

Chula Vista PROMISE NEIGHBORHOOD



South Bay Community Services

IMPLEMENTATION GRANT APPLICATION

JULY 2012

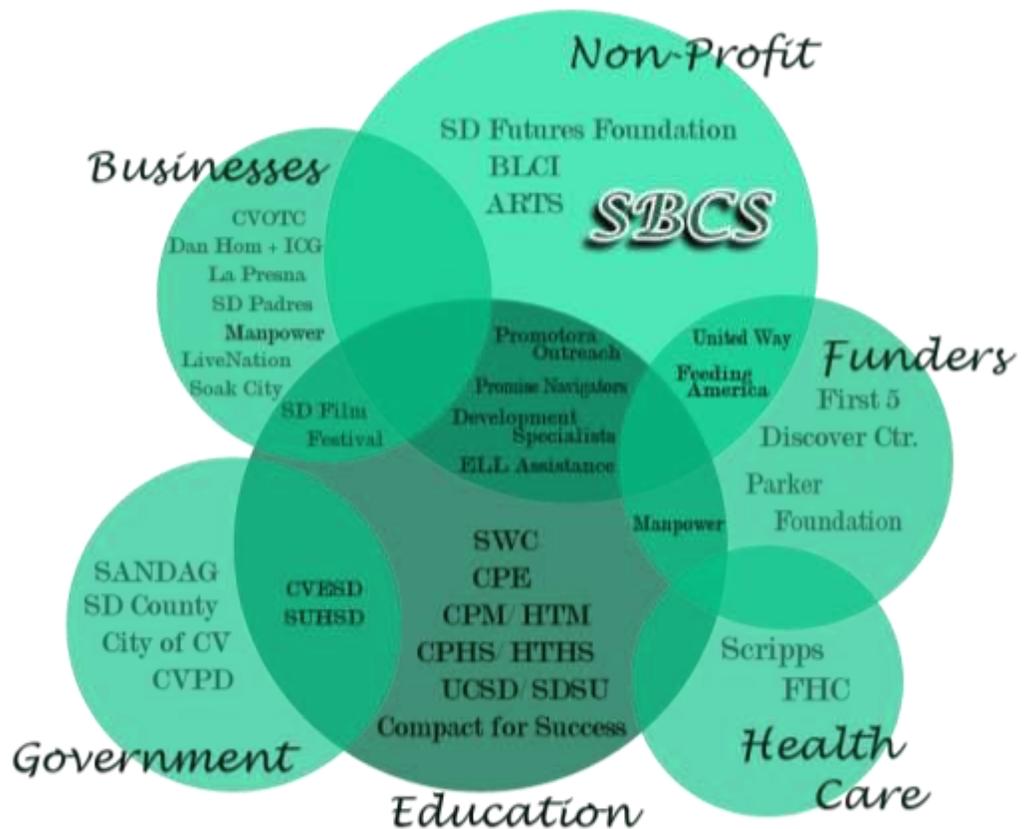


Table of Contents

Table of Contents 1

 Index of Tables 1

A. Need for Project (15 Points) 2

 (A1) Severity of the problems to be addressed; 2

 (A2) Geographically defined area (5 points). 8

B. Quality of the Project Design (25 Points) 12

 (B1) Comprehensive strategy for school improvement (10 points); 12

 (B2) Implementation plan to create a complete continuum of solutions (5 points); 39

 (B3) Existing neighborhood assets and programs (5 points); 43

 (B4) Implementation plan, including clear, annual goals for improving systems and leveraging resources (5 points). 45

C. Quality of Project Services (15 Points) 50

 (C1) How the needs assessment and segmentation analysis were used to determine each solution within the continuum (5 points); 50

 (C2) Solutions are based on the best available evidence (5 points); 53

 (C3) Annual goals for improvement on indicators (5 points) 56

D. Quality of the Management Plan (45 Points) 58

 (D1) Working with the neighborhood and its residents; the schools and LEA; Federal, State, and local government leaders; and other service providers (10 points). 58

 (D2) Collecting, analyzing, and using data (15 points) 68

 (D3) Creating formal and informal partnerships (10 points) 73

 (D4) Integrating funding streams from multiple public and private sources (10 points) 78

Absolute, Competitive, and Invitational Priorities Addressed 81

Index of Tables

Table 1: Castle Park Families’ Low Socioeconomic Status 3

Table 2: CVPN's 5 Target Public Schools 11

Table 3: Age-appropriate Components of Proposed Academic Intervention Model 12

Table 4: Key Components of Continuum of Solutions and Associated Indicators 41

Table 5: CVPN Implementation Project Structure 46

Table 6: Annual Goals for each Indicator 57

Table 7: South Bay Community Service’s Organizational Capacity to Implement CVPN 58

Table 8: Qualifications and Experience of SBCS' Key Managers 76

Table 9: Priorities to be Addressed 81

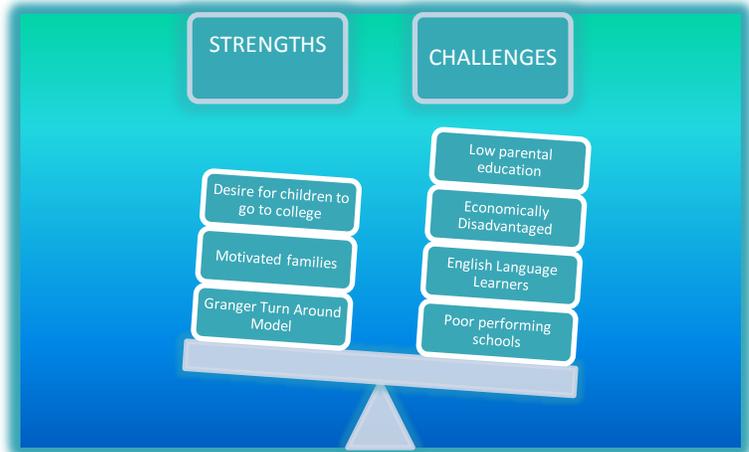
Table 10: Acronyms and Abbreviations used in Proposal (with apologies!) i

A. Need for Project (15 Points)

(A1) Severity of the problems to be addressed;

The Chula Vista Promise

Neighborhood (CVPN) catchment area, known as Castle Park, is a neighborhood grappling with the hopes and burdens associated with recent immigrants. Located 6 miles from the U.S./Mexico border, the



nation’s busiest land border crossing, Castle Park is home to a large number of first- and second-generation Mexican-American immigrants. Mexico is the leading country of origin for immigration into the U.S. Although they come and settle here permanently, given the proximity to the border, many also travel back and forth across the border maintaining a strong identity with their country of origin. While buffered by strengths such as motivation for better employment and greater educational opportunities for their children, immigrant families must overcome numerous challenges to achieve their dreams of a better life here in the U.S. Many are not prepared for the barriers they encounter, and struggle to help their children achieve a better standard of living. Our needs assessment provides a lens into the many factors that negatively impact the most vulnerable in the Castle Park community.

Low Socioeconomic Status (SES) Families. First and foremost, Castle Park is economically disadvantaged, as measured by census data and door-to-door resident surveys. These data are more especially concerning given research that shows that the federal poverty rate does not account for the high cost of living in California, which leaves many vulnerable children and their families out of the poverty category (an estimated one in five non-elderly individuals),

and subsequently, ineligible for much needed assistance.

Table 1: Castle Park Families’ Low Socioeconomic Status

	Target Area	County	State
Median income	\$34,019	\$63,069	\$60,883
Families below poverty rate	14.7%	8.6%	10.2%
Child poverty rate	27.2%	19.2%	22%
Unemployment	10.7%	7.8%	9%
Female headed households	44.4%	17.6%	19%
Families 200% of the Federal Poverty Rate	38.2%	23.0%	26.7%
Receipt of food stamps	6.6%	3.3%	3.4%

SOURCE: American Community Survey, 2006-2010.

These census data were supported by the information gathered from the door-to-door survey: Most residents do not own their own home (68%); less than half of households have an adult employed full time (48%); almost two-thirds receive some type of financial assistance (62%); and, 6 out of 10 children qualify for publicly funded health insurance (61%) and many depend on the school’s free meal program for their lunch (68%).

A staggering 82% of 2 to 11 year olds in the catchment area do not consume 5 or more fruits and vegetables a day, and even more (87%) 12 to 17 year olds do not. Additionally, 53% of the target schools’ 7th graders did not pass their BMI test.

The research is clear that for various reasons, low SES negatively affects academic performance¹. For example, students from poor families are 6 times more likely to drop out of

“It hurts more when you get accepted to a four year university but can’t go because of financial problems.”
~ Castle Park High School Senior

school than those from wealthy families. This is evident in the target neighborhood, where both Castle Park Middle and High Schools have been on Program Improvement status for over 5 years.

¹ National Research Council (2006). *Hispanics and the Future of America*. Panel on Hispanics in the United States. Marta Tienda and Faith Mitchell, eds. Committee on Population, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Immigrant Families. A second challenge facing the neighborhood is also one of its potential strengths: the U.S./Mexico border’s proximity and the large number of Latino and first and second generation immigrant families, most of Mexican descent. While the families clearly expressed a desire for their children to go to college (93% feel it is important according to our survey), research shows the odds are stacked against many of them to succeed. Minority youth tend to start school behind their peers, with lower test scores, and a greater risk for dropping out². This is especially true for Latinos in the U.S., whose often minimal educational experience presents many obstacles. Low socioeconomics, immigration status, and insufficient school resources place Latinos behind their peers from the beginning. According to the 2010 Census, Latinos in the U.S. had the lowest level of educational attainment among all racial/ethnic groups, with only 13.9% having a college or graduate degree compared 29.9% of the total population. Of particular interest to CVPN – and highlighting one of our reasons for targeting this area - is the fact that among Latinos, Mexican-Americans have the lowest percentage of college graduates (10.6%).

Almost all of the neighborhood survey respondents (85% of adults and 90% of children) identified as Latino,

“Sometimes your family doesn’t support you because some people in your family didn’t go to college so you don’t feel motivated or expected to go.

~ Middle School Student

with 2 out of 5 households reporting that Spanish was the primary language spoken in the home (41%), and nearly half of the adults were foreign born (45%). These demographics reflect the proximity to the border when compared to data from the County and the State. Census data show that almost three-quarters of the target area identify as Latino (71%) compared to around one-third of San Diego County and California’s populations (31.1% and 36.7%, respectively).

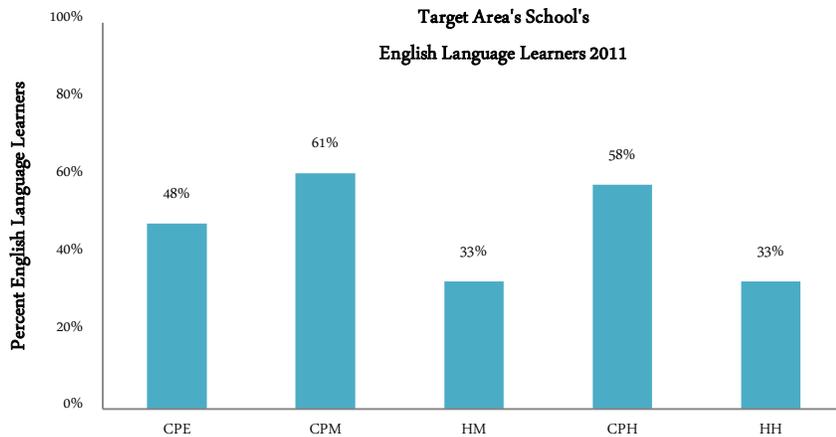
² Report of the APA Task Force on Socioeconomic Status. Washington, DC: American Psychological Association. <http://www.apa.org/pi>

Additionally, while the Census reports slightly fewer foreign-born residents than the CVPN survey (33.5%), this is still higher than the County (23.1%) or the State (27.1%). In addition to their basic demographics, many adults in the household lacked the education, and therefore experience, to adequately support their children. Just 10% of adults in the household held a bachelors or graduate-level degree, one-third had a high school degree (33.3%), and one in five (21%) had no degree at all.

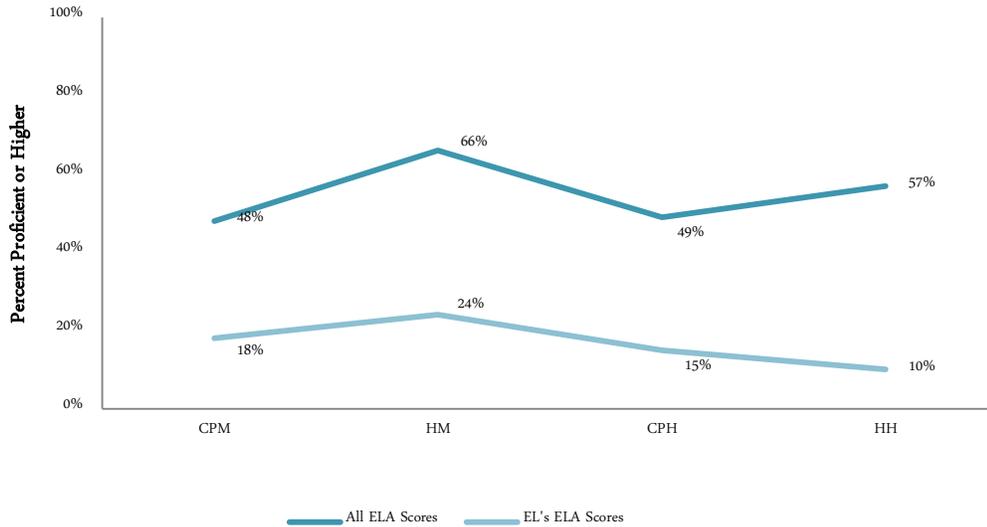
Although difficult to capture through statistics, but evident in the community’s culture as expressed in the focus groups, was the distrust of institutions and government, as well as pervasive fear of deportation. Not only were families negatively impacted when members, especially fathers, were deported, but the fear of such action kept individuals from accessing needed services, such as prevention and early intervention family support. Illustrating the need for such services is the alarming statistic from Child Welfare Services that the County’s South Region (where Castle Park is located) had the county’s highest rates of removals and severe physical abuse (a monthly average of 602 children in out-of-homecare).

Low English Proficiency. While the survey revealed that only 1 in 5 (21%) adults and less than 10% of children (8%) spoke English “less than well”, about half of the respondents chose to complete the

survey in Spanish (49%). Data pertaining to CVPN’s 5 target schools shows a larger proportion of



youth struggling with the English language than the proportion of respondents who feel they speak English well. One-third (33%) of Hilltop Middle and High School student population was classified as English Language Learners (ELL), and one-half or more of Castle Park Elementary, Middle, and High Schools' student population (48%, 61%, and 58%, respectively) categorized as such. The large ELL population in the Castle Park schools (1,684 students categorized as ELL, out of a total student body of 2,925) drives home the need for sufficient resources to raise proficiency levels. The research is clear: English proficiency is crucial to academic success and, unfortunately, this is illustrated in the poor standardized test scores of ELLs in the target areas. While overall, 2011 English Language Arts (ELA) standardized test scores were low for students attending the neighborhood schools (ranging 48% to 66%), fewer than one-quarter of ELLs scored proficient (range 18% to 24%) in ELA. Furthermore, while both schools have low proficiency rates, students attending Castle Park schools scored substantially lower. The segmentation analysis found this to be one factor associated with those in the higher risk groups.



SOURCE: California's School Accountability Report Card, 2010-2011

Information gathered in the focus groups mirrored these hardships faced by target area

families, especially in their ability to support their child’s academics. Focus group participants in the service, residential, and law enforcement groups all noted that because of language and literacy issues, the parents have difficulty assisting their children with homework, communicating effectively with school staff, and/or understanding school expectations. When asked about participation in their child’s school. Almost half had not attended a meeting (44.4%) or teacher conference (40.3%) at their school, and most had never volunteered (65.4%) or met with a guidance counselor (71.1%). The data indicates a need for increased outreach to parents, providing parental education on how to become more involved in the schools, supporting the CVPN model to implement “community based schools”.

Attended a general school meeting or parent organization meeting	55.6%
Attended a parent/teacher conference	59.7%
Volunteered at school or attended a classroom or child event	32.6%
Met with a guidance counselor	28.9%

SOURCE: SANDAG Door-to-Door Survey

Lack of Early Learning Support (0 to 5 years). As indicated by the segmentation analysis, language challenges – especially when coupled with other factors such as poverty (low SES), low parental education, poor nutrition, and immigrant status - present a profile of the highest risk subgroup. These factors are clearly impediments throughout the continuum, from the beginning of the cradle all the way through to college. Recent discoveries about early childhood brain development and the importance of a high quality early learning education heighten the urgency for intervening swiftly and early in the lives of children living in the catchment area, so that they can enter kindergarten ready to learn. Data collected through the needs assessment describe a community whose children fit the profile of those at greatest risk of failing academically. Furthermore, information gathered from the door-to-door survey indicates a gap in the early

learning preparation of the youngest children (i.e., 0 to 5 years old). Almost two-thirds (62%) of pre-kindergarten age children do not attend full- or part-time preschool.

“There is a need for after school programs: Some homes had a 15 year old babysitting their younger siblings, usually up to 4 years old. Many teenagers care for preschool siblings.”

~ Promotora Focus Group Participant

Additionally, respondents reported only reading to the young child in their home on average 3 days a week. This information affirms the findings that nearly half (46%) of children aged 3 to 5 in the catchment area

zip code score below the age appropriate cut-off on the Ages and Stages Questionnaire (ASQ). Whereas children who begin kindergarten cognitively and emotionally ready to learn start their academic journey at the top of the ladder, the children in our target area find themselves entering the classroom hanging on to the lower rungs of that ladder.

A table of current status of each indicator, with county and state-wide comparison data, is included at the end of Appendix F. The CVPN continuum of solutions has been designed to positively impact each of the indicators, nurturing high expectations for all students from all ethnic backgrounds while at the same time fostering pride in their rich heritage combined with a strong sense of being a valued member of our community.



