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Introduction. San Antonio's historic Eastside neighborhoods are at a pivotal point. Out-migration from the stagnated inner city has produced dwindling student enrollment and an imminent need for school closure. Consistently poor academic performance, from kindergarten through high school, compels rethinking how children are being educated.

To combat neighborhood decline, the City of San Antonio has adopted an aggressive Eastside Reinvestment Plan to reinvigorate the area and re-establish a healthy middle class. Multiple far-reaching revitalization initiatives are being planned for the Eastside yet the efforts remain largely siloed and uncoordinated. Seven stakeholders – Trinity University, the City, United Way, San Antonio Housing Authority, Family Service (Head Start grantee), Urban Land Institute and San Antonio Independent School District -- seek to integrate disparate education and revitalization efforts and create a transformed *Eastside Promise Neighborhood* characterized by high quality small schools, engaged parent leaders and stable housing. An Advisory Board has been assembled and will spend one year quantifying Eastside needs and assets and planning a continuum of responsive solutions. Among the durable results will be a new way of doing business in San Antonio and an opportunity to scale up lessons learned across the community. Eastside parents and residents will play an active role, which will enable simultaneous community capacity building and the identification of future Eastside leaders prepared to sustain educational and neighborhood improvements.

Section 1. Need for the Project. a. Magnitude of problems to be addressed. San Antonio is the nation's seventh largest city. We have the unfortunate distinction of being a low-skill, low-wage community whose members are increasingly marginalized in the rapidly changing global workplace. Yet demographers believe our face reflects the U.S. of the future: a Hispanic-

majority workforce that is predominantly young and under-educated. The community composite, which includes inner city and suburban residents, reveals additional, correlated challenges: a

	Eastside	San Antonio
Total Population	11,746	1,144,646
African American	5,044 (42.9%)	78,120 (6.8%)
Hispanic	6,113 (52.0%)	671,394 (58.7%)
Foreign Born	1,634 (13.8%)	133,675 (11.7%)
Median Age	32.5	31.7
Children and Youth under 18	3,688 (31.4%)	326,224 (28.5%)
Average family size	3.64	3.36
Owner-occupied housing	2,134 (53.2%)	235,699 (58.1%)
Median Household Income	\$18,304	\$36,214
In Labor Force (> 16)	3,922 (46.7%)	534,558 (62.7%)
San Antonio Independent School District campuses	Tynan Early Childhood Center, Pershing, Washington, Bowden Elementary, Wheatley Middle, Sam Houston High School (all Title 1)	

high poverty rate (18.5%, over 24% for children)¹; a low (59.7%) rate of home ownership²; a high school dropout rate that is approaching 39%³; one in six adults are illiterate⁴ and only one in five is college

¹ U.S. Census Bureau. 2006-2008 American Community Survey.

² Ibid.

³ Intercultural Development Research Association. Bexar County Student Attrition Statistics, October 2009.

⁴ Intercultural Development Research Association. Website review, www.idra.org. June 2010.

educated⁵. Unfortunately, this is the good news; the bad news is that, for San Antonio’s Eastside, the level of distress is far, far worse. Ethnic and socioeconomic segregation is common in San Antonio. The Eastside – a cluster of contiguous neighborhoods just east of downtown, covering approximately 2.25 square miles and bound by I-37, I-35, Commerce Street and the AT&T Center Parkway -- was the traditional African American base. In recent generations, the area has become more ethnically diverse, now containing a Hispanic majority and an increasing Mexican immigrant population; however, evidence of African American culture remains strong. Eastside housing stock is varied and frequently architecturally distinctive, though much of it suffers from decades of deferred maintenance. Too often, resident families are similarly breaking down: the Eastside is characterized by an abundance of intractable social problems, from teen pregnancy to domestic violence, dropout and poverty rates higher than the rest of the city.

Need Indicator	Levels for the Eastside of San Antonio
Children demonstrate age-appropriate functioning (2009)	100% of kindergarten students in two Eastside elementary schools had underdeveloped phonemic skills.
Children in early childhood learning settings (2009)	21.9% of Head Start-eligible children are enrolled; 63.9% of low-income children are in public or private childcare.
Students at or above grade level in math and English (2009)	Wheatley MS: 86.1% Reading, 69.1% Math; Pershing ES: 66% Reading, 62% Math; Washington ES: 71% Reading, 70% Math; Bowden ES: 87% Reading, 88% Math

⁵ U.S. Census Bureau. 2006-2008 American Community Survey.

Eastside Promise Neighborhood
San Antonio, Texas

Attendance rate 6 th – 9 th (2009)	Wheatley 6 th -8 th : 93.2%; Sam Houston 9 th : 87.93%
Graduation rate (2009)	Sam Houston HS: 45.9% (Persistently Low Performing)
Students graduate, enroll in college (2008)	Sam Houston HS Graduates: 26 to a 4 year college (19.5%), 57 to a 2 year college (42.8%)
Students progressing from grade to grade on time (2008-09)	Students not passing: Wheatley MS: 6 th --5.7%, 7 th --10.5%, 8 th --5.1%; Pershing ES-5 th : 2.9%; Washington ES-5 th : 6.1%; Bowden ES-5 th : 2.4%
Students at-risk (2009)	Wheatley MS-77%; Pershing ES-92.4%; Washington ES-69.8%; Bowden ES-74.1%
Economically Disadvantaged Students (2009)	Wheatley MS-98.7%; Pershing ES-97.5%; Washington ES-99%; Bowden ES-98.1%
Limited English Proficiency Students (2009)	Wheatley MS-20.1%; Pershing ES-38.8%; Washington ES-25.7%; Bowden ES-27.6%
Teacher turnover rate (2009)	16-17% across SAISD schools
Over-age students (2010)	Wheatley MS: 31 (9%) students are 15+ years old
Afterschool enrollment	333 (8.6% of school aged children)
60 minutes of daily exercise	Wheatley MS: 50 minutes/day
5+ daily fruits, vegetables	All SAISD schools: 3 servings/day are available

Eastside Promise Neighborhood
San Antonio, Texas

Student mobility rate (2008)	Wheatley MS: 37.25%; Sam Houston HS: 39.5%; Pershing ES: 39.8%; Washington ES: 32.6%; Bowden ES: 29.4%
Caring adult at home	Child abuse rate is 30.5 per 1,000 Eastside children
Home access to broadband, computer	A 2000 United Way study indicates 60% of inner city kids did not have access to a home computer.
Without health insurance	24.9% of students at Eastside schools are uninsured.
Immunization rates	64-79% for the two Eastside zip codes.
Teen birth rates (births per 1,000)	97.7 (23.2% of all births) and 100.0 (22.5% of births) for the two Eastside zip codes.
Preventable chronic health conditions (obesity)	46.3% of Bowden ES students and 31.3% of Wheatley MS students are overweight.
Single or no parent households	26.4%-40% of Eastside households headed by a single female (including grandmothers and others raising children who are not their own).
Vacant or substandard homes	962 (15%) substandard homes and vacant lots.
Families in subsidized housing	Wheatley Courts: 279; Sutton Homes: 194; Section 8: 161
Poverty rate	38.8% of Eastside households with children.
Median household income	\$18,304 to \$18,137; Wheatley Courts median is \$5,306.

Crime rate (2009)	1% of local population but 9.2% of criminal offenses.
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b. Gaps or weaknesses in services, infrastructure, or opportunities and ways they will be identified and addressed. Because San Antonio’s Eastside has become a ‘transition zone’, through which families pass but fail to engage or invest, school and neighborhood revitalization is essential. In response, public and private partners have developed the *Eastside Promise Neighborhood*, a four-tier strategy to address the area’s challenges and draw from its assets. First, the City is shifting policies and redirecting future municipal investments to these neighborhoods. Second, the private real estate community is interested in creating or rehabilitating affordable housing in this historic area while preserving its cultural integrity. Third, the partners have sketched a platform for change that addresses the critical factors of education, environment and support (both natural and social service networks). The fourth strategy, to be accomplished during the requested one-year planning period, is to create a framework for implementing the *Eastside Promise Neighborhood* that accounts for the area’s six core problems.

There is a dearth of early childhood education programs and children are not entering school ready to learn, a known correlate to poor school performance and dropping out.
All Eastside schools are low performing and one is persistently lowest performing.
School attendance zones do not support neighborhood building.
There is a scarcity of quality afterschool programming and enrichment opportunities.
Neighborhood resources and revitalization efforts are siloed.
Much of the existing public and private housing stock is of poor quality and improved affordable housing is in short supply, causing families to leave the area if they wish to pursue upward mobility or live in a safer, more stable neighborhood.

Section 2. Quality of Project Design. a. Plans for building a continuum of solutions. Despite the profound and long standing nature of Eastside challenges, the building blocks essential to community redevelopment are there, including an *Eastside Promise Neighborhood* Advisory Board that is representative of parents, neighborhood associations and the following leaders.

* City of San Antonio, led by Mayor Julián Castro and City Manager Sheryl Sculley, who have made this initiative a central plank in their governing platform;

* San Antonio Independent School District and Superintendent Robert Durón, who has agreed to examine and adjust school policies and methods as needed to stimulate improved student performance and encourage families to remain in this inner-city district;

* San Antonio Housing Authority, which has agreed to collaborate with other affordable housing developers to create an affordable Eastside housing continuum;

* United Way and its Family-School-Community Partnership, an evidence-based parent engagement, leadership and resiliency initiative that has improved student performance and helped Eastside families build financial capacity;

* Family Service, (dba Family Service Association of San Antonio, Inc.) the county's Head Start Family Support Service provider and a leader in quality early childhood learning and teacher effectiveness resources;

* Urban Land Institute-San Antonio (subsequently referred to as Urban Land Institute) is the local district council for the national Urban Land Institute and is a nonprofit education and research entity providing leadership in creating and sustaining thriving communities; and

* Trinity University, a critical resource for teacher effectiveness and evidence based practices.

