



**Mission Economic Development Agency
San Francisco, California**

*Proposal to the U.S. Department of Education
Office of Innovation & Improvement
Promise Neighborhoods Planning Grant*

Mission Promise Neighborhood

September 13, 2011

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A. Need for project (15 points). (6 pages)

(1) Magnitude & Severity of the Problems (10 points)

The Mission Economic Development Agency (MEDA), San Francisco Unified School District (SFUSD), United Way of the Bay Area (UWBA), the University of California, Berkeley's Center for Latino Policy Research and partners are applying to the U.S. Department of Education, Office of Innovation & Improvement for a Promise Neighborhoods Program Planning Grant under Absolute Priority 1 and Competitive Preference Priorities 4 & 5 to develop the Mission Promise Neighborhood (MPN). The four schools targeted for Phase I of our Promise Neighborhood are all Persistently Lowest-Achieving schools that have adopted either the Turnaround or Transformation models, and include: **César Chávez Elementary School** (Transformation), **Bryant Elementary School** (Turnaround), **Everett Middle School** (Turnaround), and **John O'Connell High School** (Transformation). These schools are all located in the Mission District and zoned to serve Mission resident children and youth.

San Francisco's Mission District has always been a neighborhood that represents the promise of achieving the American Dream. As a historical and current entry point for immigrants seeking employment, education, health services and housing opportunities, the Mission District is a crucial hub of services and home for San Francisco's immigrant Latino community. The 1940's – 1960's saw a wave of Mexican immigration to the Mission, while in the 1980's and 1990's the neighborhood became home to immigrants and refugees who were fleeing wars and political instability in Central and South America¹. The Mission has also experienced significant waves of displacement that gave birth to strong Latino led community organizing movements against displacement. In the 1960's urban redevelopment threatened to change the demographics of the area, while in the 1990's the Dot Com boom priced out many Latino families. Today, the

¹ Source: Jones, Kendall. "Mission Neighborhood Profile", Mission Neighborhoods Centers, June 2011.

neighborhood is one of the best known in San Francisco, boasting a strong arts and cultural community, bustling restaurants and nightlife destinations, and thriving retail spaces. Yet, the Mission has another story to tell too- that of the low and moderate income families who compose the fabric of this changing community, and who live, work, seek services in, and attend school here. For these families, the cost of the neighborhood's increasing popularity is vastly inflated housing prices. Coupled with a precarious economy, job shortages, and the challenges faced by immigrant and less educated individuals in finding living wage employment, life in the Mission is becoming increasingly difficult for some.

As of June 2011, the population of the Mission was 62,753². The neighborhood was 42% Latino, 40% White (non-Hispanic), 12% Asian, and 3% African American³. Despite a 22% decline in the Latino population over the past decade, the Mission retains the highest concentration of Latino residents in San Francisco, with nearly half (49%) of the city's Latinos⁴ residing in the neighborhood. In 2011, about half of all families in the neighborhood had children under 18, and it had a higher percentage of children and youth (ages 0-17) than the City as a whole, with 19% or 11,923 of its residents being children and youth versus 15.2 percent⁵. Ten percent of all of San Francisco's children (ages 0-9) live in the Mission District⁶.

1) Education Need- San Francisco Unified School District (SFUSD) serves more than 55,000 PreK-12 students in 112 schools as a single city school district/county office of education. While the District serves less than 1% of California's public school students, it has over 5% of the state's persistently low-achieving schools-the majority of which are in the Mission. *Despite the*

2 Jones, Kendall MSW, "Mission Neighborhood Profile," Mission Neighborhood Centers Study, June 2011 (original data taken from www.healthycity.org, June 2011).

3 Ibid.

5 Ibid.

6 Ibid.

fact that SFUSD is the highest overall performing urban district in the State of California, seven of the District's ten lowest performing schools are in the Mission District. For 2010-2011, the elementary schools served by this project had test scores in English and Math that were among the lowest 5% of all elementary schools in the State of California⁷. Only 23% of high school students were proficient in Math and English at our target school, John O'Connell. The Mission District is served by two public high schools: John O'Connell High School (targeted for Phase I) and Mission High School (targeted for Phase II), both of which are Persistently Lowest-Achieving⁸. For the 2009-2010 school year, the graduation rate⁹ at John O'Connell was 75.7% and at Mission High was 69.8%- both lower than the District average of 82%. The Mission Promise Neighborhood will closely align with and support the school reform models (either Transformation or Turnaround) adopted by our target schools, and will build upon and improve their outcomes for student achievement through a comprehensive plan for integrated services.

Thus, evidence shows there are strong disparities between school performance and socio-economic status in San Francisco, with the majority of low-performing schools located in our neighborhood. As Table I below demonstrates, students at our target schools are scoring far lower than District and State averages on standardized tests, a majority of students are Latino (approximately 90 percent, at the elementary level), more than two-thirds of elementary school students and nearly half of middle-school students are English learners, and more than three

⁷ Source: California Department of Education, STAR test scores

⁸ "Persistently Lowest Achieving" As identified by the State of California Department of Education, per federal and state law, for the application and receipt of School Improvement Grants and State Fiscal Stabilization Funds. <http://www.cde.ca.gov/ta/ac/pl/>

⁹ Graduation Rate is 4-year adjusted cohort rate per Department of Ed definition. Information from Cal Department of Education Dataquest.

quarters are eligible for free or reduced-price lunch. Furthermore, our schools have truancy rates as high as 61%, more than twice the District and state-wide averages:

Table I- School Performance

October 2010 California Longitudinal Pupil Achievement Data System (CALPADS)¹⁰	Cesar Chavez Elementary	Bryant Elementary	Everett Middle School	John O’Connell High School	District	State
% Proficient in ¹¹English Language Arts	30%	32%	31%	23%	59%	56%
% Proficient in Math	40%	41%	21%	23%	63%	58%
Truancy Rates¹²	42%	61%	40%	50%	25%	30%
% English Language Learners	70%	69%	46%	37%	28%	22%
% Eligible for Free or Reduced Price Lunch	83%	91%	76%	73%	61%	56%
% with Disability	16%	12%	18%	13%	11%	10%
Hispanic or Latino	89%	91%	61%	60%	23%	51%
Black or African American	3%	2%	22%	16%	10%	7%
Asian	1%	1%	5%	10%	44%	9%
White	2%	2%	5%	3%	15%	27%
Filipino	3%	3%	4%	8%	6%	3%

Mission schools also have among the highest levels of chronic absence. Defined as missing 10% or more of school for any reason, chronic absence is a well recognized early warning sign of academic failure, starting in Kindergarten. 2009-10 data demonstrated that 14-15% of students in

¹⁰ Source: California Department of Education, Dataquest- <http://dq.cde.ca.gov/dataquest>

¹¹ Source: California Department of Education, Dataquest- <http://dq.cde.ca.gov/dataquest> 2011 Standardized Testing and Reporting (STAR) Program

¹² Truancy Rates from California Department of Education database; 2010-2011 numbers

César Chávez, Bryant and Everett were chronically absent as compared to 9% district wide. Among kindergartners, rates were even higher – closer to 27%.ⁱ National data demonstrates that for children living in poverty, chronic absence in Kindergarten is a predictor of lower fifth grade achievement.ⁱⁱ At O’Connell High, 30% of students were chronically absent.¹³

The remaining Mission District public schools not included in this table have similar demographic and student performance statistics. Our *Phase II Promise Neighborhood Plan would scale up to include all remaining SFUSD Mission District schools*, including: Buena Vista/Horace Mann, Marshall Elementary School, Leonard Flynn Elementary School, George Moscone Elementary School, Mission High School, and SF International High School.

2) Family and Community Support Need

The target geographic area and population served is a distressed community that faces multiple challenges to socio-economic success, including high poverty, a severe lack of affordable housing, limited job opportunities, language barriers, high percentage of single-parent households and teen birth rates, and victimization by predatory financial services. These combined factors lead to (a) the need for individuals and families to work multiple jobs in order to afford rent, particularly those in the low-wage service industry; (b) increased household size due to multiple families cohabiting in apartment units; and (c) de-stabilization of family incomes due to combined job losses, low wages, and excessive housing prices. Without meaningful, comprehensive strategies to improve educational, career and financial outcomes, families in our community will not become economically stable and lift generations out of poverty.

¹³ Source: San Francisco Public Schools, Information Technology Department, Truancy Records

The Mission has the fourth highest CalWORKS¹⁴ case load of all City neighborhoods. San Francisco's Latino population, which constitutes the Mission District's largest ethnic population, has the lowest per capita income (\$18,584) of any ethnic group in San Francisco, slightly more than half of the citywide average of \$34,556^[i]. An estimated 77% of Latino children (0-5) in the City live in a low- or very-low income household¹⁵. The poverty rate for the Mission District is at a staggering 17.6%^[ii] compared to San Francisco's overall poverty rate of 11.7%.^[iii] Accordingly, an estimated 18% of Latino children in San Francisco are living in poverty¹⁶. As of 2010, the median household income in the Mission was 14% lower than citywide, at \$60,460. Thirty-two percent of the Mission District's population lives at or below 200% of the poverty level^[i]. The 2010 average unemployment rate for San Francisco was 9.5%, and approximately a full percentage point higher for Latinos in the City. In 2010, nearly half (46.9%) of all Latino adults employed in San Francisco were working in the low-wage service industry (average hourly wages of \$10.00-\$15.00), a higher rate than any other ethnic group¹⁷. By contrast, while 40% of Blacks, 55% of Asians and 61% of Whites were working in Management, Financial or Professional occupations, less than 19% of Latinos were in these higher paying occupations¹⁸. The Mission population is also less educated- rates of high-school

¹⁴ CalWORKS is the State of California's TANF program.

^[i] San Francisco Mayor's Office of Community Development (MOCD) - San Francisco Demographic Profile 2005

¹⁵ Source: Department of Children, Youth and their Families, Community Needs Assessment 2011; low income as defined by HUD AMI guidelines.

^[ii] "Mission District Neighborhood in San Francisco, CA, 94103, 94110 Detailed Profile," city-data.com, 2011: <http://www.city-data.com/neighborhood/Mission-District-San-Francisco-CA.html>

^[iii] U.S. Census Bureau, State and County Quick Facts: San Francisco (city) Quick Facts: 2009 <http://quickfacts.census.gov/qfd/states/06/0667000.html>, June 2011

¹⁶ Data Source: As cited on kidsdata.org, U.S. Census Bureau, American Community Survey, 2007-2009

^[i] U.S. Census Bureau-American Fact Finder: 2005-2007 ACS; 3-Year Estimate

¹⁷ Source: Geographic Profile of Employment and Unemployment, 2011; Bureau of Labor Statistics; <http://www.bls.gov/opub/gp/pdf/gp10full.pdf>

¹⁸ Ibid.

graduates are among the lowest in the City, at 78% as compared to 86% citywide.¹⁹ Recent job losses in industrial fields accommodating low skilled labor have adversely affected the area. In current and future years, the Mission and surrounding neighborhoods are projected to lose 10,000 jobs in areas such as auto-repair, printing, storage, manufacturing, food production, catering and retail due to the re-zoning and the redevelopment of land for high-end condominiums²⁰. Latinos face job discrimination, a limited range and flexibility in job choices, and wage levels that are too low to sustain family expenditures. In the current economic environment many low-income Latino families are experiencing diminishing opportunities in a highly selective job market, making self-employment sometimes the only option.

