

Appendix F: Continuum of Solutions

Eastside Promise Neighborhood

EDUCATION	
Solution #1: EPN Children are ready for kindergarten.	
Segmentation Analysis	<ul style="list-style-type: none"> . For EPN children, preschool attendance, or home-based care that fosters age appropriate functioning, is the most accurate predictor of kinder readiness. . 95.6% of entering EPN kindergartners tested at the “still developing” level for listening, reading and comprehension skills. . 75.3% tested at the “still developing” level for phonemic awareness. . 25% of eligible EPN children are enrolled in Head Start. . Majority of EPN 0-5 year olds are cared for at home or by Family, Friends, Neighbors (FFN), typically without curricula support. . Minimal training, content and time enrichment services, and networking/mentoring are available for FFN providers.
EPN Approach	<ul style="list-style-type: none"> . Increase the inventory of high quality childcare slots; achieved through SAISD reallocation of Head Start and PreK slots, newly subsidized slots in public and private childcare centers, and a new center to be opened at the revitalized Wheatley Courts. . Partner with San Antonio Housing Authority’s Moving to Work program to increase the number of Wheatley Courts residents enrolled in and graduating from San Antonio College’s Child Development Certificate program; employ graduates in EPN childcare centers . Establish an Early Learning Network, to include 5 centers, 2 family day homes and FFN providers, and build the members capacity to adopt practices that foster age appropriate functioning and kindergarten readiness; use a variety of easily accessed information dissemination techniques, including online and televised training sponsored by local public television station KLRN; and expand the successful Play and Learn Program (currently at Tynan only) to other sites. . Expand Childcare Center Mentors and the resources of the Model Classroom Project to the EPN Early Learning Network. The Model Classroom continuum includes: 1) mentoring, training and technical support for directors, administrators and early childhood teachers; 2) professional development and education for center directors and teachers; 3) developmental screenings for children 0-5 to identify potential delays; 4) administering the Adult and Adolescent Parenting Inventory Assessment to measure attitudes caregivers have toward parenting; 5) classroom observations to gauge provider interactions with the children, classroom environment, parent involvement, health/safety and professional development needs; 6) quality improvement plans for classrooms and teachers; 7) support for child and family recruitment and outreach; 8) service information and linkages for providers and families in correspondence to unmet needs; and 9) management and resource coordination allocated to participating facilities to create successful learning environments. . Establish and support an EPN-sponsored community of practice among the Early Learning Network to foster the wider use of evidence-based practices and content alignment with school curricula.

	<ul style="list-style-type: none"> . Improve parent understanding of age appropriate functioning and ways of supporting their children as their first teachers through either home- or site-based parenting classes. .Encourage all EPN schools to participate in the Family-School-Community Partnership. . Encourage Head Start parents to engage in the Resident Leadership Certificate Program or the Family-School-Community Parent Leadership Academy. . Conduct Little Bites, Big Steps nutrition classes at Eastside Community Centers, targeting parents and children and teaching affordable healthy eating habits (specifically geared towards parents of children ages 0-6). . Employ an Early Childhood Specialist to coordinate existing, enhanced and new services.
Evidence	<p>EARLY CHILDHOOD EDUCATION: A high quality, well-aligned system of education and support for young children that bridges early childhood programs and K-12 education can help improve outcomes for children, engage and support families and strengthen the local workforce (National League of Cities, 2010). A 21 year meta-analysis of all evaluations of state-funded preschool found positive impacts in children’s developmental competence in a variety of domains, in improving later school attendance and performance, and in reducing subsequent grade retention (HHS, 2003, Camilli, 2010). The Perry Preschool program also found a positive relation between preschool participation and high school graduation and highest grade completed (Ou, 2006). Locally, SAISD has found that students who attended pre-school scored 3.4% higher on 3rd and 4th grade reading and math assessment tests than those who did not. Gains for Limited English Proficiency students were even greater at 8%.</p> <p>MODEL CLASSROOM PROJECT: Local project outcomes include high participation from registered family home providers and licensed child care centers, improved immunization rates and health insurance cover-age for enrolled children, rapid identification of and assistance with developmental delays, and more caregivers progressing on their educational goals. Long-term goals included caregivers increasing their knowledge and skills in early childhood development and improvements in learning environment through pursuit of a quality improvement plan. Participating centers are implementing best practices, enabled by investments in capital improvements, furniture, equipment, materials, books and supplies, and adoption of evidence-based methods such as Strengthening Families – The Five Protective Factors, the Nurturing Program Curriculum, and Council on Accreditation, Texas Rising Star, National Association for the Education of Young Children and the National Association for Family Child Care.</p> <p>FRIENDS, FAMILY, NEIGHBOR CARE: FFN care is the most common form of nonparental care in the United States. Estimates of regular use of FFN care range from 33-53% for children under 5 and 48-59% for school-age children (Boushey & Wright, 2004; Maher & Joesch, 2005; Sonenstein, Gates, Schmidt, & Bolshun, 2002; Snyder & Adelman, 2004; Snyder, Adelman & Dore, 2005). Research tells us that quality matters in <i>all</i> childcare settings; yet FFN caregivers receive little of the information, resources and support generally available to</p>