The Advisory Board will work through a carefully structured one-year planning process to develop a continuum of organized, sequential solutions that are responsive to the community's core needs and support attainment of the following goals:

- *Eastside children are healthy and ready for school success.*
- *Eastside parents engage in their children's education and support neighborhood revitalization.*
- *Eastside schools have effective teachers and high expectations for students.*
- *Eastside students are motivated and engaged in learning both in and out of school.*
- *Eastside youth graduate from high school and college and have and seize opportunities for careers and self-sufficiency.*
- *Eastside neighborhoods are livable and safe with clustered and abundant resources that leverage the assets of families to meet their children's physical, social and economic needs.*

The Advisory Board will pursue goal achievement as follows:

Step 1: Strengthen parent and community engagement in and support for the *Eastside Promise Neighborhood*. Enabling groundwork has been laid by: 1) the Family-School-and Community Partnership, which has supported Eastside parents in developing the leadership and resiliency skills essential to educational achievement and grassroots-led community change, and 2) the work of [REDACTED] coordinating focus groups and community meetings to understand how Eastside families are faring and feeling about their neighborhoods. Both efforts have actively engaged the Eastside community in constructing an agenda (woven throughout this proposal) that reflects their concerns, priorities, perceptions of strengths to be tapped and recommendations for change. Also, San Antonio has recently been selected as one of four sites for the National League of Cities' *Educational Alignment for Young Children Initiative*. This Fall 2010 effort, to be led by nationally recognized

experts, will result in a community discussion focusing on educational alignment and identifying ways that community stakeholders can work together to improve outcomes for young children. By engaging diverse segments of the community, the process will yield actionable strategies for aligning educational systems, impact and accountability, and identifying challenges and opportunities for propelling the work forward. The results from these three activities will advance a continuous parent and community engagement process.

Step 2: Complete a comprehensive cradle-through-college-to-career needs assessment. The focus area will be the Eastside of San Antonio, specifically the attendance zone for Wheatley Middle School, which encompasses Wheatley and Bowden, Pershing and Washington Elementary Schools and Tynan Early Childhood Center. The Advisory Board will reexamine and update existing Need Indicators (reflected in Section 1), adding community input from Step 1, and will map the neighborhood's academic, family and community assets. This exercise is expected to identify additional information needs. For example, while preliminary data examination found extensive indicators of academic performance, or the lack thereof, there was very little information on how Eastside students feel about their lives. The 2009 Gallup Student Poll found that young people who are hopeful, engaged in school and thriving do better than those who are not. Yet only half of middle and high school students reported feeling hopeful or engaged in school and only one-third felt they were thriving. It is safe to assume that San Antonio's Eastside youth are faring no better, and likely far worse, making an assessment of their self-perceptions critical to planning meaningful solutions. Also, about 30% of Eastside children are being raised by family members or friends because a parent(s) is incarcerated or unfit to care for them. The problems attendant to such relationships, including custody, support and legal issues, routinely complicate the child and caregiver's lives. The needs assessment will seek to quantify the

number of children in informal care and ways in which the caregivers can be assisted so they might better parent the child, even on a temporary basis. The following program and project indicators will frame the needs assessment.

Program Need Indicators (Number, Percentage and/or Rate)		
Age-appropriate functioning		Children in early childhood learning settings
Children who eat 5+ daily servings of fruit and vegetables		Children who participate in 60+ minutes of daily exercise
Children with a medical home		Students at or above grade level in math and English
Attendance (6 th – 9 th grades)	Student mobility	Graduation
Students who feel safe at school		Students with a caring adult at home
Students with home access to broadband and a computer		
Students who graduate with a regular high school diploma and obtain post-secondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation		
Additional Project Need Indicators (Number, Percentage and/or Rate)		
Teacher effectiveness	Out of school programs	Vacant or substandard homes
Over-age (> 15 years old) middle school students	Students who feel hopeful, engaged in school and thriving	Children raised by relatives, grandparents, friends
Parents or caregivers actively engaged in their children’s education		

Step 3: Completion of a segmentation analysis. This component will be conducted by qualified students, under the supervision of Dr. Christine Drennon, Chair of the Department of Urban Studies at Trinity University, and the *Eastside Promise Neighborhood’s* Project Research Director. The grouping and analysis of needs assessment-asset inventory data will enable the Advisory Board to identify: (a) geographic pockets of greatest assets and needs in the Wheatley attendance zone; (b) ages, grades or characteristics of children thriving or in jeopardy and the relative impact of causal factors; and (c) the power of school day (teacher effectiveness,

curricula, length of day, school leadership) and out of school programs (location, content, quality, cost) in addressing the need indicators. Using supervised college students is both cost efficient and builds capacity in a rising class of much needed but difficult to find researchers.

b. Continuum of solutions includes strategies that will lead to significant improvements in one or more low performing schools.

Step 4: Finalizing a continuum of solutions. Once needs and assets have been quantified, the Advisory Board will determine those solutions that will best address each need indicator cited above and the six core problem areas: a dearth of early childhood programs, low performing schools, attendance zones that do not support neighborhood building, insufficient quality out of school opportunities, siloed neighborhood resources, and poor housing stock. The solutions will feature programs, policies and services intentionally selected for their capacity to: a) stimulate significant improvements in Eastside schools and student academic achievement and b) integrate school, family and neighborhood efforts. {At this point, is it important to define the integrated school model proposed by the *Eastside Promise Neighborhood*. For our purposes, ‘community school’ will refer to decentralized, community-linked schools or groups of schools. ‘Comprehensive school’ will refer to those schools that house or have a reciprocal relationship with service providers outside the public school system, often referred to as ‘wrap-around’. ‘Small schools’ will refer to the number of students per grade in a single school. Our goal is to explore the creation of a community-linked, comprehensive, small school.} The Advisory Board will review, refine and prioritize the following draft solutions.

Solutions Related to Child Development	
A. Explore expansion and improvement of early childhood services to support school	Lead: the City and United Way. Support: SAISD, Trinity University, Family Service

readiness.	
<ol style="list-style-type: none"> 1. Examine expanding capacity at Tynan Early Childhood Campus (publicly funded early childhood) or adding a second preschool site dedicated to neighborhood children. 2. Create connections to Tynan’s library by Early Head Start, Head Start and childcare providers. 3. Determine feasibility of a summer kinder boot camp for children unable to attend pre-school. 4. Expand the availability of the Family-School-Community Partnership and the parent engagement, leadership and resiliency training is offers to strengthen and stabilize families and build enthusiasm for educational achievement. 5. Build a data sharing system, starting first with early childhood providers and SAISD and expanding over time to all levels of education and providers, to yield longitudinal, qualitative and quantitative data collection and analysis that enables accountability. 6. Introduce evidence-based curricula, e.g., Raising a Reader and the Model Classroom Project (a learning community for early education caregivers to foster staff development, utilization of evidence-based practices, and alignment of early education and elementary content for 0-8 year olds), to Eastside early childhood learning providers. 7. Examine opportunities for a joint project with the San Antonio Library System to enhance Tynan or Wheatley’s libraries. 8. Expand the availability of parent-to-parent support and wraparound services to build family capacity, diminish student mobility and eliminate distractions to education completion. 	
Solutions Related to School Improvement	
B. Explore implementation of evidence based practices to improve low performing schools.	Lead Partner: SAISD, United Way, Family Service. Support: City, Trinity University, Urban Land Institute

1. Look at options for reconfiguring Wheatley Middle School, including adoption of community-linked, comprehensive and small school model elements and conversion to 7th-12th grade.
2. Explore establishing a cooperative SAISD charter academy (e.g., science and math) among the elementary schools that is catalytic to the implementation of K-12 horizontal and vertical core subject instruction.
3. Examine length of day and school year expansion options and staff utilization patterns at all Eastside campuses to identify opportunities to enrich the learning environment and increase connections to out of school, experiential learning.
4. Deepen the role of the Family-School-Community Partnership at all Eastside schools, building parent-to-parent support, referral networks, assembled resources and leadership academies to enable more parents to meet their families' basic needs and focus on their children's education.
5. Expand Trinity University's professional development support, designed to enhance teacher and administrator effectiveness and the use of evidence-based curricula, to all Eastside K-12 campuses and the Tynan Early Childhood Center.
6. Create a school culture that recruits high quality teachers who value parents as partners in the education process (including Teach for America placements at the four K-12 schools) and retain and equip them using existing leveraged resources, e.g., HEB Excellence in Education program, which provides scholarships to professional development at Harvard.
7. Increase the availability of student support programs (including Diplomas Count, the Mayor's Mentoring Matters and Urban Land Institute's Professional Mentoring Project) to strengthen the transition from middle to high school.
8. Import the successful SAISD Over-age Middle School Program to Wheatley to address growing middle school dropout problems and build success in high school.

