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The Youth Policy Institute (YPI) is a nonprofit organization and lead applicant for the Los Angeles Promise Zone Full-Service Community Schools program that is partnering with the Los Angeles Unified School District (LAUSD, an LEA), four elementary and secondary schools (including one direct-funded charter school, an LEA), and multiple public and community-based partner agencies in a dynamic collaborative to target services in the Los Angeles Promise Zone. Los Angeles is one of the five Promise Zones selected by the U.S. Department of Housing and Urban Development (HUD) in January 2014. In the Los Angeles Promise Zone proposal submitted to and selected by HUD, YPI is identified as the Lead Agency for the Full-Service Community Schools strategy in the Promise Zone. In the White House announcement of the designated Promise Zones (please see Appendix D, p. 46), the White House highlighted the YPI Full-Service Community Schools strategy as a key component of the Los Angeles Promise Zone.

YPI's Promise Zone Full-Service Community Schools (PZ FSCS) proposal meets the Absolute Priority to establish or expand full-service community schools offering services. This proposal meets the Competitive Preference Priority for projects designed to serve and coordinate with a federally designated Promise Zone (please see attached Promise Zone letter in Appendix D, p. 44). YPI is the Los Angeles Promise Zone's Lead Implementation Partner and helped the City of Los Angeles (Promise Zone designee) design the Zone education strategy around full-service community schools. The strategy replicates YPI best practices honed in expansion of YPI's successful model to 19 schools as part of YPI's Los Angeles Promise Neighborhood awarded implementation funds by the U.S. Department of Education in December 2012.

(a) Quality of the Project Design. *Project Design & Objectives*

YPI collaborated with partnering schools to develop an evidence-based project design that incorporates best practices from YPI's extensive experience operating Full-Service

Community Schools and implementing Promise Neighborhood services. Research details the parameters of what defines effective full-service community schools (Benson & Harkavy, 2001; Dryfoos, 1994; Dryfoos, 2002; Krysiak, 2001; Melaville, 1998; Pardini, 2001). In particular, a community school as planned by YPI and partners will have the active involvement of school staff, students, parents, and community organizations that will provide services and social capital required to support academic success. The four schools will be open to the community for extended hours of services, typically from 7 a.m.–6 p.m. Monday through Friday, and also on weekends from 9 a.m.–1 p.m. or later. Schools will make services accessible year round, not just when school is in session. Please see Sample Dosages in Appendix D, p. 49 for details.

The program will meet parameters of scientifically-based research by offering service learning and professional development that help teachers engage the local community, set high expectations, and ensure learning supports. It will coordinate existing and new community resources to meet needs in: early childhood education; remedial education and academic enrichment; parenting programs; mentoring and youth development; parenting education; community service and service learning; truancy, suspension and expulsion supports; job training and career counseling; nutrition, health and dental services; mental health and counseling; and adult education services. The PZ FSCS Team will oversee site-based planning and implementation at each school so that resources meet student, school, and community needs.

YPI will hire and oversee staff, which includes full-time Site Coordinators at each school. The Coordinators will work with schools and partners to integrate existing services already available at each school into a comprehensive set of FSCS programs, while providing services or seeking out new partners to target areas of need not currently addressed through a Menu of Services. This will be established during the six month planning period. YPI will work with

partners to integrate funding streams to continue services after funding ends. The overall goal of the Promise Zone FSCS program is to provide access to education, social, and health services for students, families and communities to increase academic achievement and family stability.

YPI will utilize its existing Efforts-to-Outcomes (ETO) longitudinal database system to track and measure the impact of the FSCS program using the goals, outcomes, indicators and benchmarks discussed on pages 6-8. ETO will track service utilization for students and their families, along with their locations and frequency, outcomes across providers, and will look at aggregate results across schools. YPI is the first external agency to be provided access to student level data (as documented in Los Angeles Promise Neighborhood and Los Angeles Promise Zone MOUs) and will collect outcome data in ETO working with LAUSD and charter school partners. YPI staff will review data on a monthly basis to drive decision making around need for modifications, such as new programs and partnerships. ETO provides functionality to share data, demographics, assessments and benchmarks. Each partner agency has access to a customized ETO portal site where tools help them upload data to the online server which then aggregates and provides unduplicated counts of participants and services, all while meeting strict guidelines of data sharing policies at the local, state and federal levels. Already used in the Los Angeles Promise Neighborhood, this will be extended to PZ FSCS and all youth and families served.

The FSCS Data Specialist will work with partner staff to export and upload service attendance data into ETO to track service provision among students. Social Solutions will provide dashboards to enter and upload data by partner, by each program, and for individuals and families receiving services. Staff and partners will receive training in uploading and accessing data in multiple locations on an as needed basis. Staff and partners will use segmentation analysis to isolate subgroups (e.g. Latino males, or all 12 year olds) and identify subgroup needs.

Community & Student Need

The Promise Zone Full-Service Community School program will target four schools -- Lockwood Elementary School, Alexandria Elementary School, Los Angeles Academy of Arts & Enterprise (LAAAE) and Virgil Middle School -- located in high need communities of the Los Angeles Promise Zone. The poverty rate in the Promise Zone (PZ) is 35%, much higher than the rest of the City of Los Angeles, with a poverty rate of 20%. Educational attainment for PZ residents is weak, with 35% of population 25 years of age and older having obtained less than a high school diploma, demonstrating a need for adult education (American Community Survey 2007-11). Crime is of high concern. As part of YPI's Promise Neighborhood initiative, YPI and partners created a full community assessment to understand resident needs. Key findings uncovered major concerns around safety. Of 1,055 surveys completed, 81% of respondents identified public safety and gang violence prevention as top need, and 40% of parents reported that children do not have safe routes to school. Residents' perceptions of crime are on target; in 2012 the PZ had a violent crime rate that was more than twice that of the City of Los Angeles. The Zone also has higher rates of gang-related crime than the City as a whole, with 1.72 per 1,000 people in the PZ and 1.14 per 1,000 people in the City (LAPD, Census 2010).

All four schools targeted by PZ FSCS have low academic proficiency rates and students troubled by violence and high needs in community and families. School performance level summaries of need are below. In most cases, PZ FSCS schools are lagging far behind the district.

