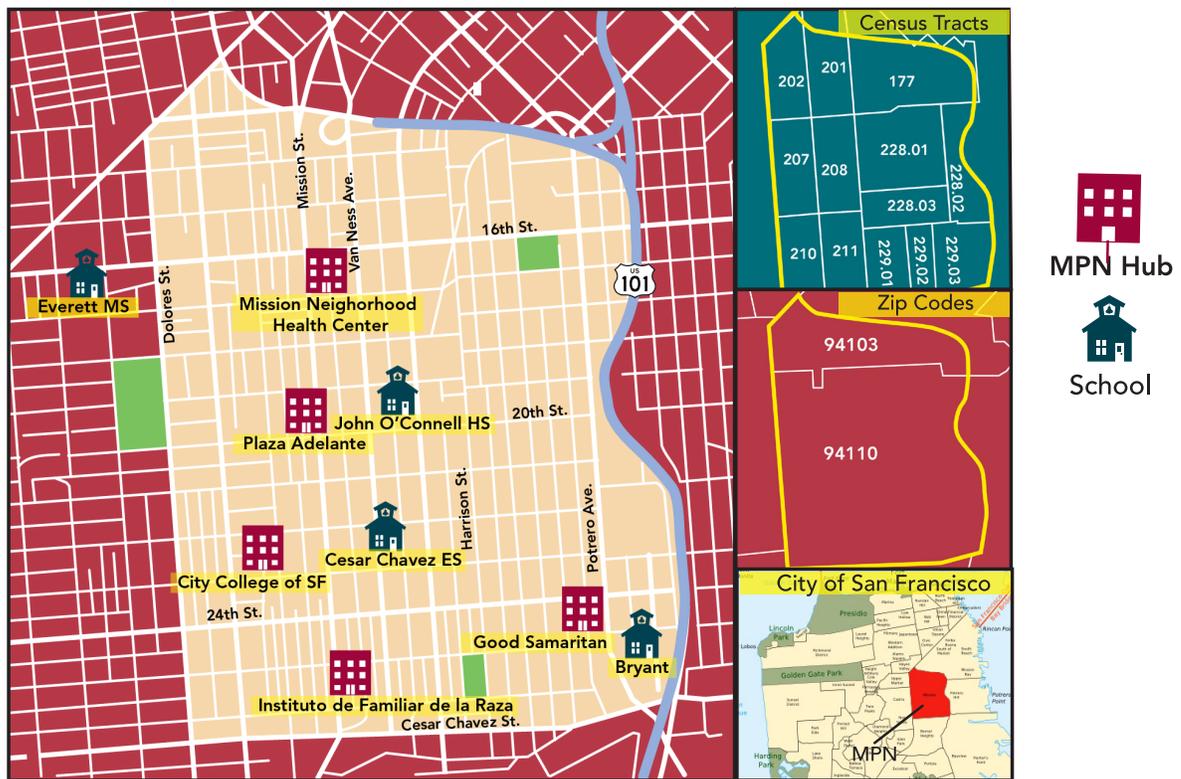
B. Quality of the Project Design (25 Points)

B.1. The extent to which the continuum of solutions is aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood (10 points);

The following section provides an overview of (i) the MPN planning process, which created our continuum of solutions and implementation plan, (ii) our Mission, Vision, Theory of Action and Theory of Change, (iii) what makes the MPN model unique and (iv) how our continuum of solutions aligns with SFUSD's strategy for school improvement.

B.1.i The Mission Promise Neighborhood Planning Process: With leadership, coordination, and support provided by MEDA, the San Francisco Unified School District (SFUSD), and the San Francisco Mayor's Office, over 200 stakeholders representing 55 community-based, government, philanthropy, intermediary, and private sector organizations, joined by parents, students, and community members engaged in an intensive eight-month planning process to produce a powerful vision of the future for Mission District children and families. To date, MPN has accomplished significant results- the highlights of our work follow:

- Conducted a needs assessment and segmentation analysis
- Conducted extensive survey-based research work with community, school district, students and government stakeholders
- Facilitated open community planning meetings
- Hosted parent leader meetings as well as school site parent meetings
- Developed a bilingual project website at missionpromise.org
- Developed the structure of Integrated Systems to implement the MPN
- Developed a continuum of solutions and identified MPN partners
- Created a Management Team, MPN Advisory Board and Community Board
- Secured the John W. Gardner Center for Youth and Their Communities at Stanford University as our evaluation partner for implementation
- Developed multi-tiered Communications Plan to support implementation
- Developed a budget, financing plan, and leveraging goals

MPN stakeholders worked tirelessly together to design this implementation plan, powerfully combining evidence-based solutions and Mission-tested community organizing strategies. MPN partners held over 50 meetings, involved hundreds of stakeholders in focus groups and input

sessions, and spent countless hours in research and planning. MPN implementation planning work launched in January 2012 with open community sessions that produced the MPN Vision, Mission, Values, Theories of Change and Action, and the "Mission Promise" (see Section B.1). The MPN implementation plan described in this proposal was completed through dedicated work of the following groups:

- **Project Team:** This team coordinated the planning work and included MEDA's Executive Director, the Lead for each Working Group, senior management from MEDA, representation from SFUSD, the Mayor's Office, and the Executive Directors of partner organizations Good Samaritan Family Resource Center, Jamestown Community Center, and Mission Graduates. The Project Team met frequently to facilitate seamless integration between working group solutions.

- **Working Groups:** Participants organized into five working groups for planning purposes: 1) Early Learning and Development; 2) School Improvement/Student Achievement; 3) Strong and Safe Neighborhoods; 4) Family Economic Success; and 5) Technology. Each working group was facilitated by community leaders with expertise in the topic and involved a broad range of stakeholders. Working groups were charged with generating an optimal set of solutions to address the project indicators and outcomes that are evidence-based and build upon existing neighborhood assets.

- **Data and Research Team:** Led by UC Berkeley's Center for Latino Policy Research and Dr. Lisa García Bedolla, this team updated the MPN planning effort around results being generated by their Needs Assessment and Segmentation Analysis and provided objective feedback to working groups on the evidence base supporting proposed solutions.

- **Parent and Community Engagement Team:** Led by Leticia Hernandez, SFUSD Director of Family & Community Engagement, this team assisted working groups with direct integration of parent and community voices throughout the process including facilitation of parent leader meetings, involvement of parents in planning efforts, and ensuring alignment with SFUSD parent engagement strategies.

- **Communications Team:** Facilitated by communications consultant Beth Waitkus, this team produced the communications plan described by this proposal and included in *Appendix VI.f.*

- **MPN Advisory Board:** The Advisory Board included a group of issue area experts from SFUSD, City of San Francisco agencies, partner organizations, principals, foundation representatives, and others, that met periodically during the planning period to provide guidance on the implementation plan.

- **The Glen Price Group:** A consulting firm with extensive experience in participatory processes utilizing appreciative inquiry methodologies, the Glen Price Group supported the work of the Project Team and the overall planning effort with design, facilitation, and documentation services.

B.1.ii Our Mission, Vision, Theory of Change & Theory of Action

Our Mission: The Mission Promise Neighborhood links family economic success with student academic achievement. It creates a comprehensive, integrated framework of evidence-based services that responds to urgent needs and builds on the foundation of student, family, community, and school strengths and assets. Together, parents, neighbors, schools and partner organizations work block-by-block, guaranteeing that all Mission children, youth, and their families achieve

academic excellence and economic self-sufficiency.

Our Vision: The MPN builds a future where every child excels and every family succeeds. Students enter school ready for success, and graduate from high school prepared for college and career. The Mission District thrives as a healthy and safe community that provides families and their children the opportunity to prosper economically and to call San Francisco their permanent home.

Theory of Change: The MPN theory of change is that the development of (1) a robust infrastructure of shared, integrated systems and (2) high quality, evidence based programming that is demonstrated to achieve outcomes will result in academic and economic success for students and families. *Central to our theory of change is the positive correlation between academic success and economic success.* We believe that to improve cradle- to college- to career outcomes, we must seamlessly coordinate and integrate family economic success strategies and supportive services with our schools. Our theory of change employs the Annie E. Casey Foundation's *"Two Generation" approach*- we will improve outcomes for at-risk children and youth in

our community by helping their parents succeed. ***Figure B.1.*** Below visualizes MPN's Theory of Change as an equation. The components on the left side of the MPN Change Equation are intentionally multiplied to show that ***both*** components of our theory, "Shared and Integrated Systems" and "High-Quality Evidence-Based Programming" must be present (neither can be a zero) for us to achieve family and student success. In order to realize our MPN Vision, each of these components must be strong and sustainable.

Figure B.1. MPN Theory of Change
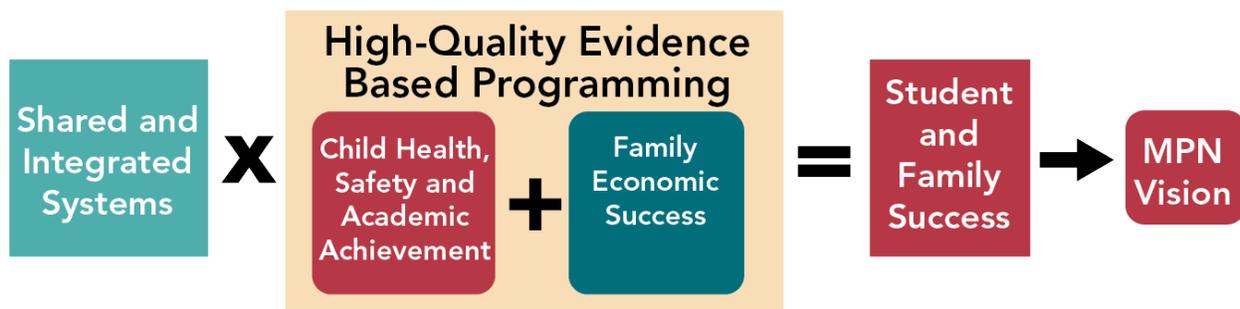
$$\text{Shared and Integrated Systems} \times \left(\begin{array}{c} \text{High-Quality Evidence Based Programming} \\ \text{Child Health, Safety and Academic Achievement} + \text{Family Economic Success} \end{array} \right) = \text{Student and Family Success} \rightarrow \text{MPN Vision}$$

Theory of Action: The MPN Theory of Action operationalizes the "MPN Change Equation" with coordinated, strategic, and highly leveraged actions that explicitly focus on: (1) Programming and services that are provided in families' ***native language and in a culturally appropriate manner;*** (2) Employing ***family economic success as a core strategy*** to improve academic outcomes; and (3) Leveraging and integrating strong ***city-wide programs and initiatives*** into our community. Simply put, the MPN Theory of Action unites the ***systems*** that enable us to deliver desired results with evidence-based ***programs and practices*** to fulfill the MPN mission. ***Figure B.2.*** below outlines the components of the MPN Theory of Action.

Figure B.2 MPN Theory of Action

MPN THEORY OF ACTION

Linguistically and culturally appropriate Citywide program leveraging and integration

Shared and Integrated Systems
- Leveraging Resources
- Policy & Systems Change
- Data System & Evaluation
- Family Engagement
- Coordination
- Communcations
- Organizational Capacity Building
- Accountability
- Governance

X

Universal Services
- Technology Access & Training
- English as a 2nd language
- Benefits Screening
- Legal Services

Continuum of Evidence-Based Solutions
- Early Learning
- Student Achievement/ School Improvement
- College to Career
- Family Economic Success
- Strong and Safe Neighborhoods
- Technology

=

Student and Family Success

→

MPN Vision

B.1.iii What makes the Mission Promise Neighborhood Unique: Our Mission Promise Neighborhood will become a ***hub for innovation***, and model for sharing best practices with other communities that seek to improve outcomes for low income and immigrant families. A language and culture "lens" through which we focus our work will foster inclusion and participation, and is essential to our success. Approximately 80% of our target population is Latino, and 52% of MPN students are English language learners. While our systems and solutions are designed to meet the needs of all students, regardless of language, race or cultural background, the families in our community with the greatest demonstrated need, as informed by our needs assessment and segmentation analysis, are largely monolingual Spanish speakers and immigrants. Providing bilingual English-Spanish programming, and ensuring we meet families in a comfortable, welcoming environment is an essential part of the MPN and shapes the way we deliver services

across our community.

Second, the explicit connection of family economic success with improved academic performance makes us unique. By framing our Promise Neighborhood through family economic success, and focusing on building the long term assets of families, we are working toward an ambitious school reform and neighborhood improvement plan with an anti-poverty strategy at its core. Studies show that income affects academic performance beginning from birth, with infants and toddlers from lower income families scoring lower on cognitive assessments than infants and toddlers from higher income families.[31] When compared with children from more affluent families, poor children are more likely to have low academic achievement, drop out of school, and have health, behavioral, and emotional problems.[32] A lower family income early in life and the "toxic stress" this can produce for a developing child has been shown to negatively impact their future labor market success.[33] Nationally "twenty-two percent of children who have lived in poverty do not graduate from high school, compared to 6 % of those who have never been poor. This rises to 32 % for students spending more than half of their childhood in poverty[34]".   Our family economic success strategy seeks to reverse this trend, and is centered on United Way of the Bay Area's San Francisco SparkPoint model, located at Plaza Adelante (see *Section B.2 and B.3*.). Plaza Adelante is a community center owned by MEDA and located in the heart of the Mission District, and is the home base from which we ensure that families become financially stable. In turn, this increased financial stability will reduce the myriad of compounded, negative factors that result from poverty and financial instability (e.g. lack of health insurance and proper nutrition, poor quality housing, longer hours at work, and high stress among others), and improve children's chances of success.

The Mission Promise Neighborhood is in a unique position due to San Francisco's wealth of resources dedicated to Early Childhood Education & Care, College Access, and Health among other

areas. Our implementation plan leverages and directs these innovative city-wide strategies toward the improvement of our Mission schools and families. These are described in depth throughout this proposal, but include such major initiatives as Preschool for All (free preschool), Kindergarten to College (college savings plans), Healthy San Francisco (medical homes and health access for the uninsured), Beacon Centers Initiative (after school), and Bridge to Success (college-career pathways). Through the coordination and integration of these components: Language & Culture, Family Economic Success; and Citywide Strategies into MPN's common, united vision for the Mission District's children and families, we are creating a strong model for study, observation and replication by other communities nationwide.

B.1.iv Alignment with SFUSD School Reform Vision: In order to create equitable educational opportunities for all students, the San Francisco Unified School District is engaged in a sweeping reform and redesign process built on a vision of city-wide Full-Service Community Schools, promoting student academic achievement by supporting the whole-child, meaningful family and community engagement, and high-quality, innovative teachers and school leadership. The Mission Promise Neighborhood is an opportunity for the Mission District to fully achieve that vision, integrating currently disconnected and unfocused resources into an exemplary neighborhood-wide model. We propose to go beyond the "full-service community schools" concept, to create "High Performing Community Schools", with strong school-community partnerships that are intensively focused on achieving robust outcomes. Our MPN implementation plan complements and supports the models currently being implemented at our target schools, including the **Turnaround model Everett Middle and Bryant Elementary, and the Transformation model for César Chávez Elementary and John O'Connell High School**.

At the heart of our Mission Promise Neighborhood implementation plan is the *leveraging*

of, and alignment with the ████████ *School Improvement Grants,* a grant received by SFUSD to improve student learning in high needs schools that is benefiting seven of the Mission District's eight PreK-12 schools, including our four target schools. A discussion of the Community Schools effort and the SIG follows:

The Community Schools Model and MPN- All of our MPN target schools benefit from being designated "Community Schools" with the goal of creating rich community partnerships and community engagement around student success. Community Schools create strategic partnerships to increase student success in academics, ensure they are emotionally supported, to adopt a college-going and career-minded perspective, and to engage in meaningful, productive relationships with peers, adult mentors, teachers and parents. The Community School Coordinator at each school plays a leadership role alongside the Principal and the school's Leadership Team to broker and support strategic partnerships in such areas as extended learning, wellness services, cultural enrichment programs, and to bridge opportunities-to-thrive across the school, neighborhood and home environments. The Community School Coordinator works with the Superintendent's Zone Director of Family and Community Engagement, Leticia Hernandez, non-academic support services and external partners to integrate supports with school improvement priorities and students' needs. Coordinators reduce the burden of management on the principal, working in close partnership but freeing principals to focus on their role as the instructional leaders and catalysts for change. Community School Coordinators will play a pivotal role in the success of our Mission Promise Neighborhood, as described in *Section B.2.iii*.

Superintendent's Zone and the SIG: SFUSD's 5-year Strategic Plan embraces Access & Equity, Achievement and Accountability. As part of the SIG and Strategic Plan, to ensure equity and access in two of San Francisco's historically underserved communities- the Mission and the

Bayview- a "Superintendent's Zone" was formed that included the formation of two Turn-Around Offices staffed with committed Assistant Superintendents, Content Specialists and related staff. The Mission Zone has been led by Guadalupe Guerrero, who was recently promoted to Deputy Superintendent of Instruction, Innovation & Social Justice. Deputy Superintendent Guerrero plays a key leadership role in the Mission Promise Neighborhood as District Advisor. With his leadership and collaboration, we will improve, bolster, and connect SFUSD's efforts to neighborhood assets. The intended goals and outcomes of the SIG are presented below in **Table B.1. SIG Goals & Outcomes.**

Table B.1. SIG Goals & Outcomes for MPN Target Schools	
Goals	Outcomes
• High expectations for student success for every student • Challenging, engaging and relevant instruction; Specialized academic supports based culturally and linguistic responsive pedagogy • Timely supports *(instructional interventions)* for students who need additional assistance • Extended learning time for students beyond the school day/week and into the summer • Coordination of academic, health, social/ emotional services for students and families • Strong advocacy and partnership from and with parents and community	• Improved student academic achievement in language arts and mathematics • Increased numbers of schools that make adequate yearly progress • Creation of a system of continuous use of student data to guide improvement • School community use of data to make informed decisions about their programs for students

Progress to Date in Schools: Over the last eighteen months as a result of the SIG work, our four target schools have demonstrated early success and signs of turning around. A summary of reform improvements for each school follows:

Table B.2. Bryant Elementary & César Chávez Elementary Improvements

- Replaced Principals with Reform Leaders
- Replaced at least 50% of teaching faculty
- Screened all teachers for commitment & capacity around improving teaching & learning
- Developed school-wide capacities to implement a Balanced Literacy Framework (new approaches to reading, writing, thinking and learning)
- Classrooms reconfigured to promote active learning
- Data driven instructional improvements
- Investments in classroom libraries and leveled readers
- New opportunities to learn via 21st Century learning tools
- Math curricula enhanced with new relia and manipulatives
- Differentiated Instructional Approaches
- Evidence-based Responses to Intervention
- Evidence-based English Language Development
- Improved pathways to biliteracy via dual language programs
- Implementing Community School Model

Table B.3. Everett Middle Improvements

- Replaced Principal with Reform Leaders
- Human and computer-based approaches to accelerating learning have helped readers who are behind two or more grade levels catch up with or even surpass their grade-level peers.
- Academic language development is a focus for second language learners and any of our students who can benefit from formal, academic language development
- Primary language maintenance and development for bilingualism and bi-literacy is a priority
- Strategic investments in 21st Century learning technologies
- Implementing Community School Model

Table B.4. John O'Connell High Improvements

- Replaced Principal with Reform Leaders
- Systematic approaches to English Language Development as well as to academic language development across the curriculum seek to break the cycle of Long-Term English Language Learners [1]
- A new, strong focus on expository writing across the curriculum is deepening language development, critical thinking, communication and creative skills
- Strategic investments in 21st Century learning technologies
- Student motivation at O'Connell (OC "the place to be") is at new high levels
- A student campaign of "One then Done" has encouraged greater participation in and success in early completion of the high school high-stakes exit exam – the CAHSEE.
- Primary language maintenance and development for bilingualism and bi-literacy is a priority Implementing Community School Model

l Long Term English Learners are defined as students whom we have not succeeded in reclassifying out of their English Learner status even after many years in our schools.

The Mission Promise Neighborhood initiative has used the school reform effort based on the Community Schools model and the SIG as its guide, and was explicitly designed to complement, fill gaps, and build upon this important work through its set of solutions described in *Section B and Appendix F.* Through the powerful shared leadership between the San Francisco Unified School District, local government, and deeply rooted, high capacity community based organizations we will dramatically amplify results. MPN will address the myriad of issues families and students face, such as jobs, health, safety, debt management, and housing, through a whole family approach. Our planning process has worked closely with Principals, Community School Coordinators and SFUSD's leadership each step of the planning process. These individuals will continue to play a leadership role through participation in the Management Team and/or Advisory Board in the implementation of our Mission Promise Neighborhood plan.

B.2. The extent to which the applicant describes an implementation plan to create a complete continuum of solutions, including early learning through grade 12, college- and career readiness, and family and community supports, without time and resource gaps, that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time (5 points);

The *Collective Impact Model* puts forth that successful collective impact initiatives have five conditions in place: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations.[vi] The MPN design creates these conditions for collective impact, to ensure the success of our children and families. This section discusses the design of our Cradle- to College- to Career Continuum, which includes (i) the target population for MPN, plans to scale up over time, and plans to ensure inclusion, (ii) an overview of the MPN continuum and detail its specific parts, including (iii) a Shared and Integrated Systems overview, (iv) a proposed set of Universal Services, and (v) the specific Solutions to

address program and project indicators, and achieve projected outcomes.

B.2.i Target Population, Scale Up and Inclusion: With SFUSD's strategic plan and the Community Schools model as a guide, we have identified the assets, needs and gaps in our target schools and community, and have designed a continuum that fills these gaps with integrated, effective, evidence-based solutions. Our target population for Phase I includes: (1) students attending Bryant ES, Chávez ES, Everett MS, and O'Connell HS; (2) families of students attending these four schools; and (3) families with children between the ages of 0-5 living in the Mission District. In total, this target population includes approximately *2,000 children and youth*. By Year 3 our proposed solutions will be fully scaled and will reach 100% of our target population. However, our plan is designed to serve students and families beyond this target population, as it is delivered through a wide network of community based organizations, schools, and institutions of higher education. The systems improvements that will be created through the MPN will improve the quality, effectiveness and efficiency of service delivery overall in the neighborhood and allow us to impact children and families outside of the defined target population, including children who do not attend MPN Phase I target schools.

Over time (Years 6 and beyond), the MPN continuum will serve and improve outcomes for *all children and youth* who attend school in, and/or live in the neighborhood as we add the remaining SFUSD neighborhood schools, which include: Buena Vista/Horace Mann, Marshall Elementary School, Leonard Flynn Elementary School, George Moscone Elementary School, Mission High School, and SF International High School. Beyond the local neighborhood, SFUSD and government partners are committed to sharing the MPN model with other communities in San Francisco, notably the Bayview which is also a SIG grantee and a HUD Choice Neighborhoods grantee, and Chinatown which has a high population of immigrants and English Learners.
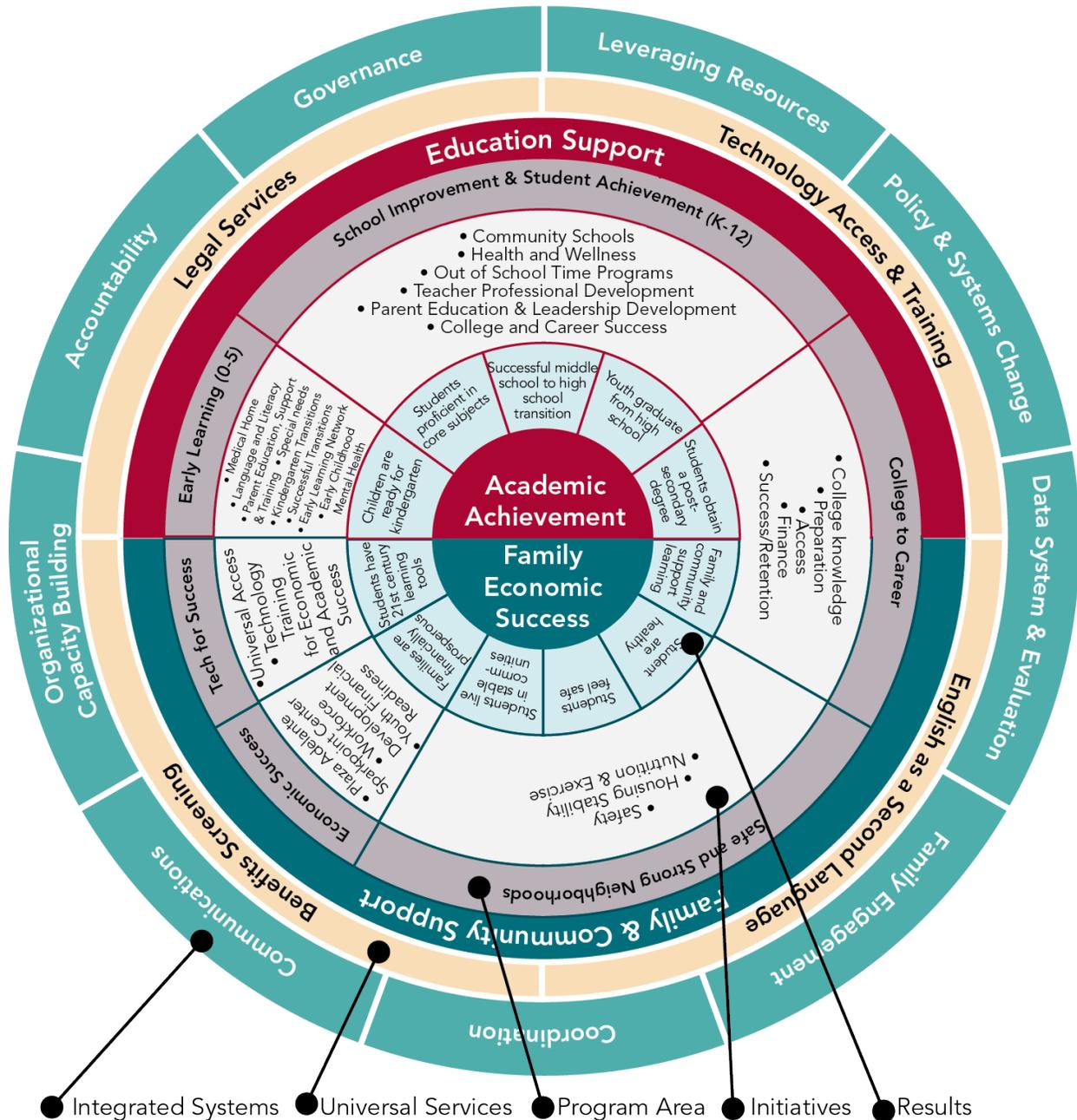
All MPN solutions are delivered bilingually in English and in Spanish, and in a culturally

responsive manner to meet the needs of the largest portion of our target population, Latinos. To meet the needs of *all* students in our neighborhood and schools, including Black, Asian, Filipino and White children and families, we will ensure inclusive and culturally responsive marketing, and outreach, programming and staffing that is culturally representative of our target population. For the small subset of our target population that speaks a language other than English and/or Spanish, we will secure translation services through community partnerships. We will ensure that all program sites are ADA compliant, and can accommodate individuals with disabilities. Additional partnership with such entities as Support for Families of Children with Disabilities, the Family Service Agency, and the Family Resource Center, in addition to staff training, sign language translation services, assistive devices, and other accommodations will help us meet the specialized needs of children and family members with disabilities and ensure solutions are highly accessible to everyone.

B.2.ii Cradle-to College- to Career Continuum Overview: The Mission Promise Neighborhood implementation plan, which is our Cradle – to College- to Career Continuum can be visualized through the circular diagram shown in, *Figure B.3*. Figure B.3. illustrates how MPN will achieve its long-term outcomes of **student academic achievement & family economic success** through the creation of: (1) *Shared and Integrated Systems* (in the green outermost ring), (2) *Universal Services* (in the beige second ring), and (3) a comprehensive set of *Evidence Based Solutions* (in the grey fifth ring). Each of these components is discussed in more detail in the following sections**.**

Figure B.3: Cradle-to-Career Continuum: Systems, Universal Services, and Solutions
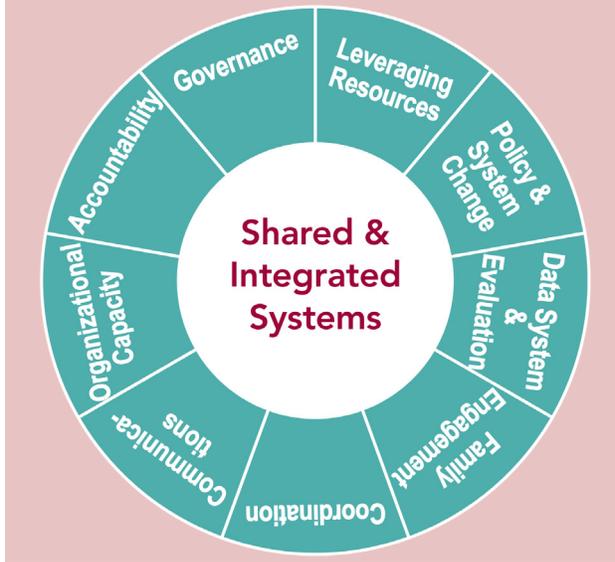
Education Support

School Improvement & Student Achievement (K-12)
- Community Schools
- Health and Wellness
- Out of School Time Programs
- Teacher Professional Development
- Parent Education & Leadership Development
- College and Career Success

Early Learning (0-5)
- Medical Home
- Language and Literacy
- Parent Education & Training
- Special needs
- Kindergarten Transitions
- Successful Transitions
- Early Learning Network
- Early Childhood Mental Health

College to Career
- College knowledge
- Preparation
- Access
- Finance
- Success/Retention

Tech for Success
- Universal Access
- Technology Training for Economic and Academic Success

Economic Success
- Plaza Adelante
- Workforce Development Center
- Sparkpoint
- Youth Financial Readiness

Safe and Strong Neighborhoods
- Safety
- Housing Stability
- Nutrition & Exercise

Academic Achievement / Family Economic Success

Results:
- Students proficient in core subjects
- Successful middle school to high school transition
- Youth graduate from high school
- Students obtain a post secondary degree
- Children are ready for kindergarten
- Students have 21st century learning tools
- Families are financially prosperous
- Students live in stable communities
- Students feel safe
- Student are healthy
- Family and community support learning

Systems (outer ring):
- Governance
- Leveraging Resources
- Policy & Systems Change
- Data System & Evaluation
- Family Engagement
- English as a Second Language
- Coordination
- Communications
- Benefits Screening
- Organizational Capacity Building
- Accountability
- Legal Services
- Technology Access & Training

Program Areas:
- Family & Community Support

Legend:
- Integrated Systems
- Universal Services
- Program Area
- Initiatives
- Results

B.2.iii Shared and Integrated Systems: The Mission Promise Neighborhood has developed a robust set of "Integrated Systems" which compose the mechanisms for implementation, and are visualized in the outermost green ring of *Figure B.3.* These Integrated Systems allow for robust coordination and mutual accountability, for outcomes to be tracked and evaluated across organizations, and maximize the leadership and capacity of our community and partners for long term sustainability. An overview of the structures that create the "glue" of our continuum follows in *Table B.5*.

Figure B.4: Shared Integrated Systems

Table B.5. MPN Integrated Systems Overview	
System	Description
Data System and Evaluation	MPN partners will submit program and output data to a shared database. Regular data reports and analysis through the John W. Gardner Center will inform ongoing planning, coordinating, and governing work. Working with a US ED-selected national evaluator, MPN will develop and implement an evaluation plan.
Coordination	MPN coordination will exist at four levels: 1) Family Success Coaches; 2) School sites (Community School Coordinators); 3) Program areas (Program Area Coordinators); and 4) Management Team.
Communications	MPN partners will use shared marketing materials, branding, and messaging. MPN outreach will rely heavily on the Promotores/as program and add outreach workers as needed.
Capacity Building	Training workshops for MPN partner staff will review the MPN shared systems, information about MPN services, and specific subjects related to MPN work. MPN will also support partner organizations to establish and improve their internal systems through its Mission Promise Leadership Academy.

Table B.5. MPN Integrated Systems Overview (continued)	
Accountability	Each partner organization will sign an MOU detailing responsibilities and deliverables for the MPN project. Throughout the implementation process, MPN will assess each partner's status in meeting deliverables and upholding their responsibilities, and will provide support and remediation as needed.
Governance	MPN's governance structure will consist of three primary governing bodies: a Community Board of students, parents, and other community members; an Advisory Board of representatives from partner organizations; and the MEDA Board of Directors, which will serve as the final decision-making authority for MPN.
Leveraging Resources	MPN and partners will build capacity to leverage and integrate new and existing resources to scale the work of MPN.
Policy and Systems Change	The Public Policy Working Group, working with the MPN Advisory Board, will generate recommendations regarding policies that will affect the work of MPN. Policy recommendations will be submitted to the MEDA Board of Directors for authorization.
Family Engagement	MPN will support the continued development of dynamic parent and community engagement systems supporting quality involvement in programs, systems, and governance through its Mission Promise Leadership Academy.

The following sections discuss three key components of our Integrated Systems: (a) Hubs (b) Coordination and (c) the Mission Promise Leadership Academy. Details on the remaining systems as visualized in the outer ring of the circular graphic (Figure B.3.) are discussed in sections D: Quality of the Management Plan.

B.2.iii(a) MPN Network of Hubs- MPN hubs are physical neighborhood locations where students, parents, and families will access MPN services, and information about the MPN. Hubs will be "branded" as the physical face of the Mission Promise Neighborhood through marketing and messaging. Each Hub will (1) provide a set of services to MPN students and families, (2) provide Benefits Screening (a Universal Service) and (3) serve as an information and referral point for families interested in learning about or participating in the MPN. MPN's nine Hub locations include the following, and are visualized geographically on the map in Section A.2 (Page 15).
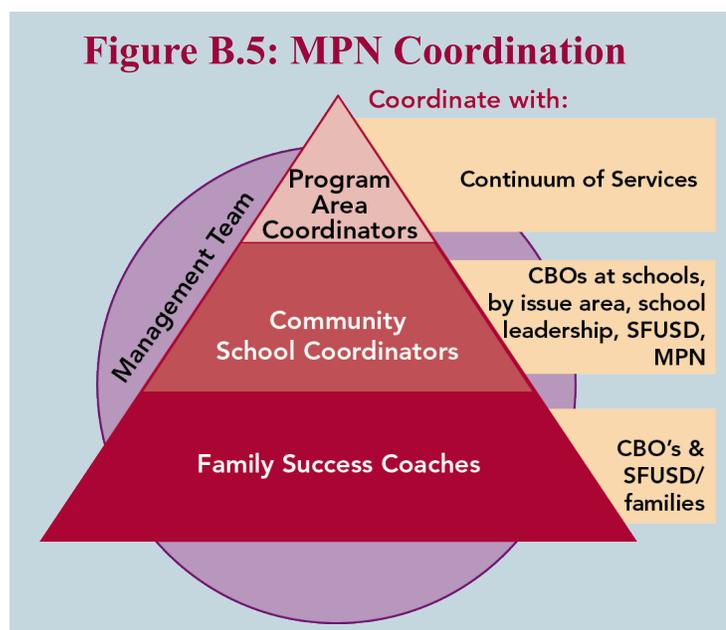
1. *MPN target schools (4 sites):* include César Chávez Elementary School, Bryant Elementary School, Everett Middle School, John O'Connell High School which serve 1,527 students.

2. *Plaza Adelante (1 site):* a one-stop asset development and family support center owned by MEDA that serves over 15,000 individuals each year through integrated financial education, tax preparation, workforce development and other services.

3. *Family Resource Centers (2 sites):* City of San Francisco funded centers that provide early childhood development services, intensive case management, youth development and family support services to approximately 5,000 individuals each year. These include Good Samaritan Family Resource Center's headquarters and Instituto Familiar de la Raza.

4. *Mission Neighborhood Health Center(1site):* Provides free and low cost primary care services and a medical home to 13,000 patients each year,

5. *City College, Mission Campus:* Located at 22nd Street and Valencia, the Mission Campus is a four-story, recently renovated facility that offers over 300 day, evening and weekend classes each year.

B.2.iii(b)   Coordination: Coordination among multiple partners, schools, students and families is one of the primary systems that will be the nuts and bolts of our implementation, and exists at four levels visualized below in Figure B.5 and discussed in more detail below:

Figure B.5: MPN Coordination

Coordinate with:

Program Area Coordinators — Continuum of Services

Community School Coordinators — CBOs at schools, by issue area, school leadership, SFUSD, MPN

Family Success Coaches — CBO's & SFUSD/families

Management Team

1. Each of the six MPN program

areas will be coordinated by a **Program Area Coordinator (PAC)** whose key responsibilities will include: continuously monitoring program and outcome data through Efforts To Outcomes (ETO); monitoring the progress of each partner organization through comparing ETO data to partners' MOUs and service agreements; and regularly convening all MPN partners providing services within the program area to provide an update on implementation progress, troubleshoot implementation issues, and engage in a process of continuous improvement. Program Area Coordinators play a fundamental role in monitoring and compliance, and will be managed by a Director of Programs, described in *Section D.1*. This role is elaborated on in the Evaluation Plan in *Section D.3*. and job descriptions and resumes are included in Appendix II.

2. A **Community School Coordinator (CSC)** at each target school site primarily focuses on ensuring the quality and accessibility of MPN services provided at their school site, alignment with the school's strategic priorities, and school-day curriculum. Community School Coordinators will facilitate productive relationships between onsite MPN service providers and school staff and administration. This role is described in more detail in *Section B.1.iv and Appendix F.* We propose to integrate this role into the MPN implementation plan, and boost its capacity to play a leadership role within the schools and in our Coordination systems, and to interact closely with our Evaluation Team to ensure we can fully assess the outcomes of our work.

3. Family Success Coaches are a central component of the MPN service delivery system, and create the direct connection between students & families, and the vast array of programs and resources that compose our continuum. Family Success Coaches will provide direct coaching, MPN service referrals, and data tracking, to all MPN target families. MEDA will employ Family Success Coaches that will be housed at the Hub locations. The Coach will meet with students and/or families and with them will develop an "Action Plan" that is designed to help them meet their

academic and economic goals. The Action Plan will include mapping MPN services that can help the family achieve their goals and overcome barriers in areas such as: health (mental/physical), housing, childcare, employment, etc. The Family Success Coach will provide benefits screening to the family to ensure they access all public supports that they qualify for, and is responsible for seamless referrals to MPN services. Family Success Coaches will pay special attention to transition points, between preschool and Kindergarten, elementary to middle school, middle to high school, and high school to college, to ensure that children and families needs are met and they have successful transitions. Coaches will have intensive, specialized training for these respective points in the continuum. Significantly, the Family Success Coach does not provide intensive case management- we will refer to and utilize existing case management resources through SFUSD, Instituto Familiar de la Raza, and other entities for this service. Rather, the Family Success Coach is a connector between all of the MPN services, the guide for families along the way, and the primary person responsible for ensuring students and families are successfully accessing the resources they can benefit from. Family Success Coaches play a crucial role in monitoring and tracking the student and/or family's progress toward their goals in Efforts to Outcomes (ETO), and identifying additional supportive and/or more intensive services where needed. These position descriptions are included in Appendix II.

4. The overall implementation of the MPN will be coordinated by the **Management Team.** The Management Team will be responsible for monitoring progress on all Integrated Systems and Programs toward their desired goals and outcomes, for making program improvements where needed, for managing the Advisory Board structures, and for compliance and fiscal management. The Management Team structure, role and its qualifications are discussed in *Section D*.

B.2.iii(c) Mission Promise Leadership Academy- The vision for the Mission Promise Leadership Academy arose through our planning process as a way to address pertinent issues.

First, given that MPN will be implemented with a base of 38 community partners, how do we continuously invigorate our commitment to a shared vision, and ensure community buy-in and participation at all levels? Second, how do we build the capacity of high performing community organizations to ensure their long-term sustainability, and their ability to "scale up what works"? Finally, how do parents, students, and community residents have ownership of the MPN and its vision, and actively participate in the decision making process? The Mission Promise Leadership Academy addresses these issues through its two arms of work, Leadership Development & Organizational Capacity Building, areas that are crossover points within our Integrated Systems, as show in **Figure B.6**, and described below.

Figure B.6: Leadership Academy

MPN Leadership Academy

Leadership Development
- Family Engagement
- Community Organizing & Advocacy
- Promotoras/es
- Volunteer Program

Organizational Capacity Building
- Data evaluation
- Program development
- Financial management
- Fundraising
- Communication
- Linguistic & cultural competency
- Client satisfaction
- Partnership development
- MPN Culture

1. **Leadership Development** for community students, families, MPN employees and their families, and other community residents will be provided through MPN's Mission Promise Leadership Academy. MPN's Leadership Development program will include the following components:

   i. *Family Engagement:* Parent and family involvement in MPN implementation and access to MPN data, evaluation analysis, and research. Parents, students and family members will be recruited for the MPN Community Board.

ii. *Community Organizing and Advocacy:* MPN will implement an organizing program that will build the leadership of students, parents, residents, and organizations to become advocates for policies that support the goals put forth by MPN.

iii. *Promotoras/es:* Through the "Promotoras" model, residents receive specialized training and a stipend to provide information about MPN services and issues throughout the community. This model has proven effective in the Mission District and among Latinos, and will be utilized as a major outreach strategy for MPN.

iv. *Volunteer Program*: MPN's volunteer program will offer opportunities to students, parents, residents, businesses and others to volunteer with MPN community based organizations, in roles that support the goals of the MPN. MEDA will build on its vast experience with Volunteer Income Tax (VITA) sites that manage hundreds of volunteers each year to implement this program.

2. **Organizational Capacity Building** for MPN partner organizations will be provided through a combination of MEDA staff, partner staff, and consultants, and will target the following areas: (1) Data tracking & evaluation; (2) Program development; (3) Financial management; (4) Fundraising; (5) Outreach & marketing; (6) Linguistic and cultural competency; (7) Client satisfaction; (8) Partnership development; and (9) MPN culture.

B.2.iv Universal Services: MPN's Universal Services are defined as services that do not fall within any one Program Area, but are needed by a wide sector of our target population at multiple points along the cradle-career continuum. Universal Services are visualized on the second beige ring of *Figure B.3*. All of our Universal Services are based on best available evidence, and are described in more detail in *Appendix F*:

1. Benefits Screening: Family Success Coaches will provide benefit screening services at

all MPN Hub locations with the objective of screening all members of the MPN Phase I target population by the end of year 3. MPN will use the CalWin/Benefits SF benefits screening system, which screens families for public benefits they qualify for. Additionally, Family Success Coaches will screen families for MPN services they are eligible for, such as Individual Development Accounts (IDAs), subsidized childcare, scholarships, and other opportunities.

2. **English as a Second Language (ESL):** Refugee Transitions will provide ESL classes for our target population at a subset of MPN Hubs, including the four target schools, Plaza Adelante, and Good Samaritan Family Resource Center. ESL classes for parents will co-locate with services for children/students, enabling both parents and children to participate in programs simultaneously. The content of ESL classes will focus on language applicable to daily life, managing their student's education, accessing services, and citizenship preparation and/or workforce-related training.

3. **Legal Services:** La Raza Centro Legal, a provider of pro-bono legal services, will offer free and sliding scale legal support to MPN families in the following areas: child welfare, domestic violence prevention, tenancy and housing discrimination, self employment/workers rights, and other family services.

   B.2.v Program Areas & Solutions: This section will discuss the core set of solutions for each part of our cradle- to college- to career continuum, or the 5th grey ring on Figure B.3. Over the course of the planning process, each working group identified a set of evidence-based solutions to address one or more MPN indicators and outcomes. Each Program Area discussion includes (i) an overview of the needs and gaps identified through the planning process and needs assessment (described in *Sections A and C*), (ii) the programs we are leveraging, and the (iii)

specific solutions with the indicators and results they address. An overview of each part of the continuum follows; the priority areas Comprehensive Local Early Learning Network and Quality Internet Connectivity are addressed in Sections D and E, respectively. ***Details on each solution and its plan for implementation are included in full in Appendix F.***

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1. Early Learning & Development- The Mission District had among the highest rates in the City of children who start Kindergarten with social and academic "readiness needs", and who are under-represented in preschool participation . MPN will ensure that all Mission District children enter kindergarten "ready" to succeed in school in multiple domains: physical, social, emotional, and academic. Our strategy is aligned with the First 5 San Francisco's, and SFUSD's early learning city-wide strategic plan. First 5 San Francisco is the local agency of the statewide First 5 California movement to assist public agencies, non-profit organizations and parent groups in nurturing early education, pediatric healthcare, systems change and family support for children 0-5. First 5's model includes: ***Targeted outreach & communications, (2) Providing every child with a medical home, (3) Expanding access to early education, (4) Improving the quality of early education, (4) Helping families support learning in the home and (5) Developmental Screenings and early intervention.*** Our continuum of early childhood solutions will (1) ensure programs are of the highest quality, (2) include multiple entry points, (3) leverage and align available support systems for children and families, (4) support the transitions between early learning program services and kindergarten, and (5) engage and build parent capacity to be partners in decision making.

Needs & Gaps- We identified the following needs and gaps in the continuum of Early Learning & Development services in the Mission:

- **Services for 0-3:** although there is limited capacity in center-based, high quality, low-cost or

free preschool options for children ages 4-5, the Mission even fewer programs and resources for children in the 0-3 age range and their parents. Thus, there is a need to improve the availability of support services to families with children ages 0-3 years through an integrated system of health, wellness, parenting support, and access to family support services.

- **Parent Engagement**: For those parents that are less involved in the decision-making process while their child is in an early care setting, we will build their leadership capacity to fully become involved in their child's education, beginning from birth. Studies show information is most effective when it comes at the precise time parents need it to understand their own children.

- **Program Quality Standards**: While we have access to quality programs in the Mission District, there is a need to ensure these programs are aligned to common standards (e.g., QRIS) for quality, common assessment processes, and to make an investment in the professional development of early childhood educators.

Leverage- Our plan leverages and integrates P*reschool for All, Race to the Top-Early Learning Challenge, Head Start, Healthy San Francisco, California Healthy Families* and the nationally recognized model *Raising a Reader*. We will leverage significant investment in the mental health/ wellness infrastructure in the Mission District, delivered through such entities as the *University of California, San Francisco (UCSF), Instituto Familiar de la Raza, and SF General Hospital*.

Early Learning & Development Solutions

Table B.6. Result: *Children enter Kindergarten Ready to Succeed in School*	
Indicator Addressed: **Children demonstrate age appropriate functioning**	
Solutions	• We will provide prenatal medical and parenting support services to women through *Centering Pregnancy*. • We will provide leadership training and parenting courses to parents of infants and preschoolers through *Abriendo Puertas* and *Crianza con Carino* education programs. • MPN supports parents of children 0-5 with disabilities through targeted developmental *screenings; access to, bilingual speech pathology services*, and *early childhood mental health consultations*.
Indicator Addressed: **Children demonstrate age appropriate functioning (continued)**	
Solutions	• To ensure children are ready for Kindergarten, SFUSD will identify the community preschools that feed to Bryant and Chávez elementary schools, and will implement a *Kindergarten Transition Program*. • MPN will conduct *literacy screenings* to ensure teachers understand student skill level through the District implemented *Phonological Awareness Literacy Screenings (PALS)* system; and SFSUD will provide dual language literacy instruction through its *Dual Language Learning program* beginning in Kindergarten.
Indicator Addressed: **Children have a place they go when they are sick other than the emergency room**	
Solutions	• We will provide free and sliding scale primary care services at *Mission Neighborhood Health Centers clinics*; neighborhood families with children from 0-4 will be connected to services through *Family Healthcare Navigators*. • Families will access *Healthy San Francisco, Healthy Kids,* and *California Healthy Families*, which provide free and low cost health care for the uninsured.
Indicator Addressed: **Children participate in center based or formal home based early care and education**	
Solutions	• MPN *Family Success Coaches* will work with families of young children to ensure they are enrolled in *Early Head Start, Head Start, Preschool for All sites*, and formal home based early care facilities. Families will be connected with applications for subsidized childcare, and assisted with the process of applying. • We will increase the availability, depth, and duration of *family support services* available *to Head Start families* through Mission Neighborhood Centers. • We will improve the quality of center based and home based early care and education through a *Quality Rating Improvement System* (see Section E: High Quality Early Learning Network).
Indicator Addressed: **Parents of children from 0-Kindergerten entry read to their children 3 or more times per week**	
Solutions	• We will increase the availability of learning opportunities to build literacy routines in homes through book sharing and family literacy practices through *Raising a Reader.*

2. Student Achievement/School Improvement (SASI)- Our SASI solutions were explicitly designed to complement and fill in gaps for work being completed through the SIG to improve student academic outcomes, and to build on existing infrastructure toward a Full Service Community Schools model (or High Performing Community Schools model). The MPN approach for improving academic achievement is aligned with and supports SFUSD's strategies that: expand learning programs (e.g. kindergarten transitions, high quality after school programs); provide comprehensive behavioral health and wellness intervention, support, and training; and proactively engage families and develop their leadership capacity.

Needs & Gaps- Through the planning process, the following needs and gaps in current reform efforts were identified and addressed through the MPN Implementation Plan:

- **Out of School Time (OST) Quality & Alignment:** While high-quality after school programs are currently being provided, there is a need to expand slots, build the capacity of staff to effectively implement programming, and improve program quality. MPN schools also lack strong, transitional summer school programs that combat summer learning loss and ensure smooth transitions from middle to high school.

- **Comprehensive Behavioral Health & Wellness.** With students and families living in poverty, without stable housing, and exposed to violence and abuse, we need to provide mental health services to support academic achievement. In addition, there is a need to build the capacity of teachers and staff to support the emotional needs of students and their families and create trauma sensitive schools.

- **Job Embedded Professional Development and Coaching:** Teacher professional development is a critical component of any strategies to improve student performance,

and is a continuous need in SFUSD. Instructional coaching that is integrated with Results-Oriented Cycles of Inquiry, Coaching Cycles, Instructional Rounds, CA Common Core State Standards, Common Planning Time and Professional Learning Communities will enable the Turnaround and Transformation models of school improvement to be successful.

- **Parent Education and Leadership Development:** There is a need to ensure that parents are actively involved in their children's education. However, the majority of MPN families are low-to-moderate income immigrants who did not attend college, and face cultural and language barriers to involvement in schools.

Leverage: MPN will leverage and integrate the *School Improvement Grant* and numerous other SFUSD resources, the work of *Raising a Reader, ExCel After School,* and *Bridge to Success*.

