

**Boyle Heights, Los Angeles, CA - Promise Neighborhoods Absolute Priority One
Planning Grant Application Narrative 2010**

Project Narrative Table of Contents

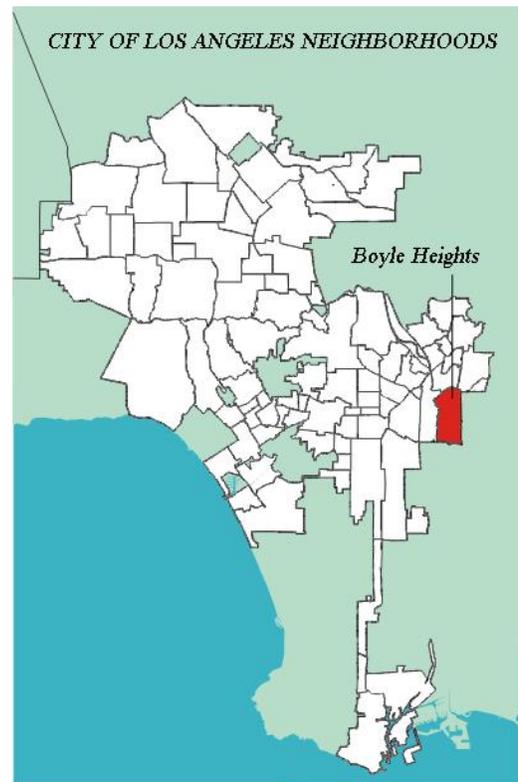
I.	Need for the project _____	2
	A. Neighborhood and level of distress (APR 1) _____	2
II.	Quality of project design _____	7
	A. How will plan to build the continuum (APR 2) _____	
III.	Quality of project services _____	15
	A. How will plan to use data (APR 8) _____	
	B. Commitment to work with national evaluator (APR 9) _____	
	C. Needs assessment indicators (APR 10) _____	
IV.	Quality of project personnel _____	21
	A. Applicant's capacity to plan & implement PN (APR 3) _____	
V.	Quality of management plan _____	29
	A. Planning project timeline _____	
	B. How will plan to sustain & "scale up" proposed PN (APR 4) _____	
	C. Commitment from anticipated from partners (APR 5)(MOU) _____	
VI.	Significance _____	37
	A. How will plan to track available sources & funding levels (APR 6) _____	
	B. How will identify potential policy & regulations impediments (APR 7) _____	
	C. Long-term potential _____	
VII.	Invitational Priority _____	40

As the lead agency for the Boyle Heights neighborhood in Los Angeles, California, Proyecto Pastoral at Dolores Mission is pleased to submit a planning grant proposal for Absolute Priority 1 of the U.S. Department of Education's Promise Neighborhoods initiative.

I. NEED FOR THE PROJECT

A. APR 1 - Description of the neighborhood and level of distress

Geographic Area. We propose to serve a neighborhood within the Boyle Heights (BH) community of Los Angeles (LA) California. Boyle Heights lies on the eastern edge of LA (See Map), is one of its oldest communities, and has been a gateway for new immigrants for 100 years. It covers 6.5 square miles and is isolated from greater LA by the river and several converging freeways. Of LA's 100+ communities, Boyle Heights has the highest percentage of Latino residents (94%), is fourth highest in population (~97,000), and among the highest for population density (14,262 people per square mile). More than half of the residents were born outside the United States. The average age is young (25 years), and more than one-third of residents are children from birth to age 18.¹



We plan to start Promise Neighborhoods (PN) within Boyle Heights in a neighborhood that is home to approximately 19,500 residents (See Map next page) within ~30 residential blocks (part of the area is industrial). More than 6,000 are children age 0 to 18: 2,051 age birth to 5, 2,646

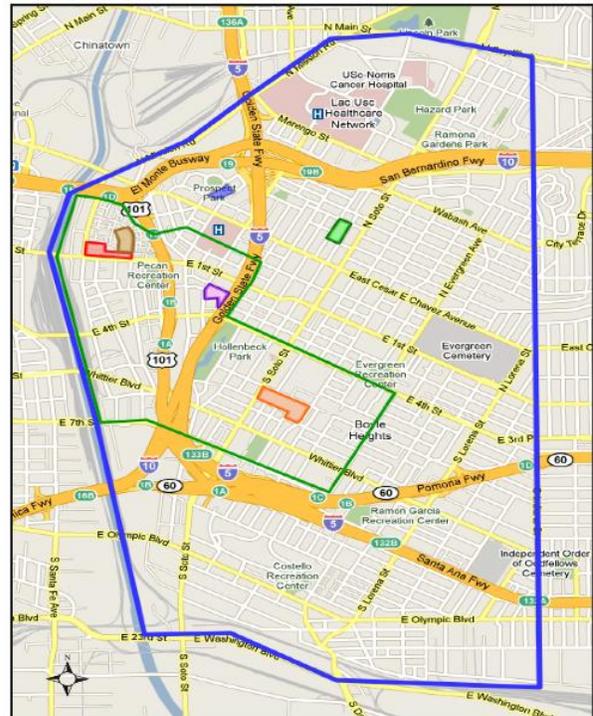
¹ 2008 data from: projects.latimes.com/mapping-la/neighborhoods/neighborhood/boyle-heights

age 6-13, and 1,558 age 14-18 (See Footnote 2). We chose this sub-set area because it includes the Pico Aliso public housing community. Prior to 1996, Pico Aliso housed the largest concentration of public housing west of the Mississippi. Federal HOPE VI development changed the housing configuration in the late 1990s. Still, the problems that affect all of Boyle Heights are keenly felt in this pocket.

Stress Indicators. Boyle Heights and our target area within it is not only one of LA's most populated communities, it is also one of the city's and state's most vulnerable. Our target area rates for adult education (68%) are among the city's lowest and are three times that of the rate.

One-third of our families live below the poverty line. Across indicators, our target area has much higher risk percentages than California (See Table below).² Percentages are very similar between our target area and BH as a whole, making it a microcosm of area issues. Housing remains a major concern, with 79% renter-occupied. Overcrowding, aging buildings and a lack of maintenance by landlords have led to sub-standard housing conditions that are not conducive to children's studying, learning or health.

Promise Neighborhoods: Boyle Heights



- Boyle Heights Proper
- Promise Neighborhood Boundary
- Target Schools:**
- Hollenbeck Middle School
- Mendez Learning Center
- Mendez Feeder Schools:**
- Second Street Elementary
- Bridge Street Elementary
- Sheridan Elementary
- Sunrise Elementary
- Utah Span School (K-8)

² Data are for 12 block groups that make up target area (block group size only slightly larger than target area). 2009 Nielsen Claritas, Inc. update of 2000 Census Data from: healthycity.org

<i>Neighborhood Stress Indicators (See Footnote 2 for source)</i>	<i>BH Target</i>	<i>CA</i>
Adult (Age 25+) Educational Attainment Less than High School	67.8%	23.5%
Unemployment Rate (Civilian Labor Force, Age 16+)	12.0%	7.0%
Renter-Occupied Housing	78.9%	42.3%
Median Household Income	\$29,267	\$65,788
Families in Poverty	33.3%	10.8%
Single Parent Families w/ Children	25.4%	16.8%
Births to Mothers under Age 20	14.6%	9.5%
Population (Age 5+) Speaking Spanish at Home	84.7%	25.6%

For health, obesity and nutrition are major issues because the community lacks grocery stores and safe public play spaces. Only 45% of residents age 5 and up eat five servings of fruits and vegetables a day, and 22% of the age 12+ population is obese.³ Safety and mental health concerns are much higher in our area because of the gang prevalence. Boyle Heights has one of the nation’s highest concentration of gangs, with more than 34 gangs in the area.

The community demographics are reflected in our school demographics. Data across the seven Los Angeles Unified School District (LAUSD) public schools that serve students in the target area show that all are Title I, 99% of the students participate in free/reduced lunch, 98% of the students are Latino, and close to half (48%) are Spanish-speaking English learners. The schools strive to meet the needs of a student body that is comprised almost entirely of high-risk sub-groups. Changes in academic performance have occurred but are not significant. More than 75% of secondary students do not meet California’s proficiency standards for English or Math,

³ 2003-2005 data for the two Boyle Heights zip codes (90023, 90033) from healthycity.org.

with the rates slightly better but still low for elementary students (35% to 50% below standards).⁴

The lack of classroom success is evident in our neighborhood high school drop-out rates. California Department of Education (CDE) 2007-08 data shows the drop-out rate is 24%, versus the state's 19% (Adjusted Grade 9-12 4-year Derived Dropout Rate). When other sources track our ninth graders over four years, they find a much lower rate of 65% not graduating.⁵ A high school transcript study by Office of the President of the University of California Regents found that only 3% of our students are college eligible. A major underlying factor is the low rates of language reclassification before high school. One-third of the Boyle Heights high school students are still classified as English Learners, the majority of whom are native born.