	Lockwood	Alexandria	LAAAE	Virgil	LAUSD
Grades / Enrollment	K-6 / 494	K-5 / 713	6-12 / 402	6-8 / 1,102	--
Acad. Performance Index	782	743	701	745	750
% Latino	83%	90%	95%	86%	74%

% English Learners	37%	54%	32%	26%	22%
% students in Free/ Reduced-Price meal prog.	100%	100%	92%	82%	79%
% of students proficient or above in ELA	47%	39%	37%	41%	ES: 51%
					MS: 47%
% of students proficient or above in math	55%	56%	31%	42%	ES: 63%
					MS: 42%

In response to students, school, and family needs and working closely with LAUSD, parents, teachers, and staff at each school as well as community partners as part of the Los Angeles Promise Zone, YPI has developed project goals, outcomes, and annual benchmarks to evaluate project performance. Data is provided by the California Department of Education.

Goal 1: Students are academically successful. Outcome 1: Students are proficient in core subjects. Indicators and annual benchmarks: 1) percent of students earning the equivalent of a B or better in Math and English Language Arts increases by five points each year (data collected from schools). Grades of B or higher are essential for college readiness; 2) percent of students scoring at or above grade level on Common Core standardized tests increases by three points each year. (Note: Common Core assessments will be fully deployed in 2014-15, at which point baselines and benchmarks will be finalized for each school). Please see below for example using the current California Standards test, which will be replaced by the Common Core assessments in 2014-15. Outcome 2: Students have regular attendance. Annual benchmarks: Average Daily Attendance rate increases by half a percentage point each year.

	Benchmarks- California Standards test- ELA					
School	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5

Lockwood ES	48.1%	51.1%	54.1%	57.1%	60.1%	63.1%
Alexandria ES	37.8%	40.8%	43.8%	46.8%	49.8%	52.8%
Virgil MS	42.2%	45.2%	48.2%	51.2%	54.2%	57.2%
LAAAE	36.6%	39.6%	42.6%	45.6%	48.6%	51.6%
	Benchmarks- CA Standards Test - Math					
School	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Lockwood ES	57.2%	60.2%	63.2%	66.2%	69.2%	72.2%
Alexandria ES	54.3%	57.3%	60.3%	63.3%	66.3%	69.3%
Virgil MS	43.2%	46.2%	49.2%	52.2%	55.2%	58.2%
LAAAE	30.7%	33.7%	36.7%	39.7%	42.7%	45.7%

Goal 2: Students are mentally healthy and exhibit positive behaviors. Outcome 3:

Students do not require disciplinary action. Indicators and benchmarks: 1) number of disciplinary referrals decreases by 25% each year; 2) number of suspensions decreases by 25% each year.

Goal 3: Students are physically healthy. Outcome 5 and annual benchmarks: percent of students tested in the Healthy Fitness Zone (meeting all six fitness standards) on the California Physical Fitness Test increases by seven points each year. Physical education services are provided as part of in-school curriculum and match and leveraged support at each school.

Goal 4: Students are safe. Outcome 6 and annual benchmarks: percent of students who strongly agree or agree that they feel safe on school grounds increases by three points each year. Outcome 7 and annual benchmarks: percent of students who strongly agree or agree that gangs are not a problem at their school increases by four points each year. Outcome 8 and annual benchmarks: percent of students who strongly agree or agree that bullying is not a problem at their school increases by ten points each year. Outcome 9 and annual benchmarks: percent of

parents who strongly agree or agree that their child is safe on school grounds increases by three percentage points each year. All outcomes for Goal 4 are measured by LAUSD School Experience Surveys, which the project will also administer at LA Academy of Arts & Enterprise.

Goal 5: Families and community members are connected to schools and know how to support students. Outcome 10: parents, families, and community members participate in school-based activities. Indicator and annual benchmarks: number of parent and other adult participants in PZ FSCS program increases by 100 each for years 2-3 and by 150 each for years 4-5. Outcome 11 and annual benchmarks: percent of parents who expect their child to complete a four-year college degree increases by ten points each year (School Experience Survey).

YPI will track the Department of Education's Performance Indicator, percentage of individuals targeted for services who receive services during each year of the project period by collecting program attendance data, with the goal of serving the numbers in the table below.

	Enroll	Number served by program				
		Year 1 - 35% of enrollment	Year 2 - 45% of enrollment	Year 3 - 55% of enroll.	Year 4 - 65% of enroll.	Year 5 - 75% of enroll.
Lockwood ES	494	173	222	272	321	371
Alexandria ES	713	250	321	392	463	535
Virgil MS	1102	386	496	606	716	827
LAAAE	402	141	181	221	261	302
Parents/Community		300	400	500	650	800
Total Unduplicated Clients		1249	1620	1991	2412	2833

The PZ FSCS program will serve increasing numbers of participants over the grant period, reaching 2,833 unduplicated participants by year 5.

Eligible services provided or coordinated by applicant and partners

In response to high levels of need that exist within the target communities and schools, YPI has created a 5-year plan and menu of services with partners to meet these needs.

Year 1: First Six Months -- Planning Period

The first six months of Year 1 will be a planning period to ensure that the full menu of services that is developed meets needs of students, students' families and community members. This process has already begun with assessing (1) existing community support services at each school, and (2) community-level economic and social needs through the LA Promise Zone. As part of the Promise Zone application process, YPI (the Lead Implementation Partner to the City of Los Angeles) worked with stakeholders to identify community-level needs. Needs that emerged include local living wage employment opportunities, more affordable housing, better schools and improved public safety (gangs and violence). Each school will create a Community Wellness Team with the Principal, teachers, students, residents, and partners to assess need.

YPI and partners will implement tactics that include needs assessment, segmentation analysis, and an all-inclusive services plan to improve educational and developmental outcomes for youth and families in the Promise Zone. The planning period will build upon experience YPI and partners have through leading the planning process for the Full-Service Community Schools and Promise Neighborhood programs operated by YPI and partners in Los Angeles since 2010. This included focus groups, door-to-door survey collection, and asset mapping.

YPI will integrate all FSCS programs and partners into its robust Efforts-to-Outcomes (ETO) database which will serve to collect qualitative and quantitative assessment data on

services. YPI will work with partners to customize their portal site and conduct training during this six month planning period. The data system will provide a means to track student social, mental, academic, health and other needs. This allows teachers and school administrators to better document and track needed social, mental, academic, health and other services, make and document referrals, as well as document services delivered. The planning phase will allow YPI data staff to build out any necessary system enhancements to allow for this type of documentation and referral, while complying with federal, state, and local privacy policies.