Student Achievement & School Improvement Solutions

Table B.7. Results: *Students are Proficient in Core Academic Subjects; Students Successfully Transition from Middle school grades to High School; Youth Graduate from High School*	
Indicator Addressed: **Students are at or above grade level according to state assessments**	
Solutions	• MPN will support SFUSD's comprehensive school reform through either the *Transformation or Turn Around models*, leveraging the work of the SIG (see section B). • We will institutionalize high-capacity *Community Schools Coordinators* in a leadership role to help fully realize the vision of "high performing community schools" (see section B) • We will provide *comprehensive, school based student behavioral and mental health programming* focused on prevention and early intervention in areas critical to student wellness;; build the capacity of teachers and staff to support emotional needs of students/families; support and train schools to become "trauma sensitive." • Teachers will participate in job-embedded professional development and growth opportunities through *Professional Learning/Coaching and Communities for Core Academics*. • We will implement a **high quality parent education and leadership** development programs through *Project Inspire* that have been proven to increase academic achievement in children.

Table B.8. Result: *Students Successfully Transition from Middle to High School*	
Indicator Addressed: Students have high attendance rates	
Solutions	• MPN will **increase the capacity and quality of existing after school programs** to supplement academic learning, expand activities available to students, and reiterate classroom learning. • MPN will implement a ***Summer Transition Program*** for incoming 9th graders to combat summer learning loss and facilitate transitions. • MPN will match students with mentors through ***Mentoring for Success***.

Table B.9. Result: *Youth Graduate from High School*	
Indicator Addressed: Graduation Rates	
Solutions	• We will expand the Seven Tepees ***College & Career Center*** that provides academic support, college preparation, and academic case management and ensure students and families understand college admissions, align their course of study with college requirements. • Teachers will receive job-embedded professional development through ***Professional Learning/Coaching*** and ***Communities for Core Academics***. • We will also provide ***comprehensive, school based student behavioral and mental health programming*** that remove barriers to learning.

Table B.10. Result: *Parents Support Learning in Promise Neighborhoods Schools*	
Indicator Addressed: Parents of children from Kindergarten to eight grade encourage their child to read books outside of school	
Solutions	• We will expand an evidence based family engagement and literacy program, ***Raising a Reader.*** • We will work with SFUSD to implement a ***PreK phonological awareness and literacy screener*** that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. • MPN families will also be provided with parent education, training, and leadership development through ***Project Inspire.***

3. College & Career - MPN will leverage and expand current SFUSD and city-wide strategies to ensure a college going culture and continuum of services that will create a pipeline to college and careers. MPN will implement a comprehensive strategy that will create a college going culture, build college capital, and provide family and community supports. MPN will promote strategies to ensure students and their families have college knowledge, preparation, access, financial readiness, and retention supports to obtain a postsecondary degree throughout the continuum.

Need & Gaps: There are multiple barriers that complicate college success for Mission families. In order to overcome these barriers and build a cradle to college continuum, MPN will focus on core priorities:

- **College Knowledge and Awareness (K-5):** There is a need expose children and their parents early to the concept of college and nurture the attitudes, beliefs, values and behaviors that support a college going culture.

- **College Preparation & Access (6th – 12th):** In middle school, it is critical that students participate in programs that include tutoring and other academic support in school and out of school, and access mentoring opportunities. High school students and families need to start understanding college admissions, align course of study with college, and receive continuous academic supports and exposure to colleges and college students.

- **College Finance (11th -12th):** To facilitate college enrollment specifically in MPN low-to moderate-income students, we must ensure that they are financially ready in terms of financial education, access to college savings accounts, and assistance with preparing scholarships and financial aid documents.

- **College and Career Success (12th - Postsecondary):** Students need increased contact with college students and local colleges, to have barriers to enrollment removed, to access bridge programs, and academic supports that promote retention, and opportunities to participate in internships and Career Technical Education.

Leverage: MPN will leverage and integrate *Bridge to Success, Kindergarten to College, Career/ Technical Education*.

Solutions: Table B.11 Summarizes our College & Career Solutions

Table B.11. Result: *Students obtain a post secondary degree, certification or credential without need for remediation*	
Indicator Addressed: **High school graduates obtain a post secondary degree, certification or credential**	
Solutions	• We will expand the work of the Seven Tepees *College & Career Center* • We will target outreach, academic supports and case management through the *Puente Program* to O'Connell students entering City College of San Francisco and connect them with *Career Technical Education Programs*. • We will also provide *financial education and access to college savings accounts* during high school to ensure students and their families are financial ready for college.
Indicator Addressed: **Parents of children in grades 9-12 talk with their child about the importance of college and career**	
Solutions	• We will provide evidence based parent education, training, and leadership development programs that start in elementary school through *Believing the College Dream* and *Project Inspire* that build a college going culture and positively impact academic achievement.

4. Family Economic Success (FES) - Our FES initiatives and solutions are at the core of our Theory of Change. Through the "two generation approach" we will help children have a successful future by helping their parents become successful today. Financial stability is the goal of this work, helping families build credit, reduce debt, increase savings, and increase income. In today's economy, FES strategies are emerging as long-term, sustainable solutions for family and community stability. We will ensure youth become financially literate, able to finance college, and prepared for the workforce. Meanwhile, we will ensure their parents can build long term assets, gain financial skills, and build living-wage careers.

Needs & Gaps: Through the planning initiative, we identified the following needs and gaps in the landscape of Family Economic Success work in the Mission:

• **Integrated Services:** Asset development (business, homeownership, savings) programs are not traditionally integrated with family support services, the schools, and standardized

benefits screening. There is a need to integrate and "bundle" asset development services with other supports so families can overcome multiple barriers to success.

- **Workforce Development:** Workforce development programs need to be aligned with best practices, built on a base of evidence, and create long-term career ladders that are specifically tailored to Spanish speakers and immigrants. Workforce opportunities need to be more systematically available to high-school students, to start preparing them for college and careers.

- **Youth Financial Literacy:** Youth financial literacy programs are not built to scale for neighborhood youth, or systematically integrated into the schools. In order to succeed in going to college, and managing their finances as adults, young people need to "start early" with financial literacy.

Leverage: FES is leveraging: (1) the United Way *SparkPoint Initiative*, (2) *Kindergarten 2 College* of the San Francisco Office of the Treasurer, and (3) *Plaza Adelante* and its services (provided by MEDA and partners), described in Section B and D.

Solutions: Table B.12 Summarizes Family Economic Success Solutions

Table B.12. Result: *Families are economically stable*	
Indicator Addressed: *Families have adequate income, credit scores of 650 or higher, debt to income ratio of 40% or lower, and 3-6 months in liquid savings*
Solutions	• We will provide integrated services to target families through the *San Francisco SparkPoint at Plaza Adelante*. Families will access financial education & coaching, housing counseling (homeownership/foreclosure) and tenants' rights counseling, affordable housing enrollment assistance, entrepreneurship training for business development and self-employment, workforce development, computer training and free tax preparation through our VITA (volunteer income tax assistance) sites. • All families will receive *Benefits Screening* by Family Success Coaches at Hub locations.
	Indicator Addressed: **Youth are financially "ready" for college and career**
Solutions	• We will provide K-12 students with *peer-to-peer financial education*, college savings accounts through *Kindergarten to College and Individual Development Accounts (IDAs)* • We will assist seniors with preparing the Free Application for Student Aid (FAFSA), and connecting their parents with free tax preparation services through *VITA sites*.

5. Strong & Safe Neighborhoods - For our neighborhoods to be strong and safe we must address our community's health issues, ensure stable housing conditions, and ensure that families are safe at school and home. In the Mission, low-income Latino families are disproportionately affected by violence, and language and culture barriers mean that complex issues of housing and health become even more challenging to navigate.

Needs & Gaps:

- **Health disparities and lack of access** - The obesity epidemic is a strong barrier to health in our community. The rising cost of health care and lack of access to insurance means many families are not getting preventative and primary care.

- **Housing stability** - in a City and neighborhood with the highest rents in the country, and where low and moderate income families are being displaced, we need aggressive, comprehensive and complex solutions to ensure MPN families can continue to call the Mission District home. We must ensure that housing is affordable; that there is an appropriate mix of unit types (including units with two or more bedrooms that are appropriate for families); and that eviction of families is not an option.

- **Gang Violence** - To ensure our children are safe, we must find a solution to the gang violence in the Mission that makes our streets unsafe and causes too many young people to enter a life of crime -putting them and those around them in harm's way. This program area addresses the following outcomes and indicators:

Leverage: San Francisco has a wealth of resources targeting health interventions and access- the largest of these include *Healthy San Francisco* of the Department of Public Health, which provides a medical home and affordable care to the uninsured. Additionally, the Department of

Children, Youth and Families invests in public safety in the Mission through the *Community Response Network*.

Tables B.13, B.14, and B.15 Summarize Strong & Safe Neighborhood Solutions

Table B.13 Result: *Students are Healthy*
Indicator Addressed: **Children participate in at least 60 minutes of exercise per day; Children eat 5 or more servings of fruits and vegetables per day**

Solutions	• The *MPN Nutrition, Exercise, and Wellness Initiative* provides nutrition coordinators and physical activity coordinators at each school, • We will create a *Mission Healthy Learning Collaborative* to manage and promote improved health outcomes • We will implement *Harvest of the Month*, a program that brings free fruits and vegetables to low income families at the MPN Hub sites • We will leverage existing programs like *Healthy SF, Cal Healthy Families, DentiCal/ MediCal* and ensure that families are enrolled in programs for which they are eligible. • Children will participate in increased physical activity through *Out of School Time Programs.*

Table B.14 Result: *Students feel safe at school and in their communities*
Indicator Addressed: **Children feel safe at school**

Solutions	• SFUSD *school safety programs* primarily focus on two objectives: 1) educate students, parents/guardians, and school staff on pedestrian and traffic safety; and 2) ensure that all schools are well prepared to respond to emergencies that may disrupt normal school operations. SFUSD implements an *anti-bullying curriculum* as part of its health education.

Table B.15. Result: Students live in stable communities
Indicator Addressed: *Students have low mobility rates*

Solutions	• We will provide MPN families with *Tenant Counseling, Homeownership Counseling and Foreclosure Intervention* services through MEDA and Causa Justa::Just Cause. • We will assist families in *enrolling for affordable housing opportunities* (below market rate) in coordination with affordable housing developers • We will create a *comprehensive housing stability strategy* to increase the stock of affordable housing the Mission District

6. Technology - Please see *Section F* for a description of our technology access needs, initiatives, solutions and leveraged relationships.

B.3. The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions (5 points); and

The MPN will leverage and achieve seamless coordination with major existing neighborhood assets and efforts that are funded through government and the private sector. The MPN's initiatives are aligned with city-wide neighborhood revitalization strategies, including the Mayor's Office of Housing's 5-Year Consolidated Plan[37]. As mentioned in Section B.1 central to our strategy is the alignment with and leveraging of the SIG program, a ▇▇▇▇▇ three-year investment in SFUSD schools, the majority of which are in the Mission. Our continuum leverages and integrates existing, high capacity initiatives that address various outcomes of the Promise Neighborhood. These include the San Francisco SparkPoint Center, Bridge to Success, Beacon Centers, and ExCel After School, Preschool for All, Race to the Top-Early Learning Challenge, and Healthy San Francisco, among others. An overview of each follows:

1. SparkPoint Centers, a crucial component of United Way of the Bay Area's strategy to reduce poverty in the Bay Area by 50% by 2020, are financial education centers providing integrated services that help families who are struggling to make ends meet. Outcomes focus on increasing income and savings, reducing debt, and improving credit, and are standardized across centers for collective measurement. SparkPoint Centers are developed on best practices from the Annie E. Casey Foundation's Centers for Working Families, and based on evidence that families who access two or more services have higher success rates. Examples of services are: financial coaching, tax preparation, workforce development, and access to financial products. Ten SparkPoint Centers have been created throughout the Bay Area, and MEDA is the lead agency for the San Francisco SparkPoint at Plaza Adelante. The San Francisco SparkPoint is an investment by UWBA that will become the core of our Family Economic Success strategy.

2. Bridge to Success is a partnership between the City of San Francisco, SFUSD, City College of San Francisco, San Francisco State University and the community to double the number of youth who achieve college degrees and credentials, and is funded through a 3-year Bill & Melinda Gates Foundation grant. This coalition of city and education partners has linked together supports and interventions that reinforce existing school district programs and help students from the time they enter kindergarten through high school graduation and matriculation to college. Each Bridge to Success partner is also an MPN partner, ensuring coordination and continuity with this major city-wide strategy.

3. ExCEL After School Programs create and sustain "safe havens" at public schools where students can access expanded learning opportunities and integrated education, health, social service, and cultural programs in the out-of-school hours. ExCEL is funded through the 21st Century Community Learning Centers, After School Education and Safety Program, and 21st Century High School After School Safety and Education for Teens programs. MPN's Student Achievement Strategy leverages these programs, which are in place in all of our target schools, and will work toward expanding access to the program, improving overall quality, and strengthening alignment with school-day academics.

4. Preschool for All, Race to the Top-Early Learning Challenge: Preschool for All (PFA) is a ████████ initiative of the City of San Francisco (funded through Prop H) that establishes a universal free half-day preschool program for all four-year-old San Franciscans who'd like to attend, regardless of income. Building on the successes of PFA, San Francisco was awarded a portion of the Race to the Top, Early Challenge Grant a ████████ state-wide federal award ████████ in SF) that will benefit young children throughout California by implementing quality standards for early education settings through an aligned state-wide system.

5. Healthy San Francisco is a City of San Francisco program that makes health care services accessible and affordable for uninsured residents. The program offers a new way for San Francisco residents who do not have health insurance, to have basic and ongoing medical care and a medical home.

B.4. The extent to which the applicant describes its implementation plan, including clear, annual goals for improving systems and leveraging resources as described in paragraph (2) of Absolute Priority 1 (5 points).

The Mission Promise Neighborhood's implementation plan is built on a well thought out set of systems designed to effectively integrate high quality, evidence based programs among its set of partner organizations. Systems are based on our lessons learned through the SparkPoint initiative, through the Community Schools framework being implemented by SFUSD and partners, and through our collaborative's vast experience and deep knowledge of the Mission District and its unique character. These systems account for the needs, strengths and assets of our community, and structure our project which coordinates and integrates services in a broad-based yet highly focused effort to improve long term outcomes for students and families.

B.4.i Systems Change & Leveraging Resources: MPN has ambitious goals for creating change within the systems that create our continuum, and within the organizations and government agencies with which we work. Table B.16 below establishes clear, annual goals for improving systems, environments, and/or organizations. Over the five-year period, these goals address a variety of issues regarding governance, sustainability, increased capacity, enhanced coordination, and data evaluation, among others.

Table B.16: MPN Proposed Systems Change	
Year 1	• Create and implement MPN's shared governance structure to bring together MEDA's Board and Executive Director, to work in an integrated manner with representatives from the City of San Francisco, SFUSD, the MPN Advisory Board and the Community Board, to make shared decisions on academic achievement and family support programs. • Establish a Sustainability Committee, composed of representatives from CBOs, SFUSD and the City of San Francisco, to raise funds for MPN activities • Develop a system of service integration among MPN partners, which includes shared marketing and outreach, data evaluation, and day-to-day coordination to ensure that there is a seamless continuum of academic achievement and family support efforts. • Develop a coordinated and shared communications plan between SFUSD, the City of San Francisco, and CBOs, which includes messaging regarding importance of and access to academic achievement and family support services. • Develop the Mission Leadership Academy, which will in part, assist CBOs to improve their respective skills and capacity regarding governance, fiscal compliance, staffing, among other capacities, to allow them to better implement effective academic achievement and family support programs.
Year 2	• Develop a collective plan for MPN sustainability guided by CBOs, SFUSD and the City of San Francisco to obtain funds from private foundations and corporations and individual donors. • Develop a system, process and structure within MPN that allows for identification development, advocacy and implementation of City and local policies that support and enhance academic achievement and family success in San Francisco. • Share findings from MPN data with SFUSD, City of San Francisco, and other key stakeholders, to discuss key MPN outcomes, inform their practice, and generate action to improve solutions within and beyond MPN. • Develop a system, processes and structure to create a volunteer program that adds capacity to the to MPN's service delivery system and infrastructure to support and enhance MPN's academic achievement and family support programs. • Using MPN as a guide, develop SFUSD policies to ensure that decisions on academic achievement are fully needs-based, and mindful of family support service needs.
Year 3	• Incorporate the MPN framework into RFPs for at least two of the City of San Francisco agencies, expanding and supporting the MPN concepts of needs-based, evidence-based, and service-integration beyond the MPN project. • Expand MPN's service integration system to include additional CBOs and public agencies. • Assist CBOs in identifying and building the capacity of the next generation of leadership to ensure the long-term organizational sustainability. • Develop a set of family-retention policies, including housing and family economic success, to ensure that families with children of all income levels have the option to remain in San Francisco.

Table B.16: MPN Proposed Systems Change (continued)	
Year 4	• Incorporate the MPN framework into Prop 10, a local ballot measure funding support for children under 5, expanding and supporting the MPN concepts of needs-based, evidence-based, and service-integration beyond the MPN project. • Develop a policy from the City of San Francisco that establishes thresholds for reinvestment by technology companies located in San Francisco through in-kind donations, jobs, financial support, etc., to enhance academic achievement and family economic success. • Develop policies within the City of San Francisco to ensure that all public services are culturally- and linguistically appropriate. • Develop SFUSD policy to increase teacher capacity to enhance community participation and involvement in the classroom.
Year 5	• Develop and pass a policy that makes permanent and expands San Francisco's Earned Income Tax Credit. • Develop a policy within SFUSD to ensure food served at its public schools is locally grown, healthy, and cooked from scratch. • Assist CBOs in developing transition plans between current and the next generation of leadership to ensure smooth organizational transition and sustainability. • Expand the collection, tracking and evaluation beyond of family economic success indicators beyond MPN partners to include more city agencies, and additional CBOs.

Table **B.17**. provides annuals goals for leveraging resources in terms of percentage of total MPN budget we intend to raise. These are net new resources, which include our goals for fundraising for private and public new dollars, and new dedicated in-kind capacity. Collectively, these leveraged goals range from approximately 18% to 83% of MPN's proposed annual budget, with increases planned over time, allowing for expansion and long-term sustainability.

Table B.17: MPN Annual Goals for Leveraging Resources	
Year 1	• Secure the amount of dedicated, net new MPN dollars from: private sources by 3% of total annual project budget; public sources by 7% of total annual project budget; in-kind capacity by 8% of total annual project budget.
Year 2	• Secure the amount of dedicated, net new MPN dollars from: private sources by 7% of total annual project budget; public sources by 10% of total annual project budget; in-kind capacity by 12% of total annual project budget.
Year 3	• Secure the amount of dedicated, net new MPN dollars from: private sources by 10% of total annual project budget; public sources by 13% of total annual project budget; and in-kind capacity by 15% of total annual project budget.
Year 4	• Secure the amount of dedicated, net new MPN dollars from: private sources by 17% of total annual project budget; public sources by 17% of total annual project budget; in-kind capacity by 22% of total annual project budget.

	Table B.17: MPN Annual Goals for Leveraging Resources (continued)
Year 5	• Secure the amount of dedicated, net new MPN dollars from: private sources by 33% of total annual project budget; public sources by 25% of total annual project budget; in-kind capacity by 25% of total annual project budget.

B.4.ii Communities of Practice: Since receiving the planning grant, MPN's Management Team members and partners have participated in a two day Practitioner's Institute training at the Harlem Children's Zone (HCZ) in New York City, the annual Promise Neighborhoods conference in Washington DC, and connected with other Promise Neighborhoods nationwide, as well as the Promise Neighborhoods Institute at Policy Link to integrate best practices and lessons learned into our plan. For example, our evaluation plan is based on the "Seal of Effectiveness" implemented by the Northside Achievement Zone, and our Family Success Coach role emerged through learning from HCZ on Academic Case Management. MPN is committed to participating in and facilitating these communities of practice for the progress of the work in California and nationally. Additionally, we will share the MPN model through conferences, trainings and technical assistance through national networks of which we are a member, including the National Association of Latino Community Asset Builders (NALCAB) and the National Council of the La Raza (NCLR).

C. Quality of Project Services (15 Points)

C.1. The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, were used to determine each solution within the continuum (5 points);

MPN contracted with the University of California at Berkeley's Center for Latino Policy Research (CLPR) to complete a comprehensive needs assessment and segmentation analysis of the Mission District and our target school population. Over 20 data sources were analyzed, including census data, aggregate and individual-level data from SFUSD, program participant data from

community partners, and a classroom administered survey at each of the four target schools. Each of these data sources were selected carefully by CLPR, in consultation with scholarly experts, MEDA staff, and MPN community partners, to compile the most accurate information available to date that addresses the 12 DOE Promise Neighborhood indicators and 4 financial and economic health indicators unique to the Mission Promise Neighborhood Initiative. These additional financial and economic indicators were selected to align with the SparkPoint initiative. A table that includes data on how each Needs Assessment indicator was defined for the planning research is included below, in Table C.1. The goal was to obtain data at the lowest level of geography possible, which meant either the 13 census tracts that comprise the Mission neighborhood, the four MPN target schools, or the 94110 zip code, which closely aligns with neighborhood boundaries. CLPR also gathered comparative data to assess Mission performance across indicators versus larger geographic areas or population sectors.

Table C.1: How the Needs Assessment Defined Each Indicator	
Age-Appropriate Functioning For Kindergarten Readiness	The Brigance Screen II is a criterion-referenced assessment used by the San Francisco Unified School District (SFUSD) to assess student development in key areas identified as indictors for success in kindergarten or Grade 1. The areas assessed are those that early childhood research, teacher input, and field-testing have identified as having the greatest predictive validity for success in Kindergarten and first grade, including: physical development (preambulatory, gross and fine-motor skills), language development, academic/cognitive skills (literacy and mathematical concepts), and children's daily living ability, including the levels of social and emotional development. The data included here are for Bryant and Cesar Chavez Elementary.
Enrollment in Early Learning Programs	Applied Survey Research (ASR) compiles information on a range of topical areas, including school readiness and preschool attendance. In their 2009 report prepared for First 5 California and SFUSD, ASR collected data on school readiness for children in SFUSD. The data reported here are for children residing in the 94110 zip code, which includes more than three-fourths of the Mission neighborhood.

Table C.1: How the Needs Assessment Defined Each Indicator (continued)	
Academic Proficiency	The 2007 National Survey of Children's Health Medical Home provides national and state profiles of medical home for children under the age of 18. In order to gather medical home information for children attending the four MPN target schools, a classroom survey was administered in May 2012 where data was gathered from 709 students in grades K-11. Students responded to the following question: In the past year, did you have a regular check-up with a doctor when you were NOT sick or injured?
Attendance Rates Grades 6-9	SFUSD calculates attendance rates by measuring instructional time for all attendance-taking classes. Recently, researchers have suggested that measuring chronic absenteeism provides a better analysis of the link between school attendance and academic success. Chronic absenteeism is defined as having missed 10% of more of the school year. This information is provided for MPN students by grade, highlighting grades 6-9 in particular. We also provide aggregate truancy levels by school.
	In addition we provide data from SFUSD's early warning system (EWS) EWS identifies SFUSD students at risk of not graduating from high school. Two eighth grade indicators – or risk factors – that are used to determine this are 1) GPA below 2.0 and 2) attendance rate below 87.5%. Because SFUSD's early warning system takes into account attendance rates and connects it directly with student proficiency and academic success, rates for MPN 8th grade and 9th grade students are included in this analysis.
High School Graduation Rate	SFUSD reports cohort graduation rates for each of its high schools. This rate is calculated by dividing the number of students in the four year cohort (adjusted for students who transfer in and out) who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the cohort for that graduating class. The cohort graduation rate for John O'Connell is reported and compared against California and SFUSD.
College Readiness	SFUSD provides high school students an early college assessment in the 10th grade to assess how prepared they are for college level English and Math. These figures are provided below for John O'Connell high school.
	UCLA's Institute for Democracy, Education, and Access provides a useful measure of college readiness known as the college opportunity ratio (COR). COR is a 3-number figure that reports how many students graduate and how many pass the A-G courses required for admission to the California State University (CSU) or University of California (UC) post-secondary educational system compared to each 100 students enrolled as 9th graders four years before. The COR for underrepresented students reflects data for African-American, Latino, and American Indian students.

Table C.1: How the Needs Assessment Defined Each Indicator (continued)	
Daily Physical Activity & Diet of Fruits and Vegetables	SFUSD conducts an annual physical fitness test for a subset of its elementary, middle, and high school students. The most pertinent information from this test relevant to the MPN Initiative is data collected on body composition, which measures whether a student has met the standard for Body Mass Index (BMI) set by the state of California. BMI is a reliable and well-known indicator of obesity for most people and is used to screen for weight categories that may lead to health problems. Using BMI here helps to determine to what extent children and youth may be lacking in exercise and proper nutrition. These figures are reported for MPN students by school level and compared against figures for SFUSD.

In order to gather more precise information on the daily consumption of fruits and vegetables and the amount of exercise per day for those attending these schools, students were asked a series of relevant questions through the MPN student survey. Students responded to the following questions: *1) How many fruits and vegetables did you eat since yesterday morning, and 2) Since yesterday morning, did you exercise or play a sport for at least 1 hour?* |
| **Safety at School and Traveling To and From School** | The California Healthy Kids Survey collects data focused on a broad range of key learning and health-related indicators that are used to explore student attitudes, behaviors, and experiences related to school and learning. School connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health are some of the key areas assessed by the survey. John O'Connell High School and Everett Middle School participated in this survey.

Data was also derived from the MPN student survey. Students responded to the following question: *Do you feel safe on your way to and from school?* |
| **Student Mobility Rate** | SFUSD and the California Department of Education collect information on the number of students that enter and exit schools, as a measure of student mobility. The data reported here for MPN target schools represents the percentages of students who were counted as part of the school's enrollment during October 2010 and who have been continuously enrolled at the school since that date. |

Table C.1: How the Needs Assessment Defined Each Indicator (continued)	
Family Support & Engagement	SThe California Healthy Kids Survey collects data focused on a broad range of key learning and health-related indicators that are used to explore student attitudes, behaviors, and experiences related to school and learning. School connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health are some of the key areas assessed by the survey. John O'Connell High School and Everett Middle School participated in this survey. The data reported here are derived from those school-level responses.
	Data was also gathered from the MPN student survey where students responded about whether a parent or guardian has talked to them about college. Finally, ASR gathers information on the number of days per week parents or guardians read to their children for 5 minutes or more. This data is provided below for the 94110 zip code.
Access to Internet & Computing Device	In order to gather more precise information about whether MPN students have access to the internet at home and what types of computing devices they use, the MPN student survey asked the following questions: *1) How do you access the internet at home?; 2) Do you access it from a desktop computer?; 3) Do you access it from a laptop computer?; and, 4) Do you access it from a cell phone?*
Family Economic Stability	Data on family economic success indicators is not collected through the U.S. Census or other commonly used population or demographic datasets. In order to acquire and calculate baseline numbers for income, credit, and savings, MPN used the Mission Economic Development Agency (MEDA)'s client database that contains individual client financial data. To calculate families at or above self-sufficiency, we used the self-sufficiency calculator by the Insight Center for Community Economic Development's website. It was calculated for families with two adults and two school aged children living in San Francisco. MEDA client data was analyzed to calculate the number of families with a credit score, savings account, and median household debt.

Information was analyzed within each data source and across datasets to develop indices of need at critical junctures connected to the each of the indicators and represented in the MPN continuum. CLPR continuously shared findings with the Project Team, allowing for a participatory and iterative analysis of the data. This process helped identify new sources of information to address data gaps, pinpoint categories for analysis, and develop an understanding of how the data

reflects the complexity of everyday experiences and challenges for children and families in the Mission. The results of this segmentation analysis and how the data helped to determine each solution within the continuum of solutions is summarized in tables C.2.i, C.2.ii, C.2.iv, and C.2.v.

Table C.2.i: MPN Segmentation Summary - Ready for Kindegarten

Total group in Mission (Ages 4 & 5): 800
Total Kindergarteners in MPN Target Schools: 133

Students by Need

Age Appropriate Functioning { 0% 5% 95%
low   moderate   high need

The Numbers
Not one child entering MPN target schools is considered low need or ready in term of age-appropriate functioning at kindergarten. Although the rate of preschool attendance for children in the Mission is approximately 90%, they are entering school unprepared. 33% of children in MPN target schools lack a medical home. 68% of Latino families with children in the Mission are considered socio-economically poor.

Among High Need Students, **88% are Latino**

Segmentation Decisions
Focus on the earlier years of 0-3 for initiating kindergarten preparedness. San Francisco's initiative to provide preschool for all children has increased enrollment, yet children are still unprepared for school despite their participation. Targeting children at a younger age provides more concentrated time and effort invested in making sure children reach particular developmental and academic milestones. Targeting parents of preschoolers with additional supportive services will help them create pathways out of poverty.

Table C.2.ii: MPN Segmentation Summary - Ready for Middle School

Total group in Mission (Ages 9 & 10): 739
Total Students in MPN Target Schools Grades 4-5: 210

Students by Need

Academic Proficiency { 39% 36% 25%
low   moderate   high need

The Numbers
Roughly 61% of students in MPN target schools preparing for middle school fall short of demonstrating the necessary academic proficiency for future school success. Nearly 90% of these students are low-income, and 1 in 4 of all 4th and 5th graders lack internet access at home.

Only 37% of Latinos in grades 4 & 5 are low need. Latinos represent 83% of students in these grades for MPN target schools.

Table C.2.ii: MPN Segmentation Summary - Ready for Middle School (continued)

Segmentation Decisions

Focus on providing additional academic and social supports to transition students into middle school. Ensure students and families have adequate internet access and develop skills connected to technology that will improve their academic progress. Implement comprehensive school reform models with supportive services and interventions targeted at highest need students and their families.

Table C.2.iii: MPN Segmentation Summary - Ready to Transition MS to HS

Total group in Mission (Ages 11-14): 1,322
Total group in MPN Target Schools Grades 6-9: 438

Students by Need

Academic Proficiency, Attendance Rates, Early Warning Indicators:

30% low	33% moderate	37% high need

The Numbers

7 in 10 children in MPN target schools transitioning to high school are moderate to high need based on academic proficiency, attendance rate, and early warning indicators. Early warning indicators, defined as whether a student has an attendance rate below 87.5% and a GPA under 2.0, identified 24% of 8th grade students in MPN target schools, or roughly 1 in 4, in need of critical intervention. 40% of MPN middle school students are truant and 80% are low-income.
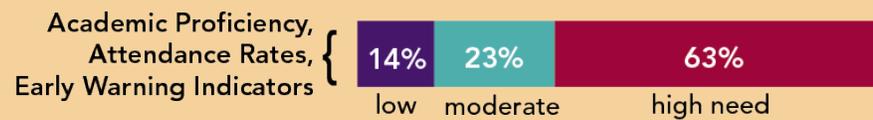
Segmentation Decisions

Focus on Out of School Time programs and other efforts to reduce chronic absenteeism and truancy, and introduce college-going culture and preparation during middle school years. Offer middle-to-high school transition programs to outgoing 8th grade students and incoming 9th grade students..

Table C.2.iv: MPN Segmentation Summary - Ready to Graduate High School

Total group in Mission (14-18): 1,850
Total group in MPN Target Schools Grades 9-12: 586

Students by Need

Academic Proficiency, Attendance Rates, Early Warning Indicators:

14% low	23% moderate	63% high need

Table C.2.iv: MPN Segmentation Summary - Ready to Graduate High School (continued)

The Numbers

86% of MPN high school students are moderate to high need based on academic proficiency, attendance rates, and early warning indicators. 50% of MPN high school students are truant, more than 1 in 4 are not graduating, and nearly 75% are low-income.

Passing the California High School Exit Exam (CAHSEE) is required to earn a high school diploma in the state. Only 10% of Latino students at John O'Connell, MPN's target high school, were considered proficient and capable of passing the exam, thus falling within the category of low need.

Segmentation Decisions

Focus on efforts to reduce chronic absenteeism and truancy and stress college-going discourse and preparation throughout high school.

Table C.2.v: MPN Segmentation Summary - Ready for College and Career

Total group in Mission (Ages 17 & 18): 793
Total group in MPN Target Schools, Grade 12: 149

Students by Need

College Readiness { 5% low | 5% moderate | 90% high need

The Numbers

Only 9 out of 149 MPN senior high school students are ready for college. Most jobs in San Francisco require post-secondary training, yet so few MPN students are ready for college which puts them at high risk for never attending or dropping out once there.

Segmentation Decisions

Develop programs that strengthen connection between college and career. Focus on mentoring and additional academic support services that will help students obtain requirements for entering postsecondary institutions. Provide support services to high and moderate need college students to ensure their success in completing a postsecondary degree.

C.2. The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence (5 points);

CLPR analyzed evidence for working groups to determine which of our solutions were based on the best available evidence. Dr. García Bedolla and her team performed extensive research on the evidence base for each solution through the What Works Clearinghouse, the iE3 database and scholarly journals of national recognition, and presented this information to the Project Team. As a result of this due diligence, each of our proposed solutions is based on the

best available evidence, prioritizing those with strong or moderate evidence. A standout body of evidence includes the *"Bryk Model"* for School Reform, from *Organizing Schools for Reform: Lessons from Chicago*[38], which has informed the school reform model within SFUSD. A summary of primary bodies of evidence for our proposed solutions is included below in *Table C.2. Evidence Summary for Solutions*, and described in full in *Appendix F*.

Table C.2. Evidence Summary for Solutions	
Solution	**Evidence Base**
Parent Education, Support, and Leadership Development: A coordinated system of high quality and culturally appropriate parenting classes (Centering Pregnancy, Abriendo Puertas, and Crianza con Cariño) will be support children from birth through age 5.	Moderate based on quasi-experimental and randomized evaluation studies.
Raising a Reader: an early literacy and family engagement program that rotates high quality children's books in English, Spanish and Chinese into low income families' homes weekly. RAR provides training for educators and parents in how to support early literacy skills necessary for school success.	Strong based on twenty independent evaluations that have demonstrated significant increases in time families spend reading together and child language/literacy outcomes across diverse cultural and language demographics.[39&40]
School Reform Models: All four MPN schools are employing Turnaround or Transformation strategies with the goal of becoming Full Service Community Schools.	Moderate. Extensive research has shown that Full Service Community Schools have positive effects on students, families, schools and their communities. Over 20 national evaluations have shown that when comprehensive school reform strategies include a community school component, students see significant gains in academic achievement, families are engaged and schools are more effective[41].
College and Career Centers: The Seven Tepees College & Career Center at John O'Connell High School provides comprehensive, evidence-based student supports and services to ensure academic success, high school graduation, and the development of a college going culture.	The Seven Tepees model incorporates elements from the What Works Clearinghouse[42] on college readiness and access and is a strategy with moderate evidence.

Table C.2. Evidence Summary for Solutions (continued)	
Solution	**Evidence Base**
Parent Education and Leadership Development (K-12): Research suggests that when parents from chronically under-performing schools are engaged, their children can significantly improve their learning, and thus should be an integral component for school reform initiatives[43].	Project Inspire, one of our parent training programs, has moderate evidence and has been a high-scoring proposal in the Institute for Education Sciences (IES) Innovation Grant competitions. It has been evaluated using longitudinal quasi-experimental design group-based randomized trial studies that show significant student achievement gains for children of participating parents.
Lifelines to Healing/Ceasefire Violence Prevention and Safety Program: The Ceasefire strategy, a 'puling levers' focused approach, has been embraced by the U.S. Department of Justice as an effective, community-oriented approach to preventing crime.[44]	Moderate based on several studies conducted over the last few years have demonstrated the effectiveness of the Ceasefire model. A review of ten studies examining cities using this approach found that nine of the ten reported strong and statistically significant reductions in crime.[45]
SparkPoint Center Integrated Asset Building Services: SparkPoint Centers build on a nationally recognized, best-practice model developed by the Annie E. Casey Foundation's Center for Working Families[46] that promote family financial independence.	While the service delivery model being used is relatively new with a small research base and a promising practice the services offered: financial education, business and workforce development, and housing services have strong or moderate evidence that they lead to family economic success.
Streetside Stories Technology Coaching: This innovative program provides teachers with training on digital media for use in the classroom and builds media labs in every school with iPads, cameras, and a curriculum geared towards academic achievement.	Moderate. WestEd, with the support of the U.S. Department of Education (USDOE), has twice conducted evaluation of Streetside's technology coaching model.

C.3. The extent to which the applicant describes clear, annual goals for improvement on indicators (5 points)

Annual goals for improvement on indicators were developed based on an assessment of (1) the universe of solutions addressing each indicator; (2) the number of children and families served by each solution; (3) the expected progress over time on each indicator with full implementation of the proposed solutions, based on our implementation plan and allowing for time to scale up.

We anticipate improvements on indicators each year with a leap in improvement for years 3-5 as we refine our systems and solutions, and reach more students and families. Details on annual goals for each specific solution are included in Appendix F. The following *Table C.3. Mission Promise Neighborhood Indicators Baseline and Annual Goals* summarizes our annual goals for overall improvement on indicators (the sum effect of implementation of all solutions) beginning January 1, 2013 and ending December 31, 2017:

Table C: MPN Indicators - Baseline and Annual Goals

	Current	Yr1	Yr2	Yr3	Yr4	Yr5
Age-Appropriate Functioning	46%	46%	48%	50%	53%	54%
Early Learning Enrollment	88%	89%	91%	94%	97%	100%
Medical Home	67%	68%	73%	78%	85%	92%
Academic Proficiency: 2-5	35%	36%	38%	43%	53%	65%
Academic Proficiency: 6-8	21%	22%	25%	30%	40%	52%
Academic Proficiency: 9-12	18%	19%	21%	26%	36%	48%
Attendance Rates: 6-9 (Measured: Chronic Absence)	17%	16%	14%	12%	9%	6%
Graduation Rate	71%	71%	73%	75%	80%	85%
HS Students Ready for College	5%	6%	8%	12%	20%	30%
Physical Activity	69%	71%	76%	81%	90%	100%
Fruit and Vegetable Consumption	25%	27%	32%	37%	47%	59%
Students feel Safe	63%	65%	69%	74%	79%	85%
Student Mobility Rate	25%	25%	24%	23%	21%	19%
Families Read and Encourage Reading	63%	65%	70%	75%	82%	91%
Families Talk to Children About College	62%	64%	69%	74%	81%	90%
Internet Access	77%	79%	84%	89%	94%	100%
Households Have a Credit Score	36%	46%	56%	66%	76%	86%
Families Have a Savings Account	30%	40%	50%	60%	70%	80%
Famillies Have Income at or Above Self Sufficiency	30%	35%	40%	45%	50%	55%

The evaluation plan to track and evaluate progress on these goals is described in *Section D.3*. Indicator data will be collected and analyzed quarterly by our research and evaluation partner

for implementation, the John W, Gardner Center for Youth and Their Communities at Stanford University under the guidance of its Executive Director, Amy Gerstein (PhD Education, Stanford University). The Gardner Center will work closely with MPN's internal Evaluation Team, under the guidance of Director of Evaluation, ██████████████████████████████ ████████ to ensure that indicators are defined among project partners, that data points are collected on an ongoing basis, that data is checked for validity, and that we are monitoring our outcomes and progress quarterly. Our Evaluation Team will also perform an ongoing needs assessment and segmentation analysis that will work in tandem with our implementation efforts to inform the process. These roles are described in more detail in Section D.3.

D. Quality of the Management Plan (45 Points)

D.1. Working with the neighborhood and its residents; the target schools, the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers (10 points)

This section will discuss (i) the structure of MPN's governance and management plan, (ii) experience of the lead agency, MEDA, (iii) relevant experience of the Management Team and (iv) lessons learned and proposal to build capacity in working with the neighborhood, its residents, schools, SFUSD, government leaders and CBOs.

D.1.i Governance & Management Structure: We are proposing the following Governance & Management structure for the Mission Promise Neighborhood (MPN), which is designed to share leadership between residents and parents, schools, project partners, and the City of San Francisco.

Governance- Our governance plan includes three governing bodies which represent parents, students, teachers, principals, government leaders, CBO representatives, SFUSD representatives,

our local Board of Supervisors, and issue area experts. This structure is visualized below in *Figure D.1. Governance Chart*, and is described following Figure D.1.

Figure D.1. MPN Governance Chart
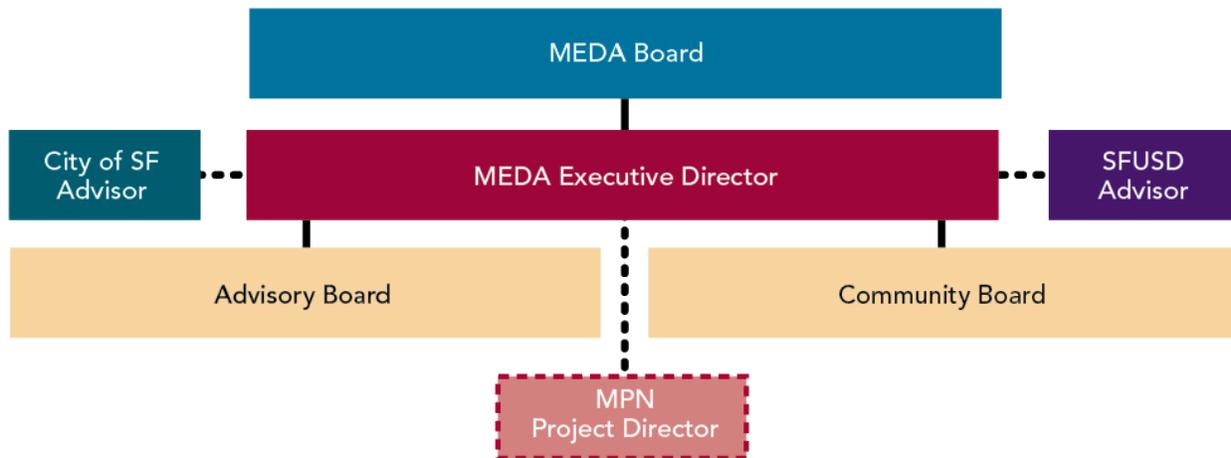
1. The **Community Board** will be comprised of MPN students, parents, teachers, and other community members. The Community Board will convene regularly to discuss MPN implementation and generate recommendations for the other governing bodies. The Community Board will be closely aligned with the Mission Promise Leadership Academy's Family Engagement and Organizing efforts.

2. The **MPN Advisory Board** includes representatives of MPN partner organizations, and is composed of field experts in MPN program areas as well as Principals of our target schools. The Advisory Board will monitor MPN implementation by reviewing progress and generating recommendations to enhance MPN implementation. The Advisory Board will submit all recommendations to the MEDA Board of Directors for review. The Advisory Board will be responsible for working with the Management Team to identify structural and policy impediments to achieving our goals, and reporting these to the Department of

Education as well as relevant local bodies such as the SF Board of Supervisors and SFUSD, and strategize to overcome these potential barriers. The Advisory Board is bolstered by the inclusion of such key individuals as District 9 Supervisor David Campos; Hydra Mendoza, the Mayor's Advisor on Education; Maria Su, San Francisco's Director of the Department for Children, Youth & their Families; Laurel Kloomak; the Director of First 5 San Francisco; and other field experts and decision-makers. A complete list and bios are in Appendix VI.d.

3. The **MEDA Board of Directors** will serve as the final decision-making authority throughout the MPN implementation process and will review and make decisions on recommendations from the Advisory Board and Community Board. Three of MEDA's nine Board of Directors members (1/3) are residents of the geographic area proposed to be served. In order to ensure alignment between Boards, the Chair position of the MPN Advisory Board will serve in a permanent position on MEDA's Board of Directors.

Management - The **MPN Management Team** is also designed for shared leadership, and includes MEDA staff members as well as members from SFUSD, the City of San Francisco, and key partner community based organizations. Our Management Team members will include individuals listed in the following *Table D.1. Management Team Members*.

Table D.1. Management Team Members	
MEDA Employees	**Other Members**
• MPN Executive Director, Luis Granados • MPN Project Director (TBD) • Director of Systems, Myrna Melgar • Director of Programs, Victor Corral • Director of Evaluation, ▇▇▇▇▇▇ • Director of Resource Development, Jillian Spindle • MPN Leadership Academy Director • Director of Communications, (TBD)	• SFUSD Deputy Superintendent (MPN District Advisor), Guadalupe Guerrero • Mayor's Advisor on Education (MPN City Advisor), Hydra Mendoza • SFUSD Director of Family & Community Engagement, Leticia Hernandez • Executive Director of Good Samaritan Family Resource Center, Mario Paz • Executive Director of Jamestown Community Center, Claudia Jasin

The Management Team structure is visualized below in *Figure D.2. Management Team*

Organizational Chart.

Figure D.2. MPN Management Chart
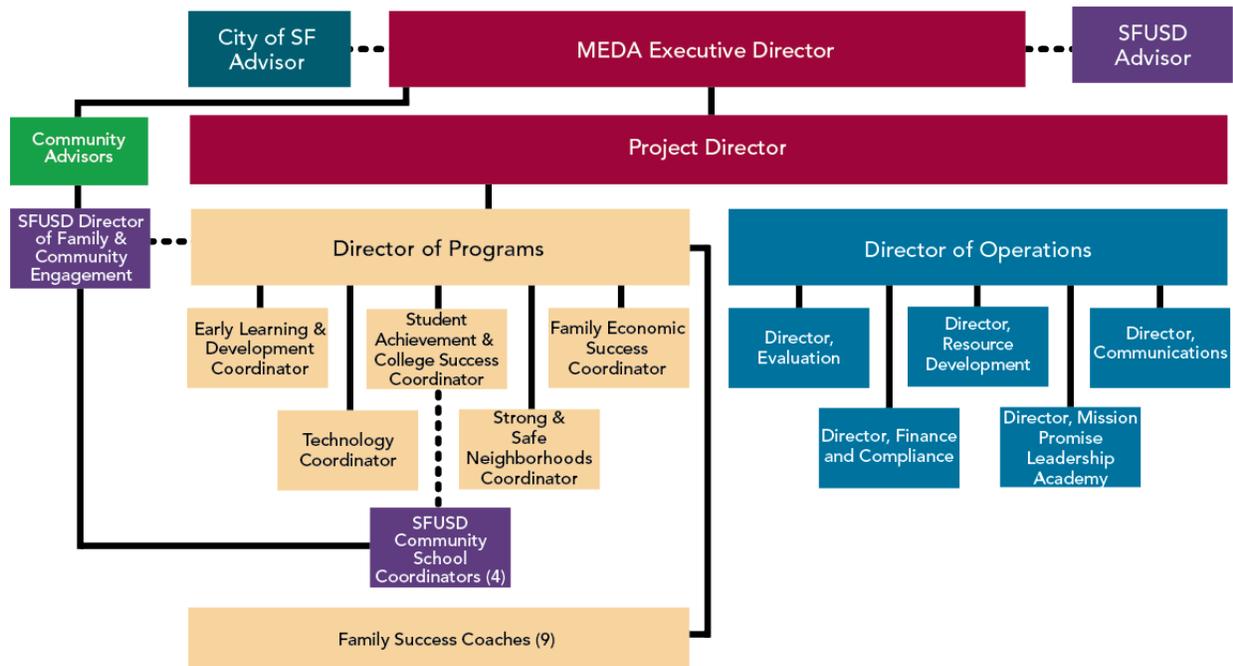
D.1.ii. Experience of the Lead Agency, MEDA: The lead agency and fiscal agent, the Mission Economic Development Agency (MEDA) is a 501c3 local economic development organization with a mission of achieving economic justice for San Francisco's low and moderate income Latino families through asset development. In the long-term, we envision generations of Latino families that are a part of vibrant, diverse, proud and forward-thinking communities in which residents own their homes and businesses, and are actively engaged in the civic life of their neighborhoods and the institutions that affect their lives. We see these families as having sufficient assets to provide them and future generations with the opportunity to call San Francisco their permanent home. MEDA provides family support programs that serve over 5,500 primarily low-

moderate income, Spanish speaking individuals each year, building community stability through: financial education, free tax preparation, homeownership counseling, foreclosure intervention, business development, workforce development, and technology training. From 2006-2011, MEDA created 200 new homeowners and prevented the foreclosure of 200 homes, created 207 new businesses that netted over 450 new jobs for the community; and returned over $10 million in tax refunds to San Francisco's low-income, primarily Latino and immigrant families. MEDA has a 39 year history of service to, and deep engagement with Mission District families, community based organizations, and government leaders. MEDA has a ████████ annual budget, is effectively managing grants from 6 different federal agencies that total more than ████████ and is the owner and developer of the ██████ Plaza Adelante.

Plaza Adelante is located in the heart of the Mission District at 19th and Mission Street, and is a one-stop asset development and family supportive services center that is home to MEDA and seven other organizations. Plaza Adelante was intentionally developed to serve families with children, hosting an on-site Kids Club with free childcare. MEDA is the manager of the national Latino Tech Net, a ██████ National Telecommunications & Information Administration (NTIA) Recovery Act funded project that is bringing technology access and training to 21 Latino communities in 10 states nationwide through partnership with 11 CBOs. Since launching in January 2011, LTN has created 556 jobs and trained 3,908 individuals. Our organization has strong outcomes-based evaluation, and a demonstrated track record of success, consistently meeting our goals and outcomes. Due to its robust organizational capacity, MEDA was selected through a citywide competitive application process to be the lead agency for United Way of the Bay Area's (UWBA) San Francisco SparkPoint Center, described in Section B3. MEDA successfully led the collaborative that received a Promise Neighborhoods planning grant in December 2011 and is

effectively working closely with the schools, LEA, City and CBOs in managing the partnerships to create this implementation plan.

Section D.1.iii Management Team Experience: Management Team members have vast expertise in education, community development, project management, administration, asset development, education, and early childhood. A summary with highlights of this experience follows:

• **Schools/LEA:** Our team includes Guadalupe Guerrero, the Deputy Superintendent of Instruction, Innovation and Social Justice at SFUSD, who has a history as a teacher, principal and Assistant Superintendent for ELs and in the Mission District; as well as Hydra Mendoza, SF Board of Education member and the Mayor's Advisor on Education.

• **Neighborhood/Residents:** Luis Granados and Myrna Melgar have a long history of service to the Mission community and ELs, with Luis at the helm of MEDA for 15 years and Myrna living and working in the community for 24 years.

