

Introduction

In collaboration with numerous strategic partners, the Youth Policy Institute (YPI) is engaged in an innovative Promise Neighborhoods strategy in the Los Angeles County area, focusing its nationally-renowned energy and expertise in defined zones in Pacoima and Hollywood, areas which have both a demonstrated need along with an indication of promise and sustainable development. YPI has an annual budget of \$34 million with more than 1,100 staff at 95 program sites in Los Angeles. YPI operates three schools of its own, two charters and a pilot school. Motivated by solid partnerships with institutions in the public, private and business sectors along with valuable community agencies and philanthropic partners, YPI is leading the way in enhancing the quality of life for children and families in the defined zones by saturating these neighborhoods with high-intensity services while offering families concentrated opportunities—including their school of choice. Specifically, the school choice opportunity includes charter schools and school intervention models, as part of the Los Angeles Unified School District's (LAUSD) Public School Choice process. YPI offers a PK – 20 continuum of education services and solutions focused on cradle through college. With staunch support from the City of Los Angeles and LAUSD, YPI and its partners are strongly positioned for the proposed Los Angeles Promise Neighborhood. YPI has been actively engaged in the Pacoima community for the past decade and has implemented the San Fernando Valley Poverty Initiative to prepare for Promise Neighborhoods. The Los Angeles Promise Neighborhood will also scale up and replicate our successful Pacoima efforts in the high-poverty community of Hollywood, where YPI operates a FamilySource Center as part of the City's signature poverty program.

Founded in 1983 as an outgrowth of the Robert F. Kennedy Memorial Fund, the Youth Policy Institute provides education, training and technology services to lift Los Angeles families

out of poverty. In accomplishing this, YPI also supports efforts to boost the capacity and effectiveness of local grassroots nonprofit agencies that provide essential services to youth. YPI has developed and nurtured key relationships with philanthropic, community and public partners to now serve more than 70 schools in L.A., with a keen concentration in Pacoima.

Pacoima Case Study: YPI first partnered with Pacoima Elementary School in 2001 when it was a traditional LAUSD school whose entire student population was enrolled in the free and reduced price lunch program (95% Latino). The school is located across the street from a notorious public housing development where crime is rampant. YPI first introduced welfare-to-work programming and its Family Technology Project at the school. The Family Technology Project has provided more than 850 families with home computers and internet access while increasing the technological skills of teachers, students, and parents. YPI then partnered with school leaders to support the conversion of Pacoima Elementary to Pacoima Charter School in 2003. Since that time, YPI has invested over \$12 million in education and training funds directly in the school and its immediate neighborhood, while also opening Bert Corona Charter Middle School to provide a continuum of services and opportunities for Pacoima Elementary students and their families. YPI Pacoima programs and services include: Preschool, Afterschool, Summer Youth Employment, Reconnections Academy, Vocational Bridge Training, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, Neighborhood Networks (U.S. HUD), GEAR UP and Carol White Physical Education Program (both U.S. Dept. of Education), Family Development Network, Communities Empowering Youth (U.S. HHS), Health Careers (U.S. Department of Labor and CA Employment Development Department), San Fernando Valley Poverty Initiative (U.S. Dept. of Education), and Community Technology Centers.

A significant result of YPI's strategy at Pacoima Charter School has been a dramatic rise in academic achievement scores. In 2001, the school's Academic Performance Index (API) Score was 416. By 2009, the API had risen to 729, a remarkable gain of 313 points. The Similar Schools API ranking that compares the school against 100 comparable schools in California rose from 1 to 7 (out of 10). Also, in 2009 the school successfully met its Adequate Yearly Progress (AYP) goals, achieving all 17 AYP objectives—a rare achievement in Los Angeles for a Program Improvement Year 5 school.

Need for Project

Located in the City and County of Los Angeles, Pacoima is a community in the San Fernando Valley. A 1955 article in the *Los Angeles Times* reported that a 110-block area on the north side of San Fernando Road in Pacoima consisted of what was described as “a smear of sagging, leaning shacks and backhouses framed by disintegrating fences and clutter of tin cans, old lumber, stripped automobiles, bottles, rusted water heaters and other bric-a-brac of the back alleys.” In the late 1950's, the Los Angeles City Council took notice this blight and partnered with local business owners, banks and residents to transform the area in a more livable, accessible and family-oriented community. Following the 10-year rehabilitation of the area, City officials and residents were disappointed to find that their community had become "a rambling, shallow strip pattern of commercial uses...varying from banks to hamburger stands, including an unusual number of small business and service shops."

While there have been many significant improvements to the area since the early 1960s (not the least of which are the YPI contributions described in this narrative), Pacoima continues to show signs of economic distress. Most businesses in the area consist of pawn shops, strips clubs, liquor stores, check cashing outlets, storefront churches, and automobile repair shops.

There are very few public spaces for children and families to gather. Schools, while much improved, are still under-performing and unable to provide children with supplementary educational opportunities. Almost one-third of Pacoima's residents live in public housing while others live in converted garages or tool sheds which are not to City codes and often lack electricity, heat, and/or running water. Poverty rates linger between 25% and 40%, a rate that is twice the poverty rate of other areas in Los Angeles. 18% of the adult population is currently unemployed—substantially more than the national rate of 9.7%.

Please see Pacoima Promise Neighborhood map in the Appendix for boundaries of the targeted area. According to 2010 GeoLytics Estimates, about 32,007 people reside in this neighborhood. 35% (11,341) of residents are under the age of 20. There are 6,081 families in the Pacoima Promise Neighborhood. 26.18% of these families are living in poverty.

The neighborhood's population is largely Hispanic (92%) and roughly 50% of its residents are foreign born. Educational attainment for residents over 25 years of age is extremely weak, with more than 67% of that population not achieving a high school diploma. The median family income in the Pacoima area is approximately \$36,000, and the per capita income hovers near \$10,000. One in ten homes in Pacoima are currently in foreclosure. 21% of Pacoima's households are defined as overcrowded (more than 1.5 persons per room). The San Fernando Gardens (the only public housing project in the San Fernando Valley and an epicenter of poverty) is targeted by the Promise Neighborhood. According to Housing Authority of the City of Los Angeles (HACLA) data, the average annual income is \$18,000, more than 45% less than Los Angeles median family income. The area is part of Service Planning Area (SPA) 2 where there are—on an annual average—25,911 homeless individuals (2007 Homeless Count Report).

Aesthetically, Pacoima is also victim to nearly every imaginable obstacle to a healthy urban environment, exposing its residents to lead paint, freeway traffic, landfills, diesel trucks, chemical manufacturing, power plants, heavy industry, overcrowding and other toxic pollutions. In addition, fresh food markets and healthy living programs are scarce in the area. In SPA 2, 8% of children aged 0 to 17 have been diagnosed with asthma (2007 Los Angeles County Health Survey) and the percentage of children at high risk of developmental delay is higher at 34.4% than the rate for Los Angeles County and California (2008 Asthma Profile). A 2007 Los Angeles County Health Survey showed that Diabetes rates are at 7% in the area and obesity rates are at 17.1%, while 38.8% of the overall area population is classified overweight. More staggering are the numbers (14,278, or 13.9% in 2008) of women under the age of 20 who are becoming mothers, rates higher than California's normal rates (9.7%) of teen births (California 2008 Birth Records). Medi-Cal, California's healthcare coverage for qualifying persons who have income below established limits, provided coverage (in 2006) to 32,865 beneficiaries (52% of them children under the age of 17) in Pacoima, indicating that, per capita, the area is heavily reliant on the State's resources (Source: Los Angeles County Health Survey; 2007). 33.7% of surveyed families in SPA 2 had difficulty in finding acceptable childcare options.

Crime in Pacoima is rampant, reflecting a high need for coordinated services amongst residents, businesses, City officials, schools, and law enforcement. In 2008, 181 violent crimes, 993 property crimes, and 3 homicides were recorded. There has been an increase in crime rates and arrests for Part 1 Offenses between 2007 and 2008 for the Foothill Law Enforcement District, of which Pacoima is a part (1.3% in 2007, 2.0% in 2008), according to data collected from the Los Angeles Police Department (LAPD) for 2008. Violent gang-related crime is varied throughout the area but high near Whiteman Airport. Pacoima's two parks and recreational

centers are in or near moderately impacted gang crime areas, and gang members are regular visitors to these public spaces in order to recruit new members and increase their profits for drug sales (Harder+Company Research 2008). Gang injunctions can address a neighborhood's gang problem before it reaches the level of felony crime activity. In Pacoima, there is a current injunction against the Pacoima Project Boys gang, the most violent street gang in the northeast San Fernando Valley. Maclay Middle School (a target school in the Promise Neighborhood) has seen 13 people killed within one mile of the school campus since September 2007 (*Los Angeles Times*, June 24, 2010). Please see article in the *Other Appendix*.

A notorious dead end street in the San Fernando Gardens housing projects (also within the Promise Neighborhood) was nicknamed "Sherm Alley" because drug dealers in the alley provide easy access to sherm sticks (Nat Sherman cigarettes dipped in phencyclidine (PCP)). Despite persistent crime, residents of Pacoima have demonstrated great acts of bravery, often taking to the streets themselves to protect their neighborhoods against crime. Residents have joined forces with local churches, schools, social service agencies and law enforcement to help improve the quality of life for their families, even circulating petitions to stop the establishment of more liquor stores in the area. Timothy Williams of the *Los Angeles Times* stated that "unprecedented wave of activism" between area partners has countered the recent crime surge.

The Pacoima area schools targeted by YPI and its partners for the Promise Neighborhoods Grant have recorded consistently low achievement scores. In particular, San Fernando High School is defined as a persistently lowest-achieving school by the California Department of Education. The remaining two area target schools are defined as low performing schools—each is classified as Program Improvement Year 3 or higher according to No Child Left Behind (2008-09 LAUSD Data). Of particular note, these schools average a very high

poverty rate, with more than 75% of families eligible for the federal free and reduced-price meal program, a leading indicator of family poverty.

	San Fernando High School - PI Year 3	Maclay Middle School - PI Year 5	San Fernando Middle - PI Year 5
Stability Rate	81%	80.88%	90.78%
Transiency Rate	30.12%	36.24%	18.90%
Attendance Rate	91.47%	95.12%	95.27%
EL Rate	31.5%	44.5%	38.8%
Free/reduced meal rate	85.9%	82.6%	75.8%
Dropout Rate (4 yr)	19.2%	N/A	N/A
% Grade Lvl ELA/Math	23%/ 8%	24%/ 20%	26%/ 21%
% Latino	97.1%	91.2%	96.4%
Enrollment	3,281	998	1,659
Physical Fitness- % meeting all 6 criteria	27.4%	42.1%	18%

Each of the target schools listed above also has substantial academic assistance programs in place described below. However, existing student and family resources at each school lack coordination and do not work together toward a larger goal of educational integration. YPI and its partners will help to facilitate strong integration of these efforts as well as provide new and compelling programs to support academic achievement. With aligned efforts, YPI will lead the

way in implementing a comprehensive database to collect assessment data on services provided, analyze the data for gaps and weaknesses, and execute strategies for recovery and enhancements.

