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Absolute, Competitive, and Invitational Priorities Addressed

SBCS requests a \$500,000 12-month Planning Grant to address the following priorities:

Table 1: Priorities to be Addressed, with Proposed Strategies

Priority	Proposed Strategy
Absolute Priority 1	<ul style="list-style-type: none"> • Sub-contract with SANDAG to facilitate a comprehensive needs assessment and segmentation analysis of children, youth, and families in the target area; • Bring together multiple cross-sector partners and residents to develop a collaborative plan to implement a continuum of solutions centered around great schools and a thriving neighborhood, with identified resources and a scale-up plan; • Enhance longitudinal data system to drive project planning, implementation, continuous improvement, and accountability; • Work with National Evaluator and participate in a community of practice.
Competitive Preference 4 (Comprehensive Local Early Learning Network)	<ul style="list-style-type: none"> • Work with Scripps, the region’s Birth Hospital, to pilot Newborn Home Visiting; • Work with hospitals, clinics, and pediatricians to provide timely assessments and program referrals to address child and family needs. • Coordinate with Head Start, State & SBCS’ preschools, pediatricians, and Family Child Care Centers to provide Healthy Development Services for all eligible children aged 0-5 in target area - Parenting Classes, Behavioral & Developmental Services, including Speech & Language, OT & PT, and Vision & Hearing Services; • SBCS provides a Therapeutic Preschool using EBP The Incredible Years for children aged 3-5 who are traumatized by family violence, Families as Partners, and Community Services for Families (child abuse prevention & intervention, SafeCare). • Coordinate with Public Health Nursing’s MCH and Home Visiting programs. • “Preparing for Kindergarten” Parent/Child Home and Classroom Visits. • Provide outreach and education to Family Child Care Centers on how to introduce educational components into a day care program; • Introduce age-appropriate elements of the Granger Turnaround Model (GTM) into grades K-3 at Castle Park Elementary School; • Introduce an academic component into the YMCA’s after-school program at Castle Park Elementary School.
Competitive Preference 6 (Arts & Humanities)	<ul style="list-style-type: none"> • Pilot the San Diego Youth Symphony & Conservatory’s Community Opus Project during planning year (providing music education and instruments twice/week for kindergartners); • Collaboration with Mooleo Theatre group encouraging minority arts participation; • Strengthen middle and high schools’ Visual & Performing Arts programs by enhancing outreach, resources, volunteers, and collaborations with art programs.
Invitational Priority 8 (Family Engagement in learning)	<ul style="list-style-type: none"> • Provide information, support, and resources for parents to prepare them to help their children to succeed in school, overcome obstacles to full participation, and encourage early aspirations towards a college education for their children; • Full-time, bilingual PN Parent/Community Engagement Coordinator; • Work with the San Diego Organizing Project and the Chula Vista Community Collaborative to provide bilingual parent leadership development trainings and support; • “Preparing for Kindergarten” Parent/Child Home and Classroom Visits. • Saturate target neighborhood with wraparound support services to address family stressors that could impede children’s academic success, and increase family resiliency and strengths.

A. Need for project

A.1. Problems to be addressed

South Bay Community Services (SBCS) serves San Diego County, California's South Bay Region, which includes the City of Chula Vista (CV). CV is the 14th largest city in the state and San Diego County's second largest. Its resident population increased by 37% between 2000 and 2010, with current estimate at 237,595 (51% Hispanic, 27% Caucasian, 4% African American and 14% Asian) (SANDAG, Jan. 2010). Although the median household income in CV is \$47,756, 47% of households make less than \$44,999. The region includes the world's busiest port of entry - the international border crossing between San Ysidro, California and Tijuana, Mexico - and supports a diverse population that is greatly affected by immigration, characterized by transience, low socioeconomic expectancy, high crime rates, intense gang activity, and drug trafficking. According to Census 2000, more than 1/3 of the population is foreign born, with 60% bi- or multi-lingual. Many immigrant parents have limited resources and a minimal command of English, making it difficult to find employment, access resources, and maintain connections with children navigating a bi-cultural environment.

The CVPN target area, Castle Park, is in CV's impoverished west side. One-third of census tracts in west CV have family poverty rates substantially above (at 20% or higher) the national average of 12% (2000 & 2006 Census). In 2009, west CV had a domestic violence rate of 9.29 incidents per 1,000 people, 68% higher than the countywide rate of 5.5 incidents per 1,000 people. Approximately 20% of the families in west CV are single parent (15% women, 5% men), compared to 15% for the entire San Diego Region (SANDAG). A 2003 Workforce Partnership report singled out youth in the region as particularly disadvantaged in terms of future options due to basic skills deficiency and having the county's lowest labor force participation. Their parents also face significant challenges finding employment. While CV's unemployment rate (12.3%) is above the county's rate (10.5%), unemployment in west CV is substantially higher. West CV is

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similar demographically to National City, which borders CV to the north and has an unemployment rate of 19.9%.

Table 2: Current Status, Comparison Data, and CVPN Data Sources for PN Indicators

See list of acronyms in Table 8 (p41).

Indicator	Data Source(s)	CVPN	South Region	SD County	State
Ed1: Children birth to kindergarten with a medical home	Scripps Hospital Data; Door-to-door survey	In '08, 16% of Scripps Hospital ED visits were by "frequent flyers;" 24% were self-pay patients; 52% of 0-18 yr olds seen at Otay FHC uninsured (FHC, 2011)	85% adults currently insured (CHIP, 2010)	85% adults currently insured (CHIP, 2010); 12.4% of children, birth to kindergarten, uninsured (CHIS, 2009)	19.3% of the population lacks health insurance (United Health Foundation, 2010); 13.4% of whom are between the ages of 0-18 (CHBRP, 2010)
Ed2: 3 yr olds and children in k'garten demonstrating appropriate functioning across multiple domains	CVESD Preschool Entry Screening; HDS-ASQ	N/A	251 students, 3-5, received an ASQ-SE; 52% scored above age-appropriate cut-off (SBCS: HDS, 2011)	N/A	N/A
Ed3: Children participating in center-based or formal home-based early learning programs	YMCA-CRS Preschool/Daycare Data; CVESD Registration Data; Door-to-door survey	83 children in center-based or formal home-based learning programs (YMCA-CRS, 2010)	N/A	50% of 3-5 yr olds enrolled in preschool or nursery school in 2004 (CA Research Bureau, 2004)	10% of 3-yr olds & 17% of 4-yr olds were enrolled in preschool in 2010 (NIEER, 2010)
Ed4: Students at or above grade level acc. to state math and reading assessments	School Records/ Site Plan Data; CA Dept of Edu Reports	52.16% E/LA; 52.86% Math (CPE, CPM, CPHS, HMS, HHS records)	58.39% E/LA; 63.57% Math (CA Dept. of Edu., 2011)	60.7% E/LA; 62.07% Math (CA Dept of Edu., 2011)	56.2% E/LA; 58.4% Math (CA Dept of Edu., 2011)
Ed5: Attendance rate (grades 6-9)	School Records/ Site Plan Data	95.89% in grades 6-12 (SUHSD, School Attendance Data)	96.03% in grades 6-12 in SUHSD (School Attendance Data)	N/A	N/A
Ed6: Graduation Rate	School Records/ Site Plan Data	88.46% (CPHS, HHS records)	N/A	73.8% (CA Dept of Edu, 2011)	74.4% (CALPADS, 2011)

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Indicator	Data Source(s)	CVPN	South Region	SD County	State
Ed 7: Students who graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, etc.	National Clearinghouse	67.75% high school graduates enrolled in college or university in 2009 (National Student Clearingh'se)	61.7% SUHSD high school graduates enrolled in college or university in 2009 (National Student Clearingh'se)	34% SD residents over the age of 25 have a BA degree or higher (Census Bureau, '05-'09)	29.7% of CA residents over the age of 25 have a bachelor's degree or higher (US Census Bureau, 2005-2009)
FC1: Children participating in 60 minutes of moderate to vigorous physical activity daily	CHKS; Door-to-door Survey; HHSA Live Well San Diego, South Region	N/A	66% of children age 5-11, & 51% age 12-17, participate @ least 3 times per week (CHIP, 2010)	73% children, 5-11, & 67% age 12-17 participate @ least 3 times/wk (CHIP, 2010)	61.1% participated in 60 minutes or more of exercise daily (CALCHEEPS, 2009)
FC2: Children consuming 5 or more servings of fruits & veg. daily	CHKS; Door-to-door Survey; Analysis of school meal programs; HHSA Live Well San Diego, South Region	N/A	49% of children in the South Region, age 2-11 (CHIP, 2010)	50% of children age 2-11 (CHIP, 2010)	Average child consumed 3.1 servings of fruits & veg./day (CALCHEEPS, 2009)
FC3: Parents of newborns receiving a home visiting within 30 days of birth, and mothers who breastfeed for 6 months	Home Visiting Pilot; Public Health Nursing Records	N/A	In FY09/10, 1,231 newborns received home visit; 33.5% of mothers were breastfeeding at 6 months	FY09/10, 8,882 newborns received home visit; 49.3% of mothers breastfeeding @ 6 mos.	53.8% of mothers breastfeeding at 6 months (CDC, 2010)
FC4: Students who feel safe at school and traveling to and from school	CHKS, School Climate Survey; School-based Survey	55% feel safe in their school (CHKS, 2010)	N/A	4.8% students report not going to school because felt unsafe at or on way to school (YRBS, 2009)	5% students report not going to school because they felt unsafe at or on the way to school (YRBS, 2009)
FC5: Reported incidences of bullying on school campus	CHKS; School Climate Survey; School-based survey; YRBS, Anti-Bullying Pilot	43.4% students had rumors spread about them more than once; 19.75% afraid to go to school for fear of being beaten up; 19.8% report being			19.9% of students reported being bullied on school property (YRBS, 2009)