• **Government:** Our structure shares leadership with government leaders through the Advisory Board and Management team; MEDA has a 39 year history of working closely with government leaders in San Francisco, and at the federal and state levels.

• **CBOs:** MEDA has a history of working closely with CBOs through Plaza Adelante, SparkPoint and other projects. SFUSD partners with local CBOs for the Community Schools effort. Our Management Team includes SFUSD partner CBOs, Jamestown and Good Samaritan.

As demonstrated through the Management Team Bios below and resumes attached in Appendix II, the team has vast experience in working with the community, schools, government and CBOs. Furthermore, the MPN Executive Director and District Advisor's collective

experience demonstrates expertise at the highest level of our management structure in community development, family support programs, social equity & inclusion in Latino and low-moderate income communities; and in PreK-12 education serving ELs:

MPN/MEDA Executive Director: As the Executive Director of MEDA, Luis Granados (MCP, University of California, Berkeley) has been working in the Mission District and with its residents for 15 years. In this time, he has vastly grown MEDA's programs and capacity from serving 73 families to 5,500 annually, and has created an anchor institution in the neighborhood for family support programs that are tailored to meet the needs of Spanish speaking families. His leadership philosophy is based on innovation, inclusiveness, accountability and dedication to strong outcomes based evaluation. With Luis at the helm, MEDA purchased and redeveloped Plaza Adelante into a one stop asset development center that was selected as the San Francisco SparkPoint and serves thousands of families. Luis has effectively fundraised and managed MEDA's ███████ annual budget and grant funded projects from HUD, the CDFI, Dept. of Ed, DHHS, and other federal and local government agencies, as well as private funding. Luis has strong relationships with San Francisco's Supervisors, agency department heads, state legislators, and federal government leaders.

MPN District Advisor: Guadalupe Guerrero (Ed.D candidate, M.Ed., Harvard Graduate School of Education), Deputy Superintendent of Instruction, Innovation and Social Justice of the San Francisco Unified School District will serve as District Advisor in a leadership role for the MPN. In this role he will review project plans, progress and outcomes and ensure maximum alignment with SFUSD's strategic plans and priorities for the target schools. Guadalupe is leading an ambitious school reform process among Mission District PreK-12 schools. He has extensive experience as a teacher, school principal, and central office administrator serving historically

underserved communities. Guadalupe began his career in public education as a Spanish bilingual teacher in the Mission, in the same schools in which he is now leading their turnaround and transformation efforts. Guadalupe has attended two highly selective programs at the Harvard Graduate School of Education: the School Leadership Program and the Urban Superintendent's Program. He is completing his doctoral dissertation focused on systemic transformation to support accelerated student outcomes He served previously as a principal and member of the Superintendent's Leadership Team in the Boston Public Schools before returning home to San Francisco to complete a residency under the mentorship of former Superintendent Carlos Garcia.

MPN City Advisor: Hydra Mendoza, the City of San Francisco Mayor's Advisor on Education is a strong advocate and supporter of public education. Hydra was first appointed by Mayor Gavin Newsom as his Education Advisor and Liaison to the San Francisco Unified School District, a newly created senior staff level position in the mayor's office. Hydra continues her work under Mayor Edwin Lee as his Education and Family Services Advisor. Hydra was the former Executive Director and a founding member of Parents for Public Schools of San Francisco, a national organization that engages parents and community members to support and improve public education. In 2006 and 2010, Hydra successfully won a city-wide bid for a seat on the San Francisco Unified School District Board of Education. She is the immediate past President of the Board of Education, and is the first Filipina elected to office in San Francisco. She is a product of public schools, a parent of two children in SFUSD public schools, a former preschool teacher and an education advisor.

MPN Project Director (To be hired): Upon being awarded, MPN will hire a full-time, 100% dedicated Project Director. The Project Director will report directly to the MPN Executive Director and will be responsible for management of the MPN initiative. The Project Director will

have prior experience as an Executive Director of a non-profit organization and/or high level experience in K-12 education, and experience in managing large, complex, multi-stakeholder projects. This individual will have a strong background of demonstrated success in community development and education related endeavors. Our Project Director will have a minimum of 10 years experience in management of a mid-size team and multi-million dollar budget. Our ideal candidate will have a Doctorate or Master's degree (at minimum) in Education or a related field, experience in managing federally funded projects. This individual will have familiarity and a history of service with the landscape of education, community development, and social services networks and providers in San Francisco and the Mission District, and working with ELs and individuals with disabilities, and must be bilingual in English and Spanish. This position will report directly to the MPN/MEDA Executive Director, Luis Granados.

MPN Director of Systems: Myrna Melgar (MSUP, Columbia University) serves as MEDA's Deputy Director, where she provides human resources leadership for a staff of 28 and manages a budget of ███████. As the Director of Systems for MPN she will manage the effective implementation of the Integrated Systems. Prior to coming to MEDA, Myrna served as the Director of Homeownership Programs at the Mayor's Office of Housing in San Francisco where she supervised 15 professional staff and several independent contractors, and managed a budget of up to ██████ per year for the City's portfolio of investments in homeownership for low-moderate income families. She has extensive experience ensuring compliance for state and federal grants, including leading her team through several successful audits. Ms. Melgar also has experience as a community organizer with San Francisco Latino-serving organizations, and has a 24 year history living and working in the Mission District. She is a SFUSD Mission High School parent, and an appointed Commissioner for the San Francisco Building Inspections Department,

and has strong relationships with the City's Supervisors and public agencies.

MPN Director of Programs: Victor Corral (BA, University of California at Berkeley), MPN's proposed Director of Programs, will ensure that MOU deliverables and work plans are adhered to, and that multiple levels of coordination staff, including Program Area Coordinators and Family Success Coaches are meeting their respective goals. Victor is the Project Manager for the Mission Promise Neighborhood planning process, which involved over 100 stakeholders, and has developed deep and positive working relationships with all of our proposed MPN partners. Victor led MEDA's evaluation efforts, managing its outcome tracking system that included data collection, analysis and reporting for federal, City and private grant funded projects. Previously, he was the Program Manager at the Insight Center for Community Economic Development for the Closing the Racial Wealth Gap Initiative, a national effort to close the wealth gap through research, advocacy, and policy change. Here, he led a national coalition of 150+ experts on the economy, developed and implemented a federal policy and a national communications strategy, organized national conferences and Congressional briefings. Victor is a native of Mexico, bilingual and a proud veteran of the US Navy.

Director of Family & Community Engagement, SFUSD: Leticia Hernandez (MA, University of Pennsylvania) of SFUSD, will ensure alignment of the MPN with SIG efforts and SFUSD priorities. In her role she provides guidance to and facilitation of Community School Coordinators cohort, coordinates outreach to community-based organizations, collaborates with school-based Parent Liaisons, listens to input and feedback from parents and principals around parent engagement efforts, and acts as a direct line of communication for families to the Assistant Superintendent. Leticia has expertise in youth development and evaluation, and a strong history of working in the Mission District and with ELs, including as the Education Director with our

partner, Jamestown Community Center.

Additional Members: Our Management Team is bolstered by inclusion of Executive Directors of key youth serving partners - Claudia Jasin of Jamestown Community Center and Mario Paz of Good Samaritan Family Resource Center. Each of these individuals has a deep history of providing services in the neighborhood schools we are targeting. Jamestown has been serving the Mission for approximately 40 years, and Good Samaritan has served the neighborhood for more than 100 years. Resumes of these individuals, as well as resumes (where filled) and job descriptions (where unfilled) of the additional Management Team members are included in Appendix II, and demonstrate vast experience in each of the key management areas.

D.1.iv Lessons Learned & Proposal to Build Capacity: Table D.2 in this section and summarize our lessons learned and proposal to build capacity in key areas of the management plan. These "lessons learned" are the collective input from the MPN Executive Director and Management Team, and have been learned through working with the school district and the SIG initiative, with the planning process for SparkPoint and the Mission Promise Neighborhood, and training received at the Harlem Children's Zone Practitioner's Institute and the Promise Neighborhoods conference. Each "lesson learned" is summarized with a direct connection to a proposal to build capacity of the MPN in a way that addresses that learning:

Table D.2. Working with neighborhood, residents, schools, LEA and government	
Lesson (s) Learned	**Proposal to Build Capacity**
In working in the neighborhood, with its residents and with English learners, we must ensure that we offer services in Spanish (or other languages where appropriate) and meet families in a culturally responsive way.	MPN will ensure that all services are language appropriate and culturally responsive; meeting families "where they are at" and responding to these needs are a core value. We will assist organizations in building capacity to ensure language and culture are taken into account in service delivery.

Table D.2. Working with neighborhood, residents, schools, LEA and government (continued)	
Lesson (s) Learned	**Proposal to Build Capacity**
We need to create strong cross-sector partnerships to be successful. CBOs, government agencies and the School District must all be on the same page with a shared vision for moving forward. We also need leaders in each of these sectors that are championing the MPN cause.	We have a strong set of partnerships in place that will be further strengthened through regular communication, planning and sharing data and outcomes together. We have a system for shared leadership through our governance and management structures that will continuously ensure strong, cross-sector partnerships.
In order to achieve successful partnerships between CBOs, government leaders, and schools, we need to develop a clear roadmap for moving forward with our implementation plan, where expectations are clearly outlined, communication is transparent, and there is a high level of trust.	We will set forth clear agreements with MOUs and have multiple levels of accountability between project staff and partner organizations. We will be mutually accountable to our goals and discuss them regularly in open forums. We will create public facing platforms with continuous updates (for example, we have been using Podio, an online communication system throughout the planning process).
Lead with a compelling, inspired call to action.	We will create the Mission Promise Leadership Academy, which will foster leadership in the community among direct services staff, CBOs, government and school district leadership, residents, parents, and students and will become the "holder" of the MPN vision and culture for all involved.

D.2. Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements (15 points).

This section will discuss (i) a summary of experience, lessons learned and proposal to build capacity in using data, (ii) MEDA's experience \in using data and evaluation tools, (iii) experience of our proposed research & evaluation partner, the John W. Gardner Center for Youth and Their Communities (JGC)at Stanford University, (iv) our proposed evaluation plan for the MPN, (v) lessons learned and proposal to build capacity in using data for decision making, learning and continuous improvement.

D.2.i Summary: Highlights of our experience, lessons learned and proposal to build capacity follow:

- MEDA and the MPN Executive Director have over 20 years experience tracking data, outcomes and reporting to federal and local government agencies on multiple longitudinal databases, as well as designing its own longitudinal database and outcome tracking system designed to monitor outcomes for continuous improvement, and utilizing Efforts to Outcomes to create a shared data tracking system with SparkPoint partners.

- The JGC has existing data use agreements with MPN partner agencies, such as DCYF and SFUSD, through its Youth Data Archive, which will be linked with our longitudinal database, Efforts to Outcomes (ETO), and that will vastly build the capacity of our systems.

- Our experience has shown that CBO partners have varying levels of capacity for outcome tracking and evaluation; therefore, we need to invest resources in building this capacity.

D.2.ii MEDA's Experience: MEDA, under the leadership of its Executive Director, Luis Granados, has vast experience and success in collecting and managing data. Some key examples include:

SparkPoint and ETO - MEDA is the lead agency for the implementation of SparkPoint, which is utilizing Efforts to Outcomes (ETO), a longitudinal database to track client outcomes across agencies. MEDA employs a Database Coordinator to lead this work, and assist partner agencies with data integration to ensure the database is accessible, utilized and effective for all partners.

Federal Reporting - MEDA's programs collect and analyze data for, and serve over 5,500 individuals each year and report directly to seven federal funding streams from six different federal agencies. For 10 years, MEDA's Homeownership Counseling, a HUD certified program has been

required to collect and monitor data in compliance with federal standards. Additionally, MEDA's programs have monitored, input and assessed data for Community Development Block Grant (CDBG) funded programs; Recovery Act funded programs for a national partner network; as well as for the IRS driven VITA tax preparation sites.

Outcome Tracking - MEDA completed an organization-wide outcome tracking system that specifies indicators of success for each of our program and is designed to go beyond simple output measurement, tracking real change over time. This system is modeled after industry best practices including Microtest. MEDA is adept at entering, coordinating, managing and utilizing data from various databases, including the City of San Francisco's 7C squared, Microtest, CounselorMax, and Vista Share. Our outcome tracking systems allow us to access rapid-time data, for the purposes of ensuring clients are receiving the resources they need to succeed, and for making continuous improvements to our asset building and family support programs.

D.2.iii JGC's Experience - MPN will contract with the John W. Gardner Center for Youth and Their Communities at Stanford University (JGC) to implement our evaluation. JGC partners with communities to develop leadership, conduct research and effect change to improve the lives of youth. Specifically, JGC works in deep partnership with communities; focuses on all aspects of youth development – cognitive, social, emotional and physical; bridges the gap between research, practice and policy; generates actionable research; and ultimately seeks to inform both a study's stakeholders and the broader field about critical findings from the work. One of JGC's primary initiatives is the Youth Data Archive (YDA), which links data across youth-serving agencies to ask and answer questions posed by partners that no entity can alone answer. The YDA generates linked longitudinal data to produce actionable knowledge that has been used by community partners to fuel on-the-ground change on behalf of youth. Currently, the YDA has active partnerships with

and conducts integrated longitudinal analyses for key MPN partners, including the San Francisco Unified School District (SFUSD), the Department of Children, Youth and Their Families (DCYF) and City College of San Francisco (CCSF).
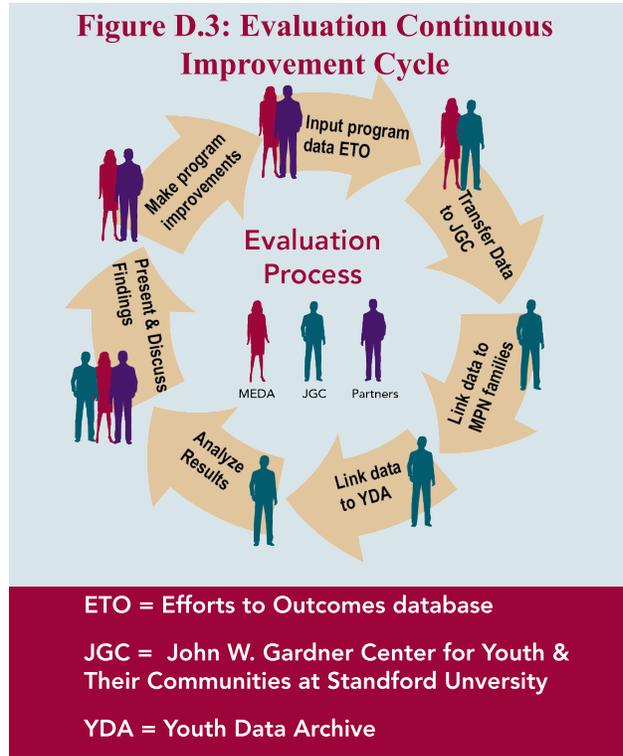
The JGC has a history of conducting actionable research using integrated longitudinal data in San Francisco. The JGC has been a research partner of the Bridge to Success initiative, which is part of the MPN initiative, described in *Section B.3*. As part of this partnership, SFUSD and CCSF – key partners in the MPN initiative – have already contributed individual-level student data to the YDA. The JGC has data use agreements (DUAs) with both SFUSD and CCSF as well as DCYF and is in the process of securing a DUA with First 5 San Francisco. The JGC's existing relationships will distinctly benefit the MPN initiative, as the JGC and the YDA are known entities to many MPN partners.

The proposed JGC team represents the breadth of expertise required to implement and manage a multi-dimensional, multi-year project. Executive Director, Amy Gerstein, Ph.D., brings broad experience in education research and policy, and is deeply skilled in coalition building and strategic partnerships. Rebecca London, Ph.D., Senior Researcher, oversees research conducted on qualitative and quantitative projects, including all research using the YDA. Dr. London will direct the MPN evaluation research design and analyses. Social Science Research Associate, Manuelito Biag, Ph.D., specializes in conducting multi-method research on a range of topics and has many years of experience working directly with youth through SFUSD's San Francisco Wellness Initiative. Monika Sanchez, Policy Analyst, brings significant experience working with data for public policy and planning purposes, particularly in the areas of student attendance, early childhood, and community economic indicators. CVs of these individuals are included in *Appendix II.*

D.3.iv Proposed Evaluation Plan:

MPN is proposing an evaluation plan that will provide MPN partners with implementation and outcomes analyses to improve practice and reach the short term and long term indicator goals outlined in Table C.2. The study research questions are shown in Table D.3. Evaluation Plan- Research Questions, Methods and Data Sources, below. JGC will secure human subjects approval through the Stanford University Institutional Review Board for all

Figure D.3: Evaluation Continuous Improvement Cycle

ETO = Efforts to Outcomes database

JGC = John W. Gardner Center for Youth & Their Communities at Standford Unversity

YDA = Youth Data Archive

data collections related to this implementation grant by February 2013.

Table D.3. Evaluation Plan Research Questions, Methods and Data Sources		
Research Question	Method	Data Sources
1. To what extent are the MPN solutions helping children and families reach the goals set for each indicator? Which groups are making progress and which may need additional support? Which types of services or combination of services are helping children and families achieve the goals?	Quantitative	Program data from service providers
2. To what extent is family economic success related to child academic success?	Quantitative	Program data from service providers, SFUSD
3. To what extent does service receipt between the ages of 0 and 5 contribute to current and future child academic success?	Quantitative	Program data from service providers, SFUSD, First 5
4. To what extent do children and families perceive that the MPN solutions are effective?	Qualitative	Interviews, focus groups
5. What are the conditions that promote or hinder MPN's "systems improvement" short term and long term goals, including mechanism of data-sharing, coordination, and outreach?	Qualitative	Interviews, focus groups

As shown in Figure D.3, the evaluation will function as a feedback loop with MPN partners and service providers in the following way, which was modeled after the Northside Achievement Zone's "Seal of Effectiveness": (1) Using Efforts to Outcomes (ETO), and with assistance from MEDA's Data Analysts, service providers will input program data to share with MEDA evaluation staff. (2) On a regular basis, MEDA's Evaluation Team will provide JGC researchers with an extract of individually identifiable data from ETO. (3) JGC researchers will incorporate these data into the YDA and link children and families' experiences among all MPN services. (4) These program data will then be linked to school-based outcome data from SFUSD and other public agencies, including San Francisco First 5 and DCYF. (5) JGC researchers will then use the YDA, its integrated, longitudinal database to answer questions 1-3 in Table D.3. (6) Findings will be presented back regularly to the Management Team and Program Area Coordinators to discuss key outcomes, inform practice, and generate action to improve MPN solutions. Over time, MPN solutions will earn the title of "Proven Practice" based on demonstrated outcomes. Developing a rating system such as this will allow for additional accountability, and incentive to strive for continuous improvement. Figure D.3. depicts the Evaluation process and Continuous Improvemnet

The ability of all MPN partners to collect consistent, standardized data is essential to the evaluation process. MEDA will provide hands on technical assistance with data collection, input, and data transfers to all MPN partners through its Data Analysts. JGC researchers will work with the MEDA evaluation team to further build this capacity among MPN partners through the evaluation feedback processes and data talks. The JGC will also assist the MEDA evaluation team in creating standards and parameters around indicators, and devising additional data indicators as new information or perspectives emerge during implementation.

The John W. Gardner Center's Youth Data Archive includes individual-level data on all

students in SFUSD. In order to determine whether school-age students who live in the MPN zone and attend neighborhood schools are representative of school-age students in the neighborhood as a whole, JGC will compare demographics from these records (including race-ethnicity, parent education, English Language Learner status, gender, etc) of MPN zone students who live and go to school in the neighborhood with the entire population of students who live in the neighborhood, including those who do not go to neighborhood schools. For 0-5 year old JGC will use individual-level data in the YDA on 0-5 year old children who are attending SFUSD early childhood programs, as well as data on four-year-old students attending the Preschool for All program from First 5 San Francisco to assist in ensuring our data tracking and analysis is representative of all children in the neighborhood.

JGC researchers will also collect qualitative data to explore the implementation process, including the extent to which MPN's service provision is aligned with its theory of change. JGC researchers will conduct interviews and focus groups with children, families, service providers, and other key partners, including MEDA staff. Findings from these analyses, as well as the quantitative analyses will be made available to the Mission community and the public at-large through meetings, online information and publications to facilitate capacity building among stakeholders and transparency of the process and outcomes. The Director of Evaluation will work closely with the Mission Leadership Academy to ensure community members have opportunities to engage with the data, and to learn to interpret data analyses. JGC and MEDA's Evaluation Team will work with the National Evaluator to develop an evaluation strategy using a credible comparison group to the MPN population, as well as a plan for identifying and collecting reliable baseline data for these two groups, and will ensure access to relevant data for the National Evaluator.

MEDA's internal evaluation team will consist of one Director of Evaluation a team of

Data Analysts who will also provide technical support and training to partners. ███████ (Ph.D. Education, University of California, Los Angeles), our proposed Director of Evaluation served as the lead researcher with CLPR for the needs assessment and segmentation analysis during the planning period, and has a strong background in quantitative and qualitative educational related research and evaluation, as well as community organizing in Latino communities. Table D.4 summarizes the roles and responsibilities between MEDA's internal evaluation team, and the JGC at Stanford University:

Table D.4 Data and Evaluation Roles and Responsibilities	
MEDA Evaluation Staff	**John W. Gardner Center Staff**
• Manage overall evaluation process • Administers data system (Efforts to Outcomes) • Ensures regular data input by all staff at MEDA and MPN partner organizations • Ensures data validity • Run reports for planning fundraising/reporting, and compliance • Provide data analysis for outcome tracking • Train staff at partner CBOs to use the MPN data system • Provide technical support to partners on use of the MPN data system • Support data system integration at partner agency locations • Manage relationship with university and research partners • Documents implementation process • Work with National Evaluator	• Design and plan the MPN evaluation process including data standards • Analyze data sets and report solution effectiveness to PACs • Produce written evaluations of the MPN program • Carry out data quality control to ensure high quality data. • Inform the MPN Management Team and partner staff of analysis results including identified best practices • Work with national evaluator

D.3.v Lessons Learned, Proposal to Build Capacity: *Table D.5.* summarizes our collective lessons learned and proposal to build capacity in using data.

Table D.5. Using Data for Continuous Improvement, Accountability	
Lesson (s) Learned	**Proposal to Build Capacity**
Data sharing mechanisms require significant staff and systems capacity to implement; however, partner agencies have differing levels of experience and systems for tracking data and implementing evidence-based practices.	We will invest significant resources in evaluation capacity for partner agencies and at MEDA to ensure that all agencies have the systems, infrastructure and human resources/capacity building needed to effectively track and evaluate data on indicators. We will ensure partner agencies have a full explanation through MOU agreements, evaluation trainings, and one-on-one assistance of the purpose and value-add of data sharing.
In our planning process, we discovered a tension between "innovation" and "evidence based". While we have a strong set of evidence based programs in our community, there are many non-evidence based programs that offer "promising practices" and cultural integrity to programs and family outcomes.	We will develop a plan and systems to implement an independent evaluation protocol for programs not currently participating in MPN (e.g. not currently evidence based practices) but with promising outcomes. We will seek to elevate these programs to "evidence based" through appropriate evaluation mechanisms and additional leveraged funding.

D.3. Creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding (10 points).

The following section discussed (i) MEDA's and the MPN Executive Director's experience in managing successful partnerships, (ii) lessons learned and proposal to build capacity in this area and (iii) our systems for accountability.

D.3.i. MEDA/MPN ED Experience in Managing Partnerships: MEDA regularly manages partnerships with multiple non-profit and government partners both locally and nationally, through private and federally funded projects. MEDA and the MPN Management Team have strong capacity and systems in place to effectively meet collaborative outcomes and ensure accountability. In the past 15 years, MEDA, with Luis Granados at the helm, has effectively implemented several major projects that demonstrate our experience effectively managing partnerships, holding partners accountable for outcomes, and managing sub-grants and sub-contracts for federal and

private grant funded projects. The following examples of this are also described in Section D.1 and include: 1) the development and management of Plaza Adelante, which now houses seven organizations; 2) the San Francisco SparkPoint, which is integrating services across 7 non-profit agencies with shared marketing/outreach, data and evaluation; 3) the Latino Tech Net, a network of 21 public computer centers in 10 states housed at 11 CBOs; and 4) the MPN planning process which has involved 55 organizations and over 200 stakeholders. Each of these projects achieved its intended outcomes and held partners accountable through systems of formal and informal MOUs, contractual and reimbursement agreements, and continuous communication with our partner organizations. Additionally, SFUSD has strong experience in managing effective partnerships through its implementation of the Community Schools model at our target schools, which integrates the services of numerous CBOs into the schools.

D.3.ii Lessons Learned & Proposal to Build Capacity: The backbone of the Mission Promise Neighborhood is its set of partnerships to deliver high quality, evidence based programming in a fully integrated manner. Partnerships will be managed through a three tiered system of coordination that ensures streamlined flows of information, data sharing, program access and accountability between all stakeholders. This system of Coordination includes Family Success Coaches, Community School Coordinators, and Program Area Coordinators and is described in full in *Section B: Quality of the Project Design*. *Table D.6*. summarizes our Management Team's lessons learned and proposal to build capacity in managing partnerships:

Table D.6. Managing Partnerships	
Lesson (s) Learned	**Proposal to Build Capacity**
Successful partnerships come together first and foremost to meet a need in the community, and because they are committed to shared mission and vision.	We have created a shared mission, vision, theory of change and theory of action with our partners who are committed to achieving this vision. Beyond MOUs, we will continuously reinvigorate the commitment to the MPN through the Mission Promise Leadership Academy. We will have strong, mutual accountability to our shared goals and discuss our progress in an open, constructive forum with ample resources for building capacity to reach our shared vision. The Mission Promise Leadership Academy will become the "holder" of the MPN vision and culture for all involved.
Strong partnerships and accountability are built on consistent, clear communication, trust, follow-up and follow-through, and structure.	We will be clear in our agreements (MOUs, work plans and budgets), our mutual commitments and responsibilities. We will monitor our results frequently and use data to continuously improve upon our results and process. We will allocate resources to partnership development, coordination and evaluation to ensure that organizations have the resources to engage in building strong partnerships.
Effective partnerships are mutually beneficial, and have buy in from multiple levels of staff.	Our system of coordination is designed to develop substantive relationships with staff of partner organizations and SFUSD at multiple levels (Program Area Coordinators, Community Schools Coordinators, and Family Success Coaches). Direct service staff will receive training through the Mission Promise Leadership Academy, ensuring they understand and are "bought in" to the partnership, outcomes, and process.

D.3.iii Accountability: The Mission Promise Neighborhood has demonstrated community involvement and buy-in through its set of community partnerships that include the 38 partners included in our MOU. The attached MOU confirms the alignment of each partner's vision, theory of action and theory of change with that of the proposed Promise Neighborhood. We will create "effective partnerships" defined as those that are mutually accountable and supportive; have 100% buy-in from both sides of the partnership; create and adhere to shared vision, goals and outcomes; and that have strong, consistent and ongoing communication. Our accountability mechanisms for

achieving these "effective partnerships" and ensuring strong outcomes are described below in

Table D.7. MPN Accountability Systems.

Table D.7. MPN Accountability Systems		
Goal	**Accountability Process for MPN Partners**	**Accountability Process for MEDA**
MPN achieves its goals, and realizes its outcome targets and deliverables	• Program Area Coordinators will use information from MPN's Efforts to Outcomes database and from the Evaluation Team to monitor progress towards goals, outcome targets, and deliverables as articulated in MOUs and contracts with partners. • In the event a partner agency or contractor consistently fails to meet deliverables, MEDA will retain the right to cancel the contract and identify a new contractor to complete the proposed work.	• The MPN Management Team will monitor MEDA's progress through its work plan towards its goals and deliverables. • MPN's Director of Systems will monitor contract compliance. • Staff goals and deliverables will be monitored according to individual work plans. • MEDA will refer to data and evaluation information to continuously gauge progress.
MPN solutions are effective and create the intended change.	• The JGC, Program Area Coordinators, and Management Team will monitor the effectiveness of MPN outcomes in creating positive change and make modifications as needed. • MPN's Community Board, Advisory Board, and other thought partners will assess MPN's success in creating positive change in the target community.	
MPN is transparent. MPN data, outcomes, and process information are shared with partners and the Mission community.	• The Evaluation Director will ensure that MPN's outcomes and vision are widely accessible to community members through a variety of methods including forums and leadership discussions. In addition, MPN will maintain a strong online presence and make data available to partners and community members through the MPN website. • The Communications and Community Engagement teams will contribute to the effective distribution of MPN program and outcome information to community members.	
MPN is fiscally responsible.	• The Directors and Program Area Coordinators will co-manage partner compliance with MOUs and subcontracts. This will include regular review of contracts and MOUs, partner audits, and strong reimbursement policies based on meeting program deliverables.	• MEDA will continue to undergo an annual OMB single audit. • The MPN Management Team and Advisory Board will review MEDA's fiscal information quarterly. • MEDA will undergo programmatic and finance audits that include review of MPN's cost per client and cost per solution, and a cost-benefit analysis to determine which solutions are cost-effective.

Significantly, MEDA has strong partnerships with the San Francisco Unified School District, the Mayor's Office and the City agencies with which we have existing and on-going relationships, and which will play a leadership role with the MPN. These connections will ensure integration with local government, and our structures for governance, coordination, data tracking, and continuous improvement will break down agency silos. Community residents, including parents and students, will participate in the decision making process through their participation in the Community Board, which is an essential part of our governance structure.

(4) Integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions (10 points).

This section will discuss (i) experience of the Management Team and MPN Executive Director, and (ii) lessons learned and proposal to build capacity in leveraging and integrating programs and resources, and (iii) an overview of the leveraged resources and programs for MPN.

D.4.i Experience: The project's leadership has extensive experience and demonstrated capacity integrating funding streams from multiple sources to create comprehensive programs for neighborhoods. In the past three years under the guidance of Luis Granados, MEDA has successfully competed for and received federal grants from six different agencies totaling more than ███████, the majority of which are for collaborative work benefiting the Mission District, and represent federal investment with which we will coordinate. These agencies include: the Department of Education, the National Telecommunications & Information Administration, Small Business Administration, Department of Housing & Urban Development, Community Development Financial Institutions Fund, and the Administration for Children & Families. MEDA also leveraged public funding from the City of San Francisco and CDBG, and private funding through numerous banks and foundations

for the completion of the [REDACTED] dollar Plaza Adelante development project. Our District Advisor to the project, Guadalupe Guerrero of SFUSD, brought the [REDACTED] SIG grant to Mission District schools, and will work with the project's leadership to bring additional resources to the MPN. We have learned through experience that collaborative fundraising requires dedicated leadership, transparent communication, and significant fundraising capacity. We are committed to applying these lessons and ensuring MPN is a sustainable well beyond the five years, and that we can "scale up what works".

D.4.ii Lessons Learned & Proposal to Build Capacity: We have aggressive annual goals for leveraging resources described in Section C, with the commitment and capacity to exceed these goals. We are in conversations with City of San Francisco agencies that have expressed interest in aligning their funding guidelines with the evidence based, integrated model MPN puts forward. MEDA also has strong relationships with numerous private sector funders, including financial institutions, corporations and foundations which will be leveraged in support of the MPN and many of which are reflected through matching funds to the project and/or roles on our Advisory Board. A list of key relationships follows in *Table D.8. Corporate and Foundation Relationships.*

Table D.8 MEDA/MPN Corporate & Foundation Relationships	
Foundation	**Corporate/Financial Institution**
Kresge Foundation Walter & Elise Haas Sr. Foundation Mimi & Peter Haas Foundation Evelyn & Walter Haas Jr. Fund Friedman Family Foundation San Francisco Foundation California Emerging Technologies Fund	Bank of America Citibank US Bank JP Morgan Chase Comerica Bank First Republic Bank Bank of the West Charles Schwab

D.4.iii Leveraged Funding and High Quality Programs

The Mission Promise Neighborhood is leveraging [REDACTED] in cash and in-kind

resources over the five year implementation grant period. These funds come from public and private sources, and represent multi-million dollar investments, the largest of which come from the San Francisco Unified School District ▮ ▮), and the Department of Children, Youth and their Families ▮▮▮ . A breakdown of our leveraged funding for the project follows in Figure D.4.
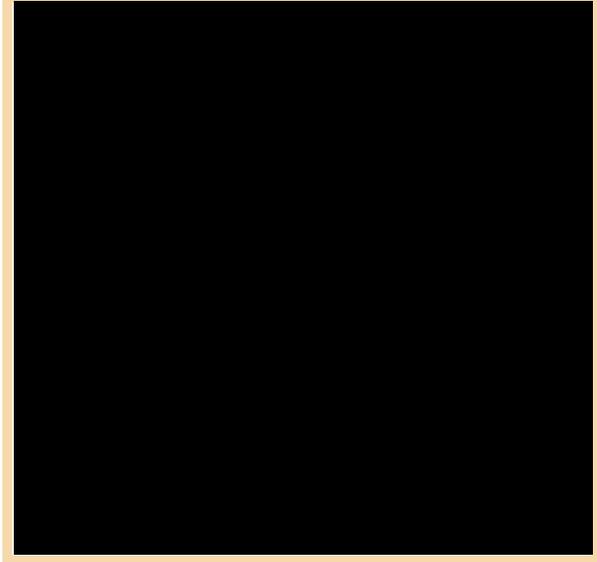
The Mission Promise Neighborhood Sustainability Committee will be responsible for identifying and securing leveraged resources for the project. This committee will consist of a subset of the Advisory Board members, as well as partner CBO Executive Directors and/or Development Directors. Jillian Spindle (M.A., University of Chicago), MPN's proposed Director of Resource Development will coordinate the Sustainability Committee. Ms. Spindle has managed MEDA's fundraising efforts for the past three years and has extensive experience with collaborative fundraising efforts to secure government and private funding sources (resume in Appendix II).

MPN's implementation plan was built to intentionally leverage and integrate the high quality programs we have available to us in San Francisco. A summary of the major programs and funding streams we are leveraging follows in *Table D.9 Leveraged and Integrated Programs*-each of these are described in more detail in Sections B and C:

Table D.9. Leveraged and Integrated Programs	
Program Area	**Major Programs & Funding Streams Leveraged**
Early Learning & Development	Preschool for All- ███████ Prop H funded (City of San Francisco) Race to the Top, a ████████ federal grant to California's Dept of Education, ██████████ of which is benefiting San Francisco directly.
School Improvement/ Student Achievement	████████ Department of Education School Improvement Grant Excel After School, a Department of Education 21st Century Community Learning Centers investment
College to Career	Bridge to Success, a multi-million dollar Bill & Melinda Gates Foundation investment
Family Economic Success	United Way of the Bay Area's SparkPoint Initiative Kindergarten to College of the Treasurer's Office
Strong & Safe Neighborhoods	████████ annual investment from DCYF for the Community Response Network Healthy San Francisco
Technology	████████ NTIA Broadband Technology Opportunities Grant City of San Francisco Fiber Network Comcast Internet Essentials, SIG Infrastructure

E. Implementation Grant Priority 4 (Competitive Preference)

Comprehensive Local Early Learning Network (zero, one, or two points).

MEDA is applying under Competitive Preference Priority 4 for the implementation of a plan to build the capacity of a High Quality Early Learning Network in the Mission District. The Network will be co-chaired by our Early Learning Program Area Coordinator, Dolores Terrazas, and by First 5 San Francisco. The MPN Early Learning Network will be composed of a subset of early care and education providers for birth through 3rd grade who are funded by the joint funders of this work in San Francisco: DCYF, First 5, and the Human Services Agency. Our Network will align closely with the California Department of Education/SF local Race to the Top-Early Learning Challenge consortia funded at ████████ for San Francisco ████████ CA). Providers of

preschool services in the MPN will participate in the RTT funded Quality Rating Improvement System (QRIS), which will be implemented in January 2013 by First 5 San Francisco. Our strategy also aligns with SFUSD's PreK-12 system and "Early Education Department" which serves over 2,000 children 3-5 years old at 34 schools. As part of this articulated vision of a PreK-12 system, the District is implementing California's Common Core Curriculum and has aligned its preschool curriculum through grades 3, with an emphasis on English Language Arts, Math and Science. Our Mission Early Learning Network members include Early Head Start and Head Start center-based programs; parent education providers; family childcare homes, and technical assistance providers such as Children's Council Resource and Referral Agency. With these entities and our City partners, we will implement a comprehensive plan to improve quality of care in the Mission District. An overview of the key components of this plan follows:

Table E.1. High Quality Early Learning Network implementation	
Component of High Quality Early Learning Network	**Implementation in the MPN**
Network of Early Learning providers, consisting of cross-sector organizations that provide services to MPN children from birth through 3rd grade, with strong communication systems, governance and a strategic plan	MPN's Early Learning & Development PAC, Dolores Terrazas will lead this network of providers that will include agencies serving children in early care settings (home based and center based), providers of parent education, health and leadership for parents of 0-3 year olds, Preschool for All providers, Head Start, Children's Council, and government collaborators (DCYF, First 5, SFUSD). The Network will develop a strategic plan with goals for quality improvement that is aligned with that of First 5 and SFUSD.
Quality Rating Improvement System (QRIS)- Assessments and improvement plans for center based and home-based early care and education providers	All MPN preschool providers will participate in the QRIS and through this will assess the same indicators for quality improvement. Providers will be assisted in implementing plans for improvement by First 5's TA providers. Infant/toddler providers will have measures to support and guide their work through QRIS; The network will facilitate connections and partnerships that help providers improve along the QRIS, ensuring they get the resources they need as providers, and additional services for children.

Table E.1. High Quality Early Learning Network implementation (continued)	
Component of High Quality Early Learning Network	**Implementation in the MPN**
Professional development opportunities	We will align with and ensure access to First 5/DCYF's opportunities for workforce/professional development for childcare providers, including the attainment of credentials and wage subsidies. We will identify additional capacity building and professional development opportunities for our Mission Network that is specific to the needs of our Latino, low-income, and primarily immigrant community
Integration of Data Systems/ Technical support to providers on utilizing data systems through DCYF's/First 5's Cocoa data system and the YDA	First 5, DCYF and H.S.A are integrating data systems through Cocoa. We will link integrated data systems with our YDA to have the ability to analyze our subset of children and families in the Mission with DCYF/First 5 data. MPN will provide technical support and training to providers where needed.

Notably, our needs assessment identified the need to target services for birth to three in the Mission District. Through the MPN Early Learning Network, these providers will have access to and benefit from the work being performed to improve quality and align standards through the QRIS, thereby ensuring their programs that affect children in the earliest years of life are working toward the same goals as those programs that serve PreK through grade 3. Our needs assessment also determined that despite high rates of enrollment in Preschool, 95% of MPN children are not Kindergarten ready. Through the MPN network, we will be able to more effectively connect Preschool providers with the family supports (Health, Parent Education, etc.) that are needed to address the complex set of factors that affect children in the earliest years, and will thereby improve their chances of being "Ready for Kindergarten". Dolores Terrazas, our Early Learning & Development Project Area Coordinator (MA Education, New Mexico State University) has deep and broad experience working with both center based and home based licensed family child care providers, and has developed both state and national training strategies to improve the quality of

care; her resume is included in *Appendix II*.

F. Implementation Grant Priority 5 (Competitive Preference) Quality Internet Connectivity (zero or one point).

MEDA is applying under Priority 5 for the implementation of a plan to provide access to the internet, a connected computing device, and the knowledge and skills to effectively utilize these tools for academic and economic success for every student and family in the Mission District. Through the planning process MPN partners discovered that, while San Francisco is a hub and innovator of the high tech industry, these resources and their benefits are not making their way into our low income Latino communities. Therefore, our strategy addresses the need for basic access, but goes beyond access to create a fully "connected community" that can harness the power of the technology industry, which is literally in our backyard, for academic and economic success. This work will be managed by Richard Abisla (MA Columbia University; BA University of Chicago), MEDA's Technology Lead who has extensive experience with managing complex, multi-stakeholder and federally funded technology projects that serve low income communities with access and training, most notably our Latino Tech Net initiative. His resume is in *Appendix II.*

Identified Needs & Gaps: Our planning process identified the following:

- **Access:** Many families of Mission students do not have home internet access and it is often out of the range of affordability. There is a need to (a) increase penetration of access to low cost internet programs and develop alternative, free connectivity strategies.

- **Training for Students:** The high-tech industry is a primary economic driver in the Bay Area, but low income students have few opportunities to enter this sector. There is a need to create intentional opportunities for students to access tech training, and to access the high tech

industry as a viable career path.

- **Training for Parents & Families:** Technology training is not designed to meet specific economic and educational outcomes (job placement, business development). No training opportunities exist that teach parents to use technology to help their children in school. SFUSD's School Loop, an online tool to facilitate communication between parents and teachers is available but both groups lack training to effectively utilize it. We can leverage this tool to increase communication for improved academic outcomes.

Leverage: The City of San Francisco's Department of Technology is providing an in-kind investment of free broadband access for families through a community-wide broadband network. We are also leveraging the technology integration completed through the SIG, which brought computers, software, instructional devices and training to the classrooms of our target schools; and MEDA's ▮▮▮▮▮▮ Recovery Act investment from the National Telecommunications & Information Administration's Broadband Technology Opportunities Program (BTOP) which built and developed three public computer labs and curriculum at Plaza Adelante with eighty-two computers offering state of the art technology access and training opportunities to clients.

Technology Solutions: Table E.2 summarizes the initiatives that directly address the needs described above. Strategies and their evidence base are described in full detail in Appendix F.

Table E.2 Result: *Students have access to 21st Century learning tools*
Indicator Addressed: **Students and families have access to the internet and a connected computing device**
Solutions   - MPN will create a Mission District-wide free *Community Broadband Network* that leverages City fiber and will provide community-wide internet access   - We will educate parents and assist them with accessing *low cost internet* including the Comcast Internet Essentials and AT&T Connect to Compete programs, which provide ▮▮ month broadband service to parents of children eligible for free or reduced lunch   - We will provide low-cost (▮▮) *refurbished computers* through Reliatech Provide low-cost computers, with vouchers to contribute toward costs based on completing tech training

Table E.2 Result: *Students have access to 21st Century learning tools (continued)*

Indicator Addressed: **Students and families have the knowledge and skills to use technology for academic and economic success**

Solutions	• Teachers and parents will be trained and encouraged to use SFUSD online portal, ***School Loop*** to communicate on student progress; will enhance parent digital literacy • We will create a ***School Loop Mobile App*** to encourage use among our target population • ***Streetside Stories Technology Coaching Model*** promotes arts literacy education among low-performing K-12 students through coaching teachers on integrating technology tools in the classroom • MEDA will provide ***basic digital literacy training*** and integrated ***technology based workforce development*** services to MPN parents and family members at its Plaza Adelante computer labs • MPN will implement a technology-based internship model for youth ages 15-25 based on the ***Digital Connectors model***, which provides paid and incentivized service learning opportunities to high school students

Endnotes

1   Source: Jones, Kendall. "Mission Neighborhood Profile", Mission Neighborhoods Centers, June 2011.

2   Source: 2010 Decennial Census Data

3   Source: 2010 Decennial Census Data

4   Source: 2010 Decennial Census Data

5   API: Academic Performance Indicators

6   "Persistently Lowest Achieving" As identified by the State of California Department of Education, per federal and state law, for the application and receipt of School Improvement Grants and State Fiscal Stabilization Funds. http://www.cde.ca.gov/ta/ac/pl/

7   Graduation Rate is 4-year adjusted cohort rate per Department of Ed definition. Information from Cal Department of Education Dataquest.

8   Source: California Department of Education, STAR test scores 9 For data indicators and description please see MPN Needs Assessment, Appendix VI.a.

9   Source: MPN Needs Asseessment & Segmentation Analysis, SFUSD Data

10 Source: MPN Needs Assessment & Segmentation Analysis, SFUSD Data

11 Source: SFUSD Annual Physical Fitness test

12 Source; MPN Student Survey

13 Ibid.

14 Ibid.

ii "Healthy Development Measurement Tool." San Francisco Department of Public Health, 2012. www.thehdmt.org/indicators

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16 Simmons M., David R., Larsen-Fleming M., Combs N. (2008). A Snapshot of Youth Health and Wellness, San Francisco 2009. Adolescent Health Working Group. San Francisco, California.

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iv Ibid.

v   Ibid.

18 Source; Bravve, Elina, Megan Bolton, Linda Couch and Sheila Crowley. National Low Income Housing Coalition. "Out of Reach 2012: America's Forgotten Housing Crisis". National Low Income Housing Coalition, 2012. Elina Bravve

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[i] California DPH Center for Health Statistics- Birth Profiles by Zip Codes 2007

20 Source: "Health Disparities in San Francisco Affecting Latina Young Women, Mothers, Infants, Children & Adolescents". City & County of San Francisco, Department of Public Health.

[i] San Francisco Mayor's Office of Community Development (MOCD) - San Francisco Demographic Profile 2005

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22 Source: American Community Survey 2006-2010

23 Source: American Community Survey 2006-2010

24 Source: Applied Geographic Solutions, 2007

25 Source: Geographic Profile of Employment and Unemployment, 2011; Bureau of Labor Statistics; http://www.bls.gov/opub/gp/pdf/gp10full.pdf

26 Ibid.

27 Sustaining our Prosperity: the San Francisco Economic Strategy, MOEWD, page 39. In its Economic Strategy for San Francisco, the Mayor's Office of Economic and Workforce Development defined "asset poverty" as a household's inability to cover expenses for three months if all sources of income were to cease.

28 Kochhar, et al., "Wealth Gaps Riseto Record Highs between Whites, Blacks, and Hispanics," Pew Research Center, July 2011.

29 Data taken from the Center for Responsible Lending: http://www.responsiblelending.org/payday-lending/

30 College to Career indicators were addressed within the School Improvement/Student Achievement and Strong and Safe Neighborhoods working groups. During the planning process, it was agreed upon to create a separate Program Area for College to Career for the implementation.

31 Halle,Tamara, Nicole Forry, Elizabeth Hair, Kate Perper, Laura Wandner, Julia Wessel, and Jessica Vick "Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)" in Child Trends, June 2009

32 Source: "Children in Poverty: Trends, Consequences & Policy Options"; By Kristin Anderson Moore, Ph.D., Zakia Redd, M.P.P.,1 Mary Burkhauser, M.A., Kassim Mbwana, M.P.P, and Ashleigh Collins, M.A, www.childtrends.org.

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vi Kania, John & Mark Kramer. Non Profit Management: Collective Impact. Stanford Social Innovation Review, Issue 47, Winter 2011.

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Memorandum of Understanding-Mission Promise Neighborhood Implementation

WHEREAS, **the Mission Economic Development Agency,** and **the Mission Promise Neighborhood (MPN) partners listed in this MOU** have come together to collaborate and to submit an application for the **Department of Education Promise Neighborhoods Implementation** grant on or before **July 27, 2012**; and

WHEREAS, the partners listed below have agreed to enter into a collaborative agreement in which **the Mission Economic Development Agency** will be the lead agency and named applicant and the other agencies will be partners in this application; and

WHEREAS, the partners herein desire to enter into a Memorandum of Understanding setting forth the implementation plan to be carried out by the collaborative with funding from the Department of Education's Promise Neighborhoods Initiative; and

I) Description of Partner Agencies & Alignment of Vision and Theory of Change

The Mission Economic Development Agency is a non-profit community based organization that has been working on economic development in the Mission District for 39 years. MEDA's mission is to achieve economic justice for San Francisco's low and moderate income families through Asset Development. In the long-term, we envision generations of Latino families that are a part of vibrant, diverse, proud and forward-thinking communities in which residents own their homes and businesses, and are actively engaged in the civic life of their neighborhoods and the institutions that affect their lives. We see these families as having sufficient assets to provide them and future generations with the opportunity to call San Francisco their permanent home. MEDA serves more than 5,000 families each year through financial education, homeownership counseling and foreclosure intervention, free tax preparation, and business development. MEDA

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is the owner and developer of Plaza Adelante, a community hub for asset development and family support services in the Mission. MEDA has a strong history of bringing diverse organizations together for collaborative programmatic efforts.

The partner agencies listed in this MOU affirm that their Mission, Vision, Theory of Action and Theory of Change are aligned with those of the Mission Promise Neighborhood as stated below:

Mission: The Mission Promise Neighborhood links family economic success with student academic achievement. It creates a comprehensive, integrated framework of evidence-based services that responds to urgent needs and builds on the foundation of student, family, community, and school strengths and assets. Together, parents, neighbors, schools, and partner organizations work block-by-block, guaranteeing that all Mission children, youth, and their families achieve academic excellence and economic self-sufficiency.

Vision: The Mission Promise Neighborhood builds a future where every child excels and every family succeeds. Students enter school ready for success, and graduate from high school prepared for college and career. The Mission District thrives as a healthy and safe community that provides families and their children the opportunity to prosper economically and to call San Francisco their permanent home.