Maclay Middle School currently offers the following programs: ELD Bilingual Coordinator; CCEAC/ELAC; a School Site Council; a Parent Volunteer Program; the services of a PSA Counselor 4 days per week; a School Attendance Review Team (SART); Mental Health and Counseling (Psychologist sees students 4 days a week); the Maclay Gluck Education Center; a Summer Bridge for incoming 6th graders; HATHAWAY/Sycamore Counseling and GRIEF program to offer counseling services, City of Los Angeles GRYD services provide gang prevention services; a School Health Clinic; PEER MEDIATION/Legal Dispute Resolution by the L.A. County Bar Association for families; an afterschool program for 105 students per day; 4R'S MENTORING PROGRAM for students; a PARENT CENTER (ESL, parent leadership, Family literacy); CONNECTIONS – Project GRAD provides college support; TRIO-CSUN also offers college support services; YPI THRIVE Family Center.

San Fernando Middle School has recently been transformed through the LAUSD Public School Choice process. The Youth Policy Institute is now operating a pilot school (San Fernando Institute for Applied Media) and is extensively partnering with the school to provide computer literacy, home computers for all 6th graders, summer programs, afterschool services including enrichment, tutoring, and physical fitness, a wide range of family supportive services, including a job training center and Time Warner Cable computer lab. The Los Angeles Education Partnership helps students and parents receive social services and Parent Training. Centro de Amistad provides mental health agency, counseling on campus, while the California State University Northridge (CSUN) works to provide college awareness and teacher training. Project

Grad offers training teachers in Success for All reading program, Move it Math (an interactive math program) and Going on to College services.

San Fernando High School services and resources include tutoring offered by Project Grad, Centinela Youth Services and summer CAHSEE boot camps. Parenting education services include Parent Promotoras, outreach (youth-led and parent-led outreach strategies) a student mentor program; and summer program outreach. Partners also currently work to provide a Freshmen transition program for entering students; linked academic intervention support to underperforming 9th graders and Youth development and leadership programs to help students prepare for graduation and college, and a Summer program provided by partner Youth Speak Collective. Partner Los Angeles Mission College also provides Career/College events.

In 1998, Vice President Al Gore came to the community of Pacoima and to the steps of Pacoima Elementary School, across the street from San Fernando Gardens, to announce the Los Angeles Empowerment Zone. YPI and its partners aim to build upon the last decade of work by aligning partners, resources, and residents to facilitate the long-awaited renaissance of Pacoima.

At first glance, Hollywood appears to be a thriving community, a destination some people long to get to. But hidden beneath the power and prestige of the entertainment industry and steps removed from the famed Hollywood Boulevard lies a community riddled with crime, poverty, homelessness and meager educational support for families. Located in the heart of the City of Los Angeles, Hollywood is home to more than 120,000 residents (37,382 in the target neighborhood). 27% (10,157) of these are under the age of 20.

Please see the Appendix for map of Hollywood Promise Neighborhood. The neighborhood is 57% Hispanic, 28% White, 8% Asian, and 4% African American. Similar to Pacoima, Hollywood also reports a large foreign-born population (more than 50%) and a

significant percentage (45%) of residents over the age of 25 who have not achieved a high school diploma. However, a clear distinction from Pacoima is that Hollywood is a destination for many transient or homeless individuals with more than 36,000 people living on Hollywood's streets (2007 Homeless Count Report). Particularly appalling is the large number of homeless youth, most of whom have runaway from domestic violence situations, are seeking fame and fortune as aspiring models or actors, or are searching for anonymity because of a past criminal history.

On the surface, Hollywood's economy appears to be thriving, however the large majority of that wealth is earned by individuals living in the surrounding, more affluent communities. The average household income in the target area is \$26,027 with 35.07% of families living in poverty. There are 14,368 housing units in the area with 28% of households defined as overcrowded. With 16,528 persons in labor force and 25% of the adult population currently unemployed, Hollywood matches Pacoima with its considerable levels of economic distress. Yet, unlike Pacoima, Hollywood provides unemployed individuals with easy access to quick money. Prostitution, drug dealing, tourist robbery, and pan handling are all easy (and criminal) alternatives to gainful employment in Hollywood. In fact, crime rates in the area are exceedingly high with 356 violent crimes, 1,429 property crimes, and 5 homicides reported in 2008 by the Los Angeles Police Department's Hollywood Division. Youth in SPA 4 (which includes Hollywood) are 1.8 times more likely to be arrested and detained in juvenile hall than youth in other parts of the city (2006 LA County Children's Planning Council). Gang activity and violence, similar to Pacoima, is high—compelling the LAPD to impose injunctions on the local Harpys gang.

Further troubling, is the Hollywood target area's poor health statistics for its residents. Child obesity rates in Spa 4 are at 26% while 20.4% of the overall area population is classified

obese and 31.6% are overweight. In combination with this, physical activity levels in SPA 4 are low with 35.1% of residents reporting minimal to no physical activity, while 50% of children participate in less than an hour a day of physical exercise and 14.3% of them report no physical activity at all (LA County 2007). Sexual activity amongst the children and youth of this target area is disproportionately higher than in other areas of the County. The area reports that 8.3% of women who gave birth in 2008 were under the age of 20 (California 2008 Birth Records). Further startling is that the SPA 4 area leads the County in reported AIDS cases with 6,356 (37%), while other cases of sexually transmitted diseases represent 17% of the County's total reported cases (Los Angeles County Department of Public Health).

YPI's focus on three schools in Hollywood's target area is crucial given the low performing classification of these schools. Additionally, each is classified a Program Improvement Year 3 or higher according to No Child Left Behind. The target schools are located in neighborhoods presenting a very high poverty rate, with over 75% of families eligible for the federal free and reduced-price meal program. Educational and supplemental materials are inadequate, and existing school resources require coordination. Violence and criminal activity in the areas directly surrounding the target schools is very high, signaling the alignment of public sources to help provide a continuous safety net for youth.

	Hollywood High School - PI Year 5	Bernstein High School - New School in 08-09	Le Conte Middle School - PI Year 5
Stability Rate	80.63%	82.4%	92.19%
Transiency Rate	28.51%	34.3%	13.95%
Attendance Rate	90.26%	90.4%	95.91%

EL Rate	23.3%	41.9%	35%
Free/reduced meal rate	67.8%	81.2%	79.7%
Dropout Rate (4 yr)	18.8%	N/A- New school	N/A
% Grade Lvl ELA/Math	43%/ 14%	21%/ 3%	36%/33%
% Latino	71.6%	82.1%	78.9%
Enrollment	2,114	1,139	1,703
Physical Fitness- % meeting all 6 criteria	20.3%	33.6%	16.7%

The comprehensive needs assessment, segmentation analysis, and GIS mapping described in the following section will greatly expand this community assessment to identify gaps and weaknesses in the communities, including the schools. These services will support and strengthen the existing resources at schools here.

LeConte Middle School: L.A.C.E.R. (Literacy, Arts, Culture, Education, Recreation) program; afterschool program; Neighborhood Coalition Program (family communication; pregnant teen counseling; mental health counseling; parenting classes); Mental health services (individual, group, and family counseling); Individual & family mental health services; Wrap-around family services (individual, family counseling); 24-hour crisis intervention; Operation School Bell (clothes, tutoring, computer classes; parenting); LAPD law enforcement outreach.

Hollywood High School. Intervention Resources: Math Lab, Math Teacher, English Language Arts Teacher, English Learner Teacher; Special Education Services: RSP Lab, Bridge Coordinator, DOTS Coordinator. Parent Involvement: Parent Center, Compensatory Education Committee, English Learner Committee, Friends of Hollywood Parent Support Group. Mentoring and Youth Development: LACER After School Programs; School Psychologist,

IMPACT Program (Group Counseling), Home Safe, AVIVA, Partnership with Public Counsel (Legal Advice). Attendance and Discipline: School Safety Coordinator, PSA Counselor, Diploma Project Counselor, Coordination of Services Team (COST). Job Training & Career Counseling: Work Experience/Career Advisor, College Counselor, DOTS, Partnership with Career Ladder through Teaching Career Academy. Primary Health Services: *NATEEN (Healthy Relationships and Prevention Program), *Substance Abuse Prevention, *Individual Mental Health Services (* All provided through partnership with Children's Hospital Los Angeles). SABAN CLINIC/Kaiser Permanente (On-Site Health Care Twice a week).

Helen Bernstein High School services include the following, Mental Health Counseling & Outreach (Gateways Hospital, Saban Clinic) ; Student Internships (UNITE-LA, PILLAR, LA Chamber of Commerce); Mentoring and Youth Development (Mentoring Connections, Hollywood Hot Spot, Work Readiness Certification); Parent Leadership (Annual Parent Colloquium); Truancy, Suspension & Expulsion Supports (PSA Counselor; SWSS- behavior monitoring program); Substance Abuse Counseling (Gateways Hospital, IMPACT, Saban Clinic); Family Nutrition (Hathaway-Sycamores Family Resource Center, The County of Los Angeles DHS nutrition program, Kaiser Permanente); Parenting (Planned Parenthood).

Quality of Project Design

YPI and its partners have invested considerable time and resources to research and examine the communities and targeted areas profiled above. Adhering to the vision of the partners, YPI will spearhead efforts to address weaknesses in the targeted areas by strengthening public, private, business and resident relations to improve upon the following areas: youth physical fitness, housing support for families, enrichment activities to promote alternatives to gang activity, tutoring and school transformation services to boost academic achievement

required for high school graduation and college entry. YPI already provides services in the Pacoima neighborhood through the San Fernando Valley Poverty Initiative that targets three high need schools. The Los Angeles Promise Neighborhood will implement a planning grant in the Pacoima community of the City of Los Angeles to build on these existing resources. The L.A. Promise Neighborhood will also scale up and replicate our successful Pacoima efforts in the high-poverty community of Hollywood, where lead agency Youth Policy Institute (YPI) operates a FamilySource Center as part of the City's signature poverty program.

Assessment data of the targeted areas reveals a lack of available early childhood programs and direct medical and dental services, which require YPI's planned comprehensive referral program and its intended addition of new clinics and preschools—with partners that include Los Angeles Universal Preschool and the Northeast Valley Health Corporation. The high number of English learners at target schools will be addressed in program planning sessions amongst the partners throughout the year by enhancing available and providing new academic tutoring services geared toward English learners and their families. Working alongside its partners, YPI is perfectly poised to integrate existing community efforts as well as to provide new programs to support academic achievement and family enrichment. Please see case study of the Pacoima Elementary School saturation approach on page 2.

In order to realize similar successes in the defined target areas, YPI and its partners will implement a variety of comprehensive tactics that include (but are not limited to) needs assessment, segmentation analysis, and an all-inclusive services plan—all of which are multi-year implementation strategies to improve educational and developmental outcomes for youth and families in Pacoima and Hollywood. The planning period will build upon specific experience the Youth Policy Institute has through the planning program implemented for the Full-Service

Community Schools program operated by YPI and partners in Los Angeles in 2008. A seven month program, this surveyed residents, brought together partners and community residents to assess community needs and design services to be implemented at four target schools.

Information gathered included surveys that indicated that 92% of parents and 64% of teachers thought that parents need more help in supporting their children's education. The assessment included student and parent/family service needs, prioritize pressing needs and issues a plan for delivering services. Please see the sample Implementation Plan included in the *Other Appendix*.

YPI will also built upon extensive resident-led planning experience agency staff (led by Executive Director Dixon Slingerland) developed while leading the community in Washington DC to revitalize the Ellen Wilson public housing project through a \$25 million HOPE VI grant. Please see case study included in *Other Appendix*.