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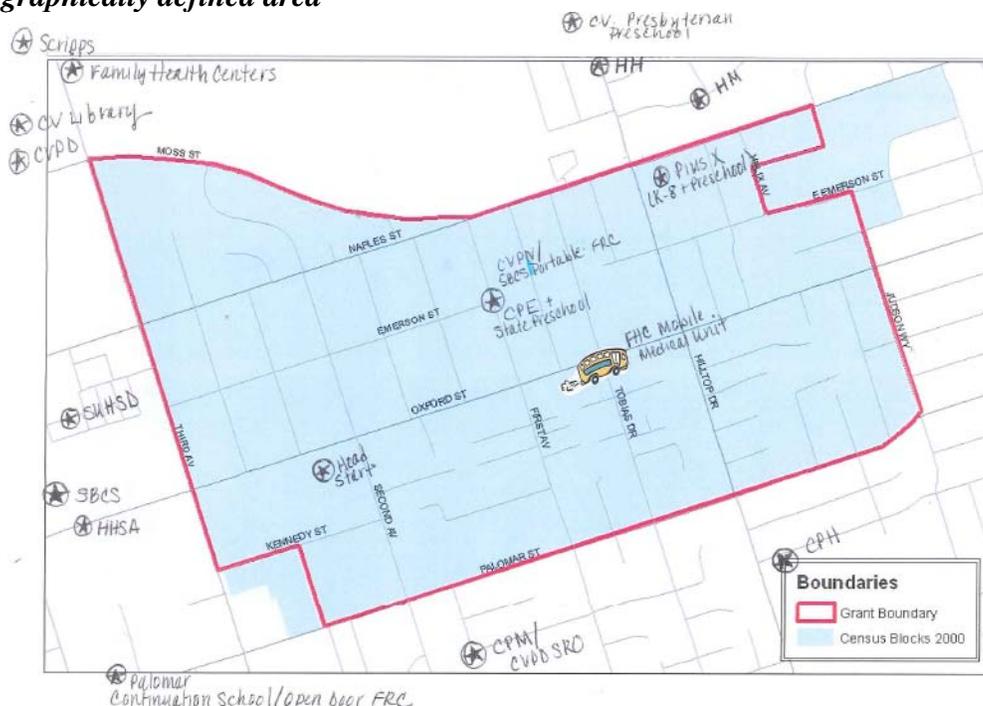
Indicator	Data Source(s)	CVPN	South Region	SD County	State
		cyberbullied (CHKS, 2009)			
FC6: Student Mobility Rate	School Records/ Site Plan Data				
FC7: Community Stability/Safety	CVPD crime statistics; Door-to-door Survey; City records; SANDAG	39% Home Ownership Rate; 16% below poverty; Median Household Income: \$49,480 (ACS, 05-09); 2010 Crime Rate: 15.57% per 1,000; Jan to July '11, CWS received 1124 child abuse allegations in 91911 zip.	City of CV Crime Rate: 24.36% (per 1,000); Median Household Income \$43,756 (ACS, 2005-2009)	57.% Home Ownership Rate; 12.5% living below poverty level (US Census Bureau, 2005-2009); Median Household Income: \$62,901 (ACS, 2005-2009); 2010 Crime Rate: 24.65% (per 1,000)	58% Home Ownership Rate; 13% living below poverty level (US Census Bureau, 2005-2009); Median Household Income: \$60,392 (ACS, 2005-2009)
FC8: Parents or family members who read to their child 3 or more times per week	Door-to-door survey	64% of CV residents have library cards	N/A	24% of County residents have library cards	N/A
FC9: Children (K-8) whose parents/family members encourage child to read books outside of school	Door-to-door survey	64% of CV residents have library cards	N/A	24% of County residents have library cards	N/A
FC10: Children (9-12) whose parents or family members talk with child about the importance of college/career	Door-to-door survey	Over 50% of students from graduating classes of 08-11 attended SDSU tour, w/ parents invited (SUHSD, 2011)	48% students from graduating classes of 08-11 in SUHSD attended SDSU tour, w/ parents invited (SUHSD, 2011)	N/A	N/A
FC11: Families who access supportive services	Door-to-door survey; SBCS program database	N/A	In FY 10-11, 395 families accessed CSF; 1,478 families were served through FSS.	N/A	N/A
FC12: Students with school &	Cox Communications	3.03 Students per computer	N/A	N/A	5.5 Students per computer (CA

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Indicator	Data Source(s)	CVPN	South Region	SD County	State
home access to broadband internet & connected device	Service Data; Neighborhood door-to-door survey; School Data	(at school)/ 50.8 classrooms with internet			Dept. of Ed.)

In the table above, N/A usually means that the data is not currently available. Therefore, in order to address gaps in services, we must first address gaps in data availability. For some indicators, data is available on state and local levels. Where gaps exist, a method of data collection targeted to specific indicators has been proposed and will be addressed during the planning year. For example “FC10: Students, grades 9-12, whose parents report talking with their child about the importance of college and career”. SUHSD offers SDSU campus tours for students in grades 7, 9, and 11, and over 50% of students attend. The tour is open to parents but numbers are not measured, nor does this guarantee that a conversation about the importance of college/career has taken place at home, although such a conversation has taken place at school through notification and advertisement of the tour. We propose to collect additional data relative to this indicator through neighborhood door-to-door surveys.

A.2. Geographically defined area



The target neighborhood, Castle Park, is the catchment area for Castle Park Elementary School, CVESD's worst performing school. This distressed area covers 33 census blocks in CV, bordered by 3rd Ave. to the West, Moss St. to the North, Judson Way to the East, and Palomar St. to the South. Castle Park has a population of 6,744; 51% are Hispanic; 48% male and 52% female; 26% under the age of 17; and 8% under 5.

B. Quality of the project design

B.1. Continuum of solutions will align with school improvement strategy

SBCS and the Sweetwater Union High School District (SUHSD) have worked together for 8 years to develop a nationally recognized model for turning around persistently low performing schools called the Granger Turnaround Model (GTM). This research-based, data-driven academic intervention model is framed by 4 basic principles: it is directed, timely, targeted, and systematic. It is grounded in an underlying philosophy that supports resilience in children and families, viewing students from a perspective of strength, not weakness - as capable, not broken – regardless of their home or community situation. The program's motto, "*No Hay Pobrecitos*", means "there are no poor little things here". The bottom line: Failure is not an option. The model incorporates weekly assessments in all core subjects; immediate, data-driven, multi-level interventions; and mandatory after-school instruction closely integrated with academic work taking place during school hours, provided by credentialed teachers and trained college tutors.

GTM was developed in response to a desperate need in the two lowest performing schools in SUHSD, Granger Junior High (GJH) and National City Middle (NCM). At the time, GJH was in year 3 of Program Improvement. Many teachers had lost hope or felt powerless to help students learn - too many students with severe learning gaps, unmotivated students, classroom disruptions, behavior problems, unresponsive parents, overwhelmed administrators, and a lack of power to get students to do their work and take school seriously resulted in low expectations all around. Teachers reasoned that students were simply not capable of success in school, either

because they did not have the skills or because they were dealing with drama in their families/community that caused school to take a back seat to daily real world issues. Expectations had to change. A new administration was hired, which approached South Bay Community Services (SBCS - the region's primary social service non-profit community-based organization with experience in youth services and after-school programming) to assist. The partners developed a plan to put "academics first" and make students and teachers accountable. Students who did not turn in homework stayed after school that day, empowering teachers and motivating students. No excuses for failure were accepted. While recognizing that life may not be easy (the majority of students experience broken homes, limited English skills, poverty, violence, family gang involvement, or family alcohol/drug abuse), we believed our students had the strength, intelligence, and resiliency to overcome circumstances and achieve in school and in life. Students were required to make a commitment to try their best. Simultaneously, SBCS expanded its wraparound support services for families in the surrounding neighborhoods. This is in accordance with the partners' shared Theory of Change, which holds that schools alone cannot help economically disadvantaged children from troubled neighborhoods to thrive and reach their highest potential, but that in addition to educational reform to increase academic achievement, substantial investments in wraparound family and community supports is also necessary in order to address the factors that distress an entire community.

GTM is successful because it follows 4 research-based intervention elements known to get results¹: They are Directive, Targeted, Timely, and Systematic. **1. Directive:** Programs that have shown to be successful at closing the achievement gap (assisting students who are behind one or more years in their learning) are directive in nature. Students are required to receive extra support before, during, and after school. **2. Targeted:** Targeted academic support is essential for students who need the most help (FBB, BB, B, EL, Spec Ed, etc). However, targeted support is

¹ *Raising the Bar and Closing the Gap: Whatever It Takes*, Richard DuFour, 2009.

not limited to subgroups, but is also provided for students testing poorly on weekly formative assessments. **3. Timely:** Targeted support is only effective if it is offered on a timely basis.

Teachers must have the ability to offer students immediate support, to prevent students from ever falling behind. **4. Systematic:** Long-term, effective academic interventions must be systematic, i.e. not relying on teachers' heroic efforts, ensuring predictable results, and easily replicated.