Theory of Change: The MPN theory of change is that the development of (1) a robust infrastructure of shared, integrated systems and (2) high quality, evidence based programming that is demonstrated to achieve outcomes will result in academic and economic success for students and families. ***Central to our theory of change is the positive correlation between academic success and economic success.*** We believe that to improve cradle- to college- to career outcomes, we must seamlessly coordinate and integrate family economic success

2

strategies and supportive services with our schools. Our theory of change employs the Annie E. Casey Foundation's ***"Two Generation" approach-*** we will improve outcomes for at-risk children and youth in our community by helping their parents succeed. Figure 1 below visualizes MPN's Theory of Change as an equation. The components on the left side of the MPN Change Equation are intentionally multiplied to show that ***both*** components of our theory, "Shared and Integrated Systems" and "High-Quality Evidence-Based Programming" must be present (neither can be a zero) for us to achieve family and student success. In order to realize our MPN Vision, each of these components must be strong and sustainable.
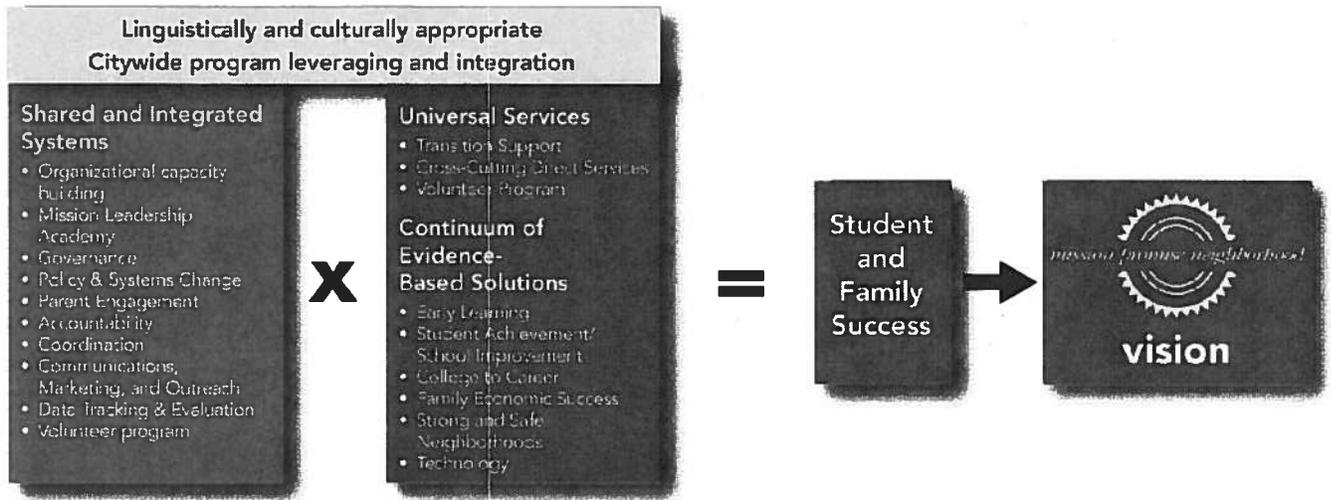
Figure 1- MPN Theory of Change
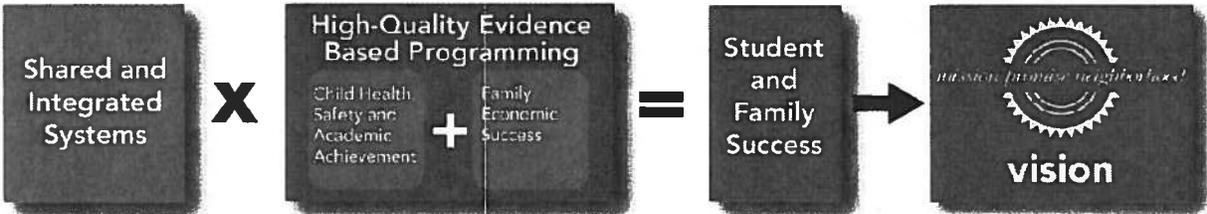
Theory of Action: The MPN Theory of Action operationalizes the "MPN Change Equation" with coordinated, strategic, and highly leveraged actions that explicitly focus on: (1) Programming and services that are provided in families' native ***language (Spanish) and in a culturally appropriate manner***; (2) Employing ***family economic success as a core strategy*** to improve academic outcomes; and (3) Leveraging and integrating strong ***city-wide programs and initiatives*** into our community. Simply put, the MPN Theory of Action unites the ***systems*** that enable us to deliver desired results with evidence-based ***programs and practices*** to fulfill the MPN mission. Figure 2 below outlines the components of the MPN Theory of Action:

Figure 2 - MPN Theory of Action

MPN THEORY OF ACTION

Linguistically and culturally appropriate
Citywide program leveraging and integration

Shared and Integrated Systems
- Organizational capacity building
- Mission Leadership Academy
- Governance
- Policy & Systems Change
- Parent Engagement
- Accountability
- Coordination
- Communications, Marketing, and Outreach
- Data Tracking & Evaluation
- Volunteer program

X

Universal Services
- Transition Support
- Cross-Cutting Direct Services
- Volunteer Program

Continuum of Evidence-Based Solutions
- Early Learning
- Student Achievement/ School Improvement
- College to Career
- Family Economic Success
- Strong and Safe Neighborhoods
- Technology

=

Student and Family Success

→

mission promise neighborhood

vision

II) Roles and Responsibilities NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

II.A. Partner Commitment

i. The Mission Promise Neighborhood partners will contribute a minimum match of

████████ to serve as a 1:1 commitment for the federal request of ████████ over

five years, as specified in the federal grant guidelines.

ii. This MOU confirms each partner's commitment, where applicable, as outlined in the

Match Documentation, of a cash and/or in-kind project match.

iii. This MOU demonstrates commitment on the part of all partners to work together to

achieve stated project goals and to sustain the project once grant funds are no longer

available.

II.B. Project Management

i. The **Mission Economic Development Agency** will provide Project Management and

serve as the lead agency, fiscal agent and primary project manager throughout the

implementation period.

IIC. Project Governance-the Governance Structure for the proposed implementation project

shall be as follows:

i. **Mission Economic Development Agency Board of Directors:** As the governing body of MEDA, shall have legal, fiscal and fiduciary responsibility for managing federal funds in accordance with federal regulations, policies and guidelines.

ii. **Mission Promise Neighborhood Institutional Advisory Board:** Shall be composed of a "panel of experts" representative of each of the key issue areas being addressed through the Promise Neighborhoods Plan. Shall be composed of a combination of representatives from: community based organizations, local government agencies, institutions of higher education, public officials, principals of target schools, school district representatives, foundation and/or corporate representatives. The Advisory Board shall be accountable to the MEDA Board of Directors.

iii. **Mission Promise Neighborhood Community Advisory Board:** Shall be composed of parents, teachers, students, residents and other Mission district stakeholders. The MPN Community Advisory Board shall be accountable to the MPN Advisory Board.

iv. **Mission Promise Neighborhood Director:** Shall be Luis Granados, Executive Director of the Mission Economic Development Agency (lead applicant for this application). The Project Director shall ensure that the implementation process adheres to stated goals and vision, and is in alignment with the vision, mission and theories of change of the partner organizations participating in the implementation.

v. **Mission Promise Neighborhood District Advisor:** Shall be Guadalupe Guerrero, Deputy Superintendent of Instruction, Innovation and Social Justice, San Francisco Unified School District. The District Advisor shall ensure the implementation of the MPN is in alignment with SFUSD's strategic plan and priorities for Mission schools.

III) Timeline

The roles and responsibilities described above are contingent on **the Mission Economic Development Agency** receiving funds requested for the project described in the Promise Neighborhoods grant application. Responsibilities under this Memorandum of Understanding would coincide with the grant period, anticipated to be **01/01/2013** through **12/31/2017.**

IV) Commitment to Partnership

i. The collaboration target service area includes **the Mission District neighborhood of San Francisco, California.** The collaboration Phase I target schools include: César Chávez Elementary School, Bryant Elementary School, Everett Middle School, and John O'Connell High School.

ii. The partners agree to collaborate and implement a plan to create a comprehensive continuum of cradle- to college- to career services within the neighborhood for all students and families living in and/or attending school in the neighborhood.

iii. We, the undersigned have read and agree with this MOU. Furthermore, we confirm that our organizations' respective *mission, vision, theory of change, theory of action and existing activities align with those of the Mission Promise Neighborhood.*

San Francisco Mayor's Office of Housing Director ███████████████████	Mission, Vision The Mayor's Office of Housing commits ██ ████████ in match funding to the MPN over five years.

Example:

Mission Economic Development Agency ████████████ Luis Granados Executive Director	MEDA's mission is to achieve economic justice for San Francisco's low and moderate income Latino families through asset development. We envision generations of Latino families that are a part of vibrant, diverse, proud and forward-thinking

	communities in which residents own their homes and businesses, and are actively engaged in the civic life of their neighborhoods and can call San Francisco their permanent home. MEDA commits ███████ in match funding to the MPN over five years.

	communities in which residents own their homes and businesses, and are actively engaged in the civic life of their neighborhoods and can call San Francisco their permanent home. MEDA commits ███████ in match funding to the MPN over five years.

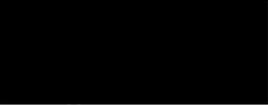| San Francisco Department of Public Health Barbara ████████████ Director of Health	The mission of the San Francisco Department of Public Health is to protect and promote the health of all San Franciscans. The mission San Francisco Department of Public Health commits ████████ in match funds to the MPN over 5 years."

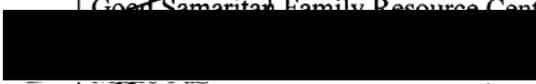| San Francisco Mayor's Office of Housing Director ████████████████	The mission of the Mayor's Office of Housing is to provide financing for the development, rehabilitation and purchase of affordable housing in San Francisco. Mission, Vision The Mayor's Office of Housing commits ██ ███████ in match funding to the MPN over five years.

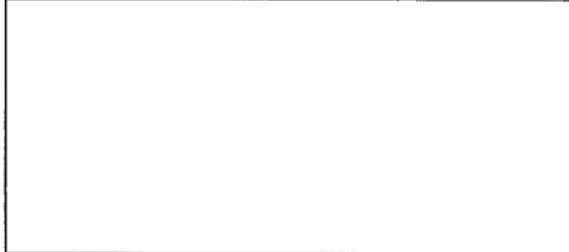| Children's Council of San Francisco ████████████████ Sandee Blechman Executive Director	Mission Children's Council is at the heart of the child care community — connecting families to care that meets their needs, while working with child care providers and community partners to make quality child care and early education a reality for all children in our city. Children's Council of San Francisco commits a match of ████████ in in-kind services to the MPN over five years.

Boys & Girls Clubs of San Francisco Rob Connolly President, ███████████████ Signature ███████████████	Boys & Girls Clubs of San Francisco (BGCSF)'s mission is to inspire and enable all youth, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens. We believe that young people will achieve extraordinary things when they are provided with high quality programs and facilities in an environment that promotes respect, responsibility and fun. BGCSF commits ████████ in match funding to the MPN over five years.

Organization Name: California Association for Bilingual Education ████████████████ Signature: ████████████████ Maria S. Quezada, Ph.D Title Chief Executive Officer Date: 7/18/2012	Mission and Vision The California Association for Bilingual Education (CABE), as a non-profit organization incorporated in 1976, has the mission of promoting equity, social justice and student achievement for students with diverse cultural, racial, and linguistic backgrounds. **CABE's vision "Biliteracy and Educational Equity for All"** is based on the premise that in order to succeed and be powerful forces in their communities students in the 21st century, have to be: 1) Academically prepared; 2) Multilingual; 3) Multiculturally competent; 4) Technology and information literate; and 4) Civically engaged and active advocates in their communities.

Council of Community Housing Organizations Peter Cohen Executive Director █████████████	CCHO's mission is to foster the development of permanently affordable low income housing in San Francisco, under community control and through non-speculative means of ownership with adequate provisions for tenant services and empowerment. We support strategies to address all areas of low income community building and public policy planning. CCHO commits ████████ in match funding to the MPN over five years.

Organization Name: Causa Justa :: Just Cause Signature ██████████████ Title: Executive Director	Causa Justa :: Just Cause builds grassroots power and leadership to create strong, equitable communities. Born from a visionary merger between a Black organization and a Latino immigrant organization, we build bridges of solidarity between working class communities of color. Through rights-based services, policy campaigns and civic engagement, we improve conditions in our neighborhoods in the San Francisco Bay Area. CJJC commits to ██████ cash and ██████ in-kind in match funding to the MPN over five years.

Good Samaritan Family Resource Center ██████████████████████ Executive Director 7-18-2012	Mission, Vision Good Samaritan Family Resource Center commits ████████ in match funding to the MPN over five years.
	Good Samaritan believes that strong families are vital to raising children who are happy, healthy, and productive. Good Samaritan Family Resource Center ("Good Samaritan") was established in 1894 as a settlement house, a movement that created the basis of the family resource center model. The mission of our agency is to help immigrant families access needed resources,

University of California, San Francisco, Department of Psychiatry, Child and Adolescent Services, HEARTS ██████████ Digitally signed by Kristen Gafric DN: cn=Kristen Gafric, o=University of California San Francisco, ou=Contracts and Grants, email=Kristen.Gafric@ucsf.edu, c=US Date: 2012.07.18 15:41:28 -07'00' Signature Kristen M. Gafric, JD Manager, Contracts and Grants University of California, San Francisco Office of Sponsored Research - Contracts and Grants Division	Mission: UCSF HEARTS (Healthy Environments and Response to Trauma in Schools) is a comprehensive, multi-level school-based prevention and intervention program for children and youth who have experienced trauma, with the goal of promoting school success for traumatized children and youth by creating school environments that are more trauma-sensitive and supportive of the needs of these students. Such environments will benefit not only traumatized children, but also those who are affected by these children, including child peers and school personnel. University of California, San Francisco, Child and Adolescent Services, HEARTS commits ████████ in match funding to the MPN over five years.

Instituto Familiar de la Raza, Inc. ████████████ Estela R. Garcia, DMH Executive Director	Instituto Familiar de la Raza, Inc.'s works for the health and healing of the community by cultivating relationships based on mutual respect, support, and collaboration. At IFR, we offer a welcoming and safe place to heal, promote social justice and community organizing, and honor our traditions, culture and spirit as vital elements for healing. IFR's mission is to promote the health and wellbeing of the Chicano/Latino/Indigena community through culturally integrated mental health and social services. Instituto Familiar de la Raza, Inc. commits ████ in in-kind resources in the form of intern assignments to the MPN over five years.
Jamestown Community Center ████████████ Claudia Jasin Executive Director	The Jamestown Community Center's mission is to mobilize the resources of families, neighborhood residents, and other community members to help young people realize their full potential as empowered and productive members of society. We envision that Mission District youth and families will thrive and create a neighborhood that is safe, affordable interconnected, and community-led. Jamestown commits ████ in match funding to the MPN over five years.
Juma Ventures ████████ Marc Spencer Chief Executive Officer	Juma's mission is to break the cycle of poverty by ensuring that young people complete a four-year college education. Juma's model combines employment in social enterprise, financial capability training, matched savings, and academic support to ensure that young people get into and succeed in college. Our vision is to deliver a scalable, sustainable model that maximizes impact for youth and is "best in class" within the youth development and social enterprise fields. Juma Ventures commits ████ in cash and ████ in in-kind match funding to the MPN over 5 years.

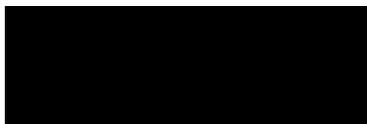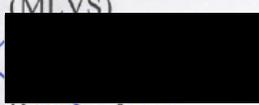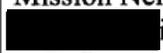|	
Organization Name: Jewish Vocational Service (JVS) [redacted] Abby Snay, Executive Director	JVS transforms lives by helping people build skills and find jobs to achieve self-sufficiency. Between 2012 and 2015, 6000 adults and youth with skills gaps will acquire the skills and connections to get jobs or advance in their careers toward self-sufficiency.
La Raza Centro Legal [redacted] Genevie Gallegos 7-18-12 Executive Director Date	La Raza Centro Legal is a community-based legal organization dedicated to empowering Latino, immigrant and low-income communities of San Francisco to advocate for their civil and human rights. We combine legal services and advocacy to build grassroots power and alliances towards creating a movement for a just society. La Raza Centro Legal commits [redacted] in match funding to the MPN over five years.
Mission Graduates [redacted] Edward Kaufman LCSW Executive Director	Mission Graduates' mission is to increase the number of K-12 students in San Francisco's Mission District who are prepared for and complete a college education. We envision a community in which college is the expectation, rather than the exception, for Mission families. Mission Graduates' commits [redacted] in match funding to the MPN over five years.
Mission SF Community Financial Center [redacted] Margaret Libby Executive Director	Mission SF Community Financial Center ("Mission SF") is a nationally-recognized San Francisco-based non-profit that creates, tests and scales financial products and services that promote financial security and catalyze economic mobility for low-income, low-wealth people. Mission SF employs three core activities: (1) Delivering relevant financial education and counseling paired with appropriate saving and credit-building products in targeted settings; and (2) Improving access to quality financial services through new product innovation and advocacy; and (3) Building the field by gathering and sharing outcomes data, lessons and best practices.

Mission Language and Vocational School, Inc. (MLVS) ████████████ ████████████████ ████████████████ Rosario Anaya Executive Director	Mission Language and Vocational School's mission is to improve the socio-economic condition of limited or non-English speaking, low-and moderate-income Latino and other minority families in San Francisco and the Bay Area through job-specific language and vocational training programs and the creation of economic development initiatives. Support services such as career counseling, job placement assistance, and referral services are an integral part of MLVS' programs. MLVS strives to empower underserved populations and improve the

Mission Neighborhood Centers, Inc. ████████████████ ████████████████ ████████████████ Santiago Ruiz Executive Director	Vision: Mission Neighborhood Centers, Inc. envisions a strong, healthy and more vibrant community that respects and celebrates its many rich, cultural traditions. Mission Neighborhood Centers, Inc.'s mission is to deliver culturally sensitive, multi-generational, community-based services focused on low-income families. We develop and promote leadership skills that empower families to build strong, healthy, and vibrant neighborhoods. Mission Neighborhood Centers, Inc. commits ████████ in in-kind match funding to the MPN over five years.

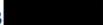|	
Organization Name Mission Neighborhood Health Ce████ Signature ████████████ Title: Executive Director/CEO	Mission Neighborhood Health Center is committed to compassionate, culturally competent and comprehensive health care services. We strive to provide services for the medically underserved with a focus on the Latino/Hispanic Spanish speaking community and its neighbors. Mission Neighborhood Health Center commits ████████ in matching resources to the MPN over five years for pediatric primary care services

Parents for Public Schools – San Francisco █████████████ Masharika Maddison Executive Director	Parents for Public Schools – SF's mission is to create and sustain a network of parents working together to build and ensure quality public education for all children in San Francisco. Through our work, we envision that the parents and guardians of San Francisco's 100K children will be informed about this city's public education system and actively choose to enroll in them in increasing numbers; there is sizeable and diverse representation from families of a multitude of backgrounds actively engaging in efforts to improve upon and sustain the work of SFUSD at the

Organization Name Raising A Reader, San Francisco and Alameda Counties █████████████ Molly Wertz Executive Director	Mission, Vision Raising A Reader's mission is to close the achievement gap before it appears by engaging limited-income families in daily book-sharing with their young children, thereby fostering healthy brain development, family-child bonding, and the early literacy skills essential for school success. RAR commits █████ in match funding to the MPN over five years.

Refugee Transitions Laura Vaudreuil Executive Director █████████████	Refugee Transitions' mission is to assist refugee and immigrant families in becoming self-sufficient in the United States by providing services to help them attain the English language, life, job and academic skills they need to succeed in their new communities. Our vision is to see refugee and immigrant families transition successfully to American life and become full, participating members of their new communities. Refugee Transitions commits █████ in match funding to the MPN over five years.

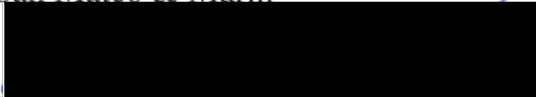|	
Seven Tepees Youth Program Teresa Arriaga, Executive Director Signat█████████	The mission of Seven Tepees is to work with urban youth entrusted to our care to foster the skills they need to make lifelong positive choices and to create their own opportunities for success. Seven Tepees commits █████ in match funding to the MPN over five years.

Support for Families of Children with Disabilities ██████ Juno Duenas Executive Director	Our vision: Support for Families strives to create a world in which:
	• Every family has an inspired vision of their child's future • Families have opportunities to network with each other • Families, professionals and the community at large value and celebrate diversity • Families, professionals and the community at large are knowledgeable about the resources that exist • The community at large values inclusion of all children, youth and their families • Institutional systems will ensure family centered care in which services are coordinated, community based and families' partner in decision making at all levels • Providers will practice family centered care and partner with

San Francisco Organizing Project ██████████ **Erika Katske** **Executive Director**	*The San Francisco Organizing Project (SFOP) is a grassroots coalition of 30 congregations and schools across the city working to create innovative solutions to the economic and racial injustices facing residents. We engage families, youth and seniors in public life to create a safe, healthy, and thriving city for everyone. Together with other PICO affiliates around the state and country, SFOP is creating a new vision that unites people who believe in justice across neighborhood, race, class, family structure and religion.*
	SFOP commits ████ in match funding to the MPN over 5 years.

University of California, San Francisco, Department of Psychiatry, Infant Parent Program ██████ Digitally signed by Kristen Gafric DN: cn=Kristen Gafric, o=University of California San Francisco, ou=Contracts and Grants, email=Kristen.Gafric@ucsf.edu, c=US Date: 2012.07.18 17:29:48 -07'00' Signature Kristen M. Gafric, JD Manager, Contracts and Grants University of California, San Francisco Office of Sponsored Research - Contracts and Grants Division	Mission: The Infant-Parent Program is San Francisco's pioneering mental health program specializing in serving children birth to five years of age with a particular commitment to underserved, vulnerable and at risk populations. Services provided to this population include outpatient psychotherapy, consultation, therapeutic shadowing and developmental therapeutic play groups. The mission of these modalities and of the Infant-Parent Program as a whole is to protect and support the natural capacity of very young children to grow up valuing themselves, caring about others and competent to contribute to society. These capacities are shaped in the first few years of life by the way in which children are treated by those responsible for their care. From these relationships, they learn how to feel about themselves, how they fit into the world and what the world has to offer them. The Infant-Parent Program is dedicated to nurturing these shaping relationships at home and in settings where young children and their families reside or receive care. University of California, San Francisco, Infant Parent Program commits ████ in match funding to the MPN over five years.

United Way of the Bay Area ██████████ Eric McDonnell Chief Operating Officer	United Way of the Bay Area's mission is to be the catalyst that enables people to strengthen our communities by investing in one another. 1 in 5 Bay Area residents lives in poverty. Our goal is to cut that number in half by 2020 by harnessing creativity, expertise, and philanthropy.

Goodwill Industries of San Francisco, San Mateo & Marin Deborah Alvarez-Rodriguez President & CEO	At SF Goodwill, we create solutions to poverty through the businesses we operate. Goodwill envisions a world free of poverty where people have the power to support themselves and their families, live in safe and thriving communities, and actively care for the environment.
Streetside Stories Linda Johnson Executive Director	Streetside's mission: *Through the power of storytelling, Streetside cultivates young people's voices to develop literacy and arts skills, fosters educational equity, values diversity, and builds community.* We envision a world where all students are able to tell their true stories in an inclusive community and have access to a quality education that values the arts.

University of California, San Francisco Kristen Gafric Contracts and Grants Manager Digitally signed by Kristen Gafric DN: cn=Kristen Gafric, o=University of California San Francisco, ou=Contracts and Grants, email I=Kristen.Gafric@ucsf.edu, c=US Date: 2012.07.18 13:28:46 -07'00'	The mission of the Nurse-Midwives of San Francisco General Hospital (NMSFGH), Department of Obstetrics, Gynecology and Reproductive Sciences, University of California, San Francisco is: • To provide satisfying, comprehensive pregnancy, postpartum and family planning care for women, especially Latinas, and their families • To make accessible, affordable, and culturally appropriate independent midwifery services available to the women of San Francisco • To work in close consultation with physicians for women with pregnancy complications, in order to provide the best quality medical care within a nurse-midwifery model • To educate midwifery students, medical students and residents In an effort to respond to the observed increasing social isolation of our immigrant Latina clients, The Nurse-Midwives of SFGH envision providing CenteringPregnancy care in collaboration with a variety of agencies. These
	efforts are to promote participants' sense of self-efficacy, with a design that includes self-care activities, a facilitative leadership model, community-building activities, and interactive, peer-based learning.

MOU Attachment A-Partners with Programmatic Commitments

California Association of Bilingual Education	Project Inspire
Causa Justa	Tenant Counseling and Referral Services
	Child Care Physical Activity and Nutrition
Children's Council of San Francisco	Coordinator
City College of San Francisco	Puente Program
City of San Francisco Treasurer's Office	Kindergarten 2 College
Council of Community Housing Organizations	Affordable Housing Coordination
Family Services Agency	Family Service Developmental Center
First 5 San Francisco	Pre-School for All
Goodwill Industries	Workforce Development
Good Samaritan Resource Center	Abriendo Puertas
	Crianza con Carino
Human Services Agency	Tax Preparation Program
	Early Childhood Mental Health
Instituto Familiar de la Raza	Consultation Services
	Mental Health Consultancy
Jamestown Community Center	After School Programs
Jewish Vocational Services	Workforce Development
Juma Ventures	Youth Financial Preparedness
La Raza Centro Legal	Family Legal Services
Mayor's Office of Housing	Affordable Homeownership
Mission Graduates	After School Programs
	Believing the College Dream
Mission Language Vocational School	Workforce Development
Mission Neighborhood Centers	HS - Abriendo Puertas
Mission Neighborhood Health Center	Medical Home
Mission SF Community Financial Center	Youth Financial Preparedness
Office of Economic and Workforce Development	Workforce Development
Parents for Public Schools	Parent Engagement
Raising a Reader	Early Literacy
Refugee Transitions	English as Second Language
San Francisco Department of Public Health	Lifelines to Healing
San Francisco Department of Technology	Community Broadband Network
San Francisco Department of Children and Youth & their Families	Public Safety
	Beacon Schools
San Francisco Organizing Project	Lifelines to Healing
San Francisco Unified School District	Wellness Center
	Kindergarten Transitions
	OST Programs

	MZ Coaching PLC
	Physical Activity Coordinator (stipend)
	Harvest of the Month (direct costs)
School Tech Teachers	Student Technology Training
Seven Teepees	College/Career Center
	Mentor Program
Streetside Stories	Technology Media Training
Support For Families of Children with Disabilities	Developmental Screenings
University of California San Francisco - HEARTS	Trauma Sensitive School Training
University of California San Francisco - SF General	Centering Parenting (prenatal care model)
University of California San Francisco - Infant Parent Program	Early Childhood Mental Health Consultation

APPENDIX F

Mission Promise Neighborhood | San Francisco, California

July 27, 2012

CONTENTS

Early Learning and Development

Early Learning and Development Programs Described in This Chapter:

ELD.1   Early Learning Network for Quality Improvement

ELD.2   Parent Education, Support, and Leadership Development (ages 0-5)

ELD.3   Language, Literacy and Development

ELD.4   Preschool

ELD.5   Kindergarten Transition

ELD.6   Early Childhood Mental Health

ELD.7   Medical Home

ELD.8   Special Needs

EARLY LEARNING AND DEVELOPMENT

Early Learning Network for Quality Improvement

SOLUTION

Develop an Early Learning Network and strengthen early childhood readiness, common standards, data collection, and quality improvement.

TARGETED INDICATORS	PRIMARY PARTNERS
Children participate in early care and education Age appropriate functioning	First 5 Commission of San Francisco MEDA San Francisco Child Care Planning and Advisory Council (CPAC)

DESCRIPTION

The Early Learning Network (ELN) is a subgroup of MPN's partner network and other San Francisco organizations focused on early childhood. The ELN, co-facilitated by MEDA and First 5 will focus on systems coordination, quality improvement, common standards, resource development and sharing, program accountability and policy and leverage established program structures to meet the MPN outcomes as well as the local School Readiness strategic plan led by First 5 San Francisco.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost* to DoE	n/a	n/a	n/a	n/a	n/a	
Estimated per-child cost to DoE	n/a	n/a	n/a	n/a	n/a	
Est. # of children served, by age	n/a	n/a	n/a	n/a	n/a	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

Source of Funding Over 5 years: First 5, ▮▮▮▮▮▮; DCYF, ▮▮▮▮▮▮; HSA, ▮▮▮▮▮▮ First 5 Commission of San Francisco, Race to the Top grant award (Federal). MPN is not requesting federal funds for the ELN.

Implementation Plan: The ELN will be co-chaired by our Early Learning Program Area Coordinator, Dolores Terrazas, and by First 5. The MPN Early Learning Network will be composed of a subset of early care and education providers who are funded by the joint funders of this work in San Francisco: DCYF, First 5, and the Human Services Agency of San Francisco, some of which are MPN partners. The ELN will align closely with the Department of Education funded ▮▮▮▮▮▮ Race to the Top initiative. Providers of preschool services in the MPN will participate in the RTT funded Quality Rating Improvement System (QRIS), which will be implemented in January 2013 by First 5.

ELN members include the Early Head Start and Head Start center-based programs; parent education providers; family child care homes; and, technical assistance providers. Key factors in each of the partners and solutions included in the MPN strategy are that they offer social connections; support on imparting knowledge of parenting and child development, recognize the urgency of families in high need; and offer support and structures that will impart the knowledge of families to understand the elements and importance of what social and emotional competencies of children are. Specifically, the ELN will:

- Foster and support the integration and use of the Classroom Assessment Scoring System (CLASS), Desired Results Development Profile, ASQ, and integrate all Race to the Top QRIS strategies and quality measures to assist programs in improving their quality improvements that are data driven.
- Promote family and community awareness through its outreach mechanisms of the standing Head Start Policy Council, and the Abriendo Puertas parent leadership model, which will be offered throughout all parents in the MPN. This method of wrapping resources around other services directly linked to parents and children will include the local library (there is one in the MPN); Raising a Reader, who is already integrated in the two local elementary schools; Head Start; and, other child development programs in the community. Information on parent education, language and literacy development, and school readiness, for example, will be disseminated through parent trainings, local radio, and literature. Kindergarten transition will be supported through parents meetings at both child development centers and schools.
- As a leader in the state for its innovative strategies and commitment from the City of San Francisco, MPN and its co-facilitator partner, First 5, will remain connected to policy and quality standards to ensure that various stakeholders bridge the gap between Pre-K an K-3rd grade.
- MPN will work purposefully with Head Start to determine how it can access and coordinate dental and eye screenings for children. This leveraging will ensure that other MPN child development programs are able to offer these services to parents.
- The development of all these sources, strategies and targeted activities are in order to ensure that all programs meet baseline quality criteria for improved curriculum instruction and learning environments; assessment and technical assistance.
- Lastly, the ELN will augment outreach and training for preschool and child care providers with special focus on reaching licensed Spanish speaking providers who demonstrate a culturally competent and linguistically appropriate framework in year 3. The City of San Francisco is currently looking to develop a technical assistance structure to bring the Family Child Care Provider (FCCP) into a more viable option for parents to utilize. MPN will work with the City to ensure that some of the qualified FCCP are identified to become part of the MPN circle of partners. Leveraging existing programs and services will augment the proposed ECE strategy for MPN.

The Early Learning Network will focus on the following goals:
1) Child Development: Children's readiness for school will be increased by attending high-quality preschool.
2) Family Support: Children's readiness for school will be increased by ensuring they have healthy, strong, and nurturing families.

3) Child Health: Children's readiness for school will be increased by ensuring they have access to health and mental health consultation and other prevention and early intervention services.
4) Systems of Care: Children's readiness for school will be increased by ensuring there is a coherent system supported by local policies and practices.

Additionally, four overarching service categories emerged as part of the community assessments for the ELN to address: 1) community-based platforms for service delivery; 2) provider capacity building; 3) targeted direct services and service enhancements; and 4) coordination and leveraging of resources. With these and our City partners, we will implement a comprehensive plan to improve quality of care in the Mission District. An overview of the key components of this plan follows:

Component of High Quality Early Learning Network	Implementation in the MPN
Quality Rating Improvement System (QRIS)- Assessments and improvement plans for center based and home-based early care and education providers	All MPN preschool providers will participate in the QRIS and through this will assess the same indicators for quality improvement. Providers will be assisted in implementing plans for improvement by First 5's TA providers. Infant/toddler providers will have measures to support and guide their work through QRIS; The network will facilitate connections and partnerships that help providers improve along the QRIS, ensuring they get the resources they need as providers, and additional services for children.
Professional development opportunities	We will align with and ensure access to First 5/DCYF's opportunities for workforce/professional development for childcare providers, including the attainment of credentials and wage subsidies. We will identify additional capacity building and professional development opportunities for our Mission Network that are specific to the needs of our Latino, low-income, and primarily immigrant community.
Integration of Data Systems/Technical support to providers on utilizing data systems through the city wide preschool data system COCOA	First 5, DCYF and H.S.A are integrating data systems through COCOA. We will link integrated data systems with our YDA to have the ability to analyze our subset of children and families in the Mission with DCYF/First 5 data.

Dolores Terrazas, our Early Learning & Development Project Area Coordinator (M.A. New Mexico State University) has deep and broad experience working with both center based and home based licensed family child care providers, and has developed both state and national training strategies to improve the quality of care; her resume is included in the Appendix.

Segmentation Analysis: Our population of 0-3 year olds in MPN is 2,109. There are 800 4-5 year olds. The MPN continuum of early learning services will have an "infant/toddler" focus as it is these types of services that are most in need by MPN families. In addition, the ELN will work to ensure that children have access to high quality early learning settings. Finally, the 800 preschool age children will be targeted to ensure that they enroll in San Francisco's Preschool For All, which provides subsidized preschool at a multitude of sites throughout MPN and San Francisco.

Evidence (Moderate): First 5 San Francisco has been aligned with state and federal school readiness initiatives since its inception. San Francisco is one of 16 counties in California that will implement the federal award for the Race to the Top Early Challenge Grant, with a focus to instituting a Quality Rating and Improvement System (QRIS). San Francisco has also been designated as An All American City Awardee for its foresight in outstanding examples of community problem solving, civic engagement and collaboration between the public, profit and nonprofit sectors. Moderate evidence of QRIS systems exists that support the system to be replicated by MPN[1]. In addition, the MPN partners that have a focus on the early childhood population will all provide services that are based on the best available evidence.

EARLY LEARNING AND DEVELOPMENT
Parent Education, Support, and Leadership Development (ages 0-5)

SOLUTION
Centering Pregnancy Program
Crianza con Cariño
Abriendo Puertas

TARGETED INDICATORS	PRIMARY PARTNERS
Children have a medical home	UCSF
Age appropriate functioning	Good Samaritan Family Resource Center
Children participate in early learning programs	Mission Neighborhood Centers (MNC)

DESCRIPTION
Through the Parent Education, Support and Leadership Development Initiative, MPN will focus on ensuring that families have the skills to support school readiness and that they are confident and supported in raising their children. This initiative will expand and link families to a pipeline of services for expecting mothers, mothers with infants, and mothers with toddlers through evidence based programs Centering Pregnancy Program, Crianza con Cariño and Abriendo Puertas at anchor community institutions in the Mission District. This strategy will provide parents with the tools needed to be successful, empowered and connected to critical resources and services that will ensure their children are ready for kindergarten.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	███	███	███	███	███	███
Estimated per-child cost to DoE	██	██	██	██	██	
Est. # of children served, by age*	231	234	242	242	242	
Percent of all children, same age	8%	8%	8%	8%	8%	
Annual goal to increase proportion		n/a	n/a	n/a	n/a	

Source of Funding Over 5 years: First 5, ███████ ; MPN, ███████ DCYF, ███████ Good Samaritan Family Resource Center: ███████ MNC, ██████.

Program Overview:

Centering Pregnancy is a multifaceted model of group care that integrates the three major components of care: health assessment, education, and support, into a unified program within a group setting. Eight to twelve women with similar gestational ages meet together to learn care skills, participate in a facilitated discussion, and develop a support network with other group members. Centering Pregnancy offers alternative prenatal care services using an empowerment-

based group care model that steers from traditional spaces of medical care. With emphasis on small group care, the model represents an effort to respond to the observed increasing social isolation of the clinic's immigrant Latina clients as well as a recognition of the limitations of the traditional prenatal care delivery system to address this and other psychosocial issues in a culturally sensitive manner. Each Pregnancy group meets for a total of 10 sessions throughout pregnancy and early postpartum. The practitioner, within the group space, completes standard physical health assessments. In the model, 8-12 women who are due in the same month attend their prenatal visits together. The group visits replace visits in the clinic starting in the fourth month of pregnancy, and after a group is initiated the women attend 10 group session led by a medical provider and co-leader. One of the main goals of the program is to reduce social isolation by providing a group model of care.

Abriendo Puertas is a comprehensive 10-session parent leadership and advocacy training program developed for low income, primarily Spanish-speaking parents with children ages 0-5 (Head Start Population). The curriculum, delivered in 10 interactive sessions is based on popular education and draws on the real life experiences and cultural strengths of its participants. The primary objective of Abriendo Puertas is to increase the number of Latino children in the U.S. that enter school ready to learn and able to succeed in life. Abriendo Puertas uses "dichos" (culturally-based sayings) to frame the conversation for each session. Every week, Latino parents of 0 – 5 year olds meet in a support group setting to develop their ability to be their child's first teacher. During each session, parents are engaged in different topics including how to be your child's first teacher, goal setting, communication, ages and stages of development, promoting literacy, choosing preschool and child care services, health and nutrition, socio-emotional wellness, Earned Income Tax Credit, and advocating for children, families and communities. The primary objective of Abriendo Puertas is to increase the number of Latino children in the U.S. that enter school ready to learn and able to succeed in life.

Crianza con Cariño is the culturally adapted, Spanish –language version of the Nurturing Program for Parents and Their Children Birth to Five Years. Nurturing Parenting Programs (NPP) are family-based programs for the prevention and treatment of child abuse and neglect. The programs were developed to help families who have been identified by child welfare agencies for past child abuse and neglect or who are at high risk for child abuse and neglect. NPP instruction is based on psychoeducational and cognitive-behavioral approaches to learning and focuses on "re-parenting," or helping parents learn new patterns of parenting to replace their existing, learned, abusive patterns. By completing questionnaires and participating in discussion, role-play, and audiovisual exercises, participants learn how to nurture themselves as individuals and in turn build their nurturing family and parenting skills as dads, moms, sons, and daughters. Participants develop their awareness, knowledge, and skills in five areas: (1) age-appropriate expectations; (2) empathy, bonding, and attachment; (3) nonviolent nurturing discipline; (4) self-awareness and self-worth; and (5) empowerment, autonomy, and healthy independence. Participating families attend sessions either at home or in a group format with other families. Group sessions combine concurrent separate experiences for parents and children with shared "family nurturing time." In home-based sessions, parents and children meet separately and jointly during a 90-minute lesson once per week for 15 weeks.

Implementation Plan:

Centering Pregnancy Program: The Centering Pregnancy program at UCSF will collaborate with MPN partners, Mission Neighborhood Health Center, Inc. (MNHC), San Francisco General Hospital, Good Samaritan Family Resource Center, and the Homeless Prenatal Program to implement prenatal care groups, one every month, at their respective sites. By holding the group sessions at partner agencies, we ensure that families enter the pipeline of MPN services from the very beginning. For example, MNHC is the MPN medical home for children and Good Samaritan Family Resource Center is the partner agency that provides Crianza Con Cariño and Abriendo Puertas which are evidence based programs for parents with children ages 0-5 that will be supported by MPN. The goal will be to engage more women in Centering Pregnancy's group care model, and increase services to women from the MPN target population.

Abriendo Puertas: During implementation, two partner CBOs, Good Samaritan Family Resource Center and Mission Neighborhood Centers will offer the training 4 times per year, each year at various early education centers in the Mission. Each series consists of 10 weekly, two-hour meetings. Each series will be offered on weekends, evenings and during regular school schedules. Each class will serve 15 parents.

Crianza con Cariño: The curriculum will be offered twice per year. Each series consists of 14 weekly, two-hour meetings, which will be offered on weekends. Each session will be offered twice a year for a. This strategy will also wrap around Center Pregnancy strategy which will be a natural "transition" step to the Crianza for Cariño program, allowing continuity of care and provider support.

Segmentation Analysis:
In the MPN zone, there are 2,909 children ages 0-5, of which approximately 50% are Latino (1,454). About 1 in 3 families with children under the age of 18 are headed by a single parent, and 80% of those single parent households are Latinos. When examining the issue of poverty, MPN found that of the families with children under 18 living in poverty, 68% (or 370) of families were Latino.[2] In addition, not one child entering MPN target schools are considered low need or ready in term of age-appropriate functioning at kindergarten. Although the rate of preschool attendance for children in the Mission is approximately 90%, they are entering school unprepared. This highlights a significant need among Latino families with children who would benefit from receiving culturally and linguistically appropriate parent training at the beginning of their child's lives to ensure that they are kindergarten ready. It is critical that from the time they are pregnant, women/families in MPN begin receiving support, education, and are connected to the system of services that they can utilize during the course of their child's early life. Our segmentation priority will be to focus on the earlier years of 0-3 for initiating kindergarten preparedness. San Francisco's initiative to provide preschool for all children has had positive outcomes, yet children are still unprepared for school despite their participation in these programs. Targeting children at a younger age provides more concentrated time and effort invested in making sure children reach particular developmental and academic milestones.

Evidence:

Centering Pregnancy (Strong) has been recognized by U.S. Health and Human Services Agency as an evidence based model to be included as one of three evaluated approaches to reducing preterm birth by Centers for Medicaid and Medicare Services. Evidence shows that the Centering Pregnancy model leads to significant improvement in the well being of women and their newborns children when compared to women who receive traditional prenatal care services. In a quasi-experimental prospective comparative study of Hispanic mothers that participated in Centering Pregnancy, the study found that group care leads to improvements such as preterm birth rate reductions of 35%, increase of breastfeeding initiation rates, more satisfaction with care, decreased use of ER services, increase in prenatal visits, increase in knowledge of pregnancy, and perceived readiness for newborn care[3]. Results from pretest/posttest studies further reveal significant differences between groups showing that posttest groups gained knowledge of pregnancy after having participated in the program. In addition, social support in pregnancy has been shown to have a positive effect on pregnancy by providing more of a sense of control over changes in pregnancy, decreasing anxiety, and improving self-image, according to other studies[4].

Abriendo Puertas (Moderate) is the nation's first evidence-based parent leadership training program for Latino parents with children 0-5 years of age. As a result of a randomized evaluation using pre- and post-testing, Abriendo Puertas participants reported significant increases in their; social support and social connections in the community; community involvement; and actions to encourage others to vote, especially on behalf of children.[5] MPN will implement the program with high fidelity.

Crianza con Cariño (Moderate) was developed and evaluated for Spanish-speaking families in Arizona, Colorado, Texas, Wisconsin, Mexico, and Venezuela. Agencies serving Hispanic families of Mexican, Central and South American, and Puerto Rican descent participated in the field testing. Program concepts and language were carefully edited and reviewed by Hispanic human services professionals to ensure that the nurturing parenting concepts are culturally sensitive and appropriate and accurately presented. These programs are now implemented nationwide and throughout Mexico and Central and South America. The Nurturing Programs have won numerous awards and have been selected as evidenced-based model programs by such groups as the Substance Abuse and Mental Health Services Administration (SAMHSA), The Center for Substance Abuse Prevention (CSAP), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Moderate evidence exists for a solution being replicated by MPN with high fidelity to the one described by the research[67].

EARLY LEARNING AND DEVELOPMENT
Language, Literacy and Development

SOLUTION
Provide comprehensive language and literacy programming

TARGETED INDICATORS	PRIMARY PARTNERS
Age appropriate functioning	SFUSD
Children participate in early care and education	Raising a Reader
	First 5 Commission of San Francisco
Parents read to their kids	Mission Neighborhood Centers (MNC)
Parents encourage reading outside of school	City College of San Francisco (CCSF)

DESCRIPTION
MPN will make an integrated and comprehensive language and literacy programming available to MPN students and families to improve kindergarten readiness and promote literacy. The strategy involves offering evidence based training on dual language learning for preschool teachers, providing literacy screenings for preschool kids to aid in their transition, and expanding an early literacy and family engagement program with Raising a Reader.

Program Costs Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮	▮	▮	▮	▮	▮
Estimated per-child cost to DoE	▮	▮	▮	▮	▮	
Est. # of children served, by age	238 (0-5)	175 (0-5)	260 (0-5)	260 (0-5)	260 (0-5)	
Percent of all children, same age	30%	22%	33%	33%	33%	
Annual goal to increase proportion		8%	11%	0%	0%	

Source of Funding Over 5 Years: HSA, ▮▮▮▮; FIRST 5, ▮▮▮▮   SFUSD, ▮▮▮▮; RAISING A READER, ▮▮▮▮; MPN, ▮▮▮▮

Program Overview: As part of implementation, MPN will leverage and partner with First 5, Raising a Reader and SFUSD to coordinate and integrate these services and expand them to MPN target schools to ensure that MPN kids develop the language and literacy skills they need to succeed in school. Each of the programs that are a part of this are discussed below.

Dual Language Learning Program: English Learners, Language, and Literacy in the Early Years (ELLLEY) at WestEd collaborates with the Children's Council of San Francisco, First 5

San Francisco, and Preschool for All to provide professional development to practitioners working with preschool English learners. ELLLEY involves interactive seminars, on-site coaching, and mentoring coaches to build capacity in the city of San Francisco. Each year practitioners participate in the seminars, with preschool sites participating in the on-site coaching component. In addition, practitioners participate in the Coaching Collaborative, designed to build citywide capacity in the area of dual language and literacy.

Raising a Reader: An early literacy and family engagement program that rotates high quality children's books in English, Spanish and Chinese into low income families' homes weekly. Raising a Reader provides training for educators and parents in how to support early literacy skills necessary for school success. The program is currently implemented through early care and education environments, home visiting programs and family resource center programs. In 2011, they expanded into kindergarten, and are extending programming over the next several years through third grade. The program is active in 26 sites and 56 early childhood classrooms in the Mission District and currently serves about 1,000 kids.

PALS (SFUSD): Phonological Awareness Literacy Screening (PALS): PALS PreK is a phonological awareness and literacy screener that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs. The assessment is designed to be administered to four year olds in the fall of PreK in order to guide instruction during the year. A second administration in the spring of PreK serves to evaluate progress. PALS PreK provides a means of matching literacy instruction to specific literacy needs and identifying children who are behind in the acquisition of fundamental literacy skills. The impetus for this work is achieving the goal of all children reading proficiently by 3rd grade.

Implementation Plan:

Dual Language Learning Program First 5: San Francisco's Preschool for All plans to continue to address key opportunity gaps that exist for the significant population of Dual Language Learners (DLL) and their families in our city. First 5 plans to continue to address key opportunity gaps that exist for the significant population of Dual Language Learners (DLL) and their families in our city by offering evidence based dual language training seminars, WestEd coaches in the classrooms, content and practice strategies for teachers and Raising a Reader home literacy to assist families increase their access to building their literacy skills in native and second language. This is a fully leveraged strategy that requires no funding from MPN.

Raising a Reader: During implementation, MPN will provide funding to have Raising a Reader increase the number of MPN children served. Additionally, their goals are to do the following for the two age groups.
- Ages 0 to 3: Enhance and expand Mission FRCs and early literacy solution provider programs
  (Raising a Reader, Jumpstart, First 5, SF Public Library) which currently serve MPN families and rising MPN elementary school students.

- Ages 3 to 5: Grow existing parent/child workshop design and scope to specifically to meet MPN family needs Outcomes include the development of MPN specific parent workshops/trainings facilitated by early literacy/mental health providers to a) prepare parents for kindergarten expectation; b) engage parents in dialogue on literacy; and c) inform parents about brain development, emotional bonding through reading other relevant topics to increase the amount of time children read outside of PreK, increase parent leadership and awareness of his/her role in child's emotional/academic success, and deconstruct meaning of reading (i.e. inform non-literate parents about how they can support children's academic success).

PALS (SFUSD): PALS is currently being implemented in two of the three Mission District based PreK-5 elementary schools: Bryant and Caesar Chavez. In year one, MPN will continue to implement PALS in Bryant and Chavez and expand to the third elementary school in the Mission District: Paul Revere. SFUSD will also work with First 5 and Head Start to identify local community-based preschools and create a PALS training and administration plan to be implemented in those preschools. In year two, we will begin administration of PALS in preschools that are in the 94110 area code and/or have high feeder rates to SFUSD schools in the 94110. This is a fully leveraged service.

Segmentation Analysis: Not one child entering MPN target schools are considered low need or ready in term of age-appropriate functioning at kindergarten. Although the rate of preschool attendance for children in the Mission is approximately 90%, they are entering school unprepared. In addition, 65% of children participating in San Francisco's Preschool For All-funded sites are from families that speak other languages than English. Dual language programs use the partner language for at least half of the instructional day. Our segmentation decisions are to focus on the earlier years of 0-3 for initiating kindergarten preparedness. San Francisco's initiative to provide preschool for all children has had positive outcomes, yet children are still unprepared for school despite their participation in these programs. Targeting children at a younger age provides more concentrated time and effort invested in making sure children reach particular developmental and academic milestones.
Evidence:

Dual Language Learning (Moderate): Interactive seminars reflect current research related to young English learners. All activities and resources are firmly grounded in an understanding of first and second language development[8910111213]. This knowledge provides the base from which participants learn about strategies to support the English language development of English learners. Seminars introduce concepts and strategies that support preschool English learners' emergent literacy[141516]. In addition, the seminars provide guidance on how to build successful family and community partnerships[171819].

Raising a Reader (Strong): Twenty independent evaluations have demonstrated significant increases in time families spend reading together and child language/literacy outcomes across diverse cultural and language demographics[2021]. Most recently, a large-scale experimental study by the University of Texas, Houston funded by the W.K. Kellogg Foundation demonstrated that RAR, coupled with additional parent-oriented activities found positive literacy impacts for low income English and Spanish speaking children.

PALS (Strong): Strong evidence exists for the solution being proposed, in particular, it focuses on how data from early literacy assessments will help teachers to better instruct English-language learning students (ELLs). Both internal technical reports and empirical research[2223] have demonstrated that PALS assessment tools have considerable technical qualities and are appropriate to use for grades Pre-K – 3. Another study had results suggest that PALS-PreK effectively measures the most important precursors to successful literacy acquisition: alphabet knowledge, phonological awareness, and print concepts, with generally the same degree of accuracy for boys and girls. These results, combined with the instructional transparency of the instrument, support the educational utility of PALS-PreK as a tool for guiding instruction in preschool literacy[24]. In all of these analyses, PALS 1-3 has been shown to be steady, reliable, and consistent among many different groups of users.

EARLY LEARNING AND DEVELOPMENT
Preschool

SOLUTION
Preschool for All

TARGETED INDICATORS	PRIMARY PARTNERS
• Age appropriate functioning • Children participate in early care and education	First 5

DESCRIPTION
San Francisco is fortunate to have in place the Preschool for All program, implemented in 2009, which provides free half-day preschool for all four-year-old San Franciscans who'd like to attend, regardless of income. Children living in every neighborhood and every zip code in San Francisco are eligible. Preschool for All is coordinated with Early Care and Education programs which help preschools work with specialized agencies to teach and nurture children more effectively, so we can all move forward together. Providing access to preschool has been a critical strategy to ensure kids are ready to enter school prepared.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	n/a	n/a	n/a	n/a	n/a	
Estimated per-child cost to DoE	n/a	n/a	n/a	n/a	n/a	
Est. # of children served, by age	n/a	n/a	n/a	n/a	n/a	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

Source of Funding Over 5 Years: FIRST 5, ▮▮▮▮▮▮. Requires no federal funding. Funding for Preschool For All comes from Proposition H, which was approved by San Francisco voters in March 2004 to fund education programs, including more than ▮▮▮▮▮▮▮ over 10 years to make voluntary universal preschool accessible to all the county's 4-year-olds. Prop. H designated First 5 San Francisco as the lead agency to develop and implement the comprehensive Preschool For All plan.