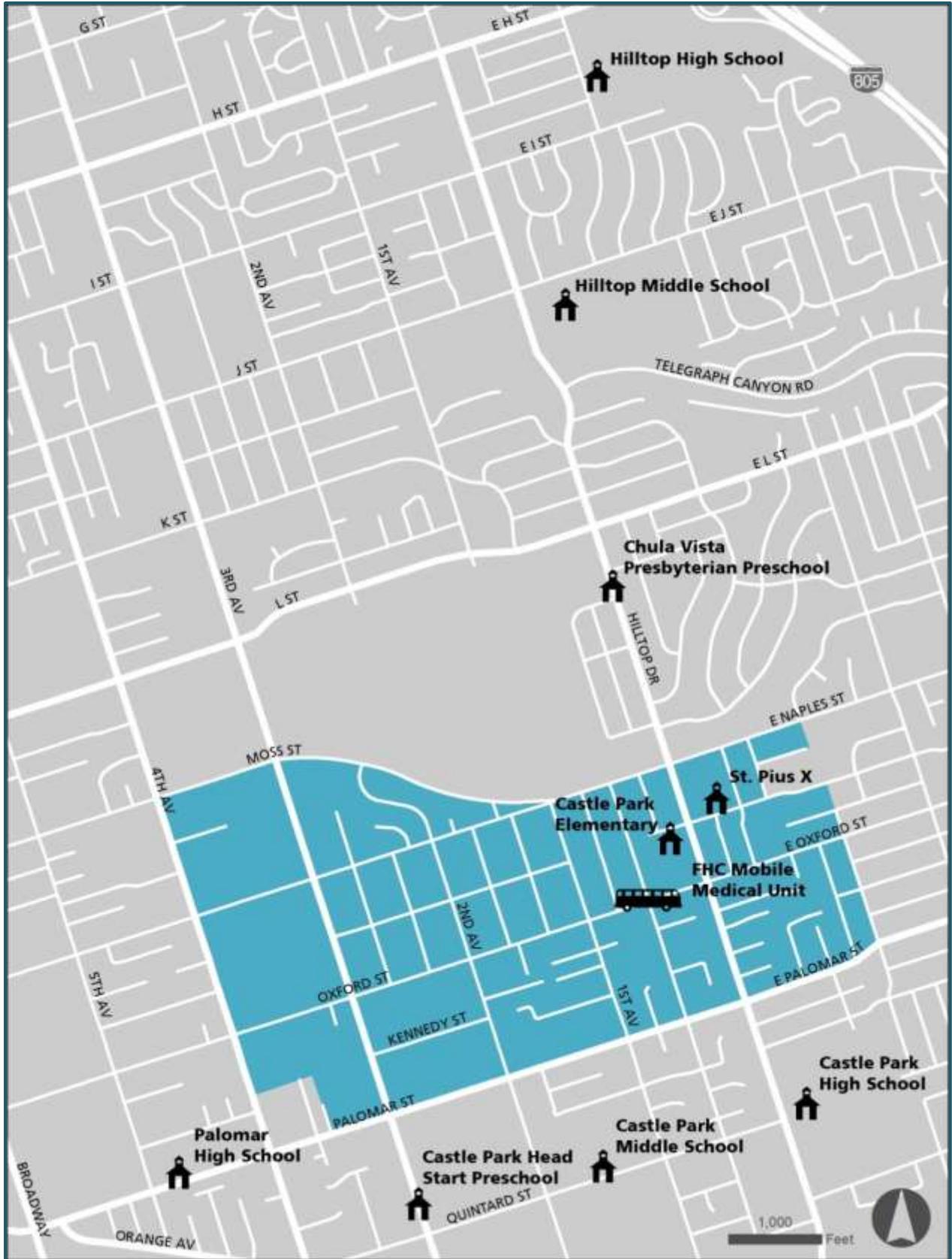
(A2) Geographically defined area (5 points).

Chula Vista Promise Neighborhood (CVPN) is situated in San Diego, California’s South Bay region. Located in the City of Chula Vista’s impoverished west side, the target neighborhood, Castle Park, is the catchment area for Castle Park Elementary School (CPE), a persistently low-performing school. CVPN chose this neighborhood based on an urgent request

from the Chula Vista Elementary School District (CVESD), because CPE is consistently one of the district's worst performing schools. As described above, residents in Castle Park suffer from many disadvantages. This distressed area covers 33 census blocks in west Chula Vista, bordered by 3rd Ave. to the West, Moss St. to the North, Judson Way to the East, and Palomar St. to the South. Castle Park has a population of 6,744; 74.1% are Latino; 48.2% male and 51.8% female; 27.4% under the age of 18; and 7.2% under 5.

Chula Vista is served by two school districts, Chula Vista Elementary School District (CVESD, serving grades K-6), and Sweetwater Union High School District (SUHSD, serving grades 7-12). The majority (61%) of elementary school-aged children in the neighborhood attend CPE. For middle school (grades 7 & 8), there are two options. Children who live north of Oxford Street attend Hilltop Middle School (HTM), and those who live south of Oxford Street attend Castle Park Middle (CPM). These two middle schools feed into Hilltop High (HTH) and Castle Park High (CPH) respectively, both serving grades 9-12. All five schools are Title I schools in Program Improvement (PI) status. Castle Park Middle is a persistently failing school in its 5th year of Program Improvement, and because of this, many parents may opt to send their children to an alternative school. Consequently, CPM has seen its enrollment decline recently - a trend which CVPN intends to reverse as we implement our proven turnaround model. Often, the parents who exercise this choice are those who are more engaged and who have the means (time, transportation, etc.) to transport their child to an alternative school. This has resulted in CPM having extremely high percentages of children receiving free or reduced lunch (i.e. low-income) (88%), English language learners (61%), and children with IEPs (15%).

The map on the next page shows the target neighborhood in blue, and the locations of the five schools that serve this neighborhood. The status of the schools is outlined in table 4.



Promise Neighborhoods Implementation Grant, July 2012

Table 2: CVPN's 5 Target Public Schools

	Free/ Reduced Lunch	Enrollment	# of years in PI	Attendance Rate	ELA Proficiency	Math Proficiency Score	English Learners (EL)	EL's ELA Proficiency	EL's Math Proficiency	% w/ IEPs	Dropout rate	A-G requirement	Graduation Rate
CPE	68.8%	408	2	95.7% Grade 6	25% gr. 3	65% gr. 3	48%	37%	64%	11%	--	--	—
CPM	87.89%	1052	5	98.9%* Grades 7 & 8	48%	33%	61%	18%	18%	15%	--	--	—
HTM	32.86%	1129	2	96.9%	66%	46%	33%	24%	30%	13%	—	—	—
CPH	79.16%	1579	5	95.3% (all grades)	49%	38%	57.8%	15%	32%	16%	6.8%	40%	85%
HTH	49.72%	2205	1	96.4% (all grades)	57%	25%	33%	10%	12%	11%	4.6%	40%	92%

- CPE = Castle Park Elementary School serves children in grades K-6 in the Chula Vista Elementary School District (CVESD)
- CPM = Castle Park Middle School serves children in grades 7 & 8 in the Sweetwater Union High School District (SUHSD)
- HTM = Hilltop Middle School serves children in grades 7 & 8 in SUHSD
- CPH = Castle Park High School serves children in grades 9-12 in SUHSD
- HTH = Hilltop High School serves children in grades 9-12 in SUHSD

* In the previous year before implementing GTM, CPM had an attendance rate of 95.59%

B. Quality of the Project Design (25 Points)

CVPN has gone through an intensive planning phase that included community mobilization, a needs assessment, extensive analysis of the data, recruitment of multiple service providers from various sectors, an inspiring visit to the Harlem Children’s Zone, and many intense and well attended planning meetings. Based on this, CVPN has developed an impressive framework and implementation plan for a seamless continuum of ‘cradle to career’ solutions that will provide all children with high expectations for success, steady, nurturing relationships throughout the pipeline, and a clear and viable pathway to college and career success. The continuum of solutions is made up of four major components: (1) an Early Learning Network providing a network of comprehensive services to improve early learning settings for children from birth to 3rd grade; (2) a series of rigorous academic interventions that will turn around failing schools and provide all students with the academic and socio-emotional skills they will need for college and career success; (3) enhanced college and career readiness supports and programs; and, (4) a safety net of wraparound services so that children can thrive in healthy, stable families and a safe, vibrant community.

(B1) Comprehensive strategy for school improvement (10 points);

Table 3: Age-appropriate Components of Proposed Academic Intervention Model

The following academic solutions in the pipeline are all described in detail in Appendix F:

<p>Early Learning Network, Birth – 3rd Grade</p>	<ul style="list-style-type: none"> • Bilingual Promotoras (trained parents from the neighborhood) will provide outreach, screening, education, and connections to navigate children and families through pipeline services, serving as a culturally and linguistically familiar resource for parents and families. • **Development Specialists, providing outreach, education, and resources to preschools, day care centers, and non-formal providers (e.g. grandparents and other relatives) in and around the target neighborhood to help them introduce educational components and better understand what it means to enter kindergarten ready to learn. They will also provide coaching on developing English language skills for ELL learners within a day care program. • **Newborn Home Visiting Program will be provided for all mothers within
--------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>30 days of birth, Brazelton and Nugent’s evidence-based assessment, the Modified Neonatal Behavioral Assessment Scale/Neonatal Behavioral Observation System and the evidence-based “Bright Futures” Curriculum.</p> <ul style="list-style-type: none"> ● **Universidad de Padres for parents and caregivers of 0-3 year olds will use the evidence-based Parent Education Support and Empowerment Curricula and Brazelton’s Touchpoints Model of Development, provided by Development Specialists. ● Escuelita del Futuro, a free, new, full-day preschool program for low income CVPN children ages 3-5, will focus on English Language Learners and those who may not otherwise have access to an early learning program. ● Mi Escuelita, a free, full-day, therapeutic preschool program for children ages 3-5 who have been traumatized by family violence. ● Healthy Development Services for children aged 0-5 provides Behavioral & Developmental Services, including speech and language, occupational and physical therapy services, vision and hearing services, and Parenting Classes. ● **Transition to Kindergarten program combining Parent Groups, Field Trips, Home Visits, and Kinder Camp. ● *Castle Park Elementary In-School Music Program, introducing music instruction into the elementary school day for all students. ● Tutoring: In-classroom tutors (college students) will provide academic support for students/teachers in K-3 classrooms, paying specific attention to ELLs. After-school tutors (high school students) will assist students to improve academic proficiency in math and reading. ● **Community Services for Families, Families as Partners, and SafeCare will provide intensive home visiting, support groups, parenting classes, and referrals for families experiencing or at risk of family violence and/or child abuse. These programs provide families with Parent Partners (parents who themselves successfully navigated Child Welfare Services) for support. Project SafeCare is an evidence-based, home-visitation model based on social learning theory, which prevents or reduces child maltreatment in families in which one or more children has experienced neglect. ● Focus on Social Emotional Learning, with resources provided by CASEL. ● **Castle Park Wellness Program, providing sustainable, community-based strategies to support healthy weight in the Castle Park community. This program will complement and enhance the wellness initiatives already being implemented by the school district and the Healthy Communities South Region Coalition. ● ELL Coaches.
<p>Elementary School, Grades 4-6 AND Middle Schools, Grades 7-8</p>	<ul style="list-style-type: none"> ● Granger Turnaround Model (GTM) to be introduced at CPE, CPM, and HTM, provides a data-driven, research-based turnaround model for persistently failing schools, with credentialed teachers and college tutors providing mandatory after-school academic support that directly reinforces the classroom curriculum for struggling children. ● **Academic Advocates, who assist highest-need students in grades 7 – 12 to achieve their academic and personal goals, and help parents to support their

	<p>child’s education.</p> <ul style="list-style-type: none"> • Achieve3000® software provides differentiated online instruction for reading and writing proficiency at all schools. • Imagine Learning® software provides a research-based language acquisition curriculum designed to meet the needs of English Language Learners, at CPE. • Literacy Café, providing a safe, ‘cool’ hangout spot on school campuses, where children will have access to a library, computers, internet, and homework assistance before and after-school. The café will include a healthy snack bar for elementary and middle school children, and a coffee cart and coffee house atmosphere for high school students. Literacy cafes will be staffed by Promotoras and high school students. • Before & After School Program providing academic support, ESL assistance, tutoring, homework assistance, and recreational activities during the critical hours before and after school. • Focus on Social Emotional Learning. • Olweus Bullying Prevention Program, an evidence-based intervention used at the school, classroom, and individual levels that is designed to improve peer relations and make the school a safer and more positive place for students to learn and develop. • Summer Bridge Programs to ease transitions from elementary school to middle school, and from middle school into high school. • Promotoras. • *ARTS, A Reason to Survive, providing innovative arts-based programs, education and creative employment opportunities for 8th graders.
<p>High School, Grades 9-12</p>	<ul style="list-style-type: none"> • **Academic Advocates, who assist students to achieve academic and personal goals, achieve requirements for college (SATs, A-G courses, application processes, understanding scholarships, etc.), and help parents to support their child’s education. • Achieve3000® software. • Tutoring opportunities (of lower grades). • Literacy Café. • Before & After School Program. • *Academic Connections FabLab, hands-on, experience-driven STE[+a]M™ activities that are standards-based as well as fun and relevant, provided by UC San Diego Extension K-16 Programs for 9th grade students. • Olweus Bullying Prevention Program. • *Visual and Performing Arts (VAPA) programs providing instruction in visual art, dance, drama, digital media, and music.
<p>College & Career Readiness</p>	<ul style="list-style-type: none"> • **Academic Advocates, who assist students to achieve academic and personal goals, achieve requirements for college (SATs, A-G courses, applying on time, understanding scholarships, etc.), and help parents to understand and support college access for their children. They will also provide continued support for students in college as needed. • **Chula Vista College Institute for grades 3 to 7, preparing students for

	<p>success in college and careers through Steps to Success Workshops, academic advising for students and parents, tutoring and homework support, and field trips and camps.</p> <ul style="list-style-type: none"> ● Test Prep, an innovative SAT preparation course provided by UCSD’s Academic Connections for 11th grade students. ● **Chula Vista Careers Academy (Manpower), providing recruitment and outreach, basic skills assessments, work-readiness training, remedial skills training, technical skills development, wrap-around employment, case management services, job and/or internship placement, ongoing education and skills building, and ongoing mentoring and support for youth and unemployed or underemployed parents. ● WIA Youth Workforce Development Program. ● **Computer Literacy Classes provided by the San Diego Futures Foundation. ● Career Technical Education programs at high schools (currently on offer: Introduction to Plumbing, Sales and Marketing, Supermarket Operations, Introduction to Construction, Introduction to Engineering, Video Production, Multimedia productions, Principles of Engineering, Civil Engineering & Architecture. The ROP office will develop further courses as needed, for example Early Childhood Education). ● **Education and support to help parents support their child’s preparations for college and/or career.
<p>Family Engagement in Learning* (Birth – 12th grade)</p>	<ul style="list-style-type: none"> ● **Information, Support, & Resources for parents to support them to help their child succeed in school, overcome obstacles to participation, improve family health and wellness, and nurture early aspirations towards a college education. ● *Parent Centers located on the campuses of all participating schools will provide a hub for community meetings and informal gatherings, educational classes (such as nutrition classes and cooking tips, and ESL classes), and socialization. Centers will be staffed by bilingual Promotoras. ● **English as a Second Language (ESL) classes provided at Parent centers. ● **Computer Literacy Classes provided by San Diego Futures Foundation. ● **Wraparound family services to address stressors that could impede child’s successful participation and academic achievement, including Family Self Sufficiency services, job placement, employment upgrades, financial literacy, housing assistance (rental/utility assistance, affordable housing), etc. ● **Chula Vista Careers Academy workforce development services.

* Arts & Humanities programs, addressing Competitive Priority 6.

** Family Engagement in Learning through Adult Education programs, addressing Invitational Priority 8.

How the Project Addresses Competitive Priority 4: Early Learning Network:

CVPN’s rigorous and comprehensive strategy for improvement of schools in the neighborhood begins with our **Early Learning Network (ELN)**. Emerging developmental

knowledge makes a strong case for targeting intentional supports, services, and specialized early interventions to young children and families experiencing multiple risk factors such as family violence, poverty, lack of education and employment, low literacy and language skills, and inadequate housing. For parents, this means more than just attention to safety and basic needs, but help to repair or prevent damaged parent-child relationships and to promote positive parenting. For children, it means ensuring they have access to health care, developmental screening, high-quality early childhood programs, and, if necessary, specialized services (Knitzer and Cohen, 2004). In accordance with the CVPN Theory of Change, the ELN has been designed to foster parent engagement and together create a solid foundation for children’s growth through intensive, high quality early learning programs and supports which nurture children from birth through 3rd grade, so they are healthy, ready to learn, and prepared for the academically rigorous education ahead of them. The ELN will be the vehicle for enhancing the entire culture of the community to embrace educational success and college attendance for children as the norm.

“The greatest need to me is the parent’s education about their children’s education, letting them know that they need that. There’s early childhood and letting them know how important it is from birth to age 5 to have those educational experiences and not just watch television.”

~ Service Provider Focus Group Participant

The first years of life are critical to a child’s lifelong development. Young children’s earliest experiences and environments set the stage for future development and success in school and life. Early experiences actually influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional health (Thompson, 2001). The Early Learning Network will work to shape these early experiences and assist families to access the resources and supports they need to raise healthy,

happy, children who thrive succeed and reach their highest potential.

The ELN is a seamless continuum of services which will support both children from birth through 3rd grade and their parents, embedded with a strong focus on social and emotional learning (SEL). A landmark review found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction (www.casel.org). By providing SEL instruction early with students, teachers, and parents, the CVPN will help to *promote and improve* young people's academic success, health, and well-being while *preventing* a variety of problems such as alcohol and drug use, violence, low academic performance, truancy, and bullying.

The ELN was designed with community needs in mind, and is comprised of the following five major components: (1) Newborn Home Visits, (2) Universidad de Padres, (3) Expanded and Enhanced Early Learning Options, (4) Transition to Kindergarten, and, (5) K-3 Student Services.

CVPN has reinforced the Early Learning Network and continuum of solutions from cradle to career with a team of bilingual, bicultural 'Promotoras' to assist parents and students to understand and access the supports available. The Promotora model is based on the evidence-based public health model of Community Health Outreach Workers, which has been associated with improved health care access, prenatal care, pregnancy and birth outcomes, client health status, health- and screening-related behaviors, as well as reduced health care costs. Promotoras (trained parents from the neighborhood) will provide outreach, enrollment, and connection of neighborhood residents to the Early Learning Network and other pipeline solutions, serving as a culturally and linguistically familiar resource for parents and families. They will especially target the most disenfranchised parents (i.e. those with multiple risk factors such as domestic violence,

teen parents, substance abuse, immigrants, ELLs, low parent education, no health insurance, low income, Latino) through home visits and by visiting laundromats, churches, grocery stores, parks, schools, and low-income housing units. They will staff the Parent Centers and Literacy Cafés at the schools. Since many CVPN parents are unaware of services for which they are eligible, Promotoras will explain how to access health, financial, educational, and legal services, support groups, training, and emergency food and funds, and how to apply for federal and state benefits. They will help parents establish or maintain the self-sufficiency and long-term stability needed to keep their children on track to graduate from college.

ELN Component #1. Newborn Home Visits: Through partnerships with Scripps Chula Vista Medical Center and Family Health Centers of San Diego, all CVPN parents of newborns will be referred to the Home Visiting Program. Research supports that within low-income, Latino communities where access barriers abound, home visitation programs are one of the most effective forms of meeting this vastly underserved population's needs (McElmurry, Park and Buseh, 2003). As part of this program, Residents and/or Child Development Specialists assess infants utilizing Brazelton and Nugent's evidence-based assessment, the Modified Neonatal Behavioral Assessment Scale/Neonatal Behavioral Observation System, which includes testing of the reflexes, orientation responses to auditory and visual stimuli, social behaviors, and observation of parent engagement and interaction with the infant. Residents and/or Child Development Specialists also educate the new mother about the benefits of breastfeeding and provide helpful techniques to increase breastfeeding success. Research has also shown that breastfeeding provides nutritional, health, immunological, developmental and psychological benefits for infants and children (Bright Futures In Practice: Nutrition; Georgetown University, 2002), yet almost three-quarters (74%) of mothers in CVPN do not breastfeed up to

recommended 6 month mark. One goal of this program is to increase the number of mothers who breastfeed, to in turn increase the benefits available to their children.

Additionally, the newborn home visitors will educate parents utilizing the First 5 Commission of San Diego County's model, which includes components of the evidence-based Bright Futures Curriculum. Bright Futures was developed by the American Academy of Pediatrics to improve the quality of health services for children through health promotion and disease prevention, using a developmentally based approach to address children's physical and psychosocial needs within their family and community context. This curriculum continues in Universidad de Padres, to which all parents are connected to keep them engaged and in tune with their child(ren)'s progress socially, emotionally, and developmentally. Newborn Home Visitors may also refer and connect parents to a pediatrician, Healthy Development Services, and any of the other services offered by SBCS and project partners through the CVPN Pipeline. Utilizing a wraparound approach to service provision, families are able to access the services they need to support their child's healthy growth and development.