GTM provides data-driven instruction and a highly systematic approach to student achievement that is automated by a 6-step folder system. Rather than using summative assessments at the end of grading periods, GTM uses weekly formative assessments as a powerful tool for enhancing teacher effectiveness, leading to immediate identification and correction of concepts not mastered. Core subject teachers are assigned days for weekly individual assessments (5 to 10 questions) or chapter /target /benchmark tests aligned with State standards. For example, Tuesday is the designated day for the English department to assess students, Thursday is for Science, Friday for Math and Social Sciences. The on-site Data Coach (an experienced teacher on the school leadership team) analyzes assessment data immediately, shares the analysis with subject teachers, and assists them to tailor interventions and instruction methods to meet individual students' needs before they have a chance to fail. Missed questions are discussed and re-taught, or error analysis takes place in class. Students who score under 70% on a test are automatically assigned to mandatory After-School lessons targeted to the exact standards they have not yet mastered. They are re-taught then re-tested until they demonstrate mastery of the material. Because this "test, re-teach, re-test" method is so responsive, students are never more than one week behind in mastering standards. Teachers use assessment data to make decisions about future instruction using differentiated instruction strategies to improve student achievement. Assessment data also helps students (and their parents) understand how they are performing academically and identify where they need to refocus efforts. Content-rich

professional development helps teachers become skilled at re-teaching using research-based strategies. High level learning extends into the home, and parents learn to take Cornell notes and practice academic discourse, the same strategies their children are learning. Because this mastery learning approach provides multiple opportunities to succeed, it leads to high motivation among students and parents, as well as strong teacher buy-in.

GTM has proven to be highly effective. Since implementing GTM, both schools pulled out of Program Improvement and have stayed out since. GJH's API jumped from 604 to 795, with significant gains in every subgroup. Hispanics increased 190 points to 758. Socio-economically disadvantaged students gained 210 points to 769. English learners gained 63 points for a total of 727. Attendance went from the worst to the best in the district. The school has a vibrant community, very high parent involvement, and significant academic achievements. In the past parents only came on campus if there was a problem; now parents can be seen at the Parent Center eating lunch with staff members and volunteering on campus. Last year, State Superintendent Jack O'Connell designated GJH a **2010 California Schools To Watch - Taking Center Stage Model School**, one of only 4 schools in the state to receive this designation. GJH was recognized for its success in 4 key areas: 1. implementing best practices focused on academic achievement, 2. responding to developmental needs of young adolescents, 3. offering a fair and equitable education for all, and 4. instituting organizational processes and procedures that foster and sustain academic growth. Two years after implementing GTM, NCM's API jumped from 656 to 780, the school ranked 10 out of 10 on the similar schools ranking, and attendance jumped to 97.88%, second only to GJH. The Principal who developed the GTM at GJH, Robert Bleisch, was recently appointed as Principal at Castle Park Middle School, and is strongly committed to supporting replication and expansion of these past successes at the 5 CVPN target schools.

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Table 3: Participating PN Schools (all Title I Schools)

School	Grades	# Stds.	# years in PI	API	% students proficient in core subjects	Attendance rate	Graduation rate	# stds. per comp. / # classrooms w/ internet
Hilltop High	9 – 12	2,318	N/A	773	61.8% E/LA 63.6% Math	94.88%	88.04%	4.1 / 92
Castle Park High	9 - 12	1,579	4	767	52.8% E/LA 65.6 Math	96.63%	88.88%	2.3 / 80
Hilltop Middle	7 - 8	1,189	1	790	59.2%E/LA 45.4% Math	96.49%	80%	4.0 / 55
Castle Park Middle	7 – 8	1,096	5	734	46% E/LA 40% Math	95.59%	83.14%	4.2 / 55
Castle Park Elementary	K - 6	425	2	754	41% E/LA 49.7% Math	95.49%	N/A	1.8 / 22
CP State Preschool	3 – 5 yrs.	48	N/A	N/A	N/A	N/A	N/A	1.8 / 1

SBCS, SUHSD, and the Chula Vista Elementary School District (CVESD) now propose to duplicate and expand their past successes by bringing together cross-sector partners to plan and then implement *Chula Vista Promise Neighborhood (CVPN)*, a comprehensive initiative to inspire all children in the target area described above to stay in school, aspire to a college track education and/or a fulfilling career, and reach their full potential; and provide parents with the services, information, and resources they need to overcome barriers and support their child’s success. This will be achieved by applying age-appropriate components of GTM in Castle Park Elementary School (CPES), a persistently low-performing school that serves the target area (K-6), as well as the 2 middle and 2 high schools that CPES feeds into (7-12); aligning services for the 0-5 population through home visiting and parent education encouraging early aspirations for children’s’ academic excellence; and saturating the neighborhood with necessary supports and services to promote resilience and assist families to overcome barriers to success.

Table 4: Age-appropriate Components of Proposed Academic Intervention Model

Age 0-5	<ul style="list-style-type: none"> • Newborn Home Visiting Program for all mothers within 30 days of birth, using elements of the EBP Nurse Family Partnership Model, as pilot project; • Healthy Development Services at State Preschool, Head Start, and other child care facilities in and around target area - Parenting Classes, Behavioral Services, Developmental Services, including speech and language and occupational and physical therapy services, and Vision and Hearing Services;
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	<ul style="list-style-type: none"> • “Preparing for Kindergarten” Parent/Child Home Visits and Mentoring; • Outreach, education, and resources to family child care homes in and around the target area on how to introduce educational components into a day care program.
Grades K-6	<ul style="list-style-type: none"> • Enhance “Intervention Through Universal Access” (tiered academic intervention model in place at CPES) with age appropriate elements of GTM; • Pilot the San Diego Youth Symphony’s Community Opus Project during planning year, providing instruments and music education twice/week in Kindergarten; • Introduce focused academic component linked to classroom academics into the YMCA’s after-school program (which may include high school tutors, homework assistance, mentoring, etc.).
Grades 7-8	<ul style="list-style-type: none"> • GTM introduced, as pilot project at Castle Park Middle during planning year, and then in Hilltop Middle, with credentialed teachers and college tutors providing mandatory after-school academic support that directly reinforces the classroom curriculum for identified struggling children; • Anti-bullying program using EBP ‘No Place for Hate’ at Castle Park Middle (pilot project), and EBP ‘Olweus Bullying Prevention Program’ at Hilltop Middle (with Chula Vista Police Department).
Grades 9-10	<ul style="list-style-type: none"> • Modification of GTM introduced at Hilltop High & Castle Park High: less prescriptive, emphasis on preparing for college; • EBP Olweus Bullying Prevention Program at Hilltop High (with CVPD); • Enhance Visual and Performing Arts (VAPA) programs providing instruction in visual art, dance, drama, digital media, and music.
Grades 11-12	<ul style="list-style-type: none"> • Emphasis on college preparation, with new AP and honors classes offered and activities focused on supporting college access and success (Compact for Success, financial aid, choosing and applying for college, expectations, etc.); • ‘Careers in Medicine 101’ workshops and mentoring provided by Scripps; • Guided tours of Workforce Partnership’s One-stop Career Center; • Coordinate with South County Economic Dev. Corp. and the Chula Vista Chamber Education Committee to develop linkages between schools and local business; • Strengthen connections between the WIA Youth Workforce Development Program and the target high schools; • Strengthen SUHSD Career Technical Education programs at high schools (currently on offer: Introduction to Plumbing; Sales and Marketing; Supermarket Operations; Introduction to Construction; Introduction to Engineering; Video Production; Multimedia Productions; Principles of Engineering; Introduction to Engineering; Civil Engineering & Architecture; Sales & Marketing.); • Enhance Visual and Performing Arts (VAPA) programs providing instruction in visual art, dance, drama, digital media, and music; • Education and support to help parents support their child’s preparations for college and/or career.
Family Engagement in Learning (Birth – 12th grade)	<ul style="list-style-type: none"> • Information, support, & resources for parents to support them to help their child succeed in school, overcome obstacles to participation, and encourage early aspirations towards a college education; • “Preparing for Kindergarten” Parent/Child Home Visits and Mentoring; • Wraparound family services to address family stressors that could impede child’s successful participation and academic achievement, including job placement, employment upgrades, financial literacy, housing assistance (rental/utility assistance, affordable housing).

CPES is currently in the 3rd year of Program Improvement status. In 2010, the school

introduced a tiered intervention model, Intervention Through Universal Access. All students are

taught specific content standards over a specified period of time (Tier I). Teachers administer weekly assessments, and those students not meeting the proficiency benchmark are provided additional instructional time in small groups (Tier II), and then reassessed to determine if more time and intensity provided results in more students meeting mastery. The results are already promising. Even though the school did not meet the Adequate Yearly Progress (AYP) for 2011, they did see increases in E/LA proficiency (10.3% to 52.7% proficient or advanced), and Math (18% to 68.3%). It is anticipated that the API will increase from 754 to 808 this year. CVPN will explore ways to enhance CPES' successes by applying age-appropriate components of GTM.

In addition, SBCS will reach out to children and families from the target area who do not attend the 5 target public schools, such as those attending the preschool and K-8 school operated by St. Pius X Catholic Church. The San Diego Organizing Project engages in community organizing at this church, and will facilitate access and exchange between church families and CVPN. SBCS' family stabilization and self-sufficiency services will be available to all families in the target area, regardless of which school their children attend.

Once this strategy has been successfully established in the 5 target schools (Table 3, p12 for schools list), the scale-up strategy will facilitate expansion to incorporate the surrounding city blocks and 6 other elementary schools that feed into the target middle and high schools, as well as preschools and child care facilities in the expanded area.