Program Overview:
Mission Head Start serves a total of 380 preschool age children in its Head Start program, which is made up of nine sites located in the Mission, China Basin, Bay View, and Excelsior neighborhoods. Approximately 275 to 285 of these Head Start children are Mission residents. The majority of the children come from families who are recent immigrants that speak Spanish primarily. The Head Start children receive high quality preschool services representing evidence based practices and a curriculum that supports school readiness goals for dual language learners.

The curriculum in use in Mission Head Start is "The Creative Curriculum for Preschoolers" developed by Teaching Strategies, which is well supported by research to provide children with stimulating learning experiences leading to school readiness in an environment conducive to healthy social emotional development. The Creative Curriculum for Preschoolers has been adapted for use with dual language learners and is supported by research based evidence[25]. In addition, in Head Start children receive health and developmental screenings, referrals, and when necessary, formal evaluations for special education services. Families of children who enter the program without a stable medical home are given referrals and assistance to obtain medical coverage that affords them access to a medical home.

This is a fully leveraged solution that does not require funding from MPN, but MPN children will attend Head Start sites.

Segmentation Analysis:
Approximately 90% of children in the Mission attend preschool.

Evidence (Moderate): Head Start is a federally funded program that has been shown to help children attain school readiness goals so that they enter kindergarten ready to learn and to be successful throughout their schooling and beyond. According to the results of the 2010 Head Start Impact Study[26]:

- Providing access to Head Start has a positive impact on children's preschool experiences.
- There are statistically significant differences between the Head Start group and the control group on every measure of children's preschool experiences measured in this study.
- Access to Head Start has positive impacts on several aspects of children's school readiness during their time in the program.
- For the 4 year old group, benefits at the end of the Head Start year were concentrated in language and literacy elements of the cognitive domain, including impacts on vocabulary
- (PPVT), letter word identification, spelling, pre academic skills, color identification, letter naming, and parent reported emergent literacy. There was also an impact on access to dental care in the health domain.
- For the 3 year old group, benefits were found in all four domains examined at the end of the Head Start and age 4 years, including impacts on vocabulary (PPVT), letter word identification, pre academic skills, letter naming, elision (phonological processing), parent reported emergent literacy, McCarthy Draw a Design (perceptual motor skills and pre writing), applied problems (math), hyperactive behavior, withdrawn behavior, dental care, health status, parent spanking, parent reading to child, and family cultural enrichment activities.

EARLY LEARNING AND DEVELOPMENT
Kindergarten Transitions

SOLUTION
Develop an integrated Kindergarten Transition Program

TARGETED INDICATORS	PRIMARY PARTNERS
Children participate in early care and education	San Francisco Unified School District (SFUSD)
	Instituto Familiar de la Raza (IFR)
Age appropriate functioning	First 5 Commission of SF

DESCRIPTION
MPN will partner with Instituto Familiar de la Raza and SFUSD to create a Kindergarten Transition system by: identifying feeder schools; implementing family transition activities; and partnering with Instituto Familiar de la Raza to offer continuing mental health services and support. By systematizing the transitions, MPN will ensure that children enter school ready to succeed.

Program Costs Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	██████	██████	██████	██████	██████	██████
Estimated per-child cost to DoE	███	███	███	███	███	
Est. # of children served, by age	320 (5 yo)	320 (5 yo)	320 (5 yo)	320 (5 yo)	320 (5 yo)	
Percent of all children, same age	100%	100%	100%	100%	100%	
Annual goal to increase proportion	n/a					

Source of Funds Over 5 Years: SFUSD, ████████ FIRST 5, ████████ DCYF, ████████; MPN, ████████; IFR, ████████

Implementation Plan: SFUSD schools implement some Kindergarten Transition activities but it is not coordinated or systematized. MPN will partner with SFUSD's Early Education Department to identify incoming students, engage with parents through transition focused family nights, and collaborate with Instituto Familiar de la Raza (IFR) to work with teachers during the transition and provide continuing mental health services and supports.

Implementation will begin with Chavez and Bryant elementary and continue with those schools' respective feeder preschools. Partners will conduct extensive outreach out to families with children not in formal preschools will require intensive collaboration with community partners such as First 5 and IFR. Finally, SFUSD will work with community-based and home providers to establish transition systems for the toddler to Pre-K transition for Pre-K students attending SFUSD schools. Ultimately, the Kindergarten Transition Program systematizes and expands a community wide transition strategy with family engagement at its core.

Segmentation Analysis: There is a need to develop a city wide Kindergarten Transitions system to enable communication between community based preschools Kindergarten teachers. Currently, SFUSD Kindergarten teachers receive no data (i.e. DRDP, PALS, or other assessments) or information about their incoming students' experiences in preschool and respective skill sets and needs. Within the District, information is tracked and shared manually by assigning each child a (HO) number; however, since the majority of students enter SFUSD Kindergarten classes having come from preschools outside of SFUSD, it is very important for us to develop a transitions system. In addition, families are currently not actively engaged in a comprehensive transition support program.

Target Population: MPN will target the 318 children in MPN in the following ways based on segmentations.
1) All entering Kindergartener's attending schools in the 94110 Zip Code (based on feeder pattern analysis). N= 178
    - Bryant: 71 students
    - Cesar Chavez: 31 students
    - Paul Revere: 16 students
2) All children attending preschools in the 94110 zip code. N= 140

Evidence (Moderate): Research has shown that transition support for children during the time of transition is important to ensure that children are ready for kindergarten. The literature also suggests that cognitive and academic gains can fade as children move through elementary school due to differences in parent involvement, classroom organization, and teaching styles. Early intervention and transition mechanisms can therefore help sustain social, emotion, and academic competencies. In an analysis of the Abecedarian Project, researchers found that children who received transition support and services performed better in reading and math.[27] A review of research on promising practices in the transition to Kindergarten conducted by Harvard's Family Research Project, researchers found that one hallmark of a successful transitions is the degree of parent involvement. Best practices are shown to be those that include the following components.[28][29]
- Periodic contact with families of preschoolers, either via a telephone call or face-to-face, to begin sharing information about the child and their routines, and their school setting;
- Periodic contact with the children themselves to begin to develop a relationship prior to school entry;
- Family meetings prior to the onset of kindergarten to discuss teacher expectations;
- Dissemination of information to parents on the transition to kindergarten;
- Home visits before and after children enter kindergarten;
- Support groups for parents as their children transition to kindergarten
- Facilitate early registration for kindergarten so that families have time to prepare children for their new setting and so specific teachers can "reach back" to their prospective students well before the first day of school;
- In areas with a large percentage of limited English proficiency families, staff early care and education and kindergartens with bilingual teacher aides

SFUSD was recognized in the 2010 California Ready for Kindergarten promising practices that link the Districts' preschools and much of 3-4 development and learning will transfer into successful transitioning. The MPN Kindergarten Transition Program will build on these efforts and ensure fidelity to the evidence-based model described above. The program will not only have family involvement at its core, but be driven, coordinated, and facilitated by SFUSD, school leadership, teachers, CBOs, and preschool systems that will create a "transition team" who will ensure kids enter kindergarten ready to succeed in school.

EARLY LEARNING AND DEVELOPMENT
Early Childhood Mental Health

SOLUTION
Provide early childhood mental health services to families with children ages 0-5

TARGETED INDICATORS	PRIMARY PARTNERS
Children participate in early care and education	Instituto Familiar de la Raza (IFR)
Age appropriate functioning	UCSF

DESCRIPTION
Children ages 0-5 years are at the center of this solution. Mental health strategies and services facilitated by MPN community based mental health providers will focus on the social and mental health development of children, targeting Latino immigrant families. Families will be linked to multiple resources to support their child's mental health development.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮	▮	▮	▮	▮	▮
Estimated per-child cost* to DoE	▮	▮	▮	▮	▮	
Est. # of children served, by age	319 (0-5)	336 (0-5)	347 (0-5)	347 (0-5)	347 (0-5)	
Percent of all children, same age	11%	12%	12%	12%	12%	
Annual goal to increase proportion		1%	0%	0%	0%	

Source of Funding Over 5 Years: FIRST 5, ▮▮▮; DCYF, ▮▮▮ SF DPH, ▮▮▮; UCSF, ▮▮▮; IFR, ▮▮▮; MPN, ▮▮▮

Program Description: The Early Childhood Mental Health Consultation Initiative (ECMHC) is grounded in the work of mental health professionals who provide support to children, parents and caregivers of San Francisco's youngest residents and are delivered in the following settings: center-based and family child care, homeless and domestic violence shelters, permanent supportive housing facilities, family resource centers, and substance abuse treatment centers. This ▮▮▮ Initiative is made possible through a partnership between 3 City Departments- Human Services Agency, Department of Children, Youth, and Their Families, and First 5 San Francisco. San Francisco Department of Public Health's Community Behavioral Health Services (CBHS) acts as lead administrator and coordinator of the Early Childhood Mental Health Consultation Initiative.

MPN will integrate two early childhood mental health strategies to serve infant toddler and preschool children mental health needs: 1) UCSF Infant Parent Program; and, 2) Instituto Familiar De La Raza's Early Childhood Mental Health Consultation Initiative.

- The UCSF Infant Parent Program is specialized mental health program targeting infants. It will offer outpatient community mental health services to the MPN's most vulnerable children, their caregivers and parents through early interventions.
- The Early Childhood Mental Health Consultation Initiative targets 3 to 5 year olds with services provided at multiple MPN community hubs. The initiative aims to 1) enhance the quality of relationships between children and care providers; 2) build the capacity of care providers to respond to the developmental, social-emotional and behavioral needs of children; 3) develop intervention strategies with staff to support children's self-regulation skills and capacity to access learning and play; 4) link families to community resources; 5) provide family support in the transition to Kindergarten.

ECMHC focuses on improving the quality of the provider-child relationship in settings where children birth to 5 years of age are cared for or reside.

Implementation Plan: Currently funded by the City of San Francisco, the ECMH will begin immediately and build on existing relationships and expand the scope of support to address the complex needs at the identified sites, and create a "seamless transition" of services to Chavez and Bryant elementary. All of the programs receiving ECMH consultation services are in the Mission District. Most of the assigned consultants are bi-lingual and several are bi-cultural. All of the consultants are mental health professionals who on average have been providing ECMH Consultation services in these specific sites for a decade. Particular support is provided during transition to elementary schools. The majority of children who are the focus of consultation will attend elementary school in the Mission District. The consultation will be provided to two Family Resource Centers and six child development centers. With additional funding from MPN, ECMH will be able to serve children birth to five years of age who will benefit from ECMH Consultation to their child care providers, FRC staff and parents in 8 programs in the Mission District of San Francisco.

Both the infant/toddler and preschool strategies will be structured to roll out simultaneously to expand services immediately. As an established "pipeline" of referrals, the program will open up access to pediatric providers, public health nurses, social workers in obstetric and pediatric settings, workers in special education and child care programs, social workers in the Department of Health and Human Services, residential treatment programs and other mental health workers.

Segmentation Analysis:

Not one child entering MPN target schools are considered low need or ready in term of age-appropriate functioning at kindergarten. Although the rate of preschool attendance for children in the Mission is approximately 90%, they are entering school unprepared.Our segmentation analysis as well as well as the priority focus on early childhood mental health in the City of San Francisco, has led us to focus on the earlier years of 0-3 for initiating kindergarten preparedness.

Targeting children at a younger age provides more concentrated time and effort invested in making sure children reach particular developmental and academic milestones.

Evidence (Strong): Mixed method research shows that early childhood mental health consultation lessens children's challenging behaviors, and is associated with gains in positive social behavior and school readiness[30][31][32]. In one randomized experimental study analyzing expulsion rates among preschoolers across the country, results demonstrate that expulsion rates among preschoolers were in fact lower in public school classrooms and state-funded programs (i.e. Head Start) than in other settings (i.e. private child care centers). Results also indicate that the likelihood of expulsion decreases significantly with access to classroom-based mental health consultation[33][34]. In collaboration with SFUSD, First 5 of San Francisco, and the Early Childhood Mental Health Consultation Initiative, San Francisco's Department of Health conducted a quasi-experimental, longitudinal study that employed both quantitative and qualitative methods to assess whether early childhood mental health consultation had an impact on the readiness of San Francisco children to enter Kindergarten. The results using control and treatment groups were profound. Those that had received treatment/consultation services experienced statistically significant gains in the areas of social cooperation, social interaction, and social independence – all areas needed to be "kindergarten ready." This research is particularly strong because it assessed the solution being proposed and showed significant gains for the target population that is the focus of this intervention.

EARLY LEARNING AND DEVELOPMENT
Medical Home

SOLUTION
Family Health Care Navigator

TARGETED INDICATORS	PRIMARY PARTNERS
Children have a medical home	Mission Neighborhood Health Center (MNHC)

DESCRIPTION
MPN will partner with the Mission Neighborhood Health Center (MNHC) to become the primary care medical home to children under the age of 4 years living in the Mission District. During MPN implementation, MNHC will hire a Family Health Care Navigator who will conduct outreach and recruit children and their families at agencies key agencies and locations throughout the community to ensure they access critical health services.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	███████	███████	███████	███████	███████	███████
Estimated per-child cost to DoE	████	████	████	████	████	
Est. # of children served, by age	1,075 (0-5)	1,133 (0-5)	1,176 (0-5)	1,176 (0-5)	1,176 (0-5)	
Percent of all children, same age	37%	39%	40%	40%	40%	
Annual goal to increase proportion		2%	1%	N/A	N/A	

Source of Funding Over 5 Years: MPN, ██████ SF DPH, ██████.

Program Overview:
Mission Neighborhood Health Center (MNHC) is a 39 year old comprehensive community-based health center, a Federally Qualified Health Center, and a cornerstone in the Mission community. MNHC is a well known San Francisco local leader in advocacy efforts for culturally and linguistically competent health and human services for Latinos in San Francisco and the greater Bay Area. MNHC serves over 13,000 unduplicated patients and renders over 66,000 health care service visits annually.

Implementation Plan:
During MPN implementation, MNHC will hire an Outreach Worker/Patient Navigator (for years 1-5) who will conduct outreach and recruit children and their families at agencies key agencies and locations throughout the community. MNHC will collaborate with the San Francisco Health Plan who refers children to the two MNHC Pediatric Clinics located in the Mission District. In addition to linking these children to their medical home, the Outreach Worker/Patient Navigator will assist parents in enrolling their children in state health insurance programs (i.e. Medi-Cal, State Children Health Insurance Program-SCHIP, Healthy Families), and county-led affordable

health insurance for children of low-income families like Healthy Kids, for those who do not qualify for state insurance programs. All children will be assigned a culturally- and linguistically-appropriate primary care provider and receive periodic checkups (including age-appropriate immunizations), physical evaluations, treatment of chronic conditions (i.e. asthma, childhood obesity), and acute care visits.

Besides connecting families to benefits and health related services, MNHC will be an MPN community hub where families will be able to enter MPN's pipeline and continuum of services. For example, at MNHC, expectant mothers and mothers with young children will be directly connected to the various Family Resource Centers (FRCs) that provide parenting classes and supportive services, like Crianza con Cariño, Centering Pregnancy Program, and Abriendo Puertas. In addition, MPN will leverage and connect MPN families through the Family Success Coaches to the following San Francisco programs to ensure they have access to affordable health care services, health insurance, and low cost dental services described below.

Healthy San Francisco provides affordable health care services to uninsured people living in San Francisco. The program offers uninsured residents –regardless of immigration status, employment status, or pre-existing medical conditions –basic, ongoing, quality medical care. Participants at or below 500% of the Federal Poverty Level are eligible to enroll. Certain participation fees and service fees may apply depending on other eligibility factors (i.e. household size, income, and liquid assets).

DentiCal is a fee-for-service program offered though California's Medi-Cal Dental Services Program. The program covers a variety of services such as diagnostic and preventive dental hygiene, emergency services for pain control, and more. Dental benefits for children are mandatory under the Federal Early Periodic Screening Diagnosis and Treatment Program (EPSDT); dental benefits for adults are optional.

The Healthy Families plan offers low cost insurance for children and teens up to the age of 19 years. Certain eligibly criteria applies (i.e. family income, etc.). The plan provides health, dental and vision coverage to children who do not have insurance and do not qualify for Medi-Cal. It also pays for most health related services (i.e. laboratories, prescriptions) and doctor visits (i.e. primary care, specialists).

Segmentation Analysis: More than half of students attending MPN target schools have access to a medical home. Of the 709 students that responded to the classroom survey, 478 of them, or 67%, report seeing a doctor in the past year when not sick or injured. When broken down by grade level, first and second grade students are the least likely to have a medical home. But compared to SFUSD, where ASR reported more that 90% of children entering school had received medical screenings during 2009, only 73% of MPN kindergarteners reported having a similar check-up.

Evidence (Moderate): Moderate evidence exists, supporting a solution that is being replicated by MPN with high fidelity to the one described by the research. As the value of a high-quality, primary care medical home becomes more clearly supported by good evidence and appropriate incentives, the provision of technical assistance to practices through quality improvement

organizations, practice networks, professional organizations, and payers will be needed to hasten more widespread implementation of improved models of care. Yet scholars, health plans, federal agencies, and others continue to put forth new definitions for the medical home, suggesting consensus about the model has not yet been achieved. Part of the difficulty is that there is not yet rigorous evidence available about which practice capabilities and processes actually improve the quality of care and reduce costs, though there is evidence of positive benefits associated with primary care more generally[35][36]. Reid et al (2010) showed within the Group Health system in Seattle that a medical home demonstration was associated with 29% fewer emergency visits, 6% fewer hospitalizations, and total savings of $10.30 per patient per month over a twenty-one month period[37].

EARLY LEARNING AND DEVELOPMENT

Special Needs

SOLUTION
Expand services for children (0-5) with developmental disabilities and provide developmental screenings

TARGETED INDICATORS	PRIMARY PARTNERS
Age appropriate functioning Children participate in early learning programs Families read to their children	Family Service Agency (FSA) Support for Families of Children with Disabilities (SFCD)

DESCRIPTION
MPN will partner with Family Service Agency's Family Developmental Center and Support for Families of Children with Disabilities to expand access to a full time inclusion program, increase the amount of hours each child receives services, and provide developmental screenings using the ASQ-3 (Ages and Stages Questionnaire) to all children birth through 5 year old to refer and provide appropriate services. The goal is to identify issues early and link the child and family to services to help ensure that every child enters kindergarten ready to learn.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	■■■■	■■■■	■■■■	■■■■	■■■■	■■■■
Estimated per-child cost to DoE	■■■	■■■	■■■	■■■	■■■	
Est. # of children served, by age*	17 (0-3 for FSA) 75 (0-5 for SFCD)	18 (0-3 for FSA) 80 (0-5 for SFCD)	19 (0-3 for FSA) 82 (0-5 for SFCD)	19 (0-3 for FSA) 82 (0-5 for SFCD)	19 (0-3 for FSA) 82 (0-5 for SFCD)	
Percent of all children, same age	3%	3%	3%	3%	3%	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

Source of Funding Over 5 Years: MPN, ■■■■ HSA, ■■■■ SF DPH, ■■■■

Implementation Plan: FSA's Family Developmental Center is the only inclusion program serving low-income children ages 0-5 in the Mission District. It is both the oldest and the largest inclusion program in San Francisco. As a result, FSA's Family Developmental Center is the only program can meet the needs of Mission District children ages 0-5 who have significant developmental conditions. The FDC is located in the Mission District of San Francisco; its client base also resides and/or works in the neighborhood. The target service population is children ages 0-5 who are "at-risk" and "high risk" who meet eligibility criteria such as developmental screenings, abuse and violence exposure, teen parents, and involvement with Child Protective Services and criminal justice systems. MPN in collaboration with FSA's Family Developmental

Center will expand services for children (ages 0-3) with developmental disabilities from two days a week to five days a week. In addition, services will be expanded for to receive an additional five hours a month (for a total of ten hours per month) of speech therapy and assessment services. On a regular basis, a Speech and Language Pathologist will work with the Child Development Specialist to review ASQ and DRDP-r developmental assessments complete a Speech and Language evaluations as needed in order to identify issues to be addressed. In addition, beginning July, 2012 FDC will partner with Raising A Reader to work with Center children and staff that will begin promoting literacy.

Support for Families of Children with Disabilities will work with Mission Neighborhood Health Center and Mission pre-schools to provide developmental screenings using the ASQ-3 (Ages and Stages Questionnaire) to all children birth through 5 years old. Once a concern is identified, Support for Families can provide a wide range of culturally appropriate information, education, peer support, referral and follow-up services to parents/caregivers and resources for early educators working with the child. MPN will fund a part-time bilingual screener to work with MNHC and a part-time bilingual Case Manager to provide follow-up that ensures families are connected with appropriate services if a concern is identified.

Segmentation Analysis: Our MPN needs assessment revealed that there were 2,909 kids ages 0-5. According to the National Health Information Survey, the proportion of individuals with developmental disabilities is approximately 1.58%, which means there are approximately 46 children with developmental conditions in the Mission. However, when developmental delay, learning difficulty, or behavioral and/or social/emotional problems are considered, it is estimated that 1 in 6 children are affected. FSA's Family Developmental Center currently serves 16 children, with MPN funding, additional children with developmental disabilities can be served. Thirty percent of children enrolled in the FDC have special needs, including mild to serious developmental delays and medically fragile children. In addition, the Center provides full inclusion early childhood education to approximately 42 children ages 0-5 with 30% of the enrollment in FDC being students with developmental conditions or severe medical conditions. In 2010 23 of the 42 children with disabilities served, live in the Mission District.

Evidence (Strong): Children with disabilities, especially those with moderate and severe disabilities, spend significantly less time in interactions with their peers than children without disabilities[38,39,40,41,42,43]. This consistent finding led FSA to design classroom procedures to support social integration, which promotes interactions among children with and without disabilities. These strategies include structured integrated play activities[44,45], group friendship activities[46,47,48,49], and direct support of children during ordinary classroom routines[50]. FDC employs a full time Occupational Therapist, Speech Therapist, and Physical Therapist, who work with students with developmental conditions both within the classroom and in individualized sessions. They also provide coaching and training for FDC classroom teachers on how to promote social integration of students with disabilities. When teachers directly support social integration through these and other strategies, positive changes in interactions between children with and without disabilities occur[51]. In addition, studies have shown that children who receive early treatment for developmental delays are more likely to graduate from high school, hold jobs, live independently, and avoid teen pregnancy, delinquency, and violent crime.

The use of reliable and valid screening instruments can identify 70%-80% of children with developmental delays.[52] The Denver II test was designed for use by the clinician, teacher, or other early childhood professional to monitor the development of infants and preschool-aged children. Doing so, enables the clinician to identify children whose development deviates significantly from that of other children warranting further investigation to determine if there exists a problem requiring treatment. Strong evidence exists for the solution being proposed. Since the Denver Developmental Screening Test was first published 23 years ago, it has been utilized worldwide and restandardized in more than a dozen countries.[53] Finally, the pipeline and explicit connection to the Raising a Reader program as explained in section **Appendix F – ELD.3**, further strengthens the evidence base of providing comprehensive developmental disability services.

Student Achievement and School Improvement

Student Achievement and School Improvement Programs Described in This Chapter:

SASI.1   Comprehensive School Reform

SASI.2   Full Service "High Performing" Community Schools

SASI.3   Teacher Professional Development

SASI.4   Parent Education and Leadership Development (K-12)

SASI.5   Summer School (8th-9th grade)

SASI.6   Mentoring for Success

SASI.7   College and Career Center

SASI.8   College and Career Success Initiative

SASI.9   After School Programs

SASI.10   Health and Wellness Initiative

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Comprehensive School Reform

SOLUTION
Support the implementation of school turnaround, transformation, and Full Service Community School models

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency Attendance Rates (6-9) Graduation Rates Students feel safe at school	SFUSD

DESCRIPTION
MPN schools are in the process of becoming hubs for students and their families. MPN will work with and align with SFUSD to support the continued development of Full Service Community Schools that has begun through the School Improvement Grant. Strategies that incorporate high quality instruction, academic supports, extended learning time, and the coordination of services with CBOs Strategies are the core of our Mission Promise Neighborhood, as we seek to improve, bolster, and connect these efforts to the neighborhood's assets.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost* to DoE	n/a	n/a	n/a	n/a	n/a	
Estimated per-child cost to DoE	n/a	n/a	n/a	n/a	n/a	
Est. # of children served, by age	1528	1528	1528	1528	1528	
Percent of all children, same age	36%	36%	36%	36%	36%	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*This is a fully leveraged school transformation strategy impacts every student in the four MPN and requires no federal funding.

Source of Funding Over 5 years: SFUSD, ▮▮▮▮▮.

Program Description: The MPN target schools are currently in year 2 of implementing a Transformation Strategy (Cesar Chavez Elementary and John O'Connell High School) and the Turnaround Strategy (Bryant Elementary and Everett Middle School) funded by a School Improvement Grant (SIG). The goals of the SIG are: 1) Improved student academic achievement in language arts and mathematics; 2) Increased numbers of schools that make adequate yearly progress; 3) Creation of a system of continuous use of student data to guide improvement; and 4) School community use of data to make informed decisions about their programs for students.

These goals will achieve: (a) High expectations for student success for every student; (b) Challenging, engaging and relevant instruction; (c) Specialized academic supports based culturally and linguistic responsive pedagogy; (d) Timely supports (instructional interventions*) for students who need additional assistance; (e) Extended learning time for students beyond the school day/week and into the summer; (f) Coordination of academic, health, social/emotional services for students and families; (g) Strong advocacy and partnership from and with parents and community. These strategies are the core of our Mission Promise Neighborhood, as we seek to improve, bolster, and connect these efforts to the neighborhood's assets.

Implementation Plan: Using a Full Service Community School framework with the School Improvement Grant, MPN schools are in the process of becoming hubs for students and their families. MPN will work with and align with SFUSD to support the continued development of Full Service Community Schools. Specifically, MPN will fund a community school coordinator at each MPN target school beginning in the Fall of 2013, and continue to support the high-quality job-embedded professional development and coaching for school staff. As described in Appendix F – SASI.2 and SASI.3.

Segmentation Analysis: San Francisco Unified School District (SFUSD) serves more than 55,000 PreK-12 students in 112 schools as a single city school district/county office of education. While the District serves less than 1% of California's public school students, it has over 5% of the state's persistently low-achieving schools-the majority of which are in the Mission. Despite the fact that San Francisco is the highest performing urban school district, seven of the district's ten lowest performing schools are in the Mission District. These schools have been involved in an 18-month School Improvement Grant (SIG) funded effort to turn-around results. While there are positive signs of accelerating growth in scores, learning indicators, and state-measured Academic Performance Index (API), these schools are still very low performing. It will take ongoing and concerted attention and comprehensive reform strategies for these schools to turn-around results for students.

Evidence (Moderate): Extensive research has shown that Full Service Community Schools have positive effects on students, families, schools and their communities. Over 20 national evaluations have shown that when comprehensive school reform strategies include a community school component, students see significant gains in academic achievement, families are engaged and schools are more effective.[54] In addition, analysis of comprehensive school reform strategies have shown that data drive decision making, professional development and coaching[55], leadership change[56] and support improve student outcomes. Over the last eighteen months, the four persistently lowest achieving schools that constitute our MPN target schools have demonstrated early success and signs of turning around. As "Turn-Around" model schools both Bryant ES and Everett MS have replaced at least 50% of their teaching faculty and screened all teachers for their specific commitments to and capacities around improving teaching and learning in their communities. All four schools have replaced their Principals with reform leaders. For the two elementary schools, academic reforms have included developing school-wide capacities to implement a Balanced Literacy Framework (new approaches to reading, writing, thinking and learning), the reconfiguration of classrooms to promote active learning, data-driven instructional improvements, heavy investments in rich classroom libraries and

leveled readers, and innovative opportunities to learn via 21st century learning technologies. Math curricula have been enhanced, as well as differentiated instructional approaches and evidence-based Responses-to-Intervention when initial curricula and teaching approaches are not enough. A new, evidence-based approach to English Language Development targets English Language Learners in our Mission elementary SIG schools which are also improving their pathways to biliteracy.

At Everett MS human and computer-based approaches to accelerating learning have helped readers who are behind two or more grade levels catch up with or even surpass their grade-level peers. Academic language development is a focus for second language learners and any of our students who can benefit from formal, academic language development. Systematic approaches to English Language Development as well as to academic language development across the curriculum at O'Connell HS also seek to break the cycle of Long-Term English Language Learners. Concurrently, primary language maintenance and development for bilingualism and bi-literacy is a priority in SFUSD and in our Mission schools. For students at O'Connell a new, strong focus on expository writing across the curriculum is deepening language development, critical thinking, communication and creative skills. Both Everett and O'Connell have made strategic investments in 21st Century learning technologies and have only scratched the surface of possibilities for these. Student motivation at O'Connell (OC "the place to be") is at new high levels and a student campaign of "One then Done" has encouraged greater participation in and success in early completion of the high school high-stakes exit exam – the CAHSEE.

APPENDIX F – SASI.2

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Full Service "High Performing" Community Schools

SOLUTION
Community School Coordinators in every school

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency Attendance Rates College Going Culture	SFUSD

DESCRIPTION
A Community School Coordinator (CSC) at each MPN target school is a key component of the MPN strategy for coordination and school reform. The Community School Coordinator will work in partnership with the school leadership, governance and community partners to assess the school community's needs and assets, ensure efficient coordination of student and family support services, and support the creation of a learning environment that focuses on student achievement and wellness. This individual is responsible for facilitating the process of transforming a school into a "full service," or "high performing" community school.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	███	███	███	███	███	███
Estimated per-child cost to DoE	██	██	██	██	██	
Est. # of children served, by age*	1528	1528	1528	1528	1528	
Percent of all children, same age	36%	36%	36%	36%	36%	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*This is a school wide strategy and will serve all students at each of the 4 MPN target schools.

Source of Funding Over 5 Years: MPN, ███████ SFUSD, ███████.

Program Overview: A new position initially funded through the School Improvement Grant (SIG), the Community School Coordinator (CSC) plays a leadership role alongside the Principal and the school's Leadership Team to identify, broker and support strategic community partnerships in such areas as Extended Learning (i.e. after-school programs), Wellness services (i.e. mental and behavioral health services), Innovative Cultural Enrichment programs, and to bridge academic and social opportunities-to-thrive across the school, neighborhood and home

environments. The CSC helps form the key component of SFUSD's "Essential Supports" of establishing and maintaining parent and community ties to each school. The CSC works with the Superintendent's Zone Director of Family and Community Engagement, non-academic support services and external partners to reduce fragmentation and duplication and to integrate supports with school improvement priorities and students' needs. CSCs reduce the burden of management on the principal, working in close partnership but freeing principals to focus on their role as the instructional leaders and catalysts for change. CSCs will play a pivotal role in the success of our Mission Promise Neighborhood.

Implementation Plan: Currently, the Community School Coordinator position has been fully funded through SFUSD's School Improvement Grant (SIG). However, this funding ends in September of 2013. Given the positive impact and critical role this position has had in transforming schools into Full Service Community Schools, MPN will fund a full-time Community School Coordinator at each MPN school beginning in year one that will serve all kids. The CSC at each target school site primarily focuses on ensuring the quality and accessibility of MPN services provided at their school site and alignment with the school's strategic priorities, and school-day curriculum. Community School Coordinators will facilitate productive relationships between onsite MPN service providers and school staff and administration and work to reduce fragmentation and duplication of services and ensure the supports are integrated with each other and with the school's core instructional programs. They will work closely with MPN Family Success Coaches and with MPN's Project Area Coordinators to coordinate and integrate all services at each school. The CSC will serve on the school leadership team, and other school leadership committees, serve as the point person for new/potential community partnerships, coordinate/administer the annual school climate survey, and convene an advisory committee of partners and community members to provide ongoing input on school support services and the Turnaround/Transformation models. They will work in partnership with the school leadership and governance, and community partners, to assess the school community's needs and assets, ensure efficient coordination of student and family support services, and support the creation of a learning environment that focuses on student achievement and wellness. The Community School Coordinator will also oversee and advise on all school parent-and-community engagement activities.

Segmentation Analysis: This school-wide strategy will impact 1,528 students in MPN target schools which are in the process of implementing Turnaround and Transformation strategies as part of the SIG. See additional information under **APPENDIX F – SASI.1.**

Evidence (Moderate): There is exciting momentum around community schools all across the nation because community Schools create strategic partnerships to help students become more successful in academics, emotionally supported, to adopt a college-going and career-minded perspective, and in opportunities for meaningful, productive relationships with peers, adult mentors, teachers, parents and others. Extensive research has shown that Full Service Community Schools have positive effects on students, families, schools and their communities. Over 20 national evaluations have shown that when comprehensive school reform strategies include a community school component, students see significant gains in academic achievement, attendance rates improve, families are engaged and schools are more effective.[57]

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Teacher Professional Development

SOLUTION
Provide professional learning coaching and communities for core academics

TARGETED INDICATORS	PRIMARY PARTNERS
Academic proficiency Attendance rates (6-9) Graduation rate	SFUSD

DESCRIPTION

This solution will provide job-embedded professional growth opportunities through a system of Coaches in Balanced Literacy, Complex Math Instruction, evidence-/research-based English Language Development approaches and Media/Tech. Coaches will be deployed at each MPN school throughout the Mission. Their work will be integrated into an overall approach to Professional Learning that includes effective uses of Results-Oriented Cycles of Inquiry, Coaching Cycles, Instructional Rounds, CA Common Core State Standards, Common Planning Time and Professional Learning Communities.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	n/a	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
Estimated per-child cost to DoE	n/a	▮▮	▮▮	▮▮	▮▮	
Est. # of children served, by age*	n/a	1528	1528	1528	1528	
Percent of all children, same age	n/a	36%	36%	36%	36%	
Annual goal to increase proportion*	n/a	n/a	n/a	n/a	n/a	

*This is a school wide strategy for each of the four MPN target schools and will serve 100% of each school. Teachers in other MPN schools who are part of the SIG grant are also receiving ongoing coaching and professional development.

Source of Funding Over 5 years: MPN, ▮▮▮▮ SFUSD, ▮▮▮▮

Program Overview: A key strategy of the Superintendent's Zone-Mission/SIG, also known as the Mission Zone (MZ), is to increase the professional capacity of teachers through reform-aligned Professional Learning Communities (PLCs) that make use of evidence-based coaching structures, common planning time, and related strategies of job-embedded professional development. In San Francisco that has involved supporting site-based, job-embedded professional development around evidence-based core curricula and Responses-to-Instruction-and-Intervention (i.e. Literacy Collaborative-Balanced Literacy, English Now! ELD curricula; English 3D for secondary, long-term English learners; Cognitive Tutoring; Balanced Math and Everyday Math curricula; Do the Math; Read 180, etc.). This job-embedded professional development makes strategic use of coaches and coaching structures to help forge new

instructional practices; use of student data for Results-Oriented Cycles of Inquiry (ROCI); and, use for sharing innovations beyond the walls of individual classrooms as "communities of practice." This solution builds on the work of the SIG funded Instructional Coaches Network.

Implementation Plan: Zone-level staff to support PLCs that include a Supervisor of Professional Learning and Content/PD-Specialists will be augmented by use of Promise Neighborhoods funding with up to two Zone-level Coaches – in ELA/ELD and Math, to continue the work of Instructional Coaching at target schools. The Principals at each school, as Instructional Leaders, play a lead role in the Coaching Structures as well. The team for site-based PLCs also includes the Assistant Principal at each school and a school-based position called the Instructional Reform Facilitator (IRF). The Zone Coaches make use of regular site visits and participation in Grade Level Planning Teams. Additionally, as part of the reform effort, schools have established Early-Release one day a week where teachers and school and Zone leaders can collaborate on focused, intentional opportunities for professional development, collaborative planning, data reviews and reflection on practice. Customized Coaching Structures and Coaching Cycles are based upon evidence-based practices that include: enrollment of teacher participation; collaborative planning; observation; lesson-modeling; teacher-directed post-conferencing; collaborative exploration of data and continued support (described in the research of Knight and Cornett). A network of Principals and Zone leaders also participates in a process of Instructional Rounds to visit classrooms, not for the purposes of providing feedback (unless requested) but for understanding what students are actually doing and to reflect on what that means for their learning and for needed systemic reforms. Additionally, teacher groups will participate in Instructional Rounds not for purposes of feedback (again, unless requested) but to compare and learn from each other's instructional practices. Key outcomes include: developing fidelity of treatment of evidence-based instructional practices, building professional capacities and creating a sustainable culture of change and innovation.

Segmentation Analysis: The MPN Needs Assessment revealed low levels of academic proficiency in both English and Math for students attending all four MPN target schools. In fact, the majority of MPN students, regardless of the school they go to or the grade level they attend, are performing below proficiency in both English and Math. The SFUSD needs assessment recognized the need for professional development on proven instructional strategies that is job-embedded, and features one-on-one coaching. Not surprisingly, given the lack of instructional guidance specified above, the MPN Needs Assessment revealed common weaknesses in the schools, particularly in implementing a rigorous, high-quality literacy program in the elementary grades, and building students' ability to comprehend complex texts in the upper grades.

Evidence (Moderate): Ensuring an effective teacher in every classroom involves maintaining a process of continuous professional growth for teachers. Research supports the efficacy of job-embedded professional development in support of evidence- and research-based effective teaching approaches and practices. One study found that student achievement was higher when teachers had more contact with coaches and when teachers had more confidence in education's effectiveness.[58] In a review of literature on coaching for teachers, the authors found that "teachers who were supported by an instructional coach demonstrated the four teaching practices of high quality implementation more frequently than teachers who were not supported by an instructional coach."[59]

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Parent Education and Leadership Development (K-12)

SOLUTION
Provide parents with education, training, and leadership development to increase academic achievement.

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency	SFUSD
Attendance Rates	California Association for Bilingual Education (CABE)
Graduation Rate	Parents for Public Schools (PPS)
Families encourage children to read books	
College Going Culture	

DESCRIPTION
MPN will implement parent education programs to improve student academic outcomes. The programs will provide high quality parent education and training to parents with an emphasis on outreach and services to parents of disadvantaged students, low income, minority and English learners; build the capacity of schools and districts serving disadvantaged students to maintain high quality parent education, training, and leadership programs in the future; and, build the capacity of parent leaders to provide training to other parents and to effectively participate in school governance.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮
Estimated per-adult cost* to DoE	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮	
Est. # of adults served	1,455	1,453	1,483	1,483	1,483	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*Cost is per parent served.

Source of Funding Over 5 Years: MPN, ▮▮▮▮▮   **SFUSD,** ▮▮▮▮▮

Program Overview: The MPN strategy for parent engagement is clearly aligned with that of SFUSD, who understands that low performing schools cannot improve without strengthening the ties to families and the surrounding community. During implementation, MPN will work with two organizations to help carry out the goal of engaging, training, and developing MPN parents to support their children's learning and ensure that parents have an understanding of the

education system and a voice in their child's education through school governance. MPN leverage the parent resource centers and designated parent liaisons in each school.

Project INSPIRE: The California Association for Bilingual Education (CABE), a non-profit organization dedicated to promoting and supporting educational excellence and social justice for all students in California developed Project INSPIRE (Innovations that Nurture Success in Parent Involvement to Reach Excellence). The parent leadership program is structured into three levels, each with specific target outcomes. The different levels offer various training modules that allow for different levels of immersion. When parents graduate from the Level 2 PIRC Leadership Development program, they are trained to become parent trainers using the PIRC leadership development program and develop their own organization, communication and planning skills to function as a facilitator in Level 3. As trainers, these parent-graduates will lead and present the various modules at Level 1 and 2 to more parents groups, thus building our capacity. California State PIRC staff members serve as a coach and mentor for parent trainers throughout the entire experience. CABE's Project INSPIRE also offers a comprehensive parent leadership development training program.

Parents for Public Schools: Parents for Public Schools (PPS) is a national organization that accomplishes their mission with programs and strategies that:
- **Educate Parents** by helping them learn to cut through the intimidating jargon that often keeps them from becoming involved in their child's education. Parents learn to understand the data published regarding their children's schools and gain the confidence to challenge a school administration that may be failing or attend a school board meeting. In San Francisco, an often confusing enrollment and admission process has been a difficult system for parents to navigate. Parents new to the system, not to mention immigrant parents, find the process intimidating.
- **Engage Parents** by reminding them of the research that makes clear the correlation of parent participation and student achievement. Parents also learn to become engaged in local, state and national issues impacting education.
- **Mobilize Parents** by organizing them and their supporters to work for equitable distribution of resources to support public education and access to opportunities for all students. PPS parents are leading advocates in shaping education policy at the local, state and national levels.

Through their School Governance for Parents Project and Next Steps Parent Training, PPS will support school improvement by partnering with principals and school community, developing parent leaders, and improving functionality and understanding of governance and shared decision making. PPS School Governance for Parents, originally developed in collaboration with SFUSD, is an eight module program designed to facilitate a decision-based partnership between parents and educators in a school community. Each training module focuses on building the capacity of parents and school personnel as members of an integral decision-making body at the school. Upon graduation, parents are ready to join School Site Councils, and Parent Advisory Committees (ELAC), and other school governing bodies. The Next Steps for Parent Training is a six-week program that trains parents on how to advocate for their children's public education.

Implementation Plan:

Project INSPIRE is currently not being offered in SFUSD or MPN target schools. However, SFUSD has made plans to implement Project INSPIRE throughout SFUSD and will roll out beginning in MPN. MPN will partner with CABE to fund one Parent Trainer that will have the capacity to implement their evidence-based curriculum at each of the four MPN target schools beginning in year one and continuing through year 5. Project Inspire will provide trainings several times each year for Levels 1,2, 3.

Parents for Public Schools currently work in SFUSD and currently provide their trainings in three of the four MPN target schools as well as others throughout SFUSD. However, they are currently funded by the School Improvement Grant (SIG) which ends in 2013. Therefore, during implementation, MPN will support trainings for parents of three of the four schools, and PPS will raise additional funds to expand their services to the fourth beginning in year one. PPS trainings occur from September through May each year.

Segmentation Analysis: All of the ten persistently low performing schools in the SIG have shown a strong commitment to family engagement, but have lacked the resources to effectively engage all families, particularly those struggling financially. Standard approaches, such as regular "coffee chats" or parent workshops have sometimes been successful, but have not comprehensively addressed the needs of the community. Instead of attempting piecemeal solutions like more parent workshops, all ten schools will be driven by a community-schools approach that builds family involvement by integrating and coordinating the many services San Francisco community based organizations can provide to students and their families that have so far been fragmented, misaligned and/or unnecessarily duplicated. Currently, there are 1,341 families in the four MPN target schools (representing 1,528 students), many of whom are Latino and immigrants that can benefit from the training that serve as our segmentation priority.

Evidence:

Project INSPIRE (Moderate): Research suggests that when parents from chronically under-performing schools are engaged, their children can significantly improve their learning, and thus should be an integral component for school reform initiatives.[60] Project INSPIRE has been a high-scoring proposal in the Institute for Education Sciences (IES) Innovation Grant competitions and has longitudinal quasi-experimental design group-based randomized trial studies that show significant student achievement gains for children of participating parents. The research conducted was a well-implemented, quasi-experimental study supporting causal conclusions between the program interventions and statistically significant improvements in student achievement (high internal validity). About the study:
- Pilot study over a 5-year period with 17 treatment and 17 comparison sites.
- Majority of the families in Treatment Schools are of color (85%), low-income (88%), and English Language Learners (79%)
- Project INSPIRE's findings for both Year 3 and Year 4 found that Treatment Students (those whose parents completed and implemented what they learned from Project INSPIRE's leadership development program) realized a statistically significant

improvement in the rate and level of academic growth than their peers (Control Students) whose parents had not participated in the leadership program.

- The average rate and level of academic growth of Treatment Students is also greater than the average rate and level of academic growth of their peers statewide.

Parents for Public Schools (Promising): Findings from a controlled study show that providing parents with information and training to support learning at home increased student achievement levels to a greater degree. [61] Research also shows that physical (on-site) involvement by mothers and face-to-face meetings between parents and school personnel to be most highly associated with high student achievement[62]. Research has not been published on programs that have attempted to change parental efficacy[63], but studies have shown that interventions have been highly successful in bolstering the self-efficacy of individuals in domains other than parenting[64]. Those interventions have drawn on ideas provided by social cognitive theory about processes that influence efficacy, and will be implemented with fidelity and constantly evaluated during implementation.

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Summer School (8th-9th grade)

SOLUTION
Provide an academic enrichment summer program during the Middle to High School transition

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency Attendance Rates (6-9) College Going Culture	Seven Tepees

DESCRIPTION

The Seven Tepees Academic Enrichment Summer Program aims to strengthen student academic skills necessary for a successful transition from middle to high school. By completing academically rigorous and relevant summer enrichment courses, students will succeed in the 9th grade. The program will also help students improve their study, self-advocacy, social and leadership skills. The summer program will engage youth in development activities that will allow for community building and exploration of personal interests.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	■	■	■	■	■	■
Estimated per-child cost to DoE	n/a	■	■	■	■	
Est. # of children served, by age	n/a	39	52	52	52	
Percent of all children, same age	n/a	3%	4%	4%	4%	
Annual goal to increase proportion	n/a	n/a	1%	0%	0%	

*This solution will be targeted and serve only incoming freshman at John O'Connell High School and will serve approximately 50% of their incoming class each year.

Source of Funding Over 5 Years: MPN, ■■■■ SEVEN TEPEES, ■■■■.

Program Description: Although one goal of SFUSD is to ensure schools can hire summer school teachers for up to 25 days for students with high academic needs or who need credit recovery, there are no targeted approaches to 8th to 9th grade transitions for MPN students that are academically enriching and prepare students for successful transitions into high school. The Seven Tepees Academic Enrichment Summer Program gears academic coursework towards achieving success in the 9th grade for five weeks, five hours per day. During the summer students will be enrolled in two academic classes and one advisory/enrichment session. They are also provided study skills building, academic leadership and support from college students and recent graduates, and participate in physical activity, team building, and trips to colleges, museums, and other academically relevant activities. In addition, parents are involved throughout the program.

Once connected to Seven Tepees, students are able to access their Learning Center (off site), and the College & Career Center housed at John O'Connell High School which provides comprehensive, evidence-based student supports and services to ensure academic success, high school graduation, and the development of a college going culture. Seven Tepees is dedicated to impacting the lives of promising inner-city youth and works with students from 6th grade through High School graduation, an unprecedented 7-year investment in their future. Emphasis is placed on social competency, self-esteem, academics, the natural environment, and preparing for future success. The program has received local and national recognition for its innovation and serves as a model to other youth service organizations.

Implementation:
The summer program will begin in the summer of 2014. During implementation, Seven Tepees will do the following each year:
- 2013 – Ramp up for launch in 2014
- 2014 – Launch pilot program in summer of 2014 for incoming 9th graders at John O'Connell High School
- 2015 – Increase enrollment of incoming 9th graders at John O'Connell High School
- 2016: Continue serving incoming 9th graders at John O'Connell High School
- 2017: Continue serving incoming 9th graders at John O'Connell High School

Segmentation Analysis: There is consistent evidence showing that student learning loss occurs over the summer months. Findings further show that students lose about two months of grade level equivalency in math skills during this period. Low-income students compared to all students fall even more behind in reading achievement[65]. In the 2011-2012 school year, there were 93 9th graders at John O'Connell High School. In the MPN segmentation analysis, 7 in 10 children in MPN target schools transitioning to high school were found in moderate to high need based on academic proficiency, attendance rate, and early warning indicators. Early warning indicators, defined as whether a student has an attendance rate below 87.5% and a GPA under 2.0, identified 24% of students exiting 8th grade in MPN target schools, or roughly 1 in 4, in need of critical intervention.

Evidence (Promising): There are a multitude of socioeconomic challenges facing lower-income populations, including access to summer learning opportunities. Studies indicate that "during the middle grades, students in high-poverty environments are either launched on the path to high school graduation or knocked off-track[66]." The MPN Middle to High School Transition Summer Program will adopt key elements from successful summer learning models like Breakthrough Collaborative and Aim High that target low-income student populations to support in their academic transitions from middle to high school, and set them on a college-going track. This way, the Mission District's low-income youth, which make up the majority of the underperforming students at MPN target schools, will have access to a quality program to set on a path to academic success. Breakthrough Collaborative uses a "students teaching students" model which is integrated into an academically intense 6-week summer session. Research shows that students with peers who are on a path to college are more likely to consider college themselves. Aim High also offers an engaging and challenging 5-week summer program. Results from a 2011 Aim High program survey indicate that 98% of students reported improvement in math, science, reading and writing. Survey results also show that Aim High students made a

successful transition from middle to high school and graduate on time, with 97% of alumni reporting completing high school on time[67].

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Mentoring for Success

Solution
Match students with mentors through Mentoring For Success

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency Attendance rate grades 6-9 College going culture	SFUSD

DESCRIPTION

Mentoring for Success is a school based mentoring program that provides students with highly qualified and effective mentors who engage students in activities that build skills for school success, improved attendance, and high self-esteem. It is a research based program built on the well-known successes of The National Mentoring Center and Big Brothers Big Sisters. The program combines both one-to-one mentoring and group mentoring for kids from 1st grade through 12th grade and is currently present at two of the four target schools and coordinated by the school nurse and social worker. For the program to be fully implemented, MPN will fund a full time Mentorship Program Coordinators.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	███	███	███	███	███	███
Estimated per-child cost to DoE	███	███	███	███	███	
Est. # of children served, by age*	64 (6-17)	102 (6-17)	141 (6-17)	141 (6-17)	141 (6-17)	
Percent of all children, same age	1%	2%	3%	3%	3%	
Annual goal to increase proportion		1%	1%	0%	0%	

*This solution will facilitate the mentor program at each of the four MPN target schools and will be available to all students.