The primary objectives of the strategy are to improve and transform communities by (1) supporting efforts to improve child outcomes; (2) ensuring that assessment data are communicated and analyzed among all partners; (3) building a continuum of services to support community schools that will enhance targeted communities; (4) developing inter-agency programming, coordination and support focused on common goals and objectives across services; and (5) identifying and communicating the impact of these strategies and their relationship with other Full-Service Community School strategies and outcomes.

In order to assess program-wide progress and impact and to allow for transparency, YPI will host quarterly Community Visioning Meetings for residents, students, families, school staff and partners. These Meetings are a venue where FSCS data and budget expenditures are reviewed, and constituent feedback and suggestions are incorporated into program design and implementation. Meetings will focus on strengths, weaknesses and opportunities for improvement. These types of meetings have been implemented as part of YPI's existing White House Neighborhood Revitalization grants that include Promise Neighborhood, Choice Neighborhood and the Byrne Criminal Justice Innovation program. Community participation has been high thanks to the help of Community Promotoras/es who conduct outreach for and

facilitation of meetings. Community Promotoras/es are individuals who are trusted local community members who lead outreach and engagement. YPI's existing team of Promotar/es will be available to assist with outreach at events like these throughout the FSCS program. Community Wellness Teams at each school will prepare reports to share at quarterly meetings to ensure each school's needs and interests are represented. These Teams (comprised of partners, teachers, and project staff) will meet monthly and report progress of deployment at the quarterly Community Visioning Meetings throughout the 5-year initiative. Community Wellness Teams will focus on immediate needs of each school during the six month planning period and make recommendations for implementation. Following the final program design and strategy, a renewed Memorandum of Understanding (MOU) will be created for execution by each partner to reflect services. A integrated data management system customized for schools and partners will be completed by the end of Planning for a successful transition to the ETO database.

Planning will see the hiring of project personnel, overseen by YPI's Assistant Director of Community Schools in the Zone, Griselda Ortiz. Teams at each school will work with the Site Coordinators to determine what structure would best allow resources to be connected to schools, students, parents, and families. This process will include determining how afterschool services can align with in-class structures, themes, service learning opportunities and needs, taking tours to learn from model programs, and identifying other partners to offer services to fill any gaps.

The Planning Period during Year 1 will be managed according to these steps: (1) recruit and hire key personnel; (2) develop new and strengthen existing community partnerships (identify stakeholders, solidify existing partnerships, and assess partner capacity); (3) determine School Need and Focus, identifying education, economic, health, and social capital issues using already compiled data and school data; (4) establish final baseline data with associated final

benchmarks for all services; and (5) outreach and engage families in planning via the program's Community Visioning Meetings. Planning will analyze data and complete segmentation analysis while presenting findings and formulating solutions with partners, families and stakeholders.

The Promise Zone FSCS program will leverage YPI's existing place-based Promise Neighborhood initiative by ensuring services are available to support families. This pipeline will complement the Menu of Services (see sample in Appendix D, p. 51) established under the Full-Service umbrella, by filling any gaps in service and providing technical assistance in setting up and monitoring partnership agreements to fulfill the objectives of the FSCS program.

YPI will hire Site Coordinators placed at each school to implement recommendations made during planning. The Community Wellness Teams at each school will take a leading role in interviewing and hiring the Coordinator to ensure a good fit. During Months 5–6, Site Coordinators will collaborate to produce a year-long "Service Offering Brochure" similar to a college brochure for each school. The brochure, available in English and Spanish, will list a Menu of Service Offerings available at schools for families and will be updated annually.

Implementation—Year 1 (second half) to Year 5

After Planning, Promise Zone FSCS services will continue through Year 5. Below, please find services offered, a list that will evolve as information is gathered during Planning and annually based on evaluation. See Appendix D, p. 49 for Sample Dosages describing frequency.

- *Early learning programs & services*—YPI will spearhead efforts to identify, refer and enroll families in early childhood programs located within the Promise Zone communities surrounding each school. "My Parent & Me" and Baby University workshops will be offered through YPI's Promise Neighborhood, accessible at the nearby YPI Hollywood FamilySource Center and YPI Pico Union Community Center.

- *Remedial education and academic enrichment services*—Services will be offered at school sites and nearby community centers and include: Out of School tutoring and enrichment program offered from 7–8 a.m. and 3–7 p.m. Monday through Friday in coordination with YPI, Harmony Project, LA's Best, City Year, Youth Empowerment Program (YEP), A World Fit For Kids and FSCS partners. College support services will be available through YPI's College & Career Ambassador team and UCLA Community-Based Learning Program.
- *Parental and Family Involvement, Leadership, and Education*—YPI will hire two Community Advocates to increase parental and family involvement at all four school sites. They will work with existing parent centers at all schools to build capacity and bolster partnerships to provide parent friendly services. Additionally, the FSCS Site Coordinator and Health and Wellness Coordinator will host workshops for parents on College Access, Health & Nutrition, Leadership, Advocacy, and will partner with YPI's Asset Building program, Families Save, for financial workshops and matched college savings accounts.
- *Mentoring and Youth Development*—Services are coordinated with each school's afterschool programs. The Music Mentoring Program offered by partner Harmony Project helps students to learn about leadership through participation in musical classes and youth orchestras. Through the FSCS program, YPI will partner with Young Warriors to bring a mentoring program for boys from single family households. YPI Site Coordinators will mentor a group of 15-20 students per school using evidence-based methods from Communities in Schools.
- *Activities that improve access to and use of social services.* Site Coordinators will identify resources and provide referrals for social, emotional, and emergency services for families. Families will be enrolled into YPI's City of Los Angeles funded FamilySource Center and provided access to multi-benefit screening, programs for Earned Income Tax Credit and tax

preparation, housing and utilities support. They will access financial literacy, and linkages to City of Los Angeles 311 social services. Those classified as high need can receive YPI case management support and academic assistance and job training services through the Center.