Gaps/Weaknesses in Services, Infrastructure or Opportunities. See Section II.

II. QUALITY OF THE PROJECT DESIGN

A. APR 2 - Description of how the applicant will plan to build the continuum

Target Schools. We plan to start our PN project by partnering with two Boyle Heights secondary schools that serve students from the target area. We will partner with *Hollenbeck Middle School*, serving children in grades 6-8 and *Felicitas and Gonzalo Mendez Learning Center*, serving children in grades 9-12. Both are Title I, Los Angeles Unified School District (LAUSD) public schools. Both are also already under the U.S. Department of Education's (DOE) definition of a school "transformation" reform model. They are managed by our partner, Partnership for Los Angeles Schools (PLAS), though remain LAUSD public schools in an innovative collaborative strategy agreed to by PLAS and the district. This allows the schools to be managed independently of LAUSD and have autonomy over budgets and curriculum, and still

⁴ School demographic & academic data are for 08-09, from lausd.net & cde.ca.gov/dataquest

⁵ Source: UCLA's Institute for Democracy Education and Access

have access to LAUSD health and human services. The schools, LAUSD and PLAS are all committed to being involved in Boyle Heights Promise Neighborhoods.

Hollenbeck is our primary school, and meets the DOE's criteria for a low-performing school. It is in its fifth year of state Program Improvement under the CDE. Mendez Learning Center newly opened in 2009-10, so school-wide academic data are not yet available. Because Mendez was opened to relieve overcrowding at the only other neighborhood public high school, Roosevelt High School, all of the Mendez students would have attended it. As such, we know Mendez is already home to a majority of low-performing students (See Roosevelt data page 5).

The two schools were chosen because of low student achievement and because they are "ready" schools. They have already started reform; have administrators that believe in working with community agencies to comprehensively meet children's needs, and have student and parent leadership networks. We also have relationships with both schools as well as with the other Boyle Heights community agencies that work directly with them. We are purposely starting with a middle school because research consistently indicates that "the majority of kids drop out in 9th and 10th grades, making middle school a make or break moment in their lives."⁶ We chose Mendez because working with a new high school means we can integrate the PN continuum into its structure from almost the very start, similar to starting our own school. Between them, they house approximately 2,000 of the children in our area.

Planning Partners. In addition to working with staff from Hollenbeck, Mendez, PLAS and LAUSD on PN, we have key partners from public and private institutions that have committed to being actively involved during the planning process and remaining involved for the long-term.

⁶ United Way of Greater Los Angeles. (2008). Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce. www.unitedwayla.org

Each partner is included because they: a) currently provide services in the target area that are important to the academic and/or family and community support continuum; b) have an expertise that is critical to engaging the community and key stakeholders and to providing information on best practices, potential policy issues, funding opportunities, data sharing approaches, etc.; c) already share a history of collaboration in Boyle Heights and have a long-term resource commitment to the area, and d) can help bring other organizations to the table as we plan.

<i>Private Organization MOU Partners</i>	<i>Public Institution MOU Partners</i>
Partnership for Los Angeles Schools (PLAS)	Los Angeles Unified School District (LAUSD), & the Department of Student Health & Human Services
Boyle Heights Learning Collaborative (BHLC)	
InnerCity Struggle (ICS)	
Union de Vecinos (UV)	County of Los Angeles, & the Education Coordinating Council
East LA Community Corporation (ELACC)	
White Memorial Medical Center (WMMV)	City of Los Angeles, & the Mayor’s Office of Strategic Partnerships, the Office of Education, and Gang Reduction Youth Development (GRYD) initiative
Violence Intervention Program, LAC+USC Medical Center (VIP)	
California Emerging Technologies Fund (CATF) ⁷	

We also have the support of two major entities to ensure our success. We have a substantial technical assistance commitment from The California Endowment, which currently funds a Boyle Heights place-based initiative (Match Letter). We also have the support of the *Los Angeles Promise Neighborhood Public Sector Workgroup*, a group of public sector leaders that came together in January 2010 to form this structure to coordinate public sector support and advance

⁷ CATF is state-wide but has worked with East LA schools. Other CA PN apps include them.

systems change for place-based neighborhood initiatives. It includes the District, City and County (all 3 also signers of our MOU), LA County Office of Education, LA County Sheriff's Department, and First 5 Los Angeles, major funder for age 0-5 (Appendix F, Letter of Support).

Process for Community-Driven Continuum Planning. We will plan the continuum by building upon the very successful, place-based, and large-scale community planning process we are just completing. As part of a collaborative led by our partner ELACC, Boyle Heights was selected by The California Endowment as one of 14 place-based *Building Healthy Communities* planning sites in California. We have spent the last year deeply engaged with community residents, our PN partners ELACC, BHLC, ICS, UV and VIP, and 27 other organizations to plan Building a Healthy Boyle Heights (BHBH). In line with the Endowment's strategic direction for the next 10 years, its focus is on improving the health, safety and well-being of the community. We have designed a planning and decision-making process that not only uses the successes and lessons learned of the BHBH process, it is also coordinated with the BHBH.

Our PN process is also designed on a strongly-held, locally shared theory of change, the essence of which is that *youth and adult residents need to lead the school and community transformation process at every stage* and that *organizations and residents must work closely together to create effective, authentic and sustainable changes* (See MOU). The twelve-month planning process will involve the convening of a diverse and active stakeholder base, extensive engagement of the community, facilitation of community youth and adult leadership, and effective and clear communication about decisions between all groups involved.

As the lead agency for PN, our task is to ensure that this community-driven process succeeds and yields an effective, feasible plan for implementation. However, we are not the sole decision-maker in the planning process itself. We are part of a collaborative structure that will make those

decisions, and is also the structure that decided on Proyecto as the lead PN applicant. This structure includes us as the lead applicant, as well as a) Community & Stakeholder Engagement Teams, b) a decision-making General Body, c) three Work Groups, and d) a Steering Committee with two sub-committees. Below are brief descriptions (See MOU for more on b – d).

a) The Community Engagement Team will be comprised of Community Organizers who work with groups of resident leader volunteers to reach out to a larger base. They will be from our agency, ICS, UV and ELACC (See Resumes). Community organizing is a key strategy that each of us has substantial experience and success in using to create local and city-wide changes. Each of us works with different groups of residents from the target area, including tenants, homeowners, homeless or in transitional housing, families, youth, teen parents, seniors, immigrants, small business owners, etc. We will engage 700 youth and adult residents in the PN process through a combination of methods, including door-to-door outreach, house visits, outreach within target schools, and community resident meetings. Our communal experience has shown us that community organizing works best when using a combination of methods. The Stakeholder Engagement Team will be led by our partner, the BHLC. The BHLC will serve as the liaison to organizational and institutional partners to ensure they stay closely involved in the planning process. Because BHLC is the convenor of the Boyle Heights Education Collaborative, they already have relationships with the local schools, the district and PLAS, our area's colleges and community colleges, and education officials. The PN Project Director and Proyecto's Executive Director and Development Director will also be on the team. (See Resumes, which includes draft PD description.) Like BHLC, Proyecto staff has many relationships upon which to build (See Section IV), and we will hire a Project Director who has relationship-building skills. When the General Body decides on which other stakeholders are critical to an effective

continuum, this team will reach out one-to-one to engage them. The purpose of both teams is to raise awareness about PN, gain information from all groups on needs, priorities & solutions, and organize all key stakeholders together to participate in and complete the planning process.