Source of Funding Over 5 Years: MPN, ███ SFUSD, ███

Program Overview: The Mentoring for Success program supports this strategy by matching adults with students to meet weekly for approximately one hour a week for one year. Mentors of middle school students are asked to commit for two years. Mentoring for Success is a research based program built on the well-known successes of The National Mentoring Center and Big Brothers Big Sisters. School-based mentoring programs have been shown, among other things, to reduce school absences, improve overall academic performance, increase college participation

Students are referred to the mentor program by the school's interdisciplinary Student Assistance Program. Students must willingly participate and parent consent is required. Mentors can be on site school staff, SFUSD staff, or community volunteers and are provided with extensive training that allows them to learn and engage in a variety of asset building activities with students on school grounds. All non-SFUSD mentors apply to become a mentor with the San Francisco Education Fund and attend a mentor orientation and undergo a screening process. In addition to the one-one-one mentoring that occurs, there is also a group mentoring program that matches incoming 9th grade students who have had problems with attendance in 8th grade. These students meet regularly in a small group model to get them connected to school and to plan for high school success. Group activities that engage students and their mentors in leadership development, team building activities, and community service are held during the school year and in the summer months. Mentors are expected to attend a minimum of one training per year. Trainings are designed to support the mentor in every aspect of the developing relationship. Mentors are offered regular training by experienced trainers who have extensive experience in education and youth development. Mentor trainings include:

- **Mentoring Best Practices**: Community volunteers looking to get started as a mentor within SFUSD will be oriented to program practices and learn vital skills when working 1:1 as a mentor to students
- **Mentoring 101**: A full day training for active mentors, topics include child & adolescent development, best practices in mentoring, the relationship cycle, network of care, communication and engagement strategies
- **Storytelling and Agreements:** Builds understanding among mentors of the complexity faced by foster youth. Topics covered include confidentiality and strategically telling your story
- **Mentoring 201:** A full day training for active mentors, topics include future orienting, goal setting, working through road-blocks, understanding risk, and empowering youth

Currently, Mentoring for Success is only available at Everett Middle School and Bryant Elementary School. At these sites, the nurse and social worker coordinate all mentorship activities at the school site in addition to the work they do. With the current staffing, each school site can match about 35 students. For the program to be fully implemented, MPN will fund a full time Mentorship Program Coordinator from years 1-3 and a second coordinator in years 3-5. Increasing staffing capacity with a dedicated full time Mentorship Program Coordinator will allow the program to reach the two target schools and provide additional support to the existing programs. An additional full time coordinator will increase mentor matches to 50 each at Everett and Bryant, and increase from 0 to 50 mentor matches at John O'Connell and Cesar Chavez. Over time, having two dedicated full time coordinators will increase the number of mentors in the program and the number of youth who receive mentorship. The coordinators will manage the program at the four schools, increase the recruitment of mentors, ensure that they receive training, develop curriculum and service projects, and support and recruit students to participate.

Segmentation Analysis: Fewer than half the student respondents on the California Healthy Kids survey report having a caring adult at school. Of greater concern is the 13% of respondents who do not feel they have a caring adult at school, and the 16% that report a similar lack of a caring adult outside of school or home. Also important to note is the difference between white and Latino families in the Mission when it came to reading to their children at home. Finally, on

the MPN student survey, 62% of students report that a parent or guardian has talked to them about college. This means that more than a third of students in MPN schools have not been exposed to college-going narratives in the home.

Evidence Base (Moderate): National evaluation studies of mentoring programs that use a rigorous experimental methodology to test for the impact of program participation on youth outcomes provide evidence that mentoring can lead to positive youth development. Mentoring has been shown to reduce unexcused absences, promote healthy and safe behaviors, particularly for at risk youth, many of which attend MPN schools. While there is modest evidence that youth participating in mentoring may experience a slight improvement in their grades, the Big Brothers/Big Sisters program (the model on which Mentoring for Success is based) in particular showed that kids who were mentored through their program experienced modest gains in their GPAs over time compared with non-participants. When it comes to school absences, one randomized control group experimental study showed that when compared to control group Big Brothers/Big Sisters program participants had fewer unexcused absences from class or school.[68] Best practices show that the best results are achieved when there is more frequent contact with the mentor, they have high involvement with mentors, and that mentor relationships last six months or more, all of which are characteristics of the Mentoring for Success program.[69]

Current evaluation of existing mentoring programs in SFUSD has shown:

- 37% of participating students decreased their number of unexcused absences
- 45% of participating students improved their academic performance
- 86% of participating students said that their mentor helps them do better in school
- 93% of participants said they had a caring adult, compared with 31% of general SFUSD students who did not participate.

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
College and Career Center

SOLUTION
Support and expand the College & Career Center at John O'Connell High School.

TARGETED INDICATORS	PRIMARY PARTNERS
Attendance Rates (6-9)	Seven Tepees
Graduation Rates	
Postsecondary completion without remediation	
College-going culture	

DESCRIPTION
MPN will partner with Seven Tepees to support and expand their College & Career Center at John O'Connell High School. This center serves as a hub for direct student support and coordination of activities that build a college-going culture while directly impacting the four outcomes: proficiency in core academic subjects, transition from middles school to high school, high school graduation and obtainment of a post-secondary degree or certificate. College & Career Centers grounded in youth development are especially effective as they blend best practices in engaging youth with best practices in creating and achieving a college going culture.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮
Estimated per-child cost to DoE	▮▮	▮▮	▮▮	▮▮	▮▮	
Est. # of children served, by age*	454	454	454	454	454	
Percent of all children, same age	31% (14-17)	31% (14-17)	31% (14-17)	31% (14-17)	31% (14-17)	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*This is a school wide program that is available to all John O'Connell High School students, but an additional 85 MPN kids access Seven Tepees services at their Learning Center in the Mission.

Source of Funding Over 5 Years: MPN, ▮▮▮▮ SEVEN TEPEES, ▮▮▮▮.

Program Overview: The Seven Tepees Youth Program is dedicated to impacting the lives of promising inner-city youth and works with students from 6th grade through High School graduation, an unprecedented 7-year investment in their future. Emphasis is placed on social competency, self-esteem, academics, the natural environment, and preparing for future success. The program has received local and national recognition for its innovation and serves as a model to other youth service organizations.

The Seven Tepees College & Career Center at John O'Connell High School provides comprehensive, evidence-based student supports and services to ensure academic success, high school graduation, and the development of a college going culture. In order to create and support a college going culture, Seven Tepees provides services using a model developed by Dr. Patricia McDonough, an expert in college access and Professor of Education at UCLA's Graduate School of Education & Information Studies that contain the following elements:[70]

- **Clear Expectations:** Seven Tepees works closely with school site administration, faculty and partners such as GEAR Up and AVID to coordinate expectations and messaging regarding college going and options after high school.
- **College Talk**: Seven Tepees builds college awareness through school-wide activities such as the recent creation of posters for every classroom showing where each teacher attended college and maintaining the college information page of the JOHS website.
- **Information & Resources**: Seven Tepees provides information and electronic access (including Connect EDU) about college and career.
- **Comprehensive Counseling Model**: Seven Tepees supports counselors in providing information, advising and referral.
- **Testing & Curriculum**: Seven Tepees has paid for PSAT testing at O'Connell for the last 3 years, offers SAT preparation classes through UC Berkeley and has steadily increased the number of students taking the CCSF placement exam.
- **Faculty Involvement**: Seven Tepees offers teacher professional development, faculty convening and coordination for college events and efforts and curriculum support for advisories.
- **Family Involvement**: Seven Tepees hosts and coordinates annual, multi-lingual (English, Spanish & Cantonese) College Fairs for parents and families, FAFSA completion and financial aid education nights and supports individual parent meetings.
- **College Partnerships**: Seven Tepees cultivates rich partnerships with CCSF, CSU, UC and private colleges on behalf of O'Connell (i.e. college tours, college days).
- **Articulation**: Seven Tepees provides timely transcript analysis of all students. Seven Tepees provides modest scholarships to two O'Connell students annually and facilitates the awarding of approximately five scholarships to O'Connell students enrolled in College Now!

In addition, Seven Tepees offers evidenced based programming that increases eligibility and competitive eligibility for college admissions, decreases the need for remediation in college level coursework, increases high school completion, and connects students to internships and Career Technical Education by offering:

- **Two A-G credit and credit recovery opportunities**. In collaboration with Friends of the Mission Campus and College Now!, students are provided an after school English class taught by a CCSF professor for which students receive high school A-G English credit that also increase student scores on CCSF placement exams. Seven Tepees also offers WAVES, a summer marine science class taught by a John O'Connell High School teacher as well as scientists at the National Marine Sanctuary for which students receive an A-G science credit.
- **Concurrent Enrollment for UC/CSU credit to increase academic skill and college eligibility.** In collaboration with CCSF, John O'Connell High School and Friends of the Mission Campus, Seven Tepees will offer CCSF Concurrent Enrollment during the

school day. Specifically, seniors will be enrolled in Math 45x, Preparation for Statistics. Upon successful completion of the course, students are provided with college credit at CCSF and will be able to enroll in UC/CSU math coursework or transferable math coursework at a community college without need for remediation and significantly increasing their eligibility for college.

- **Internships and Career Technical Education.** Seven Tepees places student and offers paid internship for high school students and coordination with and referral to CCSF programs including the Career & Technical Program.
- **Collaboration with college outreach, persistence and retention programs.** Supports college completion through collaboration with higher education partners such as CCSF's Latino Services Network, Educational Opportunities Programs (EAOP) at UC and CSU campuses and the College Bound Network cohort program.

Implementation Plan: MPN will increase the service delivery capacity of Seven Tepees at John O'Connell High School by hiring an additional College and Career Coordinator beginning in year one and continuing through year five who will provide critical support services to all students that include case management, mentoring, academic supports, connections to career technical education, concurrent/dual enrollment and college opportunities throughout a student's time in high school. In addition, Seven Tepees serves an additional 85 middle and high school students, the vast majority who live in or go to Mission District schools that is fully leveraged.

Segmentation Analysis: SFUSD reports cohort graduation data for each of its high schools. Cohort graduation data show that John O'Connell High School underperforms when compared to SFUSD (71% compared to 82%). At O' Connell, students meet eligibility requirements for the CSU and UC at half the rate of their counterparts statewide. Passing the California High School Exit Exam (CAHSEE) is required to earn a high school diploma in the state. Only 10% of Latino students at O'Connell, MPN's target high school, were considered proficient and capable of passing the exam, thus falling within the category of low need. Overall, MPN found that 63% of O'Connell students were high need.

Evidence (Moderate): Research shows that the practices supporting a college-going culture impact student achievement at as well as college going behavior. There is empirical support that both college knowledge and college-going expectations predict achievement. Multiple studies have shown a relationship between college knowledge and college-going behaviors[71727374 75]. Research also shows that increased levels of college knowledge significantly predicted students' enrollment at a four-year postsecondary institution and in a study of Latino students in California, the single most prominent barrier to college access was insufficient knowledge about the steps needed to attend college[7677]. Another study of Early Academic Outreach programs[78] using a longitudinal quasi-experiment, found that students who participate in EAOP throughout high school are twice as likely to complete the UC preparatory coursework by the end of 12th grade as do nonparticipants of EAOP.[79] The Seven Tepees model incorporates elements from the What Works Clearinghouse[80] on college readiness and access including:

- Offering courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade

- Utilizing assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified
- Surrounding students with adults and peers who build and support their college-going aspirations
- Engaging and assisting students in completing critical steps for college entry
- Increase families' financial awareness and help students apply for financial aid

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
College and Career Success Initiative

SOLUTION
Support and expand a comprehensive college and career success strategy throughout the MPN continuum

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency College Going Culture Graduation Rates Attendance Rates Postsecondary degree w/out remediation	San Francisco Unified School District (SFUSD) City College of San Francisco (CCSF) Mission Graduates Seven Tepees San Francisco Treasurer's Office of Financial Empowerment Juma Ventures Mission SF MEDA Department of Children Youth and their Families (DCYF)

DESCRIPTION
MPN will leverage and expand current SFUSD and city-wide strategies to ensure a college going culture and continuum of services that will create a pipeline to college and careers. MPN will implement a comprehensive strategy that will create a college going culture, build college capital, and provide family and community supports. MPN will promote and expand strategies to ensure students and their families have college knowledge, preparation, access, financial readiness, and retention supports to obtain a postsecondary degree throughout the continuum.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost* to DoE	███	███	███	███	███	███
Estimated per-child cost to DoE	██	██	██	██	██	
Est. # of children served, by age	348 (6-10, and 14-17)	329 (6-10, and 14-17)	340 (6-10, and 14-17)	340 (6-10, and 14-17)	340 (6-10, and 14-17)	
Percent of all children, same age	11%	10%	10%	10%	10%	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*Budget above is only for Believing the College Dream and the City College of San Francisco Puente Program. Budgets for the other programs appear throughout Appendix F. The Bridge to Success program and several others are SFUSD wide and impact all SFUSD students.

Source of Funding Over 5 Years: MPN, ████ CCSF, ████; SFUSD, ████.
MISSION GRADUATES, ████

Program Overview: There are multiple barriers that complicate college success for Mission families. In order to overcome these barriers and build a cradle to college continuum, MPN will focus on three core priorities:

- **Create a college-going culture**: This refers to nurturing the attitudes, beliefs, values and behaviors that support a college orientation.
- **Create college capital**: This refers to the resources available to a student and family that support the college dream. It includes academic skills, financial position, social supports and a healthy mind and body.
- **Support stable families and communities**: Families can't plan for college if they fear dislocation, scramble from paycheck to paycheck, or live in fear for their safety.

Most importantly, MPN will leverage and build off the work that the Bridge to Success Program has done. Bridge to Success is a partnership between the City and County of San Francisco, SFUSD, CCSF, SFSU and our community to double the number of youth who achieve college credentials. By bringing leaders and educators together across institutions and disciplines, Bridge to Success looks at the greatest barriers to student achievement and, together, develops integrated solutions to overcome them. Most recently, CCSF piloted an adjustment to its enrollment priorities to allow incoming SFUSD students early access to classes that increased full time enrollment, and reformed its college placement exam policy to remove this barrier to enrollment. Bridget to Success has the following goals:

- Goal 1: Completing High School: Double the number of SFUSD under-represented students who graduate ready for college and a career
- Goal 2: Transitioning to Post-secondary: Increase the number of SFUSD graduates transitioning to post-secondary education
- Goal 3: Remediation at City College: Decrease the need for entering students to take remedial classes in English and in math
- Goal 4: Completion at City College: Increase retention and double the successful completion rate of SFUSD students at City College until they complete their goals

To ensure all kids are ready for college and graduate, MPN will leverage, coordinate and support targeted strategies that address the following elements of the continuum:

Initiative	Goal	MPN Implementation Strategies	Leverage Strategies
College Knowledge and Awareness (K-5)	Students and families are exposed early to the concept of college and nurture the attitudes, beliefs, values and behaviors that support a college going culture	Believing the College Dream parent program; Mentoring for Success mentoring program	Kindergarten 2 College Program
College Preparation (6th – 8th grade)	Students participate in programs that include tutoring and other academic	After School Program; Summer School	Connect EDU; Central Submission;

	support in school and out of school, and access mentoring opportunities	Program	AVID; ACT EXPLORE®; STEPS Curriculum; SF Promise
College Access (9-12)	Students and families understand college admissions, align their course of study with college, and receive continuous academic supports and exposure to colleges and college students	Seven Tepees College & Career Center; CCSF Ambassador Program	Early Assessment Program; AVID; Plan Ahead; Frisco Day; SF Promise College Fair Career Academies
College Finance (11-12th)	Students and families are financially ready in terms of financial education, access to college savings accounts, and assistance with preparing scholarships and financial aid documents	Juma Ventures Pathways Program; Mission SF Peer-to-Peer Financial Education; FAFSA preparation	Kindergarten 2 College
College Success (12th - Postsecondary)	Students have contact with college students and local colleges, have barriers to enrollment removed, participate in bridge programs, access academic supports that promote retention, and have the opportunity to participate in internships and Career Technical Education	CCSF Puente Program; Seven Tepees College & Career Center; Concurrent/Dual Enrollment	EOPS; Career Technical Education; Bridge to Success

Implementation Plan: Ensuring the students are ready for college and career is a top priority for MPN. Described below are the various programs that MPN will implement and leverage upon launching MPN that provide services along the continuum at key points.

College Knowledge
- **Believing the College Dream:** Believing the College Dream is a collaboration between Mission Graduates and UC Berkeley's Center for Educational Partnerships. The goal is to increase college awareness, knowledge, and aspirations amongst Mission parents and their children, through Community Conversations, or *platicas,* facilitated by trained parent facilitators (Promotoras), and a curriculum that is embedded in the after-school programs at Chavez, Bryant, Sanchez and Marshall Elementary schools. MPN will fund

expansion of services to reach additional parents/children every year during implementation.

- **Mentoring for Success:** MPN will support two additional Mentorship Program Coordinators to support MPN target schools to increase mentorship matches. See full description in **APPENDIX F – SASI.6.**
- **Kindergarten 2 College:** The San Francisco Treasurer's Office of Financial Empowerment will provide every entering SFUSD student with a college savings account and matching funds. See full description in **APPENDIX F – FES.3.**

College Preparation
- **After School Program:** MPN will expand slots, build the capacity of staff to effectively implement programming, and improve program quality by providing on-going training and coaching to program staff in SAFE, the evidence-based framework for the delivery of expanded learning opportunities. See full description in **APPENDIX F – SASI.9.**
- **Summer School Program:** MPN will implement a summer transition program for incoming 9th graders to combat summer learning loss and facilitate transitions**.** See full description in **APPENDIX F – SASI.5.**

College Access
- **Seven Tepees College & Career Center:** MPN will expand the Seven Tepees College & Career Center with an additional College and Career Coordinator that provides academic support, college preparation, and academic case management and ensure students and families understand college admissions, align their course of study with college requirements, and participate in concurrent/dual enrollment programs. See full description in **APPENDIX F – SASI.7.**
- **CCSF Ambassador Program:** MPN will designate and support two college students from City College of San Francisco's Puente Program who will serve as ambassadors at John O'Connell High School and provide students with mentorship to build a college going culture. Each peer mentor (5) will be assign to 10 O'Connell students. With this model, 50 O'Connell students would have a peer mentor to better prepare them for the college transition each year.
- **Mentoring for Success:** MPN will support two additional Mentorship Program Coordinators to support MPN target schools to increase mentorship matches. See full description in **APPENDIX F – SASI.6.**

College Finance
- **Youth Financial Readiness Initiative:** MPN will expand the Juma Ventures Pathways Program, Mission SF Peer-to-Peer Financial Education, and MEDA's FAFSA preparation and leverage the Kindergarten 2 College Program to ensure students are financially ready for college. See full description in section **APPENDIX F – FES.3.**

College Success
- **College Support, Retention, and Career Technical Education:** MPN will expand the City College of San Francisco Puente Program to provide additional and targeted

academic and retention support, leverage the EOPS program, and coordinate and expand outreach and enrollment in Career Technical Education Programs to MPN students.

Segmentation Analysis:
According to research from SFUSD, too many students fall through the cracks at four major points in their educational trajectory:
- Loss point #1: Between 9th and 12th grade about 1,500 students drop out or leave SFUSD and do not complete high school
- Loss point #2: About 1,000 SFUSD graduates do not enroll in a post-secondary program
- Loss point #3: Up to 920 SFUSD graduates are placed in a remedial math or English course once they start at City College
- Loss point #4: About 650 SFUSD graduates at City College do not complete their chosen course of study within 5 years

John O'Connell High School students are critically underprepared for college level Math and English. SFUSD figures are nearly four times higher for college English and Math readiness compared to O'Connell students. Approximately 12% of students at O'Connell are college ready overall. MPN students also meet eligibility requirements for the CSU and UC at half the rate of their counterparts statewide. Only 9 out of 149 MPN senior high school students are ready for college. Most jobs in San Francisco require post-secondary training, yet so few MPN students are ready for college which puts them at high risk for never attending or dropping out once there. Our segmentation priorities to strengthen connection between college and career and focus on mentoring and additional academic support services that will help students obtain requirements for entering postsecondary institutions.

Evidence: Evidence is described below only for programs that MPN will fund:

- **Believing the College Dream (Promising):** The ECMC Foundation and the University of California, Berkeley, Center for Educational Partnerships previously collaborated on *Realizing the College Dream*, a college access and success curriculum geared primarily to middle schools and high schools on which Believing the College Dream is based on. Since 2004, hundreds of thousands of students have been taught this curriculum. However, leading researchers have shown that college information should start even earlier. They found that students who decide early to go to college are more likely to enter higher education; families that lack college information or resources are less likely to send their children to college; schools where counselors collaborate with other staff members and students send more students to college.[81]
- **EOPS/PUENTE Program (Moderate):** The Extended Opportunity Programs and Services (EOPS) is a California State funded counseling and special services program designed to assist low income at risk students by facilitating their enrollment at the community college and providing services to promote their retention, graduation, transfer and employment. EOPS has been recognized by the Chancellor's Office, California Community Colleges as one of the most unique educational counseling and student support programs in the State. Research on college persistence and retention has shown that student involvement and integration in the campus is critical for persistence. One of

the ways to promote this is with institutional commitment and faculty interaction, which is what EOPS programs provide through counseling, academic case management, and a multitude of services that integrate students into the college.[82] The Puente Program has proven to be a successful "bridge program" particularly for Latino students. While most of the studies examining PUENTE are comparison or qualitative studies, they have found that PUENTE does work and that students have higher rates of college retention and persistence compared to non-participants. [83]

- **Mentoring for Success (Moderate):** See **APPENDIX F – SASI.6** for full evidence description.
- **After School Program (Moderate):** See **APPENDIX F – SASI.9** for full evidence description.
- **Summer School Program (Promising):** See **APPENDIX F – SASI.5** for full evidence description.
- **College & Career Center (Moderate):** See **APPENDIX F – SASI.7** for full evidence description.
- **Juma Ventures Pathways Program (Moderate):** See **APPENDIX F – FES.3** for full evidence description.

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
After School Programs

SOLUTION
Expand slots, increase quality, and improve capacity of after school programs

TARGETED INDICATORS	PRIMARY PARTNERS
Attendance rates (6-9)	Mission Graduates
Academic proficiency	Jamestown Community Center
Physical Activity	Mission Neighborhood Centers
Students feel safe at school	Department of Children Youth and their Families (DCYF)
	SFUSD

DESCRIPTION

MPN will partner with community-based organizations that currently provide high quality ExCEL after-school and summer programs for children from K-12 at the four MPN target schools. These programs ensure that students who are behind academically have access to expanded learning opportunities. The after school program includes academics (tutoring and homework help), enrichment (art, dance, and music), and recreation. For the after school programs, implementation will focus on expanding slots, building program capacity, and increasing quality.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost (solution + system) to DoE	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
Estimated per-child cost to DoE	▮▮	▮▮	▮▮	▮▮	▮▮	
Est. # of children served, by age*	365 (6-13)	365 (6-13)	365 (6-13)	365 (6-13)	365 (6-13)	
Percent of all children, same age	6%	6%	6%	6%	6%	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*Programs serve students on site at Cesar Chavez, Bryant, and Everett and are focused on increasing quality. Students outside of these schools can still access services at each partner organization listed above.

Source of Funding Over 5 Years: MPN, ▮▮▮ DCYF, ▮▮▮ SFUSD, ▮▮▮ MISSION GRADUATES, ▮▮▮ JAMESTOWN, ▮▮▮; MNC, ▮▮▮

Program Overview: In San Francisco, the ExCEL office at SFUSD currently funds the high quality after-school programs and summer programs in 91 schools by partnering with community-based organizations (CBOs) "to create and sustain 'safe havens' at public schools where students and community members can access expanded learning opportunities and

integrated education, health, social service, and cultural programs in the out-of-school hours." These 21st Century Community Learning Centers, ASES, and ASSETS programs[84] provide a safe place for students to go after school and during the summer and include the three components:

1. **Academic Tutorial Program**: Students study subjects such as reading, math, writing, science, social studies, and computers. They also receive additional support with homework completion. In addition, high school ASSETS Programs focus on college preparation and job readiness.
2. **Recreational Program**: Students participate in physical activities including intramural sports, structured physical activities, dance, and aerobics.
3. **Enrichment Program**: Students participate in classes such as life skills, art, cooking, and music.

21st Century Community Learning Centers are community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

The After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code* (*EC*) 8482 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through ninth grade (K-9).

The 21st Century High School ASSETs grant provides incentives for establishing before and after school enrichment programs that partner with schools and communities to provide academic support; safe, constructive alternatives for high school students; and assistance in passing the California High School Exit Examination (CAHSEE).

Currently, the afterschool program at Everett Middle School is currently a Beacon Center through Mission Neighborhood Centers and DCYF. **Beacon Centers** transform public schools into youth and family centers that become a beacon of activity for the surrounding neighborhood. Beacon Centers create pathways to lifelong learning through which young people and adults can always find the next challenge or step in their process of learning, growth, and development throughout a lifetime. The Beacon Initiative is a public-private partnership that includes the San Francisco Department of Children, Youth and their Families, the San Francisco Unified School District, community organizations, and local foundations. The afterschool program at Cesar Chavez Elementary is run by Jamestown Community Center, and the program at Bryant Elementary is run by Mission Graduates, both community organizations that have been providing services to the Mission District for many years.

These programs are aligned with SFUSD's priorities as part of the School Improvement Grant (SIG) is to provide high quality after-school learning opportunities and seamlessly connect it to school-day instruction and topics in the elementary schools that feature engaging, hands-on projects and activities designed to increase use of academic speaking, reading and writing and mathematics.

Implementation:
Currently, the need to expand after school slots is most needed at Cesar Chavez Elementary but will also benefit Bryant Elementary, and Everett Middle Schools. Therefore, MPN CBO partners will work to achieve the following three objectives in implementation for after school programs:

- Increase the number of slots by 20 in each school for a total of 60 additional slots from years one to five.
- Build capacity of after-school program staff who delivers the direct service to students by increasing the FTE of a program coordinator (or the appropriate supervisorial position) to adequately train, support, and supervise additional staff who will be hired to deliver additional services.
- Improve program quality by providing on-going training and coaching to program staff in SAFE (Sequenced step-by-step training approaches to teaching; Active forms of learning by having participants practice new skills, Focused specific time and attention on skill development; and Explicit definition of skills being taught), the evidence-based framework for the delivery of expanded learning opportunities.

Segmentation Analysis: Students who fall behind in elementary school struggle across multiple academic and social domains later in life. In the Mission, there are 739 kids ages 9 and 10, and 210 kids in grades 4-5. The MPN segmentation analysis revealed that roughly 61% of students in MPN target schools preparing for middle school fall short of demonstrating the necessary academic proficiency for future school success. The data also reveal low levels of academic proficiency in both English and Math for students attending all four MPN target schools. Based on this analysis, it is critical that the academic supports provided by afterschool programs not only expand slightly, but focus on providing higher quality programming that will increase academic achievement.

Evidence (Moderate): Research on the impact of high-quality after school programs provides support for their positive impact on student's academic achievement, as well as personal and social skills. A meta-analysis of after-school programs that seek to enhance the personal and social skills of children and adolescents indicates that, compared to controls, participants demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors.[8586]

In addition, another study finds that "regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students."[87] The study uses a longitudinal, quasi-experimental design to explore the effectiveness of after school program participation for low income youth. The programs were located in 14 cities in 8 states and included 19 programs serving elementary school children and 16 programs serving middle school youth. A total of

2,914 students (1,796 elementary, 1,118 middle school), some of whom attended the selected programs and some who did not, participated in the study. The researchers chose programs that served at least 30 students in one or both of the two age groups studied, elementary school children in third or fourth grade and middle school youth in sixth or seventh grade. The programs had strong partnerships with neighborhoods, schools, and community organizations.

The SAFE model currently being used by MPN partners in their afterschool programs is an evidence-based model. A review of 68 studies on evidence-based practices for afterschool programs comparing participating students with a control group of nonparticipating students, found that the SAFE model of service delivery for after school programs found that "SAFE programs were associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance."[88]

Additionally, the Beacon Center model is a nationally recognized, evidence-based model in which a community-based organization manages a neighborhood center within a public school building, making it a beacon for the community to gather, connect, and benefit from the services offered. Each Beacon Center provides programming in the following three areas: 1) Out-of-School Time programming for youth, 2) Parent Engagement Programming and 3) Family Support Services.

SFUSD has also conducted its own evaluation[89] of after school programs which have found that:
- After school programs improved scores on the CST and CAT-6 for middle school students in mathematics. On the California Standards Test in Math, there is an eight percent increase in the number of students meeting state standards. On the California Achievement Test in Math, there is statistically significant growth for middle school students as compared to non-significant growth for Non-ASE students.
- While overall middle school GPAs declined by .04 points for Middle School students, students who attend the after school program for 90 days or more show an increase in their GPA at statistically significant levels.
- At the elementary level, on the California Standards Test, for those elementary students that attend after school program, there is a nine percent increase in the number of students meeting state standards in English Language Arts and a seven percent increase in Mathematics.

STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT
Health and Wellness Initiative
SOLUTION
Provide a comprehensive wellness initiative incorporating behavioral and mental health services

TARGETED INDICATORS	PRIMARY PARTNERS
Academic Proficiency	Instituto Familiar de la Raza (IFR)
Attendance Rates	UCSF
Graduation Rates	SFUSD
Students feel safe at school	

DESCRIPTION
The aim of this initiative is to provide students and families with culturally and linguistically appropriate mental health services that support academic achievement. Partners will target "at-risk" students and families with wellness services, build the capacity of teachers and staff to support the emotional needs of students and their families, and create "trauma sensitive schools."

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▇▇▇▇	▇▇▇▇	▇▇▇▇	▇▇▇▇	▇▇▇▇	▇▇▇▇
Estimated per-child cost to DoE	▇▇	▇▇	▇▇	▇▇	▇▇	
Est. # of children served, by age	1181	1528	1528	1528	1528	
Percent of all children, same age	28%	36%	36%	36%	36%	
Annual goal to increase proportion		8%	0%	0%	0%	

This initiative is a school-wide strategy available to students at all four MPN target schools. Mental health consultancy services are available at IFR.

Source of Funding Over 5 Years: MPN, ▇▇▇▇▇ SFUSD, ▇▇▇▇▇; DCYF, ▇▇▇▇▇ FIRST 5, ▇▇▇▇; IFR, ▇▇▇▇▇ UCSF, ▇▇▇▇.

Program Description: Providing students with a comprehensive set of wellness services that provide mental and behavioral health, promote wellness throughout the K-12 continuum is critical to ensure that children have the necessary services and supports that remove barriers to learning. These health and wellness services are key strategies that aligned with SFUSD's and SIG's goals to: 1) Increase student attendance; 2) Increase student achievement; and 3) Increase student pro-social behaviors. By supporting, expanding, and leveraging existing services, MPN will create an integrated pipeline of services that will facilitate students' academic achievement.

Implementation Plan:

Mental Health Consultancy Services. A bilingual and bicultural Master's level mental health specialist (the Mental Health Consultant) will work in partnership with school leadership, staff, and learning support professionals (i.e. the school CARE Team) at MPN target schools to:

- Build capacity of teachers and staff to understand and respond to the unique developmental, cultural, behavioral and social–emotional needs of students and families
- Enhance the quality of relationships between teachers, and students and their families
- Link families to community resources
- Provide direct therapeutic services to identified at-risk students

With support from MPN, Instituto Familiar De La Raza (IFR) will hire 0.6 FTE Mental Health Consultant (MHC) to be on site 3 days a week throughout the school year and a 0.05 Program Manager at each school to provide Mental Health Consultancy Services. Currently, IFR works in two of the four MPN target schools. In year one, MPN will continue services to two of the four schools, expand to a third school in year 2, and expand to all four schools beginning in year 3.

Wellness Centers. Wellness Centers aim to improve the health, well-being, and educational outcomes of San Francisco's high school students by providing comprehensive, school based student health programming focused on prevention and early intervention in areas critical to student wellness. Wellness Programs are staffed by a trained program coordinator, health outreach worker, school nurse and one or more behavioral health counselors. Each Wellness Center provides: free, confidential mental health services to students; student workshops on healthy lifestyle topics; welcoming spaces during lunch and after school; health education; and youth leadership opportunities by training them to work with Wellness Center staff on developing and presenting health education workshops. MPN target schools currently have 0.5FTE nurse and social worker that form the foundation of the Wellness Center. MPN will fund a 0.5 FTE increase for both the nurse and social worker at each MPN target school to fully implement Wellness Centers at every school.

Trauma Sensitive Schools/UCSF HEARTS. The UCSF HEARTS (Healthy Environments and Response to Trauma in Schools) project promotes school success for traumatized children and youth by creating school environments that are more trauma-sensitive and supportive of the needs of these students. It is a comprehensive, multi-level school-based intervention and prevention program for children who have experienced trauma. Implementation in SFUSD began in 2009, and exists in four schools, none of which are in MPN. UCSF will work collaboratively with SFUSD personnel to increase teaching and learning time in classrooms and to reduce time spent on disciplining problematic behavior. During implementation UCSF will provide a 0.4 FTE senior clinician trained and experienced in child and adolescent trauma who will provide MPN school staff with: 1) professional development training in understanding and dealing with trauma; 2) collaborative consultation via bi-monthly Mental Health Collaborative, and weekly Care Team meetings; 3) follow-up technical assistance to implement trauma-sensitive school strategies.

Mental Health Collaborative. The Collaborative (led by IFR and learning support professionals) will include key mental health partners and MPN school principals who will

participate in bi-monthly team meetings to address school wide mental health issues that affect MPN schools during and after school hours. Through direct service, consultation, and capacity building the Mental Health Collaborative will use non-reactive and pro-active responses to meet the mental health needs of students and the rest of the school community. This requires no funding for implementation

Segmentation Analysis: Children's exposure to community and family violence is a significant concern in SFUSD and is a serious public health issue. Exposure to trauma is associated with a higher risk for school dropout which increases the risk of being imprisoned. In fact, the Children's Defense Fund describes the "Cradle to Prison Pipeline," in which 1 in 3 African American and 1 in 6 Latino boys born in 2001 are at risk of going to prison during their lifetime. It seems clear that unaddressed trauma is a major factor in this "Cradle to Prison Pipeline." There is a clear need in MPN schools for comprehensive physical, behavioral, and mental health services as evidenced by the average of 1,000 units of service delivered by Instituto Familiar de La Raza each year in MPN that are a combination of case management, group consultations, and direct individual and family mental health consultations among others.

Evidence: Research shows that strategies that address barriers to student learning and promote healthy development do the following: 1) enhance classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development; (2) enhancing school capacity to handle transition concerns confronting students and families; (3) responding to, minimizing impact of, and preventing crisis; 4) enhancing home involvement, (5) outreaching to the community to build linkages and collaborations; and, 6) providing special assistance to students. All of these elements form the foundation of our comprehensive health and wellness program.[90]

Mental Health Consultancy (Moderate): A growing body of research indicates mental health consultancy services have produced promising results. Capacity building helps to identify student and family mental health needs, and appropriate interventions. Targeted interventions, for example, are shown to report positive results among students such as reduced behavior, emotional, or learning problems[91]. Research also shows positive student-teacher relationships are associated with better outcomes for all students[92][93]. Durlak et al review articles that delineate the relationship between the proposed interventions and student academic success[94]. They found that successful mental health programs for students had the following components:
- Solid program infrastructure (i.e. strong leadership, clear model design, strategic partnerships, evaluation, etc.)
- Highly-qualified mental health consultants
- High-quality services

Mental Health Consultancy will build the capacity of MPN teachers and staff to understand and respond to the unique developmental, cultural, behavioral and social–emotional needs of students and families; enhance the quality of relationships between teachers and children and their families; link families to community resources; and, provide direct therapeutic services to identified at-risk students on site.

Wellness Center (Promising): Healthier students are better learners[95]. Evidence shows positive impact of SFUSD Wellness Programs on student well-being and connections to school.

According to an evaluation conducted by ETR Associates, 81 percent of students participating in Wellness Program counseling services came to school more often, while 69 percent of students reported doing better in school. Results also show that Wellness Programs promoted students' mental health: 91 percent of students reported having learned ways to reduce stress in their lives, and 82 percent reported feeling better about themselves[96]. These promising results motivate the scaling of wellness services at MPN schools. The key Nurse-Social Worker pairing is an important addition, especially at the Elementary Level where SFUSD doesn't generally have school counselors. Literature about the value of nurse and social worker roles in schools in addressing the creation of a positive school climate exists and supports the pairing of a nurse and social worker on site. For example, the seminal Community Schools work of Joy Dryfus emphasizes the formation of school health clinic. Dryfus posits that the nurse-social work pairing is a step toward that formulation and toward linking with other medical/social service solutions through residential medical and social services staffing in the school[97]. Another study demonstrates the positive impact of having a school nurse on reducing early chronic absenteeism. [98] Finally, when it comes to school health programs, the presence of a nurse and/or social worker are implicated in many of the evidence-based practices. [99]

Trauma Sensitive Schools (Promising): Research shows that community violence exposure among children is associated with negative academic outcomes, while feelings of safety have been linked to positive outcomes such as better focus in school.[100] Violence, particularly gang-related violence, is a challenge facing the Mission District. Trauma-informed services through the UCSF HEARTS program will serve to ameliorate the effects of such trauma on MPN families and children. Although a promising practice, MPN will conduct rigorous evaluation during implementation.

Mental Health Collaborative (Promising): A growing body of data indicates the positive impact of mental health service collaboration on student mental wellness and academic achievement. Research shows that comprehensive approaches to student mental health needs report a range of academic improvements such as increased attendance, improved grades, and fewer dropouts. In addition, targeted interventions have also shown positive results such as reduced behavior, emotional, and learning problems.[101] Although this is a promising practice due to very little research conducted on collaborative models, MPN will evaluate the work during implementation. However, this is a fully leveraged strategy that is meant to increase coordination and improve service delivery.

Strong and Safe Neighborhoods

Strong and Safe Neighborhoods Programs Described in This Chapter:

SSN.1   Housing Stability

SSN.2   Nutrition and Exercise Initiative

SSN.3   Lifelines to Healing Violence Prevention and Safety

STRONG AND SAFE NEIGHBORHOODS
Housing Stability

SOLUTION
Tenant Counseling
Housing Stability Workshops
First Time Homebuyer Program
Foreclosure Prevention and Loan Modification
Affordable Housing Enrollment Assistance

TARGETED INDICATORS	PRIMARY PARTNERS
Student mobility rate	Causa Justa::Just Cause:: (CJJC)
Families demonstrate economic stability	MEDA
	Council of Community Housing Organizations (CCHO)

DESCRIPTION

MPN will partner with Causa Justa::Just Cause, MEDA, and the Council of Community Housing Organizations to provide a comprehensive housing stability strategy that includes tenant counseling, a first time home buyer program, affordable housing enrollment assistance, and a foreclosure prevention and loan modification program. In addition, the three agencies will work together to coordinate with affordable housing developers to increase enrollment.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	██████	██████	██████	██████	██████	██████
Estimated per-adult cost to DoE	████	████	████	████	████	
Est. # of adults served*	543	572	592	592	592	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*This is a community-wide strategy whose services will be available to all MPN residents, with targeted outreach to MPN families.

Source of Funding Over 5 Years: MPN, ████████ CJJC, ████████ CCHO, ██████; San Francisco Mayor's Office of Housing, ██████

Program Overview: Residents of the Mission District have historically faced significant challenges with rent increases, high cost of living, and displacement through gentrification. In order to ensure that families who live in the neighborhood, especially low-income Latino families, have stable housing to decrease mobility and ensure their children can stay in the same school, MPN will implement a continuum of housing services with a focus on renters which

make up a vast majority of our target population. MPN will partner with the following organizations to deliver these services.

Implementation Plan:
MPN will increase the capacity of its partners to increase the number of families they serve through a comprehensive housing stability strategy that includes:
- Housing Stability Workshops
- 1-on-1 Tenant Counseling
- First Time Homebuyer Program
- Foreclosure Prevention and Loan Modification Program
- Affordable Housing Enrollment Assistance

Causa Justa::Just Cause will expand its capacity to provide:
- Housing Stability workshops and outreach in the schools offered to families in the schools who may be facing pressures to move out of the neighborhood. This workshop will ensure parents are aware of their rights and responsibilities as tenants and equip them with tools to avoid involuntary displacement/ mobility.
- 1-on-1 tenant counseling to:
  o Prevent illegal rent increases and evictions. Counseling staff will assist families in writing letters to landlords, facilitating dialogue, educating tenants on their rights and advocating for the families in official proceedings.
  o Improve living conditions / health and habitability issues. Counseling staff will assist tenants in advocating for repairs for issues such as mold, mildew, plumbing and utility issues. Staff will assist in writing letters, communicating with landlords and banks (for bank-owned properties) and educating tenants on their rights with the Department of Building Inspections and other agencies as needed.
- Affordable Housing Enrollment Assistance will be provided to ensure that families that qualify for affordable housing are identified and that their applications are prepared for submission. Concurrently, affordable housing availability will be continuously monitored to ensure timely enrollment of clients.

MEDA, through its Homeownership and Foreclosure Prevention Program, will increase its capacity and provide the following services:
- Financial Capability training through workshops and one-on-one coaching sessions
- Foreclosure intervention and loan modification workshops and coaching
- Pre-purchase workshops and coaching
- Home loan document review

Affordable Housing Coordination and Advocacy: MPN will partner with Council of Community Housing Organizations to help coordinate, recruit, organize and represent all affordable housing developers when opportunities become available to ensure efficiency in increasing and securing enrollment for those seeking affordable housing opportunities. In addition, the CCHO collaborative will develop and promote affordable housing policies for San Francisco, and in particular, the Mission.

Segmentation Analysis: We see that residential mobility in the Mission neighborhood is driven largely by income. Those respondents below the federal poverty rate were more than six times more likely to have moved in the past year than Mission residents with incomes at 150% or more of the federal poverty rate.

Housing in MPN snapshot:
- Occupied Units: 22,190
- Owner Occupied: 26%
- Renter Occupied: 74%
- Median Rent: $1083
- Median Home Value: $738,529

The majority of MPN students are roughly on par with SFUSD's rate of student mobility district-wide (MPN range is 88-97% mobility). The one exception is Everett Middle School. Students here experience higher mobility from one year to the next compared to other MPN students. Although the reasons are unclear as to why more MPN students enter and leave during middles chool, the data does suggest greater targeted intervention during this age to ensure that increased mobility doesn't translate into lower academic achievement as students transition into high school.

Evidence:

Tenant counseling and Affordable housing enrollment assistance (Promising):
Case study, quasi-experimental research conducted on "hard-to-house" families in Chicago who had undergone housing interventions, found that those families who had received services made significant gains in accessing safe housing and reducing their mobility compared to those families who hadn't. The interventions measured in this study included family case management services, long-term support, enhanced relocation services, workforce strategies for those who have barriers to employment, and financial literacy training. In terms of homeownership, Mallach (2001) found that pre-purchase counseling has two beneficial effects: it increases the effectiveness or rationality of the home-buying decision, and it decreases the likelihood of loan delinquency or default.[102] In an examination of foreclosure counseling with data from over 4200 borrowers who received intense case-management, post-purchase counseling and/or assistance loans findings suggest that these interventions have a positive impact. With regard to time to resolution, the time to outcome for borrowers served by the program was on average 10.5 months (315 days). With regard to the rate of recidivism, about one-quarter of borrowers who avoided foreclosure reported being delinquent again 12 months after program intervention, and about one-third were delinquent again after 36 months. Households that did not receive an assistance loan as part of the intervention had a higher incidence of recidivism over time, about 45%.[103104]

Pre-purchase and foreclosure counseling (Moderate): Pre-purchase counseling has two beneficial effects: it increases the effectiveness or rationality of the home-buying decision, and it decreases the likelihood of loan delinquency or default.[105] In an examination of foreclosure counseling with data from over 4200 borrowers who received intense case-management, post-purchase counseling and/or assistance loans findings suggest that these interventions have a

positive impact. With regard to time to resolution, the time to outcome for borrowers served by the program was on average 10.5 months (315 days). With regard to the rate of recidivism, about one-quarter of borrowers who avoided foreclosure reported being delinquent again 12 months after program intervention, and about one-third were delinquent again after 36 months. Households that did not receive an assistance loan as part of the intervention had a higher incidence of recidivism over time, about 45 percent.[106]

STRONG AND SAFE NEIGHBORHOODS
Nutrition and Exercise Initiative

SOLUTION
Create a Mission Healthy Learning Collaborative
Nutrition Coordinators
Physical Activity Coordinators
Harvest of the Month

TARGETED INDICATORS	PRIMARY PARTNERS
Physical activity Fruits and vegetables consumption	SFUSD San Francisco Department of Public Health (SF DPH) First 5 San Francisco Department of Children, Youth, and their Families (DCYF) Children's Council of San Francisco

DESCRIPTION
MPN will implement a comprehensive physical education and nutrition initiative that will create: 1) a continuum of learning institutions (childcare through school and afterschool) that ensure healthy and physical activity; 2) an infrastructure for promoting overall health through coordination of health education, policy development, assessment, and linkage to care for all learning institutions in the Mission District; and 3) strengthen physical activity and nutrition programming. MPN will do so through nutrition coordinators, physical activity coordinators, and a child care wellness coordinator at MPN target schools and child care centers to create a culture of health at each site.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	███	███	███	███	███	███
Estimated per-child cost to DoE	██	██	██	██	██	
Est. # of children served, by age*	2,909 (0-5) 1,528 (6-17)	2,909 (0-5) 1,528 (6-17)	2,909 (0-5) 1,528 (6-17)	2,909 (0-5) 1,528 (6-17)	2,909 (0-5) 1,528 (6-17)	
Percent of all children, same age	100% (0-5) 36% (6-17)	100% (0-5) 36% (6-17)	100% (0-5) 36% (6-17)	100% (0-5) 36% (6-17)	100% (0-5) 36% (6-17)	
Annual goal to increase proportion		n/a	n/a	n/a	n/a	

*This initiative will serve every 0-5 year old by serving every child care provider in the MPN, and will serve each of the 4 MPN schools.

Source of Funding Over 5 Years: MPN, ███████ FIRST 5, ███████ SFUSD, ███████;
SF DPH, ████████; DCYF, ███████

Implementation Plan: Although there is a major investment in San Francisco on children's health, strong schools, and preschool for all children, there are major gaps and disparities in the nutrition and physical activity levels across various child care, school, and afterschool environments. For example, there is currently no coordination or collaboration within and between early learning centers, schools, and afterschool learning programs. In the Mission District, many children are eligible but do not fully participate in the National School Lunch Program (NSLP). NSLP participation is associated with higher average intake of many nutrients and greater consumption of vegetables and fruits. In order to meet the goals of the Mission Healthy Learning Collaborative, MPN would collaborate with partners to:

- **Mobilize a "Mission Healthy Learning Collaborative" (MHLC)** across various schools, afterschool programs, and child care centers in Mission District around childhood healthy eating and physical activity to develop consistent, evidence-based, community-wide "Nutrition and Physical Activity Standards" across various institutions serving all age groups; utilize an organizational self-assessment and county-sponsored recognition program (i.e. CDC-funded Bronze/Silver/Gold "Healthy Apple Awards for Excellence in Nutrition & Physical Activity") to assess and evaluate each site.
- **Fund 1 FTE Child Care Wellness Coordinator** who will support childcare centers and family child care homes to implement the evidence-based Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) process and First Lady Obama's "Let's Move" guidelines to systematically improve nutrition and physical activity policies and practices.
- **Designate a Physical Activity Coordinator** that is a current staff member at each school to facilitate culture change and promote physical activity. The Physical Activity Coordinator will undertake training and professional development activities related to physical activity, participate in on-site Healthy School Team Meetings at the middle school level and the Health Promotion Committee at the high school level and with a support team staff (learning support professional or nurse) at the elementary school level, assist in the implementation of SFUSD wellness policies, and coordinate Physical Health/Nutrition Education events.
- **Designate a Nutrition Coordinator** who will collaborate with school staff, provide training to staff, community and families related to nutrition education Create School Wellness Guidelines through the School Wellness Committee Implement Harvest of the Month, collaborate with SFUSD and the community to increase fruit and vegetable consumption and increase physical activity of students. This Wellness Center funded role will be held by the nurse and social worker.
- **Deliver fresh produce** to each of the four schools two times a month through Harvest of the Month. The Harvest of the Month program offers educational resources related to a calendar of colorful fruits and vegetables. It was developed by the Network for a Healthy California in order to motivate and empower students to develop healthier eating habits and to increase physical activity. The program includes a Tool Kit of resources to reach students, families & educators.

MPN will leverage the ongoing nutrition and physical activity related that is happening throughout SFUSD and at MPN schools. These include: school meals, SFUSD nutrition standards, and dedicated PE time to increase fruit and vegetable intake and time spent doing moderate-to-vigorous physical activity among children at target schools, two other programs are described below.

The Nutrition Education Project (NEP) in the San Francisco Unified School District (SFUSD) is administered through the Student Support Services Department has a goal to: Educate children about the benefits of eating *fruits and vegetables every day* and being *physically active for 60 minutes a day;* Empower classroom teachers and after school staff to integrate nutrition education and physical activity into classroom culture and lessons; Support SFUSD Nutrition and Physical Education policy by working with schools to develop school procedures around healthy eating; Increase family awareness and participation related to nutrition and physical activity; Promote participation in the National School Lunch Program. However, this program is only at Everett Middle School. MPN will work with SFUSD to expand to the other MPN schools during implementation.

For physical activity, MPN will leverage the work that Playworks, a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity to low-income schools at recess and throughout the entire school day does at Cesar Chavez Elementary and Bryant Elementary. In addition, every MPN school has PE teachers so that on average, every student participates in PE at least twice a week.

Segmentation Analysis: SFUSD data demonstrates a critical need for targeted intervention around nutrition and exercise at each of the four schools, but especially at the elementary school level, where only 22% of MPN students are considered within a healthy range for their age and height. Overall, MPN students perform at half the rate of other students in SFUSD. The MPN student survey also shows that only 25% of students across the four target schools eat 5 or more fruits and vegetables a day. When analyzed by grade level, kindergarteners reported the highest rate of fruit and vegetable consumption, while not one 11th grader reported consuming more than 5 fruits and vegetables daily, suggesting that eating habits change across time as children move through school. In terms of exercise, roughly 69% of students report exercising for 60 minutes or more a day. When broken out by grade, first graders report the lowest rate of exercise at 45%.