Exacerbating low incomes and high unemployment are the exorbitant housing costs in San Francisco and the Mission District. The Mission has a smaller percentage of homeowners, higher rents, and larger households than the city-wide averages. Only 25% of its residents own their homes as compared to 39% citywide; and the neighborhood has a higher percentage of families with children or other relatives living in the household²¹. In 2010, the median sales price for a home in the Mission was \$711,500, well out of the reach of affordability for low income families²². As of August 2011, average rents were \$2,251 for a one-bedroom apartment in the Mission District²³. Because Latino households are often larger (3-4 people) than the average San Francisco household (2-3 people), many (approximately 21%) find themselves paying more than 50% of their income on rent, which leaves little left for family savings. Because of limited

¹⁹ Source: *Applied Geographic Solutions, 2007*

²⁰ Source: *The San Francisco Examiner, "Housing May Cost City Thousands of Jobs", August 25, 2008.*

²¹ Average household size in San Francisco citywide is 2

²² 2010 Bay Area Home Sales Chart - Reporting resale single family residences and condos as well as new homes. Accessible at: <http://www.dqnews.com/Charts>

²³ Source: <http://mullinslab2.ucsf.edu/SFrentstats/>

financial resources and expensive rents, Latinos tend to share often overcrowded living situations with multiple extended family members (“doubling up”). This is illustrated by the fact that 23% of households in the Mission are living in overcrowded conditions²⁴. In the past decade, despite an 11% overall increase of Latinos in San Francisco, there was a 22% decrease of Latinos in the Mission, as families are being priced out of this historically Latino neighborhood and moving to outlying neighborhoods and the East Bay, which are more affordable²⁵.

In its Economic Strategy for San Francisco, the Mayor’s Office of Economic and Workforce Development defined “asset poverty” as a household’s inability to cover expenses for three months if all sources of income were to cease. The report found that a total of 56% of Latino families were “asset poor”, second only to African Americans at 59%.²⁶ The median net worth of white households is 18 times that of Latino households²⁷. From a perspective of race, the data is stark; more than half of Latino children are starting life with few, if any, financial resources. The Mission has the City’s highest concentrations of check-cashing businesses and pay-day lenders that strip families of their few financial resources, charging interest rates as high as 400 percent²⁸. This worsens the financial situation of low-income Latino families who often use these entities in lieu of more cost-effective mainstream financial institutions. English is a second language for the majority of our population, making families more susceptible to predatory lending practices and use of non-traditional financial institutions. In 2011, nearly forty percent of Mission residents were foreign born, 45% of households spoke Spanish at home, and

²⁴ *San Francisco Department of Public Health, Healthy Development Measurement Tool, 2007*

²⁵ *US Census, 2010 Data*

²⁶ *Sustaining our Prosperity: the San Francisco Economic Strategy, MOEWD, page 39.*

²⁷ *Kochhar, et al., “Wealth Gaps Rise to Record Highs between Whites, Blacks, and Hispanics,” Pew Research Center, July 2011.*

²⁸ *Data taken from the Center for Responsible Lending: <http://www.responsiblelending.org/payday-lending/>*

22% reported that they were “linguistically isolated”, or spoke English not well or not at all²⁹.

These language barriers make it more difficult for families to navigate the maze of social services and benefits that could help them socially and financially, necessitating services to be offered in Spanish.

A myriad of converging factors affect the health and safety of our neighborhood’s children and youth. Children and youth in the Mission District are susceptible to preventable chronic health conditions that affect their academic achievement and quality of life. A 3-year study of Latina mothers and children conducted at San Francisco General Hospital (a primary health provider for the Mission) found that by age 3, forty-three percent of children were overweight³⁰. Latino children ages 0-5 have the highest obesity rates of any racial or ethnic group in San Francisco, with 16% being obese. Studies have demonstrated that low-income teenagers are three times as likely to be obese as their higher income peers³¹, and that overall, Hispanic Americans are 1.2 times as likely to be obese as non-Hispanic whites³². Children in the Mission District also have higher rates of pediatric asthma than the rest of the city- the hospitalization rate is 13.2 cases per 10,000 people, compared to 11 cases per 10,000 people citywide³³. Furthermore, in the Mission District, 23% of infants were not immunized by the time they were 24 months old³⁴. Compounding these issues, the Mission has higher teen birth rates. The teen birth rate for Latinas in the San Francisco is 55 per 1,000 births, higher than African

²⁹ <http://www.city-data.com/neighborhood/Mission-District-San-Francisco-CA.html>

³⁰ Fuentes-Afflick & Hessol- University of California, San Francisco: *Overweight in Young Latino Children* (2008)

³¹ Center for Health Policy Research, UCLA- <http://www.rwjf.org/childhoodobesity/digest.jsp?id=9169&c=EMC-ND138>

³² Source: Office of Minority Health, 2009 data
<http://minorityhealth.hhs.gov/templates/content.aspx?lvl=3&lvlID=537&ID=6459>

³³ Northern California Hospital Council: BHSF - Health Matters website (2009)

³⁴ Ibid.

American teenagers (43 per 1,000) and more than seven times as high as that of non-Hispanic White teenagers^[i]. Rates in the Mission were even higher- 72 in 1,000 births (7.2%) were to teenage mothers, almost twice the City wide average (4%).^[i] Approximately 7.7 percent of all Mission households are single-parent households, as compared with 4.5 percent San Francisco-wide. In some Mission census tracts the percentage is as high as 14 percent.

Youth homicide is the leading cause of death among youth ages 15-24 in San Francisco, and is nearly twice the statewide rate³⁵. Over 90 percent of young homicide victims in 2007 were either African-American (54 percent) or Latino (37 percent).³⁶ Ninety-four percent of San Francisco's youth homicide victims are high school dropouts. Of all City neighborhoods, the Mission has the third highest rate of youth involved in the Juvenile Justice System. Nearly one in ten city-wide crime offenses happens in the Mission. In 2008, the San Francisco Police Department (SFPD) showed that crime was primarily concentrated in five "hot-zone" neighborhoods which compose less than one square mile of San Francisco's 49 square miles. The Mission District is one of the City's "Hot-zone" neighborhoods, with a disproportionate number of shootings. In 2007, 42% of the City's shootings occurred in these "hot zone" areas³⁷. Multiple, active Latino gangs are present in the Mission as well, with at least one gang hosting its headquarters at 20th Street and Mission and gang related shootings are an ongoing, major safety issue for the neighborhood.

(2) The extent to which the geographically defined area has been described (5 points).

^[i] "A Snapshot of Youth Health & Wellness"; Adolescent Health Working Group, San Francisco, 2009.

^[i] California DPH Center for Health Statistics- Birth Profiles by Zip Codes 2007

³⁵ "A Snapshot of Youth Health & Wellness"; Adolescent Health Working Group, San Francisco, 2009.

³⁶ Simmons M., David R., Larsen-Fleming M., Combs N. (2008). A Snapshot of Youth Health and Wellness, San Francisco 2009. Adolescent Health Working Group. San Francisco, California.

³⁷ SF Department of Children, Youth & Families, "Street Violence Reduction Initiative: San Francisco Plan," April 2011.

The geographically defined target area for the Mission Promise Neighborhood is the Mission District neighborhood of San Francisco, California. The Mission District is an area of approximately two square miles, located in the City's Southeastern portion with street boundaries of approximately 11th Street to the north, Cesar Chavez and Mission to the south, Route 101 to the east and Dolores to the west. The Mission is in California's 8th Congressional District and includes all or part of Census Tracts: 6075017700, 6075020100, 6075020200, 6075020700, 6075020800, 6075020900, 6075021000, 6075022801, 6075022802, 6075022803, 6075022901, 6075022902, and 6075022903, and zip code 94110. The following map, **Figure 1** shows the target geographic area, and locates the target schools within that area:



B. Quality of the project design (20 points)

(1) Alignment with school improvement strategy (10 points)

Our *Mission Promise Neighborhoods vision* is that all Mission District students and their families, from cradle to college to career, will have full access and utilize to their maximum benefit, a set of coordinated and integrated community- and school-based early childhood, academic, health, safety, asset development, employment, and higher education resources. Through this access and effective utilization, we will have a neighborhood with healthy families where students have high academic performance, and strong college, employment and career options. These students and families will have the knowledge, ability and resources to save and invest, increase their income, own a home and/or business, and will be actively engaged in the civic and political life of their community and the institutions that affect their lives.

The Mission Promise Neighborhood's *Theory of Change* is that, in order for Mission District children, youth, and families to thrive, a robust, high-functioning set of partnerships between schools and other community resources (both public and private) must be solidly in place, accessible, and seamlessly integrated. *Central to our theory of change is the positive correlation between academic success and economic success.* We believe that to improve cradle-to-college academic outcomes, we must seamlessly coordinate and integrate family economic success strategies and supportive services with our schools.

Research shows that, when compared with children from more affluent families, poor children are more likely to have low academic achievement, drop out of school, and have health, behavioral, and emotional problems³⁸. Academic performance indicators are consistently skewed in favor of children from higher income families; for example in the State of California, 90% of children eligible for free or reduced lunch scored below proficient reading level in 2009,

³⁸ Source: "Children in Poverty: Trends, Consequences & Policy Options"; By Kristin Anderson Moore, Ph.D., Zakia Redd, M.P.P., Mary Burkhauser, M.A., Kassim Mbwana, M.P.P., and Ashleigh Collins, M.A., www.childtrends.org.

as compared to 60% of children not eligible for this benefit³⁹. In turn, it is well documented that children who are not reading proficiently by the end of third grade are far less likely than their peers to graduate high school on time; and nationally “twenty-two percent of children who have lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. This rises to 32 percent for students spending more than half of their childhood in poverty.”⁴⁰ With an *anti-poverty strategy at its core*, our Promise Neighborhood will coordinate and build upon the resources available to us to improve student and family developmental outcomes.