- *Community Service and Service Learning.* YPI Site Coordinators will create an Afterschool Service Learning Club at each school. Students will select a service project each year related to César E. Chávez Day and other Days of Service. The goal is to create a deeper connection between students, their families and the local community, a need cited by multiple principals.
- *Assistance for students who have been chronically absent, truant, suspended, or expelled—* YPI will coordinate referrals with school resources like a Pupil Service & Attendance Counselor (through schools and YPI FamilySource Center), who specializes in working with chronically absent, tardy and truant students. Programs for gang prevention/intervention from Aztecs Rising and the YPI's Gang Reduction and Youth Development (GRYD) Program are available, and provide a life-skills building program for “at-risk” and gang involved youth. PZ FSCS program will assist with implementing the Positive Behavior Intervention & Support (PBIS) framework, required at all LAUSD schools as a result of passage of the School Climate Bill of Rights, which rolls back "zero tolerance" discipline in schools.
- *Job training and career counseling services—*YPI will refer appropriate students and families to YPI's City of Los Angeles WorkSource Center (WSC) as well as partnering WSCs to support parents and other adult clients where access to paid on-the-job training and stipends are offered in health, construction, and other careers. YPI also operates a City of Los Angeles (WIA funded) YouthSource Center and will provide career development services. YPI is a City of Los Angeles authorized Summer Youth Employment Program contractor and will provide subsidized employment for youth age 14 and older each summer. The Los

Angeles Promise Zone has a commitment from the Mayor Eric Garcetti and the City of Los Angeles for 2,000 subsidized summer youth jobs in the Promise Zone each year.

- *Nutrition Services & Physical Activities*—YPI has been funded for a Carol M. White Physical Education Program (2014-17) and the Health & Wellness Coordinator will work with each School Health Team to provide support and services. Schools commit to food purchasing and preparation practices to reduce fat content, and will promote healthy cafeteria selections. Nutrition education covers My Plate (USDA guidelines), Nutrients and Food Groups, Healthy Snacks and Advertising and Food Choices. Visits to local farmers' markets will be integrated into nutrition workshops for families. YPI is also piloting a Community-Supported Agriculture (CSA) program in the Promise Zone to increase access to locally grown, healthy fruits and vegetables, and will connect FSCS families to this resource.
- *Primary health and dental care*—coordination with programs for dental and vision services, while providing additional support through partners such as St. John's, Queens Care, School Health Clinics, Saban Free Clinic, Children's Hospital of Los Angeles and Big Smiles.
- *Mental health, counseling services, and substance abuse*—Coordination and referrals with school programs and counselors, and partners Queens Care and Children's Institute.
- *Adult education*—coordination with and referrals to LAUSD's Adult Education Centers, and ESL/GED classes provided at schools, YPI's FamilySource Center & Pico Union Center.

Professional development will be provided quarterly for program staff, including Coordinators and Community Advocates. This will cover case management, mentoring, and transition programs and will include training by such groups as the National Council of La Raza on parent engagement and steps required to increase the knowledge base of families and clients in community engagement. Professional development will also support staff and partners in the

use of data management and the Efforts To Outcomes (ETO) data management system.

To obtain ongoing stakeholder feedback, the PZ FSCS program will continue to host quarterly Community Visioning Meetings throughout the grant period, comprised of partners, school staff, and families, who will meet to discuss program implementation and evaluation.

Planning to incorporate the project into applicant's ongoing work beyond the end of the grant

As the City of LA's Promise Zone Lead Implementation partner, YPI is prepared and committed to transform all 45 schools in the Promise Zone into Full-Service Community Schools by working with the Zone's 80+ partners and seeking diverse funding. The four schools in this proposal are only the first Zone schools to undergo this transformation, and will serve as models for other Promise Zone schools as they transition to FSCS. YPI's Development Department is searching and applying for funding to sustain services at the four partnering schools and extend services to additional schools while working with over a dozen funders supporting the Promise Zone that signed the Memorandum of Understanding. The 10-year Promise Zone designation provides key support for this effort with the competitive preference for Zone applicants.

Extent to which project integrates with/builds on similar efforts that use other funding streams

YPI programs are a national model for place-based initiatives that blend funding streams to achieve common outcomes. The Los Angeles Promise Neighborhood is the best example of this, where YPI is saturating two communities in Los Angeles that comprise the LA Promise Neighborhood with cradle-to-college-and-career services through a blend of federal, state, and local public funding mixed with private funding from individuals, foundations, and corporations. YPI will replicate this model in the Promise Zone FSCS program. YPI is already blending state afterschool funding, federal afterschool funding, and private in-kind support for FSCS, as demonstrated in the attached letters of support. YPI is also spearheading White House

Neighborhood Revitalization Initiatives in the Promise Zone, including a Choice Neighborhood to improve and increase affordable housing and a Byrne Criminal Justice Innovation grant to improve safety (both federal grants). The PZ FSCS programs will integrate with these by inviting families to participate in community visioning sessions around housing and safety, and volunteering for efforts like Safe Routes to School or Community-Police Advisory Boards.

Additional federal and local support to benefit youth and families included dedicated funding for Carol M. White Physical Education services, a U.S. Department of Labor funded Youthbuild program, and a U.S. Health and Human Services "Assets for Independence" program providing matched savings accounts for college for families. Private support leveraged for the Los Angeles Promise Neighborhood and LA Promise Zone includes funding support from Citibank (over \$365,000 for financial literacy and matched saving accounts for college), as well as support from private funders over the past three years that includes California Community Foundation (\$100,000), Annenberg Foundation (\$500,000), and the Conrad M Hilton Foundation (\$1,000,000). And as Promise Zone Lead Implementation Partner, YPI will ensure connections to future Zone activities that support achieving FSCS outcomes over the next five years.

(b) Adequacy of Resources. *Adequacy of support, including facilities, equipment, supplies*

Each target school has a high need to establish a more coordinated effort in both securing and maintaining partnerships with community-based programs in order to help meet the many needs of students and families. School leadership is poised to work hard towards meeting these needs by enhancing partnerships at their school so that they can realize the vision of having their school as a true community hub. Schools will commit to providing adequate facilities and program space to make this a reality, as demonstrated in the attached MOU in Appendix B, p. 16. The total match for the project period is \$2,465,000 and additional leveraged resources of

\$5,470,920 are included as shown in match documentation in Appendix C, p. 25. A key problem, as discovered by conversations with school administrators, is that schools lack capacity to coordinate services among providers in way that maximizes service provision. Schools also lack resources to track the impact of community services. FSCS Site Coordinators will fill this need by spearheading partnership management at each school site. YPI's Assistant Director of Community Schools will oversee coordination of services at all four schools and the community as a whole, ensuring any service gaps are met by coordinating resource provision.