b) The most important part of the planning structure is also our governance structure. We will have a General Body that will be the formal decision-making group for the initiative. It will hold partners accountable for their roles in the planning process and for the quality and efficacy of their services and work in the target area. It will ratify any recommendations brought forth by the Steering Committee and Work Groups through a consensus decision-making process (see MOU). It consists of a sub-set of our 200-member BHBH governing body that is specific to the PN sub-set area of Boyle Heights. The PN General Body includes 80 key stakeholders: 45 are adult and youth residents who live in the target area (56%, exceeding DOE's 1/3 criteria) and 15 organizations that provide services in the target area. The PN General Body also has 10 administrators and teachers from the two target schools and 5 representatives of public institutions, including LAUSD. This is one of the reasons our community and the Endowment believe in PN – it is essential that we transform schools and the neighborhood simultaneously. (Note: 5 local public officials who serve the target PN area also participate but do not have decision-making authority.) During planning, the General Body will expand by another 20 resident members, as our engagement teams develop resident leaders who can commit to this level of PN involvement. This will bring the resident percentage to 65%. The size of this group and the resident majority is essential for planning and implementing PN with a truly inclusive and democratic process. We also know this large of a governing group can be effective because our BHBH body is twice as large, and we just successfully completed our year-long planning

project and submitted an implementation plan to the Endowment. Positive lessons we applied from the BHBH experience to our plan are:

- Contract with partners who have proven expertise in engaging and sustaining the level of community involvement and engagement needed to create a true community-driven project
- Use a professional facilitator who understands collaboration and knows Boyle Heights - Rigoberto Rodriguez facilitated the BHBH process and will facilitate ours (See Resumes),
- Have clear rules around decision-making and consensus (See MOU),
- Provide space, translation, child care & refreshments to help parents attend (See Budget)

Lessons we applied from some of the challenges encountered during the BHBH process: hire a full-time project manager; get public institutions to commit before the planning process starts; and hold fewer but longer— GB will meet six times, 3 five-hour and 3 three-hour meetings.

c) We will have a Steering Committee to provide administrative leadership for the project, though it will not be a decision-making group. It will consist of approximately 12-15 people, including Proyecto as the lead agency, representatives from the target schools and the district, the five engagement team agency partners, and Work Group resident co-facilitators. Its responsibility is to ensure that the General Body has what it needs to make informed decisions. For example, setting General Body meeting agendas, providing information and data to inform issue and solution discussions, monitoring progress on workplan responsibilities and timelines, and making certain that the entire planning process is inclusive and transparent. This meeting will occur 1-2 times a month, and will be coordinated by the PN Project Director. This Committee will also have two sub-committees, the Data Sub-Committee and the Resource Advisory Sub-Committee. The Data Sub-Committee will handle needs related to the assessment & segmentation process and will work on developing the longitudinal data system plan. This

group will be led by the BHLC, who has expertise in using educational data to drive change. It will also include our Local Evaluator, the PN Project Director, and will be open to any stakeholder participation (we plan to recruit youth leaders with interest in this area). The Resource Advisory Sub-Committee will help provide high-level expertise on funding.

d) We will also have three Work Groups that will each be assigned a part of the continuum planning work. These groups will undertake the intensive work of reviewing data on needs, strengths and gaps specific to their area, identifying priority issues and effective solutions, and identifying appropriate partners who can help implement those solutions, whether those be services, policy advocacy or more targeted outreach. Each group will consist of approximately 10-15 people from the General Body, including a resident and organization representative to co-facilitate. Work Group meetings will also be open to residents and organizations that are not part of the General Body but who have an interest or expertise in the area. The Work Groups will then provide policy and program recommendations to the General Body for ratification. To help start the Work Groups out with a common language and understanding about the initiative and our planning year goals, the first General Body meeting of the year will be a joint training on Promise Neighborhoods. We will train on the Promise Neighborhoods model and expectations and BH PN planning goals (Proyecto), the link to BHBH (ELACC), understanding school reform models (PLAS), interpreting and using data to make decisions (BHLC), and understanding the policy process (LAUSD). At that meeting, we will decide on the specific continuum areas to be addressed in each Work Group and members will commit to which they will participate. Each Group will meet 4-6 times during the year. While the General Body will decide the exact continuum make-up of each group, we do plan for one to have a strong focus on the core strategy for improving schools. Because of deep budget cuts that allow little teacher planning time, we

have allocated resources to support their active and regular involvement. We will have 2 administrators & 18 teachers from Hollenbeck and 1 administrator & 8 teachers from Mendez.

Workplan. We know from BHBH that our process will work given precise coordination and a firm commitment to participate in on-going meetings and stay connected to the process. Our key partners have made that firm commitment to the process, at an average of 8 hours a month from each. We have also allocated resources for community engagement and organizing, partnership-building, project and financial management, planning and governance meeting facilitation, evaluation/data related needs. See the table below for our milestones timeline. Again, our BHBH experience helped us confirm that the more time we put into the collaborative-building and data process up-front, the more quickly we will accomplish the actual planning.

<i>Planning Milestone</i>	<i>Start – End Dates</i>
Convene PN Steering Committee	Oct-Sep
Hire project personnel & consultants & ensure partners assign staff	Oct-Early Nov
Convene Data Sub-Committee	Oct-Sep
Conduct community engagement process with 700 residents	Oct-Dec
Conduct stakeholder engagement process with id-ed partners	Oct-Sep
Convene PN General Body (training/planning goals)	Dec
Conduct needs assessment & segmentation analysis	Jan-Mar
Convene General Body (data to date and next steps)	Feb
Convene General Body (all final needs & segmentation results)	Apr
Continue ongoing community engagement and develop new leaders	Apr-May
Convene Resource Sub-Committee	Apr-May
Convene General Body (provide direction to Work Groups)	Jun

Convene Work Groups (create recommendations for continuum)	Jun-Aug
Convene General Body (turn WG work into full continuum draft)	Aug
Convene Resource Sub-Committee	Aug
Refine GB continuum draft into formal continuum document	Aug-Sep
Convene General Body (ratify final continuum plan)	Sep
Submit final, comprehensive continuum plan to US DOE	Sep-11

Needs assessment plan. Our plan includes collecting several types of data collection, with a focus on participatory methods. The PD, Local Evaluator and Data Sub-Committee will help make sure the assessment & segmentation process is focused on the indicators, is culturally appropriate and yields valid, useful data. Between the Endowment and our partners, WMMC, VIP, PLAS, CETF, LAUSD and the two schools, we have substantial help with data & mapping.

Participatory evaluation and regular needs assessment are integral to our approach at Proyecto as well as to our core partners and our joint BHBH work. As a result, we have recent community data that can be reviewed as part of the PN needs assessment. The General Body will look at these through the lens of the PN continuum to learn what they tell us about needs, gaps and priorities and to identify what more we need to know from our new data collection. We have access to two, anonymous datasets that can be prepared for PN review.

- Surveys completed by 3,300 Boyle Heights adult and youth residents in Spring 2010 as part of BHBH. Because these were collected across all of BH, we will create a sub-set that applies more specifically to our target PN area & indicators. This rich dataset includes information on housing, health and nutrition, medical care, safety, violence, employment, environmental concerns, and root causes of community problems (including lack of quality schools).

- Surveys conducted by InnerCity Struggle's youth leaders in 2009-10 with over 2,000 area secondary students. Their United Students youth leaders designed the survey instrument to gather information on critical education issues and how those impact students and parents. ICS will provide the sub-set of data that is specific to our target area and schools.

We will also use publicly available school and community administrative data, specifically:

- Block group and zip code level data on the identified needs assessment indicators.
- Current (2009-10) and prior year school-level data on the target schools from LAUSD and CDE, including all available academic and behavioral variables. Our Project Director will download these data and work with the Local Evaluator to summarize. Our Local Evaluator is John S. Rogers, an associate professor in UCLA's Graduate School of Education and Information Studies and the director of UCLA's Institute for Democracy, Education, and Access (IDEA) (See Resumes). He has worked closely with our partner BHLC and can help us connect with college and high school students who can also support our data process.

Based on what we learn and identified gaps, we expect to conduct new data collection as below.

- Integrated within our and our partners' community organizing work with the 700 residents is data collection through surveys, focus groups and/or one-on-one meetings. We will discuss their perceptions of needs, gaps and strengths, and solutions. The instruments will be focused on the priority knowledge gaps identified from existing data review. Information will be documented anonymously, and these will be done in English and/or Spanish as needed.
- Our stakeholder team will lead collection of detailed information from schools and organizations on services, initiatives and policies related to the continuum, and on their evidence of effectiveness for improving academic achievement. Initially, this will be for the purposes of our needs assessment process – identifying appropriate partners, potential

barriers to success, opportunities to decrease duplication and increase coordination - but it will also serve as the pilot for creating a shared data system for the implementation phase.