	<p>regulated providers or even parents. As interest grows in supporting FFN caregivers, it is necessary to understand what quality might look like in these settings and the approaches to promoting quality that are most effective. In this regard, a major contribution was the 1994 <i>Study of Children in Family Child Care and Relative Care</i> conducted in conjunction with Purdue University, New York University and the University of California, Los Angeles. This study found that the most significant predictor of <i>quality</i> in family and relative care settings was the <i>intentionality</i> of the caregiver. This means that when caregivers want to be providing care and are intentional about how they provide it, seeking support and continuing to learn how to do it better, they provide the best quality care to children. Intentionality also transcends culture and does not differ for caregivers of different backgrounds. (Families and Work Institute, 2006)</p> <p>PARENT INVOLVEMENT: Parental involvement is a critical tool in improving educational outcomes of children in low-income families (Dearing, 2006). A study of a population similar to the EPN found that parents and educators must work together, i.e., parents must be engaged and equal partners in their child’s education, to improve their children’s academic performance (Trotman, 2001).</p> <p>NUTRITION/FITNESS: The Little Bites, Big Steps Program (www.readyforlife.org) was developed by a Dallas Public Broadcasting Station, KERA, to promote nutrition and fitness in young children and decrease obesity. It combines video segments modeling parents participating in healthy activities with young children with games and hands on label reading. The target audience is English or Spanish-speaking parents and childcare providers caring for lower income children under the age of six. Five interactive sessions can be implemented weekly or monthly with small groups. Pre/post-tests demonstrated improvement in knowledge, self-efficacy, and some self-reported behaviors. Knowledge typically improved 10% on most modules. Using a 5 point scale, Spanish-speaking parents’ self-efficacy for providing healthy foods improved from 4.53 \pm .77 to 4.75 \pm .61 from the beginning of Module 1 to Module 5 (n $\frac{1}{4}$ 165; p<.001); self-reported use of nutrition labels increased from 2.84 \pm 1.2 to 3.30 \pm 1.1 (n $\frac{1}{4}$ 160; p<.001). For English speaking parents, use of the nutrition label increased from 2.22 \pm 1.3 to 2.89 \pm 1.1 (n $\frac{1}{4}$ 18; p $\frac{1}{4}$.055) from Module 1 to Module 3. The complete program can produce outcomes believed to reduce childhood obesity. Use of the program in settings (i.e., a Head Start program) that reinforce the concepts should strengthen behaviors that promote healthy weight in young children. (http://www.whyy.org/education/lbbs.html O34 “The Little Bites, Big Steps Program to Reduce Childhood Obesity”. Journal of Nutrition Education & Behavior; Jul/Aug 2009 Supplement, Vol. 41 Issue S4, pS14)</p>
Timing	<p>2012: Enrollment in center-based care or care by FFN providers using kinder-readiness practices increases to 35%.</p> <p>2012: Play and Learn is expanded by two public access sites each year. Model Classroom mentors are in 7 childcare centers or family day homes.</p> <p>2014: 60% of children in FFN care present as “school ready” at kinder.</p> <p>2016: 75% of parents participate in leadership development training.</p> <p>70% of EPN childcare centers and registered family homes achieve Texas Rising</p>

	Star status.
Partner Responsible	United Way, City of San Antonio, SAISD
Number of Children	At least 350 children 0-5 (200 in new subsidized care slots and at least 150 in enhanced FFN care); 800 children in Headstart, Pre-k, or Kinder (TOTAL 1,150)
Percentage of Children	25% of existing unmet need in new subsidized slots; 18.75% of EPN children in enhanced FFN care.
Per Child Cost	YR1 - \$2,670 (Federal: \$1,093,000; \$1,978,094 Matching)
Funding Sources	United Way, City of San Antonio, SAISD, ED, Private Foundation
Scaling Up	Improved quality in 7 childcare centers/ family day homes (total inventory in the EPN) will increase as evidenced by a 30% increase in certifications/accreditations by 2013. These benefits will be taken to scale as certified or accredited providers become mentors for FFN. The number of Wheatley residents enrolled in SAHA's Moving to Work-sponsored Child Development Certification Program will increase by 5 per year. The number of Play and Learn sites across the EPN will increase. As FFN care in the EPN improves, as evidenced by increases in the number of children entering kindergarten ready to learn, the benefits of the Early Learning Network will be expanded to other, similar San Antonio neighborhoods.
Evaluation	Measure and report: changes in kinder readiness scores per the TPRI and EDI, segmented by childcare setting.
Solution #2: EPN students improve academic performance and are proficient in core subjects.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . Indicators found to be most predictive of testing success in EPN ES and MS students are pre-school preparation, age, attendance and mobility. . One-quarter or fewer of EPN elementary school students achieve commended performance in reading ~ math. Pershing: 12% ~ 13%; Bowden: 26% ~ 24%; Washington: 23% ~ 25%; Wheatley: 12% ~ 11% . 38% of 8th graders are over-age. . 96-93% attendance rates, ES and MS. . 25% of ES students, 36% of MS students and 45% of HS students change schools every year. . EPN schools do not have a reliable early warning system to identify the indicators that typically signal school problems, i.e., over-age, test performance, grade retention, mobility, absences, and rapidly respond to them.
EPN Approach	<ul style="list-style-type: none"> . Administer an EDI assessment in February or March for all EPN kindergarten students to quantify emerging literacy skills and direct remedial resources. . Monitor and improve literacy at all grade levels by: administering a beginning of year reading assessment (IRI) of 100% of students; providing in-school tutoring support for those scoring below grade level; and implementing evidence-based instructional methods, including Fast ForWord, Leveled Literacy Intervention, interactive writing, Success for All, during critical skill building grades (K-2nd). . Employ a Collaboration Coordinator (EPN) to work with campus Student Support Teams to enable the early identification of struggling students, to

coordinate and apply necessary resources.