9. Explore opening school facilities, including gymnasiums and libraries to neighborhood resident use beyond traditional school hours.	
C. Build an Out-of-School Zone to insulate the education pipeline.	Lead Agency: the City and United Way. Support: SAISD
<p>1. Explore the feasibility of adding new, easily accessed out-of-school service sites, possibly using existing community facilities within the target area, e.g., the Ella Austin and Carver Cultural Centers.</p> <p>2. Expand afterschool programs in the Wheatley attendance zone to achieve greater enrollment by area children and youth and fill more student developmental space and time.</p> <p>3. Establish or import daily fine arts instruction at afterschool sites, delivered by existing community providers.</p> <p>4. Support expansion of athletic leagues and scout troops for male and female youth.</p>	
D. Explore implementation of proven innovations at Eastside schools in response to unmet community needs.	Lead Agency: SAISD, United Way and the City of San Antonio. Support: Trinity University
<p>1. Explore Washington Elementary becoming a second early childhood education site.</p> <p>2. Explore establishment of all-ages dual language education on an existing school campus.</p> <p>3. Explore placement or co-location of a San Antonio branch library on a school campus, to include a community use computer lab to enhance wireless broadband access and expansion of broadband opportunities at the Carver branch library.</p> <p>4. Determine opportunities for school to career training at Wheatley connected to the skilled trade needs of area businesses, especially health care and technology jobs associated with the BRAC-produced facilities expansion at Fort Sam Houston (adjacent to the attendance zone).</p>	

5. Identify ways of integrating the resources of the City of San Antonio’s College Access Center to assist more Eastside youth in transitioning to and completing a college education.	
Solutions Related to Neighborhood Revitalization Goals	
E. Revitalize the Eastside, creating livable neighborhoods that retain residents.	Lead Agency: San Antonio Housing Authority and the City. Support: SAISD, United Way, Urban Land Institute
<ol style="list-style-type: none"> 1. Quantify enhancements to neighborhood pride that could accrue from the re-establishment of Wheatley High School (conversion of Wheatley Middle School to 7th-12th). 2. Launch planned, long-term municipal infrastructure enhancements. 3. Continue and expand Eastside community policing strategies and public works sweeps. 4. Deepen the relationship between the San Antonio Housing Authority, the SAISD Board and neighborhood associations to support family stability and student retention. 5. Enhance walkability, bike routes and public transportation to offset minimal personal transportation resources in the neighborhoods and improve community health. 6. Design and bring on line a range of affordable housing options to keep families in the neighborhood, especially those transitioning from public housing. 7. Connect parents to Eastside adult education, job training and asset building resources provided by Alamo Colleges and Workforce Solutions-Alamo. 	

Once the findings from the needs assessment, asset inventory and segmentation analysis are presented, the Advisory Board is likely to modify these draft solutions; however, the priority will remain on **full integration of education and neighborhood revitalization activities as a means of closing the existing achievement gap for Eastside students.** The Advisory Board is aware of the significant challenges inherent in simultaneously elevating low performing schools and changing

often multi-generational student, family and neighborhood dynamics. However, they have elected to set the bar high and once the planning period begins, will establish goals for closing the achievement gap within three years of implementation. Current baseline levels are:

- Less than two-thirds of Eastside 3rd-12th graders pass reading assessment tests.
- The high school graduation rate is 45.9%.
- The student mobility rate is 39%.

With this predicate in mind, Step Five will feature construction of a multi-year Plan for Implementing the Selected Solutions, including development of the data management component necessary to ensure the project significantly improves developmental and educational outcomes and triggers community transformation. Included activities -- all of which will be in-process throughout the planning period by subgroups of the Advisory Board -- are: a) creating a multi-phase implementation timeline, b) assigning responsibility for policy development, c) costing out each proposed solution, d) aligning resources that will underpin implementation, e) securing parent and resident ownership and approval of the plan, and f) creating the interagency and parent/resident agreements required for execution. The Advisory Board also will review an inventory of existing, leverageable neighborhood assets (descriptions may be found in response “2.f”). To ensure that the *Eastside Promise Neighborhood* makes the best use of these resources in launching and sustaining the effort, integrating them into the continuum of solutions, a new model of data sharing and collaboration will guide the partners’ reinvestment policies (see next response for details).

While neighborhood revitalization is a key project goal, improving student academic indicators remains the primary focus. The one middle school and three elementary schools in the Wheatley attendance zone are all low performing. Wheatley students attend four different high schools,

with most, including those who live in the public housing complexes of Wheatley Courts and Sutton Homes, attending Sam Houston, a persistently lowest-achieving school. The *Eastside Promise Neighborhood* educational solutions must be bold and wide ranging. Possible centerpieces are the re-establishment of Wheatley Middle School as Wheatley School (7th – 12th grade) and implementation of evidence based community-linked, comprehensive, small school models. (Wheatley is an historic Eastside icon that was changed from a high school to a middle school in 1970 as a result of student attrition.) Trinity University will play a key role in augmenting school change by: 1) expanding its professional development resources to all four campuses -- support that has produced major improvements in teacher effectiveness and student performance on other SAISD campuses, and 2) identifying and supporting adoption of evidence-based curricula and integrated teaching methods that correspond to the unique academic needs of Eastside students.

One advantage of implementing a community-linked school model at Wheatley is that the resources assembled to address community needs, external or intrinsic to the Eastside, can be shared by all residents; research has demonstrated that improving the entire neighborhood contributes to improvements in its low performing schools. Therefore, the partners in the Eastside Promise Neighborhood are committed to creating lasting solutions that will benefit every neighborhood child and adult. For example, participation in Out-of-School Zone programming will be open to any Eastside child (5-18 years old) and the school-based parent-to-parent support resources will be available to every Eastside resident. Parents who complete leadership training will be qualified to connect any area adult to GED classes and vocational training sponsored by SAHA (in collaboration with St. Philip's College), SAISD and the Family-School-Community Partnership, thereby embedding points of support throughout the Eastside.

They also will be able to refer trainees to the assistance they need to alleviate barriers to training completion and career advancement. The philosophy and evidence behind this approach suggests that the condition of the neighborhood is a reflection of the condition of the adults and families living there. Strengthening each individual and family from within – using the resources of the neighbors and neighborhood to enhance self-sufficiency, drive out crime, eliminate dangerous conditions and vacant houses and increase affordable housing – creates a livable community where families stay and thrive. Please see Section 3 for the evidence base for these solutions.

c. Plan to use data. Like many communities grappling with inner-city deterioration, San Antonio's Eastside has the beginnings of solutions but each typically works in isolation from the others. *The Eastside Promise Neighborhood* will weave these various pieces together and enable seamless resource integration facilitated by a data sharing platform that all partners contribute to and access. Trinity University, SAISD and Community Information-NOW (CI-NOW, www.aacis.net, a public-private partnership launched by the United Way), will design and construct a data depository system, coordinating inter-partner data sharing, data chronicles, data presentation and the exchange of knowledge between all. Their current thinking is to start with the early childhood programs (launched by a facilitated planning session led by the National League of Cities in September) and extend the interface out through all grade levels and adult interventions. Trinity and CI-NOW have a significant body of knowledge regarding pooling and using information without breaching federal, state, and local privacy barriers. This deep experience will advise planning and creation of a centralized data gathering and sharing mechanism and the enabling protocols that will intersect standardized academic, family and community need and asset indicators. The data system and the continuous reports it generates also will reliably track program and project indicators and the costs of the intervention. In

addition, a division of CI-NOW -- NOW CAST -- has the capacity to broadcast live and video stories by and about the community via the Internet. Residents without Internet access can participate in community dialogue and upload pictures of community life via their cell phones (including 'dumb' phones). Also, by purchasing and placing a paid cell phone and a laptop at each school site in each parent room, the project will replicate demonstrated increases in participation and engagement experienced by the Family-School-Community program at other locations.

Accountability for outcomes and methods is important to the partners and the data system will be developed to enable continuous monitoring of: 1) the degree to which the project supports educational achievement in Eastside children; 2) the degree to which decision making is data driven; 3) the degree to which the partners support one another and contribute to and share equally in the learning, successes, and shortcomings of the *Eastside Promise Neighborhood*; 4) the degree to which it influences long-term neighborhood and school revitalization policies; and, 5) the degree to which parents re-engage in their child's education.

CI-NOW is well equipped to lead the data-sharing component because it is already sharing data with and receiving data from SAISD and many other entities. Privacy requirements have been met in this relationship and the new system will repeat these elements in interfaces between and among project partners. CI-NOW will create an aggregation infrastructure that unrelated computer systems can contribute to using an existing data warehouse at Rackspace Managed Hosting, and will maintain the expanded, longitudinal data system, monitoring use, authorizing and training users and generating cross-site as well as resident-produced reports. (Note: Rackspace, an international company with a deep commitment to its local roots in San Antonio, has agreed to donate the data warehouse capabilities, at a value of \$2,000 per month.) CI-NOW

will be able to tap into the national best practice experiences of other members of the National League of Cities for the completion of these tasks.

Data collection for primary program and project indicators will be performed by Trinity University under the leadership of the Project Research Director (Trinity faculty member Dr. Christine Drennon). Trinity also will be responsible for an impact analysis, to be conducted quarterly by Trinity and CI-NOW during both the planning and implementation phases and distributed to the Advisory Board.