ELN Component #2. Universidad de Padres: Research has shown that parent involvement in early care and education settings benefits children, families, and programs. As parents become more knowledgeable about their children's activities they are prepared to continue the learning process at home, which in turn improves child and family outcomes. As such, the CVPN has designed *Universidad de Padres* ("University for Parents", based on the Harlem Children's Zone's successful Baby College), a three--series parent education program for parents and caregivers of children ages 0-3, which focuses on four broad topics: health, learning, community/advocacy and family, all specific to the age of the child (infant, toddler, preschooler). Each series lasts four weeks and includes bilingual instruction based on a number of evidence-

based practices including the Bright Futures curriculum, Brazelton's Touchpoints Model of Development and the Promotora Outreach Model. Parent education classes will be facilitated by Development Specialists, assisted by Promotoras who will then follow the same cohort of parents as they progress through the CVPN pipeline. The Promotoras will provide case management, support, and resources for parents and families as their children grow and needs change. Integral to this program is the Promotora's outreach throughout the CVPN community to recruit and enroll the most at-risk, in-need, and disenfranchised parents. Promotoras will encourage whole family participation in the program, including mom, dad, and other relative caregivers in the household. Imbedded in this program are significant incentives for parents including free childcare and meals during classes, books, gift certificates and raffles to encourage participation, as well as financial incentives (██████) to reward graduates for their completion of the program.

Supplementing the Universidad de Padres, SBCS provides extensive Child Abuse Prevention and Intervention services. Community Services for Families (CSF) is an in-home parenting program which provides home visits, intensive case management, support groups, parenting classes, and referrals for families experiencing or at risk of family violence and/or child abuse. Families as Partners (FAP) provides clinical assessments for families involved with Child Welfare Services for issues surrounding domestic violence, substance abuse, and mental health. Based upon the clinical assessments, SBCS provides recommendations to Child Welfare Services regarding services and support for the family. Through both CSF and FAP components, SBCS links families with Parent Partners, parents who themselves successfully navigated Child Welfare Services, for supportive services. These programs incorporate SafeCare, an evidence-based, home-visitation model based upon social learning theory, which has been proven to

prevent and/or reduce child maltreatment within families in which one or more children (ages 0-11) have experienced neglect.

ELN Component #3: Expanded and Enhanced Early Education Options: The Quality Preschool Initiative labeled the City of Chula Vista “in need” because the number of students enrolled in early learning programs fell below 70%. This number is exacerbated within the CVPN, where 51% of students under the age of 4 are not enrolled in an early learning program, and many of those who are enrolled attend informal home daycares (CVPN Door-to-Door Survey, 2012). Research about the benefits of quality early learning experiences is clear. Children who receive quality early care outperform their counterparts in academic areas, are more likely to attend college and hold jobs that require higher-level skills, and are less likely to be placed in special education classes (Abecedarian Project, 1999).

CVPN will take a dual approach to addressing families’ preschool and early education / daycare needs. First, the Promotoras, Development Specialists, and ELL Coaches will outreach, educate, and coach both formal and informal early education providers, daycare providers, and individual caregivers located in and around the CVPN area. These providers will be educated on a number of topics including the importance of academic instruction, social and emotional learning, and the special needs of dual language learners. Instruction will be bilingual (English/Spanish) and will take place in groups and individually on-site. Providers will receive incentives for participation. Also, once a provider completes the workshop series and coaching hours, he or she will become a CVPN-certified provider, and have access to additional professional development opportunities, resources, and support within the Pipeline. Relative and other informal caregivers in and around the target area will also be able to take advantage of this instruction and receive incentives for participating.

In addition to concerns about the quality of early learning programs, CVPN teachers have highlighted the number of families who are monolingual Spanish, with English language learning children. At Castle Park Elementary School, nearly half (48%) of all students are classified as English Language Learners (ELL). In an effort to increase the capacity of neighborhood preschools and address this concern, CVPN will open *Escuelita del Futuro*, a new, free, full-day preschool program for low-income CVPN children ages 3-5, with a focus on English Language Learners and those who may not otherwise have access to an early learning program. The preschool will operate in two classrooms and utilize the Houghton Mifflin Pre-K curriculum in conjunction with age-appropriate ESL (English as a Second Language) activities and instruction based upon research-based approaches which make up the California Infant/Toddler Curriculum Framework for Dual Language Learners. SBCS already operates *Mi Escuelita*, a therapeutic preschool program for children ages 3-5 who have experienced family violence. A number of spots at *Mi Escuelita* will be reserved for children from the target area.

ELN Component #4: Transition to Kindergarten: Major transitions for children are best viewed as a process that occurs over time, hence our view of the CVPN as a “cradle through college” continuum of services (Daniel, 1993). The first major transition a child experiences is the transition from early childhood care and education settings to kindergarten. This represents a significant milestone in the lives of young children, their families, and their teachers. A smooth transition into kindergarten forms the basis for later academic achievement and success; and when transitions are well-planned, children have fewer adjustment problems and more continuous developmental progress (Pathways Mapping Initiative, 2004).

The CVPN Transition to Kindergarten Program begins long before a child enters kindergarten. For those enrolled in preschool or other early learning program, the preschool

teacher/service provider will connect the parent with teachers at the elementary school and together the preschool students, teachers, and parents will take field trips to view the kindergarten classrooms and the elementary school campus. For those not enrolled in preschool or an early learning program, Promotoras will outreach to these families and will connect them with kindergarten teachers and parents whose children have just completed kindergarten for additional support and information sharing. Enrollment day (when parents must “sign up” students for the following school year) will be a community-wide event where current and former students, teachers, and school staff will interact with the incoming class and their parents, including parent-to-parent and child-to-child interactions. In the summer between preschool and kindergarten, new students will participate in Kindercamp at Castle Park Elementary School. Kindercamp is a two-week summer bridge program which uses an evidence-informed curriculum focused on early literacy, letter and name recognition, math and science activities, and social-emotional learning. Kindercamp helps students to build self-esteem, self-awareness and social skills while modeling the routines and expectations they will encounter in kindergarten. Also crucial to the bridge program is parent involvement. Parents attend an orientation on the first day of Kindercamp so that they too understand the rules and expectations of their child’s new school.

Embedded throughout the Transition to Kindergarten Program is a strong focus on social and emotional learning. Schools that create socially and emotionally sound learning and working environments, and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff. By beginning work early with students, teachers and parents, social emotional learning will *promote* young people’s academic success, health, and well-being at the same time that it *prevents* a variety of problems such as

alcohol and drug use, violence, truancy, and bullying.

ELN Component #5: K-3 Student Services: Students in grades K-3 at Castle Park Elementary will receive a combination of targeted services including academic support, music instruction, individual tutoring, and before and after school programming to support not only their learning but overall health and well-being.

Almost half (48%) of CPE Students are classified as English Language Learners, and a staggering 75% of students are not proficient in English Language Arts. In response to this overwhelming need, Classroom Teachers and Tutors will be trained by the ELL Coaches and Development Specialists, to adoption of strategies that work, and fidelity to ESL (English as a Second Language) models of instruction for dual language learners. In-classroom tutors (college students) will be placed in each classroom in grades K-3 to provide overall academic support for students/teachers, paying specific attention to ELLs. In addition to in-classroom tutors, after-school tutors (academically successful high school students) will assist students to improve academic proficiency in math and reading, enhancing the before and after-school programming with stronger health and academic components to improve the nutrition, physical fitness, and academic ability of all students.

In addition to academic support, K-3 students at CPE will also be exposed to the Arts, through the In-School Music Program, which will reintroduce music into the school day for all students. The program will begin with general music instruction and scale up through the addition of instrumental music in subsequent years. This will prepare students for advanced placement in the middle school instrumental program, as well as ongoing engagement with music through high school. San Diego Youth Symphony and Conservatory's Community Opus Project will provide professional development to ensure delivery of El Sistema music teaching

best practices to achieve outcome indicators.

Beginning in 3rd grade, students at CPE will also begin a college-prep program facilitated by the Barrio Logan College Institute. BLCI will create the Chula Vista College Institute (CVCI), setting a solid foundation for future college success and building a college-going culture.

Elementary students will participate in a variety of engaging activities that nurture students' desire to learn and validate their progress as emerging leaders in their schools and communities.

Elementary literacy is key to persisting and succeeding in school (Hernandez, D., 2012), CVCI places a special focus on this by providing reading tutors to work individually with students who are struggling the most in this area.

Together the K-3 Student Services will prepare students for increased academic rigor in grades 4-6, and instill in them the desire and realistic aspiration to enter and succeed in college. (for further details on all ELN components, including evidence, costs, numbers served, and scale-up plans, see Appendix F).

(End of description of Early Learning Network for Competitive Priority 4.)

How CVPN will Institute Academic Rigor for Students in Grades 4 – 12:

The ELN will provide a solid foundation for children's healthy growth and development, ensuring that children enter kindergarten ready to learn, and that by the time children enter 4th grade, they are prepared to engage in a rigorous academic course of study. CVPN has four core delivery strategies for instituting academic rigor in 4th through 12th grades so that all children are career and college ready when they graduate: (1) Support school-wide improvements by implementing the Granger Turnaround Model to ensure high expectations that every child will succeed and institute the systemic changes required to support them; (2) Plan early for success. Each child will develop an individual *Plan for Success*, and be supported to realize this vision throughout the pipeline (building on parents' early college aspirations that were kindled

throughout the ELN); (3) Create an Academic Advisor Program that will provide a lasting supportive relationship and ensure that each child stays on track to accomplish his/her *Plan for Success*; and, (4) Incorporate connections to the broader neighborhood and community, to increase motivation and real-world engagement, through mentoring, tutoring, and workforce development activities.

Core Academic Intervention 1: School-wide Turnaround: SBCS and the Sweetwater Union High School District (SUHSD) have worked together for nine years to develop a nationally recognized model for turning around persistently low performing schools called the **Granger Turnaround Model (GTM)**. This research-based, data-driven academic intervention model is framed by four basic principles: it is directive, timely, targeted, and systematic. It is grounded in an underlying philosophy that supports resilience in children and families, viewing students from a perspective of strength, not weakness - as capable, not broken – regardless of their home or community situation. The program’s motto, “*No Hay Pobrecitos*”, means “there are no poor little ones here”. The bottom line: Failure is not an option. The model incorporates weekly formative assessments in all core subjects; immediate, data-driven, multi-level interventions; and mandatory after-school instruction closely integrated with academic work taking place during school hours, provided by credentialed teachers and trained college tutors.

GTM was developed in response to a desperate need in the two lowest performing schools in the Sweetwater Union High School District (SUHSD), Granger Junior High (GJH) and National City Middle (NCM). At the time, GJH was in year 3 of Program Improvement. Many teachers had lost hope or felt powerless to help students learn - too many students with severe learning gaps, unmotivated students, classroom disruptions, behavior problems, unresponsive parents, overwhelmed administrators, and a lack of power to get students to do their work and take school

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

GTM is successful because it follows 4 research-based intervention elements known to get results³: They are Directive, Targeted, Timely, and Systematic. **1. Directive:** Programs that have shown to be successful at closing the achievement gap (assisting students who are behind one or

³ *Raising the Bar and Closing the Gap: Whatever It Takes*, Richard DuFour, 2009.

more years in their learning) are directive in nature. Students are required to receive extra support before, during, and after school. **2. Targeted:** Targeted academic support is essential for students who need the most help (Those scoring ‘far below basic’, ‘below basic’, or ‘basic’ on standardized tests, as well as English language learners, ‘special ed.’ students, etc.). However, targeted support is not limited to subgroups, but is also provided for students testing poorly on weekly formative assessments. **3. Timely:** Targeted support is only effective if it is offered on a timely basis. Teachers must have the ability to offer students immediate support, to prevent students from ever falling behind. **4. Systematic:** Long-term, effective academic interventions must be systematic, i.e. not relying on teachers’ heroic efforts, ensuring predictable results, and easily replicated. GTM incorporates school-wide systems enhancements for dealing with issues around attendance and truancy, inappropriate behavior, missing homework, and poor performance on assessments, as well as automated systems for data collection and use.

GTM is made up of four systems of intervention that synergistically work together to immediately change the culture of the entire school: (1) Mandatory Student Behavior System; (2) Mandatory Student Attendance System; (3) Mandatory Academic Intervention System; (4) Student Rewards and Recognition System. The impact of these four systems is revolutionary! No one system by itself is enough, but together they have the synergistic effect of transforming and turning schools around. These systems together neutralize some of the poverty-related issues that typically plague low performing schools: Student Attendance, Student Behavior, Student Academic Interventions, and Student Data (research shows that the conditions associated with poverty are the number one reason for the achievement gap). Teachers see that with the right effort and support, ALL students can learn. Students learn that success in school is more about effort than it is about IQ or natural intelligence (research shows that many inner-city kids believe

they are not smart). Changing this mindset in our poor children is critical, in order for it not to become a self-fulfilling prophecy.

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

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

GTM has proven to be highly effective. Since implementing GTM, both schools pulled out of Program Improvement and have stayed out since. GJH's API has jumped from 604 to 819, with significant gains in every subgroup. Latinos increased 226 points to 794. Socio-economically disadvantaged students gained 249 points to 808. English learners gained 123 points for a total of 787. Attendance went from the worst to the best in the district. Equally important, the school now has a vibrant community, very high parent involvement, excellent teacher morale, and significant academic achievements. In the past parents only came on campus if there was a problem; now parents can be seen at the Parent Center eating lunch with staff and volunteering on campus. The school ranks #2 out of top 100 similar schools in California. In 2010, State Superintendent Jack O'Connell designated GJH a **2010 California Schools To Watch - Taking Center Stage Model School**, one of only 4 schools in the state to receive this honor. GJH was recognized for its success in 4 key areas: 1. implementing best practices focusing on academic achievement, 2. responding to developmental needs of young adolescents, 3. offering a fair and equitable education for all, and 4. instituting organizational processes and procedures that foster and sustain academic growth. Similarly, NCM's API has jumped from 656 to 817, and attendance jumped to 98%, second only to GJH. NCM is ranked #3 out of top 100 similar schools in California and was one of 4 schools in the nation selected for the **2011 National Urban School Award**.

In the 2010/11 school year, GJH Principal Robert Bleisch moved to Mar Vista High School, where he began implementing GTM at the high school level for the first time. Mar Vista High School's students are 75% free & reduced lunch eligible (low SES), and 40% are English Language learners. Within 1 year of implementing GTM, the school had a 40 point API jump (716-757). AYP's jumped 14% in Math, 8% in English Language Arts, and the AYP of students with disabilities jumped 24% in Math and 9% in ELA.

SBCS, SUHSD, and the Chula Vista Elementary School District (CVESD) now propose to duplicate and expand their past successes by implementing GTM in Castle Park Elementary School (CPE), a persistently low-performing school that serves the target area (K-6), as well as the two middle schools that CPE feeds into, Castle Park Middle and Hilltop Middle (serving grades 7 & 8). The Principal and architect of GTM at GJH, National Middle, and Mar Vista High, Robert Bleisch, is now Principal at Castle Park Middle School, and is strongly committed to supporting replication and expansion of these past successes at the CVPN target schools. During the planning year, Principal Bleisch implemented a pilot project to begin applying GTM at Castle Park Middle (CPM). The results were immediate and impressive. CPM's attendance rate in 2010/11 was 95%. After implementing GTM as a pilot project at CPM this year, the attendance rate jumped to 98.9%, the highest in the district's history. During the same period, CPM's truancy rate fell from 32% to 17%. Although this year's API scores will not be released until August, a 60 point increase is anticipated.

CPE is currently in the 2nd year of Program Improvement status. Last year, the school introduced a tiered intervention model, Intervention Through Universal Access. All students are taught specific content standards over a specified period of time (Tier I). Teachers administer weekly assessments, and those students not meeting the proficiency benchmark are provided

additional instructional time in small groups (Tier II), and then reassessed to determine if more time and intensity provided results in more students meeting mastery. The results are already promising. Even though the school did not meet this year's Adequate Yearly Progress (AYP), they did see increases in E/LA and Math proficiency, and the API increased from 754 to 808.

CVPN intends to build upon these successes by applying GTM at the school. During the planning year, CVPN began to introduce GTM to the school as a pilot project. CPM Principal Bleisch presented GTM to the CPE faculty, and the CPE Principal met with 4-6 grade teachers to debrief on GTM and build consensus on how implement age-appropriate GTM strategies into grades 4-6. They created a GTM Committee comprising the 4-6 grade teachers who have worked together to align common core standards and develop a five-Folder System to manage new systems for behavior, after-school, and homework. The GTM Committee and the YMCA (who operate the after-school program at CPE) developed a framework for ensuring that the after school program will complement GTM academic interventions with enrichment activities. They also developed a communications plan to inform families about the new GTM model. Thus, the school is poised to begin fully implementing GTM in grades 4-6 when the next school year begins.

In addition to seeing improvements in all educational indicators as described in table 6 on page 57, each school will achieve the following outcomes within 2 years of implementing GTM:

Short-Term Outcomes:

1. School will achieve minimum 98% attendance rate.
2. School-wide proficiency in ELA and Math, as measured by AYP, will reach at least 80%.
3. School will have an API of 800 or higher.
4. 80% of parents will report in the parent survey that they strongly know how to support their child's education.

Long-Term Vision: Target schools will nurture a culture of learning that supports and expects academic excellence and college-bound aspirations for all children, regardless of socio-economic or ethnic background.

In order to ensure fidelity to the proven GTM model, Castle Park Middle will serve as a model school and training site for the other schools. As new staff are hired to implement GTM at each school, they will spend approximately two weeks shadowing their counterpart at CPM, in order to learn how the systems changes and other procedures proscribed by GTM should function. Then as they begin to implement GTM at their own school site, they will have the opportunity to consult with the staff at CPM to troubleshoot if any issues or barriers arise.

Core Academic Interventions 2 & 3: Plan for Success & Academic Advisor Program:

From grades 7 through 12, all students will be connected with an Academic Advocate who will provide individualized support to children and parents through to 12th grade and beyond. This research-based program was designed based on the Student Advocate program at the Harlem Children's Zone. Academic Advocates will participate in the schools' regular advisory classes (rotating among the classes), and will also provide individual advisement to address children's personal, academic, and career-related issues. Each grade will be assigned two Academic Advocates, each serving as an advisor to a group of approximately 50 students, meeting in small groups and one-on-one with students to develop a *Plan for Success*, mentoring the youth, connecting with their families regularly, and collaborating with school staff, in order to lower individual students' barriers to success while helping students connect with peers. The *Plan for Success* will document the student's long-term and short-term academic, career, and social goals, strengths the student can build on, and potential barriers with ideas for how these can be overcome. It will provide a roadmap that each student can follow, leading to college and career

success. The Plan will be re-visited regularly by the student together with his or her Academic Advisor, to celebrate successes, troubleshoot issues, and make changes if circumstances change. The Academic Advocates will supervise groups of volunteer and paid Tutors (academically successful college and high school students) who will work with children to provide academic support. As children progress through grades, their assigned Academic Advocates will progress with them, providing support through an enduring relationship as the child grows and develops.

Development Specialists will provide support for teachers, Academic Advocates, and tutors, throughout the entire continuum of academic supports. The budget includes five Development Specialists who will provide training on a wide variety of subjects using proven and evidence-based models, guided and supported by the PN Theorist of Change.

This professional development will include training on social and emotional learning (SEL), embedded throughout the continuum as an essential strategy for promoting student success and effective school reform. SEL is a process for helping children develop the fundamental skills for a successful life by teaching the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. These skills include recognizing and managing emotions, developing care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Extensive evaluations have found that SEL enhances academic achievement, helps students develop self-management and self-control, improves relationships at all levels of the school-community, reduces conflict among students, improves teachers' classroom management, and helps young people to be healthier and more successful in school and life (www.casel.org). The Collaborative for Academic, Social, and Emotional

Learning (CASEL) will support the project by providing access to research, tools, and products that they have developed. An emphasis on supporting children's social and emotional learning will also be incorporated into all supports for parents, teachers, and Academic Advocates.

Core Academic Intervention 4: Community Connections: The academic efforts will be supplemented with multiple supports leading to success in college and career (all described in detail in Appendix F). The Chula Vista College Institute for grades 3 to 7 will prepare students for success in college and careers through Steps to Success Workshops, academic advising for students and parents, tutoring and homework support, as well as field trips and camps.