The proposed project is exceptional because it will systematically saturate the neighborhood with a new way of thinking - no barrier will stand between a child from the target area and a college education and/or a fulfilling career. At every opportunity staff, students, parents, and community members will hear the message that success is the only option for their children. The project's primary elements are to institute academic rigor in schools serving the target area that will prepare students to be college/career-ready, show students and parents the path to attending

college or training for a career, and provide the child, family, and community supports necessary to assure success. The approach is comprehensive, supporting the child for the long term (pre-K through 12) within the school system as well as reaching out to the community and the home to create extended opportunities for learning in a safe, nurturing, supportive environment.

After over 30 years of working together, SBCS and the 2 school districts, CVESD (grades K-6) and SUHSD (grades 7-12), enjoy close cooperative relationships. Both school districts, the 5 target schools, and the 2 teachers’ unions worked together with SBCS to develop this proposal. As described in the MOU, each district / school will participate in the Advisory Committee, Data Team, and Education Committee, which will oversee school-based planning for comprehensive education reform, preschool through 12th grade, and implement school-based pilot projects. The schools have committed classrooms, office space, computers and other equipment, community outreach support, and parent meeting space. They have also all committed to data gathering for the assessments, and full cooperation with the National Evaluator.

B.2. Proposed plan to create a complete continuum of solutions

The following committees that will guide the planning process have already met and agreed on their roles and responsibilities, how they intend to accomplish their goals, appropriate membership, and how often they should meet.

Table 5: CVPN Project Planning Structure

Committee	Members / Organizations Represented	Role & Responsibilities
1. Advisory Committee Meets monthly for first quarter and then quarterly	PN Program Manager; SBCS Dept. Dir.; SBCS President/CEO; SANDAG; CVESD*; SUHSD*; HHSA/CWS*; HHSA/Public Health Nursing*; SD Workforce Partnership; SC Ec Dev Corp; City of Chula Vista*; United Way; CVCC; R. Dominguez (SBCS Board Member & low income resident)*; Parent/Resident Rep.(s)*; Family Health Centers; Scripps Hospital; SDOP	Advise Core Management Team. Facilitate cross-sector collaboration and participation. Participate in fundraising. Provide diverse provider and recipient perspectives to assist with planning and continuous improvement. Eventually, assist with scale-up plans. <i>* Denotes geographic area resident / low income City resident / public official</i>
2. Core Management Team	PN Program Manager; 3 SBCS Dept. Directors; SBCS Development Associate; SBCS Parent/Community	Manage day to day planning process. Problem solving. Ensure participation of diverse sectors including school personnel,

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Meets monthly or more	Engagement Coordinator; SANDAG; Reps. of Parent Advisory Committee, Data Team, Education Committee; Maria Guasp, SBCS Board Member; Don Hunter, SBCS Dept. Director and CPH graduate; HHSa Regional Director.	residents / parents, providers, government, and business sector. Review data regularly. Track achievement of milestones and hold partners accountable for results. Ensure quality and feasibility of plan. Facilitate cooperation with national evaluator. Implement and evaluate pilot programs.
3. Data Team Meets monthly or more	PN Program Manager; SANDAG; Scripps Mercy Hospital Chula Vista; Family Health Centers; County Departments: Probation, CWS, and PHN; Head Start; City of CV; CVESD; SUHSD; Chula Vista Community Collaborative (CVCC); SBCS Associate Director	Facilitate access to data (school records, social service provider records, existing neighborhood / family surveys, etc.) on key indicators and other factors, for needs assessment and segmentation analysis. Create evaluation tools, surveys, etc. Develop longitudinal data gathering system. Analyze data and provide regular reports to other committees to guide planning and continuous improvement.
4. Education Committee Meets monthly or more	PN Program Manager; Target School Principals; Teachers' Unions Representatives; CVESD; SUHSD; CVESD State Preschool; YMCA-CRS	Oversee planning (implementation of pilot project in CPMS) of GTM in target schools to accomplish comprehensive education reform, preschool through 12th grade.
5. Parent / Resident Advisory Committee Meets monthly or more	PN Program Manager; SBCS Parent/Community Engagement Coordinator; Chula Vista Community Collaborative (CVCC); Parents from all school sites; Neighborhood Residents; San Diego Organizing Project (SDOP)	Ensure 2-way communication between schools / parents / residents and project committees so parents / residents are regularly updated on the planning process, and committees receive regular feedback from parents/residents.
6. Fundraising Committee Meets quarterly	PN Program Manager; SBCS Development Team; SBCS President/CEO; CVESD & SUHSD Development Offices; City of Chula Vista	Plan and implement fundraising strategies and activities to support the project. Ensure fundraising targets are met. Provide regular reports on activities and accomplishments to Core Management Team.

The CVPN Planning Project will be led by SBCS, the region’s largest provider of social service, education, and community development programs for youth and families. Annually, SBCS impacts almost 50,000 people, over 95% low-income and 60% below poverty. SBCS regularly takes the lead in bringing together public and private service agencies to streamline services, fill gaps while avoiding duplication, and leverage resources. SBCS was chosen among the collaborative partners to lead the CVPN planning initiative because of its history as a community leader and its extensive range of services. SBCS has served the region’s children, youth, and families for 40 years, achieving a recognized level of success and expertise in providing bilingual, culturally competent services that are unparalleled in the county. SBCS’ staff are stationed at many locations including FRCs, clinics, police departments, schools, child

welfare services, and affordable housing projects.

SBCS intends to intensify the focus of its many services for vulnerable children, youth, and families living in the geographic target area, reaching at least a 65% penetration rate. SBCS and the collaborative partners will identify service gaps and at-risk or high need sub-populations during the planning year, and develop additional services, supports, and strategies to meet these needs and fill gaps. Existing services provided by SBCS that will ‘saturate’ the target area include a continuum of housing and homeless prevention services; Family Self Sufficiency services, including job placement, development, support, and upgrades, financial literacy, housing assistance including rental/utility assistance, food assistance, and EITC tax services; comprehensive domestic violence and child abuse prevention and intervention; youth development: juvenile diversion, gang prevention and intervention, and homeless youth and street outreach services; school-readiness services; and mental health services. These are relevant to CVPN because they directly address factors that prevent children and families from thriving, and that create barriers to academic success for children. For example, if a family is homeless or about to become homeless, experiencing family violence, or includes family members with gang or substance involvement, these factors affect a child’s functioning and achievement at school.

SBCS will sub-contract with SANDAG to conduct the needs assessment and segmentation analysis, in close consultation with the Advisory Committee, Core Management Team, and Data Team. This data will be used by the various committees to plan a complete continuum of cradle to college to career solutions that address each of the key indicators and desired results. The segmentation analysis will be used to determine target sub-groups for each service strategy.

In order to document the planning process, each committee/team will keep agendas and meeting minutes, identifying all objectives, action items, deadlines, and responsible persons. At the beginning of the grant year, each committee will develop clear objectives and a timeline with

milestones, and will report progress towards these at monthly Core Management Team meetings.

It is anticipated that the continuum of solutions will include the following key approaches, with a target of at least 65% penetration rate of eligible participants living in the target area:

Table 6: Key Components of Continuum of Solutions and Associated Indicators

(* Denotes evidence-based model or proven practice.)

Indicators:	Academic						Family & Community											
	Pre-K access to healthcare	Age-app. functioning	Early learning participation	Proficient in core subjects	Attendance rate	HS Graduation rate	College/career success	Physical activity	Fruits & vegetables	Home Visits & Breastfeeding	Students feel safe	Reduced bullying	Student mobility	Read to children @ home	Read outside school	Talk about college/career	Participate in family Supports	Internet & computer access
Continuum of Solutions																		
Pregnancy & Early Parent Support <i>Assets to build on:</i> Healthy Development Services*, SafeCare*, Community Services for Families, Families as Partners*, Teen Pregnancy Prevention (SBCS); CV Family Health Center & Mobile Clinic; Open Door & Fair Winds FRCs (CVCC); Scripps Mercy Hospital Chula Vista, Public Health Nursing Nurse/Family Partnership* <i>Strategies:</i> Newborn Home Visiting* (Scripps)	✓	✓	✓					✓	✓	✓				✓			✓	
Early Learning <i>Assets to build on:</i> Head Start; State Preschool (CVESD); Community Preschools; Healthy Development Services*, Therapeutic Preschool* (SBCS); Preschool for All; Immunizations (FHC) <i>Strategies:</i> Expand parent engagement & support; Facilitated transition into kindergarten	✓	✓	✓	✓				✓	✓	✓				✓			✓	✓
Comprehensive School Reform <i>Assets to build on:</i> Tested GTM (SUHSD / Education Committee); After School Programs (SBCS & YMCA); Children’s Mental Health Services* (SBCS); Pregnant/Parenting Teen Program (SANDAPP) <i>Strategies:</i> Expand GTM; Align w/ early learning through parent engagement; School Based Mentoring*			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
College Readiness and Employability <i>Assets to build on:</i> Sweetwater Ed. Fdn., Compact for Success (SUHSD & SDSU); Career Technical Education (SUHSD); Career Center (W’force Partnership); WIA Excel, Vision Achievement Mentoring, Youth Internships (SBCS); Health Career Paths (Scripps); Southwestern College <i>Strategies:</i> Ec. Dev. Corp. & CV Chamber ~				✓	✓	✓	✓				✓	✓			✓	✓	✓	✓