- . Track teacher effectiveness, using trend data from state accountability results and an analysis of student performance produced by the Education Resource Group (ERG) data system, and provide support from SAISD-assigned Instructional Coaches to new teachers and/or teachers in need of assistance.
- . Bring SA Reads-trained volunteers into EPN ES classrooms to listen to students read.
- . Train EPN parents and senior residents to volunteer in each ES reading lab.
- . Implement aligned, integrated K-12 Science, Technology, Engineering and Math (STEM) instructional thread grounded in service learning and real world content applications in all six EPN schools, creating a prepared student pipeline for Sam Houston's New Tech High. Enabling activities will include:
 - Professional development for teachers, counselors, and school administrators to integrate STEM instruction throughout all core subjects
 - Coaching and technical assistance to foster project based learning
 - Orientation and bridge programs to assist students in understanding the purpose of the new methods and to support struggling students in their pursuit of learning
 - A general STEM literacy curriculum for all students in grades K-12
 - STEM pathway specialization (student choice) in grades 9-12
 - STEM extracurricular activities, including after-school Robotics Camps led by Sam Houston HS students for ES and MS students
 - Parent and business collaborations to facilitate STEM-related service learning and apprenticeships
- . Expand the resources of SAISD's successful Over-age Student Program to all Wheatley MS students who are older than average.
- . Expand City Year absentee follow-up (day-of calls for all absent students, cabs for transportation) and mentoring programs to all EPN campuses.
- . Expand SAISD attendance incentive programs and truancy prevention programs to all EPN schools.
- . Increase parent-to-parent support and parents' engagement in their children's education by extending the Family-School-Community Partnership to all six EPN schools.
- . Implement the Library Card Project, i.e., families receive incentives when they use their library cards.
- . Modify SAISD data system to continuously monitor risk indicators and provide an early warning.
- . Establish Student Support Teams at all EPN campuses to assist students identified by the SAISD early warning system as having risk indicators, i.e., attendance, behavior, academic performance, and family instability.
- . Increase access to supportive services and case management resources to stabilize families and diminish mobility.
- . In partnership with San Antonio Housing Authority Choice Neighborhood initiative, improve neighborhood conditions, affordable housing and quality of life to encourage families to remain in the neighborhood and keep their children in EPN schools.

	. Employ a Collaboration Coordinator responsible for integrating academic and community enrichment resources and supporting campus and partner responses to early warning signs.
Evidence	<p>PARENT ENGAGEMENT: See Solution #1.</p> <p>OVER-AGE STUDENTS: SAISD has pioneered an Over-age Middle School program to prevent drop-outs, re-engage students and support on-time graduation for middle school students age 15 and above. During the Spring Semester of 2010, students on two campuses participated, receiving a combination of direct instruction and credit recovery using Plato. The subsequent change in the students' achievement and behavior was impressive: before the intervention, 34% of the students had failed one or more core subjects but in the semester they participated, none did. Also, discipline referrals fell from 30% to 9%.</p> <p>MOBILITY: Research repeatedly has shown that student achievement is inversely correlated with student mobility but not only individual students are adversely impacted, so too are the classroom, school, and school district (Kerbow, 2003). Teachers increase the review of materials for incoming students, thus changing the pace of instruction for all; by 5th grade, schools with high levels of student mobility are providing math instruction one grade level below that of more stable schools (Kerbow, 1998).</p>
Timing	<p>2015: 80% of 3rd graders reading on grade level. 25% of EPN parents have been trained in engagement strategies.</p> <p>2016: 80% of students (3rd-12th grade) pass the state standardized reading test, 65% score commended 75% of students (3rd-12th grade) pass the state standardized math test, 55% score commended</p> <p>Student mobility reduced by 50%. Less than 10% of EPN middle school students are overage because the early warning system detected and the partners responded to academic and social support needs for them and their families.</p>
Partner Responsible	SAISD, United Way, Education Service Center-Region 20, CI:Now
Number of Children	2,545 K-12 students
Percentage of Children	80% of 3 rd - 12 th grade students show improved academic performance in one or more indicators
Per Child Cost	YR1 - \$1,165.85 (Federal: \$1,649,700; \$1,317,383 Matching.)
Funding Sources	ED, United Way Region 20, SAISD
Scaling Up	The EPN project will strengthen existing curricular and academic support programs serving targeted students and will evaluate the success of each against specific academic performance measurements. Those found to be successful will be expanded to other SAISD schools outside the EPN or to additional target populations. Some of the approaches listed above will begin in all the EPN schools, but a few, e.g., City Year tutoring and mentoring and EDI assessments