Achieve3000[®] software in all schools and *Achieve3000*[®] software at CPE will help children to reach high levels of reading and writing proficiency. *Achieve3000*[®] provides the web-based, differentiated instruction designed to reach a school's entire student population — mainstream, English Language Learners, special needs, and gifted children - reaching every student at his or her reading level. *Achieve3000*[®] closely aligns with objectives of the Common Core State Standards to support content area literacy skills needed to prepare for college and career.

Achieve3000[®] provides research-based language and literacy instruction specially designed for those who need it most - English learners, struggling readers, students with disabilities, and early childhood education students. Students receive individual instruction through thousands of engaging activities specifically designed to meet their individual needs and provide real results. The curriculum is founded on scientifically based research and state standards, and each activity was developed to incorporate proven practices.

Academically proficient high school students will have opportunities to act as supervised tutors for children in lower grades. High schools students will also have access to a range of programs and services designed to support academic success and career & college readiness,

including the Literacy Café, Before & After School Programing, Academic Connections FabLab (hands-on, experience-driven STE[+a]M™ activities that are standards-based as well as fun and relevant, provided by UC San Diego Extension K-16 Programs for middle and high schools), Visual and Performing Arts (VAPA) programs providing instruction in visual art, dance, drama, digital media, and music, SAT Prep (an innovative SAT preparation course provided by UCSD), Chula Vista Careers Academy (Outreach, Basic Skills Assessments, Work-readiness Training, Remedial Skills Training, Technical Skills Development, Wrap-around Employment, Case Management Services, Job or Internship Placement, Ongoing Education and Skills Building, and Ongoing Mentoring and Support, provided by Manpower), SBCS' WIA Youth Workforce Development Program at CPH, and SUHSD's Career Technical Education programs (currently on offer: Introduction to Plumbing, Sales & Marketing, Supermarket Operations, Introduction to Construction, Introduction to Engineering, Video Production, Multimedia productions, Principles of Engineering, Civil Engineering & Architecture. The ROP office will develop further courses as needed, e.g. Early Childhood Education).

Compact for Success is a systemic education initiative created to support the mission of the SUHSD, providing guaranteed admission to San Diego State University (SDSU) upon successful completion of the required benchmarks, support to Compact Scholars and other SUHSD students so they can be successful at SDSU, and financial aid to eligible Compact Scholars. The underlying premise of the Compact for Success is to show students the path to attend a college or university and to provide the support necessary to assure success at SDSU. Compact for Success will support CVPN students' college access and success by providing guided tours of college campuses, and educational presentations and materials on financial aid, applying for college, expectations, 2-year vs. 4-year programs, etc.

CVPN will continue to reach out to children and families from the target area who do not attend the five target public schools, such as those attending other district schools, or the K-8 school operated by St. Pius X Catholic Church. Academic Advocates will be available to work with these children to assist them to graduate from 12th grade college-ready. They will also be able to participate in the after school academic and recreational activities facilitated by SBCS. In addition, SBCS' family stabilization and self-sufficiency services will be available to all families in the target area, regardless of which school their children attend.

The proposed project is exceptional because it is enhancing the neighborhood with a new way of thinking - no barrier will stand between a child from the target area and a college education or a fulfilling career. At every opportunity staff, students, parents, and community members will hear the message that success is the only option for their children. The project's primary elements are to institute academic rigor in the schools serving the target area that will prepare students to be college/career-ready, show students and parents the path to attending college or training for a career, and provide the child, family, and community supports necessary to assure success. This is especially important for the neighborhood's many Latino families, particularly those in which the parents did not have access to secondary or post-secondary educational opportunities. CVPN will unambiguously support the ability of all children from diverse backgrounds to embrace their culture while simultaneously increasing their abilities to develop a life-long commitment to independent learning. The approach is comprehensive, supporting the child for the long term (pre-K through 12) within the school system as well as reaching out to the community and the home to create extended opportunities for learning in a safe, nurturing, supportive environment.

Embedded throughout the pipeline of education-focused solutions are incentives for

children, parents, and teachers such as cash incentives, free childcare, books and educational supplies, gift certificates, grocery store gift cards, and raffles to encourage participation and award participants for their progress through the program. CVPN will organize school/community-wide celebrations when schools reach benchmarks – e.g. API over 800, 98% attendance rate - so the whole community knows how much the schools are improving.

SBCS has developed a fruitful working relationship with the two school districts over the years. Both school districts worked with SBCS to develop this proposal, including sending representatives on our visit to the Harlem Children’s Zone in May. They will continue to play a crucial role in the implementation committees, and have committed significant match including classrooms, office space, community outreach support, and parent meeting space. They have also all committed to data gathering for the assessments, and full cooperation with the National Evaluator.

(B2) Implementation plan to create a complete continuum of solutions (5 points)

The CVPN Theory of Change, developed and agreed upon by all of the CVPN partners, provides the fundamental framework for the entire continuum of solutions:

Chula Vista Promise Neighborhood Theory of Change:

CVPN is committed to building upon community strengths and the vitality Castle Park’s children, youth, and families. We will create a network of support for children and families, centered on great schools and a thriving neighborhood, which provides multiple opportunities to access resources through a “no wrong door” approach. Through comprehensive education reform guided by an understanding of the importance of social and emotional learning, a focus on developing 21st century skills, and wraparound family supports, CVPN will increase academic achievement, strengthen families, and invigorate the community by focusing on four core anchors of transformation:

1. Our overarching anchor of transformation is to enhance Castle Park’s rich, predominantly Latino culture with a strong emphasis on education and college as a core value. CVPN will support the ability of children from diverse backgrounds to embrace their culture while simultaneously enhancing their skills to thrive, succeed, and develop a life-long commitment to independent learning.
2. CVPN is committed to creating a solid foundation for children’s growth through intensive, high quality early learning programs and supports which nurture children from birth through 3rd grade, so they are healthy, ready to learn, and prepared for the academically rigorous education ahead of them.
3. Understanding that children do not live in isolation and that schools alone cannot meet the needs of a vastly underserved community, CVPN embraces a comprehensive approach that nurtures the health of the entire community as an integrated, multi-faceted ecosystem.
4. CVPN values engaged, informed parents as a critical resource. We strive to support parents as key partners who not only understand how to help their children thrive, but also have the resources to do so.

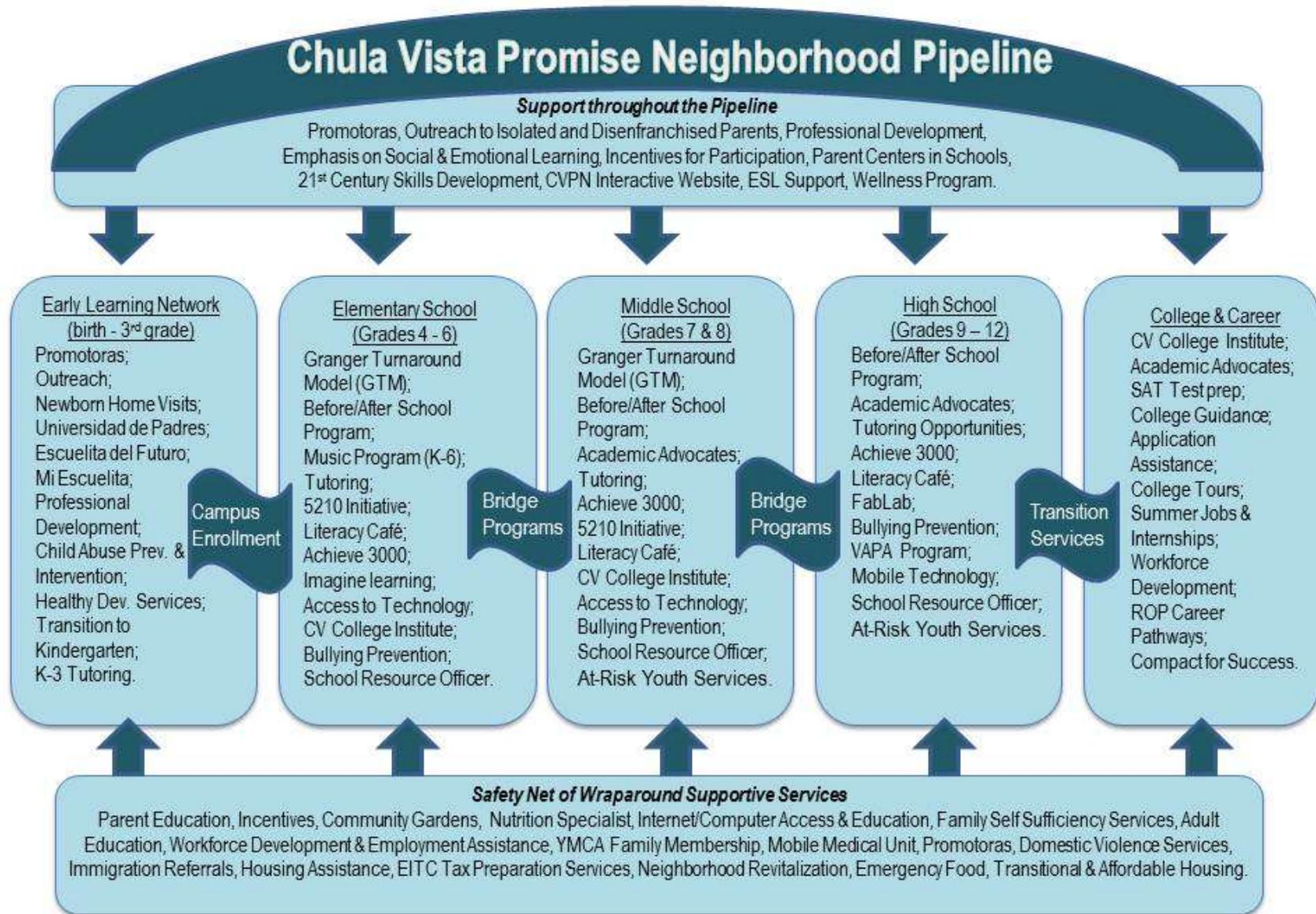


Table 4: Key Components of Continuum of Solutions and Associated Indicators

Indicators:	Education						Family & Community													
	Pre-K access to healthcare	Age-app. functioning	Early learning participation	Proficient in core subjects	Attendance rate	HS Graduation rate	College/career success	Physical activity	Fruits & vegetables	Home Visits & Breastfeeding	Students feel safe	Reduced bullying	Student mobility	Community Safety / Stability	Read to children @ home	Read outside school	Talk about college/career	Participate in family Supports	Internet & computer access	
Continuum of Solutions																				
Early Learning Network (Birth – 3rd Grade) Promotoras; Newborn Home Visiting; Universidad de Padres; Escuelita del Futuro; ELL Coaches; Prof. Development; Transition to Kindergarten; Tutoring; HDS; Child Abuse Prev. & Intervention.	✓	✓	✓	✓				✓	✓	✓				✓	✓			✓	✓	
Academic Interventions (Grades 4 – 12) GTM; Academic Advocates; Tutoring; Achieve3000 and Imagine Learning; FabLab; ELL Coaches; Summer Bridge Programs; Before/After School Programs; Literacy Cafes.			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
College Readiness and Employability Chula Vista College Institute; Academic Advocates; SAT Prep; Workforce Development; Compact for Success; Internships.				✓	✓	✓	✓				✓	✓		✓		✓	✓	✓	✓	
Family Wellness, Stability, and Self-Sufficiency Parent Education; Nutrition Specialist; Wellness Program; Community Gardens; Safety Net of Supportive Services (including FSS); Website.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Neighborhood Safety School Resource Officers; Bullying Prevention; At-Risk Youth Services, Safe Routes to School Initiative, Community Revitalization.				✓	✓	✓	✓				✓	✓	✓	✓						
Community Reinvestment EITC Tax Services, Homeless Prevention & Rapid Rehousing, Neighborhood Revitalization; Increased Resident Engagement.													✓	✓				✓		
Arts & Humanities In-School Music Program; ARTS A Reason to Survive; VAPA Programs				✓	✓						✓									
Adult Education Literacy Café; Parent educational classes and groups; Workforce Development Support; Parent Centers.	✓	✓	✓			✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	

Page 40 provides a diagrammatic overview of the seamless continuum of ‘cradle to career’ solutions that CVPN will implement. Each solution addresses at least one of the challenges that were identified in a needs assessment and/or segmentation analysis, as described in Table 7 above. Each of the solutions is described in detail in Appendix F.

The CVPN continuum of solutions provides a ‘cradle to career’ pipeline for children and families, centered around great schools and a thriving neighborhood, that provides multiple opportunities to access resources through a “no wrong door” approach. Based on the needs assessment and segmentation analysis conducted by SANDAG during the planning phase, the partners identified specific community needs and gaps in services, and has addressed each of these in its implementation phase. For example, we saw a clear academic achievement gap among our English language learners (ELLs). This has been addressed throughout the spectrum of services: *Escuelita del Futuro* will be a free, new, full-day preschool program for low income children ages 3-5, with a focus on English Language Learners and those who may not otherwise have access to an early learning program. The preschool will use age-appropriate ESL activities and instruction based upon research-based approaches which compose the California Infant/Toddler Curriculum Framework for Dual Language Learners. CVPN will hire two full-time English Language Specialists who will work with preschool and day care (both formal and informal) providers, teachers, Academic Advocates, and college tutors across the pipeline to improve English language instruction and supports for ELL students. CPE will introduce *Imagine Learning*[®] software to support language and literacy acquisition for ELLs. The college tutors will provide academic support in K-3 classrooms, paying specific attention to ELLs. Bilingual, bicultural Promotoras will staff the Parent Centers located on each school campus, providing culturally and linguistically appropriate supports for parents and families including

educational groups to assist parents in support of their children's development. English Language classes will be provided at the Parent Centers. Additionally, all forms such as intake forms, assessments, satisfaction surveys, etc. will be available in both English and Spanish.

As described in more detail in section D2, parents, students, and teachers have been intimately involved in designing the implementation plan. As a core anchor of CVPN, we value engaged, informed parents as a critical resource. The planning phase included regular meetings of the Parent/Resident Committee, door to door surveys to determine needs, and focus groups with parents, and parent input guided pipeline development. For example, in the parent focus group, a concern was voiced that children with IEPs were falling behind in school due to the lack of services. This will be addressed by the Academic Advocates, who will pay particular attention to children with IEPs. Also, SBCS' Community Assessment Team and Children's Mental Health team will provide intensive supports for these children.

CVPN has developed a manageable strategy to gradually scale-up services over time, with the goal that eventually all children and youth in the neighborhood who attend the target schools will have access to the complete continuum of solutions. Appendix F provides information on the scale-up plans for each of solution in the continuum. Children who attend target schools but do not live directly in the neighborhood but will also benefit greatly from the continuum of solutions, such as the increase emphasis on early academics and school readiness in preschools and daycare centers due to the professional development services, as well as the comprehensive, school-wide turnaround efforts that will be implemented at the elementary and middle schools.

(B3) Existing neighborhood assets and programs (5 points);

The CVPN pipeline has been designed to leverage and integrate high-quality programs, public and private investments, and existing neighborhood assets into the continuum of solutions. San Diego's South Bay community already has in place many strengths-based services and

resources designed to assist struggling children, youth, and families. The needs assessment identified existing services and resources, as well as gaps in services, and this data was used to design a continuum of services that builds upon and enhances existing community assets.

SBCS will leverage its many programs and services, all funded by sources other than the Department of Education. SBCS intends to intensify the focus of these services for vulnerable children, youth, and families living in the target neighborhood, reaching at least a 65% penetration rate. Existing services provided by SBCS that will ‘saturate’ the target area include a continuum of transitional and affordable housing; homeless prevention services; Family Self Sufficiency services, including job placement, development, support, and upgrades, financial literacy, housing assistance including rental/utility assistance, food assistance, nutrition education, and Earned Income Tax Credit (EITC) tax services; comprehensive domestic violence and child abuse prevention and intervention; youth development: juvenile diversion, gang prevention and intervention, and homeless youth and street outreach services; healthy development services; and mental health services. These are relevant to CVPN because they directly address factors that prevent children and families from thriving, and that create barriers to academic success for children. For example, if a family is homeless or about to become homeless, experiencing family violence, or includes family members with gang or substance involvement, these factors inevitably affect a child’s functioning and achievement at school. SBCS will also provide Family Self Sufficiency and Workforce Development services for parents, because we believe that improving low-income parents’ economic situation directly impacts the entire family and improves children’s chances of success.

Additionally, each of the collaborative partners has identified resources and services which will contribute to the success of the CVPN. For example, as described in the attached letters of

commitment and the MOU, each partner that is participating in the CVPN initiative has committed to providing a cash or in-kind match. CVSD is providing two large portables to serve as the hub of the entire PN initiative (to be located at CPE which is right in the heart of the neighborhood), and all schools are providing space for the Literacy Cafés and Parent Centers. Other match resources are discussed in section D4 below and in the budget narrative.

CVPN's Advisory Committee will monitor local, state, and federal legislation for items that could produce impediments and develop plans to minimize their impact, as well as working with community partners to provide advocacy around these issues. SBCS will be the hiring agency, which avoids many possible restrictions and will add to the opportunities available for children.

It is possible that changing legislation at the state and federal levels (implementation of the Affordable Care Act, new MediCal restrictions, or cuts to state, county, or city budgets) could impact CVPN's achievement of outcomes. For example, approximately 50% of neighborhood residents currently have subsidized insurance. If the state enacts new MediCal restrictions, many residents could lose their insurance coverage and possibly also their medical home.

San Diego Grantmakers' Education Funders Consultant, Laura Kohn, will assist CVPN to identify and address potential policy barriers. She has been the President of the New School Foundation, Education Policy Advocate at the Bill and Melinda Gates Foundation, Executive Policy Advisor on K – 12 Education for the Governor of Washington, and Director of the Office of Education for the City of Seattle. Additionally, the fact that the two district's Superintendents have been an integral part of the planning process will ensure that any federal, state, or local policies, regulations, or other requirements that would impede our ability to achieve our goals will be easily identified and addressed.

(B4) Implementation plan, including clear, annual goals for improving systems and leveraging resources (5 points).

The following committees that will guide the implementation process have all played crucial roles during the planning phase of CVPN.