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Indicators:	Academic						Family & Community												
	Pre-K access to healthcare	Age-app. functioning	Early learning participation	Proficient in core subjects	Attendance rate	HS Graduation rate	College/career success	Physical activity	Fruits & vegetables	Home Visits & Breastfeeding	Students feel safe	Reduced bullying	Student mobility	Read to children @ home	Read outside school	Talk about college/career	Participate in family Supports	Internet & computer access	
Continuum of Solutions																			
school/business partnerships																			
Family Wellness, Stability, and Self-Sufficiency <i>Assets to build on:</i> Family Self Sufficiency, Family Violence Services, Transitional & Affordable Housing, Rental Assistance, Emergency Food, Fair Housing, Job Development & Upgrades, Vocational Training, EITC Tax Prep. (SBCS) <i>Strategies:</i> Intensify services in target n’hood; Identify and address service gaps (SBCS)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Neighborhood Safety <i>Assets to build on:</i> Community Assessment Team*, Juvenile Diversion*, Peer Educators, Street Outreach (SBCS), Gang Prevention* (CVPD & SBCS); Teen Recovery Center (McAlister); Olweus Program* (CVPD) <i>Strategies:</i> Increase resident engagement (SDOP/CVCC); ‘No Place for hate’* (CPM)				✓	✓	✓	✓				✓	✓							
Community Reinvestment <i>Assets to build on:</i> EITC Tax Services, Homeless Prevention & Rapid Rehousing (HPRP), Neighborhood Improvement Projects (SBCS); Redevelopment Services (City of CV) <i>Strategies:</i> Increased resident engagement and leadership development (SDOP & CVCC); Youth-led graffiti eradication and neighborhood improvement projects														✓				✓	
Special Population: Foster Children <i>Assets to build on:</i> Independent Living Skills, Specialized Transitional Housing, Workforce Development, College Prep. & Support (SBCS) <i>Strategies:</i> Intensify services in target n’hood					✓	✓	✓							✓					
Arts & Humanities <i>Assets to build on:</i> School-based VAPA Programs <i>Strategies:</i> SD Youth Symphony Program			✓	✓							✓								

B.3. Solutions leverage existing neighborhood assets and coordinate with other efforts

San Diego’s South Bay community already has in place many strengths-based services and resources designed to assist struggling children, youth, and families. Table 6 (p18) shows how the proposed continuum will build upon and enhance existing community assets, as well as

identifying and filling service gaps. Additionally each of the collaborative partners has identified resources and services which will contribute to the success of the CVPN. For example, each partner will provide staffing for the various committees as match, and the school sites are providing classroom space, space for parent meetings, computers, and parent outreach. Other match resources are discussed in the budget narrative.

The United Way of San Diego's Education Advisory Committee is committed to bringing community partners together to mobilize San Diegans to provide every San Diego County child with the support and education needed for 21st century success. The committee has decided to adopt a place-based strategy in one or more areas of the County, one of which will probably be in the South Bay. The committee also intends to begin work in school readiness and early grade literacy and emphasize strategies that support English Language Learners. United Way intends to invest significantly in this vision, and has agreed to participate on the Advisory Committee.

In the long term, CVPN will significantly build local capacity to meet neighborhood needs, from resident empowerment and leadership development efforts, to developing comprehensive data sharing and tracking systems, to creating lasting networks of mutual trust, communication, and collaboration between cross-sector partners.

C. Quality of project services

C.1. The needs assessment and segmentation analysis will be used during the planning phase to determine each solution within the continuum

SBCS will sub-contract with SANDAG to lead the Data Team and conduct the needs assessment and segmentation analysis. The needs assessment of children and youth in the target area will identify needs and service gaps in the neighborhood. The segmentation analysis will determine the children with the greatest needs, to ensure that children with the highest needs are targeted with solutions that directly address the educational and family/community indicators.

SANDAG and the Data Team will use multiple methods and sources to gather data in order

to provide the most robust documentation to inform the planning and implementation of CVPN solutions. The needs assessment will be informed by the key stakeholders and draw upon both primary and secondary data sources, including public data sources, door-to-door surveys, focus groups, community surveys, and supplemental school-based surveys. The 12 required indicators will be supplemented with 3 additional indicators: F/C 3: # of parents of newborn babies receiving a home visit within 30 days of the birth, and # and % of mothers who breastfeed their child for 6 months; F/C 5: # of reported incidences of bullying on school campuses; and, F/C11: # and % of families who engage in family support services.

Data sources for each indicator, a combination of existing and new sources listed in Table 2 on page 4, will measure needs and assets of youth and families and drive the continuum of solutions. Primary data collection will include quality control measures. Existing data sources include educational, health, law enforcement, and regional planning agencies. These will be used to document the level of need and strength in the target area. During the planning year this list may be modified or expanded as the planning committee deems appropriate.

In order to supplement what is available through existing data sources, a Neighborhood Door-to-Door Survey will be conducted. Bilingual Promotoras and residents from the community will be hired and trained by research staff to conduct the surveys. Quality assurance measures, such as shadowing, data cleaning, and immediate feedback will be instituted. Survey questions will focus on the indicators, with special attention to indicators that are not available through other sources (e.g., how many hours a day do you read to your child?). When possible, survey questions will be drawn from national sources (e.g., Youth Risk Behavior Survey) to allow for comparability. The Data Team and Parent Advisory Committee will review questions for cultural sensitivity, language, and comprehension. Incentives donated by local businesses will be offered for completing the survey (e.g., grocery cards). A systematic random sampling

approach will be used for the neighborhood survey since it is a small geographic area and an intercept method is being used. There are approximately 1,800 households in the target area (SANDAG 2010 Population Estimates). As this time, it is envisioned that a total household sample size needed will be 800. This means that every 2nd household will be surveyed starting with a randomly chosen household. Since not every household will have children, surveyors will be instructed to move one house to left if the initially sampled household does not have children. Assuming about a 60 percent response rate, this will result in about 500 completed surveys for a margin of error of $\pm 4.33\%$. Multi-lingual surveyors will be used to increase response rates, as well as a procedure for contacting homes more than once. The surveying method will be similar to the Census Bureau's American Community Survey method. The sampling unit will be the household and data will be gathered for all household members - parents, children, and students within the household (cluster). The indicators require data to be collected for all those subgroups and they will be linked back to household data such as family type. Throughout the survey, those subgroups will be monitored to ensure at least 200 from each are surveyed. Additionally, other high risk subgroups identified by the program stakeholders will be monitored to ensure that at least 200 surveys are completed. If needed, more surveys will be conducted to meet the targets.

Five Focus Groups will be conducted involving different stakeholders to gather qualitative data - residents, social service and law enforcement, businesses, youth, and school officials. The subject matter of the focus groups will both inform, and be informed, by the neighborhood survey, pending the schedule. An expert in focus group facilitation will lead the groups, and the topics will be vetted through the Management and Data committees. While an annual school climate survey is already conducted at the elementary and middle schools, one does not exist at the 2 target high schools. A sample of convenience will be used to select focus group members. Residents and students will be solicited through word of mouth, public notifications at schools,

community events, transit stations, and non-profit agencies. The Core Management Team will identify professionals working in the area, including social service workers, police and probation officers, faith-based individuals, and non-profit agency staff. School personnel will be approached through the Education Committee. Possible participants will be screened for selection to ensure inclusion of the appropriate subgroups for the segmentation analysis.

To gather information on perceived student safety, bullying, gangs, and other issues a School Climate Survey will be administered to staff at each of the two high schools using a secure Web-based system (e.g. Survey Monkey). All staff from the two schools will be surveyed since surveying costs will be minimal. The survey will include questions from the school climate and Youth Risk Behavior Survey for comparability. Staff from the other 4 schools are already being surveyed about their school climates and their data will be used in the analysis.

While the majority of the data will be pulled from existing public sources, there are several indicators that require primary data collection which will be obtained from the surveys and focus groups detailed above, because they will require these additional measures to gain a more complete understanding of the need in the community. Medical home/Uninsured: No one source is adequate to assess the level of need in this area, especially since the target area is located near the Mexican/U.S. National border and includes undocumented residents. In addition to gathering data from existing sources noted in Table 2, the neighborhood survey will include questions on medical home, insurance, and barriers to accessing medical care. Pre-K children participating in early learning programs: The door-to-door survey will include questions regarding participation of children birth to kindergarten in formal early learning programs (e.g. preschool, Head start), awareness of such programs, and reasons for noninvolvement. In addition, a map of existing pre-schools, Head Start programs, and other formal early learning centers located within and immediately surrounding the target area will be created. This data will be compared with the

number of pre-K children living in the area to assess if sufficient programs exist. If discrepancies are found, follow-up on this issue regarding barriers and possible solutions will be addressed during the focus groups. Physical activity and consumption of healthy foods: These indicators pose their own particular challenge, both because of the few existing data sources and a lack of valid measures. The quantity of fresh vegetables and fruits consumed will be measured using three data sources. In addition to doing a scan of meal plans provided at the target schools, and analyzing the percent of youth qualifying for free and reduced lunch, questions regarding meal provision at home will be included on the door-to-door survey. A multipronged approach will be taken to determine the level of physical activity, as well as the environmental barriers. In addition to individual behavioral data gathered from the CHKS and the door-to-door survey, data will be gathered on local recreational leagues (e.g., AYSO, Little League) and safe parks in the area. Safety, violence, and bullying: Several factors will be used to measure the level of safety in the community and the schools. Because the school climate survey is not administered at the high schools in the target area, a survey will be conducted with teachers and staff at both high schools to obtain comparable data. Related question from the Youth Risk Behavior Survey will also be included in the analysis. Additionally, as the crime clearinghouse for the region, SANDAG will draw upon its own data sources to document crime incidents and calls for services in the area. Finally, questions regarding safety, gangs, bullying and related concerns will be included in the door-to-door survey and focus groups. Literacy and reading support in the homes: The door-to-door survey and focus groups will be the primary source for data related to children being read to and being encouraged to read by someone at home. This information will be analyzed along with standard reading competency scores and English proficiency.