Our Mission District Promise Neighborhood will become a *hub for innovation*, and model for replication and sharing best practices with other communities seeking to improve outcomes for low income and immigrant families. This innovation is built on three core components of our theory of action: (1) explicit *focus on language and culture*, with programming and services that meet families in their native language, in a culturally appropriate manner; (2) explicit connection of, and commitment to *family economic success as a core strategy* for heightened academic achievement; and (3) focusing strong, *city-wide model programs and initiatives* that can be more explicitly integrated into our community. **Figure 2- Our Model for Innovation**

A language and culture “lens” through which we focus our Promise Neighborhood plan is essential to our success. As aforementioned, up to 90% of



³⁹ Source; Annie E. Casey Foundation, KidsCount, <http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=5125>,

⁴⁰ Source; Hernandez, Donald. “Double Jeopardy; how third grade reading skills and poverty influence high school graduation.” Annie E. Casey Foundation, April 2011.

elementary school students, and nearly 2/3 of middle and high schoolers in our target schools are Latino, and the majority are English language learners. The Mission District is a neighborhood of schools that are the lowest achieving, in a District that is the highest achieving. While we will ensure that *all* students, regardless of language, race or cultural background, have access to the services they need to achieve, the families in our community with the greatest demonstrated need are largely monolingual Spanish speakers and immigrants. Providing fully bilingual English-Spanish programming, and ensuring that we meet families in a comfortable and welcoming environment is a priority of our Promise Neighborhood and will shape the way we integrate services across our community. Also unique is the robust set of high quality programs and services currently available in Spanish, meaning that our focus can be less on programmatic development (except in the case of new and expanded interventions) and more on coordinating and strengthening the resources we have available. To ensure we meet the needs of *all children and youth*, including other English language learners, and the Black or African-American, Filipino, Asian, and White students attending our target schools and/or living in our community, and students with disabilities, our planning process will intentionally seek out and include additional partners that specialize in serving these racial/ethnic subgroups, speakers of their respective languages, and students with disabilities.

Second, the explicit connection of family economic success with improved academic performance makes us unique. By framing our work, and our neighborhood through family economic success, and focusing on building the long term assets of families in our communities we are working toward an ambitious school reform and neighborhood improvement plan with an anti-poverty strategy at its core. We will build upon an existing, strong family economic success strategies and networks with UWBA's San Francisco SparkPoint, located at Plaza Adelante. The

21,000 square foot Plaza Adelante is owned by MEDA and located in the heart of the Mission District, at 19th and Mission Street, and will be the home base from which we ensure that families of our students have the resources they need to become financially stable. In turn, this increased financial stability will reduce the myriad of compounded, negative factors that result from poverty and financial instability (e.g. lack of health insurance, proper nutrition, poor quality housing, longer hours at work, and high stress among others), and improve their children's chances of success.

Finally, the Mission Promise Neighborhood is in a unique position due to San Francisco's wealth of resources dedicated to Early Childhood Education & Care, College Access, Health, and other areas. We will direct the innovative city-wide strategies and initiatives available toward the improvement of our Mission schools and families. These are described in depth throughout this proposal, but include such major initiatives as Preschool for All (early childhood), Kindergarten to College (college savings plans), Healthy San Francisco (health access for the uninsured), Beacon Centers Initiative (after school), and Bridge to Success (college-career). These initiatives are funded by major entities such as the City of San Francisco, State of California, Bill & Melinda Gates Foundation, San Francisco Foundation, Citi, and numerous others, and represent multi-million dollar investments. Thus, our Mission Promise Neighborhood has a built in support network of ready individuals and organizations, as well as a strong base of evidence backed strategies for improvements along the cradle-college-career continuum. Through the coordination and integration of these three components: Language & Culture; Family Economic Success; and Citywide Strategies into a common, united vision for the Mission District's children and families, we can create a strong model for study, observation and replication by other communities nationwide.

With SFUSD's strategic plan and the cradle-college-career continuum and as the guide, the partnership will achieve success through: (1) Quality, effective PreK-12 schools; (2) Quality and effective community-based organizations and programs that support these schools and families; (3) Strong and accessible pathways to higher education and careers; and (4) Effective and successful policies and initiatives of government, higher education, funders and partners. Through identifying the needs and gaps in our community, and the integration of strong, effective existing solutions and, in some cases, new community resources, we can create a continuum of solutions that are evidence-based and utilize best practices. This continuum will achieve improved outcomes for *all children and youth* who attend school in, and/or live in the neighborhood.

In order to create equitable educational opportunities for all students, the San Francisco Unified School District is currently engaged in a sweeping reform and redesign process built on a vision of city-wide Full-Service Community Schools (FSCS), promoting student academic achievement by supporting the whole-child, meaningful family and community engagement, and high-quality, innovative teachers and school leadership in an integrated manner that engages community based organizations to the fullest extent possible. The Mission Promise Neighborhood is an opportunity for the Mission District to fully launch that vision, integrating currently disconnected and unfocused resources into an exemplary citywide model of full-service community schools, with strong school-community partnerships based on common goals for student success. In our target schools we will work in tandem with the models currently being implemented, including the Turnaround model for Cesar Chávez Elementary and John O'Connell High, and the Transformation model for Everett Middle and Bryant Elementary.

At the heart of our Mission Promise Neighborhood plan is the ***leveraging of, and alignment with the \$44 million School Improvement Grants***, a District grant intended to improve student learning in high needs schools, and which is currently benefiting seven of the Mission District's eight PreK-12 schools. The San Francisco Unified School District's 5-year Strategic Plan embraces Access & Equity, Achievement and Accountability. As a major strategy of this plan and to ensure equity and access in two of San Francisco's most underserved neighborhoods, SFUSD's Superintendent's Zones were created in the Mission and the Bayview to focus attention on and meet the needs of the City's lowest performing schools. The Mission Zone is led by Assistant Superintendent Guadalupe Guerrero, our Mission Promise Neighborhood District Advisor. SIG is part of a larger effort to create the conditions for all schools in the Superintendent's Zone to accelerate academic progress. SIG funding was awarded to the District to support instructional achievement at the school sites. School sites participate by ensuring high levels of implementation for these designated purposes in collaboration with strategic partners. This grant builds on the STAR and DREAM Schools investments already in these schools. SIG goals are: (1) Improved student academic achievement in language arts and mathematics; (2) Increased numbers of schools that make adequate yearly progress; (3) Creation of a system of continuous use of student data to guide improvement; and (4) School community use of data to make informed decisions about their programs for students. These goals will achieve: (a) High expectations for student success for every student; (b) Challenging, engaging and relevant instruction; (c) Specialized academic supports based culturally and linguistic responsive pedagogy; (d) Timely supports (*instructional interventions*) for students who need additional assistance; (e) Extended learning time for students beyond the school day/week and into the summer; (f) Coordination of academic, health, social/emotional services for students and

families; (g) Strong advocacy and partnership from and with parents and community. These strategies will be at the heart of our Mission Promise Neighborhood school transformations, as we seek to improve, bolster, and connect these efforts to the neighborhood's assets.

A critical component of the SIG grants is the placement of Community Schools Coordinator (CSC) in each school, who is responsible for facilitating the process of transforming the school into a full service community school. They work in close partnership with the school administrator to assess the school community's needs and assets, coordinate all student and family support services, and create a learning environment that supports student achievement and wellness. The Coordinator works with the Superintendent's Zone Director of Family and Community Engagement, Leticia Hernandez, and non-academic support services and external partners to reduce fragmentation and duplication, and to integrate supports with school improvement priorities and students' needs. Coordinators reduce the burden of management on the principal, working in close partnership but freeing principals to focus on their role as the instructional leaders and catalysts for change. We will work closely with the Principals, Community School Coordinators and the Director of Family & Community Engagement to help implement the vision of Full Service Community Schools in our Mission Promise Neighborhood (MPN). An additional component of our Promise Neighborhoods work will be coordination with SFUSD's Parent Engagement efforts in collaboration with Dinah Consuegra, the Executive Director of Parent Engagement, Student Support Services for SFUSD, to help ensure that parent engagement is a critical component of our strategy.

While we will coordinate with SIG, we have identified limitations and gaps in achieving our vision of an integrated continuum that will become our Promise Neighborhood, per the following *Table II- MPN Strategic Framework*:

History/Gaps/Needs	Vision	Values	Strategies	Outcomes
<p>Mission District schools have a track record of low performance. Seven of SFUSD’s ten Persistently Lowest Achieving schools are in the Mission. These schools have benefited from the implementation of the SIG Superintendent’s Mission Zone implementation plan, which has five key elements:</p> <ul style="list-style-type: none"> • Instructional Guidance • Professional Capacity • School Leadership • Student Centered Learning Environment • Family & Community Ties <p>The SIG program has successfully: Created access to a broad array of services for students within the schools; Enhanced the coordination of services and service providers within each SIG school; Better equipped and modernized these schools to address students’ needs. Yet, while students have experienced real benefit from the SIG, families as a whole do not have access to a coordinated, integrated set of services.</p>	<p>We envision all Mission District students and their families, from cradle to college to career, having full access and utilizing to their maximum benefit, a set of coordinated and integrated community- and school-based early childhood, academic, health, safety, asset development, employment, and higher education resources. Through this access and effective utilization, we will have a neighborhood with healthy families where students have high academic performance, and strong college, employment and career options. These students and families will have the knowledge, ability and resources to save and invest, increase their</p>	<ul style="list-style-type: none"> • Family/Student-Focused Strategies: Needs of students and their families are considered first and foremost in the design of our Promise Neighborhood. • Partnerships and Collaborations: Developing cooperative and effective relationships between organizations and institutions providing services to Mission District families, including SFUSD, to advance our collective goals • Effectiveness: Implementation of strategies resulting in the highest level of desired outcomes • Efficiency: Achievement of robust outcomes with limited resources 	<ul style="list-style-type: none"> • Create the forums and processes where Mission District student families, community partners and SFUSD can engage in conversations and discussions on common vision, goals, objectives and outcomes • Develop an assessment, inventory and mapping of the of the full range of services that are needed to create improved outcomes for students and their families, including an understanding of current services and existing gaps • Develop systems and processes to enhance and maximize the coordination and integration of existing community services that are available to Mission District 	<ul style="list-style-type: none"> • Improved on-going and systemic communication between students, student families, community service providers and SFUSD based on a common understanding of need, vision, strategies and desired outcomes leading to full involvement and buy-in • A full continuum of coordinated and integrated student-focused community services is available to students on and off campus • A full continuum of coordinated and integrated family-focused community services is available to Mission District student families throughout the neighborhood • Students demonstrate accelerated and high performing academic outcomes. • An agreed upon

<p>Community Schools enhance the set of services available to students, but families are left to navigate the maze of supportive services outside the school to meet additional needs. Furthermore, while SIG has made steps in placing Community Schools Coordinators in each of the schools, services for students are not fully coordinated or integrated. Outcomes-based evaluation is inconsistent between schools and CBOs; neighborhood resources such as parks, public libraries, arts spaces and others are not fully utilized for the benefit of students and their families. Finally, there is a lack of standardization among services and understanding of best practices among multiple service providers both within and outside the schools who are providing services to students and families in each of the critical issue areas.</p>	<p>income, own a home, own a business, and be actively engaged in the civic and political life of their community and the institutions that affect their lives.</p>		<p>students</p> <ul style="list-style-type: none"> • Develop inclusive processes that allow for full involvement and buy-in from students, their families, community groups and SFUSD • Schools focus on research-based elements of school improvement that include: clear instructional guidance, building professional capacity, a student-centered learning environment, strong parent ties, and strong school leadership. • Mission District schools become full service community schools • Develop an effective system to measure common outcomes & value add of strategies and services provided. 	<p>approach for outcome-based evaluation, which reflects the full added value of the services provided to students and their families</p> <ul style="list-style-type: none"> • Data is shared between agencies and the school district for the purpose of real-time evaluation, improving outcomes, and establishing best practices • An increased understanding of best practices for providing community services to students and their families, which can be shared and replicated
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(2) Plan to create a complete continuum of solutions (5 points)

MEDA and its collaborative partners will engage in a year-long comprehensive planning process that will fully develop the Mission Promise Neighborhood (MPN) implementation plan. MPN will provide all children in the Mission and their families with an integrated system of support while providing the children at greatest risk with the most intensive services. This planning process will dramatically elevate the effectiveness of all of participating schools and programs for children and families in the Mission. It will also build network with the capacity to unite the full range of community stakeholders around an unwavering commitment to children's success.