- Administration of a student survey within the two target schools that is specific to collecting data for the program indicators and as baseline data for the project indicators. PLAS, LAUSD and our target schools have all agreed to help us accomplish this.
- Meeting / discussions with teachers and staff from the target schools to collect their perceptions on priority issues, gaps and solutions.

Segmentation Analysis Plan. Our Local Evaluator, LAUSD and PLAS will coordinate to arrange for the evaluator to receive individual-level target school student records, with no identifying information. He will analyze the academic data so that we can look in more depth at children's needs by gender and by all the ESEA sub-group such as English proficiency, migrant, and disability status. Since almost 100% of students are Latino and low-income, disaggregation by race/ethnicity and economically disadvantaged will show little differences from the overall. Dr. Rogers will conduct analyses that help us look at questions such as: What is the correlation between demographics and academic indicators like grade point averages and Algebra I pass/failure. Other questions are about the relationships between student success from stable homes versus not (E.g., homeless, in foster care) and from healthy homes or not. These data are not currently part of the school system so our Data Committee will work with the LA PN Public Sector Workgroup to determine how to access without violating confidentiality.

Once we have learned as much as we can from the existing data about which are the most academically vulnerable sub-populations and the potential underlying reasons, we will integrate questions into our participatory data collection process to gain community perspectives. High-risk for which we know we already have a larger number than other communities and for which

academic performance is lower than even for our general population of low-income, Latino students include: a) Students who have not been reclassified as English Learners by MS/HS – 1/3 of our secondary students, most of who are native born, have not been reclassified; b) Youth who are homeless or under Department of Children and Family Services foster care - BH rate of children entering foster care is 13 per 1,000, versus the state’s three (2008); and c) About 12% of our secondary students are identified with a disability or other special need.

Plan for building the continuum of solutions. Our plan for building an effective continuum relies on the same theory of change that drives our planning process. Those shared beliefs determined our core action strategies of: community organizing, youth and adult resident leadership, collaboration among all stakeholders. All of these have evidence from both a large body of research and from our local successes that they are effective and essential to changes that improve children’s academic achievement. Following is a table for the Academic Continuum and for the Family/Community Support Continuum that has our starter plan of evidence-based solutions that we plan to bring to the General Body. We have not included citations for the strategies that our solutions fall under because there is a large, commonly accepted body of support behind each. We will provide that information to the General Body to help them in their decision-making process. There are many existing and potential partners that can or already do provide services related to these. We have only listed those of our agency and our current MOU partners. We know that that their services work, or show promise of working, and they have agreed to share data and information so that the General Body can decide if their evidence of effectiveness is sufficient to include in the implementation continuum plan.

PN Areas	Starter Academic Continuum
Children	<i>High-quality early education centers.</i> Early Education Centers (Proyecto);

Ready for Kindergarten	Rainbow Child Center (White Memorial); Kinder Book Camp (Partnership) Community organizing for educational justice. Pre-K Parent Advocacy Group (Proyecto)
Students Proficient in Core Subjects	Comprehensive school reform. Transformation model with 11 evidence-based practices (Partnership, LAUSD, Mendez, Hollenbeck) Extending learning time. Algebra Academy (ICS); IMPACTO (Proyecto) Comprehensive Out-of-School Time (OST) programs. IMPACTO (Proyecto) Community organizing for educational justice. United Students (ICS); Familias Unidas (ICS); BH Education Collaborative (BHLC)
Successful MS to HS Transition	Academic intervention. IMPACTO (Proyecto); Algebra Academy (ICS); Summer Bridge (Partnership); Transition to MS and Transition HS Programs (BHLC); Teacher transition teams (BHLC) Early prevention and intervention for high-risk youth. Gang prevention (GRYD); Interpersonal violence prevention and intervention (VIP) Youth leadership and civic engagement. Society of Students (BHLC); United Students (ICS); United Students Junior (ICS); IMPACTO (Proyecto)
High School Graduation	Academic intervention. CAHSEE Prep (Mendez); IMPACTO (Proyecto); On-line credit recovery (Partnership); Algebra Recovery Initiative (BHLC) Community organizing for educational justice (See Core Subjects) Leadership development (See Successful MS to HS Transition for list)
College/ Career Success	Links to college and vocational programs. Registered Nursing Program (White Memorial); STEM curriculum (Partnership, Mendez); Education Collaborative (BHLC); Employment services, Youth OneSource Center

	<p>Access to college and career information. IMPACTO (Proyecto), College-going culture (Partnership), A-G training for parents and students (Partnership), Career speakers (White Memorial)</p>
	<p>Community organizing for educational, social and economic justice Community organizing initiatives of Proyecto, BHLC, ELACC, ICS, UV</p>

It is important to note that, if chosen as a PN site, there will be substantial work already occurring in the family/community support continuum through the BHBH. Listed below are activities that more specifically relate to the connection to academic change. For all five areas, community organizing for housing, environmental, social, and economic justice also apply.

PN Areas	Starter Family/Community Support Continuum
<p>Students Are Healthy</p>	<p>Health insurance and services. School-based student health assessment program (VIP); School-based nurse screenings (WMMC); Insurance enrollment (LAUSD SHHS); School-based health services (LAUSD SHHS)</p> <p>Healthy housing and environment. Campaign for Clean, Safe, and Habitable Boyle Heights - Tenants Union (UV); Cumulative Impact Ordinance (UV)</p> <p>Fitness and wellness opportunities. IMPACTO sports clubs (Proyecto); Community 5K Run (White Memorial); Physical education (LAUSD); Health education classes (White Memorial); Speakers Bureau (White Memorial)</p>
<p>Students Feel Safe</p>	<p>Gang prevention and intervention. GRYD (City of LA); ER gang intervention program (White Memorial)</p> <p>Community safety development. Safe Passages (Proyecto); Pedestrian Safe Zone Campaign (Union de Vecinos); Summer Night Lights (City of LA)</p>

Students Live in Stable Communities	<i>Employment and continuing education assistance.</i> Multiple services, Lucille Becerra Royal, FamilySource Centers, Boyle Heights Technology Center, Youth OneSource Center (City of LA) (Note – continuum area is where majority of BHBH work focused)
Family/ Community Support Learning	<i>Parent engagement & leadership in children’s learning and schools</i> Early Childhood Education Centers (Proyecto); IMPACTO (Proyecto); Familias Unidas (ICS); FACE- Family and Community Engagement (Partnership); Parent Centers (Mendez, Hollenbeck); Series of family engagement programs focus on K Readiness, English Learners, MS to HS Transition (BHLC) (almost all other partners also address this area)
Students w/ 21 st Century Learn Tools	<i>Access to equipment and training</i> School to home computer programs (Partnership, CETF); Boyle Heights Technology Center (City of LA)

In addition to the work of identifying which of these are effective continuum priorities based on the needs assessment, the Work Groups will identify what solutions are missing. We will look at what specific community infrastructure and policy/practice/support changes we need so that child/family involvement in programs is coordinated and sustained and academic obstacles removed. Below are key gaps we have already identified.

Lack enough resources for services to meet high level of need – this is a historical problem for Boyle Heights and is typical of very poor communities. It is a combination of very high need with not enough funding for the types of programs we have listed in the continuum. For example, we have 2,051 children age 0-5 in our target area, a population that we as partners are serving only a fraction of through high-quality early education services. 2009 data provided by The

Endowment's technical assistance team shows that 82% of children age 0-5 in Boyle Heights are without a licensed child care seat. In addition, our IMPACTO program is one of very few comprehensive out-of-school time programs that extend learning time, address key elements across the continuum, and provide child/family case management. Thus, the community organizing solution is critical to creating a continuum because resident advocacy is a successful strategy for getting resources allocated to our community.

Lack of sufficient infrastructure to fully support evidence- & data-driven interventions –

While each partner uses data to plan and implement services, we do not have the infrastructure to support doing this at the individual-level as often as will make a difference in each child's success. For example, thanks to PLAS, our target schools have a system (See Section III) that allows teachers to look at students' records in rapid-time in order to plan their next interventions. Because of severe state and district budget cuts, teachers are dealing with larger class sizes and less non-instructional time and so are not able to do this as frequently as needed. These cuts also affect their ability to engage in shared planning time within the school and with others across the continuum of schools. It also impacts our ability as community partners to fully link out-of-school time and family support interventions with what is happening in the school day.