The data gathering system also will have real-time data analysis capabilities and CI-NOW will monitor in-coming information and share critical elements with all partners to allow continuous program improvement. Finally, the data system will support production of a culminating report that quantifies planned outcomes and costs for the proposed implementation period and archives qualitative impact from the perspective of parents and residents.

d. Identify indicators the applicant will use in conducting the needs assessment. The *Eastside Promise Neighborhood* project is fortunate that most of the partners currently collect all program and project indicators. Trinity and CI-NOW will work with each to develop the processes, format and frequency for reporting. Please see Section 2.a for a list of program and project indicators to be collected. The data presented in Section 1 will be the project's preliminary baseline data, with verification and possible refinement occurring after the needs assessment.

e. Commitment to work with the Department and a national evaluator. The *Eastside Promise Neighborhood* project will fully cooperate with the Department of Education and the national evaluator. The project will ensure that the national evaluator has access to relevant program and project data sources (e.g., administrative data and program and project indicator data) and will document these arrangements in a Memorandum of Understanding. The co-Project Directors,

the Project Manager, the Data Manager and the Project Research Director also will assist the evaluator in developing a strategy for identifying a credible comparison group and a plan for collecting baseline data for participants and the comparison group during the 1st quarter of the project.

f. Coordination with similar or related efforts. The proposed project will build upon, integrate and blend the partners' extensive Eastside initiatives and investments, described below. Methods of leveraging these resources will be finalized during the planning period. {Note: The *Eastside Promised Neighborhood* partners are keenly aware of the parallel submission by another San Antonio project, Making Connections/Edgewood Coalition. Preliminary discussions of merging the two submissions found that there was too little synergy between the approaches and neighborhoods and the mutual decision was made to pursue separate proposals. However, the coalitions agreed to share lessons learned and best practices moving forward, creating a learning community that will support future coalescing and expansion of both sites.}

1. The Family-School-Community Partnership, funded by United Way and implemented by Family Service is a parent-led outreach, engagement and leadership initiative in 14 SAISD schools, including the targeted Eastside schools, that focuses on families with a 4th to 6th grader. The Partnership has seen phenomenal results in parent-to-parent reconnection with neighbors, especially reaching out to 'invisible' parents. Other project-wide results include: parental involvement is up in all schools, with parents volunteering over 25,000 hours in one school year; parents conducted over 2,100 home visits to reach out to all students' families; and student attendance improved, with four schools receiving state attendance awards. Academic improvements in participating schools were equally impressive: over 560 4th-6th graders received tutoring from the Partnership and, of those who were tutored for three months, 50% passed state

achievement tests; the pass rate went up to 80% for those who attended for six months. This level of success led United Way volunteers to recently approve expansion of the Partnership to 3rd-8th grade.

2. Trinity University's Professional Development Program, a vital collaboration between college and university faculty and public school teachers, represents a new vision of professional development. Through this program, K-12 teachers participate in small seminars led by professors with a range of content expertise. As the standards for primary and secondary public school students are constantly being raised, this type of intensive training is an optimal means of sharing best practices with public school teachers. This program is reflective of Trinity's dedication to improving teacher capacity, both among its graduates and in community school settings. Trinity took this commitment one step further with the establishment of the Center for Educational Leadership, which unites the resources of the university, 20 member school districts, and corporate and civic partners in a comprehensive collaborative to improve schools. The result is a nationally recognized teacher preparation program that has deep, ongoing, and trustful relationships with local schools. Trinity also contributes professional development funds to partner schools. Schools in which Trinity provides professional development services, including several in SAISD, generally achieve higher ratings in the Texas accountability system than other schools with similar demographic profiles.

3. The City of San Antonio has enacted favorable policy changes and made significant investments in the Eastside. In November 2009 the City adopted reinvestment zone policies designed to attract new development to the area. Benchmarks were established for valued community characteristics and these are used to guide policy, measure progress, and facilitate meaningful comparisons. (They also will be used as neighborhood revitalization indicators for

the project's data component.) Additionally, the Eastside was given highest priority for CDBG grants, a \$12.3 million weatherization project with the local utility, tax abatements, Lead Based Paint Remediation programs and improvements to municipal parks. One exciting and potentially transformative infrastructure improvement recently completed on the Eastside is the restoration of the Hays Street Bridge, a 1900-era Whipple-style bridge that was transformed from a deteriorating railroad crossing into a pedestrian and bike path that will directly link the Eastside with downtown San Antonio and provide the neighborhood with a potential tourist magnet. Also, a Complete Streets Policy is being used to leverage a grant from the Robert Wood Johnson Foundation to reduce childhood obesity and diabetes by ensuring that public streets are safe for daily use by pedestrians, cyclists, wheelchairs, and motorists. Finally, the City has allocated 25 new police officers to the Eastside to foster a safe, stable environment for children and families.

4. San Antonio Independent School District (SAISD) was one of the first Texas school districts to take advantage of state pre-kindergarten funding to improve school readiness and offset enrollment losses. Building on that effort, SAISD, under contract with the City, operates five federally funded Head Start Centers. Tynan Elementary on the Eastside is being transformed into a neighborhood-based Very Early Childhood Center serving ages 0-5, which will improve kinder readiness and strengthen the pipeline between early care and K-12 education. Tynan also has become a hub for the Family-School-Community Partnership and the City has committed to relocating wrap-around services, including dental, health, library, financial education, and parenting programs, to establish Tynan as a comprehensive community-linked campus. This experience will inform the establishment of Wheatley as a comprehensive, community-linked small school. Finally, the proposed data sharing system will enable community partners co-located at Tynan to efficiently assess, monitor and address family needs in the areas of housing,

job training, social services and education and connect them to the *Eastside Promise Neighborhood* resources.

5. San Antonio Housing Authority (SAHA) has invested significant resources in Eastside redevelopment. In addition to exploring improvements at Wheatley Courts, this Fall SAHA will re-open Sutton Homes, a mixed income redevelopment project in the attendance zone. Sutton Homes will include 194 units, producing a major influx of new students in the Wheatley attendance zone. The following are additional resources provided or secured by SAHA that will support the *Eastside Promise Neighborhood* and the families it serves: a) SAHA has partnerships with a variety of entities to provide services at Wheatley Courts that support healthy child growth and development, strengthen families, enhance employment and contribute to economic self-sufficiency. These relationships will be expanded and shared with the *Eastside Promise Neighborhood* project to support rapid implementation of the community-linked comprehensive school model; b) SAHA will use HUD's community service requirement to incentivize parent participation in Eastside schools (each non-exempt adult household member must contribute 8 hours per month of community service, which will encourage parent engagement in the schools); c) SAHA has an active Resident Council at Wheatley Courts and will at Sutton Homes and Council members will be asked to provide continuous feedback and will receive quarterly updates on the progress of the *Eastside Promise Neighborhood*; and, d) SAHA operates the Moving to Work program, a HUD initiative to test innovative, locally designed housing and self-sufficiency strategies for low-income families. Components that will be useful to the *Eastside Promise Neighborhood* are: increased availability of adult education, job training and employment opportunities; the installation of a computer learning center at Wheatley Courts;

increased availability of quality childcare; and preservation and expansion of affordable housing in the neighborhood.

6. Affordable housing developments throughout the Eastside are in the planning stages. The substantial physical assets being developed or acquired, including over 750 vacant lots or substandard but livable homes in the neighborhood, will secure financing. The Urban Land Institute has been a key partner in the development of this proposal, agreeing to inform and educate their membership of real estate professionals, engineers, architects and developers about the possibilities for revitalization and economic development on the Eastside. Urban Land Institute members also have agreed to serve as mentors, in collaboration with the Mentoring Matters program, to encourage Eastside students to make and pursue college goals and complete the college-to-career continuum. The Urban Land Institute has taken a leadership role on the project's Advisory Board and is in full support of this effort. Real estate professionals from Urban Land Institute will provide valuable guidance on many of the complex legal and accounting issues that will arise during the planning year. The San Antonio Land Bank, a project of the City, also is examining opportunities to launch catalytic housing and commercial development.

Section 3. Quality of Project Services. The Eastside Promise Neighborhood's approach holds the potential for significant impact in terms of academic achievement, community revitalization and parent engagement. The following Logic Model will guide planning and implementation activities.

Vision: Students graduate ready for college, careers and self-sufficiency and a neighborhood is revitalized.

Inputs	Outputs	Outcomes	Change
Expand availability of early childhood opportunities.	Enrollment in early education increases; knowledge about school readiness increases among family, friends and neighbors; enrollment in parent engagement, leadership and resiliency training increases.	Children enter kindergarten ready to learn and achieve. Parents are engaged in their children’s education. School attendance increases. Mobility rates decrease.	Children are successful in school. Families, communities and schools work together to meet the neighborhood’s physical, social, emotional and economic needs. Students are motivated and engaged in learning in and out of school. Students graduate
Implement evidence based practices to improve low performing schools.	Adoption of community-linked, comprehensive, small school models; parent engagement training addresses ways of meeting basic needs and engaging in their child’s education.	Parents are able to focus on their children. Attendance improves. Standardized test scores reach acceptable levels for all grades. Graduation rates improve. Eastside students enroll in college and fewer require remediation.	from high school and college, have careers and are self-sufficient. Schools’ core instructional programs address the learning needs of students and are delivered by effective teachers that apply high standards and
Build an Out-of-School Zone to insulate the	Health-inducing and development-supporting options	Children spend more time in physical activities, receive fine arts	expectations for students. Students of all ages receive the

<p>education pipeline.</p>	<p>are available to children during out of school time; programming corresponds to and reinforces school curricula.</p>	<p>instruction, and have a relationship with a caring adult.</p>	<p>instruction and support necessary for educational completion and marketplace success. A neighborhood is reborn, pride is restored and</p>
<p>Implement proven innovations in response to unmet needs.</p>	<p>Evidence-based curricula and programming at all grade levels; credit recovery for over-age middle school students; high quality professional development; dual language education expands to all age groups.</p>	<p>Standardized test scores reach acceptable levels. Adults and children have the command of English required for academic and vocational success. School attendance increases. Student mobility decreases. Graduation rates increase.</p>	<p>families, schools and communities work together for student success.</p>
<p>Revitalize the Eastside, creating livable, sustainable neighborhoods that retain residents.</p>	<p>Re-opening of Wheatley High School; continue and expand infrastructure improvement, walkability and community policing strategies; improve housing</p>	<p>Neighborhood pride increases. Livability improves. Eastside becomes a safe, attractive place to raise children. Student mobility decreases. Graduation rates increase. Wheatley used by the community for continuing education, cultural and</p>	

	stock.	recreational events.	
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a. Solutions are based on the best available evidence. The *Eastside Promise Neighborhood* Advisory Board has been careful to select solutions that have been empirically evaluated and found to be effective with similar target populations and core problems. The following describes the evidence base for the primary solutions:

Solution: Expansion of early childhood services to foster school readiness and achievement. A high quality, well-aligned system of education and support for young children that bridges early childhood programs and K-12 education can help improve outcomes for children, engage and support families and strengthen the local workforce (National League of Cities, 2010). These benefits, in turn, contribute to the economic and social vibrancy of a city. As logical as this sequence may appear, it is vital to remember that any high-quality, well-aligned P-20 system is founded upon excellent early childhood services. A 21 year meta-analysis of all evaluations of state-funded preschool found positive impacts in children’s developmental competence in a variety of domains, in improving later school attendance and performance, and in reducing subsequent grade retention (HHS, 2003, Camilli, 2010). The Perry Preschool program also found a positive relation between preschool participation and high school graduation and highest grade completed (Ou, 2006). Locally, SAISD has found that students who attended pre-school scored 3.4% higher on 3rd and 4th grade reading and math assessment tests than those who did not. Gains for Limited English Proficiency students were even greater at 8%.