Key Planning Goals- The MPN design will further accelerate the community organizing momentum already established in the Mission by developing a systematic plan to create a neighborhood of hope and change for children. Starting at the moment that pregnant mothers participate in prenatal care programs, through to the time that the baby enrolls in preschool, transitions to kindergarten, reads proficiently at 3rd grade, transitions successfully to middle school, graduates in 12th grade ready to move on to college or to follow a career path and/or graduate from college, the system will be monitored, evaluated, and strengthened to ensure that s/he is successful. The MPN's activities will support the following two overarching goals:

- **All children in the Mission, from birth into adulthood, are thriving and graduate from high school and college prepared for success.**
- **MPN becomes a vibrant, effective community network that is supported and owned by the Mission community, and maintains a continuously improving, data-driven system of supports for children and families.**

Planning Objectives- Using its *Theory of Change* as a foundation, the MPN will significantly improve the academic, community, and family supports available to the Mission neighborhood residents, focusing efforts on those children in greatest need. Special attention will be paid to the key transition points in the system (birth to age 1, pre-school to kindergarten, elementary to

middle school, middle school to high school, and high school to college/career). During the planning year, MPN will engage in a comprehensive planning process that will develop the MPN as a strong community network with the capacity to coordinate and elevate the quality of all services to children and families in the Mission. Primary objectives for the MPN planning process include:

- Conduct an assessment of neighborhood needs and assets including existing programs that will be incorporated into the MPN, as well as existing capacity to leverage additional resources, and neighborhood leaders;
- Conduct a segmentation analysis that identifies those children at greatest risk for academic and other problems;
- Build a shared understanding of and commitment to specific desired outcomes;
- Identify measures, indicators, and accomplishments that will engage and keep partners and community members informed of, focused on, and inspired by the work of MPN;
- Develop data and communications systems to track and disseminate progress, including a longitudinal data system that will aggregate data from all partners and be used to evaluate and improve programs and track the progress of each child from birth to college/career;
- Develop an MPN action plan that will lead to the creation of a seamless system of supports, integrate and enhance the effectiveness of all existing services, and bring additional resources to the community for both Phase I implementation and Phase II scale up; and
- Identify measures, indicators, and accomplishments that will engage and keep partners and community members focused on, accountable to, and inspired by the work of the MPN.

All working groups will use the planning period to analyze why children and youth are not currently making it through transition points, and how MPN can create a continuous system of support where it is impossible for children to fall through the cracks. MPN planning components will be organized according to ***five planned working group focus areas: 1) Early Learning and Development; 2) School Improvement/Student Achievement; 3) Strong and Safe Neighborhoods; and 4) Family Engagement and Financial Empowerment; and 5) Technology Integration.***⁴¹ The planning process will integrally involve the five working groups and will be overseen by the MPN Advisory Board.

⁴¹ *These working group areas may be modified depending on the results assessment and resource mapping results.*

Planning and Governance Structure and Systems-Realizing that sustainable change needs to begin with engagement of the community, the MPN plans to launch an unprecedented organizing and mobilization effort designed to fundamentally alter conditions in the Mission District. Like the system it will build, this process is viewed as continuous - we are never stopping our effort to guarantee success for all children. As a first step, the MPN will develop a leadership and governance framework that will permit the MPN to build a continuous set of supports towards academic success that leverages resources and builds community engagement and accountability. Over 40 neighborhood leaders, community members, and representatives of county, city, school district, higher education institutions and community-based organizations are committed to participating in the MPN. Using this broad base as a starting point, MPN will convene additional stakeholders for facilitated discussions in relation to collective decision making and neighborhood resource mapping. An important outcome of this phase of the work will be the *formation of the MPN Advisory Board* which will include representation from partner agencies and organizations, elected officials, the school district and higher education institutions, community members, businesses, foundations, and parent leaders. An initial core Advisory Board group has been identified prior to the time of application, and its biographies and qualifications are included in *Appendix VI*. This Board will be expanded upon launching the project to include a more diverse group of representation and expertise.

The five working groups will be convened and supported with facilitation resources as they focus on major elements of the MPN integrated set of supports, with a methodology that will build on the successful experience of SparkPoint Plaza Adelante partners (*see section B(3)*). The working groups will carry forward the MPN commitment to putting and keeping all children and families on the road to success by reviewing data, identifying the major needs in their issue

area, and recommending evidence-based strategies that will significantly improve neighborhood indicators and build community engagement and capacity. Working groups will include staff of CBO's, teachers, parents, students, community residents, government employees, and in some cases corporate and foundation sector representatives.

These working groups will meet on a bi-weekly basis, and quarterly the five groups, along with the Advisory Board, will convene to share experiences, integrate planning, and ensure the coordination of all neighborhood efforts. The quarterly convenings will be open community gatherings that provide opportunities for the full community to heighten its involvement in the Mission Promise Neighborhood. **Figure 3** below outlines the sequence of activities to be conducted during the planning period:



Communities of Practice: The MPN will participate in Communities of Practice through meetings, events, documentation our experience, sharing resources, and other ways of sharing best practices and lessons learned through our respective Promise Neighborhoods. MEDA has

ample space and resources for, and experience in facilitating Communities of Practice, both regionally and nationally, and is eager to convene these groups through which we hope to share, learn and collaborate to improve practices and outcomes in our respective neighborhoods.

(3) Leveraging existing neighborhood assets, programs and funding (5 points)

The Mission Promise Neighborhood will leverage and achieve seamless coordination with major existing assets and efforts that are funded through government and the private sector. All of MEDA's programs are aligned with city-wide neighborhood revitalization strategies, including the Mayor's Office of Housing's 5-Year Consolidated Plan⁴². As mentioned in Section I(b), central to our strategy is the alignment with and leveraging of the SIG program, a \$44 Million three-year investment in schools, the majority of which are in the Mission. Additional MPN partners were identified through an open invitation and community meetings, and represent diverse sectors and experience. Based on further gaps identified during the planning year, we will identify additional partners and solutions for needs where there is not current capacity. Additionally, with the recent selection of Bayview/Hunters Point as a HUD Choice Neighborhood, we will make efforts to coordinate with this work. The SIG grants are for schools in both the Mission and Bayview/Hunters Point, therefore are following similar school improvement strategies; additionally, due to open enrollment, some Bayview students attend Mission District schools. To build effective partnerships we will leverage existing, functional networks that are active in the Mission District and that are developing strategies that address various pieces of the Promise Neighborhood. These include the San Francisco SparkPoint Center, Bridge to Success, Beacon Centers, and the Mission Community Council (MiCoCo). An overview of each follows:

⁴²Available at San Francisco Mayor's Office of Housing website, www.sf-moh.org

I. San Francisco SparkPoint: SparkPoint Centers, a crucial component of United Way of the Bay Area's strategy to reduce poverty in the Bay Area by 50% by 2020, are financial education centers staffed by a diverse of collaborative public and private agencies providing integrated services that help individuals and families who are struggling to make ends meet. Outcomes focus on increasing income and savings, reducing debt, and improving credit. SparkPoint Centers are developed on best practices and lessons learned from the Annie E. Casey Foundation's Centers for Working Families, and based on evidence that families who access two or more services have higher success rates. Examples of services are: financial coaching, business development, homeownership counseling, tax preparation, workforce development, and access to financial products. Outcomes are standardized across partners and centers for collective measurement, and measure income, savings, debt and credit indicators. Eight Sparkpoint Centers have been created throughout the Bay Area, and MEDA is the lead agency for the 9th center (and first in San Francisco) located in Plaza Adelante, the 21,000 square foot multi-tenant nonprofit center owned by MEDA.

The MEDA/UWBA planning process for the San Francisco SparkPoint kicked off in 2011 and has incorporated input from more than 40 agencies to determine collective objectives, outcomes, services, operations, governance and fundraising protocols. Through this process, MEDA's Project Manager and planning consultant, the Glen Price Group, successfully crafted a collective Mission, Vision and Target Population statement for the SparkPoint and laid groundwork for collective decision-making on items such as service integration, cross-referrals, and tracking shared outcomes. Project implementation will be phased based on resources, and capacity of partners. The Mission Promise Neighborhood will have a very strong connection with, and follow the map of, the SparkPoint planning and implementation work. Through the

SparkPoint process, we are working with a strong partner network, including those we intend to collaborate with for the Mission Promise Neighborhood.

II. *Bridge to Success:* Bridge to Success is a partnership between the City of San Francisco, San Francisco Unified School District, City College of San Francisco, San Francisco State University and the community to double the number of youth who achieve college degrees and credentials, and is funded through a 3-year Bill & Melinda Gates Foundation grant. This coalition of city and education partners has linked together supports and interventions that reinforce existing school district programs are designed to help students from the time they enter kindergarten through high school graduation and matriculation to college. With research showing that only 27% of SFUSD 9th graders are on track to earn a college credential, the Bridge to Success initiative targets the population of students who require the additional support for achievement at every step of their academic career. The Mission Promise Neighborhood grant will complement and build upon this work. Each of the lead Bridge to Success partners is also a partner for the Mission Promise Neighborhood, ensuring coordination and continuity with this major city-wide strategy.

III. *SF Beacon Centers:* The Beacon Centers transform public schools into youth and family centers that become a beacon of activity for the surrounding neighborhood, creating pathways to lifelong learning. Beacon centers provide out-of-school time programming for children, youth and adults. The Beacon Initiative is a public-private partnership that includes the San Francisco Department of Children, Youth and their Families, SFUSD, community organizations (including Mission Neighborhood Centers), and local foundations, led by the Evelyn & Walter Haas, Jr. Fund.

IV. Mission Community Council (MiCoCo): The Mission Community Council (MiCoCo) is an organization of CBOs, faith groups, neighborhood associations, and public departments that have united to promote the well-being of the Mission District. MiCoCo meets monthly to provide information, and to act as a forum for information regarding neighborhood issues. MiCoCo members take action on critical community issues in Affinity Groups, where they develop collaborative solutions to issues. The Promise Neighborhoods planning structure will coordinate closely with MiCoCo’s Youth Affinity Group, which has been meeting since November of 2010 to assess the needs of and improve the neighborhood’s education systems. MEDA has been a participant of MiCoCo and the Youth Affinity Group, along with many other MPN partners.