	will begin with specific age groups and, if successful, will expand to others.
Evaluation	Measure and report: changes in kinder readiness per TPRI and EDI; changes in literacy for 1 st -8 th graders per IRI scores; findings and impact of Education Resource Group (ERG) teacher and student assessments; changes in parent engagement and involvement as evidenced by increased school attendance, increased parent participation in activities, increased number of home visits conducted by parents; changes in student performance on standardized reading and math tests; changes in timing and impact of systemic responses as a result of SAISD early warning system. Compare to interventions received by population and grade.
Solution #3: EPN students successfully transition from Elementary to Middle and Middle to High School.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . Significant drop off by EPN students at elementary to middle and middle to high school transition points, with high performing students transferring to other schools and low performing students beginning a downward spiral towards dropping out. . For kindergarten through 5th grade, only 44 EPN children attended school somewhere besides the three EPN elementary schools. By MS, the gap had widened: 1,021 EPN resident children did not attend Wheatley MS. The great majority are students in the higher performing clusters. . 38% of 8th graders are over-age and their potential for dropping out is exponentially higher. . Middle and HS dropouts often have begun to fall behind and lose interest in school in ES; 4 in 10 of the lowest performing ES students missed more than 6 days of school per year. {Note: SAISD is an Open Enrollment School District; families can choose to send their children to any school in the district. } . Insufficient school-to-career preparatory resources, i.e., career awareness, college exploration, dual credit courses, inhibit student development of postsecondary and career goals.
EPN Approach	<ul style="list-style-type: none"> . Expand the resources of SAISD’s proven Over-age Student model to all Wheatley MS students who are older than average. . Build an integrated instructional pipeline and new STEM learning opportunities to keep academically motivated students and high performing teachers in EPN schools and fill the New Tech High School with EPN children. . Expand the availability of City Year mentors and tutors to all six EPN schools to support at-risk students and strengthen the transition from elementary to middle and middle to high school. . Expand an existing in-school mentoring program (Mayor’s Inspire U) dedicated to connecting Wheatley MS students to career and college opportunities. . Expand school-to-career instruction at Wheatley MS and dual credit classes at Sam Houston HS taught by community college instructors and aligned with skill needs for high demand occupations in technology, health care and cosmetology fields. . Connect MS and HS students to Café College, a new Mayor’s program where students and parents can obtain assistance selecting, applying to, enrolling in and

	paying for college.
Evidence	<p>OVER-AGE: See Solution #2.</p> <p>MENTORS AND TUTORS: Both research and common sense leaves little doubt that youth need caring and consistent relationships with adults in order to navigate through adolescence. Lower income, at-risk youth often do not have an adult who is naturally present to provide this kind of support. Formal mentoring programs can help fill this void and have shown the ability to improve youth behaviors and attitudes. Evaluation results provide clear evidence that involvement in consistent, long-term, well-supervised relationships with adults can yield a wide range of tangible benefits for youth, including improved grades and family relationships and decreased alcohol and drug use (Sipe, 1996; Tierney & Grossman, 2000). Well-run school-based mentoring programs for elementary and middle school aged youth can extend these advantages by also impacting truancy, attendance, and misbehavior to a degree that is similar ($d = .25$) to the impact of academic tutoring on reading achievement ($d = .26$) (Herrera, et al., 2007; Ritter, Barnett, Denny, & Albin, 2009). Volunteer tutors provide individual attention that most teachers cannot provide, especially as class size expands in response to tighter school budgets. Research (Wasik and Slavin, 1993) has found that one-to-one tutoring is the most effective individual remedial strategy if implemented well.</p> <p>SCHOOL TO CAREER: In the current information and technology-based economy, a high school diploma is no longer sufficient as a terminal degree. Most of the fastest growing jobs that pay living wages require at least some postsecondary education (Carnevale & Desrochers, 2003). Also, surveys consistently show that many high school graduates do not meet employers' standards in either academic areas or in employability skills, e.g., attendance, teamwork, collaboration, and work habits. (National Association of Manufacturers, 2005; Peter D. Hart Research Associates, 2005). Yet due to what is often characterized as a leaky educational pipeline, too many students fail to complete high school and even among those that do, a large percentage do not make a successful transition to postsecondary education and careers. The skill requirements for college and career success are similar (ACT, 2006; Carnevale & Desrochers, 2003) and full preparation typically requires students to begin developing these key skills during middle school</p> <p>DUAL CREDIT: Lords (2000) proposes that states should consider expanding eligibility and access to dual credit programs to students who are not typically targeted, e.g., low-income students, academically under-performing students, and/or students from populations typically underrepresented in higher education. Including these students can challenge them academically, better prepare them for higher education by providing a preview of college work, and minimize their need for remediation once enroll in an institution of higher education (American Association of State Colleges and Universities, 2002; Golann & Hughes, 2008; Hoffman et al., 2009; Martinez & Bray, 2002).</p>
Timing	<p>2015: Student attendance improves to 97% in all EPN schools.</p> <p>2016: Four year graduation rate increases to 80%.</p> <p>City Year mentors are in all 5 EPN ES, MS and HS, phasing in at least 1 school</p>

	per year.
Partner Responsible	United Way, SAISD, Alamo Colleges (through SAISD), City of San Antonio
Number of Children	2,545 1-12 th grade students
Percentage of Children	Attendance: 97% for all grade levels or 2,469 average daily attendance Graduation: 80% of 170 HS seniors (136)
Per Child Cost	YR1 - \$403.97 (Federal: \$251,700; \$776,411 Matching)
Funding Sources	City Year, United Way, SAISD, Alamo Colleges (through SAISD)
Scaling Up	The EPN project will strengthen existing curricular and academic support programs serving targeted students and will evaluate the success of each initiative against specific outcome measurements. Those that are found to be successful will be expanded to SAISD schools outside the EPN or to additional target populations. City Year, Inspire U Mentoring, and EDI activities will begin with specific age groups and if successful will expand to more grades or ages in EPN schools. SAISD will incrementally assume financial responsibility for employment of the Instructional Coaches as a result of student academic outcomes, reduction in the need for remediation and increases in enrollment and average daily attendance in EPN schools.
Evaluation	Measure and report: increasing attendance rates per Texas Education Agency PEIMS data; decreasing truancy rates per SAISD data system reports; increases in four year HS graduation rate per SAISD data system. Compare to interventions received by population and grade. Note: EPN evaluators will utilize SAISD's data system to track and report these measures in Year One. By Year Two, the planned integrated data warehouse will be in place and will feed this information to multiple providers to enable their consistent monitoring of impact.
Solution #4: EPN students graduate from high school and are college and career ready.	
Results from Segmentation Analysis	. Students reflected in the dropout rate and the four-year attrition rate left school before graduation for the following reasons. <ul style="list-style-type: none"> • Academic performance (poor attendance, low grades, failing the exit-level assessment) • Employment (pursue job or join military) • Family (marriage or pregnancy) • Alternative education • Discipline (failure to return following expulsion or placement in the Juvenile Justice Alternative Education Program) • Alcohol or other drug abuse problems . The four-year completion rate at Houston HS is 45.9%. . Only about half of Houston HS graduates enter postsecondary institutions and less than half of those go back for a second year, signaling a need for in-school college and career readiness support.
EPN Approach	. Expand partnership with local colleges and universities to encourage more on-campus college recruitment of EPN students (presentations, career exploration, and dual credit courses).