While this study does not require an IRB, every effort will be made to preserve participant's privacy and confidentiality. Names will not be used to track data, rather a unique research

number will be assigned to each survey (neighborhood and school) and information gathered will be reported in the aggregate. Additionally, a consent form explaining the purpose of the survey and privacy procedures will be completed prior to participation. Participation is voluntary and staff conducting the neighborhood survey will be required to complete a training provided by the research team on approaching participants, appropriate language, and sensitivity to refusals.

Both qualitative and quantitative data will be gathered to provide the most comprehensive assessment. Using the data collected from surveys and other sources, a segmentation analysis will be conducted to identify high need sub-groups of children, youth, and families. Before conducting the surveys, needs assessment researchers will collaborate with the stakeholders to ensure questions capture potential high risk factors, such as demographic and family type, as well as any other factors stakeholders believe may be associated with a higher need for assistance. Special attention will be given to ensure the appropriate questions are included in the additional data collection efforts (i.e., surveys and focus group) to provide information on the more difficult to gather indicators. These supplemental questions will be critical in grouping youth and families into the three levels of risk and matching them with the needed intervention. Researchers will look for relationships between factors and indicators to categorize and prioritize the need level of children and families. Correlation and regression will be used to conduct this analysis. The regression, both multiple and logistic, will allow researchers to isolate relationship between indicators and demographic/family factors while controlling for confounding effects. High, medium, and low need subgroups will be identified for each indicator. Specifically, in addition to relying on basic descriptive statistics to describe the population, segmentation analysis will be conducted using multiple indicators to group children and families into three risk levels (low, medium, and high) on each of the identified indicators. In addition to demographic information on children and families (e.g., age, race, and poverty rate), proven risk and

protective factors will be included in the segmentation analysis. Many of the PN indicators are interrelated. For example, risk of victimization and/or feeling safe is related to a youth's involvement in delinquent behavior. However, backing out the indicators contributing to delinquency, other school factors, such as dropping out, unexcused absences, early academic failure, and non-participation in preschool are all points of potential slippage and, therefore, intervention. To address this continuum of need, the analysis will examine the information in a manner that allows for a holistic approach to the solutions.

Following the analysis, a report will be shared with the planning groups, along with a map showing existing resources, and identified gaps in services. These three data collection efforts will drive the development of a logic model that connects the desired outcome, with what behaviors or risks need to change to achieve the outcome, to the resources necessary to achieve the change. This model will then serve as the road map for the development of the solutions.

SBCS, the Advisory Committee, and all of the key partners are committed to working with the National Evaluator, as described in the MOU. SANDAG has been the local evaluator on several national projects, including 2 Substance Abuse and Mental Health Services Administration (SAMHSA) projects and 1 with the Office of Adolescent Health. Staff are experienced in gathering agreed upon data elements, adjusting research design to be in alignment with federal standards, uploading data into a shared Web-site, and acting as a liaison between the federal evaluator and program to facilitate accurate data collection. SANDAG will assume the lead in communicating with the selected National Evaluator, participate in all meetings and conferences, and assure all data collection requirements are met.

C.2. How applicant will determine that solutions are based on the best available evidence and ensure that solutions drive results and lead to changes on indicators

SBCS has many years of experience implementing evidence-based models and proven practices with fidelity. SBCS' programs range from evidence-based models collaborating closely with the

models' creators, to new innovations employing external evaluators to implement rigorous evaluations to study program outcomes. Data is systematically collected and analyzed for all programs. A 2010 evaluation by the UCSD Department of Psychiatry, Child & Adolescent Services Research Center used the Evidence-Based Practice Attitudes Scale and found SBCS' employees' attitudes toward adoption of innovation in public sector service settings exceed those of providers in all other county regions. Examples of SBCS' commitment to providing programs with evidence of effectiveness include use of the following evidence-based models: Project SafeCare (SBCS is training providers in 2 counties on this model, and has completed training in another 2 counties); Trauma Adaptive Recovery Group Education and Therapy; Trauma Recovery and Empowerment; The Incredible Years; Trauma-Focused Cognitive Behavioral Therapy; Motivational Interviewing; Bright Futures; Pathways to Competence; Child Parent Psychotherapy; Hawaii Early Learning Profile; Center on the Social Emotional Foundations for Early Learning; and Neat@2. In addition, Trolley Trestle Transitional Housing Program for former foster youth was designed based on THP+ best practices recommended by the John Burton Foundation. SBCS has also participated in external evaluations: SANDAG conducts data and publishes annual reports on outcomes of all county Community Assessment Teams, including SBCS' in the South Region. Harder & Co. has evaluated SBCS' Community Services for Families, Healthy Development Services, and Therapeutic preschool. UC Davis evaluated SBCS' 3-year DVRT Pilot Demonstration program; UC San Diego is evaluating SafeCare implementation in San Diego; SDSU evaluated SBCS' PPSG Pilot Program, and TriWest evaluated the Pilot Kinship Navigator program.

The proposed continuum of solutions includes many evidence-based models, indicated by an “*” in Table 6 (p18). Some of these are already in place while others are yet to be implemented. During the planning year, the partners will implement a number of pilot projects using evidence-

based models including a Newborn Home Visiting Program, Application of the Granger Turnaround Model in Castle Park Middle, 'No Place for Hate' Anti-bullying program at Castle Park Middle, and The Youth Symphony's Community Opus Project for kindergartners in Castle Park Elementary. The Newborn Home Visiting Program, to be implemented by Scripps Mercy Hospital Chula Vista, will comprise a multi-faceted approach based on the evidence-based Nurse Family Partnership Model and Family Medicine Residency. Home visitation is an effective tool for reaching and screening a wide spectrum of families, and around the time of birth is an opportune time to reach out to parents who are often very receptive to receiving new information regarding infant care, developmental issues, and how to access resources that promote a healthy and supportive environment for their infants. This is also the optimal time to identify family risk factors and address psychosocial, economic, and other issues before they escalate and negatively impact new parents and parents of adopted newborns. Scripps' Medical Residents will contact the parent(s) for a visit within seven days of hospital discharge and provide a visit within the first 30 days of the baby's life. The visits will take place in the parent's home when possible. If a parent refuses a home visit or is homeless, he/she will be offered the option of meeting at a clinic, family resource center, or other community site convenient for the family. The visits will include: Newborn physical screening; Family screening for risk factors: Postpartum depression (Edinburgh Postnatal Depression Scale); Health; Smoking (Partnership for Smoke Free Families tools and protocols); and Social-emotional risk factors. The parent will be provided with the Kit for New Parents including a list of community resources and education on Breastfeeding, Immunizations, Developmental and baby care issues, Post-partum depression, Oral health, and use of the Ages and Stages Questionnaire to screen and assess their children's development as they grow. Services to be provided when needed include: Link families to a medical home and health insurance; Empower parents by educating and supporting them in how to access health,

developmental and behavioral resources, navigate through the “system” and act as their child’s advocate; and Provide referrals to needed services and/or other follow-on services. Evaluation outcome measures are collected at the following three intervals: Initial Visit:- Breastfeeding; Health insurance; Medical home; and Immunizations. At 6 weeks:- Breastfeeding; Health insurance; Medical home; Immunizations; Emergency room visitation; and Hospital admission; and at 6 months:- Breastfeeding; Health insurance; Medical home; Immunizations; Emergency room visitation; and Hospital admission.

The Granger Turnaround Model has been successfully implemented in 2 persistently low-performing middle schools in SUHSD, as described above. The model will be implemented at Castle Park Middle as a Pilot Program during the planning year, and elements of it will be used to enhance CPES’ successes. The program evaluation will measure the following results to determine success: 1. Improved student attendance; 2. Improved student behavior (reduction in AP referrals); 3. Decrease D/F ratio; and, 4. Increase CFA, Quarterly, EOC and CST Scores.

‘No Place for Hate’ Anti-bullying Program, to be implemented as a Pilot Program at Castle Park Middle, is an EBP designed by the Anti-Defamation League to promote respect for individual and group differences while challenging prejudice and bigotry. Objectives are: 1. Children report incidents via a bully box or hotline; 2. Mechanisms in place for dealing with bullying incidences in a timely manner (same day); 3. Intervention documented and tracked; 4. Progressive consequences assigned to students who engage in bullying; and 5. Eventually, school demonstrates a safer campus and reduction in number of incidents (although an initial measure of success would be an increase in reported incidences as students feel safe about coming forward). This will result in students wanting to come to school, increased attendance, reduced truancies, decreased referrals/suspensions, reduced higher level issues (fights), and increased academic achievement (grades, test scores, etc.).

The San Diego Youth Symphony's (SDYS) Community Opus Project, providing community based music programs for at-risk youth, will be implemented as a pilot program for CPES' kindergartners. Students will receive new instruments and regular expert instruction and mentorship by SDYS' Artistic Faculty. SDYS knows there are numerous barriers to participation and has taken great care to eliminate those hurdles for all students, regardless of their families' socio-economic status. Project objectives are: 1. 90% of students who begin the program will graduate from their first year of instruction in spring and 80% of those students will continue on to year two instruction; 2. Students will master basic musical technique, performance skills, and be able to demonstrate proficiency in skills such as rhythm, pitch, and instrument identification by the end of year one; 3. Students will develop strong social and academic discipline and increase school attendance compared to the prior year kindergarten class; and, 4. Parents will increase volunteer time at the school compared to parents of the prior year kindergartners. In addition to musical goals, we anticipate an increase in students' feelings of self-confidence, self-worth, and self-efficacy. Data will be collected by SDYS staff in cooperation with the school, using attendance records, test scores, report cards, volunteer logs, and key informant interviews with school staff and program parents. Students will be tested on musical achievement through performances, small group instruction, and instructors' observations.