C. Quality of project services (20 points).

(1) Needs assessment and segmentation analysis to determine solutions (10 points)

MEDA and partners will collaborate with UC Berkeley’s Center for Latino Policy Research to design and implement a rigorous research, data collection and evaluation component that will be used to conduct the needs assessment and segmentation analysis, and to inform the planning process. The project will be staffed by Lisa García Bedolla, an additional dedicated staff person from the Center for Latino Policy Research, and graduate students. The needs assessment will be designed to collect data for the educational indicators listed in Table III below; and for the family and community support indicators in Table IV below, and use them as program indicators:

Table III- Academic Indicators (Table 1 of federal NOFA)

Indicator/Outcome <i># and % of children and youth who:</i>	Data Source for Needs Assessment	Possible Solutions (Current Strategies)
Children Enter Kindergarten Ready to Succeed in School <i>They have a place where they go when they</i>	First Five; DCYF; SFUSD	Preschool for All Head Start, Early Head Start CPAC

<p><i>are sick.</i> <i>They demonstrate age appropriate functioning.</i> <i>They participate in center-based or formal home-based early learning programs.</i></p>		Raising a Reader
<p>Students are Proficient in Core Academic Subjects <i>They are at or above grade level according to State assessments.</i></p>	SFUSD	Standards-based teaching & learning Instructional Materials Academic Assessments Progress Monitoring of Student Performance Data Instructional Coaching & Professional Development Academic Interventions & Student Supports Expanded Learning Time ⁴³ Full Service Community Schools
<p>Students successfully transition from middle school grades to high school <i>They have high attendance rates.</i></p>	SFUSD	San Francisco Beacon Initiative Parent Engagement
<p>Youth graduate from High School <i>They have high graduation rates.</i></p>	SFUSD	Bridge to Success College Connect
<p>High school graduates obtain a postsecondary degree, certification, or credential. <i>They have postsecondary degrees, vocational certificates, or other credentials without needing remediation.</i></p>	SFUSD	Bridge to Success College Connect Financial Aid University Kindergarten to College Summer Bridge SF Promise Dual Enrollment Programs Metro Health Academy

Table IV- Family & Community Support (Table 2 of federal NOFA, additional indicator shaded)

Outcome/Indicator <i># and % of children and/or families who:</i>	Obtain/Collect Data	Possible Solutions (Current Strategies)
<p>Students are healthy. <i>Children participate in at least 60 minutes of physical activity daily.</i> <i>Children consume five or more servings of fruits and vegetables daily.</i></p>	SFUSD Student Survey	Healthy San Francisco SF Healthy Kids School Based Wellness Centers Shape Up San Francisco
<p>Students feel safe at school and in their community. <i>They feel safe at school and traveling to and from school.</i></p>	SFUSD Student & Parent Satisfaction Surveys	Mission Van Collaborative HEARTS Trauma Sensitive Schools Program Community Response Network

⁴³ Refers to “Increased Learning Time” per federal definition

Students live in stable communities. <i>They have low mobility rates.</i>	Population Survey	Affordable Housing Advocacy Affordable Homeownership Anti-displacement focused economic development
Families and community members support learning in Promise Neighborhood schools. <i>Family members read to their child three or more times a week. Family members encourage their child to read books outside of school. Family members talk to their child about college and career.</i>	Parent Survey	School Based Parent Liaisons & Literacy Coaches Raising a Reader First Book Full Service Community Schools Believing the College Dream Parent Engagement Strategies
Students have access to 21st century learning tools. <i>Students and families have school and home access to broadband and a connected computing device, Students and families have the knowledge to use technology for academic and socio-economic success.</i>	Student/Parent Surveys	Public Computer Labs Mission Tech (computer refurbishing & distribution) SIG Instructional technology investments in schools (i.e. computer labs, educational software, teacher & student laptops, interactive whiteboards)
Families are economically stable <i>Families demonstrate economic stability through adequate income, savings, credit, and debt-to-income ratios.</i>	SparkPoint database; Parent Survey	SparkPoint Center Earn It! Keep it! Save it! Free Tax Preparation

Description of Needs Assessment & Segmentation Analysis Process- The first step of the needs assessment & segmentation analysis process will consist of a catalogue of relevant data indicators available from our partner agencies and from the public record (i.e., the 2010 Census Data, Current Population Survey, the Healthy Development Measurement Tool (HDMT), American Community Survey, National Center for Educational Statistics Data, SFUSD, the California Department of Education, and the National Longitudinal Study of Adolescent Health, among others). The evaluation team will gather this data, merge, and recode it in order to combine it within one database. In order to track neighborhood effects, we will ensure that the data is identifiable at the smallest possible geographic level –the census block level. To ensure data is representative of all children and youth in the neighborhood, we will merge data from not just our target schools but publically available data from *all* neighborhood schools.

Once the data has been gathered, the UC Berkeley Research Team will meet with the partner organizations to share available data and identify additional indicators or information the partners determine should be gathered as part of the planning process. After this step, further data will be gathered by the Research Team and incorporated into the database. The database will then serve as the foundation for descriptive information about the target geographic area. Uniquely, this database will include a variety of data sources, including information on health care access, nutrition, economic assets, and educational outcomes in one location. Most projects analyze these issues in isolation- by contrast, in alignment with the holistic vision of the Promise Neighborhoods program, our data evaluation will demonstrate how the social, economic, and institutional infrastructure of a child's neighborhood affects their educational opportunities and outcomes, providing us with comprehensive empirical evidence to support the project's proposed solutions.

Our data analysis will also go beyond straightforward multivariate analyses. One of the underlying assumptions of the Promise Neighborhoods program is that geographic spaces contain a set of interrelated and sometimes complementary resources that can be leveraged in order to maximize community well-being. A key goal of the needs assessment will be to map the locations and concentrations of those resources within the geographic space. The Research Team will enter the gathered economic, health, and educational data into GIS maps so that partner organizations and community members can see the distribution of resources within the neighborhood space and identify locations that need additional supports. One of the end products for the analysis will be the creation of an interactive mapping program that will be available online. With this mapping tool, community members will be able to engage in customized searches in order to locate particular resources within their location, thus enhancing the empirical

foundation available to local decision makers and ensuring the project's accountability to its constituency. This mapping data will also provide another layer of empirical evidence to ensure the accuracy and appropriateness of proposed program solutions.

The final aspect of the evaluation will be to gather attitudinal information from the Working Group meetings and from interviews with key stakeholders and affected youth. This will ensure that a wide diversity of community voices are included in the planning, ensuring program accountability. The Research Team will record and transcribe meetings and interviews and provide the MPN team with a summary analysis of respondents' suggestions and concerns. These results will also be made publicly available to project partners and community members on an ongoing basis to enhance decision-making, improve accountability, and ensure that the project results in continuous learning and improvement among stakeholders. Throughout the process, the Working Groups and Advisory Board will identify and document policies and regulations that could hinder success, which will be reported in our analysis documents to both the MPN planning team and the Department of Education.

(2) Determining solutions are based on best available evidence and drive results (10 points). The Mission Promise Neighborhood is working with a base of organizations that are providing evidence-based solutions for each of the areas we are addressing. An overview of solutions with which we will coordinate follows; the evidence base (where available) for each is footnoted:

Health/Wellness: *Healthy San Francisco*⁴⁴ makes health care services accessible and affordable for uninsured residents, ensuring they have basic and ongoing medical care and is available to all

⁴⁴ *Healthy San Francisco Evaluation- indicated evidence that HSF is increasing access to primary care for participating adults, improving self-reported health status, and altering their care-seeking behavior. Some opportunities for improvement exist. For example, Latinos and Spanish speakers were more likely than other participants to think that their current medical care was worse than before they joined HSF*

residents under 500% of the federal poverty line. San Francisco **Healthy Kids** offers complete medical, dental, and vision insurance to children at a very affordable cost - regardless of immigration status. High-school based **Wellness Centers**⁴⁵ provide confidential on-site Mental Health and Substance Abuse Assessments, Individual and Group Psychotherapy, Crisis Intervention/Consultation, Grief & Loss/Trauma Counseling, referrals to community resources, and consultation to school staff and community. **Shape Up San Francisco** is a multi-sector collaboration that increases affordable, healthy food options, increases walkability and bike-ability in neighborhoods, and encourages physical activity for children and adults.

Early Childhood Education: Preschool for All⁴⁶ provides free half-day preschool for all four year olds in San Francisco, regardless of income. **Raising a Reader**⁴⁷ provides children and families with age appropriate-multi lingual books and encourages parents to read to children.

Head Start/Early Start^{48,49} provides early childhood education and other services to low income children and families through center-based and home-based programs.

http://www.healthysanfrancisco.org/files/PDF/HSF_Utilization_Paper_7_6_2011.pdf

⁴⁵ School based wellness initiative evaluation results

<http://www.sfwellness.org/evaluation>. The 2009-10 data demonstrates that Wellness services enhance student's connection to school. As a result of participating in individual counseling services through Wellness Programs: 81% of students report coming to school more often; 69% of students report doing better in school. School health – www.nasbhc.org; and schoolhealthcenters.org (under publications)

⁴⁶ (OPRE) Office of Planning and Research Evaluation: Research to Policy, Evaluation of Quality Rating and Improvement Systems for Early Childhood Programs and School Age Care: Measuring Children's Development June 2011

⁴⁷ <http://www.rarbayarea.org/program-and-impact/research/>

⁴⁸ Head Start Impact Study and Follow-up, 2000–2011. US Department of Health and Human Resources Early Head Start Benefits Children and Families: Research to Practice Brief, April 2006

⁴⁹ Effectiveness of Early Educational Intervention Barnett, Science 19 August 2011: 975-978. DOI: 10.1126/science.1204534

PreK-12: Implementing the **Full Service Community Schools**⁵⁰ model in our target schools is a major priority of SFUSD. Additionally school improvement is focused on the following core elements of the SIG: **Standards-based teaching & learning; Instructional Materials; Academic Assessments; Progress Monitoring of Student Performance Data; Instructional Coaching & Professional Development; Academic Interventions & Student Supports; Expanded Learning Time.**⁵¹ San Francisco **Beacon Centers**⁵² offer free programs and activities for youth and adults after school, during the evening, some weekends, and summer.

College/University: Mission Graduates **College Connect**⁵³ recruits four-year college-bound high school juniors who are first generation to attend college, and provides personalized college admissions support to students and parents through high school graduation, and ongoing guidance during college. **Kindergarten to College**⁵⁴ is a city-wide collaboration between SFUSD, the City of San Francisco, Citi and others that gives every kindergartener a college savings account with \$50 to begin saving for education. **Bridge to Success** works to increase the number of college graduates in SF through structured interventions. **SF Promise** guarantees access to San Francisco State University (SFSU) for students of SFUSD, seeking to bridge financial gaps and provide proactive counseling about the guaranteed access offer and how to prepare to succeed with it, including programs from 7th grade through junior year at SFSU.