In addition, YPI will develop a robust database which will serve to collect qualitative and quantitative assessment data on the services provided. The primary objectives of the overall strategy are to improve and transform communities by (1) supporting efforts to improve child outcomes; (2) ensuring that assessment data are communicated and analyzed amongst all strategic partners; (3) building a continuum of services from prenatal to college that will enhance these targeted communities for decades to come; (4) developing inter-agency programming and support focused on common goals and objectives across services, and (5) identifying and communicating the impact of these strategies and their relationship with other Promise Neighborhoods strategies and outcomes.

A formal Advisory Board will be developed by YPI to place its partners (including Public Officials and residents) into strategic and individual working groups for Pacoima and Hollywood (please see *Other Appendix* for the preliminary list of Advisory Board members). A Data Team

led by YPI's Research and Evaluation Department and UCLA's National Center for Research on Evaluation, Standards, and Student Testing (CRESST) will complete the community assessment of academic/community indicators and a segmentation analysis. Steering Committees will prepare plans for services offered during implementation. GIS maps will be produced, overlaying segmentation analysis. YPI intends to facilitate the monthly discussions by and between the Pacoima and Hollywood Working Groups, focusing on the review data and activities developed through assessment and segmentation analysis. Steering Committees, represented by partners and residents, for specific program areas to be implemented (School Transformation, Early Childhood Learning, K-12 Learning, and Adult & Parent Services) will meet every 1-2 weeks, and will report progress to the Advisory Board at quarterly meetings. A final and all-encompassing financial resources document will be completed to analyze available resources and report expended funds. A Community Input Report is intended to provide qualitative constituent feedback on planned programs and outcomes which will help inform final program design, outcomes, objectives, implementation and overall strategies. Following the final program design and strategy, a renewed Memorandum of Understanding (MOU) will be created for execution by each partner to reflect duties and services provided during implementation. A comprehensive, integrated data management system customized to target neighborhoods and services will be completed to by the end of the planning year to disseminate its analysis to YPI's partners in order to strengthen the integration of efforts between City, State, LAUSD and other public and private partner systems. Please see the Planning Program Flow included in the *Other Appendix*.

YPI is partnering with the Hollywood Community Studio (HCS) in the Hollywood community. A community-based research project funded by the Ford Foundation that studies the

physical and social changes taking place in Hollywood, HCS helps coordinate investments by linking local residents and small businesses with redevelopment opportunities. HCS will provide outreach as it relates to engaging residents through the use of culturally appropriate communication materials and tools. HCS will provide YPI its primary data that it has collected about community perceptions as well as support the project through data analysis.

The Planning Team (detailed in Personnel below) will include the Project Director, YPI's Research and Evaluation Department, and the leadership at UCLA CRESST. Three Program Coordinators (residents and community members) will be hired to organize and work with residents and partners to develop and complete surveys and questionnaires for a full community assessment, as will two Family Advocates and a Program Assistant. The Planning Year will be managed according to the following steps: (1) develop and strengthen existing community partnerships (identify area stakeholders, solidify existing partnerships, and assess individual and organizational partner capacity); (2) determine Neighborhood Need(s) and Focus, thoroughly identifying education, economic, health, and social welfare issues using already compiled data and the information gathered by the Outreach Coordinators; (3) define problems and issues based on academic, community, and family indicators; (4) create necessary and achievable goals and objectives; (5) develop a representative sample of neighborhoods to survey; (6) define the type and availability of data collected and its sources; (7) provide outreach services and engage residents in the planning process via meetings; (8) promote the engagement of residents and key stakeholders by empowering them with strategic leadership positions. In particular, YPI will hold community meetings, recruit residents and stakeholders for Board and planning groups, recruit for participation in data collection, hire for coordinator and advocate positions; (9) analyze data and provide segmentation analysis; (10) present findings and formulate solutions with partners,

residents and stakeholders, and (11) identify assessment products, target audiences, and determine next steps, including implementation activities for clients.

Sampling for the assessment will be based on a representative sample of communities. Since the goal is to create a plan to improve educational and developmental outcomes, data collection procedures will target public schools in the defined neighborhoods. Depending on analysis of sample size estimation, one or two feeding streams of elementary, middle and high schools will be randomly selected from each community. All families in these feeding streams will be recruited to participate. Standardized Testing and Reporting (STAR) data will be requested from LAUSD along with student academic records, demographic information, parent educational backgrounds, English language status, and family income as indicated by free or reduced lunch data. Parent surveys will be administered with family background information including family habits and needs (educational, health, and community services).

To develop indicators related to community revitalization and to capture households without school-aged children, YPI will conduct a sizeable probability sample of households and businesses to yield estimates for meaningful analysis. A Priori Power analysis will be conducted to estimate a sample size requirement. After reviewing data, a data management group will assess what constitutes a reasonable minimum effect size, and CRESST will conduct power analysis to calculate the minimum level of confidence to detect that effect, and the sample size that will achieve that desired level of power. Performing power analysis and sample size estimation is an important aspect of the experimental design. Without these calculations and a reasonable margin of error, sample size may be too low, producing results that lack precision.

The program will employ pre-existing and CRESST designed tools—including the Community Survey—that will be tailored to incorporate community characteristics. Findings

will be used to examine, match, and coordinate services; design strategies to ensure smooth transitions when new intervention services are introduced, and to guide the system with data-based results. Instruments will include surveys of students, staff, parents/teachers/principals, businesses, health clinics, and preschool staffs. Protocols will be developed for interviews and focus groups and observation protocols will be developed for schools, health clinics, and community services. For young children, randomly selected samples of preschools and clinics will provide information on prenatal, infant, and early childhood needs and services available.

Data collection will include cohort and panel data elements. Cohort data will be collected annually during implementation in order to build a sequential cohort database, while panel data will be collected annually to allow for longitudinal analyses. Data will be collected from point of contact with the major source of both student and family data collected through schools. Although schools are quite representative of a neighborhood, existing data sources such as zip code level census data will also be used to develop a contextual description of the neighborhood. The Planning Team will finalize indicators gathered throughout the planning year.

Indicators Gathered During Planning Year
and % of children (0 to 5) who access health services. The project will disseminate a survey using Outreach Coordinators during the first six months of the planning period.
and % of 3 year olds and kindergarteners that demonstrate age-appropriate functioning across multiple domains. Program will outreach to all early learning centers in neighborhoods using partners such as Los Angeles Universal Preschool (LAUP).
and % of children (0 to 5) participating in center/home based programs for early learning.
and % of students above grade level (ELA and math)—grades 3-8 and high school. Program will outreach to all schools in neighborhoods to gather data.

Attendance rate for all 6-9 grade students attending school in target neighborhoods. Data will be gathered in partnership with schools in neighborhoods, along with LAUSD.
Graduation rate of students in target high schools. Data will be gathered in partnership with schools, using LAUSD data resources provided to Planning Team as agreed in MOU.
and % of students who achieve a high school diploma and obtain postsecondary degrees, vocational certification, or other certification. LAUSD data and Community Survey.
Students who participate in at least 60 minutes daily physical activity with healthy diet. Fitnessgram results for students (CDE data), plus community survey during planning year.
and % of students feeling safe at school and traveling to/from school. Community survey.
Student mobility rate. LAUSD data on student transience rates at schools in target neighborhoods. Community survey.
and % of students who say they have caring adult in home. # and % of family members who attend parent-teacher conferences. Community survey completed by planning team.
and % of students who have access to broadband/computer technology in school and/or home. Technology in the community survey completed by planning team.
and % of children participating in high quality learning activities during out of school hours. Community survey completed by planning team.
and % of children read to frequently by family members. Community survey completed.
and % of suspensions/discipline referrals for students in target schools. LAUSD/CDE info to planning team as agreed in MOU.
and % of families in target neighborhoods experiencing homelessness at any time in the past year. Community Survey.

and % of families in target neighborhoods with sufficient access to medical and dental services in the past year. Community Survey.
and % of families in target neighborhoods with children receiving all required immunizations on the schedule required by schools. Community Survey.
and % of teen births (under age of 20) in target neighborhoods. # and % of families lacking health insurance in target neighborhoods. Community Survey.

The Planning Team, after gathering all required data, will convene to analyze and create a thorough needs assessment, working with the YPI Director of Evaluation and Research, and key strategic partners. This will include information gathered from LAUSD, the Data Resource Center for Child and Adolescent Health, the America Academy of Pediatrics, National Survey of Children with Special Health Needs, the National Medical Expenditure Panel Survey, the Consumer Assessment of Health Plans Study Child Survey, and California Healthy Kids Survey, as well as the Community Survey developed for this study.

Gaining access to LAUSD databases, YPI and its partners will examine the distribution of students in K-12 functioning below, at, or above the State testing levels; percentage of students retained at grade level; percentage of students classified as English Learners; school graduation and dropout rates; student mobility rates; percentage of students receiving free or reduced rate lunch, and parent education levels. Alongside CRESST, YPI will design instruments to gather data from students, teachers, and parents: number and percent of incoming children in kindergarten who demonstrate age appropriate functioning; number and percent of students with school and/or home access to broadband; number and percent of students with a caring adult; students’ perception of school safety, and parent involvement in parent teacher

conferences. Segmentation analysis will be completed by CRESST and YPI's Evaluation and Research Department. The analysis will complement results of the community needs assessment. The GIS Team will geo-code 911 calls and crime data to the U.S. census block groups, and take socio-economic and demographic data and map them with information gathered from city, local business, and neighborhoods. Population density, availability of transportation, proximity of grocery stores and medical facilities will define locations of services. A list of indicators for mapping and segmentation analysis will include: age and sex; race and ethnicity; educational attainment; academic performance (need by grade, ethnicity, subject, socioeconomic status, EL status for each target school); single head households with children; household size and type; home ownership; proportion of population with below-average education; households in labor force and unemployment status; median household income, and poverty.

The Youth Policy Institute will provide the services of its two existing online portals (the LA ParentSmart and FamilySource Center portals). These offer access to public services and programs for families, include broadband content for tutoring, adult education, college preparation, and job search. The portals will contain all surveys and complete information on the ongoing assessment in the target neighborhoods, including upcoming community meetings, a Facebook page devoted to the Promise Neighborhood, and information sent to community members by staff via Twitter. YPI will link these resources to each of the 850 families who have received computers through the Family Technology Project.

Using the data and analysis described above, the Planning Team will create four Steering Committees to plan a complete continuum of cradle through college to career solutions during the implementation phase. Each Committee will include YPI staff, partners, residents and stakeholders. Committees will meet every 1-2 weeks to prepare objectives and operational steps.

Additionally, YPI staff, partners, and residents will join existing neighborhood groups to elevate the Team's presence, present program data and gain insight to needs and services. Key neighborhood groups include the Pacoima Collaborative Initiative (which meets on the first Friday of each month) and the THRIVE Community Outreach.

The Steering Committees will use the community assessment and segmentation analysis to develop a specific strategy for providing services at each target school that will lead to significant academic improvements by addressing specific weaknesses and gaps in academic achievement as measured by STAR Testing and other indicators.

A School Transformation Steering Committee will work during the planning year with LAUSD, school and community stakeholders to define key tactics for program execution. YPI will work directly with LAUSD to prepare San Fernando High School for appropriate intervention. San Fernando Middle School has already been transformed through LAUSD choice into two iDesign schools (one of which is operated by YPI and the other which is operated by the San Fernando Middle School Collaborative, a key partner). These and the other four target schools will receive intensive transformation services and opportunities. Specific topics to be addressed during planning year will include:

- Teachers and Leaders, specifically the implementation of an evaluation system which uses student growth as a factor; process to identify and reward staff; increasing student outcomes while supporting staff, and implement strategies to recruit and retain staff);
- Instructional Support Strategies: develop an instructional model based on student needs; provide job-embedded Professional Development opportunities designed to build capacity and support staff; ensure continuous use of data to inform and differentiate instruction;

- Time and Support: provide increased learning time for staff and students; social-emotional and community-oriented services and support through the program, and
- Governance: sufficient operating flexibility to school and Governance Board to implement reform; ensure ongoing technical assistance; redesigned accountability timeline.