Youth Policy Institute offers numerous programs for students and parents to build a community school. Services include *pre-natal and early learning programs* such as parenting classes, Baby University and My Parent and Me workshops; *K-12 academic supports* that include academic tutoring (offered before, during and after school), mentoring, summer bridge programs, physical education and nutrition services, art and music classes, and gang prevention programs; *college and career preparation services* like college and career counseling, college field trips, matched college savings accounts, student internships, and summer job opportunities; and *family supportive services* that include case management, access to public benefits and health care, free tax preparation services, and adult education classes (ESL, GED and computer literacy). Students and their families will also have access to over 80 community-based and public agency partners who are a part of the Promise Zone consortium, aiming to revitalize the target communities through economic development activities. The Promise Zone initiative offers additional resources to these target schools to provide additional coordinated services.

Current services offered at **Alexandria Elementary School** include: on-site after-school services for students; Harmony Project's after-school mentoring program through music education; Children's Bureau's one-on-one counseling and family support services; an open

computer lab available to parents and students; vision and dental services by Queens Care; and referrals for other family supportive services at community centers like Bresee Youth Center.

Lockwood Elementary School current offerings include: after-school academic and enrichment services through LA's Best; a school psychologist on-site for one-on-one counseling for high need students; mental health services at both the school and at students' homes; dental services provided by Queens Care; and adult ESL classes offered four days per week.

Services at **Virgil Middle School** include: after-school academic and enrichment through A World Fit For Kids, City Year and Bresee Youth Center. Queens Care provides students with health care services (mainly vision), and Big Smiles offers dental services. Virgil partners with Children's Institute to offer one-on-one mental health counseling for students and families. The school offers the services of Pupil Services & Attendance Counselor, to help students who have attendance and truancy issues, and the school has reserved funding for a Psychiatric Social Worker for the 2014-2015 school year to handle mental health issues on campus and to promote a Positive Behavior Interventions & Support (PBIS) framework school-wide.

Los Angeles Academy of Arts & Enterprise offers after-school academic and enrichment services through YPI; family literacy programs for parents; gang prevention and intervention services through Aztecs Rising and the City's Gang Reduction & Youth Development programs; mental health counseling on-site and via referrals by agencies; and reproductive health workshops via Planned Parenthood for both students and parents.

The relevance and demonstrated commitment of each partner in the proposed project

Partners will provide extensive resources discussed in MOU and letters. The **Youth Policy Institute** has partnered with the schools through programs such as the Promise Zone Initiative. YPI is the Lead Implementation Partner on behalf of the City of Los Angeles to

coordinate implementation activities in the Zone. YPI is the after-school provider at LAAAE, which includes co-locating staff at the school daily for youth academic and enrichment activities. YPI has extensive experience managing place-based education and community programs. YPI was selected to operate a previous Full-Service Community Schools grant in the Northeast San Fernando Valley of Los Angeles as part of Bert Corona Charter School's grant. Because of YPI's expertise in managing complex partnerships and overseeing high quality programs, the grant is highly successful, surpassing all grant objectives. YPI will provide its existing menu of services for schools, and will add the following components to be provided at each school site: service learning opportunities, college field trips for youth and families, and mentorship and development opportunities (offered after school and through summer bridge programs).

UCLA – Community-Based Learning will work with target schools to develop college preparation and experience programs for youth and their families. This will include educational programs regarding college access and field trips to UCLA for students and their families. **Children's Bureau** will provide one-on-one counseling to students and families at target school Alexandria Elementary School, with an emphasis on helping children become caring and productive adults by enhancing the potential of families and communities to meet the needs of their children. **Aztecs Rising** will recruit youth at-risk of joining local gangs to join their youth development programs. As a City of Los Angeles Gang Reduction and Youth Development (GRYD) provider for the target community, Aztecs Rising will provide referrals of eligible clients for family-based case management. **Bresee Youth Center** will target Virgil Middle School with academic and health-based programming and provide services to the larger community with an emphasis on academic achievement and career readiness. **Harmony Project** currently works with Alexandria Elementary School to recruit students for their music mentoring

programs and youth community orchestra. Harmony Project recruits youth in underserved communities and commits to supporting the Promise Zone FSCS schools and communities throughout the tenure of the program. **A World Fit For Kids** operates afterschool sports activities with an hour of academic tutoring daily at Virgil Middle School. The program, which is a partnership of LAUSD's Beyond the Bell division, serves 150 kids every day. **City Year** provides during- and after-school tutoring to Virgil Middle School students who need additional support with core subjects. The after-school tutoring program places a special focus on homework assistance.

Costs are reasonable in relation to number of persons to be served and services to be provided

Costs for the Promise Zone FSCS program are reasonable given the high number of students and family members to be served and their many needs. Of particular note, the program will work with community partners to integrate and streamline existing services already available at each school. This will allow the PZ FSCS program to offer all 12 program areas targeted by the U.S. Department of Education. The consortium led by YPI will also work to expand the partner team and provide increasing services at no additional cost by leveraging existing YPI and partner services through the Promise Neighborhood and Promise Zone programs.

In each year of services, the Promise Zone FSCS Program will serve increasing numbers of students and families while receiving the same grant funds. In Year 2 (the first full year of program services) YPI will serve 45% of the total student enrollment of 2,711 plus at least 400 parents/community members, totaling 1,620 participants in Year 2 (cost of \$309 in grants funds per participant). Each successive year, YPI will serve an additional 10% of enrolled students and increasing numbers of parents/community members, and by the final year, YPI will serve 75% of the total student body plus at least 800 parents/community members, totaling 2,833 participants

(cost of \$176 in grant funds per participant). Students and their families are eligible to receive all services outlined in this grant proposal and MOU, and YPI will assess progress towards meeting these goals through attendance in services and pre and post assessments to gauge achievement.

(c) Quality of the Management Plan

Project consists of a comprehensive plan that includes description of planning, coordination, management, and oversight of services provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members

Please see Project Services section for a detailed overview of planning and coordination of services, and Sample Dosages in Appendix D, p. 49 for details regarding frequency of services. As the lead agency and fiscal agent, Youth Policy Institute (YPI) is serving as the applicant for grant funds and will provide administrative oversight. YPI is responsible for working with school and community partners to guide development of the collaborative; monitoring and supporting activities so that they converge with regular classroom goals and agendas; helping to develop and provide technical assistance to schools and partners providing services; ensuring a close partnership between schools and partners; and managing fiscal matters, client attendance data and evaluation results as required by the U.S. Department of Education.

The program will target four low performing schools in the Promise Zone. All school principals are committed to the partnership and have completed an assessment of existing and needed services. Each will complete a comprehensive assessment during the planning period and will work closely with their school's Coordinator throughout the grant period. The program will implement Outreach Teams at each targeted school during the planning period, comprised of program staff, parents, teachers, school staff, partners, and residents. The Outreach Teams will

hold meetings to publicize program offerings and offer a clear, streamlined series of services. Each school will create a School Assessment of transformative changes during planning.