Table 5: CVPN Implementation Project Structure

Committee	Members / Organizations Represented	Role & Responsibilities
1. Advisory Committee Meets monthly for first quarter and then quarterly.	PN Program Manager; SBCS Dept. Dir.; SBCS President/CEO; SANDAG; CVESD*; SUHSD*; HHSA/CWS*; HHSA/Public Health Nursing*; Workforce Partnership; SC Ec Dev Corp; City of Chula Vista*; United Way; CVCC; Parent/Resident Reps.*; Family Health Centers; Scripps; Southwestern College.	Advise Core Management Team. Facilitate cross-sector collaboration and participation. Participate in fundraising. Provide diverse provider and recipient perspectives to assist with planning and continuous improvement. Assist with scale-up plans. <i>* Denotes geographic area resident / low income City resident / public official</i>
2. Core Management Team Meets monthly or more .	PN Program Manager; 3 SBCS Dept. Directors; SBCS Associate Director; SBCS Development Associate; Community Engagement Coordinator; SANDAG; Reps. of Parent Advisory Committee, Data Team, Education Committee; Theorist of Change; HHSA Director.	Manage day to day implementation. Problem solving. Ensure participation of diverse sectors. Review data regularly. Track achievement of milestones and hold partners accountable for results. Ensure quality of services. Facilitate cooperation with national evaluator.
3. Data Team Meets monthly or more.	PN Program Manager; SANDAG; Data Manager; SBCS Associate Director; GTM Specialist; Scripps; Family Health Centers; County Departments: Probation, CWS, and PHN; Head Start; City of CV; CVESD; SUHSD; CVCC; SBCS Associate Director.	Oversee management of ETO database; Facilitate access to data (school records, provider records, existing neighborhood / family surveys, etc.) on key indicators and other factors. Create evaluation tools, surveys, etc. Analyze data; Provide reports to other committees.
4. Early Learning Network Committee Meets monthly or more.	PN Program Manager; ELN Director; SBCS CWB Dept. Director; SBCS Associate Director; Public Health Director; CVESD Assistant Superintendent; Theorist of Change; Promotora; Preschool / Daycare Coordinator; Family Health Ctrs; Scripps.	Oversee implementation of ELN to develop a seamless continuum of high quality early learning programs for children aged birth to 3 rd grade and their parents.
5. Education Committee Meets monthly or	PN Program Manager; 5 School Principals; PN Program Directors; PN K-6 Program Coordinator; GTM Specialist; CVESD; SUHSD.	Oversee implementation of GTM in target schools to accomplish comprehensive education reform, 4 th grade through 12th grade.

more.		
6. Parent / Resident Advisory Committee Meets monthly or more.	PN Program Manager; Community Engagement Coordinator; CVCC; Parents from all school sites; Neighborhood Residents; PTAs.	Ensure communication between schools / parents / residents and project committees so parents / residents are regularly updated on the implementation process, and committees receive regular feedback from parents/residents. Plan and organize community events, outreach, and communication.
7. Fundraising Committee Meets quarterly.	PN Program Manager; SBCS Development Team; SBCS President/CEO; CVESD & SUHSD Development Offices; City of Chula Vista.	Plan and implement fundraising strategies and activities to support the project. Ensure fundraising targets are met. Provide regular reports on activities and accomplishments to Core Management Team.

The CVPN Implementation Project will be led by South Bay Community Services (SBCS), the region’s largest non-profit provider of social service, education, and community development programs for youth and families. Each year SBCS serves over 20,000 people, with over 95% low-income and 60% below poverty (78% Latino, 10% White, 5% African-American, 4% Asian/PI, 7% other). SBCS regularly takes the lead in bringing together public and private service agencies to streamline services, fill gaps while avoiding duplication, and leverage resources. SBCS was chosen among the collaborative partners to lead the CVPN planning initiative because of its history as a community leader and its extensive range of services. SBCS has served the region’s children, youth, and families for 41 years, achieving a recognized level of success and expertise in providing bilingual, culturally competent and responsive services that are unparalleled in the county. SBCS’ staff are stationed at many locations including FRCs, clinics, police departments, schools, child welfare services, and affordable housing projects.

Annual goals for improving systems:

- New school-wide systems for attendance / truancy, discipline, homework, and data in place in CPM, CPE, and HTM, as part of implementing GTM in the schools (Years 1–4).

- Develop ‘CVPN Seal of Approval’ process for ECE providers, to be incorporated within professional development services (Year 2).
- Formative evaluation of the CVPN partnership will: a) develop baseline data for indicators and objectives without prior baseline; b) finalize assessment instruments; c) gather follow up data for strategies with baselines already in place; d) monitor data collection and sharing protocols and follow up; e) report output and fidelity of implementation data to Management Team and Advisory Board; f) produce annual reports for federal reporting; and g) collaborate with the national evaluator (Years 1-5).
- ‘Readiness for kindergarten’ screening will be available for any child who needs it using ASQ (Year 1).
- CVPN will develop a universal screening tool to be used by all partners to screen for family and individual risk factors, in order to refer to appropriate programs and services. Partner providers will enter this data into the ETO database (Year 1).
- City of Chula Vista will invest in neighborhood revitalization including [REDACTED] for street and sidewalk improvements; [REDACTED] to create a new park; [REDACTED] for pedestrian and bike lane improvements; and, [REDACTED] to improve traffic signals, crosswalks, and other elements identified in the Pedestrian Master Plan (Years 1–5).
- Establish and strengthen multi-sector community-based partnerships to support wellness efforts at Castle Park Elementary School. (Year 1).
- Support the implementation of the new District wellness policy to improve physical activity and increase healthy eating both on the school campus and at home in their communities. Parent focus groups will assist with prioritizing concerns. Staff focus groups will support staff in their efforts to improve campus wellness policies. (years 1-5)

When SBCS was awarded a Promise Neighborhoods Planning Grant, tremendous interest and excitement was generated among our residents, schools, businesses, philanthropic organizations, and city/county administrations. For example, United Way of San Diego bypassed its usual competitive procurement process to commit [REDACTED] per year for 5 years to the project. Capitalizing on this ground-swell of support, SBCS has already managed to raise commitments to provide in-kind and cash match valued at [REDACTED] for the CVPN implementation project, which together with a Promise Neighborhoods implementation grant will be enough to fund the pipeline through entire proposed 5-year scale-up plan. The Fundraising Committee will continue to meet regularly throughout the 5 implementation years to continue to strategize and act to raise monetary and in-kind investments from public and private organizations to grow and support CVPN for the long term. In the long term, CVPN will significantly build local capacity to meet neighborhood needs, from resident empowerment and leadership development efforts, to developing comprehensive data sharing and tracking systems, to creating lasting networks of mutual trust, communication, and collaboration between cross-sector partners.

SBCS and the CVPN were excited to have the opportunity to visit Harlem Children's Zone during the planning grant process. 12 members, including SBCS' President and CEO, Youth Services Department Director, two CVPN staff, and one board member; representatives of the School Districts including the Superintendent, Assistant Superintendent, Director, and CPM Principal; and one researcher from SANDAG, attended a 2½-day presentation, workshop, and tour. Together the group experienced the "100% Success" attitude and culture that permeates the HCZ. CVPN planning grant activities and ideas were reinforced and enhanced through the HCZ experience, including the use of neighborhood residents as staff, the need for relentless outreach, robust incentives, and a deeply rooted passion for the project. We also modeled our interventions

on many of theirs, including their HCZ's Baby College, Student Advocates, Harlem Gems, Peacemakers, and Community Pride models.

C. Quality of Project Services (15 Points)

(C1) How the needs assessment and segmentation analysis were used to determine each solution within the continuum (5 points);

The needs assessment, which includes the segmentation analysis, has provided the navigation for the planning and the development of the CVPN implementation strategy (See Appendix G for the Segmentation Analysis, summary of focus group notes, and survey responses).SANDAG, the organization charged with conducting the assessment, has worked alongside SBCS and its partners to both design and execute the comprehensive assessment. This process involved vetting all instruments, data collection processes, and findings through the organizational system created by SBCS to manage the planning grant. Additionally, initial results were shared with focus group and planning teams to garner greater understanding of the data. Originally the plan called for a twelve-month assessment process however; because the community and schools are positioned to begin implementing the project within the year, a six month timeline was established for the assessment. Measures of central tendency, as well as correlation and regression analyses were utilized to describe the target population and to segment them into three levels of need; High, Medium, and Low.

To provide the most robust assessment, multiple methods were employed to determine those children and families within the catchment area with the greatest need and at highest risk. Data for the needs assessment was collected from the following sources:

- A door-to-door survey of every house in the catchment area;
- Focus groups (students, law enforcement, service providers, and parents);
- Survey of teachers and staff at Castle Park Middle school; and

- Secondary data collection from multiple sources.

Door-to-door survey: A door-to-door survey was created by drawing from other Promise Neighborhood surveys, examples on the Promise Neighborhood Web site, and several validated surveys (e.g., CDC Youth Risk Behavior, CHIKS), as well as questions based on local knowledge. The survey was created with the intention of being able to compare results with other local, state, and federal data when available.

To be culturally competent and responsive, and to ensure the highest response rate, bilingual, bicultural Promotoras (community residents) were hired to administer the survey. Promotoras were trained by the research staff and then, for quality assurance reasons and validity, each one was teamed with a research staff member as they went door-to-door. The entire catchment area was canvassed with over 1,700 households resulting in a total of 445 surveys completed, which included 927 children and 1,091 adults. A complete description of the methodology is in Appendix G. The data gathered from these surveys provided the basis for the segmentation analysis.

Focus Groups: A total of seven focus groups were conducted; four with Castle Park Middle and High school students, one each with service providers, law enforcement, and Promotoras. As with all the instruments, the focus guide was shared with the CVPN planning teams and revised as necessary. Information gained from the focus group aided the planning body in understanding the survey and secondary data results.

Secondary Data: A variety of data sources were drawn upon to complete the needs assessment.

These included: School data from the individuals schools, CVESD and SUHSD, California Department of Education web site, and WestEd; demographic data from the Census Bureau's American Community Survey (ACS) 2006-2010 5 year estimates; crime

data from CVPD and SANDAG; and health and medical data from the California Healthy Interview Survey (CHIS) and the Center for Disease Control and Prevention. A list of all secondary data sources used in for the needs assessment is attached in Appendix G.

Segmentation Analysis: The attached segmentation analysis and data were used to identify three levels of risks (High, Medium, Low) within each of the domains. These results subsequently informed the proposed solutions described in this proposal. Individual data gathered from the door-to-door survey and schools data were combined to determine the three subgroups. Correlation and multi-regression analysis segmented those factors (e.g. ELLs) and groups into the three subgroup for each indicator.

The results of these efforts were used to create a continuum of need for the children and families in the catchment area, focusing on factors impacting the most vulnerable in the community. Specifically, English Language Learners, children from immigrant families, low parental educational levels, attendance at the local schools, and low socioeconomic levels.

Appendix F describes each solution in the continuum (pipeline) in details, with information on the target population for each, level of evidence upon which it is based, how it addresses an identified need, costs per child, annual goals, and penetration rates. Table 4 on page 41 shows how the continuum of solutions will impact all of the education and family/community indicators. Each solution in the continuum has been selected because it will have a direct positive impact on at least one indicator AND because it responds to a need or service gap identified by the needs assessment. In addition, targeted populations for each solution have been chosen based on the segmentation analysis. The goal is that by the 5th year of project implementation, every child who both lives in the neighborhood AND attends one of the 5 target schools will be able to access every solution in the continuum for which they are eligible. Needy children who live in

the target neighborhood but do not attend a target school or vice versa, will be able to access most of the solutions in the continuum.

CVPN will reach the entire neighborhood through a combination of Promotora outreach, services on school campuses such as the Parent Centers and Literacy Cafes, and our interactive website. In addition, CVPN will organize community events such as health fairs, community sports events in local parks, benefits screening events, etc., which will provide a method to reach out to diverse community members and let them know about the wide range of services and supports that are available for families and children through this initiative.

(C2) Solutions are based on the best available evidence (5 points);

CVPN's implementation plan is research-based and data-driven. CVPN has selected programs and services which have been tested and demonstrated to produce results. The evidence for each solution is described in Appendix F. SBCS has many years of experience implementing evidence-based models and proven practices with fidelity. SBCS' programs range from evidence-based models collaborating closely with the models' creators, to new innovations employing external evaluators to implement rigorous evaluations to study program outcomes. Data is systematically collected and analyzed for all programs. A 2010 evaluation by the UCSD Department of Psychiatry, Child & Adolescent Services Research Center used the Evidence-Based Practice Attitudes Scale and found SBCS' employees' attitudes toward adoption of innovation in public sector service settings exceed those of providers in all other county regions.

Examples of SBCS' commitment to providing programs with evidence of effectiveness include use of the following evidence-based models: Project SafeCare (SBCS is training providers in two counties on this model, and has completed training in another two counties); The Incredible Years; Trauma-Focused Cognitive Behavioral Therapy; Motivational Interviewing; Bright Futures; Pathways to Competence; Child Parent Psychotherapy; Hawaii

Early Learning Profile; Center on the Social Emotional Foundations for Early Learning; and Neat@2. In addition, Trolley Trestle Transitional Housing Program for former foster youth was designed based on THP+ best practices recommended by the John Burton Foundation. SBCS has also participated in external evaluations: SANDAG publishes annual reports on outcomes of all county Community Assessment Teams, including SBCS' in the South Region. Harder & Co. has evaluated SBCS' Community Services for Families, Healthy Development Services, and Therapeutic preschool. UC Davis evaluated SBCS' 3-year DVRT Pilot Demonstration program; UC San Diego is evaluating SafeCare implementation; SDSU evaluated SBCS' PPSG Pilot Program, and TriWest evaluated the Pilot Kinship Navigator program.

SBCS was the first organization in the County to integrate an evidence-based, trauma-informed approach into all services for the most vulnerable individuals and families, including homeless youth and youth aging out of foster care, families and children impacted by abuse and violence, homeless families, and struggling youth. SBCS invests substantially in trauma-informed, wraparound family and community supports that address the multiple, complex, interconnected factors that prevent vulnerable individuals and families from thriving, supporting improved health, wellness, self-sufficiency, and positive life prospects. Director of Clinical Services Pam Wright, LCSW, has extensive knowledge of evidence-based trauma-informed models and is one of the county's foremost practitioners, having worked intensively with the developers of two evidence-based models - Trauma Adaptive Recovery Group Education and Therapy (TARGET), and Trauma Recovery and Empowerment (TREM).

For SBCS, being trauma-informed means adopting an agency-wide systemic approach that ensures that everyone who comes into contact with the agency receives services that are sensitive to the impact of trauma and its importance for a full recovery. All staff are learning how every

aspect of the interplay between the provider and client is important, and staff at all levels continually discuss how everything they do – the words they use in service provision, how clients in need are approached, how programs are structured - all matter deeply. Staff work collaboratively with clients, developing a relationship based on deep empathy and compassion that empowers struggling individuals to regulate emotions and move forward towards peace and healing. Staff also work with clients to ensure that all of their interconnected needs and issues are addressed, with a focus on their strengths, recovery, and skill building.

The CVPN implementation plan incorporates many evidence-based programs, including:

- The Promotora Outreach Model;
- The Modified Neonatal Behavioral Assessment Scale/Neonatal Behavioral Observation System and the Bright Futures Curriculum used in the Newborn Home Visiting Program and Universidad de Padres;
- Ages & Stages Questionnaire, Hanen Early Language Program, the Hawaii Early Learning Profile (HELP) curriculum, Triple P curriculum, The Incredible Years, PCIT, PCAT, “Watch, Wait, Wonder”, TF-CBT, and evidence-based strategies identified by the Center on the Social Emotional Foundations for Early Learning, all used in the Healthy Development Services program;
- Project SafeCare and the Cascading Diffusion of an Evidence-Based Child Maltreatment Intervention;
- *Achieve3000*[®] and *Imagine Learning*[®] Software;
- Manpower’s *MyLife* and *Strategies for Success* curricula;

It will be the responsibility of the Core Management Team (particularly the Theorist of Change) to ensure that evidence-based programs are implemented with fidelity and rigorously

evaluated, as well as tracking the achievement of milestones and holding partners accountable for results. As the lead agency, SBCS also has overall responsibility to ensure that the CVPN Implementation Project and all of its programs are properly implemented by all partners, impact the indicators positively, and achieve the desired results.

(C3) Annual goals for improvement on indicators (5 points).

CVPN has selected Social Solutions Efforts to Outcomes (ETO) software for tracking outcomes and performance management. The CVPN Planning Program Manager attended Policy Link's Administrator Training in May, and has been working since then with the Data Team to tailor the system to our specific needs. The budget includes [REDACTED] which will be used to purchase full access for 10 partners, and we have already begun to populate our ETO system with baseline data. Using the ETO software, CVPN will be able to track efforts and outcomes at a variety of levels, including for individual children and family members, programs provided by the partners, and our Promise Neighborhood as a whole. Such measures will be used for compliance and accountability purposes, and also to track outcomes in real time to learn what is working and to improve performance in a cycle of continuous learning and improvement. Data access privileges and related details will be set inside the ETO software, subject to privacy laws, the MOU between the partner organizations, and consent forms signed by program participants. All partners will gather data for their individual programs, including data on individual clients served as well as progress towards indicator improvements. This data will be uploaded into the collaborative ETO database (with identifying information removed) at least monthly, by the 10th of every month. The Data Manager will use this data to prepare quarterly reports on the progress of individual programs and the entire initiative, so that the Core Management Team can verify that programs are producing the desired results.

Table 6: Annual Goals for each Indicator

Indicator	2013	2014	2015	2016	2017
<i>Educational Indicators</i>					
Ed1: Children birth to kindergarten with a medical home	75%*	75%	77%	77%	80%
Ed2: 3 yr olds and children in kindergarten demonstrating appropriate functioning across multiple domains	55%	60%	65%	70%	75%
Ed3: Children participating in center-based or formal home-based early learning programs	50%	55%	60%	65%	65%
Ed4: Students at or above grade level according to state math and reading assessments	45%	55%	65%	75%	80%
Ed5: Attendance Rate	96%	97%	97%	98%	98%
Ed6: Graduation Rate	75%	80%	80%	85%	85%
Ed 7: Students who graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, etc.	12%*	12%	12%	15%	15%
<i>Family & Community Indicators</i>					
FC1: Children participating in 60 minutes of moderate to vigorous physical activity daily	75%	80%	85%	90%	95%
FC2: Children consuming 5 or more servings of fruits & veg. daily	20%	25%	30%	35%	40%
FC3: Parents of newborns receiving a home visiting within 30 days of birth and mothers who breastfeed for 6 months	HV: 50% BF: 30%	HV: 60% BF: 35%	HV: 70% BF: 40%	HV: 80% BF: 45%	HV: 90% BF: 50%
FC4: Students who feel safe at school and traveling to and from school	55%	60%	65%	70%	75%
FC6: Student Mobility Rate	6 th : 35%; 7 th : 40%; 8 th : 40%; 9 th : 20%	6 th : 30%; 7 th : 38%; 8 th : 38%; 9 th : 18%	6 th : 25%, 7 th : 30%, 8 th : 30%, 9 th : 18%	6 th : 22%, 7 th : 28%, 8 th : 27%, 9 th : 16%	6 th : 20%, 7 th : 25%, 8 th : 23%, 9 th : 15%
FC7: Community Stability/Safety <i>*Based on residents' perception of the neighborhood as safe</i>	30%*	35%	40%	45%	50%
FC8: Parents or family members who read to their child 3 or more times per week	55%	60%	65%	70%	75%
FC9: Children (K-8) whose parents/family members encourage child to read books outside of	50%	55%	60%	65%	70%

Promise Neighborhoods Implementation Grant, July 2012

school					
FC10: Children (9-12) whose parents or family members talk with child about the importance of college/career	96%	97%	98%	99%	100%
FC11: Families who access supportive services	40%	45%	50%	58%	67%
FC12: Students with school & home access to broadband internet & connected device	80%	83%	85%	90%	93%

D. Quality of the Management Plan (45 Points)

(D1) Working with the neighborhood and its residents; the schools and LEA; Federal, State, and local government leaders; and other service providers (10 points).

Table 7: South Bay Community Service’s Organizational Capacity to Implement CVPN

	Criteria	SBCS
✓	Working with the neighborhood and its residents	SBCS has over 40 years of experience serving the local community. SBCS’ Board of Directors are all South Bay residents and one-third are low income, per SBCS bylaws 6 of the 9 leadership team of SBCS are CV area residents two of them attended Castle park schools. Key staff in CVPN are neighborhood residents, including the Program Manager, Community Engagement Specialist, Promotoras, Academic Advocates, and the ELN Coordinator. 100’s of residents have been involved in the CVPN planning process.
✓	Working with schools and LEAs	SBCS has worked with CVESD and SUHSD for 40 years. SBCS has worked for 9 years with SUHSD to design and perfect our nationally recognized model for turning around persistently low performing schools, the Granger Turnaround Model (GTM). For many years, SBCS has also provided many school-based services including mental health services, after school programs, community assessment team, dating violence education and prevention, alcohol and other drug prevention, juvenile diversion, gang prevention, and workforce development services.
✓	Working with service providers	SBCS was chosen among the collaborative partners to lead CVPN because of its history as a community leader and its extensive range of services. SBCS has successfully facilitated cross-sector collaborations and regional initiatives between government agencies, law enforcement, social service agencies, schools, faith communities, neighborhood committees, and youth groups - whoever it takes to bring about the systemic changes needed to solve community problems. SBCS coordinates many major regional efforts with multiple collaborative partners, such as Healthy Development Services, Family Justice Network, and Youth Services Network. SBCS’ staff are stationed at many locations including FRCs, clinics, police departments, schools, child welfare services, and affordable housing projects. Many service

Promise Neighborhoods Implementation Grant, July 2012

		providers participated in the planning phase. The MOU outlines the supportive roles of some of the community partners.
✓	Working with Federal, State, and local government leaders	CVPN’s lead partners all work closely with local government at many levels. The City and County are CVPN partners. CVPN has letters of support from Congressman Filner, State Senator Vargas and assemblyman Block, County Supervisor, and Mayor Cox (see Appendix C). SBCS’ Director of Development was formerly Chula Vista Mayor and local State Assembly Representative.