	<ul style="list-style-type: none"> . Equip Career Readiness Lab at Wheatley MS to supply career exploration opportunities and world of work information and stimulate college and career goals. . Ensure Wheatley MS students benefit from remaining in-school GEAR UP resources and services. (GEAR UP is an ED-funded college readiness program that starts with a 7th grade cohort and follows them through high school graduation and into college. SAISD’s current GEAR UP grant was awarded for the Class of 2012 and assisted students in both Wheatley Middle School and Sam Houston HS. Curriculum materials, instructional methods and products that were provided or purchased for the original Wheatley cohort are still in place and available. . Import the City’s Café College resources, including FAFSA and TASFA (Texas Application for State Financial Aid, a tool for students who are not eligible to complete the FAFSA because of citizenship status) assistance, test prep classes, and scholarship information to the Eastside Community Centers to help EPN youth set and achieve postsecondary education goals. . Place FAFSA/TASFA-enabled computers in all EPN school libraries and Parent Rooms to assist parents in applying for financial aid for their postsecondary education-bound children. . Ensure Sam Houston HS seniors and their families’ access the resources of the San Antonio Education Partnership for scholarships and related assistance. . Partner with SAHA’s Moving to Work program to increase the number of Wheatley Courts residents enrolled in college and/or career training. . Partner with EPN businesses and the arts community to provide apprenticeships, internships; STEM competitions and mentoring opportunities for middle and high school students. . Connect Sam Houston HS parents to the Family-School-Community Partnership providing college preparatory and career planning resources.
Evidence	<p>CAREER READINESS: American high schools have a major gap to close—a gap that threatens not only the future of the students they serve but of our nation as well. At a time when postsecondary education or training has increasingly become a must for young people, most students continue to leave our high schools unprepared to pursue those options. (Jennifer Laird, Emily Forrest Cataldi, Angelina Kewal Ramani, and Chris Chapman. 2008. “Dropout and Completion Rates in the United States: 2006” (NCES 2008-053), National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008053) But it will take parents and schools working together to enhance student preparation. Studies have found that students with involved parents, no matter what their income or background, are more likely to earn higher grades and test scores, enroll in AP and dual credit programs, be promoted, attend school regularly, and graduate and go on to postsecondary education. (U.S. Department of Education, 2004) There is, however, limited rigorous research evaluating the impact of parental or community involvement programs beyond elementary school (Agronick, Clark, O'Donnell, & Steuve, 2009; Catsambis, 2001). Data on the effectiveness of the Family-School-Community Partnership is emerging and to</p>

	date has been universally favorable and will soon be published. Research regarding the creation of a college-going culture on school campuses often mentions the important role played by family (Bangser, 2008; Bottoms, Young, & Han, 2009; Cunningham, Erisman, & Looney, 2007; Dounay, 2006; Kreider, Caspe, Kennedy, & Weiss, 2007; MacDonald & Dorr, 2006; McDonough, 2004; Rowan-Kenyon, Bell, & Perna, 2008; Wimberly & Noeth, 2004). Community involvement—including postsecondary institutions, community organizations, and local businesses—also has been shown to contribute toward successful student transition to college and careers (Bangser, 2008; Bottoms, Young, & Han, 2009; Cunningham et al., 2007; MacDonald & Dorr, 2006; Martinez & Klopott, 2005; Oakes, 2002; Pathways to College Network, 2003).
Timing	2012: Placement of computers in school libraries and Parent Rooms to enable college search activities and completion of FAFSA/TASFA to secure financial aid. 2013: Minimum of two visits per year from local colleges and universities at EPN MS and HS to include presentations about financial aid, career exploration and dual credit course options. Family-School-Community Partnership provides regular training on methods of talking to children about the importance of postsecondary education, and takes parents on field trips to Café College. 2014: 70% of Sam Houston HS seniors complete online college application (Apply Texas) and their parents complete FAFSA/TASFA. 2016: 80% four-year graduation rate for Sam Houston HS. 95% of EPN high school graduates enroll in postsecondary education/certificate-based training.
Partner Responsible	SAISD, United Way, Alamo Colleges (through SAISD), City of San Antonio
Number of Children	796 students at Sam Houston HS
Percentage of Children	2016: 80% four year graduation rate (170 seniors, 136 graduate) 2016: 95% of graduates (129) enroll in postsecondary education
Per Child Cost	YR1 - \$416.33 (Federal \$175,000; \$156,400 Matching)
Funding Sources	SAISD, Alamo Colleges (through SAISD), United Way
Scaling Up	Activities that successfully build college and career readiness skills will be imported to additional SAISD campuses and recommended to other local school districts. Activities that support FAFSA/TASFA completion will be imported to other SAISD campuses and adopted by Café College. Successful parent engagement strategies are currently being expanded throughout the community as funding allows.
Evaluation	Measure and report: standardized test scores, FASFA/TASFA completion, postsecondary enrollment, enrollment in parent training; four-year graduation rate. Compare to interventions received by population and grade.
FAMILY and COMMUNITY SUPPORTS	
Solution #5: EPN students are healthier through the consistent availability of fitness, recreational	