Planning Period Timeline (October 2014 - March 2015)

Project Activity	Timeline	Personnel Responsible
Hire Project Staff	October 2014	YPI Chief Operating Officer & Assistant Directors of Community Schools (ADCS)
Staff Orientation/ Professional Development	October 2014 and quarterly	ADCS with YPI Chief Operating Officer
Needs Assessment	October 2014- December 2014	ADCS, and YPI Research Department
Segmentation Analysis	January- February 2015	ADCS, and YPI Research Department
Develop Implementation Service Plan	February 2015	ADCS working with residents, partners and staff
Community Visioning Meetings	Meetings held quarterly beginning in February 2015	ADCS working with staff, residents, and partners
Gather/Leverage Financial Resources	February- March 2015	ADCS with YPI Chief Financial Officer, partners
Community Outreach meetings, interviews	Oct. 2014, ongoing, direct outreach	ADCS with FSCS Staff
Program Offering Brochure	March 2015	ADCS, School Teams

Customize ETO for FSCS programs and services	January- March 2015	ADCS, YPI Research Department, partners, Social Solutions
GIS Mapping- Community Need	February- March 2015	YPI Research Department
Programs, and services list for implementation	March 2015	Community Wellness Teams at each school, ADCS

Year 1 (April-August 2015): Implementation Timeline (* indicates ongoing activity performed each year)		
	Spring	Summer/Intersession
	<ul style="list-style-type: none"> ▪ Training for Coordinators (quarterly)* ▪ Quarterly Partnership Leadership Team meeting* ▪ Complete planning activities ▪ Parent Center activities* 	<ul style="list-style-type: none"> ▪ Plan Fall 2015 activities ▪ Collect end-of-year data, including surveys ▪ YPI Research Department conducts review and provides yearly report* ▪ YPI Executive Team evaluates results of Year 1
Year 2 (2015–16)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Assemble baseline data from 	<ul style="list-style-type: none"> ▪ Training for Coordinators 	<ul style="list-style-type: none"> ▪ Plan Fall 2016 activities

<p>prior year</p> <ul style="list-style-type: none"> ▪ Review assessments of need at schools (partners) ▪ Quarterly Community Visioning Meetings* ▪ Implement finalized program services offered in Year 2 ▪ All program activities begin 	<p>(quarterly)*</p> <ul style="list-style-type: none"> ▪ Quarterly Partnership Leadership Team meeting* ▪ Parent Center activities* 	<ul style="list-style-type: none"> ▪ Collect end-of-year data, including surveys ▪ YPI Research Department conducts review and provides yearly report* ▪ YPI Executive Team evaluates Year 2 activities and adjusts plans as needed*
Year 3 (2016–17)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Coordination meetings among partners for Year 3 offerings ▪ Repeat annual fall activities 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities 	<ul style="list-style-type: none"> ▪ Plan Fall 2017 activities ▪ Provide Summer/Intermission activities
Year 4 (2017–18)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities Coordination meetings among partners for FSCS offerings for Year 4 	<ul style="list-style-type: none"> ▪ Repeat annual Spring activities 	<ul style="list-style-type: none"> Plan Fall 2018 activities ▪ Provide Summer/Intermission activities, and coordinate family Action Plans
Year 5 (2018–19)		
Fall	Spring	Summer/Intersession
<ul style="list-style-type: none"> ▪ Repeat annual Fall activities 	<ul style="list-style-type: none"> ▪ Repeat annual Spring 	<ul style="list-style-type: none"> ▪ Evaluator provides 4 year

<ul style="list-style-type: none"> ▪ Coordination meetings among partners for FSCS offerings for Year 5 	<p>activities</p> <ul style="list-style-type: none"> ▪ Plan Summer activities 	<p>evaluation, to assist in continuance after Year 5</p> <ul style="list-style-type: none"> ▪ FSCS Consortium focuses efforts on sustainability
Year 6 & Beyond (2019–)		
<ul style="list-style-type: none"> ▪ Partners assume funding responsibilities and will seek private funding to continue services 		

Qualifications, including relevant training and experience of personnel

Please see resumes for all staff in Appendix A, p. 2. Dixon Slingerland has served as Executive Director of YPI since 1996 and has overseen tremendous and sustained growth of the organization, taking YPI from annual budget of under \$1 million to the current annual operating budget of \$43 million (includes affiliated schools). Mr. Slingerland will provide long-term sustainability planning to maintain FSCS efforts. Iris Zuniga is YPI Chief Operating Officer and has served as Chief of Staff and Director of Youth Services, where she was responsible for oversight and implementation of over 56 after-school programs. She holds a Master's in Public Administration, has operated educational programs, and worked with LAUSD schools. As Chief Operating Officer, Ms. Zuniga will assist with grant management and partnership development.

YPI's Promise Neighborhood Director of Operations, Karina Favela-Barreras, will oversee the program. Ms. Favela-Barreras was responsible for operating the Bert Corona FSCS grant and now supervises FSCS programs at 19 Promise Neighborhood schools, with experience planning and implementing FSCS. She supervises two Assistant Directors of Community Schools, Jorge Cortez and Griselda Ortiz. Ms. Ortiz will be responsible for the PZ FSCS program, as she is already supervising the Hollywood Promise Neighborhood program within the Promise Zone. Ms. Ortiz currently supervises a team of five Site Coordinators, three Community

Advocates, and two Health & Wellness Coordinators, who collaborate to implement FSCS programs at five campuses as part of the Los Angeles Promise Neighborhood initiative.

Ms. Favela-Barreras and Ms. Ortiz will work with partners to manage, train, coordinate, supervise and evaluate all programs and staff. They will encourage and model a strong client centered program serving the schools as well as oversee the effectiveness of community services provided. Ms. Ortiz will provide oversight to effect coordination of all program activities by working with the Site Coordinators located at each school site, school site administration and staff, partnering organizations and families. She will have responsibility for orienting parents, participants, community members and staff to the goals and objectives and take responsibility for overseeing evaluations of project outcomes. She will provide oversight to make certain that the program maintains accurate and complete data. She will work with the Community Wellness Teams at each site, as well as the Executive Team to centralize program information. Finally, she will work with the Executive Director to develop and maintain a fiscally sound budget. Ms. Ortiz will directly oversee outreach, community assessment, and data collection efforts.