YPI's key partners during the planning phase include UCLA CRESST, UCLA Center X, and California State University, Northridge's (CSUN) School of Education. YPI will work with staff providing intervention services at San Fernando Middle School, including YPI Executive Director of YPI Schools Yvette King-Berg, and Maria Reza, former principal of San Fernando Middle School (please see *Resumes of Key Personnel*).

YPI and its partners have also identified that a Prenatal and Early Childhood Committee is integral to help establish or enhance services in the defined neighborhoods using available YPI and partner resources to create a seamless saturation network of parental and young child support from prenatal to kindergarten. Topics for planning include: mining the catchment area for relevant data including need, capacity, demographics of early childhood population; planning for implementation of Los Angeles Universal Preschool's 5-Star Quality Assessment and Improvement System at four new preschools; development of the LAUP coaching model for classrooms; common goal and objective development, and coordinated facilities management, curricula, and services. Key partners include First 5 LA, Los Angeles Universal Preschool, Aviva Family and Children's Services, Hollygrove, and Valley College Family Resource Center.

A K-12 Services Steering Committee will plan services for out-of-school tutoring, enrichment, recreation, and nutrition services at school sites will be linked to online and neighborhood resources. Topics for planning include: common goal and objective development; afterschool curriculum with schedules; meetings with school staff, and data integration,

including academic weaknesses to be targeted. Partners include Communities in Schools, Champions USA, CSUN, UCLA Community Based Learning (CBL), Los Angeles Area Chamber of Commerce, LAUSD, Unusual Suspects, Valley Economic Development Center, the City of Los Angeles, UCLA Center X, Valley College Job Training, the Campaign for College Opportunity, and the Salvadoran American Leadership and Education Fund (SALEF).

The Parent and Family Services Steering Committee will provide family education and services. This Committee will work to develop parenting classes and prepare supportive services to stabilize family economic structure. These services will include legal, case management, mental health and counseling, medical and dental, adult education, parenting classes, financial literacy, job training and support, computer technology, and access to online resources. Partners include Communities in Schools, CSUN, UCLA-CBL, Hollygrove, Bet Tzedek, Thai Community Development Corporation, MCS/Hollywood WorkSource Center, Aviva Family and Children's Services, Champions USA, Valley College Family Resource Center, Northeast Valley Health Corporation, Valley Economic Development Center, Neighborhood Legal Services, Meeting Each Need With Dignity (MEND), Friends of the Family, and Phoenix House.

YPI's strategy will employ Social Solutions to implement a longitudinal data system to measure academic, family, and community support and to disaggregate data by subgroup. Social Solutions uses an open architecture that allows, supports and encourages the sharing of data from partners and schools. The Efforts to Outcomes (ETO) Community system will be included in the data solution and will help YPI's efforts to track services, locations, and frequency to measure outcomes across providers, track unique clients, and compare programs on defined metrics. Staff will import and export into and out of ETO via Batch Upload of data process. ETO Community will provide functionality to share data, demographics, assessments and benchmarks among

partners by allowing each organization to hold a “shell” site where the tools are housed to upload data to a server which then aggregates and provides unduplicated counts of participants and services. ETO Community is an enhancement module for collaborative use.

The program will train staff and partners in data entry and will link this data collection through the software to school-based partners as well as LAUSD and charter school partners. Social Solutions will provide dashboards to enter and upload data by partner, by each program or solution proposed, and for individuals and families receiving services. Staff and partners will receive training in uploading (direct data entry) and accessing data in multiple locations. This will include staff, such as case managers, as well as assigned data entry specialists. Staff and partners will use segmentation analysis features to isolate subgroups. Segmentation is used by Case Managers to allocate resources by modifying the list of ‘high need’ students receiving services based on subgroup analysis and individual assessment.

Challenges faced in implementing this longitudinal data system include gathering the needed data from the targeted schools, Local Education Agencies (LEAs) and state education and human service agencies. This will be detailed and addressed in the MOU, and through agreements and schedules, to share data and information across systems.

Another area that requires attention is building a strong network of private supporters in the region so that YPI and its partners can leverage its existing resources for greater impact. In particular, members of the Los Angeles Public Agency team will conduct outreach and meetings with area foundations to solicit private support for services. YPI and its staff will also target various private philanthropic institutions in the area that have a strong reputation for supporting the program areas that YPI’s strategy will address. There is also a great opportunity to develop funding relationships with businesses and individual donors, particularly in the Hollywood area,

as these relationships will help to create a more deliberate alignment of available resources and will help to weave together the fabric of the defined neighborhoods. (Please see the attached match document for a list of nonfederal public and private support provided by the City of Los Angeles and First Five LA for planning and implementation services.) The Advisory Board will also work with staff as part of the assessment to identify Federal resources, including American Recovery and Reinvestment Act (ARRA) resources.

Proposed Implementation Services (refined during planning year to reflect assessment)

YPI and its partners understand that school and neighborhood transformation will take several forms and will require diligent efforts to accomplish the more multi-layered aspects of the overall strategy. One of the biggest goals of the Planning Team is to open one K-12 charter school in each target area by September 2011. Research has demonstrated that the school choice provided by charters has a positive effect on students, and on surrounding District schools competing with it. YPI has seen tremendous outcomes with at two of its charter schools: Bert Corona Charter School, which opened in Pacoima in 2004, and Monsenor Oscar Romero Charter School which opened in 2007 in the Pico Union area of Los Angeles. YPI intends to work with the District during the planning year to implement a school intervention model at one persistently “lowest-achieving” school (San Fernando High School). San Fernando Middle School has already been transformed through the LAUSD Public School Choice process (into two iDesign schools that will partner with the program). Options for transformation planning at San Fernando High School include the school joining or being selected for the LAUSD annual Public School Choice process. Services and teacher development opportunities to be implemented at this school as well as at San Fernando Middle School will adhere to the steps detailed on pages 16 and 17.

Services will work to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, and use data-driven inquiry.

At “low-performing” target schools in Pacoima (San Fernando Middle School and Maclay Middle School) and Hollywood (Hollywood High School, Bernstein High School, and LeConte Middle School), YPI will implement its saturation model with the firm engagement of its partners to transform them into community schools that offer a full range of services for children and families. The Saturation Model includes the following elements:

Case Management: Each participating student and family will be assessed for academic need and family support, and will work with case managers to develop a service plan with clearly defined goals and objectives, activities, a timeline, and expected outcomes for each year. Each family will receive multi-benefit screening for services. YPI has experience providing services in the San Fernando Valley Poverty Initiative, the Hollywood FamilySource Center, and the Full-Service Community Schools program.

Early Childhood Services: Working with Los Angeles Universal Preschool, YPI will establish prenatal and early childhood education centers that will offer early childhood and preschool services and supportive services including parent and baby play sessions, parenting workshops, family social events; a baby clothing exchange; prenatal support groups, information and community services, and referrals from agencies for “at risk” babies. Staff will register families on the Los Angeles Centralized Eligibility List (LACEL), and partner with Head Start and Early Head Start facilities.

Tutoring and Academic Assistance: YPI will work with its school partners to provide in-school, before school, after school, and Saturday academic enrichment and tutoring assistance to participating students. Teachers will conduct academic assessment to target deficiencies.

Tutoring services will use Voyager, Scantron, and ReadWriteThink and Developmental Studies Center resources. A summer/intersession bridge program provides workshops that offer intensive academic support during the summer and intersession periods. American College Testing (ACT), Scholastic Assessment Test (SAT), California High School Exit Examination (CAHSEE) preparation is provided in small group and individual tutoring sessions to high school students in order assist them with graduation and college preparation.

College and Career Counseling will include Cash for College workshops and other services provided through partner Campaign for College Opportunity. A college awareness program will include financial aid opportunities as well as Family College Nights, individual counseling, financial aid workshops and College Requirement Workshops. YPI will partner with the CLIC (thecllc.net), a free interactive network that helps students link to high schools, colleges, community programs and scholarship opportunities in one personalized online experience. Grades, courses and standardized test scores will form data that will drive assessment, advancement and/or remediation services.

Parenting Education: Through the Early Childhood program, parents can access workshops to help students enter school ready to learn. Parents of older students will complete the National Council of La Raza's (NCLR) Parents As Partners (PAP) program, which focuses on college requirements. Strategic partners will be tapped to provide other parent workshops to build student achievement and to focus on introduction to middle and high school, improving academic communication, parental support of student learning, measuring academic performance, and parents as advocates. A Transitions program will help parents become more knowledgeable about how their student's school environment, and assists parents to develop a plan of action for their child's education.

Enrichment: YPI and its partners intend to provide enrichment courses on Graphic Design, Art, and programs such as disc jockey training, digital music, and community gardens. Enrichment projects are linked to California State Standards for academic subjects. Physical education and nutrition provides team and individual sports to promote social development. Mentoring services will be school-based, with mentoring for at-risk youth to be provided using adult/child career mentoring and older/younger youth mentor models. Service Learning will help youth to develop large scale community service projects.

English as a Second Language Courses: Targeted students and families include many English Learners (ELs), according to initial community profiles. YPI will use Coordinators for translation and to assist parents with their communication with teachers. In addition, bilingual tutors and teachers will ensure a more productive learning environment. Lead Teachers providing tutoring services are credentialed to work with English Learners. Tutors, in working with students, are trained to use the Cognitive Academic Language Learning Approach, which integrates language learning, academic content, and learning strategies. Software used has specific applications for ELs.

Counseling and Mental Health Services will include supportive services delivered in individual, dyadic, family, or group format. YPI intends to offer Afterschool Day Rehab Program and Family Finding Practice & Training, and Outpatient Mental Health for children with IEPs ages 3-18. Community Mental Health Services (CMHS) will provide psychotherapeutic services for children and families. Mental and Dental Services will be provided for students and families at the schools as part of the community school approach, as well as at clinics in each neighborhood.

Supportive Services will be provided based on case management and assessment.

Referrals include shelter, food, housing, utilities, childcare, health insurance enrollment and preventive services. Partners provide legal, tax preparation, financial literacy, and employment support. Computer technology and broadband services will be provided through YPI's Family Technology Project (FTP), and will include E-rate support for schools and online resources described below. In the last nine years, FTP has provided free computers and broadband internet access to 850 participating families, with 400 more scheduled for 2010-11.

In addition, YPI will work closely with the LA ParentSmart and FamilySource portals to offer families community and program resources that will complement the above intended services in addition to the planning services described on pp. 24-25. These sources adapt YPI and partner curricula for online use, while also providing neighborhood information regarding public safety, health resources, child care, and transportation. Education resources include access to distance learning college courses offered by the nine community colleges in the Los Angeles Community College District. To promote technology, YPI will also host a resource search engine at the FTP portal that will allow clients or staff to search partner and government websites for available resources, classes, and services.