and sports activities and nutritional assistance and their educational performance improves with the availability of aligned learning and enrichment activities.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . EPN students do not have sufficient access to out-of-school programs that contribute to fitness or extend or are aligned with school day. . Parents report that 68% of children exercise for one hour or more per day, though these estimates are believed to be very high. . 8.6% of school-aged children participate in structured afterschool programs.
EPN Approach	<ul style="list-style-type: none"> . Establish afterschool and summer programs for all EPN children, drawing in existing community providers (e.g., St. Philip’s College K-8 Summer Academy, Boys and Girls Club, SA Youth, YWCA, Girls Scouts, Communities in Schools) on a rotating, scheduled basis, to offer curricula-aligned and/or arts, cultural, athletic, health and fitness, and youth development programs at EPN parks, schools and Community Centers. . Reestablish youth sports leagues underwritten by EPN businesses. . Extend the school day through academic enrichment at Wheatley MS (e.g., Robotics camps offered by Sam Houston New Tech High students). . Re-establish City Parks and Recreation Department summer programs at City parks in the EPN and use the newly built walking track at Wheatley MS to enable exercise and improve fitness of EPN residents of all ages. . Coordinate monthly community service projects for all age groups, planned and executed by afterschool participants assisted by churches, providers, the Ambassadors Group (Wheatley and Sam Houston alumnae), EPN Neighborhood Associations and businesses, and parents. . Employ a dedicated Collaboration Coordinator to identify and maximize opportunities for aligned in-school and after school programming, importing new resources for EPN children and youth to fill identified gaps, supporting capacity enhancements in existing providers, and monitoring quality of available services against goals of EPN Advisory Board. . Employ a Parent Engagement Specialist to connect and leverage EPN resources with opportunities built by the Family-School-Community Partnership in the EPN schools. . Conduct Little Bites, Big Steps nutrition classes for parents and children at the Eastside Community Centers and Wheatley Courts to teach affordable, healthy approaches to eating. . Establish Community gardens on each EPN school campus and at the Eastside Community Centers. . Build a new playground at the Eastside Community Centers so children, parents, and seniors in the area have a safe place to play and exercise
Evidence	<p>AFTERSCHOOL PROGRAMMING: When the school day is extended by after-school programming that is both recreational in nature and tightly intertwined with school curricula, a one-half letter grade improvement was demonstrated in reading and math scores (Chicago Community Schools Initiative). A leading expert on expanding school hours found: "Given the number of working parents and the absence of constructive alternatives in the late afternoon...afterschool programs focusing on the arts, sports, technology, community service and other activities would be an important and long</p>

	overdue investment. And the benefits of such programs to the development of motivation, creativity and self-esteem are well-documented."
Timing	2012: Increase participation in existing, structured after school and summer opportunities by 70%. 2013: Increase the number of afterschool and summer activities aligned with STEM curricula by 30%. 2015: At least 200 parents per year complete the 5 Little Bites, Big Steps workshops. 2016: 90% of youth participate in 60+ minutes of exercise every day; 30% increase in the number of students participating in STEM aligned curriculum outside of school.
Partner Responsible	United Way, SAISD, City of San Antonio
Number of Children	4,264 children from ages 5-19
Percentage of Children	30% or 1,279
Per Child Cost	YR1 - \$387.87 (Federal: \$672,900; \$980,975)
Funding Sources	United Way
Scaling Up	All EPN schools will host a broader array of afterschool programming that is tied to academic curriculum. Other afterschool providers will adopt the school-aligned components of the EPN project. EPN businesses sponsor year round sports teams and continuously support neighborhood children.
EVALUATION	Measure and report: afterschool participation, minutes of exercise each day and week, numbers of fruits and vegetables consumed each week by children and adults, childhood obesity percentages, number of children in sponsored sports activities. Compare to interventions received by population and age.
Solution #6: EPN students feel safe.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . A 2011 youth survey conducted during the EPN planning grant revealed that only 51% of Wheatley MS students feel safe at school. When asked about what they would like to see change, most mentioned reductions in gangs, bullying, drugs and violence. . The 2011 EPN School Climate Needs Assessment indicated that both parent and student focus groups rated in-school safety and student safety when traveling to and from school as problematic and a high priority for remediation. . The most recently published crime statistics (2009) show a violent crime rate (crimes per 1,000 residents) for the Eastside Substation of 62.10 compared to the City's overall rate of 23.80.
EPN Approach	<ul style="list-style-type: none"> . Use approved SAISD bond funding to improve campus security, including tightening access control by installing security cameras, issuing and requiring building access cards, and installing classroom door safety locks; and improving exterior lighting, perimeter fencing and emergency fire alarm and sprinkler systems at all six EPN school campuses. . Establish "safe corridors" for kids walking to and from school.