⁵⁰ Community schools – www.communityschools.org – look under results – they have a research brief – 4 pages with sources; also their publication called “Making the difference: research and practice” – under Coalition Resources

⁵¹ Research completed by Anthony Bryk; *Organizing Schools for Improvement, Lessons from Chicago*

⁵² Beacon initiative- http://www.sfbeacon.org/practitionerResources/Quality_Standards_And_Evaluation.pdf

⁵³ Horn, L. (1997). *Confronting the Odds: Students at risk and the pipeline to higher education*, NCES, 98-094. Washington, D.C. U.S. Department of Education, National Center for Education Statistics.

⁵³ Gandara, P., & Bial, D. (1999). *Paving the Way to Higher Education: K-12 Intervention Programs for Underrepresented Youth*. National Postsecondary Education Cooperative.

⁵³ Myers, D. and A. Schrimm. (1999). *The Impacts of Upward Bound: Final report for Phase I of the national evaluation*. Washington, D.C.: U.S. Department of Education, Planning and Evaluation Services.

⁵⁴ “Assets and Liabilities, Educational Expectations and Children’s College Degree Attainment”, <http://csd.wustl.edu/Publications/Documents/WP09-60.pdf>

Frisco Day offers students the opportunity to enroll in college if they haven't yet, learn about financial aid and other supports, and build relationships with other students that help them transition to college. **Financial Aid University**⁵⁵⁵⁶ a project of MEDA, Citi, and Mission Graduates helps low income and LEP students complete FAFSA, and connects their families with free tax prep and asset development services.

Career/Vocational: Metro Health Academy of SFSU & City College prepares students for careers in health & social justice through extra support and additional exposure to issues of social justice. Students in MHA are part of a cohort, moving through three semesters of MHA courses and health-infused general education courses together beginning in Sophomore and Junior years. San Francisco's Office of Economic & Workforce Development's Career **Sector Academies**⁵⁷ in areas such as green jobs and health integrate skill development, support services, and job development that prepare and place low-to-high skilled individuals in a range of jobs within targeted industries. **Bridge to Biotech** is a City College program targeting minority students without science backgrounds and trains them for entry-level research positions. UCSF and a number of biotech firms host City College interns and the program meets a clear workforce demand- a dearth of skilled workers could jeopardize the region's position as a leading biotech hub. **Inside UCSF** is part of the University's ongoing efforts to address "pipeline issues" and to

⁵⁵ FAU Is funded by the Center for Economic Progress of Chicago and connected with the National Community Tax Coalition.

⁵⁶ M. Roderick, J. Nagaoka, and E. Allensworth. (2006). *From High School to the Future: A First Look at Chicago Public School Graduates' College Enrollment, College Preparation, and Graduation from Four-Year Colleges*. Chicago: Consortium on Chicago School Research at the University of Chicago.

⁵⁷ *Public Private Ventures; Aspen Institute research on Sector Academies*

encourage students from underrepresented groups to pursue higher education and careers in life sciences and health professions.

Safety: *Mission Van Collaborative* provides youth with safe passage to and from after-school and summer programs, as well as affordable field trip transportation within the San Francisco Bay Area. *Community Response Network* addresses youth gang violence through crisis response, care management services and development, and street level outreach. *UCSF HEARTS*⁵⁸ creates school environments that are more trauma-sensitive and supportive of the needs of traumatized children.

Asset Development: *SparkPoint Centers*⁵⁹ bundle services for families and provide financial coaching to help them improve credit, reduce debt, increase savings, and increase income. These collaborative centers track common data among different agencies. The *Earn It! Keep It! Save It!*⁶⁰ coalition provides free tax preparation and benefits screening, helping families access thousands of dollars in tax credits every year that help them toward financial goals.

Additional Solutions: Solutions to meet the needs and gaps in services identified through the planning process will be developed in each of the Working Groups. Each group will be led by an Advisory Board “expert” in the subject matter, who will ensure that solutions are evidence-based per best available research, and are likely to achieve the intended outcomes.

D. Quality of the management plan (45 points).

(1) Working with neighborhood, residents; schools; government; and service providers (10 points)

⁵⁸ *Helping Traumatized Children Learn; A Report and Policy Agenda*- www.massadvocates.org, book download

⁵⁹ *An Integrated Approach to Fostering Family Economic Success*, Annie E. Casey Foundation-
<http://www.aecf.org/~media/Pubs/Topics/Economic%20Security/Family%20Economic%20Supports/AnIntegratedApproachtoFosteringFamilyEconomic/Report%201%2012%2009.pdf>

⁶⁰ *The Role of the Earned Income Tax Credit on the Budget of Low Income Families*- National Poverty Center-
http://npc.umich.edu/publications/u/working_paper10-05.pdf

The Mission Economic Development Agency (MEDA) is a 501c3 local economic development organization with a mission of achieving economic justice for San Francisco's low and moderate income Latino families through asset development. In the long-term, we envision generations of Latino families that are a part of vibrant, diverse, proud and forward-thinking communities in which residents own their homes and businesses, and are actively engaged in the civic life of their neighborhoods and the institutions that affect their lives. We see these families as having sufficient assets to provide them and future generations with the opportunity to call San Francisco their permanent home. MEDA provides family support programs that serve over 3,500 individuals each year and build community stability through: homeownership counseling, foreclosure intervention, business development, financial education, and free tax preparation. MEDA has a 38 year history of service to, and deep engagement with Mission District families, community based organizations, government leaders, and has led major planning efforts in the neighborhood. MEDA has a \$3.5 Million annual budget, is effectively managing grants from 5 different federal agencies that total more than \$6 Million, and is the owner and developer of the \$9 Million Plaza Adelante family economic success center, a one-stop asset development and family supportive services center in the heart of the Mission that is home to MEDA and seven other CBOs. MEDA is also the manager of the Latino Tech Net, a \$6 Million national Recovery Act funded project that is bringing technology access and training to 17 Latino communities in 10 states nationwide. Our organization has strong outcomes-based evaluation, and a demonstrated track record of success, meeting our goals and outcomes with all programs and funding streams. Due to its robust organizational capacity, MEDA was selected through a city-wide competitive application process to be the lead agency for United Way of the Bay Area's (UWBA) first San Francisco SparkPoint Center. Through this, we are collaborating closely with

UWBA in a major family economic success effort that will be closely tied with, and greatly bolster our Mission Promise Neighborhood. We are proposing the following Leadership & Management structure for the Mission Promise Neighborhood (MPN):

MEDA Board: MEDA's Board of Directors is composed of eight individuals that will have fiscal and contractual responsibility for the grant. MEDA's Board meets bi-monthly and reviews the organization's budget, cash flow, programmatic goals and outcomes. MEDA's Board has expertise in community economic development and represents both government institutions and non-profit direct service and advocacy organizations. Biographies are included in **Appendix VI**.

Advisory Board: The Advisory Board is composed of individuals with expertise in each issue area, including: Early Childhood Education; PreK-12 Education; Higher Education; Vocational/Employment; Adult Education; Health; Asset Development; Safety; Technology. The Advisory Board will include representatives from CBOs, schools, universities & colleges, local government agencies, elected officials, parents, students, principals and teachers. An initial Advisory Board list in **Appendix VI** demonstrates vast expertise in each area, and strong ties to the community. The Advisory Board will approve all proposed solutions in the continuum; guide our vision, theory of change and theory of action; and oversee the Project Director. The Advisory Board will meet quarterly throughout the planning year, where they will discuss, provide feedback on, and vote on approval of plans produced by the Working Groups. Our Advisory Board is bolstered by inclusion of San Francisco's Board of Education President, Hydra Mendoza and Executive Directors of three key academic partners- Mission Graduates (Jeff Feinman), Jamestown Community Center (Claudia Jasin), and Good Samaritan Family Resource Center (Mario Paz). Each of these individuals has a deep history of providing services in the

neighborhood schools we are targeting. Good Samaritan and Jamestown have been serving the Mission for approximately 40 years, and Good Samaritan has served the neighborhood for more than 100 years.

Project Director: Luis Granados (MCP, University of California, Berkeley; B.A., University of California, Davis), Executive Director of the Mission Economic Development Agency will serve as Project Director. As the Executive Director of MEDA, Luis Granados has been working in the Mission District and with its residents for 14 years. In this time, he has vastly grown MEDA's programs and capacity from serving 73 families to 3,400 annually, and has created an anchor institution in the neighborhood that provides important family support programs. With Luis at the helm, MEDA purchased and redeveloped Plaza Adelante into a one stop asset development center. Luis also led a major anti-displacement planning process in collaboration with numerous community organizations and public agencies which, through research, advocacy, and policy development resulted in the creation of the Eastern Neighborhoods Plan. The Plan led to the retainment of many of the neighborhood's small businesses and working class residents, specifically through land use and zoning policies that provided more housing units affordable to low-income families and encouraged the retention of small businesses in the Mission and throughout San Francisco's Eastern Neighborhoods. Luis has strong relationships and a long history of working with government leaders, including San Francisco's Supervisors, department heads and staff of City agencies, state Senators and Assemblymembers, and high level government leaders at the Department of Housing & Urban Development, Department of the Treasury, Small Business Administration, Administration for Children & Families, and Department of Commerce.

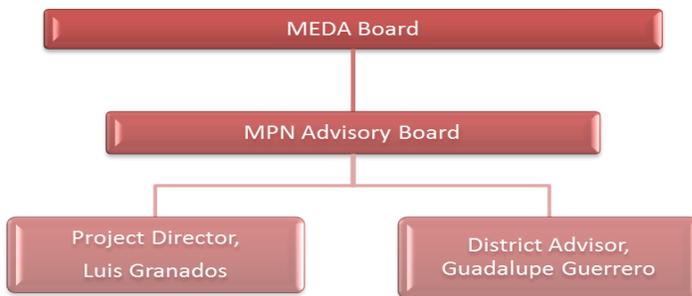
District Advisor: Guadalupe Guerrero (Ed.D candidate, M.Ed., Harvard Graduate School of Education; B.A., University of California, Los Angeles), Assistant Superintendent, Superintendent's Zone-Mission District, PreK-12, of the San Francisco Unified School District will serve as District Advisor in a lead governance role for the project. In this role he will review project plans and outcomes and ensure maximum alignment with SFUSD's strategic plans and priorities for the target schools. Guadalupe Guerrero is leading an ambitious school reform process among Mission District PreK-12 schools. Guadalupe has extensive experience as a teacher, school principal, and central office administrator serving historically underserved communities. Guadalupe began his career in public education as a Spanish bilingual teacher in the Mission, in the same schools in which he is now supervising and leading their turnaround and transformation efforts. Guadalupe has attended two highly selective programs at the Harvard Graduate School of Education: the School Leadership Program and the Urban Superintendent's Program. He is completing his doctoral dissertation focused on systemic transformation to support accelerated student outcomes. Guadalupe is a cohort member of the Superintendent's Leadership Academy sponsored by the Association for Latino Superintendents and Administrators. He served previously as a principal and member of the Superintendent's Leadership Team in the Boston Public Schools before returning home to San Francisco to complete a residency under the mentorship of Superintendent Carlos Garcia. His work in school year 2010-2011 included co-authoring the district's School Improvement Grant, which was awarded for a combined \$44 million dollars to support the turnaround of the district's lowest performing schools. Initial results from year one are promising, and indicate that five of the seven most improved schools in the district are schools in the Superintendent's Zone, per

California API Growth scores, with the majority of schools demonstrating increased proficiency level outcomes for students.