Staff will receive training throughout the planning year and beyond to ensure confidence in implementing unified goals and objectives. Case Managers receive training to work with families in assessing need and to create and update service plans. All staff will receive a four-hour facilitator training covering effective trainers and adult and youth learning theories; training methods; creating a conducive learning and assessment environment; creating an organized training plan, presentation techniques and learning styles; and post workshop follow-up. Staff will evaluate effectiveness and solicit feedback to improve techniques, skills and materials.

Staff at each targeted school will meet monthly to review services and coordination. Each staff person will have a checklist of duties and services for which they are responsible, and trainings will target how successfully these programs are integrated. The checklist will help ask and answer essential questions to measure success: Have families received all appropriate referrals? Are families receiving thorough follow-up? Do tutoring and college preparation services reflect deficiencies as found in student assessments? Are tutoring and support services aligning with school curricula and instruction? Monthly meetings will review staff and partner duties and will provide a forum for improvements in service difficulties and communication.

YPI's strategy includes the use of the Social Solutions data management system to track services and outcomes. This will allow staff to upload weekly data from service components to a central system to create a data repository for review by staff and partners. Data management systems will provide access to real time unduplicated client numbers each week and provide analysis of community saturation and penetration of services at the child, parent, family and community level. Batch Upload supports Participant, Household and Effort data uploads. The database can also support uploading of Assessment, Attendance, Entity and Housing data.

In addition to the concentration on the defined target schools, YPI will work with all District and charter schools in the neighborhoods to ensure that the strategy's effect and outcomes reach all neighborhood students and families. This includes the recently opened Valley Elementary School #8 where YPI was selected as a partner in the first round of Public School Choice. YPI and its partners will provide services to make this a community school, working with LAUSD Local District 2. All surrounding schools will receive wraparound services and resident engagement activities, though at a less concentrated level than at the target schools. Surrounding schools in the Pacoima neighborhood include: Valley Elementary School

#8, Haddon Avenue Elementary, Pacoima Elementary, Bert Corona Charter, Coughlin Elementary, Telfair Avenue Elementary, O'Melveny Elementary, Broadous Elementary, and Pacoima Middle. In Hollywood, these include: Selma Avenue Elementary, APEX Academy, Grant Elementary, Ramona Elementary, Kingsley Elementary, and Hollywood Primary Center.

YPI and its partners are committed to working with the U.S. Department of Education and the selected national evaluator to ensure that data collection and program design are consistent with a rigorous national evaluation. The Director will work alongside the Advisory Board as well as with a national evaluator to ensure that the project design and data collection plans are congruent with national evaluation and that they meet standard methodologies. This will include written agreements from LAUSD and partners to provide all necessary data. It will include full access to all data gathered weekly, monthly, quarterly, and yearly by the customized database. In addition, it will include all assessment data by case managers, all school academic data, referrals, and community surveys addressing need and changes to academic, family and community indicators.

YPI and its partners will establish a peer relationship with other Promise Neighborhoods grantees across the country, and will develop (or integrate into) a dedicated website to share best practices, consultations, and conferencing to implement solutions. YPI and partners will use available resources to establish and maintain connections, and will particularly target resources provided by the Department, the Promise Neighborhoods Institute, and Building Neighborhoods (unca-acf.org) which offer academic and peer information for planning and implementation.

YPI has also identified and worked closely with the Los Angeles Promise Neighborhoods Public Sector Work Group (formed in January 2010) which creates a formal structure for local leaders to share information about place-based neighborhood initiatives, identify opportunities

for coordination, and advance system changes that can support cradle to college to career efforts in achieving better results for families in Los Angeles. The Group includes all the major public systems in the City of Los Angeles, and represents over \$32 billion in local public investment. Members include the Office of the Mayor of the City of Los Angeles, the Los Angeles County Chief Executive Office, the Los Angeles Unified School District, the Los Angeles County Office of Education, First 5 LA, and the Los Angeles County Sheriff's Department. The Public Sector Group will be a part of the Advisory Board and will link the Promise Neighborhoods strategy to similar activities across the city.

YPI and its partners will also leverage existing funding and relationships, including City of Los Angeles FamilySource funding of \$1 million per year for Hollywood. YPI is the one of the largest afterschool providers in California, with 60 afterschool sites throughout Los Angeles. YPI will link this afterschool network to provide best practices and resources, while also working with LAUSD's Beyond the Bell Branch and partner Champions, which operate afterschool programs throughout the city. YPI has raised \$8.1 million in ARRA workforce development funding in the past eight months to train more than 1,800 clients in the targeted communities. This incorporates funding and partnerships with the City of Los Angeles, the State of California Employment Development Department, and the U.S. Department of Labor.

Please see the Quality of the Management Plan section (pp. 59-62) for a complete discussion of how the proposed project will be coordinated with similar or related efforts in the target neighborhoods, through private, community, City of Los Angeles, County of Los Angeles, First 5 LA and other resources.

Quality of Project Services

The program is consistent with the research evidence from a variety of sources: 1) historical analysis of test scores at schools that have been served by the similar YPI model; 2) research on similar models 3) research on specific programmatic elements of the model; and 4) targeted evidence that documents the effectiveness of YPI service components. The research evidence is for the same model as YPI's practice, and for very similar strategies. The only difference in context for the similar strategies is that the program is targeting a majority Latino population, but with the same academic and socioeconomic indicators.

There is moderate evidence that the YPI model will have a statistically significant effect on improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates. The following is a review of studies conducted for the YPI model and for similar models.

At Pacoima Charter School, as described in the Case Study (pp. 2-3), the YPI model has resulted in an astounding 313-point increase in the school API score over the past eight years while offering a continuum of services very similar to Promise Neighborhoods. Pacoima Charter met all 17 AYP indicators in 2009, a very rare result for a school in restructuring (PI Year 5) and a key sign of schoolwide improvement. The California Department of Education has developed a Similar Schools API ranking, which compares academic performance to the 100 schools around the state that are most similar, using demographic and socioeconomic balance. The 2009 Similar Schools rank for Pacoima Charter is 7 (scale of 1 to 10), placing it in the top twenty percent for similar schools in California. This rank was a 1 when YPI first partnered with the school. An examination of California Standards Test (CST) results for English Language Arts at the school show steady gains in the percentage of students achieving proficiency over the past four years, with sharp gains for 2nd and 4th graders (100% and 130% increases from 2006 to 2009). For

math, increases in proficiency have been dramatic over the past four years, with increases in grades 2, 3, 4, 5 of 70%, 72%, 93%, and 109%.

Monsenor Oscar Romero Charter Middle School was opened in 2007 by YPI. The school's 2009 API score is 709, with 100% of students eligible for free/reduced lunch. Monsenor Romero's 2009 Similar Schools API Rank is a 10, placing it at the very top of the 100 most similar schools based on demographics and socioeconomic factors. At Fenton Avenue Charter School, YPI has provided its model of saturation services since 2004. Results include a 42-point increase in the school API score over the past five years. The 2009 Similar Schools rank for Fenton Avenue is 7, placing it in the top thirty percent for similar schools in California.

The YPI saturation model is similar to the Community Schools approach in that it provides a holistic network of services that address multiple aspects of barriers to learning for poor and minority students. In fact YPI has a Full-Service Community Schools grant from the U.S. Dept. of Education. Whalen (2007) evaluates the Community Schools Initiative in Chicago and provides evidence of capacity-building and benefits for schools, students, and families. Standardized test results indicate that CSI schools have steadily closed the gap in achievement between themselves and the Chicago Public School District. Axelroth (2009) describes case studies of eight community high schools in the U.S. whose results include the increase of school attendance rates; large percentages of graduates being accepted into college; higher graduation rates; and increased benchmarks in reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago. Rates of attendance and truancy of FSSI schools were better than Chicago Public Schools and academic performance at schools improved, equaling or exceeding comparison schools.

Core elements of the YPI model, including afterschool, mentoring, parent engagement, case management, college preparation, tutoring, and family support services, have shown strong evidence of effectiveness. Evidence with afterschool programs includes a Goldschmidt and Huang (2007) quasi-experimental design study of students from LA's BEST programs, students attending same schools but not participating, and students who attend schools that had no LA's BEST program. These students are demographically and socioeconomically similar to those in YPI target schools in Los Angeles. Results show higher mean scores in Reading and Math for LA's BEST students compared to total group. Results demonstrate a positive relationship between attendance and achievement scores. Another study (Huang et al 2005) examined dropout rates of students in LA's BEST program from 1-3 years to those not. Results indicate that students improved or maintained California Standardized Test scores for ELA and Math.

A study of mentoring (Lampley & Johnson 2010) analyzes student data of the LISTEN mentoring program, a school-based program in which at-risk, middle school students were identified by the school and paired with mentors. Evidence revealed that LISTEN participants experienced improvement in GPAs, discipline referrals, and attendance records between the 2003–04 (pre-intervention) and 2004–05 (post-intervention).

A parenting education study, Hara & Burke 1998, analyzed an inner-city parent involvement program in Chicago, Illinois. Students of parents improved academic achievement through reading and vocabulary scores rise over a three year period as measured by the Iowa Test of Basic Skills. Henderson and Mapp 2002 in a Harvard Graduate School of Education study have discovered that students with involved parents are more likely to earn higher grades and test scores, and enroll in higher-level programs; achieve grade promotion, pass classes, regularly attend school, and graduate and go on to post-secondary education. The Child-Parent

Center (CPC) program in Chicago is a center-based, early intervention program that offers education and family support services for low-income families. The program, following the YPI model, enhances parent-child interactions, parent and child linkages to school, social support among parents, and children's school readiness. A study (Reynolds and Clements 2005) found that children whose parents enrolled for multiple years were better prepared for school. The study demonstrated that each year families participated in the program increased the odds that children would graduate from high school by 16%. A study of 81 high-poverty Title I schools by Westat and Policy Studies Associates (2001) found that three practices of teacher outreach to families lead to a 40-50% faster gain in both reading and math among third to fifth grade students (all of which are incorporated in the YPI model) meeting families face-to-face; providing materials for home instruction of children; and regular communication with parents.

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

larger effects on children’s cognitive outcomes, programs with professional staff and parent support groups produce positive outcomes and family support services promote school readiness.

The needs assessment and segmentation analysis described in the planning section will segment need in the target neighborhoods and schools. Academic performance (need by grade, ethnicity, subject, socioeconomic status, EL status for each target school) will define services for target schools and for other partnering schools. Services provided will reflect areas of high need not only academically, but for families at the school and in the neighborhood, and will be adjusted for intensity level based on assessment and analysis completed during planning year.

Quality of Project Personnel

YPI has extensive experience with large human services projects serving Los Angeles and the targeted neighborhoods. YPI operates 18 programs, and partners with 70 schools with support from city, state, private, and federal funders in Los Angeles. YPI’s annual budget is \$34 million and the agency has more than 1,100 staff. YPI has administered nine grants from the U.S. Departments of Education, Labor, Health and Human Services, and HUD over the last eight years, while receiving federal funding through the State for programs like 21st Century afterschool. In just the last five years, YPI has raised \$78 million for its work with schools in L.A., not including the general funds budgets of its own charter and pilot schools. YPI is the largest afterschool provider for charter schools in California and also one of the largest high school afterschool providers in the nation. The agency is also providing intensive tutoring to over 3,000 students this academic year.

YPI is an affiliate of the National Council of La Raza. YPI is the Lead Agency for a Full-Service Community Schools program funded by the U.S. Department of Education for Central Los Angeles. This provides wrap-around services for families, including 15 academic,

enrichment, nutrition, parent education, family literacy and leadership development services for 1496 students in 2009-10. U.S. Senator Barbara Boxer has submitted an appropriations request for YPI to bring the Full-Service Community Schools model to Pacoima, the same area targeted for this Promise Neighborhood.