Ms. Ortiz reports to Ms. Favela-Barreras and will be responsible for implementing the project at all sites and overseeing community partnerships. She will supervise PZ FSCS Site Coordinators and Community Advocates. The Site Coordinators will maintain weekly logs and develop and update service plans. They will work in partnership with school personnel to support progress, perform data entry, and record results. They will assist with coordination of partner meetings, professional development trainings, parent/family workshops, and keep inventory of services and equipment. They will work with Ms. Ortiz to ensure that goals, targets and performance outcomes are met, and assist in evaluation by completing reports, uploading data,

and following grant guidelines. Coordinators must have a Bachelor’s degree and have experience working in a school setting and implementing a comprehensive community program.

Dr. Tara Watford oversees the YPI Research and Evaluation Department, and will have oversight of all data collection and analysis with the assistance of the Data Specialist. Prior to leading YPI's evaluation efforts, Dr. Watford was the Director of Research for the University of California's All Campus Consortium on Research for Diversity, working for the PATHWAYS to Postsecondary Success project at UCLA. Dr. Watford had a postdoctoral fellowship at the Center for Urban Education at USC, and received her Ph.D. in education from UCLA.

School Site Leaders (Principals at partnering schools) and Teachers from each partnering school will support implementation efforts through leading Community Wellness teams, managing program services at that site, and working with evaluation staff to assess services.

Time commitments of the project director, the FSCS coordinator, and other key personnel

Position	Number	Hours per week
<i>Director of Operations, PN</i>	<i>1</i>	<i>2</i>
<i>Assistant Director, Community Schools</i>	<i>1</i>	<i>20</i>
<i>FSCS Site Coordinator</i>	<i>4</i>	<i>40 (each)</i>
<i>Health & Wellness Coordinator</i>	<i>1</i>	<i>40</i>
<i>FSCS Community Advocate</i>	<i>2</i>	<i>40 (each)</i>
<i>FSCS Data Specialist</i>	<i>1</i>	<i>40</i>
<i>YPI Executive Director</i>	<i>1</i>	<i>1</i>
<i>YPI Chief Operating Officer</i>	<i>1</i>	<i>1</i>
<i>YPI Director of Research & Evaluation</i>	<i>1</i>	<i>2</i>
<i>YPI Promotoras/es</i>	<i>2</i>	<i>10 (each on quarterly basis)</i>
<i>School Site Leader (Principal)</i>	<i>4</i>	<i>2 (each)</i>

<i>Teachers (2 per site)</i>	8	2 (each)
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(d) Quality of Project Services. *Services provided reflect up-to-date knowledge from research; likelihood services will lead to improvements in achievement of students.*

The program is consistent with research evidence from sources including research on similar models and research on programmatic elements. There is moderate evidence that the YPI model will have a statistically significant effect on improving student achievement, closing achievement gaps, decreasing dropout rates, and increasing high school graduation rates.

The Community Schools approach has a very strong research base (discussed briefly on page 1 of this narrative) that provides a holistic network of services that address multiple aspects of barriers to learning for low-income and minority students. Whalen (2007) evaluates the Community Schools Initiative (CSI) in Chicago and provides evidence of capacity-building and benefits for schools, students, and families. Standardized test results show that CSI schools have steadily closed the gap in achievement between themselves and Chicago Public Schools. Axelroth (2009) describes case studies of eight high schools in the U.S. whose results include increased school attendance rates; large percentages of graduates being accepted into college; higher graduation rates; and improved outcomes in reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago. Rates of attendance and truancy of FSSI schools were better than Chicago Public Schools and academic performance at schools improved, equaling or exceeding comparison schools.

The Harlem Children’s Zone combines the work of transformative charter schools with a community services for a positive social environment. A quasi-experimental study (Fryer 2009) used a statistical approach to analyze an experimental group comparing charter school students selected by lottery and students within the Zone. The study indicates that the Zone boosts

achievement in math and ELA in elementary schools and math in middle school, and provides evidence that high-quality schools with community investments generate gains in achievement.

Core elements of the model, including afterschool, mentoring, parent engagement, college preparation, tutoring, and family support, have shown evidence of effectiveness. Research (Constantine 2006) shows that Talent Search services (similar to many FSCS services), such as tutoring, counseling, academic advising, information on financial aid, and family support workshops have a moderate level of effectiveness. Studies in Texas and Florida met WWC evidence standards with reservations. In Texas, 4,027 youth were matched to 30,842 youth from same schools and in Florida, 900 youth were matched to 42,514 nonparticipants. Both were based on propensity scoring methods. In both, participants completed high school at a higher rate than comparison students- 86% to 77% in Texas, and 84% compared with 70% in Florida.

Evidence with afterschool services includes a Goldschmidt and Huang (2007) quasi-experimental design study of students from LA's BEST programs, students attending same schools but not participating, and students who attend schools that had no LA's BEST program. Students are demographically and socioeconomically similar to those in PZ FSCS schools. Results show higher mean scores in Reading and Math for LA's BEST students compared to total group and a positive relationship between attendance and achievement scores. In Huang et al 2005, students enrolled in LA's BEST program for 1-3 years were compared to those not enrolled for dropout trends. Results indicate that students in the afterschool program improved or maintained California Standardized Test scores for ELA and Math.

A study of mentoring (Lampley & Johnson 2010) analyzes student data of the LISTEN mentoring program, a school-based program in which at-risk, middle school students were identified by the school and paired with mentors. Evidence revealed that LISTEN participants

experienced improvement in GPAs, discipline referrals, and attendance records between 2003–04 and 2004–05. A parenting education study (Hara & Burke 1998) analyzed an inner-city parent involvement program in Chicago. Children of participating parents improved academic achievement through reading and vocabulary scores rise over a three year period as measured by the Iowa Test of Basic Skills. Henderson and Mapp 2002 in a Harvard Graduate School of Education study have discovered that students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programs, achieve grade promotion, pass classes, regularly attend school, and graduate and go on to post-secondary education. A study of 81 high-poverty Title I schools by Westat and Policy Studies Associates (2001) found that three practices of teacher outreach to families lead to a 40-50% faster gain in both reading and math among 3-5 grade students (incorporated in the model): meeting families face-to-face; providing materials for home instruction; and regular communication with parents.