The Project Director and District Advisor in our governance structure will collaborate closely and ensure: (1) maximum alignment with the school district’s plans for school restructuring and reform in the Mission; (2) expertise at the Governance level in PreK-12 education; and (3) expertise at the Governance level in community planning, family support

programs, social equity, and social

inclusion for Latino and low-moderate income communities. A diagram of the proposed **Mission Promise**



Neighborhood Governance Structure

follows:

Project Manager: Eric Cuentos (MCP, Massachusetts Institute of Technology (MIT); B.A., University of California, Santa Cruz), MEDA’s proposed Project Manager, will implement the planning process, including coordinating community partners, school representatives, consultants, and staff working on the project. Eric will ensure that the schedule and timelines are adhered to in accordance with the workplan, and coordinate meetings between the Advisory Board, Working Groups and consultants to collectively develop the needs assessment, segmentation analysis, and continuum of solutions during the planning year. Eric is managing the SparkPoint planning process at MEDA and has 8 years of experience in managing multi-stakeholder collaborative planning processes in the community development field in San Francisco, working at Bay Area Local Initiatives Support Corporation (LISC), and at the

Excelsior Action Group where he led the LISC-funded Neighbors Excelling Together (NExT) Comprehensive Community Planning Process. Eric is a Mission District resident, homeowner, and parent.

Director of Family & Community Engagement, SFUSD: Leticia Hernandez of SFUSD, will ensure alignment of the MPN with SIG efforts and SFUSD priorities. In her role she provides guidance to and facilitation of Community School Coordinators cohort, coordinates outreach to community-based organizations, collaborates with school-based Parent Liaisons, listens to input and feedback from parents and principals around parent engagement efforts, and acts as a direct line of communication for families to the Assistant Superintendent. Leticia has expertise in youth development and evaluation, and a strong history of working the Mission District, including as the Education Director with our partner, Jamestown Community Center.

Research & Evaluation Specialist: Dr. Lisa García Bedolla (Ph.D. Political Science, Yale University; B.A., University of California, Berkeley), Chair of Berkeley's Center for Latino Policy Research will be responsible for designing, managing and implementing the needs assessment and segmentation analysis, and making data available to the planning groups throughout the process. Lisa García Bedolla is Associate Professor of Social and Cultural Studies in the Graduate School of Education at the University of California, Berkeley. Professor García Bedolla recently formed part of the three-person evaluation team for the James Irvine Foundation's \$15 million California Votes Initiative. This work included engaging in a data and capacity needs assessment for the nine community-based organizations participating in this project, in addition to implementing and reporting on the groups' effectiveness across six electoral cycles. Thus, Professor García Bedolla has direct experience with collecting qualitative, quantitative and experimental data from community groups, as well as with multi-group

collaborations geared toward improving campaign impact and outcomes. Dr. Bedolla will utilize the resources of the Center for Latino Policy Research (CLPR), which was founded in 1989 in response to the challenges of limited educational, political, and economic opportunities facing the Latino/Chicano population. The Center's goal is to leverage the complexity of the Latino experience in the United States in order to shed light on the myriad factors that affect the distribution of material, social, and political opportunities within U.S. society. They accomplish their mission through the conduct of community-engaged research projects that, in collaboration with organizational partners, inform local, state, and national policies that affect Latinos, and aim to foster community participation in the research process, ensuring that their research products are relevant to and reach those most directly affected.

Planning Facilitator, Glen Price Group: Glen Price will provide professional planning facilitation, bringing both expertise and objectivity into the neighborhood planning process. Glen Price has over 30 years of expertise in highly successful strategic planning, high-performance programming, and fund development for a wide range of local, state, national, private sector, and international clients. Price was the principal team leader for efforts that raised over \$1 billion dollars for public and private agencies. In 2011, the Glen Price Group conducted an intensive strategic planning process for the California Department of Education through which they facilitated the work of a diverse group of external stakeholders that resulted in the development and publication of "A Blueprint for Great Schools." It also involved working with CDE employees on a broad and highly participatory process of institutional development aimed at building the organization's culture of service and support. Since founding the Glen Price Group in 2001, Price has worked extensively with non-profit organizations, government agencies, and collaborative initiatives including the American Red Cross, County of Sonoma, Alameda County

Family Justice Center, City of Richmond, United Nations Food and Agriculture Organization, World Wildlife Fund, and others. He has been working with MEDA and partners since the summer of 2011, facilitating the SparkPoint planning process.

A diagram of the proposed **Management Structure** is included below:



(2) Using data for decision-making, learning, continuous improvement, and accountability (15 points);

MEDA has vast experience and success in collecting and managing data. Some key examples include:

- For 5 years, MEDA’s Homeownership Counseling, a HUD certified program has been required to collect and monitor data in compliance with federal standards. Additionally, MEDA’s programs have monitored, input and assessed data for Community Development Block Grant (CDBG) funded programs; Recovery Act funded programs for a national partner network; as well as for the IRS driven VITA tax preparation sites. MEDA’s programs collect and analyze data for, and serve over 3,500 individuals each year.
- MEDA has well defined strategic priorities that are measured and assessed by our Board of Directors and Management Team quarterly and annually in outcome reports. These reports

measure our progress toward a variety of programmatic and infrastructural indicators that are inclusive of all of the organization's activities.

- MEDA completed an organization-wide outcome tracking system that specifies indicators of success for each of our program and is designed to go beyond simple output measurement, tracking real change over time. This system is modeled after industry best practices including Microtest. MEDA is adept at entering, coordinating, managing and utilizing data from various databases, including the city's 7C squared, Microtest, CounselorMax, and Vista Share.

Database & Data Management- The data management for the MPN will utilize the services of the University of California, Berkeley's Center for Latino Policy Research under the guidance of Professor Lisa García Bedolla. Professor García Bedolla will work closely with the MPN Project Manager and MEDA's internal Evaluation Analyst, Victor Corral to design, implement, and utilize the MPN database system for the identification of needs, gaps in services, and solutions. In order to manage data and ensure that the MPN is data- and results-driven, we will complete process focused on (1) determining the outcome measures, (2) building the system and determining the operating policies and procedures, and (3) collecting, updating and analyzing data regularly. Advisory Board members, MPN staff, including the Project Manager and Working Group Members, where appropriate, will finalize the scope of work, delineating specific activities and goals associated with the proposed solutions. These Working Groups will also be charged with determining specific, measurable outcomes tied to each solution, based on the proposed project indicators in this proposal, which are discussed in the *Quality of Project Services* section of the proposal.

The MPN database will be designed, managed and maintained by UC Berkeley's Center for Latino Policy Research and will be made public and available online. It will be the Center's

responsibility to continually update the database with new data provided by government, project partners, and/or institutional sources, and to make those updates publicly available. The result will be the creation of a searchable, publicly available, longitudinal database that links data produced by a variety of local, state, and national educational agencies with geographically-defined economic, health, safety, and nutritional information. The evaluation team will enter the gathered data into GIS maps so that partner organizations and community members can see the distribution of resources within the neighborhood space and identify locations that need additional supports. An end product will be the creation of an interactive mapping tool that will be available online. With this mapping interface, community members can engage in customized searches in order to locate particular resources in the neighborhood, enhancing the empirical foundation available to local decision makers and ensuring the project's accountability to its constituency. This mapping data will also provide another layer of empirical evidence to ensure the accuracy and appropriateness of proposed program solutions.

This comprehensive data collection and dissemination will be accompanied by quarterly reports to the project partners from the Research Team. These reports will present all data analysis and relevant findings for that project period. The reports will be written in a very accessible manner and the evaluation team will ensure that the report focus is directly relevant to the major questions being addressed by the planning team. The reports will include a discussion of insights into "best practices" that can be discerned from the analysis of the project outcomes.

With the consent of project collaborators, all reports will be made publicly available to community members and relevant stakeholders, with the goal of disseminating the project findings and impact as broadly as possible.

(3) Creating formal and informal partnerships (10 points)

The Mission Promise Neighborhood has vast community support, as evidenced by the 25 partners included in our MOU. The attached MOU confirms the alignment of each partner's vision, theory of action and theory of change with that of the proposed Promise Neighborhood. Partners will be held accountable in accordance with the signed MOU, and adherence to a collectively agreed upon vision, workplan and outcomes. Above and beyond these formal structures, our planning process is designed to ensure maximum buy in to the project and adherence to the Promise Neighborhood Plan as a crucial component of each partner's fulfillment of their mission and vision. Significantly, for this project, we have commitment from the Mayor's Office and city agencies with which we have existing and on-going relationships, including the Department of Children, Youth & their Families, First 5 San Francisco, the Office of Economic & Workforce Development, the Mayor's Office of Housing, the Department of Public Health and the Department of Technology. These connections will help our project integrate strongly with local government and break down agency silos in serving our constituency. Additionally, we have strong partnerships with our local universities including University of California Berkeley, University of California San Francisco, San Francisco State University, University of San Francisco and City College of San Francisco. We will seek to create "effective partnerships" defined as those that are mutually supportive; have 100% buy-in from both sides of the partnership; create and adhere to shared vision, goals and outcomes; and that have strong, consistent and ongoing communication. Community residents, including parents and students, will participate in the decision making process through their involvement in the Working Groups that address each issue area.

Our plan will incorporate an existing network of “Promotores” that help community organizations outreach regarding services. These “Promotores”⁶¹ are community members with strong social network ties through participation in church, sports or community groups that have received leadership and specialized training in the subject matter of the services they are doing outreach for⁶². We will provide additional training to promotores and recruit new ones including school students and parents, to participate in Working Groups, promote community involvement, and help ensure that services offered by MPN partners are reaching their intended audience.

Four of MEDA’s eight Board of Directors members (50%) are representative of the geographic area proposed to be served; two members are residents of the Mission District and two are Public Officials. In the past 14 years, MEDA, with Executive Director Luis Granados at the helm, has led several collaborative planning efforts that have brought together local residents, small businesses, community partners, public agencies and private funders. These examples are representative of MEDA’s strong history of, and systems for holding partners accountable to collaborative projects and include: 1) the Mission Corridor Planning Project, a two-year, process that created an economic development plan for the Mission District; 2) Eastern Neighborhoods Plan, a 4-year planning process, which created a permanent land use plan and zoning of San Francisco’s eastern neighborhoods; 3) the foreclosure prevention coalition, a 3-year effort to coordinate foreclosure prevention issues in San Francisco’s most affected neighborhoods; 4) Plaza Adelante, a one-stop financial and asset development center, which now houses multiple organizations and provides services to over 5,000 people per year; and 5) SparkPoint, involving 40 entities and coordinating and integrating family economic success services across non-profit and public agencies. Each of these projects achieved its intended outcomes and held partners

⁶¹ *Promotores are affiliated with “Vision y Compromiso California” coalition outreach workers*

⁶² *E.g. Child Development, Public Health, College Readiness, Etc.*

accountable through systems of formal and informal MOUs, contractual and reimbursement agreements, and continuous communication between our leadership and management and that of our partner organizations. Most recently, MEDA has demonstrated capacity for project management through its successful management of the Latino Tech Net, a \$6 Million national project that is equipping 19 computer centers in ten different states with bilingual training programs geared toward Latino entrepreneurs, and will create 2,500 jobs over the course of three years.