YPI is the founder and operator of two charter middle schools in Central Los Angeles and the San Fernando Valley that have demonstrated exceptional academic achievement using the proposed YPI model. YPI is the only outside nonprofit operator selected by LAUSD to operate a pilot middle school in the District's groundbreaking Public School Choice process (San Fernando Middle School, one of the targeted low-achieving schools in Promise Neighborhood).

The Youth Policy Institute and selected partners in the Promise Neighborhood collaborative already work with each of the target schools. YPI through its City of Los Angeles FamilySource Center in Hollywood partners with Hollywood High School, Helen Bernstein High School and LeConte Middle School to provide academic tutoring, enrichment, and supportive services for parents. YPI is operating the San Fernando Institute for Applied Media Pilot School at San Fernando Middle School, and operates numerous existing programs, such as the Family Technology Project. YPI also operates the THRIVE program at MacLay Middle School, which provides extensive family supportive services as well as academic support for students. At San Fernando High School, YPI works with partners such as Los Angeles Mission College and Youth Speak Collective to provide tutoring, a summer program, college preparation, and parenting education resources.

YPI operates or partners with several model schools in the target neighborhoods that provide the type of saturation strategy to be implemented in Promise Neighborhoods. Bert Corona Charter School, Pacoima Charter School, and Vaughn Next Century Learning Center are

part of YPI's existing San Fernando Valley Poverty Initiative in Pacoima that seeks to saturate the community with needed services. Monsenor Oscar Romero Charter School is YPI's school in Central Los Angeles and is a part of the YPI Full-Service Community Schools Program.

The Youth Policy Institute has also worked extensively in target communities in connection to YPI's Carol White Physical Education Program to assess kids on target fitness after providing these services for the past three years. In April 2010, 1,195 students at the six target schools in this program completed California Healthy Kids surveys that demonstrated impressive changes in creating a healthy lifestyle. 84.4% of students at all six schools reported engaging in vigorous exercise for at least 20 minutes three or more days in the past week. 84.6% reported eating at least 2 servings of fruit a day while 51.9% eat three servings a day. This is a significant improvement for all target schools, particularly charter schools that had no available resources prior to this program.

Bert Corona Charter School is YPI's charter middle school in Pacoima and offers numerous programs for students and parents to build a community school. Services include parent involvement programs such as Parent as Leader (parent education); Parents as Tutors (academic support), Parent Advisory (PTA, service learning); Healthy Families (nutrition, fitness); the Family Technology Project (computer literacy and ownership), Test Preparation (strategies to help students excel), Case Manager (on site two days a week). Student Support includes Intervention (academic support after school), Academic Contracts (academic achievement plan), Counseling (individual counseling), Writers Workshop (ELA intervention), SES and Saturday Tutoring (ELA and Math tutoring), afterschool (tutoring, homework help, enrichment), Sparks PE Program (Carol White); Computers for Youths; Girl Scouts (community projects), PASS (reduced size classes for students).

Monsenor Oscar Romero Charter School is operated by YPI in the neighborhood of Pico Union and provides a strong model that will be replicated in Hollywood for the K-12 charter school that YPI will open in 2011. The California Department of Education awarded the school a Similar Schools Ranking of 10 (highest possible) in 2009. Services provided at this community include a Full Service Community School program targeted parents and students, FamilySource Center services that include assessment, case management, and tutoring for youth and parent education for adults. The school also provides an afterschool program (tutoring, homework help, enrichment), a summer school to target students below grade level, counseling services in partnership with UCLA, AmeriCorps members as tutors, the Family Technology Project (computer literacy and ownership), and physical education and nutrition (Carol White).

YPI has served Pacoima Charter School since 2001. Current services offered at the school include a 21st Century Kids Afterschool Program (tutoring, homework help, enrichment); a “READY, SET, GO!” Before School Program; SFA (Success for All) (reading instruction); Alphie’s Alley (Tutoring); Read with Me (early Pre-K reading) Super Kids Read! Club (4th and 5th grade reading club); Math Club; Art Club; Early Risers Morning Reading Group; Family Technology Project (computer literacy and ownership); Acorns to Acorns (5th grade girls leadership development); Parents as Leaders (PALS) and “Talk to Me” Series; ESL Classes; Job Training Classes; GED Preparation Class; Needles and Crochet Group; Family Stories Program (parenting); Parent Leadership Advisory Council (PLAC); Parent Academy; Math and Literacy Nights for Parents; “How To Raise Emotionally Healthy Children” Series Carol M. White Physical Education Program (physical fitness, nutrition); Department of Children and Family Services Social Worker on site; El Centro de Amistad (mental health services); “Centre Clothes

Corner” (school uniforms); Family Support Team (FST) Intervention; Counseling; “Our Time” Program (one on one student support).

YPI has partnered with Vaughn Next Century Learning Center since 2005. Services offered at this Pacoima school include AmeriCorps (ELA and math tutoring); 21st Century Kids Afterschool Program (tutoring, homework help, enrichment for K-12 students Success For All reading program; 4 week summer tutoring/enrichment program; Family Technology Project (computer literacy/ownership); Parents as Leaders (PAL) Higher Achievers Club (college preparation); Healthy Families (nutrition); Writers Workshop (ELA state standards); Parent Advisory/ Parent Forums; Parents as Tutors: Carol M. White Physical Education Program (physical fitness, nutrition); Group/ Individual counseling; and YPI SES tutoring.

Other services for the target neighborhoods include the training of 1,800 low-income clients for health careers with funding from the U.S. Department of Labor, the State of California Employment Development Department, and the City of LA Community Development Department. Services include job training, subsidized work experience, summer youth employment, bridge training, occupational skills training, and job placement. YPI also operates two City of Los Angeles Day laborer sites and provides adult education classes in ESL and GED preparation for the neighborhoods. The YPI North Valley Family Development Network (FDN) in Pacoima included public and private partners and served 612 clients in the last 14 months with employment, legal, counseling, financial literacy, and case management services before rolling into the reconfigured FamilySource Center serving Hollywood. YPI is one of sixteen current FamilySource Center operators as part of the new poverty strategy of the City of Los Angeles, receiving \$1 million annually to provide holistic family services that increase academic achievement and raise family incomes.

YPI is the lead partner with LAUSD in a seven-year \$6 million federal GEAR UP college preparation grant serving the San Fernando Valley. This effort is targeting 1,400 students at Sepulveda Middle School and Monroe High School. YPI has strong partnerships with the United Way of Greater Los Angeles through its Creating Pathways Out of Poverty Initiative to support low-income families in graduating from high school and preparing for college. YPI's Project HOPE provides tutoring, college preparation, parent education, job training, job placement and adult education services to 884 families over the past two years (2008-10).

YPI has also surveyed the Pacoima community in preparation for Promise Neighborhood services. A November 2009 assessment focused on Bert Corona Charter School, Pacoima Charter School, and Vaughn Next Century Learning Center, where YPI operates the San Fernando Valley Poverty Initiative. 522 parents, 644 students and 40 school staff provided information concerning services and needs. Parents and teachers indicated very strong needs at all three schools for greater parental learning supports, better outreach and resources for health access and immunizations, dental care, preventative programs, and substance abuse treatment programs. YPI also worked with families from Pacoima completing its Family Technology Project computer literacy program. 451 clients (parents between 20-60 years of age) completed surveys related to technology use. At the beginning of services, 89.9% of clients reported that they had no or basic computer skills. 34% had never used a computer before, while 40% had never used the Internet before. By the end of program services, all participants had received 100 hours of training and a complete computer system for their home at no cost through the program and 100% tested as proficient on computer assessment tests provided at end of training.

The Program Director leading the Los Angeles Promise Neighborhood is Karina Favela. Please see resume included in *Resumes of Key Personnel*. Ms. Favela has served as Director of

School and Community Partnerships for the Youth Policy Institute since 2009. In this role she oversees the Belmont Full-Service Community Schools program in Central Los Angeles, including day to day partnerships with multiple agencies providing services at four target schools. She oversees all planning and implementation services required to assist school staff, students, parents, and community members in raising academic achievement for students at the schools. This includes the collection of data, integration of data systems, facilitating quarterly partnership meetings, community outreach services, and working with public agencies and businesses in the community. Prior to this position, Ms. Favela has worked in positions of increasing responsibility for the past thirteen years as the YPI Associate Director of Youth Services where she was responsible for overseeing a maximum of 56 afterschool programs at partnering Los Angeles Unified School District and charter schools. She has also worked as a Program Coordinator for school readiness programs at the Urban Education Partnership.

The Program Director will directly oversee outreach, community assessment, and data collection efforts. She will oversee the Program Coordinators and Family Advocates, and work with YPI and program staff serving on the Advisory Board, on the Neighborhood Working Groups and on Steering Committees. She will report directly to the YPI Executive Director and the Advisory Council. The Director will manage the day-to-day operations, and will report monthly to the Leadership Team on program activity and outcomes. She will encourage and model a strong client centered, academic and character building program serving target schools as well as oversee the effectiveness of academic and supportive services provided by staff.

For CRESST, the planning team will be led by investigators Dr. Eva Baker and Dr. Denise Huang. An internationally acknowledged leader in assessment, Eva Baker will provide substantive guidance with reviews and feedback. Denise Huang, Senior Researcher at CRESST

has extensive evaluation experience and will be responsible for overall leadership. CRESST staff has experience working with the California Department of Education and LAUSD.

Mercedes Perez is the YPI Director of Research and Evaluation and will work with the Program Director and partner CRESST to complete the comprehensive needs assessment, the segmentation analysis and the development of implementation program services. She has been responsible for overseeing all research and evaluation initiatives for YPI. Prior to this, she was the Program Director for the YPI Full-Service Community Schools program in Los Angeles, where she worked with partners and school staff to develop a community schools model, oversaw an yearly independent evaluation of the program, and worked with partners and program staff to implement school and community based services. She has been an Associate Director at the Advancement Project in Los Angeles, where she led efforts to leverage County data and developed data collection instruments for community assessment projects across the region. She holds a BA from Brown University and a MPH from UCLA.

CRESST has considerable experience conducting experimental and quasi-experimental studies of educational initiatives. Examples include a 2005-10 randomized controlled experiment of students using a formative assessment system (POWERSOURCE©) that prepares students for algebra use, improves teacher knowledge, and provides more accurate assessment tools.

CRESST under Dr. Huang is also conducting the CDE After School Program Evaluation a 4 year evaluation project that is assessing the effects of afterschool programs on 3000 elementary and middle schools, as well as 190 high schools.

YPI's SFV Poverty Initiative in Pacoima is modeled on Promise Neighborhoods. YPI has worked with schools to assess families for services and provide preschool, afterschool services, physical education and nutrition, college preparation, and supplemental educational services

tutoring in English Language Arts and math. Maclay Middle school (a Promise Neighborhoods target school in Pacoima) is where YPI operates the THRIVE program that offers strength-based family development services, including tutoring, case management, counseling, job training, and supportive services.

Promise Neighborhood will scale up these efforts to provide a similar model in the high need community of Hollywood, which currently lacks this type of model. YPI has started building linkages through the City of Los Angeles FamilySource Center it operated with partners and \$1 million in annual support. Services include partnerships with all target schools that will partner in this program, including Hollywood High, Bernstein High, and LeConte Middle. YPI has built a strong list of partners who have joined the planning program, as detailed in the MOU.