Solution: Expand parent engagement services to support student achievement. Researchers have noted parental involvement as a critical tool in improving the educational outcomes of children in low-income families (Dearing, 2006). A study of a population similar to the Eastside found

that parents and educators must work together, i.e., parents must be engaged and equal partners in their child's education, if they are to improve the academic performance of their children (Trotman, 2001).

Solution: Professional development training to build teacher effectiveness. Teacher characteristics and practices have been shown to connect well with student learning and professional development has been correlated with the promotion of same. Teachers who participated in long-term professional development were found to use high-quality instructional practices (Desimone, 2002). The school context is another significant factor in whether or not teachers are effective and remain in the profession. A supportive, collaborative, collegial work environment is essential to ongoing effectiveness (Johnson, 2004). Trinity's method of professional development training will contribute to such an environment with a) sustained, classroom-based support; b) opportunities to engage in professional collaboration with their peers; and c) opportunities to build the leadership skills needed to strengthen the professional learning community within their respective schools. The intensity and duration of professional development is equally important, especially for low performing schools. School districts often rely on standard in-service teacher training, regardless of the school's performance level. For example, Chicago planned significant school reform efforts but only marginally increased in-service training. As a result, there was no statistically or academically significant effect on either reading or math achievement, suggesting that modest investments in staff development may not be sufficient to increase achievement in high-poverty schools (Guskey, 2003).

Similar effects have held for professional development for pre-school educators. Studies (Kagan, 1996) have found that formal training in early childhood education not only yields higher quality teacher behaviors but can be linked to improved child outcomes (Fontaine, 2006). Because there

is increasing evidence that exposure to positive relationships with adults can assist in protecting a child from negative experiences then and later (NICHD Early Child Care and Research Network, 1999), professional development for preschool staff has the potential to pay long-term societal dividends. Young children who receive continuity of care by trained adults who implement developmentally appropriate curriculum and activities are better equipped for life's academic and social emotional experiences (Peisner-Feinberg, 1999; Howes, 2000).

Solution: Implementation of small school model to revitalize low performing schools. Statistics have shown that the size of class, school, and school district have an inverse effect on student performance (Johnson, 2002). Each alone impacts student achievement, but together they impact student achievement overwhelmingly. Findings from Arkansas indicate that the higher the level of poverty in a community the more damage the larger schools inflict on student achievement – “the larger the district the worse children from poorer communities performed” (Johnson, 2008). Also, because the transition from middle to high school is a point where students often begin or accelerate a downward trajectory in their education, school districts have rethought and restructured school grade structures. A small, neighborhood-based 7th through 12th grade campus has been shown to produce higher test scores and fewer discipline problems (City of Rochester School District). “Pipeline issues”, i.e., problematic transitions, were eased because students spent more time with the same teachers, and the jump to high school and re-acclimation was less difficult.

Solution: Implementation of community-linked school model to strengthen families and minimize distractions to education. There is sound statistical evidence that children cannot learn if they lack housing, health, nutrition, a safe environment, and/or financial stability (Duncan, 1997). Community-linked schools have been shown to be responsive to these needs as well as

the larger concerns of the neighborhood (Byrk, 2007). Community schools in Charlotte-Mecklenberg, Chicago, Cincinnati, Denver, Los Angeles and Seattle have been shown to increase local investment in education and build trust between teachers and parents. By integrating the four pillars of academic development, healthy minds and bodies, family support and engagement, and community engagement (e.g. community resources, local business support, etc.), the community school model addresses a fragmented service system, which produces only limited and short-term effects (Kahn, 1992), and provides the framework that invites, leverages and unites the resources of family, school and community to create a long term solution. Also, a one-stop shop environment gives families and children immediate access to the tools they need to be successful in school (Dryfoos, 2002). Preliminary data from Chicago's Community Schools Initiative (2009) indicates an 8.5% positive difference has emerged in math scores of community vs. non-community schools. Evidence also suggests that as community schools are in existence longer, higher dividends can be expected: currently, the more experienced schools show significantly greater gains in reading scores than newer community schools. Qualitative data also shows reductions in the number of school disciplinary incidents, increased graduation rates and numbers of students graduating on time with a regular diploma, higher attendance, greater parent involvement, and general community benefits related to use of school buildings and increased security.

Solution: Lengthening school days and years and implementing evidence based curricula to improve student performance. The success of KIPP Academies may in part be due to their extended day and extended year. While KIPP principals have tremendous freedom to create curriculum and school environment and culture, a standard feature is the increased learning time (extended day, alternate Saturdays, and three weeks of summer school), characterized by KIPP

leaders as “60% more than average public school students” (KIPP, 2007). Longitudinal analyses of four cohorts of KIPP students in Baltimore indicate significantly better achievement outcomes, particularly in mathematics, than for comparison group students from the same feeder elementary schools. For those students who remained at KIPP during middle school, outcomes were dramatically better than for those who attended other district middle schools. The KIPP model also has demonstrated the value of intensive math and science education on student performance. Recently, KIPP published a national report of student performance on standardized tests (KIPP Report Card, 2008). The San Antonio KIPP Aspire students far out-paced their SAISD peers: the 6th grade math pass rate was 86% for KIPP and 65% for SAISD and the 8th grade science pass rate was 69% for KIPP and 56% for SAISD.

It is also important to note that SAISD is pioneering a series of innovative, highly successful instructional models and formats. One of particular value and relevance to the proposed project is the Over-age Middle School program, which has a goal of preventing drop-outs, re-engaging students and supporting on-time graduation for over-age middle school students (age 15 and above). During the Spring Semester of 2010, students on two campuses participated, receiving a combination of direct instruction and credit recovery using Plato. The subsequent change in the students’ achievement and behavior was impressive: before the intervention, 34% of the students had failed one or more core subjects but in the semester they participated, none did. Also, discipline referrals fell from 30% to 9%.

Solution: Build an Out-of-School Zone with excellent programming, fine arts instruction and athletic activities that reinforce school day content and curricula. The evidence for extending school days varies with the approach; however, it is uniformly favorable. When the school day is

extended by after-school programming that is both recreational in nature and tightly intertwined with school curricula, a one-half letter grade improvement was demonstrated in reading and math scores (Chicago Community Schools Initiative). Leon Botstein, President of Bard College and a leading expert on expanding school hours, describes a place for afterschool programming: "Given the number of working parents and the absence of constructive alternatives in the late afternoon and early evening, afterschool programs focusing on the arts, sports, technology, community service and other activities would be an important and long overdue investment. And the benefits of such programs to the development of motivation, creativity and self-esteem are well-documented."

Solution: Create a livable Eastside that contains a greater range of affordable housing options, which will enable families to remain in the neighborhood lifelong. Neighborhoods without a range of safe, affordable housing options typically experience greater numbers of families moving in and out and significant disruptions to educational continuity for the children involved. The Eastside schools exhibit the highest degree of student mobility in San Antonio and the impacts appear to be wide-ranging. Research repeatedly has shown that student achievement is inversely correlated with student mobility but not only individual students are adversely impacted, so too are the classroom, school, and school district (Kerbow, 2003). For example, teachers increase the review of materials for incoming students, thus changing the pace of instruction for all. Kerbow reports that by the 5th grade, schools with high levels of student mobility are providing math instruction one grade level below that of more stable schools (Kerbow, 1998).

The project's proposed data system is critical to the partners' ability to replicate these evidence-based practices. To this end, CI-NOW will regularly share information generated with the

Advisory Board and other key stakeholders through a comprehensive system of standardized and customized reports, a variety of multimedia formats, and analytical tools that highlight strengths and areas needing improvement. The degree to which each partner is equipped for data-driven decision making and problem solving will vary widely. For example, a cultural shift is required for most American schools to stop viewing data as merely for accountability and compliance purposes and begin using it for continuous improvement and celebration of accomplishments, critical to sustaining resident and parent investment. Through Trinity’s existing professional development activities with SAISD teachers and administrators, this shift is beginning in San Antonio. Administrator effectiveness training and the development of learning communities among teachers, key elements of the *Eastside Promise Neighborhood* planning and implementation activities, will continue this positive direction.

b. Likelihood that services will lead to improvements in student achievement as measured against rigorous academic standards. The proposed *Eastside Promise Neighborhood* will integrate evidence based practices and instructional models with significant neighborhood revitalization to create a safe, stable community where children and families can thrive. The following represents some of the specific ways in which the approach can be expected to improve student achievement, as measured by standardized test scores, graduation rates and other rigorous academic standards:

Promise Neighborhood Method	Resulting Change in Student Achievement
Expand early childhood learning programs.	A meta-analysis of preschool found positive impacts in developmental competence, improved later school attendance and performance, and reduced subsequent grade retention. (HHS, 2003)