SBCS will also implement Preparing for Kindergarten, a pilot home and classroom visiting program for families with a child about to transition from preschool to kindergarten to promote a seamless transition. This is one of the most significant transitions young children experience. Bilingual Promotoras will provide parents with the support they need to help children deal with complex emotions and address reactions to the change, and prepare their children to succeed, and visits to CPES' kindergarten class will be arranged for preschools in the target neighborhood.

It will be the responsibility of the Core Management Team to ensure that all Pilot Programs

are rigorously evaluated, as well as tracking the achievement of milestones and holding partners accountable for results. However, SBCS as the lead agency has overall responsibility to ensure that the planning grant and all pilot programs are properly implemented by all partners, impact the indicators, and achieve the desired results.

D. Quality of the management plan

D.1. How Management Team will work with the neighborhood and its residents; schools; LEAs; government leaders; and other service providers

South Bay Community Services (SBCS), lead agency for CVPN, is a 40-year-old 501(C)(3) organization whose mission is to provide children, youth, and families in San Diego's South Bay with services which reinforce the family and assist them to aspire to lives of self-fulfillment. SBCS was created by community members as a drop-in center for drug abusing teens, and continues to be operated and directed by the community. Services are provided through three departments: **Family Wellness & Self Sufficiency**: an integrated continuum of service strategies and programs focused on strengths, assets, and resiliencies of families; **Youth and Family Services Department**: providing youth development and juvenile prevention, early intervention, and diversion services; as well as affordable housing and economic advancement for low-income families; and **Child Well Being Department**: promoting children's abilities to learn at their optimal potential through health and developmental screenings, assessments and treatment, and early educational opportunities. The agency employs a staff of over 240 professionals supported by over 100 volunteers. SBCS reaches almost 50,000 people annually, over 95% of whom are low-income, with 60% below poverty level. Strengths of SBCS' service provision for low-income and at-risk children and families include an exceptionally high level of collaboration with a wide variety of agencies; a broad range of bilingual services that respond to the multi-faceted needs of struggling families; a flexible wraparound philosophy, including a "no wrong door" approach with staff stationed at multiple locations; and a high level of trust and

recognition among low-income and at-risk neighborhoods and families. SBCS controls a major share of the social service contracts in the region, and is recognized in the Chula Vista Consolidated Plan as the city's most significant provider of affordable housing.

SBCS is deeply connected to the diverse community it serves. Staff hiring takes into account the racial, ethnic, linguistic, and social background of clients and every effort is made to provide a similar staff/client balance. 35% of SBCS' staff live in Chula Vista, and 52% live in the South Bay region. SBCS' upper management team of 9 includes 4 who graduated from local schools (one from Castle Park High), and 6 currently living in Chula Vista. Families and community members are involved as mentors, interns, and agency volunteers. Youth and families are involved in the design and planning of all services, and SBCS solicits regular feedback from youth and families to identify better ways to meet emerging community needs. The Board of Directors are all South Bay residents and one-third are low income, per SBCS bylaws.

SBCS' President and CEO, Kathryn Lembo, has long been a leader in advocating for and developing public policy on youth on the local, regional, and national levels. She is a founding member of the County's Juvenile Justice Coordinating Council, and has been a Governor Appointee to the Office of Criminal Justice and Planning State Advisory Group on Juvenile Justice and Planning. She was vice-chair of the Western States Youth Services Network, the California Child Youth and Family Coalition, and the Youth Services Network of San Diego County. In 1996 she was awarded a National Network for Youth Advocacy Leadership Award. She was the United Way of San Diego County 2009 Executive Director of the Year.

SBCS recently had the opportunity to assess its effectiveness using TCC Group's online Core Capacity Assessment Tool, analyzing organizations' core capacities crucial for organizational success: Adaptive Capacity, Leadership Capacity, Management Capacity, and Technical Capacity. On a score of 1 – 300, where 230 and greater = very strong, SBCS'

leadership scored 245, with Internal Leadership, Leader Vision, Board Leadership, and Leader Influence identified as strengths. No weaknesses were identified.

Table 5 (p15) lists the committees that will participate in planning CVPN, each of which have already met to plan for this proposal. These committees represent diverse individuals and organizations from various sectors, including residents, government figures, and service providers, each with distinct roles to play in the project, yet each deeply committed to participation in a community of practice. The culturally diverse committees include a Parent / Resident Committee that is responsible for ensuring 2-way communication between schools/parents/residents and project planning teams so that parents and residents are regularly updated on what is going on with the planning process, and so that the committees receive regular feedback from parents/residents. This committee will be facilitated by the project's full-time, bilingual Parent/Community Engagement Coordinator, Rachel Morineau, whose children attend Castle Park High. Rachel has been with SBCS since 2006 as an Associate for the Independent Living Skills program, assisting foster youth to develop self-sufficiency and independence. Before that she was a Parent Advocate, serving as first point of contact and assisting parents with children entering the juvenile justice system. This committee includes a representative of CVCC, whose bilingual Promotoras work closely with community residents and will assist with the door-to-door surveys, and the San Diego Organizing Project, which strengthens civic participation by means of leadership development, community organizing, and public policy/systems change. The Parent/Resident Committee meetings will be bilingual (English and Spanish). The MOU describes the partners' experience serving the community.

Xavier Martinez will be the full-time PN Program Manager. With over 12 years of experience working directly with youth and families as an After School Program Coordinator, Case Manager, Mentor, and Program Director, Xavier currently is SBCS' Program Director for

the Youth Support Services Division of the Youth Services Department. Xavier has a BA in Criminal Justice. He has served on the Learning Resource Team and Board of Directors of Western States Youth Services Network. Xavier’s many skills include developing collaborations to more effectively provide resources to youth and families. Xavier recently held the position of “Exposing the Rave” Prevention Specialist in which he went into schools and the community to teach about the deadly consequences of club drug use. He is fully bilingual and bicultural.

D.2. How Management Team will collect, analyze, and use data for decision-making, learning, continuous improvement, and accountability

Table 7: Timeline for Completing Needs Assessment and Segmentation Analysis

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Finalize subcontract with SANDAG	█											
Share draft of door-to-door survey with committees		█										
Finalize door-to-door survey			█									
Hire surveyors			█									
Train surveyors			█									
Conduct door-to-door survey				█								
Share draft of school climate survey with committees			█									
Finalize school survey			█									
Send school survey to school staff				█								
Share focus group questions with committee						█						
Finalize focus group discussion guide						█						
Conduct focus groups							█					
Enter and clean surveys					█							
Conduct segmentation analysis identifying subgroups							█					
Data Team shares data and recommendations with CVPN committees								◆				
Use needs assessment & segmentation analysis to develop implementation plan									█	█	█	◆

The Data Team, which will meet monthly or more during planning year, brings together SANDAG, hospitals, clinics, school districts, county departments, the City, and the city’s Community Collaborative, each of which are able to facilitate access to unique sets of data for the project. The role of the Data Team is to assist the project to access the necessary data (school records, social service provider records, existing neighborhood / family surveys, etc.) on key indicators and other factors, in order to implement the needs assessment and the segmentation analysis, develop a longitudinal data gathering system, and to analyze data and provide regular

reports to the Core Management Team and the Advisory Committee to guide planning and continuous improvement. Data will also be used by the Core Management Team and Advisory Committee to determine whether the pilots are achieving their desired outcomes. The Data Team will regularly report to the other relevant committees on data it has gathered and analyzed, so that this data can be used to guide all program decision making. In addition, the committees will all cooperate fully with the National Evaluator to design the evaluation plan.

SBCS' Quality Assurance Department oversees contract compliance and collection of data. SBCS has written policies that address Privacy and Confidentiality and the Release of Information, and all program procedures are HIPAA compliant. SBCS has extensive experience using data and program feedback to improve programs. For example, SBCS has participated in the statewide THP-Plus (supportive transitional housing for former foster youth) participant tracking system since it began in 2008. This web-based database collects demographic and outcome data for each participant related to housing, employment, education, and criminal justice involvement and assets, at program entrance, exit, 6-months post-exit, and 12-months post-exit, as well as snapshot data collected each quarter. The database allows SBCS to capture snapshot data, compare our program data to statewide averages, analyze program progress, and export full participant data for detailed analysis. SBCS uses this data to make informed decisions about the effectiveness of program tools, service delivery, and program philosophy. SBCS has also incorporated the measures into staff evaluations, as baseline for staff performance appraisals. SBCS' Juvenile Diversion Program used data from the 8% Study in Orange County to identify youth who are most at risk of offending or re-offending, and provide intensified services to mitigate that possibility, thus increasing the program's success rate to 91%. Similarly in SBCS' Therapeutic Preschool Program for children who have been traumatized by family violence, SBCS works with CVESD to track achievements and behaviors of preschool graduates

as they progress through grade school, to determine what worked and strengthen the program. SBCS participates in countywide evaluations of Healthy Development Services (SBCS is the lead provider for the South Region), conducted by an external evaluator. This data has been used by HDS workgroups to enhance program delivery and improve outcomes. Data from SBCS' child abuse prevention and intervention program was used to determine that the majority of child abuse cases were neglect cases. In response, SBCS pioneered the evidence-based SafeCare model throughout the county, providing intensive in-home parenting training for families at-risk of neglect. SBCS was the county's first agency to provide evidence-based trauma informed services for domestic violence victims, homeless families, and teen substance abuse clients. SBCS explored improving substance abuse treatment with these populations since traditional methods were proving to be unsuccessful, and after 2 years of research and testing, developed a trauma-informed approach to all agency services.