(4) Integrating funding streams and programs into the continuum of solutions (10 points).

This project will integrate funding streams from numerous local, regional, federal, and public and private sources including: United Way of the Bay Area, SF Human Services Agency, First 5. Department of Children, Youth & their Families, CDFI Fund, the Mayor's Office of Housing and Mayor's Office of Economic & Workforce Development, the San Francisco Foundation, the Haas Sr. Fund, the Kresge Foundation, Citibank, Wells Fargo, US Bank, Bank of America, among others. A complete list of leveraged funds is included in **Appendix V**, and totals \$4,774,161, of which a minimum of \$250,000 is available explicitly for planning⁶³. As aforementioned, the project will leverage and integrate several high-quality, neighborhood programs that represent combined multi-million dollar neighborhood investment of resources, organizations, strategies, and people, into its continuum of solutions. These include but are not limited to the School Improvement Grants, San Francisco SparkPoint, Bridge to Success, and the Beacon Centers/After School for All.

The project's leadership has extensive experience in integrating funding streams from multiple sources, and demonstrated capacity to raise and leverage funding to create integrated and comprehensive programs for neighborhoods. For example, in the past two years MEDA has

⁶³ Per federal FAQs, a match can be applied for implementation of a solution that is part of the scope of the Promise Neighborhood plan, that is implemented at the same time planning occurs. Therefore, \$250K of our match is explicitly for planning while other funding is composed for both planning and implementing solutions.

successfully competed for and received federal grants from five different agencies totaling more than \$6 million, the majority of which are for collaborative work benefiting the Mission District, and represent federal investment with which we will coordinate. These agencies include: the National Telecommunications & Information Administration, Small Business Administration, Department of Housing & Urban Development, Community Development Financial Institutions Fund, and the Administration for Children & Families. MEDA also leveraged public funding from the City of San Francisco, and private funding through numerous banks and foundations for the completion of the \$9.5 million dollar Plaza Adelante development project. MEDA has strong relationships with numerous private funding sources, including banks (Bank of America, Citibank, US Bank, Chase, Comerica, First Republic, Bank of the West), foundations (San Francisco Foundation, Walter & Elise Haas Sr. Foundation, Evelyn & Walter Haas Jr. Foundation, Columbia Foundation, Levi Strauss Foundation) and corporate entities which will be leveraged in support of the Mission Promise Neighborhood. Our District Advisor to the project, Guadalupe Guerrero of SFUSD, brought the SIG grant to Mission District schools, a \$44 Million investment.

The Sustainability planning group within the team will ensure that this project is financially sustainable over the long-term. This will be achieved through creating a sustainability plan that identifies specific funding amounts, potential sources of funding, and timelines. This group will be composed of individuals from the Advisory Board with specific experience in raising funds, and coordinated by Jillian Spindle (M.A., B.A. University of Chicago), MEDA's Director of Development who has significant fundraising capacity and extensive experience with collaborative fundraising efforts. The Sustainability planning will be supported in part through United Way of the Bay Area's resources (in combination with the SparkPoint sustainability planning). Jenny Flores, Citi Community Development Manager, a corporate partner and funder of education and community development in San Francisco, and Lisa Villareal, the San Francisco Foundation's Education Program Officer will participate in this planning group, which will select a qualified Chair upon receipt of funding. While there will be specific focus, capacity

and infrastructure dedicated to sustainability, fund development will be a shared goal for all Working Groups, and a regular agenda item at Advisory Board meetings.

MEDA is committed to working with the Department of Education and a national evaluator to ensure data collection and program design are consistent with national plans, including developing strategy, coordinating baseline data plans for the Mission and a comparison group, and making data available to the evaluator as appropriate, including quarterly. Two individuals are designated for this work, including Project Manager, Eric Cuentos, and Data & Research Specialist, Professor Lisa García Bedolla.

E. Competitive Preference Priority 4 -Comprehensive Local Early Learning Network (2pt)

In 2009, the Mission had among the highest rates in the City of children who had social and academic “readiness needs” when starting Kindergarten, as well as unmet needs for childcare subsidies⁶⁴. San Francisco has a robust Early Learning Network serving the Mission District. SFUSD and the ECE community will collaborate in the MPN planning process to create a high-quality and comprehensive local early learning network that is fully integrated with the PreK-12 system and community supportive services, and that is available to every child. Thus, the planning process will coordinate DCYF, First 5 San Francisco, preschools; Early Head Start and Head Start center-based and school-based programs; home based child care center coalitions and technical assistance entities; pre-natal and parenting programs. We will coordinate closely with the San Francisco Childcare & Advisory Council (CPAC), the state mandated Local Planning Council for childcare and early education policy. We will embrace, coordinate with and align with the following major initiatives: (1) *Preschool for All* -San Francisco is unique in its Prop H public funding of a universal preschool system that is sending all 4 year olds to preschool. (2)

⁶⁴ Source: 2011 Department of Children, Youth and Their Families Needs Assessment, <http://www.dcyf.org/workarea/showcontent.aspx?id=4994>

SFUSD PreK-12 System- SFUSD has implemented a PreK-12 system and "Early Education Department" which serves over 2,000 children 3-5 years old at 34 schools. As part of this articulated vision of a PreK-12 system, the District has created a Core Curriculum and is aligning the preschool curriculum through grades 3, with an emphasis on English Language Arts, Math and Science. **(3) Race to the Top-** In anticipation of the State of California's participation in this, and its ultimate benefit to our local partners, we will build toward the goal of increased efficiency, improved quality, and coordinated service delivery that supports young children's success in school and beyond. **(4) California Early Childhood Education Competencies-**These competencies outline the knowledge, skills, and dispositions that early childhood educators should have. They present information about education and professional development for individuals interested in or working in ECE, and build practitioner understanding of state requirements and job responsibilities. They promote the development of skillful, knowledgeable educators and administrators who are committed to making high-quality early care and education services available to all young children and their families, and can "align" centers to a more uniform approach for school readiness outcomes.

As with the other parts of the continuum, the early learning network will develop a plan with common goals, strategies, and benchmarks to improve ECE outcomes aligned with the Pre-K-12 vision of SFUSD. While a full needs assessment will be completed, an initial assessment of gaps in *Table V-Early Learning Needs* below covers three areas:

Professional Development	Technology Integration	Alignment of Sectors
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<p>There is a need to “professionalize” the continuum of professions within the child care sector. A high quality plan for early learning in our promise neighborhood can integrate this level of professional development with the vocational/career and higher education components of our work to ensure that early childhood educators have strong career pathways, and maximal credentials and educational attainment.</p>	<p>The rigorous record keeping required by state-funded child care providers is cumbersome and could be vastly improved through integration of technology and automation into the classrooms for improved tracking, data collection and analysis, and ultimately improved developmental outcomes for children.</p>	<p>The ECE sector needs to be more strongly aligned with the PreK-12 continuum of education in our community, with a common vision, goals, and clear roles of each portion of the continuum in the development of children & youth in our neighborhood.</p>
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Dolores Terrazas will lead this work during the planning year. Dolores was formerly the Childcare Administrator with the City & County of San Francisco, where she was responsible for broad base strategies with City Departments to integrate child care needs into City plans and managed 11 million dollars for San Francisco’s early childhood community. The Early Learning & Development Working Group will include representatives from the child care provider network (home based and center based), government representatives from DCYF and First Five, PreK-12 representatives, and parents.

F. Competitive Preference Priority 5 -Quality Internet Connectivity (1 Point)

We will prioritize bringing quality internet connectivity, computer equipment, and training to all students and families in the Mission. To achieve this, we will leverage significant existing investments, including: **(1) *the Latino Tech Net (LTN)***, a project of MEDA and CAMINOS Pathways Learning Centers, funded by a \$3.7 Million dollar, three-year Recovery Act grant from the NTIA⁶⁵ that is offering bilingual computer training and public access computers at Plaza Adelante; **(2) use of *the City of San Francisco Department of Technology’s Community***

⁶⁵ National Telecommunications & Information Administration

Broadband Network, a 1 GB network that provides internet access for low income communities and CBOs; (3) access to **corporate programs** (AT&T and Comcast) which are giving free or reduced internet subscriptions and computers to low-income families and SFUSD students.

is a technology expert, Mission native and Executive Director of CAMINOS Pathways Learning Center, and will lead the **Technology Integration Working Group**. He will be assisted by Richard Abisla, MEDA’s LTN Project Manager who has expertise in utilizing technology for educational purposes. Our strategy will focus on the three cornerstones of: Access, Training and Content. An overview of our vision for each follows in **Table VI- Technology Vision**:

	Vision	Values	Strategies
Access	All Mission families have computer and broadband internet access in the home, at school, and in community technology centers. Families have free or low-cost computers for home use, and all students’ access computer technology in their schools.	-Family/Student-Focused Strategies: Computer use and broadband adoption is essential for families to succeed in school and the workplace -Partnerships and Collaborations: Bring together diverse stakeholders (non-profits, social ventures, for-profits businesses, government) to provide computers and broadband internet access to families at little or no cost	-Free computers through Comcast Internet Essentials; reduced cost computers through refurbisher Mission Tech -Wireless Internet access in parts of the Mission from San Francisco’s Community Broadband Network - Connect qualifying families to Comcast Internet Essentials (\$10/month) home broadband -Process-oriented, user-friendly technical support, onsite and remotely through CAMINOS
Training	All family members are skilled in using computer technology and broadband internet. Students are engaged in technology internships and fellowships, and parents utilize online teacher-parent communication platforms. Technology is an indispensable tool for families to navigate—and	-Training is necessary for both parents and students to utilize new technology; training will ensure that families are not excluded from widespread adoption. -Technology training will lead to better outcomes for Mission District families, not only in school, but also in parents’ competitiveness in the workplace/small business arena.	-Education-focused training aligned with state and national standards prepares youth for higher education. -Parent training on School Loop, the online communication system used by SFUSD to provide homework, and academic progress information. -Internship opportunities at Bay Area tech companies- mobile app development, game design, computer repair -Training on internet safety and

	excel in- the school system.		security, and social networking safety
Content	Online content is integral to the educational experience of the Mission District. Students and parents are engaged in online platforms that involve them in the learning process.	-Students and parents require support to enter into a new phase of technologically integrated learning; Mission Promise Neighborhoods will support them through the transition	-Parents use School Loop to monitor student progress, attendance and homework. -Online modules on early learning outcomes, cyber bullying, gang prevention, social media responsibility, preparing for college and understanding financial aid application process.

ⁱ *Early Chronic Absenteeism Report, March 2010, SFUSD.*

ⁱⁱ *Chang H, & Romero M, (September 2008) Present, Engaged & Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty, NY, NY.*