<p>Expand parent engagement programs.</p>	<p>Parental involvement is a critical tool in improving the educational outcomes of children in low-income families. (Dearing, 2006)</p>
<p>Train teachers intensely and continuously to promote effectiveness.</p>	<p>The intensity and duration of professional development is important for low performing, high poverty schools and modest investments in staff training may not be sufficient to increase achievement. (Guskey, 2003).</p>
<p>Employ a small school model.</p>	<p>A small, neighborhood-based 7th through 12th grade campus has been shown to produce higher test scores and fewer discipline problems (City of Rochester School District).</p>
<p>Employ a community-linked school model.</p>	<p>Data from Chicago’s Community Schools Initiative indicates an 8.5% positive difference has emerged in math scores of community vs. non-community schools. Qualitative data also shows reductions in school disciplinary incidents and increases in graduation, students graduating on time with a regular diploma, and attendance.</p>
<p>Employ evidence based instructional practices and curricula.</p>	<p>Extending the school day and year are proven means of enhancing student achievement, e.g., San Antonio KIPP Aspire students far out-paced their SAISD peers in standardized math and science tests (KIPP, 2008). Results from other promising practices developed by SAISD, including the Over-Age Middle School Project, justify their</p>

	expansion to Wheatley.
Establishment of an out-of-school zone.	When the school day is extended by after-school programming that is both recreational in nature and tightly intertwined with school curricula, a one-half letter grade improvement was demonstrated in reading and math scores (Chicago).
Creating a livable Eastside.	Since Eastside neighborhoods cannot be considered as optimally livable, it is not surprising that the schools there have the highest level of student mobility in San Antonio. Research shows that student achievement is inversely correlated with student mobility and so too are the classroom, school, and school district (Kerbow).

c. How the needs assessment and segmentation analysis will be used to determine that children with the highest needs receive appropriate services to meet academic and developmental outcomes. Trinity students will collect primary program and project indicators and will evaluate this data along with the asset inventory data during the segmentation analysis. The results will enable the Advisory Board to identify: (a) geographic pockets of greatest need in the Wheatley attendance zone; (b) ages, grades or characteristics of children who are thriving or in greatest jeopardy and the relative impact of causal factors; and (c) the power of school day (teacher effectiveness, curricula, length, school leadership) and out of school (location, content, reach) components. The results will advise implementation planning and will help the Advisory Board determine appropriate sequencing and intensity of services and methods to yield the desired improvements in each school and for each grade. Children and families identified as having the

highest needs will be prioritized for community linkages and parent-to-parent assistance first as they will require greater saturation of support to demonstrate educational improvement.

Section 4. Quality of Project Personnel. a. Qualifications, including relevant training and experience, of applicant, including project director, and prior performance on similar efforts. The

United Way of San Antonio and Bexar County is the applicant and will be the Fiscal Agent. The United Way is a well-respected organization with a high level of legitimacy and a reputation for being community minded. With over \$45million in local funds raised and invested every year, United Way is unmatched in its track record of improving outcomes for children. United Way also values and cultivates its role as an incubator for community collaborations seeking innovative solutions to long-entrenched problems, e.g. San Antonio Fighting Back (1994-2001), CI-NOW (1998 to present), ACCESS-Alamo Community Coalition for (family) Economic Self Sufficiency (2008 to present), and the Family School Community Partnership (2006 to present). Each of these efforts also required both fund raising and fund management, integrating and distributing the resources of multiple sources. Through these experiences, United Way has earned the reputation as a superior fiscal agent for multi-partner collaborations. Because each of these efforts includes both grass roots and treetops relationships, United Way has become the “community table” where San Antonio’s families, neighborhoods and leaders gather and build solutions. Recent successes from the United Way-funded and organized Family-School-Community Partnership, a project with similar intent and solutions to those proposed for the *Eastside Promise Neighborhood*, have been represented throughout this proposal.

The Mayor’s Office of the City of San Antonio will support the United Way in leading the project, including coordinating the work of the Advisory Board and producing a final Implementation Plan for the *Eastside Promise Neighborhood*. The two entities are well

positioned to provide the deliverables indicated in this proposal. United Way has a long history of serving as the fiscal agent for collaborative community initiatives. Recent relevant activities include:

- Leading Robert Wood Johnson's Healthcare for the Homeless and Fighting Back programs.
- Ongoing grants planning, administration and monitoring for Great Start, a child abuse prevention, parenting training and family strengthening collaboration funded by the Texas Department of Family and Protective Services.
- Establishment and continuing technical support to the Alamo Area Community Information System, recently renamed CI-NOW, a specialize endeavor providing critical information sharing and data management to the non-profit and governmental communities.
- Operation and coordination of Texas' CHIP Outreach program in South Texas.
- Federal Department of Education technology grants to extend broadband access and computer technology to underserved communities.
- The Bank of America Success by 6 grants that fund a collaboration dedicated to enhancing school readiness in low-income neighborhoods.

Similarly, the City of San Antonio has deep grant experience and commensurate administration, project development and leadership resources. Currently, the City is managing \$135million in ARRA funding for a variety of infrastructure and direct service projects. Recently, the City and United Way learned that along with two local school districts, they had been selected as one of four sites in the nation for the implementation of the National League of Cities *Educational*

Alignment for Younger Children Initiative, which will fund community redevelopment integration efforts that are wholly supportive of the *Eastside Promise Neighborhood*.

Two United Way professional staff members, Toni-Marie Van Buren and Mary Ellen Burns, will be co-Project Directors. This bifurcated structure was selected because each individual has relevant, proven strengths that will enhance project planning and implementation. Since these two have worked cooperatively together since 1997, they are used to complimenting one another and sharing responsibility for outcome delivery. As co-Project Directors, Ms. Van Buren and Ms. Burns will support, coordinate and organize the project and the work of the Advisory Board, and will produce an executable Implementation Plan. The co-Project Directors will invest significant time in maintaining and fostering the relationships between the collaborating partners.

A Project Manager will be hired and dedicated full-time to the Project. The Project Manager will be responsible for the mechanical functions of the one year planning period, i.e., meeting coordination, preparation and distribution of written products, support to the Advisory Board members and the ad hoc committees that complete the work indicated throughout this proposal. The Project Manager also will integrate the work of the Project Research Director into appropriate activities of the work plan.

The relevant experiences and capacities of the project management team follow.

Co-Project Director, Toni-Marie Van Buren, Senior Vice President, United Way. Ms. Van Buren has been with United Way for 20 years. In her current position she is responsible for the varied initiatives contained within the Partners for Community Change, providing leadership and creating the systems by which volunteers and staff define United Way's priorities and pursue public policy and systems changes, community and neighborhood initiatives, issue directed and

agency defined program investments, and maintenance of a human service safety net. She designed and leads the process whereby the United Way and its volunteers distribute \$45million annually. Throughout her career, she has been keenly involved in children's and education issues and has served as the Project Director for more than a dozen federally and state funded projects since 1995. Ms. Van Buren also is the spokesperson and lead communicator of United Way's public policy positions, educating and informing elected officials and the community in general. She has established strong, mutually supportive relationships with all local governmental entities and has been appointed to serve on eight Mayoral Commissions and is a Board member of the local workforce development agency.

Co-Project Director, Mary Ellen Burns, Vice President, United Way. Ms. Burns is lead staff for United Way's Issue Council on Children Succeeding in School, a partnership focused on parental involvement, engagement and empowerment for the purpose of increasing the educational achievement of children in economically stressed neighborhoods. She also is responsible for United Way's accountability processes, including both financial and programmatic evaluation and is United Way's representative on CI-NOW (Community Information NOW, formerly AACIS) to ensure the continued development of quality, publicly available data for and by the community. Ms. Burns has focused much of her career on closing the education achievement gap, including research, planning, execution, evaluation of strategies and sustainable scalability to implement grass-roots targeted community impact activities. She was the Principal Investigator on a 2004 U.S. Department of Education grant to build four Community Technology Centers in impoverished San Antonio neighborhoods. In this capacity, she was responsible for grant development and management, oversight of program accountability and relationship management with a variety of public and private collaborating agencies.

Project Research Director, Christine Drennon, Ph.D., Associate Professor, Trinity University. Dr.

Drennon is head of the Urban Studies Department at Trinity and has over 10 years experience in statistical and spatial analysis and mapping the needs and assets of impoverished communities. In her position as an Associate Professor, teaching classes in Urban Education and Transforming Communities, Dr. Drennon is able to share her knowledge, research and insights on evidence based methods of improving neighborhoods, students and families by identifying and capitalized upon their traditional heritage and assets. Dr. Drennon will select the students who will complete the segmentation analysis from among those enrolled in her classes in the upcoming Fall semester and will supervise their findings to ensure actionable results for the *Eastside Promise Neighborhood* planning project. Finally, Dr. Drennon has managed two recent National Science Foundation grants and these experiences will enable her to provide key support to the United Way in delivering the outcomes of the proposed project.

Three additional personnel resources will be available to the project. The first is a data integration specialist from CI-NOW. This individual will be assigned part-time (25%) to the project to coordinate the data-sharing interface and establish a data review and reporting infrastructure. CI-NOW staff have contributed similar expertise to other data-driven projects operated or coordinated by United Way and have successfully created mechanisms for the protection of confidential information. Finally, CI-NOW will be in a good position to continue the supportive, cost efficient relationship that currently exists with Rackspace Managed Hosting, which will enable establishment of a high capacity data warehouse for the project. The project also will hire a part-time (25%) Data Manager to screen and analyze the data produced by the project, produce requested reports, identify trends, and alert the other members of the project management team when action is required. Finally, the project will contract with an experienced

Evaluation Consultant. This individual will support the Advisory Board in creating processes for assessing impact and outcomes for both the planning and implementation periods and will serve as the local interface for the national evaluator selected by the Department of Education.

b. Organizational capacity to plan and implement a Promise Neighborhood. Clearly, the United Way and the City of San Antonio have deep experience and finely developed operational frameworks that will provide the ability to manage a comprehensive, place-based initiative like the *Eastside Promise Neighborhood*. Each of the seven partners also has key capacities that will contribute significantly to outcome achievement. Available attributes are described below.