In Zimmer et al 2007, a quasi-experimental difference-in-differences approach was used to analyze achievement effects in tutoring. Students in Title I supplemental educational services scored better in reading and math in the first year and subsequent years. Participation was associated with gains in achievement in both subjects for Hispanic and African American students similar to this program. For college preparation, a U.S. Department of Education quasi-experimental study (2008) of 18 middle schools and 18 matched comparison schools showed that attending a GEAR UP school was positively associated with parents' knowledge of opportunities and financial aid; involvement in school and children's education; students' knowledge of postsecondary education; and taking above grade level science courses. Family support services are shown in Layzer 2001 to be effective. A quasi-experimental design, this found positive effect in children's cognitive and emotional development and parenting behavior. Evidence indicates

that programs with parent support have larger effects on children’s cognitive outcomes, programs with professional staff and parent support groups produce positive outcomes.

YPI has specifically designed the entire PZ FSCS model to be evidence-based, using the research discussed above to ensure all 12 program components are highly effective. As demonstrated in this section and in the Project Design section, the services will lead to improvements in the achievement of students as measured against rigorous academic standards.

(e) Quality of the Project Evaluation

Evaluation of the program is designed to assess the overall goal of improving the physical and psychological well being of youth in order to more effectively support their school related behavior and academic achievement. YPI's Director of Research and Evaluation, Dr. Tara Watford, will oversee project evaluation, working with FSCS staff and the Data Specialist.

Evaluation will assess both program implementation and outcomes by addressing the following four questions: 1) were key elements of PZ FSCS implemented overall and in each of the schools? Key elements in PZ FSCS are to improve access of students and families to support services by integrating and coordinating service delivery, and expanding uses of school facilities; to involve parents, faculty, service providers and other community members in planning services and monitoring their success; to improve the relationship between parents and school staff; and improve the climate for parent involvement in school life to create more and stronger linkages between classrooms and community support services. 2) Did children, youth and families use PZ FSCS programs? 3) What outcomes were achieved by youth and families participating in PZ FSCS? Specifically, was academic achievement improved and did parental involvement increase? 4) What were the critical contextual factors that affected the success of PZ FSCS? The

evaluation will employ qualitative and quantitative research methods to address questions and to provide clear and verifiable information on program effectiveness and achievement of outcomes.

Timely and valid information on management, implementation, or efficiency of the project

YPI's Research & Evaluation Department has developed evaluation methods tested and refined over time to ensure that programs are accountable to funders, make progress in achieving outcomes, and provide high quality services. Importantly, evaluation methods provide timely and valid information on management, implementation, and efficiency of project services through the use of Scorecards that track outcomes, budgets, and service provision. In the PZ FSCS program, each Site Coordinator is responsible for updating their Scorecard on a monthly basis to review with the Assistant Director of Community Schools. The Scorecard tracks progress on monthly benchmarks to ensure each school site is on track to achieve annual outcomes. If a school is behind on achieving a benchmark, the monthly review ensures timely course corrections are made to improve progress the following month. Scorecards also track spending against the budget to ensure cost per participant is maintained and the program is operating efficiently.

Guidance on or strategies for replicating or testing the project intervention in multiple settings

YPI's evaluation will provide guidance and strategies for replicating the model in multiple settings. To accomplish this, on an annual basis the project will examine implementation structure, including changes in resources, number of programs, increase in clients served, the range and diversity of community alliances, the number of collaborative relationships, and change in the number of programs providing direct services and academic support. The PZ FSCS program will also collect relevant program documents, including budgets, rules and regulations, schedules, partnership agreements, meeting minutes, and outreach

materials. This information will inform program design for organizations that want to replicate the model by providing thresholds at which services and partnerships are most effective.

The evaluation will identify strengths and barriers for effective implementation. It will present findings and extract lessons to support analysis, reflection and learning in each school and across sites, and assess and document progress and achievement of short-term, interim, and long-term outcomes at three levels at which change is expected to occur: 1) the individual youth or program clients; 2) the participating schools; and 3) provider networks within the community that advance student learning and achievement. All of this will be compiled in annual reports and disseminated to stakeholders and any other interested parties that want to replicate the model.

Methods of evaluation will provide valid and reliable performance data on relevant outcomes

YPI's PZ FSCS program will employ methods of evaluation that will provide valid and reliable performance data on outcomes described on pages 6-8 of this narrative. The evaluation plan will track individual, family, school, and project-level data on outcomes using YPI's Efforts-to-Outcomes longitudinal data system. Each participating student, parent, or community member will have an individual Efforts-to-Outcomes profile that tracks points of service, assessment data, and secondary data such as grades, standardized test scores, school attendance, disciplinary referrals, and suspensions. Individual profiles are linked into whole family profiles or whole school profiles to measure impact of the initiative at multiple levels. YPI is recognized as a national leader in using Social Solutions' ETO software, and has extensively customized the database for our place-based model of blending funding streams to achieve shared outcomes.

The Data Specialist, working with Site Coordinators, will collect quantitative program data (e.g. attendance in programs, pre/post assessments), and will work with partners to collect and enter data into Efforts-to-Outcomes as well. The Data Specialist and Assistant Director of

Community Schools will work with principals and administrators to collect and enter data on students' academic achievement, test scores, attendance, disciplinary referrals, suspensions, and other data needed to track outcomes. The project will help schools administer the LAUSD Student and Parent Experience Survey to collect data on safety to track outcomes for Goal 4. At the beginning of each year, YPI will collect enrollment forms for all students, which include a data release clause signed by parents to allow for the data collection discussed above.

The PZ FSCS program will collect qualitative data to measure performance. This will occur during Community Visioning Sessions. During sessions, staff will present relevant program data and solicit stakeholder feedback. Participants can provide both verbal and written feedback to ensure that opinions are accounted for. Stakeholder feedback during Visioning Sessions will be used for reporting, as well as to continually improve the program. School site visits and observations will be carried out on an annual basis to understand the day-to-day operation of the program. Data from observations will be used to supplement the other data collected in order to complete the description of the program and to verify information gathered.

Sources will include state and school district achievement data, standardized test scores (including Common Core assessment beginning 2014-15), demographic data and trends. Pre/post program assessments designed by the evaluation team and informed by program goals will be administered to participants prior to and after completing a program. The evaluation has built in reporting milestones at intervals to meet the requirements of the U.S. Department of Education.

YPI's PZ FSCS program is poised to expand to new schools and replicate best practices developed and honed by YPI. YPI's experience in operating place-based programs, blending funding to achieve outcomes across partners, and evaluating programs for improvement has prepared the agency to operate the LA Promise Zone Full-Service Community Schools project.