Evidence (Moderate): According to a comprehensive research study analyzing the best practices of programs that address prevention and treatment of childhood obesity and related risk of chronic diseases,

> "Schools were found to be a critical setting for programming where health status indicators, such as body composition, chronic disease risk factors and fitness, can all be positively impacted. Engagement in physical activity emerged as a critical intervention in obesity prevention and reduction programmes."[107]

A similar meta-analysis of data from childhood obesity prevention studies found that programs with the following components had the most beneficial effects:

- School curriculum includes healthy eating, physical activity and body image
- Increased sessions for physical activity and the development of fundamental movement skills throughout the school week
- Improvements in nutritional quality of the food supply in schools
- Environments and cultural practices that support children eating healthier foods and being active throughout each day

- Support for teachers and other staff to implement health promotion strategies and activities (i.e. professional development, capacity building activities)
- Parent support and home activities that encourage healthy habits[108]

Only studies which used a controlled study design (with or without randomization), evaluated interventions, policies or programs in place for twelve weeks or more were included in the analysis. Additional studies using a controlled study design indicate that the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) process, after which the Child Care Wellness Coordinator's work will be modeled, is associated with significant improvements in both nutrition[109110111] and physical activity practices[34] (i.e. more frequent fruit and vegetable consumption, and increased training for physical activity). The Nutrition and Exercise initiative will use this evidence-based process to systematically improve nutrition and physical activity policies and practices at MPN target schools.

Implementing physical activity training and curricula within schools is also shown to increase physical activity and academic achievement for elementary and middle school students[112113114115]. There is evidence supporting the effectiveness of training and curriculum support for teachers to lead structured physical activity. For example, an evaluation conducted on the SPARK program shows it to be very effective among this same age group[116]. These findings will inform the development of curriculum to be used by teachers at MPN target schools.

Children who are encouraged to eat fruit and vegetables by school professionals are shown to increase their intake of these. Supporting this are randomized controlled studies which inform the initiative's goal to improve the intake of fruits and vegetables among MPN students. Research shows that among elementary school children, for example, small rewards or incentives, or simple verbal prompts encouraging fruit and vegetable intake work to increase their consumption[117118119120121]. With this in mind, the role of Nutrition Coordinators at MPN target schools will serve to collaborate with school staff, families, and community-based organizations and provide nutrition education training. MPN students will increase fruit and vegetable consumption and increase physical activity. Furthermore, through fresh fruit and vegetable delivery to MPN target schools, the Harvest of the Month program will motivate and empower students and families to develop healthier eating habits and to increase physical activity.

STRONG AND SAFE NEIGHBORHOODS
Lifelines to Healing Violence Prevention and Safety

SOLUTION
Ceasefire Model of Violence Prevention

TARGETED INDICATORS	PRIMARY PARTNERS
Children and youth feel safe at school and in their neighborhoods	Department of Children, Youth and their Families (DCYF) San Francisco Organizing Project (SFOP) Goodwill, Inc.

DESCRIPTION
MPN will implement the successful Ceasefire model of violence prevention. MPN will reduce youth and young adult violence by creating new working partnerships between community and law enforcement, setting and communicating clear community standards for violence prevention, reserving law enforcement resources on the less than 5% of community members who continue to engage in violent activities and strengthening the networks of services that allow residents to access jobs, education and health care.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮	▮	▮	▮	▮	▮
Estimated per-child cost* to DoE	n/a	n/a	n/a	n/a	n/a	
Est. # of children served, by age	n/a	n/a	n/a	n/a	n/a	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*This is a community-wide strategy that will serve all MPN families over the course of the five years.

Source of Funding Over 5 Years: MPN, ▮▮▮▮ DCYF, ▮▮▮▮

Program Overview: In addition to the broad range of violence response programs that the Department of Children, Youth & Their Families funds, DCYF also supports several key initiatives in the field. For example, the Community Response Network (CRN) is a collaborative framework that addresses youth gang violence issues by incorporating existing neighborhood services, funded programs and coordinating these efforts across programs and agencies. The CRN was founded in the Mission District over four years ago and was built upon the philosophy of its predecessor, the CALLES program. The CRN Initiative focuses its work in three core areas: crisis response, care management services and development. MPN, in partnership with DCYF will bolster CRN with the Ceasefire model of violence prevention during implementation.

In addition, the following school based safety programs will also be leveraged:

- **Secure Our Schools**, a multidisciplinary approach to increase school and community safety and enrich the academic environment of students who are having difficulty coping with social, emotional, behavioral, mental health and/ or educational issues. By developing a proactive and focused partnership between the multiple entities impacting the lives of our students, we can identify students who are most at-risk for academic failure and develop comprehensive intervention plans to support them in school and their communities.
- **SafeStart** seeks to reduce the incidence and impact of violence on children ages 6 and under in San Francisco. In order to break the cycle of violence that often occurs due to childhood exposure, SafeStart provides training and support to staff at points-of-service who provide early intervention and treatment to families with young children exposed to violence, and delivers early intervention and treatment services to children and families.

A workforce programs leveraged for disconnected youth that contributes to violence reduction is RAMP. RAMP is a program for 18-24 years old to help get connected to work, valuable job training, and educational opportunities. RAMP is a partnership between the San Francisco Conservation Corps, Goodwill Industries, and Rubicon Programs. The program combines job readiness training, paid work experience, educational services, and intensive support.

Implementation Plan: MPN's work in this area will focus on leveraging San Francisco's Community Response Network, funded by the Department of Children, Youth and Families (DCYF) and aligning its successful elements with full implementation of the Ceasefire model of violence prevention. The fundamental challenge for this effort is to help the community, law enforcement and those at highest risk see each other differently and to work together effectively. The central strategy we will use to combat neighborhood violence in the next five years is based on the work of Boston Ceasefire. This evidence-based model targets gun and gang violence directly and will require all partners to follow these concrete steps:

1. **Conduct a crime and data analysis to discern hot spots and individual drivers of violence.** Building on the data currently used by the Community Response Network (CRN), this enhanced analysis will include the geographic location of violent incidents, demographic information on individuals involved in gun violence, and patterns of gang and youth violence. This data will be the foundation from which partners develop their specific strategies.
2. **Build a strategic partnership between law enforcement and community members.** Partners involved in MPN recognize the high degree of mistrust and miscommunication that exists between police and community. As part of our approach, we will build new partnerships with criminal justice agencies so that enforcement efforts focus on the relatively small group of young people who "drive" gun violence as determined by data analysis.
3. **Coordinate comprehensive services to violence drivers and at-risk youth through a Working Group.** This group will include representation from employment training and placement providers, the district attorney's office, police department, sheriff's department, juvenile and adult probation, community and clergy leaders, street outreach

workers, and social service agencies that serve youth (including schools, mental health agencies, hospitals, etc). Our goal is to develop a strong partnership among those in the working group so that implementation of targeted, data-based strategies is seamless.

4. **Communicate directly with youth most likely to commit violence through "Call-ins," Street Outreach Workers and Clergy and Community Night Walks**. MPN will combine efforts with the successful street outreach work currently used by the Community Response Network. Using the foundation of relationships they have built and adding to it a strong group of clergy and other community leaders, our efforts will send a clear message to young people who drive violence and/or who are at risk of becoming drivers of violence: (a) the community will not tolerate violence and will work with law enforcement to stop it; and (b) the members of the working group are there to support them with intensive services and employment.

5. **Strengthen a local network that can provide meaningful employment, education and health services.** MPN partners will link all of the working group efforts to an enhanced system of services. Again, we will build on the budding networks used by CRN case managers. MPN's work will focus first on strengthening the local workforce development system so that it can provide youth with long-term options for employment and/or education. As part of the broader MPN process, we will work to create a local ladder for at-risk youth, including "soft skills" training, ongoing support services (such as mentoring and mental health care), job training and placement and long-term tracking with Goodwill, Inc.

Partners will work to implement this strategy over multiple years. Our preliminary work plan for first three years includes:

Year One:
- Conduct a Ceasefire crime and data analysis with the technical assistance from a partner such as Safe Community Partnerships and using any current data from the CRN case management and street outreach programs;
- Convene and build partnerships among members of the Working Group, including key law enforcement partners, neighborhood clergy and service providers;
- Train community leaders (parents, agencies, clergy, officials, school staff) as well as members of the Working Group in best practices related to the Ceasefire model;
- Assess the CRN's current street outreach work; develop an implementation plan that leverages the strengths of that program while adhering to best practices of the Ceasefire model;
- Begin regular clergy and community Night Walks in collaboration with CRN street outreach workers;
- Conduct a thorough assessment of workforce, case management and other key services available to youth and young adults in the Mission.

Year Two:
- Beginning with the work of the CRN outreach workers, coordinate organizations offering street outreach services and implement best practices gleaned from successful Ceasefire models;

- Through the Working Group, establish coordinated strategies based on data analyses and strong inter-agency and community partnerships;
- Conduct first Call-ins for drivers and for at-risk youth;
- Ongoing work to leverage funding for strengthened workforce system and other services;

Segmentation Analysis: Not new to violence, the Mission District is one of five "hot-zone" neighborhoods of concentrated crime, which compose less than one square mile of San Francisco's forty-nine square miles. The Mission neighborhood has the fourth highest rate of juvenile probation referrals in San Francisco, reporting well over 100 referrals in 2011.[122] Known as the home of San Francisco's Latino community, the relatively small neighborhood boasts many programs that specifically serve youth from Latino immigrant families. Still, Latino youth make up 28 percent of youth in the justice system while only 15 percent of the city's total population. Recent reports highlight lower crime rates across San Francisco in recent years. Still, 15 percent of the city's violent crime occurs in the Mission, a higher rate than the Tenderloin, Bayview and Excelsior, all neighborhoods known for dangerous streets.[123] Of greater concern, San Francisco reports an increase in the number of incidents involving firearms in the last several years. In 2010, 8 percent of those incidents occurred in the Mission District. In 2011, that number increased to 11 percent.[124] Violence has an effect on MPN youth. Our segmentation analyses show that although most students from O'Connell and Everett schools reported feeling safe at school, 1 in 5 reported feeling unsafe at school. Whether it occurs in the school or on the way to school, violence impacts children's academic success and, in and of itself, constitutes a danger to a young people. Through this initiative, MPN aims to provide MPN families and children support and education services in an effort to build a violence-free and opportunity-rich community.

In 2009, the youth homicide rate in San Francisco surpassed that of the state: 14.5 homicides per 100,000 people aged 10 to 24, compared to 9 per 100,000 in California as a whole. As for non-fatal incidents, the city had 948 emergency department visits per 100,000 individuals in this age group, compared to 540 per 100,000 statewide.[125] DCYF will expand its violence reduction programming in the Mission District, a neighborhood in which violent crime tends to be concentrated.

These statistics reflect the growing sense among residents that the Mission is unsafe. A survey conducted by the San Francisco Safety Network and compiled by the National Council on Crime and Delinquency found that 52 percent of Mission community members feel unsafe or somewhat unsafe on streets, in parks and on public transportation. In fact, Mission residents reported the second highest rate of insecurity in the city. Respondents from the Mission highlighted drugs and gang activity as the number one reason for their insecurity in the neighborhood, and results further revealed that nearly 40 percent of respondents had been exposed to gun-related crime and nearly 65 percent had witnessed drug violence. In terms of solutions, nearly a third of survey respondents from the Mission listed greater police-community partnerships as their top priority.[126]

Evidence (Moderate): The Ceasefire strategy, a 'puling levers' focused approach, has been embraced by the U.S. Department of Justice as an effective, community-oriented approach to preventing crime.[127] Several studies conducted over the last few years have demonstrated the

effectiveness of the Ceasefire model. A review of ten studies examining cities using this approach found that nine of the ten reported strong and statistically significant reductions in crime.[128] The most commonly referenced study of the Boston Ceasefire Model found that after full implementation, the city experienced a 63 percent drop in average monthly number of youth homicide victims. In addition, researchers in Boston found a 25 percent decrease in gun assaults citywide, with a 44 percent decrease in gun assaults in the district where efforts were focused. In addition, researchers credit the Ceasefire intervention with a 32 percent decrease in reports of gun shots received by local police.[129] Similar findings have been reported by cities such as Indianapolis, Chicago and Stockton, among others.

The Mission Promise Neighborhood effort will focus on implementing the Boston approach. In an effort to build strong clergy and community leadership and effective partnerships with law enforcement, we will establish a diverse working group; base our efforts on clear data; continue to research best practices in the field; and, remain vigilant with implementation over the long-term while evaluating progress at each step.

Appendix F – Chapter 4

Family Economic Success

Family Economic Success Programs Described in This Chapter:

FES.1   Integrated Asset Building Services at Plaza Adelante SparkPoint Center

FES.2   Sector-based Workforce Development and Business Services

FES.3   Youth Financial Readiness

FAMILY ECONOMIC SUCCESS
Integrated Asset Building Services at Plaza Adelante SparkPoint Center

SOLUTION
Financial education
Tax preparation and benefit screening

TARGETED INDICATORS	PRIMARY PARTNERS
Families demonstrate economic stability	MEDA United Way of the Bay Area

DESCRIPTION

The aim of Plaza Adelante SparkPoint is to help low and moderate income families achieve financial self-sufficiency and economic success. Using a one-stop financial education center model developed by the United Way of the Bay Area, Plaza Adelante SparkPoint serves individuals and families who are struggling to make ends meet with a bundled service approach. By integrating and coordinating services with CBO partners, MPN expand the capacity to provide families a comprehensive set of asset building services in a culturally and linguistically appropriate way to help them achieve economic success.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
Estimated cost per adult to DoE	▮	▮	▮	▮	▮	
Est. # of adults served	827	872	902	902	902	
Percent of all adults*	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*This is a citywide strategy that is available to families and residents within MPN and outside of MPN.

Source of Funding Over 5 Years: MPN, ▮▮▮ San Francisco Mayor's Office of Housing, ▮▮▮ HSA, ▮▮▮; MEDA, ▮▮▮

Program Description: Created by United Way of the Bay Area, SparkPoint Centers are financial education centers that help individuals and families who are struggling to make ends meet. The Sparkpoint San Francisco Center at Plaza Adelante (run by MEDA), helps clients address immediate financial crises, get them back on their feet, and build financially secure futures. Launched in 2010, the one-stop center brings together a full range of services to enable clients to take advantage of two or more at a time to help clients reach their financial goals faster. Sparkpoint's service integration model features the following components:

- **Cross referrals**: Evidence-based research indicates that clients who take up more than one service at a time are 3-5 times more likely to achieve their goals for each of these services than clients who take up only one service[130].
- **Shared metrics:** Partners share and contribute to an integrated data management system (ETO), which tracks not only demographic and output information for all clients, but also specific outcome data points related to four asset building objectives: increase income, increase savings, reduced debt, and improved credit.
- **Shared marketing:** Partners share a common brand and materials that help supplement the marketing capacity of each partner agency to recruit for its own programs.
- **Coaching model:** MPN partners will employ a coaching approach to service delivery that client-driven and goal-oriented. Because the coaching relationship requires a client's accountability for their actions or inactions, it reinforces the development of healthy and sustainable money management habits and behaviors. Components of the model include:
  - Creating a partnership between the coach and the client;
  - The ongoing belief that the client is creative, resourceful, and whole;
  - Overcoming personal barriers by linking the client's goals to their personal values;
  - Identifying clear goals and an action plan to achieving those goals;
  - Supporting the client to be accountable for carrying out his/her action plan;

SparkPoint Services:
- **Financial education:** Through workshops and one-on-one coaching, this program communicates a basic, actionable understanding of personal finance, enabling clients to achieve their financial goals and to strengthen their lifelong financial management skills. It helps clients adopt positive attitudes and behaviors for effective money, credit, and asset management, contributing to their financial well-being and self-sufficiency. In addition, strong partnerships with the San Francisco Treasurer's Office of Financial Empowerment's Bank On San Francisco Program, credit unions as well as Individual Development Accounts and rotating savings accounts are a key part of the program. In addition, all staff is trained in a coaching methodology of service delivery that is based on national standards developed by NeighborWorks America.
- **Tax preparation and benefits screening:** IRS certified tax preparers provide free tax preparation, benefit screening and ensure that clients receive the Earned Income Tax Credit (EITC).
- **Sector Based Workforce development and business services :** See **APPENDIX F – FES.2** details.
- **Tenant counseling, affordable housing and homeownership assistance:** See **APPENDIX F – SSN.1** for details.

Implementation Plan: Beginning in year one, MPN will expand its service capacity in several ways that will allow for benefit screening and enrollment in the MPN pipeline of asset building services available at the Plaza Adelante SparkPoint Center. During implementation, Family Success Coaches will be hired every year and will be trained to become San Francisco Family Economic Success (SF FES) certified sites and case managers. The SF FES Site Certification

Program trains staff how to access fourteen (14) different benefits and programs that can support economic security and success. Certification consists of a series of six (6) trainings covering: multiple benefits and programs; information and referral provisions; and, SF FES Standards. Additional Financial Education coaches will be hired who can provide financial education workshops, one-on-one coaching, and referrals. Financial Education Coaches provide services at Plaza Adelante as well as MPN community hubs. On the business development side, we will hire additional Business Development Coaches who provide business development workshops, one-one-one coaching, and assistance in obtaining safe and low-cost business loans. We will also hire Certified Tax Preparers who are certified by the IRS, are trained to provide benefit screening and enrollment in EITC programs, and will prepare taxes free of charge to MPN families during implementation.

Segmentation Analysis: The MPN needs assessment revealed that similar to housing, understanding poverty in the Mission requires segmenting the population by racial/ethnic categories. This analysis reveals that the majority of families in poverty are Latino. In fact, Latino families are almost seven times more likely to suffer poverty compared to White families in the neighborhood. Latino households, on average, make roughly half the income of White households. There are 548 families with children under 18 below poverty. When the proposed MPN indicators of economic stability area analyzed (income, debt, credit, and savings), the need to provide comprehensive asset building services in a culturally and linguistically appropriate way that includes financial education, business development, workforce development, tax preparation, benefit screening, and EITC enrollment assistance to ensure that families can become economically secure is highlighted.

Evidence:

Sparkpoint Center Model (Promising Practice): Forty-two percent of Bay Area Latino families cannot afford to make ends meet, compared to fewer African American (37%), API (19%), and white (14%) households[131]. Latinos in the Mission District of San Francisco, however, make up the majority (65%) of families living in poverty. In fact, Latino families here are seven times more likely to experience poverty compared to white families in the neighborhood. SparkPoint Centers build on a nationally recognized, best-practice model developed by the Annie E. Casey Foundation's Center for Working Families[132] that promote family financial independence. For example, evaluations of SparkPoint centers across the country demonstrate that bundling services in three key areas is a best practice and leads to promising results[133]. The Plaza Adelante SparkPoint Center will support the financial independence of MPN families by also coordinating and integrating a range of services including financial education, foreclosure intervention assistance, workforce training, business development, tax preparation and referrals to safe and affordable financial products and services.

Financial Education (Strong): Research shows that households that had been through a one-on-one counseling session have were less likely to be delinquent with mortgage payments and had higher credit scores and better credit-management practices than those that had been exposed to other education strategies.[134] Studies have also shown that highly targeted financial education programs tend to be effective in changing people's financial behavior, both in the short run and the long run. For example, when programs are targeted toward a specific audience and area of

financial activity (e.g. home-ownership or credit card counseling, etc.), and occur just before a corresponding financial event (e.g. purchase of a home or use of a credit card), counseling and financial education will have a positive impact on financial behavior and on credit outcomes (i.e. less impaired credit).[135] Finally, there is evidence to support that making sure that programs and curricula are designed for the financial needs of target populations may help to increase program effectiveness and reduce disparities in financial ability across consumers.[136] To further strengthen outcomes, MPN uses a coaching methodology developed by NeighborWorks America and all coaches are highly trained and certified. An emerging field, Financial Coaching supports clients to work towards goals and maximize their financial potential. Financial coaches facilitate, motivate, listen and guide individuals to tap their capability to change financial habits and open the door to reach financial security. Although research about financial coaching is limited due to it being a new field, existing research has found that "applying principles of behavioral finance and psychology, coaching has the potential to focus clients on the achievement of goals which may result in greater financial security."[137][138][139]

Tax Preparation and Benefit Screening Program (Moderate and Strong): Low-income Hispanic parents are much less likely to know about or receive the EITC than low-income non-Hispanic parents of any race.[140] However, the EITC's benefits are significant in the following ways: 1) increases families' purchasing power; 2) it is an incentive to increase labor force hours; 3) it provides relief to households burdened by housing costs; 4) it is the single largest program that has decreased child poverty; 5) it encourages families to save.[141] Maximizing tax benefits and avoiding high-cost tax service providers are important first steps for building financial assets. Research shows that community-based tax programs provide a leading opportunity for low-income families to engage in asset building. MEDA's tax preparation program provides free tax preparation, public benefit screening, and EITC enrollment. In addition, tax preparers refer clients to financial education and other asset building services. [142]

Business Development (Moderate): Both business development programs and entrepreneurship trainings have potential to impact income status and achievement. Self-employed Hispanics males, for example, have a faster earning growth than those who are waged/salaried employees. In addition, low-income business owners have been found to "have more upward income mobility than low-wage and salary workers." [143] However, there are factors (i.e. financial capital, education) that impede entry into self-employment and longevity as entrepreneurs[144]. By utilizing Plaza Adelante SparkPoint service delivery model that combines financial education, tax preparation, and access to safe loan products, MPN will mitigate these obstacles to self-employment and income increases. In 2010 alone, the program assisted over 200 aspiring and established entrepreneurs, who launched over 30 businesses and created approximately new 100 jobs. Of the near 120 clients served with an existing business, 99% were still in business six months after receiving services and retained over 160 jobs.

FAMILY ECONOMIC SUCCESS
Sector-based Workforce Development and Business Services

SOLUTION
Implement a sector-based workforce development model in MPN

TARGETED INDICATORS	PRIMARY PARTNERS
Families demonstrate economic stability	San Francisco Office of Economic and Workforce Development (OEWD) MEDA Mission Language and Vocational Services (MLVS) Jewish Vocational Services (JVS)

DESCRIPTION
In collaboration with the San Francisco Office of Economic and Workforce Development, MPN will expand and support a set of comprehensive and evidence-based workforce development strategies and business services at AccelerateSF. AccelerateSF is a new hub for workforce development and business services that brings job seeker and small businesses services under one roof in a first of its kind partnership between the City of San Francisco and MEDA. Through AccelerateSF, MPN families will have access to essential job and businesses services to help them achieve economic success.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
Estimated per-adult cost to DoE	▮▮	▮▮	▮▮	▮▮	▮▮	
Est. # of adults served*	349	294	381	381	381	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*Services stated above are for adults only and available for MPN families and those residing outside of MPN.

Source of Funding Over 5 Years: MPN, ▮▮▮▮ OEWD, ▮▮▮▮; MEDA, ▮▮▮▮.

Program Description: Led by the Office of Economic and Workforce Development (OEWD) in San Francisco, MPN's sector-based workforce development and business service initiative is aligned with the City's Sector Training Programs that provide sector-based vocational skills training for youth and adults. OEWD targets growing and in-demand industries that provide

multiple entry points to jobs that offer upward mobility and lead to self-sufficiency. For small businesses, in 2011 MEDA partnered with OEWD to create a new program called AccelerateSF, an innovative program that breaks down the barrier between workforce development and business development by serving both businesses and job seekers in the same space.

Implementation Plan: In partnership with OEWD, JVS, and MLVS, MPN will create the first comprehensive and evidence-based sector based workforce development program in the Mission District. Until now, workforce development services in the Mission have been fragmented, uncoordinated, and not based on the best model to create good jobs for low-income workers. On the business side, the goal is to accelerate small business growth in businesses that are established and employ between 5 and 20 employees. This is achieved through technical assistance, access to resources and referrals to several different strategic partners. On the workforce side, the goal is to funnel qualified low-income workers and job seekers as well as entrepreneurs into roles at companies working with AccelerateSF and the many services offered throughout the City of San Francisco. During implementation, MPN will partner with Jewish Vocational Services (JVS), and Mission Language and Vocational School will be on-site to provide workforce development including assistance with resumes, interviewing and job searches. In addition, they will be connected to and supported by existing OEWD programs.

MPN will have the following services available to families:

- **Job Coaching:** The first step to a successful workforce development program is to identify the clients who are well-positioned to benefit from these services. During an initial intake, AccelerateSF staff will identify clients who meet specific criteria and then help to develop an individualized job search action plan. In the event that clients have significant barriers to employment, intake staff can refer clients to other agencies providing job barrier removal services.
- **Job Training:** OEWD's Job Readiness Services (JRS) Initiative aims to remediate barriers residents may be facing to training and/or employment. The JRS Initiative complements OEWD's Sector Strategy which is designed to improve the responsiveness of the workforce system to meet the demands of sustainable and growing industries, providing employers with skilled workers and expanding employment opportunity for San Francisco residents. Clients will be connected to and able to enroll in short-term and long term job training through MPN partners, other agencies, and employers. For example, MPN's partner Mission Language and Vocational School will offer their 27 week Culinary Academic Training program that provides fundamental skills to enter the culinary industry. JVS will also provide access to their Health Care Academy, Nursing Refresher Programs, Health Care Bridge Program, EXCEL Program and Phlebotomy Training Program.
- **Employability Activities:** Coaches will work will work with MPN to identify internship opportunities at MPN partner agencies, universities, and local businesses in various business sectors. They will also receive job search skills like resume and cover letter writing, as well as networking and interview skills training. Clients will also be referred to OEWD's One Stop Career Link Centers which also provide career planning and job search services.

- **Retention & Career Advancement Supports:** Clients will have the opportunity to receive individual support after they are employed. For example, some services will focus on addressing and identifying common barriers to job retention (i.e. transportation challenges, childcare, mental health). Other services will be aimed at helping clients to understand and utilize employee benefits and existing employment and occupational safety laws. They will also be able to enroll in vocational English as a Second Language courses that will be offered at MPN community hubs. Finally, individuals will be able to participate in other job training opportunities geared towards advancing their careers.
- **Business Services:** AccelerateSF provides workshops and one-on-one technical assistance to small businesses who wish to grow. Strategies include workshops and assistance on human resources, procurement and contracting, social media marketing, business legal services, and connections to city-wide agencies and resources.

Segmentation Analysis: In 2008-2009, OEWD conducted an environmental scan to hear from San Francisco residents, businesses and workforce development professionals to understand the capacity and gaps of the existing workforce system. Two of their major findings were that workforce and education programs are not closely linked with real career opportunities, career ladders or advancement; and that workforce services do not effectively serve youth, particularly transition age youth. This is particularly important for the low and moderate income population in the Mission who currently are struggling to make ends meet in low-wage jobs. Currently, the Mission has a slightly higher proportion of families with children under poverty, 14% compared to 10% city-wide. This means that there are 548 Mission families in poverty, and 1,314 children in poverty.

Evidence (Moderate):
As a result of the partnerships that will be formalized during implementation, AccelerateSF will adopt an evidence based service delivery model used by Jewish Vocational Services (JVS).[145][146] In an experimental research design that incorporated random assignment and control groups study conducted by Public/Private Ventures of 1,286 people over a two-year period at three sites (of which JVS Boston was one) to assess whether sector-focused programs increase the earnings of low-income, disadvantaged workers and job seekers, they found that participants in sector-based programs:

- Earned significantly more than control group members
- Were significantly more likely to work and more consistently than control group members
- Were significantly more likely to work in jobs with higher wages
- Were significantly more likely to work in jobs that offered benefits.
- For each subgroup analyzed, participants had significant earnings gains as compared to control group members.

The United States Government Accountability Office (GAO) also examined 14 local initiatives identified by experts as among the most promising or innovative efforts in which local workforce boards collaborated effectively with employers and other partners to achieve positive results. GAO interviewed representatives of the 14 initiatives and officials from five federal agencies.[147] They identified six key factors that made workforce development collaborative models a success. Below, we have listed them and how MPN will implement with fidelity.

Six Factors for Success	How AccelerateSF will implement and maintain fidelity to model
Focus on urgent needs of multiple employers across a sector (i.e. finding common ground to develop solutions)	Implement a sector approach, based on local labor market need, with specific sectors to be confirmed in a planning process. Sectors could include: Construction; Food Service; Light Manufacturing & Production; Hospitality; and Health Care.
Involve leadership with authority or ability to persuade others to collaborate on initiative	Senior leadership from full range of partners (i.e. CBOs, universities, city agencies, employers, San Francisco Workforce Investment Board) will provide strategic guidance and partnership.
Leverage additional public and private sector resources	By virtue of its location at Plaza Adelante, AccelerateSF will connect individuals to financial support services that are key to job retention. It will also be able to integrate various funding streams.
Provide employer-responsive services to actively involve employers and keep them engaged in the collaborative process	The business services offered will have the same sector targets as the workforce services. Thus, employers (businesses) who receive services can be easily connected jobseekers.
Minimize administrative burden for partners	By centralizing the administration of all workforce services offered to MPN clients under one roof, AccelerateSF will allow the workforce development partner agencies to build their capacity to provide evidence-based services.
Demonstrate results that help sustain the collaboration over time	AccelerateSF is in the process of developing a rigorous shared data tracking and evaluation system to track client outcomes. For example, #s placed, average wage at placement, % placed in targeted sector, % increase in wage over previous job, % retained in job after ## days.

FAMILY ECONOMIC SUCCESS
Youth Financial Readiness

SOLUTION
Automatic enrollment in college savings accounts
Peer-to-peer financial education, savings accounts, and workforce development
Financial aid education and enrollment in Individual Development Accounts (IDAs) for college
FAFSA preparation assistance

TARGETED INDICATORS	PRIMARY PARTNERS
Attendance Rates (6-9)	Mission SF
College Going Culture	Juma Ventures
Academic Proficiency	MEDA
Postsecondary degree w/out remediation	San Francisco Treasurer's Office of Financial Empowerment

DESCRIPTION
Youth Financial Readiness partners will provide MPN students, grades K through 12th, services that will set them on the right financial path towards college. Through this initiative, MPN students will be automatically enrolled in a college savings account in Kindergarten, receive financial education, participate in peer-based savings program designed to promote youth development and youth financial capability, participate in an innovative youth job program, and participate in an Individual Development Account program for college.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	███	███	███	███	███	███
Estimated per-child cost to DoE	██	██	██	██	██	
Est. # of children served, by age	389	410	511	599	684	
Percent of all children, same age	27%	28%	35%	41%	47%	
Annual goal to increase proportion		1%	7%	6%	6%	

Source of Funding Over 5 Years: MPN, ███████ SF Treasurer's Office, ███████ DCYF, ███████; MEDA, ███████

Program Overview: The Financial Preparedness Initiative is a new proposal for coordinating, integrating and expanding existing financial support services for young people from Kindergarten through 12th grade. Not only does this program support and incentivize saving among high school students, but it also supports the objective of ensuring MPN students receive post-secondary certificates.* This integrated pipeline consists of the following services:

Automatic college savings enrollment through the Kindergarten 2 College (K2C) Program.
Started in 2010, this innovative program, part of the City of San Francisco's Treasurer's Office
of Financial Empowerment, is a universal children's savings account in which every SFUSD
kindergarten student is automatically enrolled and an initial ▆▆ deposit is made by the City of
San Francisco at the time of enrollment[148].

Peer-to-peer financial education through Mission SF's MY PATH program: Mission SF's
Make Your Path (MY Path) model is a peer-based savings program designed to promote youth
development and youth financial capability among low-income youth from unbanked and under
banked households. Mission SF's MY Path connects youth to mainstream financial products
paired with peer financial education while building the capacity of youth development and youth
workforce agencies serving them to promote MY Path's saving and financial capability goals.
Mission SF's MY Path is a research-based and tested model that links youth from unbanked and
under banked families with banking and savings opportunities, in particular those low-income
youth participating in publicly-funded youth workforce and youth development programs.

Mission SF Community Financial Center also launched the innovative PLAY program, the only
one of its kind in the nation, to establish long-term healthy financial habits among children and
youth—and in turn their parents—to create a generation of empowered and informed consumers,
one saver at a time. PLAY was designed using the prize-linked savings model developed by
Harvard's Peter Tufano, founder of the D2D Fund. Mission SF's PLAY model places youth in
key leadership roles: as its designers, as the tellers that manage PLAY accounts, and as the
PLAY trainers.

Mission SF also connects students who participate in My Path are also connected to the Mayor's
Youth Employment and Education Program (MYEEP) provides subsidized employment
opportunities for approximately 1,500 low-income, high school aged youth each year. The goal
of the program is to support the positive development of youth in San Francisco by engaging
them in meaningful employment, career, leadership, and community involvement opportunities.
MYEEP is overseen by a collaboration of 8 community-based organizations (with JCYC as the
lead agency), which ensures citywide inclusion in the program, as well as access to a diverse
array of services.

**Financial Aid Education and CollegeSavings IDA through Juma Ventures Pathways
Program:** Juma Ventures is an innovative and award-winning youth development program that
combines employment in social enterprises, college preparation, and financial asset building to
create a safe, supportive community where under-resourced youth can achieve their dreams of a
college education. Juma Ventures pioneered the concept of the Individual Development Account
(IDA) for youth, and currently operates one of the largest and most successful youth IDA
programs in the U.S. The IDA program enables Juma Ventures youth to establish savings
accounts, begin to save money from their paychecks, obtain money management education, and
receive matching funds to accelerate their savings toward college-related expenses. Money saved
and matched in a Juma Ventures IDA can be used only for college-related expenses and is
usually issued directly to the college. This program will be structured to serve especially
(although not exclusively) students who have completed participation in the MY PATH program.
While continuing to offer financial education support, Pathways program students will also get

additional workforce development and career planning support, learn about financial aid for college and have an opportunity to enroll in a College Savings IDA program. Juma Ventures' Pathways program will engage low-income students during the spring of their 8th grade year and serve them through college completion. For the initial cohort of 45 students, recruitment will take place at Everett Middle School. The goal is to create a cost-effective, scalable model of intervention from transition to high school through 10th grade that measurably improves the high school graduation rate. The program will create a pipeline of youth academically eligible for Juma Ventures and on track to secure a Workforce Readiness Credential.

Implementation Plan:

Year 1: A MYPATH coordinator would be hired and trained, MY PATH coaches would be hired and trained and targeted recruiting efforts would begin for John O'Connell High School students to take part in income generating programs. Due to the timing of many of these programs, it is likely that students will not begin participating in the MY PATH program at a large scale until Fall 2013. However, by the end of the first year of implementation, 30 new accounts will have been opened 30 students will receive financial education and financial aid information.
 In regards to Kindergarten to College program, MPN families will also have access computer training through MPN's Tech for Success computer labs to help them manage their accounts online, as well as benefit screening and referrals to financial education services that will help these families continue contributing to their college savings accounts on a regular basis.
Year 2: Expansion of MY PATH services at John O'Connell increased targeting of employment opportunities for students and the first round of MY PATH program graduates to enroll in Juma Ventures programs (10 students will enroll with Juma). While at Juma Ventures, students will be offered jobs at through their social enterprise program, receive wages, and start receiving match dollars for their IDAs. Youth Development Coordinators and Social Enterprise Managers will work with students throughout their time with Juma Ventures. Coordinating activities will also begin with school administration and CBO staff at Everett Middle School in order to expand the peer-to-peer financial education curriculum to 6-8th graders. Students in the 12th grade will be able to take part in the FAFSA prep summit, hosted by Juma Ventures and MEDA to support SFUSD and John O'Connell students through the FAFSA application process.
Years 3-5: Roll-out of implementation of the revised peer financial education curriculum for middle school students as well as continued expansion of all of the above-mentioned services to high school students at John O'Connell. In addition, by the end of Year 5, every single elementary age student in the MPN target population will have a college savings account with at least ████ (most will have at least ████).

Segmentation Analysis: The MPN needs assessment revealed that 82% of MPN students qualify for free or reduced lunch, compared to only 60% of SFUSD students. Our approach of creating a comprehensive college financial education, readiness, and savings will create a college going culture from K-12 and ensure that students and their families think about and invest in their education from the very beginning. Among low-income students, savings are also shown to be strongly linked to increased academic performance and college attendance even after controlling for factors like income. In addition, a link between savings and educational outcomes are also generated when students hold a savings account in their name, regardless of the amount saved. These findings are consistent with other research that indicates asset ownership promotes

a future orientation that elicits certain positive attitudes and behaviors, collectively known as "asset effects."[149] In addition, recruiting students at the end of their 8th grade year, as opposed to two years later, is that academic performance in early high school is one of the strongest predictors for high school graduation and therefore post-secondary enrollment. More students fail 9th grade than any other grade in high school, and a disproportionate number of students who are held back in 9th grade subsequently drop out[150].

Evidence:

Kindergarten 2 College Program (Promising): Given that it is the first program of its kind in the country that launched just a couple of years ago, Kindergarten to College is not able to be evaluated at this time, in particular because the first cohorts of children are still in elementary school. Regardless of income, race or academic achievement, a child with a college savings account in any amount is six times more likely to attend college than one without.[151] The K2C program offers a promising solution by automatically opening a college savings account for every incoming kindergarten student and setting an early expectation of college attendance. *In terms of the importance of offering opportunities to apply financial education and associated academic benefits, the Center for Social Development at Washington University in St. Louis has released several reports on their research about youth with savings accounts in their name that are designated for college. The key findings are that such youth are 7 times more likely to graduate from college than their peers without such accounts, regardless of the account balance, and that these youth also saw important improvements in their academic performance

Peer-to-peer financial education through Mission SF's MY PATH program (Promising): The evaluation of MY Path's Phase I Pilot by the Federal Reserve Bank of San Francisco found that the model was a promising approach that incorporated best practices for reaching low-income youth with financial education and saving opportunities and improving their financial skills and practices. Mission SF utilizes a peer training model for its youth financial education program known as Youth Trainers for Economic Power (YTEP) and adapted to make it relatable to kids in an urban, low-income context. Through the YTEP program, Mission SF recruits high school students to teach financial education to their peers, and trains them over eight weeks on public speaking, training techniques, and the specifics of the personal finance curriculum. The YTEP program includes a pre- and post-test evaluation to measure changes in knowledge, skills and attitudes.[152] While the studies on the outcomes of standalone financial education programs have been mixed, programs that have been found to be effective are those which are targeted and narrowly focused[153154155]; that demonstrate relevance , engage participant's motivation, and capitalize on 'teachable' moments; that engage participants with real-world financial products and services[156]; and that leverage on incentives and behavioral economics principle. Prize-linked savings have been found to encourage savings across different low and moderate income individuals[157158159].

Juma Ventures (Moderate): The Pathways program design incorporates key recommendations from the What Works Clearing House Dropout Prevention Practice Guide[160] including:

- **Assign adult advocates to students at risk of dropping out (Moderate).** Juma Ventures Youth Development Coordinators (i.e. case managers) serve as adult advocates,

working with students to create Individual Development Plans and ensure that each student is on track to meet his or her academic goals.

- **Provide academic support and enrichment to improve academic performance (Moderate).** All participants have access to weekly individual and small group tutoring—including subject area tutoring and general study skills support—offered throughout the year. Academic preparation and assessment is provided through the GAIN curriculum, which youth complete individually and with Juma Ventures staff and volunteers. GAIN is a standards-based curriculum that provides skill development and lessons in English Language Arts and Math tailored to the specific needs of the student. The GAIN Pre-Test identifies specific English and Math content areas to develop and makes recommendations for each student.

- **Implement programs to improve students' classroom behavior and social skills (Minimal).** Juma Ventures Youth Development Coordinators coach students on Skills for Success (i.e. critical thinking, communication, self-management, and leadership) and assess progress using a five-point Likert scale. Each student establishes an Individual Development Plan, is held accountable to academic and behavioral goals, receives recognition for accomplishments, and learns strategies to strengthen decision-making skills.

- **Personalize the learning environment (Moderate).** During the summers before 9th and 10th grade, Juma Ventures provides an eight-week, intensive summer program that complements the after-school activities held throughout the year and promotes a sense of community. The summer program consists of Monday through Friday, full-day programming. Youth convene at Juma Ventures in the morning for breakfast and circle time, work on structured Math and English lessons and activities through the GAIN curriculum, and participate in special presentations from staff and guest speakers.

- **Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (Moderate).** During the afternoons of the eight-week summer sessions, youth participate in internship rotations that provide exposure to a variety of professional fields in high growth sectors of the economy. Working with Juma Ventures corporate partners, youth participate in three, two-week rotations, which include job shadowing, completion of a project-based learning group project and presentation, and regular feedback and mentoring from corporate professionals. During the 10th grade year, all youth complete the WorkSkills curriculum, which is administered through a classroom format with workbook and online components that prepare students in key areas such as Math, Reading, Situational Judgment, and Active Listening. The Post-Test for the WorkSkills curriculum is the practice test for the Workforce Readiness Credential, preparing students for employment in Juma Ventures social enterprises and their careers beyond.

APPENDIX F – Chapter 5

Universal Services

Universal Services Programs Described in This Chapter:

US.1   Language and Legal Services

US.2   Promotores Program

US.3   Family Success Coaches

UNIVERSAL SERVICES
Language and Legal Services

SOLUTION
English as a Second Language and Civics Education Program
Family Legal Services

TARGETED INDICATORS	PRIMARY PARTNERS
Families demonstrate economic stability Academic Proficiency	Refugee Transitions (RT) La Raza Centro Legal (LRCL)

DESCRIPTION
MPN will collaborate with La Raza Centro Legal and Refugee Transitions provide families with necessary education and support services. The aim is to remove barriers to learning by ensuring children have a stable home and family life. Legal services would assist parents and children with their naturalization, housing, and employment cases so that families can stabilize their housing, citizenship status, maintain employment and ensure payment of wages. Refugee Transitions expand their English classes to MPN hubs which will assist in the integration of newly arrived residents into their new communities.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost for DoE	■	■	■	■	■	■
Estimated per-adult cost for DoE*	■	■	■	■	■	
Est. # of adults served	323	341	353	353	353	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

* These services are for adults and accessible to all MPN families and those living outside of MPN.

Source of Funding Over 5 Years: MPN, ■ LRCL, ■ REFUGEE TRANSITIONS, ■

Program Description: Refugee Transition's education and social services assist target communities to achieve economic self-sufficiency through language acquisition. LRCL, a direct legal services provider, coordinates referral services to other agencies in San Francisco and offers legal services in to families. MPN partners will collaborate to ensure outreach and referrals to families at MPN community hubs and throughout the community.

Refugee Transitions (RT) is a non-profit that assists "refugee and immigrant families in becoming self-sufficient in the United States by providing services to help them attain the English language, life, job and academic skills they need to succeed in their new communities." Services will help newly arrived refugees and immigrants will successfully integrate into their new communities. **The Refugee Transitions Civics Education and Orientation Program** services include:

- **Home-Based Tutoring for Adults:** volunteers teach English to adults in students' homes.
- **Refugee Community Navigator Interns:** this program component recruits, trains, and supports members of the newly arrived refugee and immigrant communities as paid Community Navigator Interns (CNIs), who then assist members of their own ethnic groups to learn English, access local resources, and advance towards self-sufficiency.
- **Site-Based ESL Classes:** sets up ESL civics classes at community sites; taught by qualified instructors.
- **Refugee Citizenship Project:** educates refugee communities about the naturalization process, and offers English language tutoring in preparation for the citizenship exam and assistance in completing the citizenship application.
- **Child Care:** All participants will be provided with child care/watch while they attend classes.

La Raza Centro Legal (LRCL) is community-based legal organization dedicated to empowering Latino, immigrant and low-income communities of San Francisco to advocate for their civil and human rights. It combines legal services, organizing, advocacy, and social services to build grassroots power and alliances towards creating a movement for a just society. Through its networks LRCL is able to refer cases to various agencies in San Francisco. LRCL collaborates with the Latino Network, the San Francisco Immigrant Legal and Education Network and the California Low-Income Workers' Association and the Progressive Worker Alliance. Further, LRCL is affiliated with the San Francisco La Raza Lawyers Association, the California Employment Lawyers Association, the National Lawyer Guild and the American Immigration Legal Association. They will provide critical services for the community that will include:
- **Worker's rights:** The Workers' Rights Program provides employment law assistance to those who have not been paid their wages or overtime, who have not received sick leave in San Francisco or who have been discriminated or retaliated against in the work place.
- **Legal Services for seniors and the disabled:** The Senior Law Program provides legal consultations to the low-income, immigrant and Spanish speaking San Francisco residents over the age of 60 or who are disabled. The Senior Law Program assists with cases of consumer fraud, housing law, public benefits, pensions, estate planning and abuse.

Implementation:

English as a Second Language and Civics Education Classes: The Refugee Transitions English Language and Civics Education Program will prepare parents whose children attend MPN schools to effectively communicate with teachers and school administration. It will empowers parents to be active participants in their child's education and lives to reduce their risk of dropping out, becoming truant, and getting failing grades. Instruction also focuses on life and job skills, financial literacy, safety, civics, and health and safety resources. Classes will be offered 5 days a week for 2 hours a day at MPN community hubs and schools.

Family Legal Services: La Raza Centro Legal will coordinate low-cost or pro bono legal service referrals to agencies throughout San Francisco. LRCL will hire an additional attorney who can work with additional families during the course of implementation.

Segmentation Analysis: According to a socio-economic profile of neighborhoods in San Francisco using ACS data, 37% (21,200) of Mission residents only speak Spanish at home and approximately and 41% of Spanish speaking households lived in linguistic isolation.[161] With such a high number of families who could benefit from ESL classes, MPN decided to increase the availability of ESL classes in the Mission. Legal services assist with stability so that families are not in crisis. LRCL is also aware of the workers' compensation attorneys who do not provide adequate services. Accessible workers' rights legal services are greatly needed in this highly transitional labor market where workers must be able to obtain their entire regular and overtime pay as they move from job to job. This affects mostly the parents; however, working children must also have the resources to assert their rights.

Evidence (Moderate): There is an interconnectedness of language acquisition, academic achievement, and career success. English language acquisition is fundamental and solutions about education, financial literacy, vocational training have language dynamics embedded[162]. These findings are relevant to MPNs efforts targeting Latino immigrant families and youth. English language acquisition is central to earnings[163] and by extension, income status. In addition, research shows that linguistically and culturally sensitive education, such as ESL combined child development services to be provided by MPN partners, directly impact finances and income, and student learning and parent engagement. In addition, for the Mission District, access to legal services has a profound effect on the community's progress. Political mobilization and collective identity is shaped by knowledge of and advocacy for rights[164,165,166,167,168]. Educating families about rights and providing tools for collective mobilization leads to community and social change. Additionally, the move toward naturalization impacts wage/labor and opportunity for immigrant parents[169,170]. It has also been found that higher poverty risks and poor children's health is affected by immigrant status noting that households where parents have legal citizenship status have higher health than household with non-legalized parents or mixed households where only one parent has legal status[171]. Gains from parent legal status included scholastic achievement as well as health and mobility. Math and reading scores of increased by 0.6 and 0.4 standard deviation, respectively[5]. The results for children of parents who had been legalized based on the IRCA 1982 amnesty, illustrated children whose parents were scored 14 percentage points higher on English tests.[172,173,174]

UNIVERSAL SERVICES
Promotores Program

SOLUTION
Coordinated outreach to MPN and leadership development through a Promotores program.

TARGETED INDICATORS	PRIMARY PARTNERS
Children have a medical home	MEDA

DESCRIPTION
The Mission Promise Promotores Program will leverage and build on already existing Promotores programs in the Mission and other local communities, specifically with MPN program partners, Mission Graduates and Good Samaritan as well as other local CBOs. MPN will work closely with its partners to ensure that its Promotores outreach workers are trained through the Mission Promise Leadership Academy. Potentially recruited through MPN's parent and community engagement groups, Promotores/as will utilize their community connections to promote and educate parents and refer them to MPN's Family Success Coaches and enter the MPN pipeline of services.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE*	██████	██████	██████	██████	██████	██████
Estimated per-child cost to DoE	n/a	n/a	n/a	n/a	n/a	
Est. # of children served, by age	n/a	n/a	n/a	n/a	n/a	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

* This is the cost designated for vouchers for Promoteres (outreach workers) that will outreach to all MPN families.
Source of Funding: MPN VOUCHERS: ██████

Program Description:
A successful and evidence-based approach to reach communities using personalized outreach is through Promotores, or lay-community educators. This approach is a foundational outreach strategy that MPN will use to reach parents of students at target schools and parents with children under five. According to the Bienestar program that provides affordable housing in Oregon, "Promotores programs can provide information, resources, and education in health, education, housing, workforce, financial literacy, and other issues through home visits and presentations."[175] This can be accomplished by training and empowering selected potential leaders from the Mission to become the "promotores" or "community connectors." Promotores generally have attributes of leadership, compassion, and familiarity with community. The primary traditional roles of Promotores are to provide:
- Education

- Outreach to get the community engaged, educated, and active
- Advocacy and organization around specific issues
- A combination of advocacy and outreach for community education, intervention and action

Implementation:
During implementation, MPN will launch its Promotores Program in the following ways:

Phase	Process
Recruitment and Training	- Recruit existing Promotores to be part of the MPP through partner CBOs and other local service providers. - Develop a customized Promotores training program through the Mission Promise Leadership Academy and train Promotores on messages and outreach skills. - After completing this basic training Promotores could be trained in specific content-related areas that map back to the MPN working groups and intended outcomes. - Through the Academy, a Train-the-Trainer program would be set up to help develop ongoing leadership skills
Training Evaluation	- Evaluate training throughout Promotores program - before and after initial training and ongoing throughout their work with MPN. - Promotores could also participate in reviews after each presentation to assess short-term effectiveness of presentation and quality[176]
Outreach	- Promotores will work directly through the CBOs to target MPN families at MPN Community Hubs and throughout the Mission. - Promotores will make home visits and also hold discussion groups to distribute/show MPN promotional materials and answer specific questions with target groups.

Segmentation Analysis: There are 9,021 families in MPN, of which 65% are families of color (45% are Latino). Of those families with children, 548 families are living below poverty. In addition, families with children at the four MPN schools and families of those children under five years old constitute our segmentation priority.