	<ul style="list-style-type: none"> . Dispel internal and external community perceptions of safety issues on the Eastside by bringing in more external partners to provide services and continuing EPN block parties and movie nights to bring residents out of their homes and back to meeting each other. . Establish EPN safety committee that brings together Police Departments from SAISD, SAHA and the City of San Antonio to discuss concerns, implement new crime fighting strategies and monitor progress. . Reestablish once successful and widespread Neighborhood Watch strategies in the EPN once residents no longer fear reprisals from gang members and criminals and trust in law enforcement increases. . Import substance abuse treatment resources to help drive down crime rates.
Evidence	Protecting our children from harm is more important today than ever before. School settings are important sites for increasing protection as they are also points where bullying and cyber bullying occur or are focused. Internet safety, dating violence and hate crimes are emerging concerns on many school campuses, diverting attention and resources from the primary mission of establishing a positive learning environment. Multiple new initiatives have been launched to bring balance to the status quo. For example, Texas Office of the Attorney General (OAG) assists local school administrators to create and maintain a safe, positive learning environment for all students through the Texas School Safety Center, which offers resources and evidence based practices to foster school safety and helps school officials handle a variety of safety and disciplinary problems.
Timing	<p>2012: In-school safety improves after bond-enabled construction is completed; all EPN Early Learning, ES and MS schools have safety guards.</p> <p>2013: 90% of EPN students report feeling safe in school and traveling to and from school.</p> <p>2015: 66% of students remain in the same EPN school each year.</p> <p>2016: A San Antonio Police Department substation opens on the revitalized Wheatley Courts property across the street from Wheatley MS.</p>
Partner Responsible	San Antonio Housing Authority, City of San Antonio, SAISD
Number of Children	5,474
Percentage of Children	90%
Per Child Cost	YR1 - \$21.80 (Federal: \$13,500; \$102,000)
Funding Sources	SAISD, City of San Antonio
Scaling Up	The EPN project will strengthen existing safety services in EPN schools and will evaluate the success of each initiative against specific outcome measurements. Those that are found to be successful will be expanded to other SAISD schools outside the EPN. The use of block parties and safety committees will be expanded beyond the EPN footprint if they are successful in driving down crime rates and/or making students feel safe in and outside of school.

Evaluation	Measure and report: qualitative data collection on student perceptions of safety and crime statistics; results of EPN resident surveys. Compare to programs and interventions enacted in the EPN.
Solution #7: EPN students live in a stable community with an expanded stock of affordable housing.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . The EPN community is marked by significant instability and distress, as evidenced by 962 lots that are vacant or contain substandard housing. Also, 634 EPN families (16.6%) live in subsidized housing. . Families living in substandard housing and those living in subsidized housing have a higher transient percentage than other categories of renter occupied or owner occupied housing. . Mobility predicts performance at all grade levels: among lowest performing students, 40% of K-3rd graders, 34% of 3rd-5th graders, and 13% of 5th-8th graders had changed schools at least once.
EPN Approach	<ul style="list-style-type: none"> . Transform Wheatley Courts Public Housing and surrounding blocks (as part of HUD's Choice Neighborhood's initiative) by bringing online newly developed public housing and previously unavailable single and multi-family affordable housing and creating a catalyst for mixed-income redevelopment throughout the EPN. . Provide training to dislocated Wheatley Courts residents in household management skills through the Choice Neighborhood grant. . Offer co-located health, childcare, parent training, and recreational resources at the revitalized Wheatley Courts to stabilize resident families and contribute to the maintenance of a static residence. . Launch planned, long-term municipal infrastructure investments and continue public works sweeps. . Enhance the EPN's walkability by improving the network of sidewalks, add bike routes and increase service by public transportation.
Evidence	<p>MOBILITY: See Solution #2.</p> <p>STABILITY: There is sound statistical evidence that children cannot learn if they lack housing, health, nutrition, a safe environment, and/or financial stability (Duncan, 1997).</p> <p>THE LINK BETWEEN EDUCATION AND PERMANENCY: Educational outcomes significantly affect long-term life stability for all children, and stability and permanency can promote educational success. Better student performance has been linked to the family's economic and housing stability and to increased marital and family stability. Conversely, educational failure has long been linked to higher rates of homelessness, unemployment, and incarceration. http://fosteringmediaconnections.org/wp-content/uploads/2010/08/ABA_edpermanencylink.pdf</p>
Timing	<p>2014: Residency retention increases as evidenced by 66% of EPN students remaining in the attendance zone for K-8th grade.</p> <p>2015: Increase walkability score (walkscore.com) by 20% in EPN (SA 2020 cites a score of 44 for the City of San Antonio)</p> <p>2016: Only 5% of EPN students live in substandard housing.</p>
Partner	San Antonio Housing Authority, the City of San Antonio

Responsible	
Number of Children	2,495 K-12 students
Percentage of Children	100% impacted; 66% (1,647) remain in same school each year
Per Child Cost	YR1 - \$48.09 (Federal \$120,000; \$246,372)
Funding Sources	The City of San Antonio, San Antonio Housing Authority
Scaling Up	EPN will work with the City to increase neighborhood walkability, importing successful strategies to other parts of the community. EPN will work with of San Antonio Housing Authority in revitalizing Wheatley Courts through the Choice Neighborhoods grant, aligning strategies and leveraging resources between the two initiatives.
Evaluation	Measure and report: qualitative data collection on student perceptions; quantitative data on student mobility rates; change in the number of vacant lots; change in the number of students remaining in EPN schools, including those displaced during the Wheatley Courts redevelopment. Compare to interventions and activities by age group.
Solution #8: EPN families and the community have ready access to comprehensive assistance that promotes learning and reduces barriers to resiliency and strength.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . The EPN target area does not include sufficient or easily accessed physical or behavioral health care or social services. An indicator of resource insufficiency is found in the fact that less than half (42.7%) of children covered by Medicaid receive recommended preventive care, e.g., an annual check-up. . EPN schools exhibit the highest degree of student mobility in San Antonio. Because families in poverty or economic crisis often have trouble keeping their housing, they are more likely to move frequently, either between houses or into the homes of friends and relatives. A contributing factor to the mobility issue is the lack of supportive services, especially those that enhance economic security and support educational attainment, job training and placement. . Higher mobility is a demonstrated predictor of negative student outcomes. Fifth grade EPN students who have been in the same school since kindergarten are 3.68 times more likely to achieve a commended TAKS score than someone who has been in the school for only one year.
EPN Approach	<ul style="list-style-type: none"> . Establish one or more Eastside Community Centers as hubs that bring together existing providers from within and outside of the EPN to offer adult education, counseling, connection to behavioral health services for children and adults, mentoring, tutoring, fitness, career development, supportive services, eligibility assessment, case management and connection to medical homes, free tax preparation, financial literacy training, asset building programs and matched savings accounts, family/parent engagement services, wellness classes, food pantries, after school care and child care. . Establish dedicated community gardens at Eastside Community Centers and all EPN schools to increase family access to affordable fresh vegetables and fruit.