The CVPN Implementation Project will be led by South Bay Community Services (SBCS), the region’s largest provider of social service, education, and community development programs for youth and families. Annually, SBCS serves over 20,000 people, over 95% low-income and 60% below poverty. SBCS regularly takes the lead in bringing together public and private service agencies to streamline services, fill gaps while avoiding duplication, and leverage resources. SBCS was chosen among the collaborative partners to lead the CVPN initiative because of its history as a community leader and its extensive range of services. SBCS was also the recipient of a 2012 Department of Education Promise Neighborhoods planning grant, and facilitated the CVPN planning process. SBCS has served the region’s children, youth, and families for 41 years, achieving a recognized level of success and expertise in providing bilingual, culturally competent services that are unparalleled in the county. SBCS’ staff are stationed at many locations including clinics, police departments, schools, child welfare, and affordable housing.

SBCS was created in 1971 by community members as a drop-in center for drug abusing teens, and continues to be operated and directed by the community. The agency employs a staff of 296 professionals (56% Latino, 44% White, 8% Asian, 2% African-American), supported by over 100 volunteers. SBCS serves over 25,000 people annually, over 95% of whom are low-income, with 60% below poverty level. Strengths of SBCS’ service provision for low-income and at-risk children and families include an exceptionally high level of collaboration with a wide

variety of agencies; a broad range of bilingual services that respond to the multi-faceted needs of struggling families; a flexible wraparound philosophy, including a “no wrong door” approach with staff stationed at multiple locations; and a high level of trust and recognition among low-income and at-risk neighborhoods and families. SBCS controls a major share of the social service contracts in the region, and is recognized in the Chula Vista Consolidated Plan as the city’s most significant provider of affordable housing.

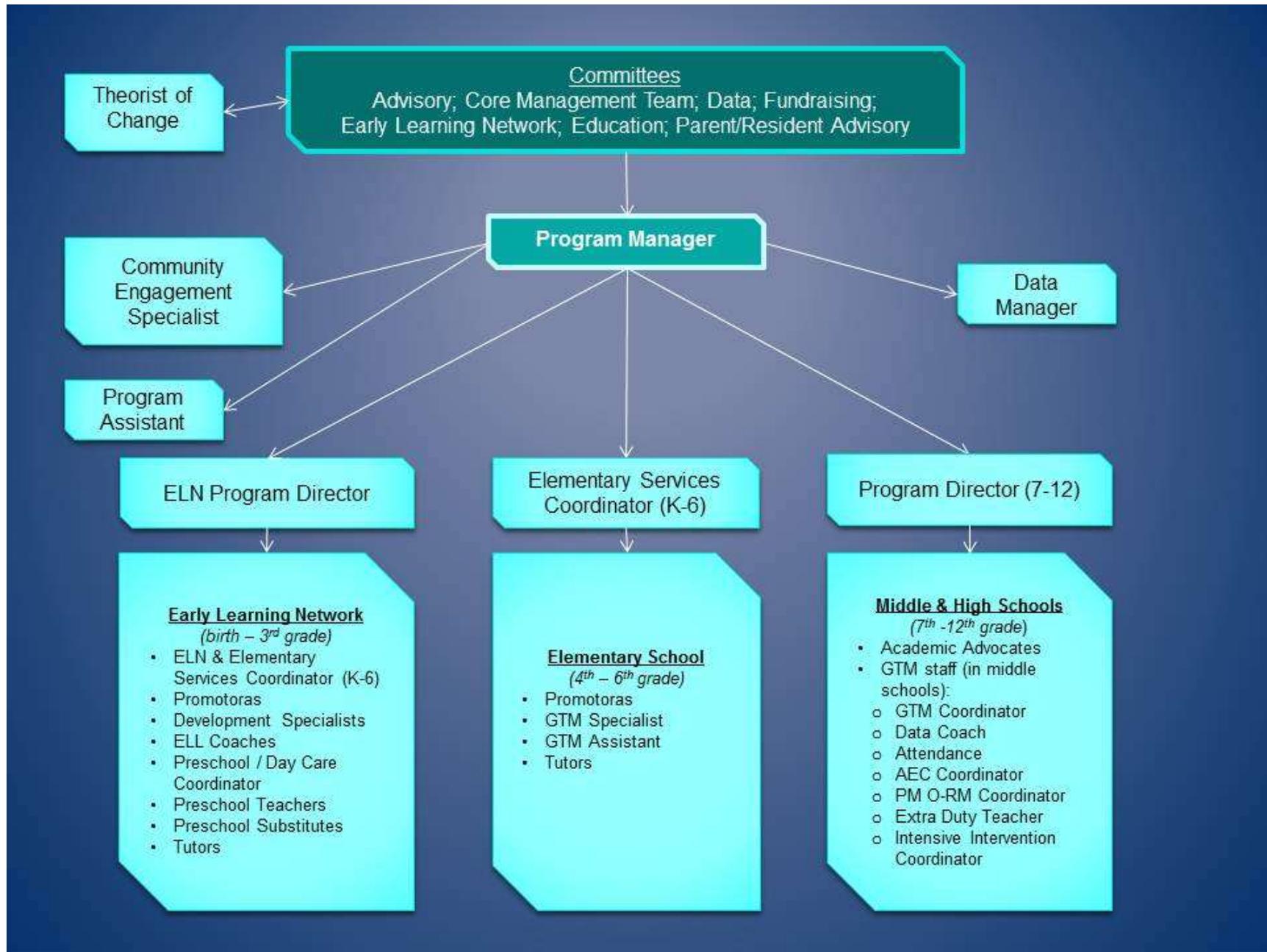
SBCS is deeply connected to the diverse community it serves. Staff hiring takes into account the racial, ethnic, linguistic, and social background of clients and every effort is made to provide a similar staff/client balance. 35% of SBCS’ staff live in Chula Vista, and 52% live in the South Bay region.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

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

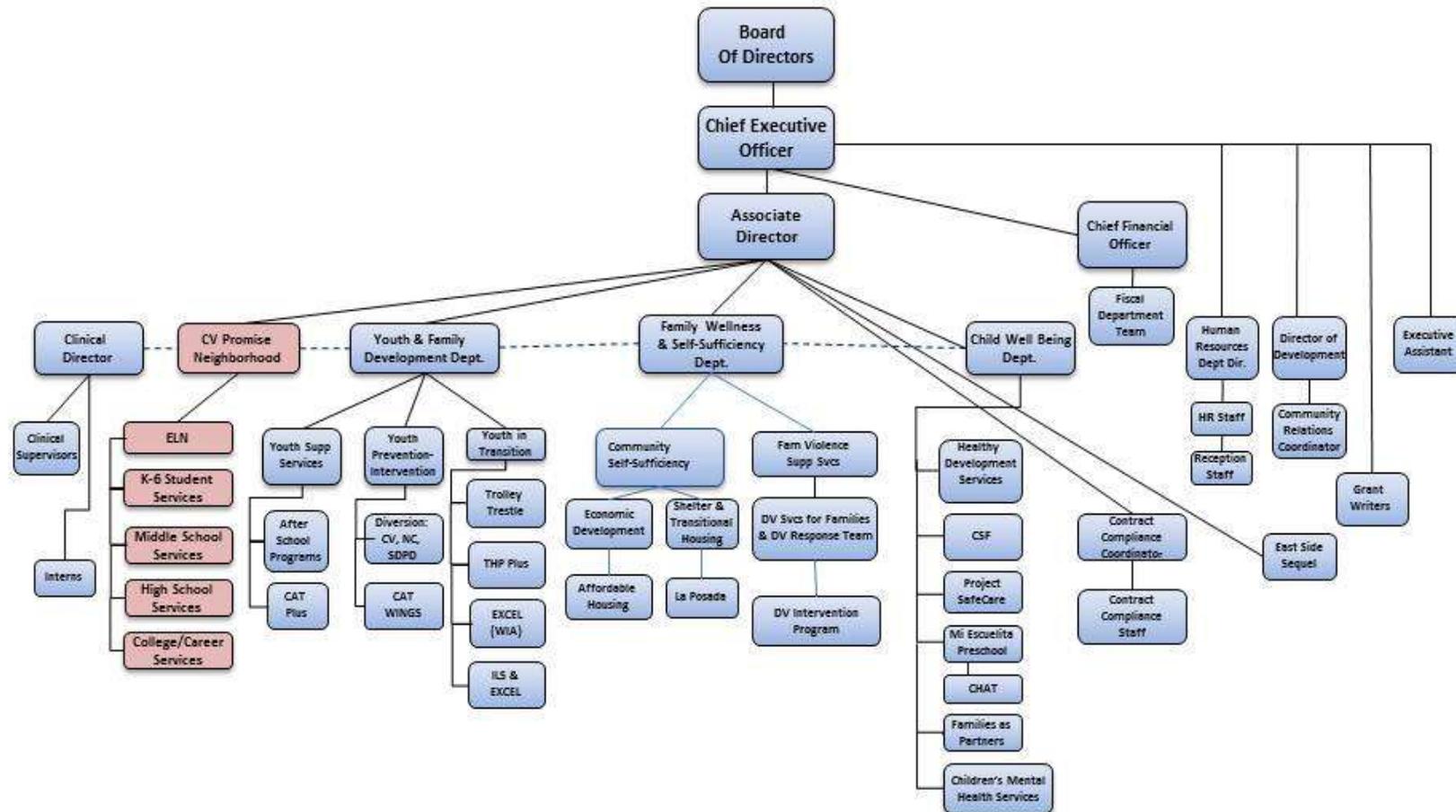
SBCS used TCC Group's online Core Capacity Assessment Tool to analyze our organizations' core capacities crucial for organizational success: Adaptive Capacity, Leadership Capacity, Management Capacity, and Technical Capacity. On a score of 1 – 300, where 230 and greater = very strong, SBCS' leadership scored 245, with Internal Leadership, Leader Vision, Board Leadership, and Leader Influence identified as strengths. No weaknesses were identified.

Along with the substantial financial and organizational resources that SBCS is contributing to CVPN, SBCS' community leadership experience is also crucial. Writing last year about the leadership/management challenge within Promise Neighborhoods, Harvard's James Quane and William Wilson stated that "a central administrative body with binding authority that can make timely decisions for the entire network is essential to minimize conflict, overcome efficiency, and maintain collaboration among members of the partnership" (Quane and Wilson, 2011). This underscores the need for a leading organization with the experience, relationships, and reputation needed to meet the challenges inherent in such a comprehensive community initiative.

The following page provides a diagrammatic overview of CVPN staffing (without partners).



South Bay Community Services Organizational Chart



7/18/12

Table 5 (p46) lists the committees that participated in planning CVPN and will continue to oversee the project implementation. These committees represent diverse individuals and organizations from various sectors, including residents, educators, government agencies, and service providers, each with distinct roles to play in the project, and each deeply committed to participation in a community of practice.

The culturally diverse committees include a Parent / Resident Committee that is responsible for ensuring 2-way communication between schools/parents/residents and project implementation teams, so that parents and residents are regularly updated on what is going on with the implementation process, and so that the other committees receive regular feedback from parents/residents. This committee will be facilitated by the project's full-time, bilingual Community Engagement Coordinator, Rachel Morneau, whose children attend Castle Park High. The Parent / Resident Committee includes the Director of the Chula Vista Community Collaborative, whose bilingual Promotoras, known by many neighborhood residents, assist with outreach to parents and residents. The Parent/Resident Committee meetings are bilingual (English and Spanish). Parent representatives also participate on all of the other committees.

In addition to participation on the Parent/Resident Committee, parents and neighborhood residents will have many other avenues to engage with the project. Promotoras will provide outreach at many different venues throughout and the neighborhood, such as neighborhood grocery stores, churches, community parks, homes, in order to meet isolated and disengaged parents. All neighborhood families will be connected with a bilingual Promotora, whose role will be to assist families to access appropriate pipeline services. The Newborn Home Visiting, Universidad de Padres, and Transition to Kindergarten programs will provide opportunities for residents to connect with pipeline services at crucial times in their child(ren)'s development. All

parents of children, birth to age 3, will receive a Home Visit from a Child Development Specialist who is well versed in infant development and health, to provide anticipatory guidance regarding infant behavior and development and connect the family with a variety of additional services. The Transition to Kindergarten program, combining Parent groups, Kinder Camp, and Home Visiting, will provide parents of future and new kindergartners with the support they need to prepare their children to succeed during and after the transition to kindergarten. Additionally, incentives such as gifts cards, cash incentives, and raffles will be provided for parents to encourage their participation all along the pipeline. Each participating school will include a redesigned Parent Center, a comfortable place on campus with a library, computers, coffee machine, and adequate space for community meetings, classes, and other group activities. The Parent Centers will be staffed by the Promotoras, who will assist families to access services and provide additional supports such as nutrition classes, parenting classes, employment assistance, ESL classes, mentoring, etc. Finally, in grades 4 through 12, each neighborhood child will be assigned an Academic Advocate, who will reach out to parents to provide support and assistance towards academic success and college aspirations, and connect the family to any needed resources and services.

For over 30 years, SBCS has provided services at local schools such as mental health services, youth diversion programming, and after school programs. SBCS and the two school districts, CVESD (grades K-6) and SUHSD (grades 7-12), have working relationships. Both school districts and the five target schools worked closely together with SBCS throughout the planning process. All PN staff will work out of offices located on the school campuses. As described in the MOU, each district / school will participate in the Advisory Committee, Data Team, and Education Committee, which will oversee school-based implementation for

comprehensive education reform, preschool through 12th grade, and implement school-based pilot projects. The schools have committed match funding, classrooms, office space, computers and other equipment, community outreach support, and parent meeting space. They have also all committed to data gathering and sharing for the assessments, as well as full cooperation with the National Evaluator.

The implementation committees bring to the table most of the service providers working in our region, as well as county departments and the City of Chula Vista (including the Chula Vista Police Department, the Parks and Recreation Department, and the Public Library). Thanks largely to SBCS' leadership, the South Bay region enjoys an unprecedented level of cross sector collaboration to make effective use of existing resources, fill gaps with new services, and build a region wide system that supports families along a seamless continuum resulting in improved health, self-sufficiency, and prosperity. CVPN has benefitted greatly from this existing culture of cooperation and collaboration, and has been able to leverage many existing programs and services. The MOU describes the partners' extensive experience serving the community.

During the planning phase, it became evident that we would need someone of stature whose responsibilities included fostering partner accountability and managing all partners, especially those providing services within the pipeline. SBCS' Associate Director, Dina Chavez, (a West Chula Vista resident), along with her Contract Compliance staff and in conjunction with the Program Manager, will be responsible for managing all partnerships with service providers, as well as reaching out to bring new partners into the CVPN collaborative. She will manage partners' program planning, development, implementation, and accountability. Her contract compliance staff will have a comfortable grasp of ETO, and will assist and hold partners accountable for their required data reporting standards. Together with the Program Manager, she

will ensure that all partners are met with monthly to address any challenges, collectively overcome any obstacles, and help find solutions throughout different stages of implementation. Additionally, SBCS' CEO Kathryn Lembo will meet periodically with the both school superintendents to discuss progress, issues, and any areas of concern and development. Finally, the 12-person team that visited HCZ will meet quarterly to review and discuss project goals.

CVPN has developed a comprehensive plan for communications and outreach so that the project can continue to engage residents and partners, and bring on new, diverse partners. The Community Engagement Specialist (a Castle Park resident) will have responsibility for overseeing the implementation of the communications plan, including managing the website. Just as many SBCS staff are part of the community we serve, so too many of the CVPN staff will come from the Castle Park neighborhood. Bilingual and bicultural staff in tune with the needs of CVPN students and families will assist in outreach and communication efforts. The Community Engagement Specialist will work closely with SBCS' Development Team, which is led by Development Director, Shirley Horton, former Chula Vista Mayor and State Assemblywoman. Together they will brand the CVPN and manage all related communication, outreach, and website content. The CVPN Communication Plan hinges on three major components:

1. **Promotora Outreach:** The CVPN will use bilingual, bicultural Promotoras (at least 50% of whom live in the target neighborhood) to identify families eligible and in need of entry into the CVPN pipeline, and also to communicate information, news of community events, and annual updates of the project.
2. **CVPN Website:** SBCS has partnered with Imagine Media Group and Focus.com to design and maintain the interactive CVPN website. The website will play an important role in providing parent education and professional development for partners. It will have designated

pages for community members, teachers, students, and service providers, and will act as a resource and venue for information. Professionals, parents, and children will be able to get their questions answered, find resources, and share information on a variety of topics such as community safety, health, nutrition, academic success, and family self-sufficiency.

3. **Literacy Cafés for students, and Parent Centers for adults:** The CVPN will open its five target school campuses during before and after school hours and on weekends to provide a safe and comfortable place for community members to hang out, gather information, access resources, and use computers for job/college searches and related activities.

All CVPN communication and outreach will be representative of the community and thus bilingual (English/Spanish) and in tune with the bicultural lifestyles of our residents.

(D2) Collecting, analyzing, and using data (15 points).

SBCS' Quality Assurance Department has extensive experience collecting, analyzing, and using data for decision making, learning, accountability, and program feedback to continuously improve programs. For example, SBCS has used ETO software for four years to record data for our County contract to provide Independent Living Skills and Workforce development services. SBCS participates in the statewide THP-Plus (supportive transitional housing for former foster youth) participant tracking system since it began in 2008. This web-based database collects demographic and outcome data for each participant related to housing, employment, education, and criminal justice involvement and assets, at program entrance, exit, 6-months post-exit, and 12-months post-exit, as well as snapshot data collected each quarter. The database allows SBCS to capture snapshot data, compare our program data to statewide averages, analyze program progress, and export full participant data for detailed analysis. SBCS uses this data to make informed decisions about the effectiveness of program tools, service delivery, and program philosophy. SBCS has also incorporated the measures into staff evaluations, as baseline for staff

performance appraisals. SBCS' Juvenile Diversion Program used data from the 8% Study in Orange County to identify youth who are most at risk of offending or re-offending, and provide intensified services to mitigate that possibility, thus increasing the program's success rate to 94.5%. Similarly in SBCS' Therapeutic Preschool Program for children who have been traumatized by family violence, SBCS works with CVESD to track achievements and behaviors of preschool graduates as they progress through grade school, to determine what worked and strengthen the program. SBCS participates in countywide evaluations of Healthy Development Services (SBCS is the lead provider for the South Region), conducted by an external evaluator. This data has been used by HDS workgroups to enhance program delivery and improve outcomes. Data from SBCS' child abuse prevention and intervention program was used to determine that the majority of child abuse cases were neglect cases. In response, SBCS pioneered the evidence-based SafeCare model throughout the county, providing intensive in-home parenting training for families at-risk of neglect. SBCS was the county's first agency to provide evidence-based trauma informed services for domestic violence victims, homeless families, and teen substance abuse clients. SBCS explored improving substance abuse treatment with these populations since traditional methods were proving to be unsuccessful, and after two years of research and testing, developed a trauma-informed approach to all agency services.