Need for stronger mechanisms for linking services and for shared accountability –

as discussed throughout the narrative, BH does have coordination mechanisms in place (e.g., Mendez and Hollenbeck School-Based Management teams, BH Education Collaborative). However, there is not one group that fully incorporates the public institutions with the community residents and local organizations, looks at the whole spectrum of issues across the target area, and improves links at both the individual child/family and community level. This means that policy and practice decisions are often made without residents but the forefront of the

process. Community organizing has helped us change policies when they don't work for our community, but collaborating together will result in effective policies from the start. We also have gaps at the family-level and community-level in three spots on the continuum. While we have built links between elementary, middle and high school within the school-age group, we have not worked as much as a community on linking school-age to 0-5 or to college-age.

Strategy to significantly improve target schools performance. While both schools are already under the DOE's school "transformation" model under the management, this only recently began - at Hollenbeck in 2008-09 and at Mendez in 2009-10 when it opened. Since this reform is relatively new, we plan to use one of the Work Groups to review how well the schools are fulfilling DOE's 11 components of a comprehensive school transformation reform in order to meet the criteria of "scientifically-based."⁸ The group will develop recommendations for strengthening the school transformation reform model and reviewing which curricula are evidence-based and culturally appropriate for our almost 100% Latino population. Engaging teachers and other education-related stakeholders in direct conversation with youth and adult resident leaders about school structure choices is our path to accelerating the pace of BH reform.

One of the changes we will explore is how best to increase student learning time, including more time for fitness, the arts and youth development since these areas have evidence they effect student success, health and resiliency. Because of the school budget cuts, the General Body and its Work Groups will explore both school and community provider options for extending student engagement (including options for longer days and/or weeks). To ensure access for students from

⁸ Borman, G.D., Hewes, G.M., Overman, L.T., Brown, S. (2002). Comprehensive School Reform and Student Achievement. Baltimore, MD: Center for Research on the Education of Students Placed At Risk /Johns Hopkins University.

the neighborhood whether they are in the target schools or not, we will use the data collection process to identify the most common ways in which residents access or find services and the obstacles to doing so. The Governing Board will create a plan for implementation that ensures residents have several access points to the continuum services.

Connecting every member of a family to their needed services will also be part of our continuum building process. At Proyecto, we already bring our early childhood school-age program staff together to review which families already use both services and which families do not but have a child who would benefit from being enrolled in the other or in partner services. They then design a plan for strengthening the pipeline of services so all of a family's children are engaged in a program suited to their age and need and so that children transition from the early education center directly into the after school program IMPACTO when they are of age.

Addressing needs of highest risk sub-groups. Once we have identified our spectrum of risk from some risk (we do not have students with no risk) to high, one of the Work Groups will review the needs data and current school and community processes for how services link to students across these sub-groups and retain them for enough time to effect change. They will then make recommendations for what systems and policy changes needs to occur – within the schools, agencies and institutions and community. We already know that the district English learner reclassification policy has some flaws that impede students passing it, such as the test occurring before students completed the grade level standards on which they are being tested.

Plan for building upon existing Federal investments. Our plan already builds upon two major federal investments through HOPE VI. HOPE VI funds helped Proyecto fully develop our IMPACTO after-school program, with funding from 1996-2001. Also in the 1990s, HOPE VI funds were used to demolish and reconstruct Pico-Aliso public housing units into 280

public rentals, 60 for-sale affordable townhouses and 100 senior-citizen apartments. While new housing was needed, the development process displaced important social networks and still left a myriad of nearby aging buildings. We have been engaged in community organizing related to these remnant issues for years, along with key partners like ELACC and UV, but our resources for transforming the community beyond the buildings have not yet reached the level needed to change the lifepath of our residents. PN provides us the opportunity to expand this work, connect it closely to schools, and show that housing and social development need to be related.

Other federal funds dedicated to Boyle Heights by our partners will help us to have a continuum that includes early education, housing, employment, gang prevention, safety.

- ARRA funds to support Proyecto's shelter – Emergency Food and Shelter Program (ESFP) from the Federal Emergency Management Agency (FEMA)
- ARRA funds for Proyecto's early education program - through LA City's Community Development Department's (CDD) Community Development Block Grant funds (CDBG)
- ARRA funding provided through City of LA Community Development Division that the Youth OneSource center uses to help low-income and high-risk youth age 14-21, including foster youth, youth offenders, pregnant/parenting youth, or youth with a disability with work experience during school vacations and access to many education and career opportunities.
- Office of Juvenile Justice and Delinquency Prevention (OJJDP) funds for the City of LA's Gang Reduction and Youth Development (GRYD) initiative.
- Boyle Heights Tech Center receives Learn and Earn and LA Youth Opportunity Movement Funding to provide employment support services to BH youth ages 14-24.
- ARRA funding for FamilySource Centers that support workforce, training and supportive services for BH residents in poverty (through LA Community Development Department)

- Environmental Protection Agency (EPA) funds to support lead outreach and education services (through City of LA). Union de Vecinos conducts healthy home visits, an approach that has been proven to reduce the number of cases of lead poisoning and exposure to lead.

Plan for building on local capacity. As discussed, the General Body will build the continuum by starting with reviewing local organization expertise for providing effective programs and their capacity and interest in expansion if appropriate. We will only reach out to non-BH based agencies if we find a gap that local providers do not have the expertise/evidence or capacity to fill. Our plan is also based on linking PN to the existing place-based initiatives in BH. Boyle Heights is one of the City of Los Angeles place-based Gang Reduction Youth Development (GRYD) zones focused on safety and gang prevention. And of course, the Endowment-funded BHBH is focused on health and safety. Both are related to student academic success but do not include schools in the way in which PN does.

Evidence of continuum building plan effectiveness. Our current partners were selected based on their history of working in the community – so they already incorporate culturally appropriate practices into their systems - and their experience with services/supports related to the evidence-based solutions. As lead agency, Proyecto provides two services that directly address academic achievement with youth in the target area and that address several continuum areas: Early Childhood Education Centers (ECEC) and IMPACTO after school and summer program (See Section III). Each was designed using research-based best practice standards: IMPACTO based on Out-of-School-Time best practices from the Harvard Family Research Project and ECEC on the High Scope curriculum and aligned with the CDE's Desired Results Development Profile – Revised (DRDP-R) with early developmental and learning benchmarks. For IMPACTO, our evaluation evidence shows that we retain participants for an average of six

years; 80% of participants improve in report cards and homework completion; 100% of high school seniors graduated and 90% went on to college or trade school. For ECE participants, our pre-schoolers gained 14 months of vocabulary in a nine month period and left for Kindergarten with an average vocabulary level of a five and half year old child (Peabody Picture Test).

Research and our local successes provide substantial evidence for the community engagement strategy. A six-year multi-source study by the Annenberg Institute for School Reform found that successful organizing strategies contributed to increased student attendance, improved standardized test score performance, and higher graduation rates and college-going aspiration as well as influenced systems-level policy and resource distribution.⁹ We have seen this success locally during our collaborative organizing campaign to win college-preparation classes at all high schools in LAUSD. And in ICS's youth and parent leadership groups, United Students (US) and Familias Unidas, success in getting school construction funds re-allocated to the Eastside of LA. This resulted in the first new school construction east of downtown in more than 80 years. United Students also won new tardy policies at the local high schools that decreased tardies by 50%. The academic counseling & assistance and college prep activities that ICS incorporates into its program has led to 95% of US leaders graduating and 80% accepted to four-year universities. The quality of the youth leadership programs in our community and our approach of integrating leadership and academics are further evidenced in a comparative evaluation of BHLC's Society of Students program. An evaluation study by Claremont Graduate University's School of Educational Studies showed that participants improved significantly more

⁹ Mediratta, K., et al. (2008). *Organized Communities, Stronger Schools: A Preview of Research Findings*. Providence, RI: Annenberg Institute for School Reform at Brown University.

than non-participants in reading and math California State Standards tests, report card grades in both subjects, and their homework completion and effort.