SBCS already shares program data with schools where the agency provides school-based programming. For example, for the CalGRIP Gang Prevention Program, a partnership between SBCS, CPMS, and CVPD, SBCS tracks student referrals and grade level at entrance to the program. SBCS then sends a list of participating students to the school and information is shared about gains in attendance/academics at year end. SBCS tabulates success rates which are then shared with the schools. SBCS and SANDAG will work with the schools, districts, and other partners to enhance and expand this longitudinal data system, reporting on indicators quarterly or annually. These reports will be made public on the SBCS website, and shared with parents and residents via PowerPoint presentations at parent/resident forums.

D.3. How Management Team will create formal and informal partnerships and create a system for holding partners accountable for performance

SBCS has 40 years of experience establishing meaningful collaborative partnerships, and enjoys a high level of trust and respect in our community. SBCS's ability to bring diverse groups to the

table to tackle tough problems is unsurpassed. Again and again, SBCS has successfully facilitated collaborations between government agencies, law enforcement, social service agencies, schools, faith communities, neighborhood committees, and youth groups - whoever it takes to bring about the systemic changes needed to solve community problems. Thanks largely to SBCS' leadership, the South Bay enjoys an unprecedented level of cross sector collaboration to make effective use of existing resources, fill gaps with new services, and build a region wide system that supports families along a seamless continuum resulting in improved health, self-sufficiency, and prosperity. Because of SBCS' reputation for forging effective collaborations and sound business and fiscal management, the agency is often asked to act as the lead in the development of new programming, and currently coordinates many major regional efforts with multiple collaborative partners. Healthy Development Services, led by SBCS, brings together hospitals, clinics, and other specialists to provide Parenting Classes, Behavioral Services, Developmental Services, including speech and language and occupational and physical therapy services, and Vision and Hearing Services to 0-5 year olds. Our Family Justice Network brings together 4 Law Enforcement Jurisdictions, County Departments, faith-based organizations, and hospitals in a coordinated response to family violence. SBCS was a founding member of the CVCC, which brings together almost all of the area's community-based agencies. SBCS is the coordinator and employment agent for most services provided at CVCC's Family Resource Centers, where many SBCS staff are located. SBCS has had Juvenile Diversion and Domestic Violence counselors out-stationed at CVPD for over 30 years. SBCS is the region's main provider of school-based mental health services, and provides comprehensive after-school programming at many middle schools. SBCS is also the regional coordinator of a continuum of housing and homeless prevention services and Family Self Sufficiency services. SBCS led the effort in Chula Vista to create the Youth Collaborative, and a Family Violence Prevention and

Intervention Collaborative. SBCS provides WIA workforce services for foster youth in 4 regions. SBCS' history as a community leader, together with its services for children, youth, and families, position it to successfully coordinate the Chula Vista Promise Neighborhood.

SBCS has overseen numerous regional and countywide subcontracts utilizing government and foundation funds. Subcontractors prepare monthly claim forms for billing and provide back-up documents such as case managers' weekly billing logs and copies of corresponding timecards, which SBCS uses to track expenses and tally year-to-date figures. Subcontractors performance-based provide service data and SBCS' Contract Compliance staff audit subcontractors' files, monitor progress toward performance improvement, and develop corrective action plans when necessary. These audits are also used to assist partners to analyze and address programmatic barriers and obstacles to success.

Table 5 (p15) outlines the proposed planning structure which brings together a broad spectrum of cross-sector partners including schools, school districts, teachers' unions, hospitals, clinics, the City (including the Police Department and Public Library), County departments (Child Welfare Services, Probation, and Public Health Nursing), the Chamber of Commerce, Economic Development Corporation, and Workforce Partnership, a community organizing project, the Community Collaborative, and institutes of higher education, as well as parent and resident groups. The MOU describes the partners' collective theory of change, which is embodied in this proposal: Schools alone cannot succeed in the quest to help economically disadvantaged children from troubled neighborhoods thrive and reach their highest potential. Schools alone cannot combat the poverty, homelessness, unemployment, crime, blight, and other stressors on a family that also affect a student's attendance, academic performance, college aspirations, and hope for the future. As the Harlem Children's Zone has demonstrated, in addition to educational reform to increase academic achievement, substantial investments in

wraparound family and community supports is also necessary in order to affect the factors that distress an entire community. Only through coordinated collaborative partnerships with multiple, cross-sector community organizations can we wrap children, families, and neighborhoods with the services needed to bring about significant change.

D.4. How Management Team will integrate funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions

Sustained funding for this project is the responsibility of the Chief Executive Officer and the Fundraising Committee. SBCS has an excellent track record of developing, implementing, and sustaining programming in response to identified needs in our community. Funding is spread over a wide base of local, county, state, and federal agencies as well as individual donors, corporations, and private foundations. SBCS is broadening our donor base through online fundraising and planned giving opportunities. This strategic formula has created sustainability over time through the leveraging of diverse funding sources, and limits liability and dependence upon one type of support. SBCS also raises funds through EastSide Sequel (a retail boutique), an online ebay business, and a Swap Meet business (which also provide clients with work experience and job training).

SBCS' exceptionally accomplished, multi-cultural leadership team has wide-ranging expertise and well over 100 years of collective experience with the agency. The current leadership team oversaw the agency's growth from a FY91/92 budget of \$1.2 million with assets of \$266,832, to \$9 million in F2001/02, to the current FY11/12 operational budget of \$16.5 million and assets of \$11.8 million. Throughout this rapid growth, the agency's core values and purpose have remained fixed, while our business strategies and practices have creatively adapted to emerging needs. We continually question our structure and processes, while at the same time preserving the ideals embodied in our mission.

SBCS' Development Team includes the President/CEO, Director of Development (formerly

Chula Vista Mayor and local State Assembly Representative), Development Consultant, Grant Writing Associate, and Community Relations Coordinator (all full-time positions). The Development Consultant has worked for SBCS since 2002, writing more than 340 grant proposals which have brought in well over \$22 million of mostly new funds for the agency. SBCS regularly takes the lead on multi-agency collaborative projects, and so the Development Consultant has experience writing grants for large projects that bring together many subcontractors such as schools, cities, other social service agencies, etc.

SBCS currently manages 56 Federal grants (including city/county/state ‘pass-through’ grants). The Fiscal Department, headed by a CPA with over 22 years’ experience in nonprofit accounting, uses accepted accounting procedures. Major funding sources are accounted in separate departments to prevent expense overlap and facilitate monitoring of year-to-date expenses by funding source. The agency is audited by an independent auditor on an annual basis, and has a history of clean audits. In the TCC Group's online Core Capacity Assessment Tool (CCAT) mentioned above, SBCS scored 297 out of 300 under ‘Financial Management’, and the agency’s financial management skills were a consistently identified strength.

The United Way intends to invest significantly to establish an education-focused, place-based initiative. It is likely that SBCS’ CVPN efforts would be an attractive place to invest this place based initiative, and thus CVPN could use these funds to support the implementation phase, including the scale-up strategy as CVPN expands to incorporate surrounding city blocks and the other elementary schools that feed into our target Middle and High Schools.

The Fundraising Committee will meet regularly to share funding opportunities and approaches in order to raise match funds for a PN Implementation grant, support the scale-up plans, and ensure on-going sustainability of the project. All of the collaborative partners are committed to assisting with fundraising efforts, as discussed in the MOU.

Chula Vista Promise Neighborhood (CVPN)

Table 8: Acronyms and Abbreviations used in Proposal (with apologies!)

ACS	American Community Survey
API	Academic Performance Index (CA Dept of Education)
ASQ	Ages & Stages Questionnaire
FBB, BB	Far Below Basic, Below Basic (on standardized test scores)
CALCHEEPS	California Children’s Healthy Eating and Exercise Practices Survey
CALPADS	California Longitudinal Pupil Achievement Data System
CHBRP	California Health Benefits Review Program
CHIP	Community Health Improvement Partners
CHIS	California Health Interview Survey
CHKS	California Healthy Kids Survey
CPE	Castle Park Elementary School
CPH	Castle Park Senior High School
CPM	Castle Park Middle School
CV	Chula Vista
CVCC	Chula Vista Community Collaborative
CVESD	Chula Vista Elementary School District
CVPD	Chula Vista Police Department
CVPN	Chula Vista Promise Neighborhood
CWS	Child Welfare Services (County of San Diego Department)
E/LA	English, Language Arts
EBP	Evidence-Based Practice
EITC	Earned Income Tax Credit
FRC	Family Resource Center
FSS	Family Self Sufficiency Program
GTM	Granger School Turnaround Model
HDS	Healthy Development Services
HPRP	Homeless Prevention and Rapid Rehousing Program
HTH	Hilltop Senior High School
HTM	Hilltop Middle School
MOU	Memorandum of Understanding
NIEER	National Institute for Early Education Research
PHN	Public Health Nursing (County of San Diego Department)
PPSG	Parent Peer Support Group Program
SANDAG	San Diego Association of Governments
SANDAPP	San Diego Adolescent Pregnancy and Parenting Program
SBCS	South Bay Community Services (Lead Agency)
Scripps	Scripps Mercy Hospital, Chula Vista
SDOP	San Diego Organizing Project
SDSU	San Diego State University
SDYS	San Diego Youth Symphony
SUHSD	Sweetwater Union High School District
UCSD	University of California at San Diego
VAPA	Visual and Performing Arts Program
WIA	Workforce Investment Act
YMCA-CRS	YMCA – Childcare Resource Services