Capacity	<i>Eastside Promise Neighborhood</i> partner
Working with schools	The United Way, the City, Trinity, and Family Service have operating agreements with SAISD for a variety of projects, several of which (e.g., preschool programs at Tynan operated by United Way and Family Service and professional development services with Trinity) will be folded into or will support the <i>Eastside Promise Neighborhood</i> .
Working with government leaders and other service providers	Staff representing San Antonio’s Mayor and City Manager have been active participants in the development of the <i>Eastside Promise Neighborhood</i> . This high level support developed from pre-existing relationships with each of the other partners, including formal joint service MOUs with the United Way, SAISD, and SAHA and contracts for performance-based funding with Trinity and Family Service.
Serving the neighborhood	In addition to the Mayor’s obvious commitment to serving the

<p>and its residents</p>	<p>Eastside, the United Way and Family Service are primary providers in the Family-School-Community Partnership, which promotes parent engagement, leadership and resiliency in all targeted Eastside schools. The Partnership’s model contributes to student academic achievement by re-engaging parents and caregivers and restoring their role as architects of their children’s education. Please see Section 2.f for the partner’s additional, historical commitment and services to the neighborhood.</p>
<p>Collecting, analyzing and using data for decision making and ongoing improvement</p>	<p>All partnering organizations are committed to data driven decision-making, particularly as it enhances resource distribution and alignment. The United Way was a founding partner in CI-NOW, a broad-based public-private collaboration designed to increase the accessibility and quality of information on the human condition through a web-based community portal. As it has for similar community projects, CI-NOW will assist in planning, evaluating, and bench marking the <i>Eastside Promise Neighborhood</i>.</p>
<p>Creating formal and informal relationships and generating community support to achieve results</p>	<p>Each of the partners is experienced in operating from within MOUs and collaborative service planning and delivery. Trinity, United Way, SAHA and the City of San Antonio are actively working on a community engagement process that will lay a solid predicate for the <i>Eastside Promise Neighborhood</i>.</p>
<p>Securing and integrating</p>	<p>As detailed in the preceding response, both the United Way and</p>

<p>funding streams from multiple public and private sources</p>	<p>the City of San Antonio have lengthy histories of securing and managing federal and state funding and of meeting grant accountability standards. All of these competencies will be available to the <i>Eastside Promise Neighborhood</i> project. Existing government grants can be aligned with the project and multiple philanthropic partners are being kept apprised of the application process and are willing to entertain implementation proposals.</p>
<p>Implementing efforts similar or related to a Promise Neighborhood.</p>	<p>The City of San Antonio has implemented a variety of community redevelopment initiatives, including Making Connections, a joint project with the Annie E. Casey Foundation on the City’s impoverished west side. SAISD has developed a series of educational improvement and student achievement programs and both the successful content and lessons learned will be available to the targeted Eastside schools, e.g., the Over-age Middle School project. United Way has led a 15-year, federally funded, multi-entity community collaboration to strengthen families, serving as Lead Applicant and fiscal agent.</p>

Section 5. Quality of Management Plan. a. Management plan to achieve objectives on time and within budget; responsibilities, timelines, and milestones. To realize improved academic functioning for Eastside students – augmented by comprehensive community revitalization – the United Way and the members of the project management team will lead the *Eastside Promise Neighborhood* Advisory Board in completing a one year planning period that will: a) build a

solid infrastructure that blends contributions from each entity, b) organize the partners and hold them accountable for the execution of strategies required to achieve project objectives, and c) secure short- and longer-term financing to implement and sustain the project and bring it to scale in other San Antonio neighborhoods. The collaboration will follow a five-step process in completing their tasks.

<u>Step 1: Strengthen community engagement in <i>Eastside Promise Neighborhood</i>.</u>											
<u>Primary Responsibility:</u> United Way, Trinity University, Family-School-Community Partnership											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<u>Deliverable:</u> Advisory Board includes strong community voice; planning agenda reflects the concerns and priorities of the people of the Eastside and resident-perceived strengths to be tapped; Eastside community is united behind the project goals.											
<u>Step 2: Complete cradle-college-career needs assessment that builds upon need indicators and identifies and addresses additional information requirements.</u>											
<u>Responsibility:</u> United Way, SAISD, SAHA, City of San Antonio											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<u>Deliverable:</u> Baseline levels, goals for program and project indicators, and outcomes.											
<u>Step 3: Complete a segmentation analysis.</u>											
<u>Responsibility:</u> Trinity University, United Way											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<u>Deliverable:</u> Identification of (a) geographic pockets of greatest need, (b) ages, grades or characteristics of children in jeopardy or thriving, (c) elements of schools and afterschool programs that appear to be most powerful.											

<u>Step 4: Finalize the Continuum of Solutions.</u>											
<u>Responsibility:</u> Advisory Board											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<u>Deliverables:</u> A continuum of solutions, including evidence-based programs, policies and services intentionally selected for their correspondence to student and community needs.											
<u>Step 5: Construction of a multi-year Implementation Plan and data management process that supports significant improvement in developmental and educational outcomes of all neighborhood children and transforms the community.</u>											
<u>Responsibility:</u> United Way, City of San Antonio, SAHA, SAISD											
M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
<u>Deliverables:</u> Inventory of existing Eastside activities and assets that can be leveraged for implementation and scale up; implementation timeline; assignments of responsibility for enabling policy development and resource alignment.											

b. MOU describes each partner’s financial and programmatic commitment; vision, theory of action, and theory of change, and existing activities; and the governance structure. The collaborators in the *Eastside Promise Neighborhood* project have signed a Memorandum of Understanding (MOU) that is a time delineated partnership agreement that expresses the intent of the collaboration, the responsibilities each member will assume and the resources each will provide. The MOU is included in this proposal.

c. Governance structure of the proposed Promise Neighborhood. The Advisory Board for the *Eastside Promise Neighborhood* represents the lead organizations that have come together over the past year to work on student performance, parent engagement and neighborhood

revitalization of San Antonio’s Eastside, as well as parents and community leaders. A United Way representative will serve as Chair.

Toni-Marie Van Buren, Senior Vice President	United Way of San Antonio, Bexar County
Mary Ellen Burns, Vice President	United Way of San Antonio, Bexar County
Dr. Christine Drennon, Associate Professor	Trinity University
Dr. Robert Duron, Superintendent	San Antonio Independent School District
Lourdes Castro Ramirez, CEO	San Antonio Housing Authority
Jeanne Russell, Education Policy Advisor	Mayor’s Office, City of San Antonio
Peter Zanoni, Assistant City Manager	City of San Antonio
Ivy Taylor, Council Member	City of San Antonio, City Council
John Norman, Real Estate Attorney	Urban Land Institute
Nancy Hard, Chief Executive Officer	Family Service, Family-School-Community Partnership
	Wheatley Courts Resident Council
	Family-School-Community Partnership Parent Leader

The project partners are seeking additional members, including an administrator from Wheatley Middle School, parents from each of the four campuses and Tynan Very Early Childhood Center, and a representative from the Sutton Homes Resident Council (once the complex re-opens in the Fall of 2010). These members will be in place by the time the planning period begins.

United Way is the Applicant and will be the Fiscal Agent; the lead agencies for completion of all indicated tasks will be the United Way and the City of San Antonio’s Mayor’s Office. These organizations will have joint responsibility for administering the project; monitoring progress;

supporting the Advisory Board in completing the 5-step Work Plan; making binding decisions; and recommending asset re-alignment if needed. Project staff and consultants will help the Advisory Board determine the project's direction and achieve the indicated deliverables. Trinity will collect primary data. CI-NOW will collect secondary data relevant to the program and project indicators and will be responsible for constructing a data-gathering framework that will collect, manage and report data to the Advisory Board. In addition to ensuring accountability, the Advisory Board will use data to refine strategies along the way and reallocate resources to respond to problems. The co-Project Directors will remain the hub of the wheel, coordinating the work of the partners as they fulfill assigned tasks. The total Advisory Board will meet at least monthly throughout the project period to exchange ideas, establish priorities, troubleshoot, deliberate and make joint decisions regarding program strategy, resource allocation and implementation. Sub-groups of the Advisory Board will pursue specific Work Plan strategies (see previous section) to meet project goals. To facilitate and encourage active participation in project governance, all Advisory Board meetings will be held on dates and at times and locations convenient to the parent and resident representatives; transportation assistance, childcare and bilingual translation services will be available at all meetings.

During the first month of the project period, additional leadership and advocacy training will be conducted for the Advisory Board, including the new parent and neighborhood representatives so all may assume an active role in the Board's work and decision-making. Also, each neighborhood representative will be paired with an institutional partner (SAISD, SAHA, United Way, City of San Antonio, Urban Land Institute or Trinity), working with that partner to complete assigned strategies using their personal knowledge of and interest in the project's goals.

d. Commitments from local, State, and Federal government leaders. The partners committed to building the *Eastside Promise Neighborhood* have demonstrated their support for the initiative with \$170,000 in matching funds to be expended during the planning period. (See budget and letters of commitment for additional details.) During development of the Implementation Plan (Step 5), the Advisory Board will share results with current and prospective investors, including corporations, governmental entities and philanthropic organizations, to build their commitment to implementation funding.