Community-wide evidence supports the effectiveness of our health partners, WMMC, VIP and LAUSD SHHS, and our healthy housing partners, UV & ELACC. While health is still a concern, our risk percentages are lower than the state's in some areas. For example, 9% are diagnosed with asthma compared to 13% for the state. The difference in rates for low birthweights (6% for BH, 7% for CA) and lack of or late prenatal care (2.9% vs. 3.2%) are small, but given our demographic risk factors, the fact that they are lower is a success.¹⁰

While violence is still prevalent, we have made progress because of local agency support and prevention services, our core partners' community organizing and social network building, and the work of the Los Angeles Police Department (LAPD) and the GRYD initiative. The Hollenbeck division that includes BH has gone from having one of the worst crime rates in the city to being 13th lowest of the 21 divisions.¹¹ Finally, and importantly, our partners' work to convene schools and implement reform measures has resulted in academic progress. After deciding to be managed by PLAS, Hollenbeck did make school-wide academic progress for the first time in years. The PLAS reform is too new to fully evaluate, but the percentage of 6-8th grade students scoring proficient/above on English/Language Arts increased from an average of 21% across the grades to 26% between 2007-08 & 2008-09.

III. QUALITY OF PROJECT SERVICES

A. APR 8 - Description of how the applicant will plan to use data

¹⁰ Asthma 2030-05 data, other data 2008 accessed from healthycity.org

¹¹ Comparison May/June 2010 data by division, from lapdonline.org/crime_maps_and_compstat

Plan for longitudinal data system. We have committed 10% of our funds to working with a Local Evaluator who will help us with the needs assessment and with planning a data management system. We are looking at two types of systems development. The first system is to help us track changes in school and community demographics and continuum indicators over the years in the same system (as the footnotes show, indicators are in several, separate publicly available systems). The work we accomplish during our needs assessment in working with the public institution partners to pull this information together will help engage them in the planning of a more integrated system. In addition to the Local Evaluator and the Data Committee members, we have several partners who have committed in-kind resources from their data experts to help us accomplish our needs assessment and systems goals, including PLAS, White Memorial, VIP, and CETF. The California Endowment has committed substantial in-kind to our PN planning work, as they strongly believe in and support the combination of PN and BHBH in Boyle Heights as well as the use of data in planning and implementation. Locally, Healthy City serves as a portal for much of this information and is a likely system upon which to build. Healthy City is a key partner to The Endowment, and provided us technical assistance with data gathering for this application. Finally, the City of LA, County of LA and LAUSD have all committed to working with us on data systems (See MOU) as has the LA PN Public Sector Workgroup (See Match). Bringing those publicly available systems together in a way that makes all of the data accessible in one spot will mean we can more quickly look at overlays of different needs. When combined, we can look more closely at the connects and underlying causes.

The second type of system would also bring together demographic and indicator information but at the individual child/family level. This would make our tracking of indicator progress more rigorous and reliable and help us use data in real time to look at a child's indicators to decide on

targeted, personalized interventions, a critically important research-based strategy. This type of database will take much longer to develop, and will require sorting through many issues related to confidentiality, HIPPA, etc. Our Local Evaluator and all our data partners listed above will help us understand the issues, identify best practices for how to make such a system work, and create a plan for the General Body to decide whether it will work for implementation.

Two of our partners have been working on systems that we will look to as options upon which to build this individual-level system. First, MyData is a web-based reporting tool that provides schools' student-level data to teachers and administrators to improve instruction, identify and provide interventions for at-risk students, monitor the performance of students, and inform other decisions. MyData contains student reports such as state test scores (CST, CELDT, CAHSEE), student grades, attendance, A-G coursework, periodic assessments, English Learner data, special education status, and more. This system was developed by PLAS as part of its transformation reform for our schools, and LAUSD chose to adopt it for all schools in the district. We plan to look at appropriate ways to link service providers and parents to this system so they can too can access data on their children/participants. Clearly, this system would need more firewalls to carefully protect confidentiality. However, we believe it is essential that every person invested in the child's success has rapid-time access to the same information.

The second system is One-e-App and it is an innovative web-based system that provides a one-stop enrollment process for public-sector health programs. It streamlines the enrollment process by collecting data from a family once, instead of multiple times at different locations. It has many built-in features that would be key to any system we develop, such as eligibility determination across multiple programs; translations; built-in security and confidentiality. We

will look at it to determine if it makes sense to link to it or to use its lessons learned in developing a system of facilitating enrollment & tracking in continuum services.

Document the Planning Process. The PN Project Director will have primary responsibility for documenting and reporting on the planning process, both locally to Proyecto, the Steering Committee and the General Body, and federally with the DOE and its national evaluator. To show our process and successes, we will maintain an evaluation file that includes needs assessment and segmentation summary results and maps, all meeting minutes, all charts and figures that show how our process works, Work Group plans, and summaries of the engagement teams' number of contacts. We will also track community participation and levels of engagement through sign-in sheets. The final meeting of each group type in our structure will include agenda time to reflect on lessons learned and best practices. The PN Project Director, with the support of our Development Director, will write summary progress reports and funder reports. All of these data can be made available to DOE or its evaluator if requested.

How plan to use data to manage planning and implementation. Earlier sections describe the many ways in which data will be used during planning and integrated into implementation. The Work Groups' recommendations to the General Body will need to have supporting data in order to be considered. Continuum service and policy decisions will not be made without those. The longitudinal section describes how we plan to set up systems that allow rapid-time sharing. We also use data collection as part of our community engagement strategy. Our needs assessment strategy of asking partners for service retention, evaluation results and finance data is also part of building a comfort level in sharing this type of information during implementation.

B. APR 9 - Description of commitment to work with national evaluator

Plan to work with a national evaluator. We will work with the national evaluator in all ways in which DOE requests. We have set up an infrastructure for PN planning to ensure we are responsive to the evaluator and involved in the process. The PN Project Director will be the direct contact to handle coordination and respond to needs/requests, with support of the Proyecto Development Director. The Local Evaluator will handle higher-level evaluation questions and advise on appropriate access to individual-level data systems if needed. We will participate in their process for planning a national evaluation, and will suggest that two of our youth leaders with an interest in this field participate as appropriate so that the student voice is included.

Plan to participate in a community of practice. Our PN Project Director will participate in DOE's community of practice, and when feasible, so will our other staff. We are excited by the inclusion of this as it is already a part of how we work as an agency. Proyecto staff participate in two local communities of practice, women leaders of color and non-profit agency leaders.

C. APR 10 - Description of indicators to be used for needs assessment

Please see the table below for our preliminary plans for collecting data on federal and local indicators during our needs assessment. We added indicators that allow us to check on the status of progress toward federal indicators and that show us early signs of risk for high school drop-out or positive signs that youth are on track for graduation and success beyond.

Because our entire process is founded on the community leadership, this list will be reviewed with the General Body members and changes potentially made based on their input about priority areas and data availability. In addition, for the locally added indicators, the General Body will decide which of the program indicators will become project indicators after the needs assessment and segmentation analysis have given us more data on which to make these decisions.

Federal & Local Needs Assessment Indicators (<i>Local in italics</i>)
Children Ready for Kindergarten
#/% of young children who demonstrate age-appropriate functioning
#/% of young children who have a medical home
#/% of young children who participate in early learning programs
Students Proficient in Core Subjects
#/% of students at or above grade level according to 3 rd through 8 th grade and high school assessments
<i>% English learner reclassification rate for 3rd thru 8th grade</i>
Successful MS to HS Transition
Attendance rate of students in sixth, seventh, eighth and ninth grades
#/% of matriculating 8th graders with no "F" grades
#/% of matriculating 8th graders with core math competencies
<i>Suspension rate</i>
#/% students involved in OST activities in 6th-9th grades
High School Graduation
Graduation rate in neighborhood high school
<i>CASHEE pass rate for 10th grade</i>
<i>Algebra I pass/fail rate in neighborhood high school</i>
College/ Career Success
#/% of students who graduate with a regular high school diploma, and obtain post secondary degrees or other credentials w/o need for remediation
Students Are Healthy
#/% of children participating in 60 minutes of physical activity daily and eat five or more servings of fruits and vegetables daily
<i>#/% of children who have health coverage</i>
<i>#/% of families with health hazards in the home (e.g., lead)</i>
<i>#/% of children with asthma and diabetes</i>
<i>#/% of children with healthy fitness levels</i>
Students Feel Safe
#/% of students who feel safe at school and traveling to and from school as measured by a school climate survey
<i>#/% of students who feel safe in neighborhood</i>
<i># of public or private places that are unsafe (e.g., nuisance businesses, lack light)</i>
Students Live in Stable Communities
Student mobility rate (as defined in notice inviting applications)
<i>#/% families receiving employment assistance</i>
<i>Community crime rate</i>
Family/ Community Support Learning
% of students with a caring adult at home, school, and community
<i>#/% of families that attend parent-teacher conferences</i>
<i># families participating in educational support skill-building activities</i>
Students w/ 21st Century Learning Tools
#/% students with school and home access to broadband and connected computing device