YPI and partners have extensive experience collecting, analyzing, and using data through program operations as well as internal and independent evaluations. Data collection is an ongoing and relevant concern in all academic and family services programs, including 60 afterschool programs that track changes in standardized test scores, supplemental education services tutoring that serves over 2,050 clients in the past academic year with a demonstrated 94% reflecting improvement, and Family Source Center services that include case management assessment and plans for 360 clients each year as well as direct services and referrals for another 2,160 clients each year. Other ongoing data assessment and evaluation reviews in YPI's GEAR UP program tracking and providing services for 1,400 students, as well as job development and training services for 2,100 youth and adult clients each year. This including the gathering of unified data from multiple partners and clearly establishing permissions in formal agreements to gather required data, as is the case in the Promise Neighborhood.

The Research and Evaluation Department of YPI under the direction of Mercedes Perez provides statistical support, including research and program evaluation services for agency programs. This includes assessing data collection/tracking, database management systems, and goals and objectives in order to develop similar goals for all programs. A key role for the department is to work with Department Directors and program staff to craft evaluation questions, define program goals, logic models and performance measures that will capture the different dimensions of their programs, while unifying them in common goals and objectives of the YPI saturation approach of targeting services for youth and adults in selected communities.

YPI had led several significant collaboratives to provide human services for low income families in Los Angeles, notably in Pacoima with the ongoing San Fernando Valley Poverty Initiative working with families at Bert Corona Charter School, Pacoima Charter School, and Vaughn Next Century Learning Center. An ongoing Hollywood FamilySource Center collaborative (funding renewed annually by the City of Los Angeles Community Development Department led by YPI partners with five other nonprofit agencies provides supportive services very similar to Promise Neighborhood, including working with five target elementary, middle, and high schools to build academic achievement. Prior to this, YPI has been the Lead Agency for the North Valley Family Development Network collaborative since 2008, which targeted the Pacoima community with academic and supportive services. YPI led a three year capacity building grant from the U.S. Department of Health and Human Services (2006-09) that worked with five agencies in Los Angeles to build non profit capabilities. Other successful partnerships include a U.S. Department of Labor faith-based initiative that worked with ten agencies in Pacoima to boost client workforce development services, afterschool programs at 60 school sites that work with numerous community-based and public agencies to providing, tutoring,

enrichment and physical education, and four ongoing workforce development programs with partnering with multiple private and public agencies.

Generating community support is also a collaborative effort that depends on bringing in community stakeholders as partners. YPI offers exceptional outreach and communication services in the targeted communities. As an example, in the past year YPI participated in the Public School Choice process to operate with partners public schools in the Los Angeles Unified School District. To develop a community-based school model, YPI made parent engagement a top priority. YPI spoke to parents as they dropped off and picked up their children at target San Fernando Middle School and feeder schools. During this effort, YPI made site visits to schools, while engaging parents to take an active role in this effort to transform their children's school. At San Fernando Middle, YPI established a partnership with teachers to write the proposal, plan the reconfigured school and operate it beginning in September 2010. YPI and partners worked to create a Parent Advisory Committee for parents to participate in planning (including the development of a Pilot School model), and hosted a parent Community Forum. Parents completed surveys regarding services they wish to see at the reconfigured school. To further engage parents and community members, the YPI Outreach Team conducted outreach at eight feeder schools. A total of 23 school site visits and meetings were conducted for parents at San Fernando Middle and feeder schools that engaged 3,966 parents in the Public School Choice process. This was a crucial part of the community based Pilot School awarded by LAUSD to YPI- the only nonprofit operator selected by the District in this first Public School Choice round.

YPI and official partners in Promise Neighborhood have substantial additional experience and resources in securing funding streams from multiple sources. YPI has current private and public funding to serve 30,000 clients each year with an annual budget of \$34 million. Just in the

past six months, YPI has raised \$8.1 million in workforce development funding for youth and adults, and anticipates continuing this support for the Promise Neighborhood program.

Quality of the Management Plan

The program will target six middle, and high schools in Pacoima and Hollywood that are persistently low-achieving or low-performing schools. It will also target an additional 15 public schools in the Hollywood and Pacoima communities for services through a community school model. All target schools have already joined the partnership and have completed a preliminary assessment of existing and needed services. Each will complete the comprehensive assessment during the planning year. The program will implement Outreach Teams at each targeted school during the planning year, comprised of program staff, parents, teachers, school staff, partners, and residents. These will work with the Working Groups and the Steering Committees assess resources and need for services. The Outreach Teams will hold meetings to publicize program offerings and offer a clear, streamlined series of services. Each target school will create a School Assessment of transformative changes during planning.

The Promise Neighborhood, through the completed community assessment, has identified 21,498 youth under the age of 20 residing in the Pacoima and Hollywood communities. The program, based on best practices implemented by the Harlem Children’s Zone in saturating a neighborhood with services, anticipated serving 65% of this neighborhood total, or 13,973 youth during implementation. The planning period, for programs, staff and partner input, will reflect this goal when preparing for implementation in September 2011.

Project Activity	Timeline	Personnel Responsible
Hire Project Staff	September- October 2010	Director, Advisory Board
Staff Orientation/	October 2010 and quarterly	Director with YPI HR

Professional Development	throughout planning year	Director
Needs Assessment	October 2010- March 2011	CRESST, Director, and YPI Research Department
Segmentation Analysis	April 2011- June 2011	CRESST, Director, and YPI Research Department
Develop Implementation Service Plan	July- September 2011	Director working with residents, partners and staff
Advisory Board/ Working Groups	Sept. 2010. Board meets quarterly, Groups monthly	Director working with YPI staff, residents, and partners
Gather/Leverage Financial Resources	April- September 2011	Director with YPI Chief Financial Officer, partners
Creation, meeting of Program Steering Committees	Beginning Oct. 2010- meet bi- weekly throughout Year	Director working with staff, residents, partners
Community Outreach meetings, interviews	Oct. 2010, ongoing-quarterly meetings, direct outreach	Director working with Outreach workers, CRESST
Community Input Report	June 2011	Director, Outreach staff
Build, customize data system	April- September 2011	Director, partners, Social Solutions
Work with National Evaluator	Nov. 2010 and ongoing	Director, Advisory Board
GIS Mapping- Community Need	July- August 2011	Professor Leo Estrada and GIS students at UCLA
Develop Community of	Beginning in Nov. 2010 and	Director working with

Practice	ongoing	partners -Advisory Board
Final list of programs, outcomes and objectives	Finished Aug 2011. Approved by Board Sept 2011	Steering Committees, Working Groups, Director
Final MOU created and signed	September 2011	Director, Advisory Board

Partners will play a critical role in the Planning Year, and the project will leverage experience and expertise to prepare for implementation. The National Center for Research on Evaluation and Student Testing (CRESST) will be primary partner to plan and complete the community assessment, segmentation analysis, and to plan for implementation services. Applying expertise in research design and advanced statistical modeling, CRESST created new measures of program quality, including approaches for detecting complex performance and cognitive outcomes. Dr. Denise Huang will lead this effort. Her recent work includes evaluations of afterschool programs, investigations of effect of motivation, attribution, and effort towards academic achievement, and the effect of parental influences on student learning. Dr. Huang led a research team conducting multiple evaluations of LA’s BEST, a LAUSD afterschool program. She is the validation coordinator for the National Partnership for Quality Afterschool Learning and holds a PhD in Educational Psychology.

Los Angeles Universal Preschool (LAUP) was created by First 5 LA, the commission established by Proposition 10. LAUP is the recipient of a Project ReNew grant, stimulus funding from the Department of Health and Human Services and the Los Angeles County Department of Public Health to create policy around nutrition and obesity prevention. LAUP will support services by mining the catchment area for all relevant data including need, capacity, and

demographics of the neighborhood early childhood population. LAUP staff will provide a high-quality preschool model that has a successful history of positive outcomes and a proven track record of scalability. They will identify current provider/classrooms implementing these best practices and will support the program in transferring this model to other providers in the neighborhoods identified by the program. LAUP will use their Parent Engagement and Parent Ambassador program to engage parents and to educate them on how to advocate on behalf of their children. They will support early childhood services by providing its established Star-Rating system that institutionalizes best practices for early childhood education. LAUP will also provide best practices for staff stability, and a research-based curriculum. Key LAUP programs to plan and implement services include Quality Coaching; Fiscal Provider; Parent Engagement; Quality Assessment; and the Starting Points 4 Preschool Program.

Champions has provided afterschool and sports programs since 2001 and now works with over 150 organizations nationwide. In July 2010, Champions will be featured on the Oprah Winfrey Show for their excellence in providing afterschool services. In 2009 League of California After School Partners recognized Champions as a model for excellence. The same year, the Champions High School Out-of-School time model was nominated for inclusion in a National Best Practices Resource Book. Champions received a Certificate of Appreciation in 2008 by State Superintendent of Public Instruction, Jack O'Connell, for increasing Holmes Middle School's California Standardized Test Scores. Champions staff will plan elementary, middle and high school afterschool programs in neighborhoods with YPI. They will prepare and implement summer camps; student arts celebrations; Leadership Retreats using adventure sports for teaching life/leadership skills; college access resources (tours, mentors, and online tools); teacher trainings on experiential education and game theory; and teacher professional

development. They will provide consulting on national best practices in OST programming, and the use of parenting classes using adventure sports to explore trusting relationships.

Communities In Schools is one of the premier youth development organizations in the country for youth development services for at-risk youth. The CIS model of reducing high school dropout rates by identifying at-risk youth early, providing them with support and a committed counselor has been demonstrated to be effective in a Communities in Schools National Evaluation found that dropout rates decreased by 3.6% and on-time graduation rates increased by 4.8% in schools with high fidelity to the CIS model. CIS staff will work to plan and integrate this successful program during implementation and offering a wide range of enrichment, case management, job training, gang awareness, and counseling services for youth and families.

As part of outreach to build the education and training infrastructure of Los Angeles, the Los Angeles Area Chamber of Commerce has spearheaded the L.A. Compact, a partnership of 18 major L.A. institutions to implement positive change in Los Angeles public schools, while preparing students for college and the 21st century workplace. Please see *Other Appendix*. The Chamber will work to provide outreach to businesses, publicize the program, while working with the Promise Neighborhoods collaborative to find additional private support for services.

The single Memorandum of Understanding (MOU) offers a vision of the unified theory of change and action of all the partners in the Promise Neighborhood, and the vision, existing activities and roles to be provided by each of the partnering agencies both during the planning period and during implementation.

The Promise Neighborhood proposed by YPI and partners is already a scale-up from a long-standing saturation services model YPI and partners have provided in Pacoima for the past nine years. The program will leverage best practices and experience from operating the San

Fernando Valley Poverty Initiative to the target community in Hollywood as well, which benefits from an existing \$1 million per year FamilySource funding from the City of Los Angeles that will be folded into Promise Neighborhood services. In addition, the program will leverage extensive local resources to provide saturated services for youth and families in the community as described below. YPI has broad capacity through its current multimillion dollar projects that serve large numbers of clients, a strength that will be helpful when bring the project to scale on the regional and state level. YPI has strong support from state leaders critical to the process of bring this project to scale across the state, including State Superintendent of Public Instruction Jack O'Connell, California State Senator Gloria Romero (Chair of the Senate Education Committee), Senator Alex Padilla, Assemblymember Felipe Fuentes, and others. U.S. Senator Barbara Boxer is a long time supporter of YPI, and has awarded the organization her Excellence in Education Award. For the 2011 federal budget, she has submitted an appropriations request for \$500,000 to support the YPI model.