Evidence (Moderate): According to evidence-based Promotores Programs, ongoing training is critical to deal with both intervention-related and personal challenges Promotores face as they connect with the community[177]. This strategy to provide outreach, education, and interventions through a Promotores/as model is several decades old and well-documented. One study conducted on the *Impact of a Promotora on Increasing Routine Chronic Disease Prevention* compares doing health outreach via postcards vs. postcards with follow up from Promotoras program. With the Promotora program they found a 35% increase in prescreening with both postcard and Promotora.[178]

UNIVERSAL SERVICES
Family Success Coaches

SOLUTION
Provide Family Success Coaches at MPN community hubs to coordinate services with students and families

TARGETED INDICATORS	PRIMARY PARTNERS
All indicators	MEDA

DESCRIPTION
Family Success Coaches are a central component of the MPN service delivery system, and create the direct connection between students & families, and the vast array of programs and resources that compose our continuum. Family Success Coaches will provide direct coaching, MPN service referrals, data tracking, and follow up to students and families in each of the four target schools, and to families with children between the ages of 0-5.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▇▇▇	▇▇▇	▇▇▇	▇▇▇	▇▇▇	▇▇▇
Estimated per-child cost to DoE	▇	▇	▇	▇	▇	
Est. # of children served, by age	1,800	1,800	1,800	1,800	1,800	
Percent of all children, same age*	25%	25%	25%	25%	25%	
Annual goal to increase proportion		n/a	n/a	n/a	n/a	

*This is a community wide strategy that will accessible by all MPN families.

Source of Funding Over 5 Years: MPN, ▇▇▇▇ ;

Implementation Plan: MEDA will employ 6 FTE Family Success Coaches that will be employed throughout the 9 MPN Community Hub locations. These Hub locations include: Cesar Chavez Elementary, Bryant Elementary, Everett Middle School, John O'Connell High School, the Family Resource Centers at Instituto Familiar de la Raza and Good Samaritan Family Resource Center, Mission Neighborhood Health Center, Plaza Adelante, and City College. The Coach will meet with students and/or families and develop an "Action Plan" with the student and/or family that is designed to help them meet their academic and economic goals. The Action Plan will include mapping MPN services that can help the family achieve their goals and overcome barriers in areas such as: health (mental/physical), housing, childcare, employment, etc. The Family Success Coach will provide benefits screening to the family to ensure they

access all public supports that they qualify for, and is responsible for seamless referrals to MPN services. Significantly, the Family Success Coach does not provide intensive case management; instead, referrals will be made to existing case management resources through SFUSD, Instituto Familiar de la Raza, and other entities for this service. The Family Success Coach is a connector between all of the MPN services, the guide for families along the way, and the primary person responsible for ensuring students and families are successfully accessing the resources that can benefit them. Family Success Coach play a crucial role in monitoring and tracking the student and/or family's progress toward their goals, and identifying additional supportive and/or more intensive services where needed. The Family Success Coaches and the Hubs are the pivotal points of service delivery through which we will effectively implement all MPN strategies. Each coach is expected to serve approximately 300 students and families per year.

Segmentation Analysis: Our MPN needs assessment revealed that there are 7,190 children ages 17 or younger in MPN. Our first segmentation priority will be the families of children at the four MPN schools (1,528), families with children under five years old (there are 2,909 children under 5), and the 548 families (potential overlap with populations above), with children living below poverty who could benefit from the MPN student and family supports that they can access with the help of MPN's Family Success Coaches.

Evidence (Promising): The coaching model of service delivery is one that has been found to be evidence-based. The U.S. Department of Health and Human Services, for example, relates frequent and planned contact with client achievement of goals and objectives. Through a family-centered case management approach to service delivery, families access a range of supports and services and opportunities to learn and practice new skills[179]. MPN Family Success Coaches will assist families in setting action plans so they may achieve success. Family-centered case management includes communication and planning with multiple service systems to ensure provision of appropriate services and assess service effectiveness and client progress. Families will be encouraged to use their skills to access resources, fully participate in services, and evaluate their progress toward desired goals and outcomes. Family Success Coaches will work with clients to support the follow through of goals and objectives[180][181].

In addressing a family-centered approach, the British Columbia Ministry of Children and Family Development, for example, states that clients are given an "active voice in shaping services that will support them in directing their own lives" during the coaching process. All participants involved are able to offer unique and valuable contributions (i.e. family, children, and coach). By responding to the needs of clients in a comprehensive manner, the Ministry believes there is a "greater potential to build on the strengths of everyone involved, and prevent the escalation of individual and family difficulties[182]." MPN Family Success Coaches will build on that concept.

Other evidence based best-practices indicate that coaching develops family competence and confidence to try strategies to increase their child's learning opportunities and participation in daily life. Family-centered case management encourages families and caregivers to be develop agency. It supports family collaboration and choice in choice of services to their children[183][184]. Furthermore, best-practices indicate that family-entered case management ensures families receive strong individualized support from one person, service coordination[185].

Tech for Success

Tech for Success Programs Described in This Chapter:

TS.1   Universal Access to Broadband and Computers

TS.2   Technology Training for Academic Success

TS.3   Technology Training for Economic Success

TECH FOR SUCCESS
Universal Access to Broadband and Computers

SOLUTION
Create a Mission District-wide Community Broadband Network
Provide low-cost computers
Provide low-cost Internet

TARGETED INDICATORS	PRIMARY PARTNERS
Students and families have access to broadband a connected computing device at home and at school	City of San Francisco Department of Technology MEDA

DESCRIPTION

The Mission Promise Neighborhood vision is that every student who lives in or attends school in the MPN zone will have a home broadband Internet connection and will have a computer or connected computing device in the home. MPN's Universal Access strategy will accomplish this by offering free public and low-cost private Internet access by partnering with the City of San Francisco to provide Wi-Fi access using the City's fiber-optic network as a backbone; by referring families to, and helping them sign up for low-cost internet through Comcast Internet Essentials and AT&T Connect to Compete programs which offer ▮▮▮ per month services to families of students eligible for free or reduced lunch; and by referring families to and assisting them with vouchers received through trainings to purchase low-cost computers from ReliaTech, a local computer refurbisher. This strategy is aligned with the City and County of San Francisco's Digital Inclusion Strategy.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮	▮▮▮▮
Estimated cost per household to DoE	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮	
Est. # of households	180	118	147	171	196	
Percent of all households with need*	17%	14%	25%	40%	86%	
Annual goal to increase proportion		-3%	11%	15%	46%	

*In year one, there are 1,040 households with need for broadband, each year, the number of those in need is reduced by the number served the previous year.

Source of Funding: MPN ▮▮▮▮▮▮

Implementation Plan: The City of San Francisco already provides high-speed Internet to public housing developments through the use of fiber optic cable. MPN will partner with the City of San Francisco's Department of Technology to expand the Community Broadband Network to

cover the entire MPN. MPN will expand the overall use of technology by focusing on setting up hardware; providing computer and Internet access; and providing technology training.

- **Hardware:** Low-income families who do not have a computer at home and cannot afford to purchase a computer on the private market, as identified by Family Success Coaches will be referred to ReliaTech to purchase ███ refurbished laptops with current software. ReliaTech is able to offer more than 1650 of these low-cost laptops for purchase to MPN students. Low-income families can defray the cost of the computer through attending trainings on Basic Digital Literacy, Internet Safety, School Loop, and other classes offered by the Plaza Adelante Tech Center. During the first year of the program 272 ███ vouchers will be available, and in subsequent years 34 ███ vouchers will be made available upon completion of trainings to help low-income families purchase these low cost computers.

- **Access:** the City's public Wi-Fi network will expand Internet access in the Mission Promise Neighborhood. Doing so entails the following: installing t radios on buildings; connecting these radios to the fiber backbone; creating buy-in among residents and building owners to install networking equipment; and, training residents on how to use the network. During the rest of the planning year, a later phase of development of the public wi-fi network will involve training teenaged students on how to maintain wireless broadband networks as part of a workforce development program, organized through MEDA with support from ReliaTech. Low-income families who need access to free Internet will be given equipment, training and access to the network. Those who are higher income but want to participate will be asked to purchase equipment, but the service and maintenance will be free. MEDA staff will help families who qualify for Comcast Internet Essentials and/or AT&T Connect to Compete's low-cost Internet programs sign up and complete the registration process. These programs are open to families of SFUSD students who are eligible for free or reduced lunch, with certain restrictions on status of account(s) with either company. Through these multiple options we will ensure that, over time ALL students and families in the Mission have a computer and an Internet connected computing devices.

- **Training:** A variety of training will be offered at MEDA's Plaza Adelante Tech Center. A core offering is Basic Digital Literacy, most appropriate for those participants who have little or no experience using computers. More advanced courses on Microsoft Office products, including the industry-recognized Microsoft Office Specialist certification courses will be offered to help parents to earn credentials important to workforce development. Trainings that specifically connect to student academic achievement will also be offered, including parent and teacher trainings on using the SchoolLoop online parent-teacher communication tool. MEDA will coordinate with the City's Broadband Technology Opportunity Program, Sustainable Broadband Adoption partners in the MPN to maximize the scope of training.

Segmentation Analysis: According to the MPN student survey, 77% of children have access to the internet at home, leaving 23% or an estimated 368 families without access[186]. When it comes to the Mission as a whole, the most recent study found that approximately 30% of Mission residents did not have internet access at home. For the purposes of segmentation, we will use

30% of households with children who don't have access at home in the Mission District, as there are a significant number of kids attending MPN schools who don't live in the Mission. There are 3,465 households with children in the Mission Older students, so there are approximately 1,040 households with need. A survey conducted by SFUSD's technology department also found that the student to computer ratio at school was higher for kids in Elementary Schools (2:1 to 19:1) compared to Middle Schools (2:1 to 13:1). MPN will therefore consider providing universal access to families with young children first when possible to improve early access.

Evidence (Promising): When it comes to children and teens, those with a computer and Internet at home are more likely to stay in school, earn better grades, and graduate from high school[187]. Cost, however, is an important barrier to broadband Internet access for low-income families, which may determine the availability of such technology at home[188189190]. Individuals with lower incomes are also much more likely than the general public to say that cost is the most significant barrier to Internet access, further impeding access[191].

The Federal Communications Commission lists lowering the cost of broadband as a key for increasing Internet access[192] and is coordinating with Comcast on the Internet Essentials program, and AT&T's Connect to Compete which will offer low-cost Internet to Mission District low-income families. Although potential drawbacks may include barriers to people learning about the service, difficulties with subscription paperwork, and reticence to sign-up or trust the service, MPN partners are prepared to address these through digital literacy trainings and the Family Success Coach role.

Much like the Mission District-wide Community Broadband Network, there are several projects nationwide that have increased access to broadband through creating free or low-cost broadband networks. Some projects have targeted low-income users through the construction of broadband networks at schools, libraries, housing developments, community centers and other neighborhood level sites.

TECH FOR SUCCESS
Technology Training for Academic Success

SOLUTIONS
Parent training on School Loop
Teacher training on School Loop
Streetside Stories Technology Coaching Model

TARGETED INDICATORS	PRIMARY PARTNERS
Students have school and home access to broadband internet and a connected computing device	MEDA SFUSD Streetside Stories

DESCRIPTION
School Loop is a free web-based communication portal through SFUSD that is available to school community members (students, parents, and teachers) to "keep everyone in the loop" on student academic progress and school programming. In order to increase parent and teacher use on School Loop, MEDA will provide parent and teacher trainings while at the same time enhancing the digital literacy of targeted families. Additionally, Streetside Stories, which promotes arts literacy education among K-12 students, will provide a high quality digital arts training to teachers to increase their technology use in their classrooms.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost for DoE	███	███	███	███	███	███
Estimated per-adult cost to DoE*	██	██	██	██	██	
Est. # of adults served	383	586	606	606	606	
Percent of all children, same age	n/a	n/a	n/a	n/a	n/a	
Annual goal to increase proportion	n/a	n/a	n/a	n/a	n/a	

*Trainings are available for all MPN adults and teachers.

Source of Funding Over 5 Years: MPN, ███ SFUSD, ███ MEDA, ███.

Implementation Plan:
School Loop Training: School Loop trainings will empower parents to use the web-based communication system. Parent trainings and Basic Digital Literacy workshops will take place at Plaza Adelante and provide bilingual digital training and one-on-one coaching once project starts. Because an integral part of SchoolLoop is monitoring grades and homework submission, SFUSD focuses on the middle and high school levels for adoption. Based on data from SFUSD it

is estimated that only 30% of middle and high school parents have adopted the tool, which represents roughly 420 families who have not. MPN will offer 28 trainings a year on SchoolLoop, each accommodating an average of 15 parents per class (420 per year total). For teacher training, MPN will contract with school technology teachers and community technology teachers to provide this training to other teachers and parents. Upon training completion and workshop, parents should be prepared to effectively utilize the School Loop. Teachers who have not yet incorporated SchoolLoop into their teaching strategy will be trained at their school sites by their dedicated technology teachers, who already host at least one training a year. MPN will encourage these teachers to fully adopt the use of the SchoolLoop tool. MPN will offer two trainings a year at each school, and teachers will be incentivized to attend training through gift cards valued at ███ and school technology teachers will contracted at a rate of ███ to conduct trainings.

Streetside Stories: Streetside Stories uses a media arts and technology coaching model to help teachers and afterschool service providers:
- Create media arts/technology lesson plans that integrate with other academic content areas
- Teach those lessons, with help from a Streetside coach
- Expand the place of technology and media arts in the SFUSD core curriculum

In partnership with MPN, Streetside stories will expand their technology training to that will begin providing training to teachers at two of the four MPN target schools beginning in year 2, to be based on highest need that will be identified during the planning year. By year three, all four schools will receive training and from years three to five will see a cycle of retraining for all schools. Funds will also allow Streetside to create a media lab with hardware, iPads, digital cameras, projectors and other peripherals. All purchases for the four MPN target schools will be complete by year three.

Segmentation Analysis: Based on information from Everett Middle School, only 30% of parents have adopted the use of SchoolLoop. If that number is consistent across schools, then there are about 400 families (of 1,341 total families) from the four MPN schools who do not use the tool. For teachers, an average of 20% of teachers need more training in using SchoolLoop, and every teacher could benefit from the Streetside Stories technology coaching.

Evidence:

Training on School Loop (Moderate). While evaluations on SchoolLoop have not been conducted, research has found that computer and broadband access programs with parent training components positively impact student attendance, behavior and test scores[193]. Experimental design studies have also been found that teacher-parent communication can positively impact student scores on standardized tests, engagement and homework completion, leading them to achieve academic success[194][195][196]. However, while links between phone-based and in-school communication as well as parent involvement and student performance are well established (Epstein, 1990), the use the internet to facilitate home/school communication is relatively new and it is not clear that there are any evaluative studies which address its

effectiveness. During implementation, MPN will perform evaluations to assess the effectiveness of this.

Streetside Stories Technology Coaching (Moderate): WestEd, with the support of the U.S. Department of Education (USDOE), has twice conducted evaluation of Streetside's technology coaching model. Findings indicate that participating teachers:
- Were more confident in designing technology lessons and teaching them
- Were more confident in using technology in classroom instruction
- Felt more prepared and confident when supported by a Streetside coach
- Designed lesson plans that reflected proficient integration between technology and core subjects
- Became more knowledgeable about media arts standards
- Positive trends associated student achievement test scores with participation

Furthermore, Streetside Stories' direct technology programming was found to lead to:
- Increased comfort and skill with technology
- Improved oral communication skills
- Increased classroom engagement
- Better writing skills, including for English learners

TECH FOR SUCCESS
Technology Training for Economic Success

SOLUTIONS
Student technology training
Parent technology workforce development and training

TARGETED INDICATORS	PRIMARY PARTNERS
Families demonstrate economic stability	MEDA
	SFUSD
Postsecondary degree w/out remediation	

DESCRIPTION
MEDA will provide integrated technology-based workforce development services to targeted MPN low-to-moderate income families and parents. The Basic Digital Literacy curriculum and workshops will increase the technology skills of participants thereby removing technology barriers to employment. In addition, students participate in youth digital internships, based on the model of the Comcast/One Economy Digital Connectors program. The youth tech-immersion program will provide technology training, leadership development, and connect youth to internships and Career Technical Education.

Program Costs & Activity	1/1/2013 – 12/31/2013	1/1/2014 – 12/31/2014	1/1/2015 – 12/31/2015	1/1/2016 – 12/31/2016	1/1/2017 – 12/31/2017	TOTAL
Program cost to DoE	▉	▉	▉	▉	▉	▉
Estimated per participant to DoE	▉	▉	▉	▉	▉	
Est. # of children served, by age	255 (adults) 0 (14-21) 255 (total)	268 (adults) 27 (14-21) 295(total)	278 (adults) 28 (14-21) 305(total)	278 (adults) 28 (14-21) 305(total)	278 (adults) 28 (14-21) 305(total)	
Percent of all children, same age*	7% of adults 0% (14-17)	8% of adults 2% (14-17)	8% of adults 2% (14-17)	8% of adults 2% (14-17)	8% of adults 2% (14-17)	
Annual goal to increase proportion		1% adults 2% (14-17)	0%	0%	0%	

*We have used the population count of 14-17 year olds, since the Census does not disaggregate the 18-24 year old age range, even though the youth tech-immersion program will serve those ages 14-21.

Source of Funding Over 5 Years: MPN, ▉ MEDA, ▉

Implementation Plan:

Student Technology Training and Employment: Student technology training will be facilitated by a digital internship program based on Comcast/One Economy's Digital Connectors program. The program will immerse MPN target youth in technology, and trains them in leadership and workplace skills all to position them to participate in the modern economy. Trainings will be conducted by MEDA staff at Plaza Adelante. The program will train and employ youth between the ages of 14 and 21 to support the integration of digital access among low-income families through service learning (i.e. training families on computers and Internet usage). As "digital connectors," youth will gain real world job skills while serving their community by committing to 56 hours of service over the course of a semester. As part of the program, youth participants will:

- Perform service learning projects to promote technology usage in the MPN (i.e., train low-income families in computer and Internet usage);
- Be trained in Digital Literacy Training, customer service, and PC troubleshooting to serve MEDA's computer center and MPN residents;
- Be trained to help support the Community Broadband Network, offering real-life work experience and marketable skills to teens who experience many barriers to employment ;
- Gain exposure to coding and computer programming curriculum; and
- Complete a financial literacy program promoting savings.

Parent Technology Training: The parent technology workforce development training component will be met by MEDA Tech Initiative, held at Plaza Adelante's Tech Center. The MEDA Tech Initiative will offer bilingual, technology centered workforce development programming. Unique to the initiative is its integration of financial education. Services will be aimed at MPN families who are unemployed, underemployed, or seeking to change careers. As the owner of Plaza Adelante and the project manager for a national technology project, the Latino Tech Net, MEDA is prepared to provide these services from Plaza Adelante's four (4) computer labs that currently host up to seventy-five (75) computer work stations.

The MEDA Tech Initiative 12-week program consists of a Tech Core Computer Training, job readiness training, placement services, and one-on-one financial coaching for participants. MEDA will integrate its current financial education workshop curriculum into the program to encourage the participant to simultaneously practice computer applications, job skills, and sound financial practices. Program components are:

- **MEDA Tech Core Computer and Financial Education Trainings**: This series of modules offered in both Spanish and English will increase proficiency in basic digital literacy, Windows 7, MS Word, Excel, Publisher, and Internet usage and email, plus financial education-based lessons and exercises to increase positive financial practices (e.g. completing family budgets). Participant computer use will enable MEDA staff to monitor client progress, conduct online follow ups via email, and administer client questionnaires.

- **One-on-One Financial Coaching Sessions**: Program participants will participate in a required initial financial coaching session occurring during the 10-week course period. Quarterly follow up coaching sessions will follow upon training completion. MEDA coaches will assesses participant credit profiles, continue assisting in establishing a budget and savings plan, assist in developing personalized action plan to increase savings, improve credit, and reduce debt.
- Connect to MPN's Sector-based **Workforce Development Program**: Program participants will be connected to MPN's proposed Sector-based Workforce Development Program (see **APPENDIX F – FES.2**).

Segmentation Analysis: MPN student survey results indicate that 3 out of every 4 youth in the Mission District have access to the Internet at home. When explored by grade level, older students are more likely to have access to the Internet compared to younger ones. The majority (83%) of these youth are also more likely to access the Internet on a cell phone, with about 55 percent accessing the Internet on a desktop computer. The data confirms a digital divide for MPN students in their access to computers for academic purposes. The student technology training component will provide a solution to this challenge. There are 3,465 family households with children in the Mission, and 1,341 families of students in the four target MPN schools.

Evidence:
Student Technology Training (Moderate): The digital divide marks the difference between those who have access to computer technology and those who do not[197]. Poor youth and immigrant youth have been shown to have less access to information technologies, including broadband and computers[198]. Numerous studies have tied access to and use of computers in home and school to improved academic outcomes[199]. Access to and use of computers is also shown to increase computer skills, something that is considered valuable in and of itself in the modern economy[200]. Research shows that technology training or internship programs have been successful in boosting the incomes of low-income young adults (18-24) and in improving the earning potential of low-income adults. A randomized control group study of the Year Up model of youth workforce development found that programs that have shown positive impacts combine, education and training, paid work experience, professional leadership skills, access to career advice, close ties to employers, placed youth in jobs.[201][202] Additionally, a number of evaluation studies have shown computer and broadband access programs with parent training components positively impacting student attendance, behavior and test scores. MPN will incorporate elements of the key elements of this model in to ensure to ensure fidelity and impact. [203]

Parent Technology Training (Moderate): Randomized, experimental "gold standard" studies have shown some technology training programs to be successful in boosting the incomes of low-income young adults (18-24)[204]and in improving the earning potential of low-income adults. Moreover, a number of evaluation studies have shown computer and broadband access programs with parent training components positively impacting student attendance, behavior and test scores[205][206][207][208]. In MEDA's Tech Initiative will create a sector-focused employment program responsive to the needs of the local business community, including technology. According to recent research, adult participants in sector-focused employment programs earned significantly more, were significantly more likely to find work, and were significantly more likely to work in jobs that offered benefits[209].

Partner Descriptions

MPN Partner Organization	Organization Description
California Association for Bilingual Education (CABE)	CABE is an advocacy organization whose mission is to promote equity and educational achievement for students with diverse cultural, racial, and linguistic backgrounds and for whom language poses an additional barrier to schooling and full participation in our educational system and society.
Causa Justa:: Just Cause (CJJC)	CJJC is a multi-racial, grassroots organization building community leadership to achieve justice for low-income San Francisco and Oakland residents. CJJC provides tenant rights advocacy and information to tenants through its Housing Committee/Tenants' Rights Clinic. In building toward a larger movement for social transformation, CJJC also mobilizes the community on immigrant rights and housing rights.
Children's Council of San Francisco	The Children's Council of San Francisco connects families to child care that meets their needs, while working with child care providers and community partners to make quality child care and early education a reality for all children in the city. Counselors provide parents with free child care referrals and other family resources, including subsidized care. The Council also offers professional development and consultation for child care providers who are licensed, seeking a license, or are license-exempt.
City College of San Francisco (CCSF)	City College of San Francisco is an urban community college serving about 100,000 students annually at nine campuses and many other sites throughout San Francisco. It offers an affordable opportunity to earn associate degrees, prepare for transfer, and pursue career and technical education. City College of San Francisco also offers distance learning and free noncredit courses in many fields.
Council of Community Housing Organizations (CCHO)	CCHO has been in the forefront of the affordable housing movement in San Francisco since its founding in 1978. Its membership consists of 19 CBOs and faith-based groups. Its overall goals are to create an effective affordable housing policy framework and adequate funding for the creation of affordable housing, and build the capacity of lower income and working class residents to determine their own priorities and carry out policies, strategies and development.
Department of Children Youth and their Families (DCYF)	Created in 1989, San Francisco's Department of Children, Youth & Their Families is one of the few city departments in the country dedicated exclusively to meet the needs of young people from birth through the age of 24. The department ensures that families with children are a prominent and valued segment of San Francisco's social fabric by supporting

	programs and activities in every San Francisco neighborhood.
Family Service Agency (FSA)	Family Service Agency of San Francisco is a nonprofit charitable social-services provider in San Francisco. It provides cutting edge social services and treatment that combine the best social science research with cultural sensitivity, a deep respect for the consumer, and a commitment to social justice and supportive communities. Its programs have been recognized as national models and have received the highest possible ratings from San Francisco's Department of Public Health.
First 5 Commission of San Francisco (First 5)	The First 5 Commission of San Francisco is part of the statewide First 5 California movement to assist public agencies, non-profit organizations and parent groups in nurturing early education, pediatric healthcare, systems change and family support. Its Preschool for All program is making preschool free for every four-year-old in San Francisco.
Good Samaritan Family Resource Center	Good Samaritan Family Resource Center delivers comprehensive educational, health and social services that are culturally and linguistically tailored to the Spanish-speaking Latino community. The center helps families gain access to skills and life essentials that reduce poverty and promote self-sufficiency – such as learning English, navigating the healthcare system, and engaging in their children's education.
Goodwill, Inc.	Goodwill works to enhance the dignity and quality of life of individuals and families by strengthening communities, eliminating barriers to opportunity, and helping people in need reach their full potential through learning and the power of work. Its network of independent community-based centers, such as Goodwill of San Francisco, offers customized job training, employment placement and other services to people who have disabilities, lack education or job experience, or face employment challenges.
Instituto Familiar de la Raza (IFR)	IFR is a multi-service community health and social service agency serving the Latino community in the Mission District and the rest of San Francisco. It offers a continuum of mental health, HIV-related and social services including health promotion and prevention, early intervention, case management, clinical mentoring, family support, comprehensive behavioral health services, and cultural/spiritual activities and practices.

Jamestown Community Center	Jamestown Community Center has been serving youth and their families with a full array of high-quality free programs for over 40 years. Jamestown Community Center is committed to ensuring that neighborhood youth grow into productive and healthy adults.
Jewish Vocational Services (JVS)	JVS is a workforce development agency who has been recognized both locally and nationally for its work in sector-based employment and training services, and its outstanding network of employer partners encompassing all sectors of the local economy. It offers skill building training, and one-on-one job search assistance.
Juma Ventures	Juma Ventures is an innovative and award-winning youth development program that combines employment in social enterprises, college preparation, and financial asset building to create a safe, supportive community where under-resourced youth can achieve their dreams of a college education. It aims to break the cycle of poverty by ensuring that young people complete a four-year college degree.
La Raza Centro Legal (LRCL)	LRCL is a community-based legal organization dedicated to empowering Latino, immigrant and low-income communities of San Francisco to advocate for their civil and human rights. It combines legal services, organizing, advocacy, and social services to build grassroots power and alliances towards creating a movement for a just society.
Mission Economic Development Agency (MEDA)	MEDA is a community-based, local economic development corporation located in the Mission District of San Francisco. For over 38 years MEDA has worked to improve economic and social conditions in the neighborhood by stimulating investment, enhancing the business environment, and creating jobs for area residents. MEDA is committed to maintaining the cultural identity and resources of the Mission District.
Mission Graduates	Mission Graduates is a nonprofit organization that increases the number of K-12 students in San Francisco's Mission District who are prepared for and complete a college education. For 40 years, Mission Graduates offers a wide range of K-12 after-school, in-school and summer programs that reach over 1,100 children, youth and families each year.
Mission Language and Vocational Services (MLVS)	MLVS is community-based education center based in the Mission District of San Francisco. MLVS' courses are approved by the California Bureau of Post-Secondary Education, and certified by the Eligible Training Provider's List (ETPL). MLVS is recognized as an innovator in Vocational English as a Second Language (VESL) and an expert in job skills training. It also serves at-risk middle- and high-school aged through their after-school and summer

	programs. Other services include bilingual career guidance, counseling, job placement, and referral services for legal, childcare, health, and housing assistance.
Mission Neighborhood Centers (MNC)	MHC is comprised of 13 community centers throughout San Francisco, which provide quality programs that promote self-sufficiency and community growth for children, youth, families and seniors through their Child Development Programs, Youth and Senior Services Programs.
Mission Neighborhood Health Center (MNHC)	MNHC is comprehensive community-based health center, a Federally Qualified Health Center, and a cornerstone in the Mission District of San Francisco. MNHC is a well-known local leader in advocacy efforts for culturally and linguistically competent health and human services for Latinos in San Francisco and the greater Bay Area. MNHC serves over 13,000 unduplicated patients and renders over 66,000 health care service visits annually.
Mission SF	The Mission SF Community Financial Center (or Mission SF) is an independent non-profit organization that works closely with key partners, including partner Community Trust of Self-Help Credit Union, to link financial education and counseling participants with appropriate financial products and services provided by Community Trust. Mission SF's aim is to promote financial security and catalyze economic mobility for children, youth, and families.
Parents for Public Schools (PPS)	PPS-SF is a network of parents working together to build and ensure quality public education for all children in San Francisco. It provides parent leadership development training to help parents understand complex systems and gain confidence to get involved.
Raising a Reader	Raising A Reader supports early literacy and language development by working with parents and early childhood professionals to reach desired outcomes for children 0-5. It targets low-income families. The program model fosters parent involvement and provides opportunities for parent education as well as staff professional development.
Refugee Transitions (RT)	RT assists refugee and immigrant families in becoming self-sufficient in the U.S. by providing services to help them attain the English language, life, job and academic skills they need to succeed in their new communities. Aside from offering multiple education and social services, RT is also the only organization in the San Francisco Bay Area offering home-based tutoring and mentoring to refugees and low-income immigrants.
San Francisco Department of	The mission of the San Francisco Department of Public

Public Health (SFDPH)	Health is to protect and promote the health of all San Franciscans. It tries to achieve this through the work of two Divisions - the Community Health Network (CHN) and the Population Health and Prevention Division. The department is governed by commissioners appointed by the mayor.
San Francisco Department of Technology	The San Francisco Department of Technology is an enterprise information and technology services organization that provides proactive leadership in the use of technology and information solutions to improve the City's operations and service delivery.
San Francisco Office of Economic and Workforce Development (SFOEWD)	OEWD supports the ongoing economic vitality of San Francisco. It provides city-wide leadership for workforce development, business attraction and retention, neighborhood commercial revitalization, international business and development planning.
San Francisco Organizing Project (SFOP)	SFOP is a grassroots coalition of congregations and schools working to create innovative solutions to the economic and racial injustices facing residents of our city. It engages families, youth and seniors in public life to create a safe, healthy, and thriving city for everyone.
San Francisco Treasurer's Office of Financial Empowerment	The San Francisco Office of Financial Empowerment was assists lower-income residents become financially empowered. The Office offers several first-of-their-kind programs to help lower-income people get access to financial education and counseling, low-cost checking and savings accounts, college savings accounts, electronic pay solutions, responsible payday loans and more.
San Francisco Unified School District (SFUSD)	SFUSD is the seventh largest school district in California, educating over 55,000 students every year. The mission of SFUSD is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.
Seven Tepees	Seven Tepees is dedicated to impacting the lives of promising inner-city youth. It works with students from 6th grade through high school graduation, an unprecedented 7-year investment in their future. Emphasis is placed on social competency, self-esteem, academics, the natural environment, and preparing for future success. The program has received local and national recognition for its innovation and serves as a model to other youth service organizations.
Streetside Stories	Through the power of storytelling, Streetside Stories cultivates young people's voices to develop literacy and arts skills, fosters educational equity, values diversity, and builds

	community. Targeting lower-income students, it offers high-quality literacy arts education programs to students in kindergarten through the 8th grade, after school programs, and community-based organizations throughout San Francisco and the East Bay.
UCSF Healthy Environments and Response to Trauma in Schools (HEARTS)	UCSF Healthy Environments and Response to Trauma in Schools (HEARTS) is a comprehensive, multilevel school-based prevention and intervention program for children who have experienced trauma. The goal of UCSF HEARTS is to create school environments that are more trauma-sensitive and supportive of the needs of traumatized children. One objective is to work collaboratively with SFUSD to promote school success by decreasing trauma-related difficulties and increasing healthy functioning in students.
United Way of the Bay Area	United Way of the Bay Area collaborates with nonprofits, corporations, government agencies, labor, and individual donors to address the Bay Area's most pressing challenges, including poverty alleviation.
University of California, San Francisco (UCSF)	The University of California, San Francisco (UCSF) is a leading university dedicated to promoting health worldwide through advanced biomedical research, graduate-level education in the life sciences and health professions, and excellence in patient care. It is the only UC campus in the 10-campus system dedicated exclusively to the health sciences. UCSF is also recognized nationally for its leading patient care specialists, who work together as a team to develop new treatment approaches and to achieve the best outcomes.

Summary of Evidence for Proposed Programs

(Note: this is not an exhaustive list.)

Programs	Sources of Evidence	Strength of Evidence*
Early Learning and Development		
Early Learning Network for Quality Improvement		
Strengthen readiness, common standards, data collection, quality improvement (RTT-QRIS)	Lugo-Gil, J. et al (2011). *The Quality Rating and Improvement System (QRIS) Evaluation. Toolkit Report.* Washington, DC: Mathematica Policy Research.	M
Parent Education, Support, and Leadership Development (ages 0-5)		
Centering Pregnancy Program	Baldwin, K.A. (2006). Comparison of Selected Outcomes of Centering Pregnancy Versus Traditional Prenatal Care. *Journal of Midwifery and Children's Health*, 51(4). *Centering Healthcare Institute Research and Evaluation on the Centering Model of Care.* (2009-11).	S
Crianza con Cariño	Bavolek, S., Stephen, J., McLaughlin, J.W. (n.d.). *The Nurturing Program: A Validated Approach for Reducing Dysfunctional Family Interactions.* University of Wisconsin-Eau Claire.	M
Abriendo Puertas	Bridges, M. et al (2009). *Evaluation of Abriendo Puertas*. Los Angeles, CA: Families in Schools.	S/M
Language, Literacy and Development		
Raising a Reader, PALS, Dual Language Learning	Anthony, J. (2010). *Promoting School Readiness and Literacy-rich Home Environments through the Texas Early Education Model and Raising a Reader.* Children's Learning	S

	Institute.	
Preschool		
Preschool for All	U.S. Department of Health and Human Services. (2010). *Head Start Impact Study: Final Report.* (2010). Washington, DC: Administration for Children and Families.	M
Kindergarten Transitions		
Kindergarten Transition Program	Bohan-Baker, M., & Little, P. (2004).*Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families*. Harvard Family Research Project.	M
Early Childhood Mental Health		
Early childhood mental health services to families with children ages 0-5	Cicchetti, D. et al (2006). Fostering Secure Attachment in Infants in Maltreating Families Through Preventive Interventions. *Development and Psychopathology. 18,* 623–49.	S
Special Needs		
Services for children (0-5 years) with developmental disabilities and developmental screenings	Wolery, M., & Wilbers, J. S. (1994). Introduction to the inclusion of young children with special needs in early childhood programs. In M. Wolery and J. S. Wilbers (Eds.), *Including children with special needs in early childhood programs* (pp. 1-22). Washington, DC: National Association for the Education of Young Children. Odom, S. L. et al (2004), Preschool inclusion in the United States: a review of research from an ecological systems perspective. Journal of Research in Special Educational Needs, 4: 17–49.	S
Medical Home		
Family Health Care Navigator	Cooley, W. C., McAllister, J. W., Sherrieb, K., & Kuhlthau, K. (2009). Improved Outcomes Associated With Medical Home Implementation in Pediatric Primary Care. Pediatrics, 124(1), 358-364. Berenson, R. A., Devers, K. J., & Burton, R. A. (2011). *Will the patient-centered medical home transform the delivery of health care?*	M

	Reid RJ, Coleman K, Johnson EA et al (May 2010). "The group health medical home at year two: cost savings, higher patient satisfaction, and less burnout for providers". *Health Affairs* **29**(5): 835–43.	

Student Achievement and School Improvement

Comprehensive School Reform		
School Turnaround and Transformation	Blank, M.J. et al (2003). *Making the Difference: Research and Practice in Community Schools*. Washington, D.C.: The Coalition for Community Schools. Birman, B. et al (2000). Designing Professional Development that Works. *Education Leadership*, *57*(8), 28-33. Leithwood, K. et al (2004). *How Leadership Influences Student Learning. Center for Applied Research and Educational Improvement*. New York, NY: The Wallace Foundation.	M
Full Service "High Performing" Community Schools		
Institutionalize Community School Coordinators in every school	Blank, M.J. et al (2003). *Making the Difference: Research and Practice in Community Schools*. Washington, D.C.: The Coalition for Community Schools. Birman, B. et al (2000). Designing Professional Development that Works. *Education Leadership*, *57*(8), 28-33. Leithwood, K. et al (2004). *How Leadership Influences Student Learning. Center for Applied Research and Educational Improvement*. New York, NY: The Wallace Foundation.	M
Teacher Professional Development		
Provide professional learning coaching and communities for core academics	Ross, J. (2002). Teacher Efficacy and the Effects of Coaching on Student Achievement, *Canadian Journal of Education*, *17*(1), 51-	M

	65. Knight, J., & Cornett, J. (2009). Studying the Impact of Instructional Coaching (Working Paper). University of Kansas, Kansas.	
Parent Education and Leadership Development (K-12)		
Project INSPIRE Parent Training	Henderson, A.T., & Mapp, K.L. (2002). *A new wave of evidence: The impact on school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.	M
Parents for Public Schools Parent Training	McBride, B. A. et al (2005). The mediating role of fathers' school involvement on student achievement. *Journal of Applied Development, 26,* 201−216. Coleman, P. K., & Karraker, K. H. (1998). Self-efficacy and parenting quality: Findings and future applications. *Developmental Review, 18,* 47-85.	PP
Summer School (8th-9th grade)		
Middle to High School Transition Summer Program	Cooper, H. et al (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. *Review of Educational Research, 66*(3), 227-268.	PP
Mentoring for Success		
Match students with mentors through Mentoring for Success	Tierney, J.P. et al (1995). *Making a difference: An impact study of Big Brothers/Big Sisters.* Philadelphia, PA: Public/Private Ventures. Jekielek, S.A. et al (2002). *Mentoring Programs and Youth Development: A Synthesis.* Washington, D.C.: Edna McConnell Clark Foundation.	M
College and Career Center		
Support and expand the College & Career Center at John O'Connell High School/Seven Tepees	Plank, S., & W. Jordan. (2001). Effects of information, guidance, and actions on postsecondary destinations: A study of talent loss. *American Educational Research Journal*, 38(4), 947-979.	M

	Rowan-Kenyon, H.T. et al (2008). Contextual influences on parental involvement in college going: Variations by socioeconomic class. *Journal of Higher Education, 79*(5), 564–586. Tierney, W. G. et al (2009). H*elping students navigate the path to college: What high schools can do: A practice guide* (NCEE No. 2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance.	
College and Career Success Initiative		
Believing in the College Dream	Miller, A., & Taylor Smith, C. (2009). *Assessing the Use and Impact of ECMC Foundation's Realizing the College Dream Curriculum.* Washington, D.C.: The Pell Institute for the Study of Opportunity in Higher Education.	PP
CCSF PUENTE Program	Crawford, L. (1999). *Extended Opportunity Programs and Services for College Retention.* Paper presented at the Annual California Community College Chancellor's Office Statewide Conference, Monterey, CA. Moreno, J. F. (2002).The long-term outcomes of PUENTE. *Educational Policy, 6*(4), 575-587.	M
After School Programs		
High Quality After School Programs	Durlack, J.A. et al (2010). *A meta-analysis of after-school programs that seek to Promote Personal and Social skills in children and adolescents.* American Journal of Community Psychology, 45, 294-309. Pearson, L.M. et al (2008). Establishing a foundation for progress toward high school graduation. Washington, D.C.: Policy Studies Associates, Inc. Vandell D.L. et al (2007). *Outcomes linked to high-quality after school programs: Longitudinal findings from the study of promising after school programs.* University of California, Irvine, University of Wisconsin - Madison, Policy Study Associates, Inc.	M
Health and Wellness Initiative		

Mental Health Consultancy	Duran, F. et al. (2009). What Works?: A Study of Effective Early Childhood Mental Health Consultation Programs. Washington, DC: Georgetown University Center for Child and Human Development. Huffman, L. et al. 2000. Off to a Good Start: Research on the Risk Factors for Early School Problems and Selected Federal Policies Affecting Children's Social and Emotional Development and Their Readiness for School.	M
Wellness Centers	Basch, Charles E. (2011). "Healthier Students are Better Learners: High-Quality, Strategically Planned, and Effectively Coordinated School Health Programs Must be a Fundamental Mission of Schools to Help Close the Achievement Gap." *Journal of School Health*, 81 (10), 650-662. 2009-2010 evaluation of SFUSD Wellness Program Services by ETR Associates. Kerr, J. et al (2012). Does Contact by a Family Nurse Practitioner Decrease Early School Absence? *The Journal of School Nursing*, *28*(38).	PP
Trauma Sensitive Schools	Ratner, H. et al. (2006). Violence exposure, IQ, academic performance, and children's perceptions of safety: evidence of protective effects. *Merrill-Palmer Quarterly*, *52,* 264-287.	PP
Mental Health Collaborative	Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base. University of California, Los Angeles.	PP

Strong and Safe Neighborhoods

Housing Stability		
Tenant Counseling and Affordable Housing Enrollment, Coordination and Advocacy	Crowley, S. (2003).The Affordable Housing Crisis: Residential Mobility of Poor Families and School Mobility of Poor Children. *The Journal of Negro Education*, 72(1), 22-38.	PP
Pre-Purchase and Foreclosure Prevention Counseling	Quercia, R. & Cowan, S.M. (2008). The impacts of community-based foreclosure prevention	M

	programs. *Housing Studies, 23(3),* 461-483. Mallach, A. (2001). *Homeownership Education and Counseling: Issues in Research and Definition*. (Discussion Paper No. 00-01). Philadelphia, PA: Federal Reserve Bank of Philadelphia.	
Nutrition and Exercise Initiative		
Mission Healthy Learning Collaborative, Nutrition Coordinators, Physical Activity Coordinators, Harvest of the Month	Flynn, M. et al (2006). Reducing obesity and related chronic disease in children and youth: a synthesis of evidence with "best practice" recommendations. *Obesity Reviews*, *7*(1), 7-66. Sallis J.F. et al. (1999). Effects of health-related physical education on academic achievement: project SPARK. *Research Quarterly for Exercise & Sport, 70*(2), 127-34. Perry, C.L. et al. (2004). A randomized school trial of environmental strategies to encourage fruit and vegetable consumption among children. *Health Education & Behavior, 31*(1), 65-76.	M
Lifelines to Healing Violence Prevention and Safety		
Ceasefire Model of Violence Prevention	Braga, A.A. (2008). Pulling Levers: Focused Deterrence Strategies and the Prevention of Gun Homicide. *Journal of Criminal Justice, 36*(4), 332-343. Braga, A.A., & Weisburd, D. (2012). The Effects of 'Pulling Levers' Focused Deterrence Strategies on Crime. *Campbell Systematic Reviews, 6.* Braga, A.A. et al (2001). Problem-Oriented Policing, Deterrence, and Youth Violence: An Evaluation of Boston's Operation Ceasefire. *Journal of Research in Crime and Delinquency, 38*(3), 195–225.	M

Family Economic Success

Integrated Asset Building Services at Plaza Adelante		

SparkPoint Center		
SparkPoint Center Model	An Integrated Approach to Fostering Family Economic Success. (2010). Washington, D.C.: The Annie E. Casey Foundation.	PP
Financial Education	Lusardi, A. (2008). Household saving behavior: The role of financial literacy, information, and financial education programs. *National Bureau of Economic Research*, Working Paper 13824. Lusardi, A. (2003). Saving and the effectiveness of financial education. *Pension Research Council*. PRC WP 2003-14.	S
Tax Preparation and Benefits Screening Program	Colllins, J.M. & Baker, C. (2007). *The Role of Asset-Building Services for Community-Based Tax Preparation Programs.* Washington, D.C.: Center for Economic Progress. Mammen S., & F.C. Lawrence. (2006). How Rural Working Families Use the Earned Income Tax Credit: A Mixed Methods Analysis. *Financial Counseling and Planning*, *17*(1). Phillips, K.R. (2001). Who knows about the Earned Income Tax Credit? New federalism: National survey of American families. (Series No. B-27). Washington, D.C.: The Urban Institute.	M, S
Business Development Program	Fairlie, R.W & Woodruff, C. (2005). Mexican-American entrepreneurship. Paper presented at the 10th Annual Meeting of the Society of Labor Economics, San Francisco, CA. Lofstrom M., & Chunbei, W. (2006). Hispanic self-employment: A dynamic analysis of business ownership. (IZA Discussion Paper No. 2101).	M
Workforce Development and Training	Robles, B. J., & Cordero-Guzman, H. (2007, September). Latino self-employment and entrepreneurship in the United States: An overview of the literature and data sources. *Annals of the American Academy of Political and Social Science, 613*, 18-31. Lofstrom M., & Chunbei, W. (2006). Hispanic self-employment: A dynamic analysis of business ownership. (IZA Discussion Paper No. 2101).	M

Youth Financial Readiness		
Kindergarten 2 College Program	Phillips, L., & Stuhldreher, A. (2011). *Kindergarten to College (K2C): A First-in-the-Nation Initiative to Set All Kindergartners on the Path to College.* Washington, D.C.: New America Foundation.	PP
Mission SF Peer-to peer financial education and savings account	Bernheim, B.D., Garrett, D.M., Maki, D.M. (2001). Education and saving: The long-term effects of high school financial curriculum mandates. *Journal of Public Economics, 80*, 435-465. McCormick, M.H. (2009). The Effectiveness of Youth Financial Education: A review of the Literature. **Journal of Financial Counseling and Planning,** *20*(1).	PP
Juma Ventures Pathways Program/College Savings IDA	Sherraden, M.S., Johnson, L. Elliott, W., Porterfield, S., Rainford, W. (2007). School-based children's saving accounts for college: The I Can Save program. *Children and Youth Services Review, 29 (2007)*, 294-312. Elliott III, W. (2012). "Why Policymakers Should Care about Children's Savings." Ne*w America Foundation & Center for Social Development*.	M

Universal Services

Language and Legal Services		
English Language and Civics Education Program	Shanahan, T., Mulher, M., Rodriguez-Brown, F. (1995). Project FLAME: Lessons learned from a family literacy program for linguistic minority families. *The Reading Teacher,* 48(7), 586-593. Pena, D. C. (2000). Parent involvement: Influencing factors and implications. *The Journal of Educational Research, 94*(1), 42-54.	M

Family Legal Services	Okamoto, D. & Ebert, K. (2010). Beyond the ballot: Immigrant collection action in gateways and new destinations in the United States. *Social Problems, 57(4),* 529-558. Pastor, M., Scoggins, J., Tran, J., & Ortiz, R. (2010). The economic benefits of immigration in California. Center for the Study of Immigrant Integration, University of Southern California.	M
Promotores Program		
Promotores program	Swider, S.M. et al (2010). PROJECT MATCH: Training for a Promotora Intervention. *The Diabetes Educator*, *36*(1), 96. Hunter, J.B. et al (2004). The Impact of Promotora on Increasing Routine Chronic Disease Prevention among Women Aged 40 and Older at the U.S. Mexican Border. *Health Education & Behavior, 31*(18), 135.	M
Family Success Coaches		
Family Success Coaches at MPN community hubs	U.S Department of Health and Human Services. *Family Centered Case Management.* Woods, J. (2004). *Enhancing service in natural environments*.	P

Tech for Success

Universal Access to Broadband and Computers		
Provide low-cost Internet	Chourdrie, J., & Dwivedi, Y. K. (2006). Investigating factors influencing adoption of broadband in the household." *Journal of Computer Information Systems,* 46(4), 25-34. Hauge, J., & Prieger, J. E. (2009). Demand-side programs to stimulate adoption of broadband: what works? Garcia-Murillo, M. (2005). International broadband deployment: The impact of unbundling. *Communications & Strategies, 57*, 83-108. Powell, A., Bryne, A, & Dharma, D. (2010). The essential internet: Digital exclusion in	S

	low-income American communities. *Policy & Internet*, 2(2).	
Technology Training for Academic Success		
Parent training on School Loop	Carpenter, E. & Rothschuh, J. (2009). The School2Home Program: A public-private initiative to close the technology gap for California's middle school families. Santa Monica, CA: The Children's Partnership. Maguire, S., Freely, J., Clymer, C., Conway, M. and Schwartz, D. (2010). Turning in to local labor markets: Findings from the sectoral employment impact study. Public/Private Ventures Roder, A. & Elliott, M. (2011). A promising start: Year Up's initial impacts on low-income young adults' careers. *Economic Mobility Corporation*. Retrieved from: http://www.yearup.org/pdf/emc_study.pdf	S
Teacher training on School Loop	Bouffard, S. (2010). Tapping into technology: The role of the internet in family-school communication. *Family Involvement Research Digest*. Epstein, J. (1990). School and family connections: Theory, research and implications for integrating sociologies of education and family. In D.G. Unger & M. B. Sussman (Eds.), *Families in community settings: Interdisciplinary perspectives,* 99-126. New York: The Haworth Press. Kraft, M. A., & Dougherty, S. M. (2011). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment.	S
Streetside Stories Technology Coaching Model	Carpenter, E. & Rothschuh, J. (2009). The School2Home Program: A public-private initiative to close the technology gap for California's middle school families. Santa Monica, CA: The Children's Partnership.	M
Technology Training for Economic Success		
Student technology training	Maguire, S., Freely, J., Clymer, C., Conway, M.	M

	and Schwartz, D. (2010). Turning in to local labor markets: Findings from the sectoral employment impact study. Public/Private Ventures. Primavera, J. et al (2001). Technology access for low-income preschoolers: bridging the digital divide. *Presented at the annual meeting of the American Psychological Association*, San Francisco, CA. Roder, A. & Elliott, M. (2011). A promising start: Year Up's initial impacts on low-income young adults' careers. *Economic Mobility Corporation*.	
Parent technology workforce development and training	Carpenter, E. & Rothschuh, J. (2009). The School2Home Program: A public-private initiative to close the technology gap for California's middle school families. Santa Monica, CA: The Children's Partnership. Maguire, S., Freely, J., Clymer, C., Conway, M. and Schwartz, D. (2010). Turning in to local labor markets: Findings from the sectoral employment impact study. Public/Private Ventures. Silvernail, D. L. & Gritter, A. K. (2007). Maine's middle school laptop program: creating better writers. University of Southern Maine, Center for Education Policy, Applied Research, and Evaluation.	M

Definitions of Evidence Rating

*S – Strong evidence means evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity.
.
M – Moderate evidence means evidence from previous studies with designs that can support causal conclusions (i.e. studies with high internal validity) but have limited generalizability (i.e. moderate external validity) or from studies with high external validity but moderate internal validity.

PP – Promising Practice means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong level.

Endnotes, Appendix F

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