SBCS will hire an experienced Data Manager to manage the CVPN data system, including overseeing all gathering, analysis, and sharing of data for CVPN, and facilitating meetings of the CVPN Data Team. This team, which has been meeting throughout the planning phase, brings together the San Diego Association of Governments (SANDAG), hospitals and clinics, school districts, county departments, the City, and the city's Community Collaborative, each of which have been able to facilitate access to unique sets of data for the project. The role of the Data

Team is to assist the project to access the necessary data (school records, social service provider records, existing neighborhood / family surveys, etc.) on key indicators and other factors, monitor the longitudinal data gathering system, and to analyze data and provide regular reports to the Program Manager, Core Management Team, and Advisory Committee to guide future planning and continuous improvement. SANDAG conducted the needs assessment and segmentation analysis, and will continue to participate in the project by providing quarterly and annual reports on indicators, conducting annual school-wide surveys, communicating with the National Evaluator, and ensuring that all data requirements are met. Data will also be used by the Core Management Team and Advisory Committee to determine whether the individual solutions in the continuum are achieving their desired outcomes. The Data Team will regularly report to the program Manager and other relevant committees on data it has gathered and analyzed, so that this data can be used to guide all program decision making. In addition, the committees will all cooperate fully with the National Evaluator to design the evaluation plan.

CVPN has selected Social Solutions Efforts to Outcomes (ETO) software for outcomes tracking and performance management, a system which staff have used for over four years. Staff have already started customizing the system to meet our specific needs and uploading baseline data. Using ETO's Dashboard application, CVPN will be able to track efforts and outcomes at a variety of levels, including for individual children and family members, programs provided by the partners, and our Promise Neighborhood as a whole. Such measures will be used for compliance and accountability purposes, and also to track outcomes in real time to learn what is working and to improve performance in a cycle of continuous learning and improvement. The Data Manager will provide training to all partners on how to use the ETO system, and will monitor and report progress. She/he will work with the Associate Director to ensure that all

partners are meeting their targets. The Data Manager will also work closely with the Program Manager to ensure that partners comply with their data-related responsibilities.

During the planning phase, SBCS and the Data Team learned a number of lessons which have been incorporated into the implementation plan design. We learned that it is essential that each partner designate (and name in the MOU) a single person who is responsible for gathering data and inputting data into the ETO database. We also learned that looking through different lenses can lead to quite different data being gathered, and also that different partners, approaching families, children, and services from varying perspectives, can interpret indicators and data differently. To address these potential discrepancies, the Data Manager will work with SANDAG and the Data Team to develop a ‘Data Dictionary’ for all indicators, so that all partners are on the same page and are gathering comparable data. All partners will be trained on using ETO and on the data dictionary. Finally, we learned the importance of including teachers and students in creating plans for changes in school systems (i.e. not only working with administrators), in order to ensure buy-in and full cooperation.

SBCS will comply with all requirements related to informed consent processes and all applicably privacy laws, including HIPAA. CVPN will include a universal release of information to be signed by parents, giving CVPN permission to share non-identifying data in progress reports. When a partner enters information on a particular client into the ETO database, they will be able to see that the client received a service from another partner, but will not be able to access any information on what services they received. Only SBCS and SANDAG will have universal access to all data, for the purposes of generating system-wide reports. However, no one will be able to access information that could allow them to identify a particular client.

The Data Manager will use ETO to create a data-driven system that will provide timely

access to trend and current data for all partners. Data will be analyzed to evaluate effectiveness of each solution and the CVPN pipeline as a whole. The CVPN continuous quality improvement process will include regular outcome evaluations (impact of services on indicators), cultural competency surveys, satisfaction surveys (to include parents, teachers, and employees of CVPN), and school-wide surveys.

The GTM model includes a Data Coach (a highly experienced teacher on the School Leadership Team) who analyzes data from all weekly formative assessments, shares the analysis with subject teachers, and assists them to tailor interventions and instruction methods to meet individual students' needs before they have a chance to fail. Teachers use assessment data (with assistance from the Data Coach) to make decisions about future instruction using differentiated instruction strategies to improve student achievement. Assessment data also helps students (and their parents) understand how they are performing academically and identify where they need to refocus efforts. The GTM Data Coach will provide aggregate school-based data, without individual identifying information, to the CVPN Data Manager. In addition, SANDAG will conduct an annual School Climate Survey of all students at the target schools using a secure Web-based system (e.g. Survey Monkey). This will gather data on students' perceptions of the changes taking place in their schools, as well as perceived student safety, bullying, gangs, and other issues.

The San Diego Association of Governments (SANDAG) will continue to support CVPN by conducting a quarterly analysis of all CVPN data, and providing regular reports to all committees and partners, as well as annual reports on the indicators. SANDAG will also assume the lead in communicating with the selected National Evaluator, participate in all meetings and conferences, and assure all data collection requirements are met. SANDAG will also conduct the annual

school climate surveys. SBCS and SANDAG will continue to work with the schools, districts, and other partners to enhance and expand the longitudinal data system, reporting on indicators quarterly and annually. These reports will be made public on the SBCS website, and shared with parents and residents via PowerPoint presentations at parent/resident forums. SANDAG has been the local evaluator on several national projects, including 2 Substance Abuse and Mental Health Services Administration (SAMHSA) projects and 1 with the Office of Adolescent Health. Staff are experienced in gathering agreed upon data elements, adjusting research design to be in alignment with federal standards, uploading data into a shared Web-site, and acting as a liaison between the federal evaluator and program to facilitate accurate data collection.

The MOU describes each partners' commitment to gather and share data, participate in analysis and interpretation of the data, use data for continuous improvement and partner accountability, and work with the National Evaluator. SBCS and SANDAG also commit to working with the National Evaluator to design an evaluation strategy that includes a credible comparison group, and to collect reliable and valid baseline data for the target neighborhood and this comparison group.

(D3) Creating formal and informal partnerships (10 points).

SBCS has 41 years of experience establishing meaningful collaborative partnerships, and enjoys a high level of trust and respect in our community. SBCS's ability to bring diverse groups to the table to tackle tough problems is unsurpassed. Again and again, SBCS has successfully facilitated collaborations between government agencies, law enforcement, social service agencies, schools, faith communities, neighborhood committees, and youth groups - whoever it takes to bring about the systemic changes needed to solve community problems. Thanks largely to SBCS' leadership, the South Bay enjoys an unprecedented level of cross sector collaboration to make effective use of existing resources, fill gaps with new services, and build a region wide

system that supports families along a seamless continuum resulting in improved health, self-sufficiency, and prosperity. Because of SBCS' reputation for forging effective collaborations and sound business and fiscal management, the agency is often asked to act as the lead in the development of new programming, and currently coordinates many major regional efforts with multiple collaborative partners, including the Chula Vista Promise Neighborhood. For example, Healthy Development Services, led by SBCS, brings together hospitals, clinics, and other specialists to provide Parenting Classes, Behavioral Services, Developmental Services, including speech and language and occupational and physical therapy services, and Vision and Hearing Services to 0-5 year olds. Our Family Justice Network brings together four Law Enforcement Jurisdictions, County Departments, faith-based organizations, and hospitals in a coordinated response to family violence. SBCS was a founding member of the Chula Vista Community Collaborative (CVCC), which brings together over 150 staff representing over 60 community-based agencies. SBCS is the coordinator and employment agent for most services provided at CVCC's Family Resource Centers, where many SBCS staff are located. SBCS has had Juvenile Diversion and Domestic Violence counselors out-stationed at CVPD for over 30 years. SBCS is the lead provider of WIA workforce services for at-risk in-school youth, recovery & reengagement youth, foster youth, and youth transitioning out of justice system. SBCS is the lead on an Alternatives to Detention program that brings together other youth serving agencies, Probation, the DA's office, judges, and Public Defenders to provide a graduated system of detention alternatives for non-violent juvenile offenders, and to address disproportionate minority confinement (DMC) in our county. SBCS is the region's main provider of school-based mental health services, and provides comprehensive after-school programming at many middle schools. SBCS is also the regional coordinator of a continuum of housing and homeless

prevention services and Family Self Sufficiency services. SBCS led the effort in Chula Vista to create the Youth Collaborative, and a Family Violence Prevention and Intervention Collaborative. SBCS' history as a community leader, together with its services for children, youth, and families, position it to successfully lead the implementation of the CVPN

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

The chart on page 62 describes the project's governance and staffing structure. CVPN brings together a broad spectrum of cross-sector partners including schools, school districts, teachers' unions, hospitals, clinics, the City (including the Police Department and Public Library), County departments (Child Welfare Services, Probation, and Public Health Nursing), the Chamber of Commerce, Economic Development Corporation, and Workforce Partnership, a community organizing project, the Community Collaborative, and institutes of higher education, as well as parent and resident groups.

As described in the MOU, the partners have agreed upon a shared CVPN Theory of Change, which is embodied throughout this proposal (see page 39). A key position in CVPN is the Theorist of Change, who will oversee our fidelity process in replicating best practices, continually insure quality of service, and assist program directors and managers to support this.

The Theorist of Change will insure that all involved understand the CVPN theory of change and embrace it on a daily basis, and that it is actualized in all activities. The Theorist of Change will use her experience in educational reform and wraparound services to visit sites, meet with program staff as needed, attend committee meetings, and provide feedback to ensure that all areas of the project are meeting the goals that have been set, that services are being provided with fidelity by all parties, and that all partners keep the theory of change at the forefront in all service provision.

The CVPN Core Management Team, responsible for overseeing the day-to-day operations of CVPN, will include the Associate Director, CVPN Program Manager, ELN Program Director, Program Director for Academic Interventions (grades 7-12), Program Coordinator for Elementary School, Data Manager, and Community Engagement Specialist, as well as the five school Principals, the lead of each parent group at each school, and student representatives. Table 8 below outlines the relevant qualifications and experience of the persons selected to fill these positions. The team will meet monthly to monitor services, adjust services to meet current needs, address and resolve challenges, and evaluate the progress and effectiveness of the CVPN collaboration, and ensure that project implementation is on time and within budget.

Table 8: Qualifications and Experience of SBCS' Key Managers

<p>Program Manager: Mauricio Torre</p>	<p>Mauricio Torre, with SBCS since January 1997, has demonstrated a commitment to working with, and empowering, low-income and minority groups, particularly youth. As Director of the Youth Services Department he was responsible for overall Project supervision of each the Youth Support Services programs. Mr. Torre has a Bachelor’s Degree in Psychology and is bilingual and bicultural. His experience working creatively and dynamically with at-risk youth and inspiring them to reach their full potential has enhanced his ability to lead this Department in new and exciting directions. He is a first generation Mexican American who has lived on both sides of the boarder for most of his life, and understands the plight of many of the children in the area. He oversaw the entire CVPN planning process. He is a resident of West Chula Vista.</p>
<p>Theorist of</p>	<p>A professional educator all her life with Masters’ degrees in Educational</p>

Promise Neighborhoods Implementation Grant, July 2012

<p>Change: Maria Guasp (Consultant)</p>	<p>Administration and Bilingual and Urban Education, Ms. Guasp is also an Educational Consultant with ConnectEd California. She coaches district and school teams in the implementation of Linked Learning as a high school reform effort, as well as providing professional development for principals, teachers and instructional leadership teams in Southern California and other States. Before that, she was Assistant Superintendent for Instructional Services and Support in CVESD, providing professional development and coaching for 42 Principals and other site-based supervisors. Before that, she was the Superintendent of Community School District 9 in the Bronx, and Chief Executive for Instructional and Student Support Programs for the Board of Education of the City of New York, Brooklyn, New York.</p>
<p>Associate Director: Dina Chavez</p>	<p>Dina Chavez, SBCS' Associate Director, has been with the agency since 1989, and provides oversight of all agency contracts and agency quality assurance, supervision of Contact Compliance and Quality Assurance staff, and participation in Board leadership development and management. Ms. Chavez ensures adequate staffing capacity for service delivery; organizational development; she co-steers, designs, and guides agency systems, administrative policy and management systems. She is bilingual/bicultural, and for years has maintained excellent working partnerships with funders, other agencies and constituents in order to develop, facilitate, and integrate the community's goals. She is a resident of West Chula Vista.</p>
<p>ELN Program Manager: Susie Fux Warner</p>	<p>Suzie Fux Warner is SBCS' Clinical Supervisor. Additionally, she was Program Manager of the Families as partners program since 2009, working in collaboration with Child Welfare Services to support families at risk of child maltreatment. supervising a team of FAP Clinicians and Parent Support Partners and overseeing all aspects of the program. She has worked with SBCS since 2003, and is a Licensed Marriage Family Therapist. She is bilingual, and grew up in Chula Vista.</p>
<p>Community Engagement Specialist: Rachel Morneau</p>	<p>Rachel has been with SBCS since 2005 as a Program Coordinator for the WIA Foster Youth program and Independent Living Skills program, assisting foster youth to develop self-sufficiency, independence and workforce Skills. Before that she was a Parent Advocate, assisting parents with children entering the juvenile justice system. Her current position as the Community Engagement Specialist has been instrumental in the development of the CVPN implementation grant. She has over 19 years of experience working directly with children, youth and families in underprivileged communities. She is also a parent of a child that attends Castle Park High School.</p>
<p>Program Coordinator: Grades K-6: Lizbeth Noriega</p>	<p>As Supervisor of SBCS' Families as Partners program, Lizbeth's responsibilities have included liaising with the CWS FAP Supervisor regarding the prioritization of FAP referrals, immediate needs of clients, and resources available to clients, participating in Case Consultation and other meetings as requested by CWS, and managing the team and project services including development, planning, implementation, and evaluation. Before that, she was a FAP Clinician and a CSF Case Manager. She has an MA in Counseling Psychology and is bilingual. She graduated from Castle Park High School.</p>
<p>Program</p>	<p>Xavier was the Program Manager for the CVPN Planning grant. Before that, he</p>

Director: Grades 7-12: Xavier Martinez	was the Program Director for the Youth Support Services Division of the Youth Services Department. He has over 13 years of experience working directly with youth and families as an After School Program Coordinator, Case Manager, Mentor, and Program Director. Xavier has a BA in Criminal Justice. He has served on the Learning Resource Team and Board of Directors of Western States Youth Services Network. Xavier's many skills include developing collaborations to more effectively provide resources to youth and families. He is fully bilingual and bicultural. He is a Chula Vista resident.
-----------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Detailed resumes and job descriptions for all key staff are included in Appendix B.

The exceptional leadership skills of the CVPN managerial staff, as well as the close cooperative relationships that have been formed in the committees during the planning phase, will all ensure that any conflicts and disagreements (should they arise) are dealt with effectively utilize group decision making processes to arrive at consensus.

As a vibrant community of practice, CVPN brings together diverse partners and practitioners who have all agreed to work together to solve problems and improve practices so that the project will succeed. Working together in this way will allow us to break down traditionally isolated silos, as we see past more obvious formal structures such as organizations, classrooms, or jurisdictions, instead participating in shared goals, shared practices, and shared learning, and creating connections across organizational and geographic boundaries. Thus, CVPN is also a dynamic community of learning in which partners engage in a process of collective learning with and from each other. As CVPN partners create direct links between learning and performance, they will build individual and organizational capacity to bring about community and system changes and make a difference over time.

(D4) Integrating funding streams from multiple public and private sources (10 points).

Sustained funding for this project is the responsibility of SBCS' Chief Executive Officer and the Fundraising Committee. SBCS has an excellent track record of developing, implementing, and sustaining programming in response to identified needs in our community. Funding is spread over a wide base of local, county, state, and federal agencies as well as individual donors,

corporations, and private foundations. SBCS is also broadening our donor base through online fundraising and planned giving opportunities. This strategic formula has created sustainability over time through the leveraging of diverse funding sources, and limits liability and dependence upon one type of support. SBCS also raises funds through EastSide Sequel (a retail boutique), an online eBay business, and a Swap Meet business (which also provide clients with work experience and job training).

SBCS' exceptionally accomplished, multi-cultural leadership team has wide-ranging expertise and well over 100 years of collective experience with the agency. The current leadership team oversaw the agency's growth from a FY91/92 budget of [REDACTED] with assets of [REDACTED], to [REDACTED] in F2001/02, to the current FY12/13 operational budget of [REDACTED] and assets of [REDACTED]. Throughout this rapid growth, the agency's core values and purpose have remained fixed, while our business strategies and practices have creatively adapted to emerging needs. We continually question our structure and processes, while at the same time preserving the ideals embodied in our mission.

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

SBCS currently manages 56 Federal grants (including city/county/state 'pass-through')

grants). The Fiscal Department, headed by a CPA with over 23 years' experience in nonprofit accounting, uses accepted accounting procedures. Major funding sources are accounted in separate departments to prevent expense overlap and facilitate monitoring of year-to-date expenses by funding source. The agency is audited by an independent auditor on an annual basis, and has a history of clean audits. In the TCC Group's online Core Capacity Assessment Tool (CCAT) mentioned above, SBCS scored 297 out of 300 under 'Financial Management', and the agency's financial management skills were a consistently identified strength.

The CVPN Fundraising Committee will continue to meet regularly to share funding opportunities and approaches in order to raise and leverage further resources to support the PN scale-up plans and ensure on-going sustainability of the project. All of the collaborative partners are committed to assisting with fundraising efforts, as discussed in the MOU.

CVPN has been able to tap into multi-source funding capabilities through our cross-sector partners: For example, CVSD & SUHSD (education streams), FHCS & Scripps (health streams), SBCS, United Way, Manpower, ARTS, SD Futures Foundation, BCLI (child / family support streams), and the City of Chula Vista, County of San Diego, HHS (government streams). As a result, SBCS has been able to leverage funding from multiple funding streams – including both public and private sources – to support CVPN's implementation. Many of the programs that will be available to families and children as part of the CVPN pipeline are fully funded by sources other than the Department of Education. For example, Family Self Sufficiency (██████████ per year, County of SD); Healthy Development Services (██████████ per year, First 5 Commission); Children's Mental Health (██████████ per year, County of SD); CDBG (██████████ per year, City of Chula Vista); WIA Workforce development (██████████ per year, Workforce Partnership). SBCS will provide leveraged match funds amounting to a value of ██████████ in

match funds, of which [REDACTED] or 11% is from private sources. The individual match contributions are described in the attached letters of commitment in Appendix D, which begins with a summary list of all committed match funds. Some examples to illustrate the range and depth of commitment our community has to CVPN, a few examples of match committed are:

General Letters of Support:

- City of Chula Vista, Mayor Cox
- U.S. Congressman Bob Filner
- County Supervisor Greg Cox
- State Senator Juan Vargas
- State Assembly Member Marty Block

Public Match Letters (Total [REDACTED]):

- City of Chula Vista, [REDACTED]
- First 5 Commission of San Diego, [REDACTED]
- Chula Vista Police Department, [REDACTED]
- San Diego County, Probation Department, [REDACTED]
- San Diego County, Health and Human Services, [REDACTED]

Private Match Letters (Total [REDACTED]):

- Feeding America, [REDACTED]
- San Diego Padres, [REDACTED]
- Lowell Blankfort, [REDACTED]
- Living Coast Discovery Center, [REDACTED]
- San Diego Film Festival, [REDACTED]
- Focuscom, [REDACTED]
- Soak City, [REDACTED]
- CVOTC, [REDACTED]
- United Way of San Diego, [REDACTED]
- La Presna [REDACTED]

Absolute, Competitive, and Invitational Priorities Addressed

SBCS will address the following priorities:

Table 9: Priorities to be Addressed

Priority	Proposed Strategy
Absolute Priority 1	<ul style="list-style-type: none"> • Reflected throughout the entire CVPN implementation strategy.
CP 4 (Comprehensive Local Early Learning Network)	<ul style="list-style-type: none"> • See description of ELN from page 15.