The proposal offers significant match funding from a variety of partners to offer expanded and continued support to sustain and scale up the Promise Neighborhood after federal funding ends. The City of Los Angeles will provide resources to support the Promise Neighborhood that includes **Gang Reduction and Youth Development (GRYD) Funds** (\$1,500,000 budget from the general fund for the Pacoima/Foothill GRYD Zone). This includes a prevention component that provides services to 200 youth (ages 10–15) at highest risk of gang involvement each year. Services include case management, individual and family counseling, tutoring, recreation and arts programs, mentoring, and parenting. The intervention component provides crisis intervention and wrap-around services to 50 youth and young adults (14–25 years) with a desire to leave the gang life. Wrap around services include individual and family

counseling, tattoo removal, job training and placement, substance abuse treatment, and life skills training. **Summer Night Lights (SNL)** has a \$225,000 budget for the Hubert Humphrey Memorial Park site in the Promise Neighborhood. Summer Night Lights is an anti- gang initiative that will keep parks open after dark with organized activities for at- risk youth, and provides job opportunities and a safe place to spend the summer. In its first year of eight weeks of programming for youth and families, communities around SNL parks experienced a 17% drop in violent gang related crime and a 86% reduction in gang related homicides, helping to secure the City's safest summer since 1967.

The City of Los Angeles provides funding for the following **parks** in the regions identified as YPI's Promise Neighborhood: Roger Jessup Park: \$63,155; David M Gonzalez Recreation Center: \$289,583; Ritchie Valens Park: \$231,997; Branford Recreation Center: \$215,969; Hansen Dam Park: \$643,566; Hubert M. Humphrey: \$284,056; Fernangeles Recreation Center: \$184,942; Stonehurst Recreation Center: \$155,499; Panorama Recreation Center: \$262,538; Lake View Terrance Recreation Center: \$164,883; Hubert M. Humphrey Pool: \$260,727. The **FamilySource Center** model represents the City's response to the nation's increasing poverty rate. FamilySource Centers deliver coordinated, outcome- driven services to the City's most vulnerable residents and most impoverished areas of the City. The Centers focus on two outcomes: (1) *increased family income*; and (2) *increased academic success*. Services include providing intensive, case managed services to 5,000 low- income parents and their children age 16 and under, on an annual basis. FamilySource Centers serving Pacoima and Hollywood include the Pacoima FamilySource Center (\$350,000 per year) and the Hollywood Family Source Center (\$1,000,000 per year).

City of Los Angeles **WorkSource Centers** offer customized training resources, and assistance. Individuals will find skilled employment specialists, thousands of local job listings, training resources, full- service technical centers and resume building tools. WorkSource Centers and funding: Sun Valley WorkSource Center: \$1,160,877; Van Nuys North Sherman Oaks WorkSource Center: \$1,110,076; MCS/Hollywood WorkSource Center: \$1,213,104.

The City of Los Angeles provides funding for the following **libraries** in the regions identified as YPI's target areas that will work in the Neighborhood to offer literacy services for residents. Pacoima Branch (\$1,467,232); Lakeview Terrace Branch (\$1,445,352); Hollywood Branch: (\$2,585,168); Will and Ariel Durant Branch: (\$1,615,672).

Please see the letter from the Los Angeles Promise Neighborhoods Public Sector Workgroup, which comprises the City of Los Angeles, the County of Los Angeles, First 5 LA, LAUSD, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Sheriff's Department. A child-advocacy organization created by California voters to invest tobacco tax revenues in programs for improving the lives of children in Los Angeles County from prenatal through age 5, First 5 LA in June 2010 selected 14 "Best Start" communities in Los Angeles as part of its Strategic Plan to target for resource investment over the next five years. Pacoima is one of these and will benefit from \$7 million in funding provided each year 2010-2015. By signing the Public Sector Work Group letter, First 5 is committing these Pacoima funds will be tied to the Promise Neighborhood.

The Public Sector Work Group will work with the Promise Neighborhood to integrate programs and break down "silos" to ensure that multiple systems within Pacoima and Hollywood are working together to share information, solutions are implemented effectively and efficiently across agencies; and that there is a continued focus on improving outcomes. All partners in the

Group will join the Advisory Board to assist in developing a plan to deliver a linked and integrated seamlessly continuum of cradle-through-college-to-career solutions to challenges.

Each agency in the Public Sector Group will support the efforts of the partnership by working with public systems in building the infrastructure of policies, practices, systems, and resources needed to sustain and “scale up” proven, effective solutions across the broader region and beyond the initial neighborhood. The group will serve as a portal for Youth Policy Institute to work with public and private agencies and leverage existing resources needed to support the financial sustainability of the plan, which will include identifying the sources and amounts of current Federal, State, and local funds, which can be used for the implementation of the project. Partners will also identify strategies for building upon and leveraging existing and anticipated investments in high-quality academic programs and family and community supports that are funded by federal agencies such as the U.S. Departments of Housing and Urban Development, Health and Human Services, Department of Labor and Justice.

YPI is in due diligence for two broadband grants from the U.S. Department of Commerce that will provide Public Computer Centers and a dramatic increase in YPI’s Family Technology Project for families in the target neighborhoods of Pacoima and Hollywood. These two programs if awarded will bring in \$12.7 million in technology resources.

The County of Los Angeles, in addition to the Public Sectors duties described above, will coordinate its 38 County departments providing the majority of the social and health services throughout the County to support the planning of the Promise Neighborhoods Initiative.

Lead Agency Youth Policy Institute will provide significant private match funds through the Annual Gala Dinner of the Youth Policy Institute. Most recently held June 2, 2010, the event specifically targeted the Promise Neighborhood. YPI was pleased to be joined at the gala by

Thelma Meléndez de Santa Ana, U.S. Assistant Secretary for Elementary and Secondary Education, and Juan Sepúlveda, Director of the White House Initiative on Educational Excellence for Hispanic Americans. Other private match funding comes from the United Way of Greater Los Angeles through their Pathways Out of Poverty initiative.

The City of Los Angeles Deputy Mayor for Strategic Partnerships and the Deputy Mayor for Education, as well as other top City representatives, are participating in ongoing discussions with a **consortium of key foundations** interested in place-based strategies and the concepts promoted by the Promise Neighborhood initiative. These regular meetings are likely to lead to significant philanthropic support to a successful Los Angeles applicant, as well as to other non profits interested in promoting Promise Neighborhood goals in their communities.

Significance

The program will use the presence on the Advisory Board of public leaders to track available sources and funding levels of Federal, state, and local funds to be used and to identify policies and regulations to would impede the achievement of Promise Neighborhood goals. The Los Angeles Promise Neighborhoods Public Sector Workgroup comprises the City of Los Angeles, the County of Los Angeles, First 5 LA, LAUSD, the Los Angeles County Office of Education (LACOE) and the Los Angeles County Sheriff's Department. Each of these agencies will provide a member for the Advisory Board and assist in seeking funding. Please see Match Documentation and the program MOU for details of contributions. Program Staff will work with public agencies on the Advisory Board and in working groups to review policies and regulations and to seek out other sources of public funding to build and maintain the Promise Neighborhood.

Public Officials on the Board include the following Public Officials or representatives:
CA Assemblymember Felipe Fuentes, CA State Senator Alex Padilla, U.S. Congressman

Howard Berman, L.A. City Council Member Richard Alarcon, LAUSD School Board Member Nury Martinez, LAUSD School Board Member Steve Zimmer, City of Los Angeles Mayor Antonio Villaraigosa, Los Angeles County CEO William G Fujioka, LAUSD Superintendent Ramon Cortines, California Assembly Speaker Emeritus Karen Bass (candidate for US Congress, 33rd District), and LA City Council President Eric Garcetti. Led by the YPI Development Department, quarterly Board meetings will review an ongoing list of tracked public funding available on the Federal, state, and local level to support services during implementation. Board members will link staff to city, county, state and federal public agency staff to ensure consideration of relevant funding and to set up quarterly meetings to review local, state, and federal policies and regulations. YPI has very strong experience researching, applying for, and receiving public funding in support of its saturation model. YPI and partners have worked to implement a broad range of Federal, state, and public funding. Staff, including the YPI Executive Director and the Chief Financial Officer, will review with program staff required policies and regulations that could impede program services, with solutions and work plans.

The program offers strong likelihood of long-term system change and improvement due to the model of using an established neighborhood in Pacoima scaling up to a community in Hollywood lacking a strong track record of services. YPI has built a roster of partners specializing in ‘cradle to college’ services that already have strong connections to residents and community institutions. The collaborative will mold agency best practices into common objectives, leveraging strengths of YPI and partners to provide these comprehensive solutions.

Design is strongly correlated with research-based evidence that demonstrates long-term system change. The National Research Council has cited the specific importance of academic, social, and health supports to future adult success. The targeted Pacoima and Hollywood Promise

Neighborhood face substantial poverty, violence, poor physical health, and family instability issues as documented in the community profile. Academic, community and family supports provided and described in this narrative are associated with improved attendance and student achievement (Krenichyn et al 2008), increased family and community engagement (Dryfoos 2009) and improved student behavior and youth development (Whalen 2007).

The Los Angeles Unified School District is a key partner in this project. As the second largest school district in the country, LAUSD is often underappreciated for its willingness to innovate with school reform, a key characteristic of Promise Neighborhoods. The District has the largest number of charter schools of any district in the country. LAUSD has launched the Belmont Zone of Choice in Pico Union, which offers reform and independent action through Pilot Schools that have the freedom of charters while remaining district schools. LAUSD has also launched the Public School Choice movement, which allows newly opening schools and existing schools that are among the lowest performing schools in the District to be operated by outside agencies implementing innovative and transformative measures.

In Promise Neighborhoods, LAUSD, YPI and partners are poised to use Public School Choice reform (through intervention models that include Pilot Schools and other District-created avenues for innovation) as centerpieces of school transformation. In addition to teacher union partnerships and the District-school-with-charter-freedom model of Pilot Schools, the Promise Neighborhood will integrate the YPI model of academic, family and community services as already developed in the San Fernando Valley Poverty Initiative and the Full-Service Community Schools program to turn schools into a center of community activity before, during and after the school day. Services in this YPI model will include high-quality early learning programs; remedial education, aligned with academic supports and other enrichment activities;

family engagement, including parental involvement, parent leadership, family literacy, and parent education programs; mentoring and other youth development; community service and service learning opportunities; job training and career counseling services; nutrition services and physical activities; health and dental care; activities that improve access to and use of social service programs (including case management) and programs that promote family financial stability; mental health services; and adult education.

Replication is feasible when groups follow the service and partner framework described in this narrative. The program is already proposing a planned expansion of the San Fernando Valley Poverty Initiative to scale up in the high-need Hollywood neighborhood. Key elements that will assist in implementation in a variety of settings include the willingness of LAUSD to partner and expand this program to other parts of the District when successful, and partnerships with the all major public entities in Los Angeles (including the City of Los Angeles, the County of Los Angeles, First 5 LA, and the Los Angeles County Office of Education) as documented in the MOU. Other partners include the Los Angeles Area Chamber of Commerce, which is the moving force behind the LA Compact, a partnership of 18 major L.A. institutions. An agreement to implement positive change in Los Angeles public schools, the Compact prepares students for college and the 21st century workplace. The program will work closely with the Chamber and organizations signing it to implement the Promise Neighborhoods program across the city and region.