IV. QUALITY OF PROJECT PERSONNEL

A. APR 3 - Description of applicant's organizational capacity to plan & implement PN

Experience with Partner Schools & LEA. Proyecto Pastoral has worked with schools in Boyle Heights since we were founded in 1986. As part of our IMPACTO after school program for students from the community, we communicate with local school administrators and teachers both to help inform our curriculum and to get a complete picture of our youth's development by understanding their strengths and challenges at school, at home and with their peers. This approach is part of Proyecto's commitment to providing comprehensive services and supporting our youth inside and outside of the classroom. At Hollenbeck, Proyecto staff has built strong cooperative relationships with teachers and staff around addressing the needs of IMPACTO students. We also have developed a close working relationship with school leadership at the Mendez Learning Center. This relationship began even before the doors of the new facility opened to students in 2009, as Proyecto was one the community agencies engaged by the Boyle Heights Learning Collaborative in the school's Design Team to provide input into the school's instruction and general direction. Beyond the relationship with the target schools, Proyecto has played a key leadership role in establishing and expanding the school membership of the BHLC's cross-sector area-wide consortium that addresses education issues. We also work closely with the Dolores Mission School, our partner parochial school.

Experience with Government Leaders. Proyecto partners with city, county, state and federal leaders serving Boyle Heights. We work with County Supervisor Molina on emergency housing issues; City Councilmember Huizar on safety and community resource issues, and Congresswomen Roybal Allard on pre-school education improvements. In addition, Councilmember Huizar hosts our annual health conference for women and teen girls from the

Pico Aliso community and Congresswomen Roybal Allard provided funds for pre-school education and construction. As a member of BHLC Collaborative and of City of LA's Adelante Eastside Redevelopment PAC, we also work with the Community Redevelopment Agency and district and city officials including LAUSD Boardmember Monica Garcia and the Mayor of LA.

Experience with Organizations. Our relationships with other organizations serving Boyle Heights are integral to how we operate. We helped found two of our partner agencies, BHLC and ICS, as a result of community organizing we did in the mid 1990s. We also helped establish the White Memorial Medical Center's Rainbow Child Center in 2000. We were a key member of the collaborative that applied for and received The California Endowment place-based funding along with key partners BHLC, ICS, UV, ELACC and 27 others, with ELACC is the lead agency for that initiative. As a BHBH partner organization, the intensive year-long planning process helped us and our partner agencies develop a deep understanding of one another's missions and cultures and respective strengths. More importantly, it helped us shape our shared vision for the community that encompasses PN (See MOU) and create the trusting, synergistic relationships needed to make that vision a reality. This PN application represents another step for us in our process of integrating our work and funding to ensure that community needs are met seamlessly.

Additionally, we have cooperative relationships with higher education institutions, including Loyola Marymount, California State University Los Angeles (CSULA), University of Southern California (USC), and University of California, Los Angeles (UCLA). For example, UCLA students and faculty have provided us service-learning courses and a community education and resource initiative. These relationships will help us start the school-age to college-age link.

Experience serving neighborhood and its residents. Our mission has always been specific to working in Boyle Heights: that is to *work in the economically and politically disenfranchised*

community of Boyle Heights in Los Angeles to empower the community personally and socially by developing grassroots projects in education, leadership and service. Our programs for residents include: IMPACTO after school program serving nearly 200 youth ages 5 to 18; two Early Childhood Education Centers serving 150 children ages 18 months to 5 years; Guadalupe Homeless Project, an emergency shelter serving 650 men annually; Comunidad en Movimiento (Community in Action), a civic engagement program; and a Thrift Store that provides jobs and low-cost gently used goods to the community. These services are open to all of Boyle Heights, and we focus our community organizing work within the Pico Aliso area.

The integral nature of community organizing and resident leadership to our approach is seen throughout our history, starting with our founding. All five of our programs also evolved in response to expressed community needs. Our ECE centers started in 1988 as the neighborhood's first child care cooperative, the result of a concerned group of mothers who formed it. The programs continue to evolve and expand in accordance with community-identified needs, exemplifying the relationship between Proyecto and its constituents and in close alignment with the philosophy of PN and our BH joint theory of change and action. Our board of directors also contains a majority residents, and while that met DOE's criteria for a PN governing board, we chose the General Body because it represents the full collaborative of partner stakeholders and allows us to achieve even broader community engagement in PN governance.

Experience collecting, analyzing and using data. Proyecto is committed to continuous improvement and to using data to inform that process in order to achieve our goal of providing responsive high quality services to the community. We have developed logic models for each program that we use to strategically assess the impact of the programs activities. Logic models are updated annually, and yearly evaluation results are used to strengthen program design and

service delivery. We regularly collect qualitative and quantitative evaluation data to help us evaluate our process and outcome progress.

As part of our program evaluations, we use instruments and methods that are designed and administered in a culturally- and linguistically-appropriate manner and we collect school record data to assess academic outcomes. For IMPACTO, academic and youth development outcomes are measured using surveys, standardized test scores, grades and English Learner designation, student portfolios, and teacher and parent feedback. Staff review these data to customize program activities to address unmet needs. Youth workshops and discussions provide an informal method of assessing program impact and identifying unmet needs.

The ECEC program uses standardized evaluation tools to assess whether early learning and developmental outcomes are met, including: the Desired Results Development Profile – Revised (DRDP-R) which monitors each student in four domains: social, emotional, cognitive and physical development; the Peabody Picture Vocabulary Test (PPVT) to monitor the impact of our program in developing each child’s vocabulary; The Get Ready to Read Screening Tool which is given to four year old students twice a year to monitor the development of pre-literacy skills; and an annual family surveys as part of the DRDP-R assessment process. Parents’ and caretakers’ perspectives on the program’s impact on their children are also collected through the National Association for the Education of Young Children parent survey, and one-on-one discussions and focus group. Each year, results from these assessment tools inform the Program Plan, which is developed by the Program Director, in collaboration with staff and parents.

In recent years, we have also prioritized communication about planning and evaluation by increasing communication opportunities between program directors and coordinators on these

topics, starting use of logic models to create talking tools for staff to analyze program design and outcomes. Program Directors also meet monthly to discuss organizational goals progress.

Experience creating relationships and generating community support. Proyecto's theory of change is based on community building reciprocal relationships with residents. The community is empowered to create change in their lives and within the larger community. Not only has Proyecto created relationships with program participants and parents who are part of our youth programs, but we have also fostered relationships community wide. It is for this reason that programs like our Guadalupe Homeless Project (GHP) exist in a residential community. Where most shelters are isolated, GHP has flourished because of community support.

Experience securing and integrating funding streams. Proyecto has an annual budget of \$2,200,000 that encompasses foundation, corporate, individual and government funding. We have more than 20 foundation supporters, including First Five LA, Eisner Foundation, and Dwight Stuart Youth Fund. In addition to foundations, we have corporate donors, such as Bank of America, JP Morgan Chase and Kaiser, who give a quarter million through our annual fundraising event. We also raise over \$50,000 from individual donors. Government funding has been secured for both our early education and shelter program. For example, over the past 10+ years, our early education centers received approximately \$5 million of CDE state funding and over \$2 million City of LA's Community Development Department (CDD).

We have successfully integrated funds to support the sustainability of our programs and organization, a major organizational success given our grassroots start. The combined use of both public and private dollars is essential to ensure long term sustainability. Our early education centers are an example of how we integrate funds. We combine 55% government funding from the city (ARRA federal funding) with 45% private funding. It is this combination that allows us

to offer full-day, year round services that include a comprehensive parent engagement and advocacy component. The experience of our Finance Manager and Development Director, both of whom are assigned to PN, is essential to our success in integrating funding streams and in clearly tracking and reporting on them separately to our funders and combined for our board.