	<ul style="list-style-type: none"> . Equip a Parent Room in all EPN schools and host annual scheduled parent training on a variety of subjects related to asset cultivation and needs, including reading to their younger children and emphasizing the importance of out of school reading in their older children. . Provide parent training at Eastside Community Centers and host regularly scheduled parent-child reading times. . Create a system to track leveraged resources throughout the EPN and hold partners and collaborators accountable for their commitments.
Evidence	There is sound statistical evidence that children cannot learn if they lack housing, health, nutrition, a safe environment, and/or financial stability (Duncan, 1997). Also, a central location gives families and children easy access to the tools they need to be successful in school (Dryfoos, 2002).
Timing	<p>2012: Number of children with a medical home increases to 75% 2014: Mobility rate is lowered; 66% of EPN students remain in the attendance zone (K-12) as their families stabilize and thrive.</p> <p>2016: 90% of EPN children have a medical home and do not use emergency rooms for routine medical needs. 60% of EPN students weigh in age appropriate ranges. 100% of EPN children enter school with appropriate immunizations. 75% of EPN children eat five or more servings of fruits and vegetables daily. 100% of EPN children are covered by health insurance.</p>
Partner Responsible	United Way, SAISD
Number of Children	5,474
Percentage of Children	Varies by initiative (see Timing above)
Per Child Cost	YR1 - \$334.64 (Federal \$742,500; \$1,089,348 Matching)
Funding Sources	United Way, SAISD
Scaling Up	The EPN project will strengthen existing family support services through the establishment of co-located services and resources. The impact of this approach will be evaluated against specific outcome measurements. If the initiative is found to be successful, United Way will advocate for the broader adoption of co-located service centers outside the EPN.
Evaluation	<p>Measure and report: family stability, as indicated by student mobility rates; the number of children connected to medical homes; the number of parents reporting that they read to their children or encourage their children to read out of school; children's nutritional profiles; childhood obesity rates.</p> <p>Compare results by intervention and provider.</p>
Solution #9: EPN students have access to 21st Century learning tools.	
Results from Segmentation Analysis	<ul style="list-style-type: none"> . Significant percentages (38.7%) of EPN residents do not have access to Broadband Internet. . Much of the EPN area does not have Broadband Internet coverage; resident socioeconomics signal that few can afford the monthly service fees.
EPN Approach	. Increase aligned STEM instruction in all EPN schools (K-12) to demonstrate the capacities of leading technologies with students who do not

	<p>have access to these assets outside of school.</p> <ul style="list-style-type: none"> . Expand options for cost-free access to the Internet by opening a computer lab at the Eastside Community Center(s) for use by children and youth after-school and adults during the day. . Place Internet-enabled computers in all Parent Rooms in all EPN schools for parent use during school hours. . Install universal Internet connectivity infrastructure at Wheatley Courts during Choice Neighborhoods-funded revitalization.
Evidence	<p>Today’s students are immersed in a variety of technologies from a young age. As such, they have been described as “wired” or “digitized,” but even these tags are outdated almost upon arrival. Prensky (2001a) called this first generation to grow up in a society immersed in technology “digital natives”—the generation that has spoken the language of technology from birth. Ironically, such familiarity and comfort with all things digital present challenges for educators who struggle to keep up with an ever-changing technology context and students who no longer process information primarily in a sequential manner.</p> <p>Although technology can facilitate communication, today’s students must learn to <i>apply</i> technology tools appropriately in order to process multiple perspectives on real-world problems and formulate solutions to these problems (Partnership for 21st Century Skills, 2002). STEM curricula enable this exchange and help teachers integrate 21st century skills, e.g., nonlinear thinking, into coursework.</p>
Timing	<p>2012: Internet access increases 30% through new connectivity resources at the Eastside Community Centers and EPN schools.</p> <p>2016: Universal wireless Internet access is available to Wheatley Courts residents after Choice Neighborhood revitalization is complete.</p>
Partner Responsible	United Way, San Antonio Housing Authority, Education Service Center-Region XX
Number of Children	5,474
Percentage of Children	30% of non-Wheatley Courts residents; 100% of Wheatley Courts - \$10 residents
Per Child Cost	YR1 - \$78.32 (Federal \$55,000; \$373,750 Matching)
Funding Sources	United Way, San Antonio Housing Authority, Education Service Center-Region XX
Scaling Up	When the integration of STEM curricula improves EPN student performance, SAISD will expand these practices across the district. United Way will continue its existing efforts to increase affordable Internet access throughout the community. The use of community centers and libraries will be the primary method as these are widely dispersed and easily accessed.
Evaluation	Measure and report: the number of new wireless and hard-wired Internet access points, the number of children and adults utilizing the Internet resources of the Eastside Community Center(s) and the EPN school Parent Rooms.