The initiative also is fortunate to have strong support from the City of San Antonio, which has prioritized the area for investment. The City's Eastside Reinvestment Plan, part of San Antonio's Master Plan, was adopted by the City Council in September 2009. The Plan sets comprehensive neighborhood development goals for Community Facilities and Public Health, Crime and Public Safety, Housing and Economic Development, Transportation, Infrastructure and Drainage, and includes strategies for reinvestments in physical and social elements. Revitalization's requisite infrastructure of policies, practices, systems and resources, including capital improvement projects, is either in process or the funding mechanisms have been identified and the component is pending. The Mayor and City Council believe the progress to date has established a strong predicate for expanding investment and policy support into education, especially academic programs and services that assist SAISD in preparing students for college and career success. Both the Mayor and City Manager have assigned high-level staff to the tasks of integrating education into the Reinvestment Plan and participating in the *Eastside Promise Neighborhood*; the Eastside's City Council member also has joined the Advisory Board.

Enabling policy, systemic and resource changes also are in process at SAISD. The School Board had initially targeted Washington Elementary for closure due to dwindling enrollment. Also, the

same problem was plaguing Wheatley Middle School and, while not on the school closure list, discussions of its long-term viability were underway. The Superintendent has agreed to table all such considerations, including possible closure of Washington, until the planning process is complete. Since SAISD is a major partner in the initiative, it is safe to assume that the subsequent implementation plan will include strategies that will keep both schools in use, though likely reconfigured to better meet neighborhood needs.

e. Plan to ensure that a diversity of perspectives is brought to bear in the operation of the project.

The members of the Advisory Board represent the diverse viewpoints and experiences of neighborhood families and schools, the business community, social service providers, municipal government, housing providers and higher education. Each will have an equal voice in and responsibility for planning and implementing the *Eastside Promise Neighborhood*.

f. Potential for continued support after Federal funding ends. All *Eastside Promise*

Neighborhood partners are aware of the challenging financial climate that exists for public and private funders. The state of Texas is projecting budget shortfalls in excess of 10% for the upcoming biennium, making significant state support unlikely. Similar forecasts exist at the federal level and even among this region's larger foundations. In response, a subgroup of the Advisory Board will work throughout the planning year to identify opportunities to blend and braid existing, dedicated funding sufficient for subsequent implementation grant match and to sustain the project after federal funding ends. The City already has prioritized the area for CDBG block grant funding and other partners will review their priority assignments to identify opportunities to channel existing funding. The partners are building the project to have a high degree of cost efficiency, utilizing in-kind contributions and redirecting dedicated dollars whenever possible to minimize the need for ongoing external support.

The *Eastside Promise Neighborhood* also is being well positioned for favorable consideration should public or private funds become available. In addition to the previously cited benefits of high-level municipal support, the project's strong relationship with the City of San Antonio will signal state and federal entities and foundations that the local community already has invested in educational improvement and environmental revitalization of San Antonio's Eastside. This is critical as both public and private grant makers typically prefer to see local funds applied to a project first before obligating state, federal or foundation resources. Finally, the process developed by the *Eastside Promise Neighborhood* partners will contribute to receiving and maintaining external support because *key systems change*, a common barrier to implementation, will be planned and brought on line, including:

*Changes in the Way Decisions are Made -- taking decisions to the community level; including family members; involving a broad range of partners; conducting a comprehensive needs assessment and segmentation analysis; and basing decisions on data.

*Changes in the Strategic Mix of Services -- integrating, co-locating or redeploying staff; easily accessed, seamless systems of services; family-centered, and family-friendly approaches; and identifying and eliminating policy barriers to effective services.

*Changes in Financing and Budgeting -- blending funding; redirecting existing funds; completing fiscal inventories; joint grant writing; and securing extensive local investment.

Also, the unit costs that are developed (please see next response) will be compared to impact and outcomes to calculate returns on investment. Cost savings will stimulate further investments and will create a favorable funding climate for future scaling up efforts.

g. How the applicant plans to sustain and "scale up" beyond the initial neighborhood over time.

Sustaining and scaling up the approach are key intentions of the project partners. To this end, the

Advisory Board's Work Plan was framed by the recommendations of The Finance Project for sustaining comprehensive community initiatives: clear-cut objectives; measurable results; a strategic financing orientation that identifies needed sustaining resources and develops strategies for them on the front end; a broad base of community supporters who care about the initiative and believe it is vital; and, identification and involvement of key champions from businesses, faith-based institutions, government who are willing to use their power and prestige to generate long-term support. These steps along with existing funding commitments and strategies for blending and braiding finances should establish a strong foundation for continued funding.

The Mayor and City Council also have publicly committed to scaling up the *Promise Neighborhood*, expanding into the Tafolla Middle School attendance zone on the near west side.

The Advisory Board is aware of this priority and will apply the activities and research of the planning period to building the capacity necessary to achieve this longer-term vision.

CI-NOW, with assistance from Trinity University, will complete data analysis and unit cost estimates (per child) for both start-up and operating activities. Indirect and administrative expenses will be captured and reflected in this analysis. The Advisory Board will monitor cost estimates at least quarterly, including the information used to derive them, and will approve the final implementation unit cost during Step 5. CI-NOW will test the validity of the estimate by comparing it to actual costs throughout the implementation years. Refinements will be made as warranted and the results will be published as part of an implementation and impact evaluation.

Section 6. Significance. a Likelihood that the proposed project will result in long-term systems change or improvement and will build local capacity to provide, improve, or expand services that address the needs of the target population. Planning for the *Eastside Promise Neighborhood* will start by analyzing and quantifying the six core problems known to exist: dearth of early

childhood education and afterschool programs; low performing schools; school attendance zones that do not contribute to neighborhood building; siloed resources and revitalization efforts; and poor housing stock and a lack of safe, affordable housing options. Developing responsive solutions will require three strategic shifts in the local status quo: 1) SAISD policy changes, including a rethink of the intensity of professional development services and evidence based practices used, and moving to a community-linked, comprehensive small school model; 2) dedication to data-driven methods that accurately and objectively define needs and set measurable goals for performance and change on the front end, and remaining vigilant in seeking solutions and determining their impact; and, 3) synchronizing previously disparate investments from public and private sources to financially support the network and those solutions that work, ensuring continuity and scaling up impact. This coordinated approach of result-based financing and supportive policies will benefit from key champions, including the Mayor of the City of San Antonio, the United Way, the San Antonio Housing Authority, the Urban Land Institute, Trinity University and SAISD. These collaborating partners have the authority required for the desired long-term systems change, i.e., expanded early childhood learning opportunities; implementation of evidence-based curricula and school models; expanded out of school zone programming; community supports and parent engagement enhancements to build stronger families that are involved in their children's education; and a revitalized Eastside that includes safe neighborhoods and a range of affordable housing. Achievement in each area will trigger new capacity to meet the needs of the Eastside's low-income families and will advise scaling up plans for the next neighborhood (the Tafolla Middle School attendance zone on the west side).

b. Extent to which the proposed project involves the development or demonstration of promising new strategies. As described in Sections 2 and 3, the *Eastside Promise Neighborhood* will

expand, build upon and/or import to low performing Eastside schools three existing promising practices that were developed at the local level. Included are: the Family-School-Community Partnership, a parent engagement, leadership and resiliency initiative developed by the United Way and implemented by Family Service; the Model Classroom Project, a learning community for early education caregivers to foster staff development, utilization of evidence-based practices, and alignment of early education and elementary content for 0-8 year olds; and the Over-age Middle School Project, which seeks to prevent drop-outs, re-engage students and support on-time graduation for middle school students who are 15 years old and older. Other evidence-based practices will be reviewed for implementation, including small, community-linked and comprehensive school models, expanded preschool programs, lengthened school day and school time programs, and out of school zone programming that is tied to and reinforcing of school day instruction and curricula.

c. Potential to sustain and apply the model and implement it in other settings. The Mayor of the City of San Antonio indicated in his letter of support for this project that, if the *Eastside Promise Neighborhood* yields the intended results, the methods will be scaled up in a second San Antonio neighborhood that has similar needs and support structures. His indication that this is to be a “new way of doing business” in San Antonio offers strong commitment to sustaining and apply the model in San Antonio into perpetuity.

d. How the applicant will track available sources and funding levels of Federal, State, and local funds that could be utilized in the project. Throughout the one year planning period, a subcommittee of the Advisory Board, led by Toni Van Buren (co-Project Director), will work to identify existing and potential sources of governmental and private funding that can be obtained, blended, and braided to sustain the *Eastside Promise Neighborhood* and any subsequent, similar

endeavors. In order to develop a sustainable financing plan, the subcommittee will consider the following: the activities to be provided and numbers to be served; the costs of planned program activities, administration, infrastructure, capacity-building and ramp-up; the current resources, both cash and in-kind, that are being applied, any restrictions on fund use and any time limits on fund availability; the financial gap between funds available and funds needed; and, other funding sources or financing strategies that are available. The subcommittee will use the answers gained to create a financing infrastructure that will be launched during the implementation period.

The subcommittee will have strong advantages to build upon. First, the members of the Advisory Board represent all major local funders of education and neighborhood revitalization. Second, the partners have a close and trusting relationship founded on past collaborations and strengthened by the year of intense planning that preceded this application. Their shared agenda will well position this effort.

e. How the applicant will identify Federal, State, or local policies, regulations, or other requirements that would impede the applicant in achieving its goals and report those impediments to the Department and other relevant agencies. Both the United Way and the City of San Antonio have experience in tracking and seeking modifications to policy at the local, state and national level. The United Way has led successful recent efforts to improve CHIP enrollment policies and coverage for low-income children in San Antonio. In November 2009, the City adopted reinvestment zone policies designed to attract new development to the Eastside that included benchmarks for valued community characteristics that will guide policy, measure progress, and facilitate meaningful comparisons. These also will be used as neighborhood revitalization indicators for the project's data component. Clearly, these two partners have the capacity to track policy and have demonstrated ability to read and assess the policy environment.

In addition, all seven partners operate programs or provide services that are policy dependent; therefore each understands the policy implications of the project and policy changes that may be required to achieve the desired results.