Experience implementing efforts similar to proposed Promise Neighborhood. Proyecto Pastoral was selected to be the lead because it is an organization with a proven track record of managing effective child and family programs, engaging the community and being accountable for results. Our organization design serves as a small model for what our PN aims to accomplish. For example, we are place-based, engage community members in decision-making, have programs that serve and retain children as they progress from pre-school to high school (and working on college tracking), are involved in neighborhood improvement, measure our outcomes, and use data regularly to improve. Proyecto also has experience with two community-wide efforts that have similarities to PN. We are active founders and members in the BHLC, which works on addressing the school-side of the PreK-12 pipeline. We are also active leaders in the BHBH project and were part of the group that first decided to look into joint place-based funding for Boyle Heights. Because of BHBH, we already have a year's worth of intensive experience on how to make community-driven decision-making and planning work on a large scale. And because that project is one year ahead of PN, we will be able to take implementation lessons learned during our planning year and incorporate that into our PN implementation plan. Importantly, the key local partners in this PN initiative are also those in BHBH and most of the General Body members have also already had BHBH experience. It is not just our experience with place-based work that will make us successful, the combination of our experience with our partners and the residents will.

V. QUALITY OF MANAGEMENT PLAN

A. APR 4 - Description of how will plan to sustain and “scale up” proposed PN

How Will Plan for Scale-Up. The Steering Committee will work on the scale-up plan and bring its recommendations to the General Body. The process for deciding on the target schools for this application have actually already given us a head start on that plan (We looked wide first, then narrowed.) We plan to scale up within the target area by expanding the schools with which we work. Our long-term goal is to work with the entire Mendez Learning Center feeder pattern of schools, in order to be working in schools at all points of the continuum. Since we are starting with Mendez and its feeder middle school Hollenbeck, our next step would be to scale up to the feeder elementary schools. Like our target schools, the other schools serving the area are in CDE Program Improvement status, though not as many years as Hollenbeck. These would not all be added to the project at once but rather in phases. The first scale-up school would be added in the fourth year of implementation, with one new one added each year. This allows for steady yet controllable growth, with expansion complete by the seventh year. The plan is grow a contiguous geographic area by starting the school scale-up with the schools that have the most geographic overlap with Mendez. This sequence is: 2nd Street, Utah, Bridge, Sheridan, and then Sunrise.

Our scale-up plan timeline allows for a few important considerations: 1) it takes a solid three years for a collaborative project to achieve, document and show results and the buy-in of scale-up schools requires that, 2) we don't want to short-change schools by bringing too many in at any given point – thus potentially diluting our work with the current and new schools; 3) it allows all of the schools to be in the project at least three years that overlap with BHBH.

How Will Plan to Sustain. Each of our current partners, and the same will be asked of any partner that the General Body asks to join, agrees to work towards the sustainability of services

that will be part of the continuum. To help us sustain as a whole and to help ensure each organization is supported in sustaining their services, our Development Director will work with the Resource Sub-Committee around place-based funding (See Section VII). In addition, the PN Project Director will track potential public and private funding both relevant to the continuum as a whole. Our success in receiving The Endowment grant shows we are already comfortable and capable of going for joint funding as a collaborative. Our plan for sustaining this work is also built within our approach. When change is organic in the way we have planned it, it sustains because it becomes part of the community fabric.

Plan for estimating and measuring costs per child per continuum solution. We will work with the evaluator and our Endowment technical assistance group to estimate costs per child associated with current programs and proposed solutions. Service providers in the general body will provide financial data associated with their existing programs to the evaluator. Work Groups will compare the current cost of comparable programs and develop estimates according to the proposed program activity's desired outcome. This will allow us to assess what is currently being spent per child, and identify potential funding gaps and resources needed to bring programs to scale if the General Body decides an existing effective program should expand.

B. APR 5 - Description of partner commitment, including Memorandum of Understanding

Partners and leveraged funding sources. We currently have commitments from local agencies and organizations, schools and the district, major public institutions, funders and government representatives, Our MOU and Match describe those who have made a strong commitment to our planning process, both its intensity of involvement (~8 hours a month per partner) and its spirit. We have leveraged close to the full amount of federal planning funds, half from planning partners and half from the Endowment. Important to our long-term success is that

just this set of MOU partners allows us to leverage tens of millions of dollars in services and support for policy/practice changes for the success of our children, families and community. Please see our MOU for a full description of our partners and the process to which they have committed, including our joint vision for Boyle Heights.

VI. SIGNIFICANCE

A. APR 6 – How will plan to track available sources and funding levels

Our Development Director will convene the Resource Sub-Committee twice to specifically look at gaps in funding and resources, new and existing funding opportunities, and the development of a resource and funding database that is specific to the implementation of proposed solutions. This Sub-Committee will include representatives from the County of Los Angeles, the Mayor's office, the Los Angeles County Office of Education, First Five Los Angeles, The Los Angeles Unified School District, the California Endowment, CA Speaker of the Assembly John Perez' office, Congresswoman Lucille Roybal-Allard's office, and members of the Steering Committee. This diverse group of public agencies (local, state and federal) and philanthropy (including the largest foundation in the state) will be key in identifying the resources necessary to take our proposed solutions and make them a reality. Based on financial information and recommendations provided by the Work Groups around service costs, the sub-Committee will explore topics such as: a) What, if any, flexibility currently exists within government agencies to utilize existing resources to support proposed solutions; what potential opportunities exist to leverage state and/or federal funding; how can we integrate dollars from multiple government departments (e.g. Housing, Labor, Health and Human Services); and what potential philanthropic investors can we engage in the initiative. Information gathered through the Sub-committee will be compiled into a database and/or report and presented back to Work

Groups to ensure alignment with programmatic needs. In addition the Sub-Committee will develop recommendations and development framework for ensuring long-term sustainability.

B. APR 7 - How will identify policies, regulations or requirements that impede goals

Our prior experience in working together as a collaborative focused on social justice has led to our leading successful community campaigns that identify and reform problematic policies or practices in education, health and housing. We understand clearly that at the center of proposing a solution, is identifying why a problem exists in the first place. As Work Groups develop solutions to be added to the continuum, they will be required to identify which current policies and practices may prove to be significant barriers to successful implementation. Our first General Body meeting will orient them to understanding the policy process, and at least one of our community or stakeholder organizing partners (us, ICS, ELACC, UV, BHLC) will be on each Work Group. In addition to understanding the policies that may impede our progress during implementation, participants will undergo training on how to develop a political landscape that takes into account the current political climate and maps out potential allies and opponents to achieving the policy and systems changes. The LA PN Public Sector Workgroup will also support our work as they are committed to breaking down silos and integrating services that are traditionally in place because of institutional policies.

Finally, the critical piece of this process is having residents, providers and policy makers all at the same table. While resident leadership is at the forefront of the continuum building process, effective, sustainable change involves creating a strong the bridge – the General Body structure - between community voices and systems/service/policy experts. In this way, our decision making is first grounded on the personal experiences of those most affected and, second, involves those responsible for shaping policies and practices that impact families. By having both at the same

table we can focus on both improving continuum effectiveness and *and* building community by creating a sense of mutual ownership and accountability.

C. Long-term potential

Our plan for building the Promise Neighborhoods continuum within the target area is based upon already having other place-based work in Boyle Heights like BHBH and GRYD that are committed to the long-term. Also all of the local partners include here are partners with which we have worked for years. We have all been in for the long-term for years already. For us and many of the staff from our partners, Boyle Heights and the Eastside of Los Angeles is where we were born and continue to live. Our investment in the community has deep roots. In terms of looking past the planning year, each of our partners has agreed in the Match to the long-term.

We see PN not only as an opportunity to prove the effectiveness of place based initiatives but also to show how true consultative, inclusive and democratic community engagement is the most effective way to insure that the initiative is truly integrated into the real and long-term life of the community. When we achieve and sustain systems changes with that process, we will reach our outcomes of excellent schools, integrated services, supportive families and community, and engaged youth on track for college/career success. Many of our collaborative's efforts have already been used as models that were incubated in Boyle Heights, and then spread throughout the city, such as PLAS rapid-time student data system and BHLC's Education Collaborative.

VII. INVITATIONAL PRIORITY

We plan to include priority "*address solutions related to improving civic engagement*" as it is clearly integral to how we work and have planned PN. Our project includes civic engagement, youth leadership development and service learning opportunities. Our goal is to develop a sustainable infrastructure that supports community leadership in institutional decision-making.