CP 6 (Arts & Humanities)	<ul style="list-style-type: none">• Integrated into the academic intervention plan. See Table 3 on page 12 for specific interventions, which are described in more detail in Appendix F and throughout the narrative.
Invitational Priority 8 (Family Engagement in Learning Through Adult Education)	<ul style="list-style-type: none">• See Table 3 on page 12 for specific interventions, which are described in more detail in Appendix F and throughout the narrative.

Table 10: Acronyms and Abbreviations used in Proposal (with apologies!)

ACS	American Community Survey
API	Academic Performance Index (CA Dept of Education)
ASQ	Ages & Stages Questionnaire
CALCHEEPS	California Children’s Healthy Eating and Exercise Practices Survey
CALPADS	California Longitudinal Pupil Achievement Data System
CDC	Center for Disease Control and Prevention
CDE	California Department of Education
CHBRP	California Health Benefits Review Program
CHIP	Community Health Improvement Partners
CHIS	California Health Interview Survey
CHKS	California Healthy Kids Survey
CPE	Castle Park Elementary School
CPH	Castle Park Senior High School
CPM	Castle Park Middle School
CV	Chula Vista
CVCC	Chula Vista Community Collaborative
CVESD	Chula Vista Elementary School District
CVPD	Chula Vista Police Department
CVPN	Chula Vista Promise Neighborhood
CWS	Child Welfare Services (County of San Diego Department)
E/LA	English, Language Arts
ELL	English Language Learners
ESL	English as a Second Language
EBP	Evidence-Based Practice
EITC	Earned Income Tax Credit
FBB, BB	Far Below Basic, Below Basic (on standardized test scores)
FRC	Family Resource Center
FSS	Family Self Sufficiency Program
GTM	Granger Turnaround Model
HDS	Healthy Development Services
HPRP	Homeless Prevention and Rapid Rehousing Program
HTH	Hilltop Senior High School
HTM	Hilltop Middle School
MOU	Memorandum of Understanding
NIEER	National Institute for Early Education Research
PHN	Public Health Nursing (County of San Diego Department)
PPSG	Parent Peer Support Group Program
SANDAG	San Diego Association of Governments
SANDAPP	San Diego Adolescent Pregnancy and Parenting Program
SARC	School Accountability Report Card

SBCS	South Bay Community Services (Lead Agency)
Scripps	Scripps Mercy Hospital, Chula Vista
SDC	San Diego County
SDSU	San Diego State University
SDUSD	San Diego Unified School District
SDYS	San Diego Youth Symphony
SUHSD	Sweetwater Union High School District
UCR	Uniform Crime Report
UCSD	University of California at San Diego
VAPA	Visual and Performing Arts Program
WIA	Workforce Investment Act
YMCA-CRS	YMCA – Childcare Resource Services

Data Sources

Burke, C. (2012). Thirty Years of Crime in the San Diego Region: 1982 through 2011. *CJ Bulletin*, pg. 19.

California Department of Education Educational Demographics Office. (2012). Cohort Outcome Data for the Class of 2009-10, Statewide Results. Retrieved from <http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=0000000000000000&TheYear>.

California Department of Education Educational Demographics Office. (2012). Cohort Outcome Data for the Class of 2010-11, School Results for Castle Park Senior High. Retrieved from <http://dq.cde.ca.gov/dataquest/CohortRates/GradRates.aspx?Agg=S&RptType=SchCohort1>.

California Department of Education Educational Demographics Office. (2011). Graduation Rates Based on NCES Definition- District Report Sweetwater Union High 2009-2010. Retrieved from <http://dq.cde.ca.gov/dataquest/CompletionRate/comprate3.asp?cYear=2009-10&cSelect=37>.

California Department of Education; Ed-Data. (2012). Student Performance 2011, San Diego Unified School District. Retrieved from http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?.

California Department of Education, Safe & Healthy Kids Program Office. (2012). California Healthy Kids Survey, Castle Park Middle Secondary 2010-2011 Main Report.

California Department of Education, Safe & Healthy Kids Program Office. (2012). California Healthy Kids Survey, Castle Park Senior High Secondary 2010-2011 Main Report.

California Department of Education. (2012). California State- Expulsion, Suspension, and Truancy Information for 2010-2011; *prepared by Safe & Healthy Kids Program Office*.

California Department of Education. (2012). Castle Park High School. *School Accountability Report Card (SARC) 2010-2011*.

California Department of Education. (2012). San Diego County Expulsion, Suspension, and Truancy Information for 2010-2011; *prepared by Safe & Healthy Kids Program Office*.

- California Department of Education. (2012). Sweetwater Union High Expulsion, Suspension, and Truancy Information for 2010-2011; *prepared by Safe & Healthy Kids Program Office*.
- California Health Interview Survey (CHIS). (2009). California Insured Rates. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=0.3633234.
- California Health Interview Survey (CHIS). (2009). Days per week reading books with child (0-5) for Entire State of California. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=0.9030725.
- California Health Interview Survey (CHIS). (2009). Days per week reading books with child (0-5), San Diego. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=0.7488825.
- California Health Interview Survey (CHIS). (2009). Eat five or more servings of fruits & vegetables, entire states of California. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=2.770633E-02.
- California Health Interview Survey (CHIS). (2009). Eat five or more servings of fruits & vegetable, San Diego. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=0.9513819.
- California Health Interview Survey (CHIS). (2009). Physical Activity Rates of Children 5-11. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=0.2936212.
- California Health Interview Survey (CHIS). (2009). San Diego County Insured Rates. Retrieved from http://www.chis.ucla.edu/main/DQ3/output.asp?_rn=4.569644E-02.
- Center for Disease Control and Prevention. (2011) Breastfeeding Report Card- United States, 2011. Retrieved from <http://www.cdc.gov/breastfeeding/pdf/2011BreastfeedingReportCard.pdf>.
- Center for Disease Control and Prevention. (2011). Youth Risk Behavior Survey. Retrieved from <http://apps.nccd.cdc.gov/youthonline/App/Results.aspx?TT=C&SID=HS&QID=H79&LID>.
- Chula Vista Police Department. (2012). 2011 Crime Statistics; prepared by Karin Schmerler, Senior Public Safety Analyst.
- Public Policy Institute of California. (2011). California's Digital Divide. Retrieved from http://www.ppic.org/content/pubs/jtf/JTF_DigitalDivideJTF.pdf.
- San Diego County. Report Card (2011). *Report Card on Children & Family*, pg. 17.
- San Diego Unified School District. (2012) California STAR Testing (CST) Summary Reports. Retrieved from <http://www.sandi.net/Page/1584>.
- Serra Cooperative Library System. (2012). Library Statistics. Retrieved from <http://www.serralib.org/>.
- Sweetwater Union High School District. (2012). Castle Park High School Senior Survey Results- Class of 2011; prepared by Research and Evaluation.
- Uniform Crime Report. (2012). Federal Bureau of Investigation. Retrieved from <http://www.fbi.gov/about-us/cjis/ucr/ucr/>.
- U.S. Census Bureau; American Community Survey, 2006-2010, Detailed Tables; using

American FactFinder; Retrieved from <http://factfinder.census.gov/home>.

Appendix C: Memorandum of Understanding

This document stands as a collaborative Memorandum of Understanding between the signing agencies and organizations for the purpose of improving educational, health, and social development outcomes for children and youth through implementation of a continuum of 'cradle to career' solutions centered around great schools and a thriving neighborhood. The partners are committed to building upon community strengths and the vitality of Castle Park's children, youth, and families. We will create a network of support for children and families that provides multiple opportunities to access resources through a "no wrong door" approach. Through comprehensive education reform guided by an understanding of the importance of social and emotional learning, a focus on developing 21st century skills, and wraparound family supports, CVPN will increase academic achievement, strengthen families, and invigorate the community by focusing on four core anchors of transformation:

1. Our overarching anchor of transformation is to enhance Castle Park's rich, predominantly Latino culture with a strong emphasis on education / college as a core value. CVPN will support the ability of children from diverse backgrounds to embrace their culture while simultaneously increasing their skills to thrive, succeed, and develop a life-long commitment to independent learning.
2. CVPN is committed to creating a solid foundation for children's growth through intensive, high quality early learning programs and supports which nurture children from birth through 3rd grade, so they are healthy, ready to learn, and prepared for the academically vigorous education ahead of them.
3. Understanding that children do not live in isolation and schools alone cannot meet the needs of a vastly underserved community, CVPN embraces a comprehensive approach that nurtures the health of the entire community as an integrated, multi-faceted ecosystem.
4. CVPN values engaged, informed parents as a critical resource. We strive to support parents as key partners who not only understand how to help their children thrive, but also have the resources to do so.

Collaborating project partners include: South Bay Community Services (SBCS), Barrio Logan College Institute (BLCI), A Reason to Survive (ARTS), San Diego Future's Foundation (SDFF), The City of Chula Vista (including Chula Vista Police Department - CVPD), County of San Diego - Departments of Health & Human Services (HHSA)

and Probation, First 5 Commission of San Diego County, Manpower, County of San Diego: Health and Human Services Agency, Family Health Centers of San Diego (FHC), Scripps Mercy Hospital Chula Vista (Scripps), Chula Vista Elementary School District (CVESD), Sweetwater Union High School District (SUHSD), University of California, San Diego, Extension (UCSD), Chula Vista Community Collaborative (CVCC), and the San Diego Association of Governments (SANDAG).

1. Community-Based Organizations: Founded in 1971 by caring community members, **South Bay Community Services (SBCS)** is a multi-service and community development 501(c)(3) organization and lead applicant for the Chula Vista Promise Neighborhood (CVPN). The mission of SBCS is to provide children, youth and families with services that reinforce the family's role in our community, and assist individuals to aspire realistically to lives of self-fulfillment. SBCS meets the needs of low-income, families and children by collaborating with a wide variety of agencies to provide a broad range of bilingual (Spanish/English), culturally and age appropriate services. Our flexible wraparound philosophy helps us to stay responsive to emerging, localized needs, and challenges. SBCS enjoys a high level of recognition and trust among low-income, at-risk, and Latino families. SBCS is the largest provider of comprehensive, culturally appropriate supportive services for youth and families in San Diego County's South Bay region.

The **Barrio Logan College Institute** is a non-profit organization which provides comprehensive college-prep for local disadvantaged students and families to increase their access to higher education, resulting in a thriving community and better world. BLCI began its work in the Barrio Logan area in San Diego, and through this project will increase its focus to include the Castle Park Neighborhood in Chula Vista. Through comprehensive college-prep programs beginning in third grade, coupled with parent involved and individualized, culturally relevant services, BLCI works to break the cycle of poverty by preparing disadvantaged students to be among the first in their families to attend and succeed in college.

A Reason to Survive is a San Diego based nonprofit organization that believes that the visual, performing, and literary arts can literally transform lives – especially those of kids. ARTS is dedicated to healing, inspiring and empowering youth through innovative arts-based programs, education and creative employment opportunities. This is accomplished through direct service, the “Heal, Inspire, Empower” program model based on Maslow's Hierarchy of

Needs which provides therapeutic arts programming, arts education, and college and/or career readiness; support services including trainings, certification and consulting; and advocacy, using the power of creativity, community organizing, and multi-media to create a dialogue, awareness, and action to ensure that children and youth have access to the arts as a way to improve their lives and the communities in which they live.

The **San Diego Futures Foundation** is a 501(c)3 nonprofit established to improve lives in San Diego through technology. SDFP provides equipment, software, training, services, and technical support to San Diego nonprofits, small businesses, and disadvantaged residents. SDFP is working to bridge the digital divide in San Diego, and helps low-income households, people with disabilities, and seniors. Since 2000, SDFP has provided more than 27,000 computers and 25,000 hours of support to help San Diego. In addition, SDFP has helped the environment by providing safe, reliable, and friendly technology related recycling services.

2. Local Government (see also County Departments below): Through the leadership of the Mayor of Chula Vista, Cheryl Cox, and public/private partners, the **City of Chula Vista** is committed to build and nurture a progressive and cohesive community which values our diversity, respects our citizens, honors our legacy, and embraces the opportunities of the future. The City of Chula Vista has begun a revitalization campaign, working to improve CVPN infrastructure, develop parks and improve the safety of the neighborhood. In addition, the City, through the Chula Vista Police Department will work to increase the safety of the CVPN through increased presence and School Resource Officers stationed at our target schools.

The **County of San Diego, Probation Department** strives to enhance the quality of life for San Diego County residents by creating safer communities. The Probation Department currently collaborates with SBCS in the CAT/WINGS program which provides assessments and supportive services to at-risk youth. This program will be available to CVPN residents and students attending catchment area schools.

The **First 5 Commission of San Diego County** leads the San Diego community in promoting the vital importance of the first five years of life to the well-being of children, families and society. The First 5 Commission currently funds two important programs to which CVPN residents will have access: Healthy Development Services, a comprehensive continuum of health, developmental, behavioral, vision, speech screening, assessment and treatment services for children ages 0-5; and Mi Escuelita, a therapeutic preschool

program for children who have experienced family violence, both of which are components of the CVPN Early Learning Network.

3. Workforce Development Agency: Manpower is a world leader in workforce solutions; creating and delivering services that enable its clients to win in the changing world of work. Founded in 1948, Manpower has been recognized by Fortune magazine for five consecutive years on its list of the “most admired companies” in its sector. The company operates over 3,900 offices across 80 countries world-wide. As a Fortune 500 firm, Manpower has decades of experience managing complex training and staffing projects around the world. Each day, Manpower provides over 300 corporate clients in the San Diego region with a temporary workforce of approximately 3,000 employees, and will work within the CVPN to increase job skills and rates of employment to better the lives of both neighborhood children and families.

4. Health Agencies: The Health and Human Services Agency manages both Child Welfare Services and Public Health Nursing for the South Region of San Diego County. HHSA has recently embarked on the Live Well, San Diego! Initiative, a 10 year plan to create a safe, healthy and thriving community. As a partner in several other SBCS grants and projects such as Community Services for Families, Families as Partners, Juvenile Diversion, Independent Living Skills and Family Self-Sufficiency, HHSA collaborates with SBCS regularly, has representatives on the CVPN Early Learning Network Committee as well as the Core and Advisory Committees, and remains committed to improve educational, health, and social development outcomes for children and youth by building a continuum of ‘cradle to career’ solutions centered around great schools and a thriving neighborhood.

Family Health Centers of San Diego is private nonprofit community clinic organization with the mission to provide comprehensive, accessible, quality healthcare services in the San Diego region. FHC operates the Chula Vista Family Health Center, serving residents of the Castle Park neighborhood. FHC also offered Newborn Home Visits as a Planning Grant Pilot Project which will continue through all five years of the Implementation grant. As a partner of SBCS in this and other projects, FHC is committed to helping to improve the CVPN through promotion of preventative health practices and the establishment of a medical home for Castle Park residents.

Scripps Mercy Hospital Chula Vista is the South Region's primary birthing hospital, where many Chula Vista mothers go for prenatal care and child delivery. During the planning grant phase, Scripps piloted a newborn home visiting pilot project which will continue through all five years of the Implementation Grant. In addition to home visits, (I wish we you're your partner in youth programs!) Scripps will work with other local partners to improve healthy weight of the South Bay San Diego community through an initiative called San Diego Healthy Weight Collaborative. The overall goal is to build capacity to meet the needs of the school population utilizing an integrated wellness approach that provides ongoing assessment, prevention activities, treatment and appropriate follow-up of healthy weight in the Castle Park area.

5. School Partners Castle Park Elementary School is part of the **CVESD**, which strives to provide a successful, safe, challenging and nurturing educational experience while promoting the joy and importance of learning for all of its children. Once a CVPN child graduates from elementary school, he/she enters one of two feeder schools: Castle Park Middle School, or Hilltop Middle School, then moves on to Castle Park High School or Hilltop High School, all within the **SUHSD**, which continues the mission of the elementary school district by working to fulfill the promise of 100% student success. Both districts have worked extensively with SBCS to enhance the services and experiences available to its student population. In fact, SBCS was a key partner in developing the successful "Granger Turnaround Model" to transform struggling schools, which is the centerpiece of the CVPN school improvement effort. As partners in a number of projects, SBCS, CVESD and SUHSD collaborate with local organizations to ensure quality services and education for the area's children and youth. All are dedicated to the success of the proposed Promise Neighborhoods project, targeting the distressed area of Castle Park, in which the schools will be at the heart of the reform movement.

The **UCSD: Extension** provides a K-12 College Exploration Program, through which they cultivate and nurture an environment of creativity, foster analytical reasoning and refine argumentation skills, while building the foundation for future academic pursuits. This program was launched in 2010 with a mission to develop and deliver unique educational experiences and resources to students in our region. The goal is to provide a balanced curriculum between the arts, creative, and self-aware studies with science, technology, engineering and math that engages and educates the whole child and fosters high achievement in all areas. In rapidly changing world, our

youth must become well-rounded global citizens who have the imagination and skills to conquer new challenges. UCSD will work with the highest risk CVPN students to imbed in them not only the skills for success, but the mindset required to achieve it.

6. Community Collaborative: The **Chula Vista Community Collaborative** was established in 1993 in response to a community assessment which concluded that the schools were the piece missing from social service efforts in the community. The Chula Vista Community Collaborative has more than 125 partner agencies and organizations, and runs the region's Family Resource Centers (FRCs), which bring together a comprehensive array of community resources and recreational activities. Most are located on elementary school campuses, and have formed close relationships with their surrounding neighborhoods, serving as the gateway to virtually all youth and family-oriented services available in the region. Because of the large networks of agencies and organizations encompassed by the FRCs and the commitment to search out whatever a family needs, all participating entities are widely experienced in reaching out to low-income, Spanish-speaking families through the use of Promotoras (culturally and linguistically specific parent partners), referring for services, and following up to ensure service linkage has been accomplished. SBCS is the employing agency for CVCC and has staff outstationed at most of the FRCs.

7. Researchers/Evaluators: SANDAG serves as a resource to the region by maintaining a large number of databases covering a variety of issues, including crime and justice. The agency is one of six Regional Census Data Centers in California, and also functions as the Clearinghouse for justice information and is a local resource for juvenile justice data and evaluations. The Applied Research Division of SANDAG has conducted analysis and program evaluation of crime, justice, as well as public health issues since 1977. The Division has expertise in a variety of quantitative and qualitative research methods and is well versed in designing and implementing the most rigorous research designs, including random experimental and quasi-experimental designs, as well as conducting cost-effective studies and large scale survey research on local quality of life policy issues. SANDAG has partnered with SBCS on numerous grants and projects including the PN Planning Grant, as well as evaluation of CAT and Juvenile Diversion programs.

Partner Roles and Responsibilities

SBCS:

- Act as lead agency for administration and management of the proposed project; provide staff to manage, implement and oversee the day to day operations of the CVPN project, facilitate committees, and coordinate vendors and hold all project partners accountable.
- Provide coordination and information sharing among all Committees as well as all project partners.
- Provide and coordinate a continuum of services to the children and families identified by the project.
- Coordinate evaluation and data collection for the project, working closely with Social Solutions-ETO, SANDAG and the national evaluator on client tracking as well as process and outcome evaluation.
- Commitment to participate in a community of practice, and fundraising for the project.

BLCI, ARTS & SDFE:

- Participate in regularly scheduled Committee meetings, as appropriate.
- Provide and share information as a means to support youth/family participation and progress, as well as for evaluation and measurement components of the project, including cooperating with the national evaluator.
- BLCI will create the Chula Vista College Institute for CVPN students, which will foster a “College Going Culture,” assist students in obtaining the skills they need to succeed in college and beyond; and provide a private in-kind match of [REDACTED] to support the Chula Vista College Institute.
- ARTS will Coordinate arts-based programs, education, and creative employment opportunities for CVPN youth; and Provide an in-kind match of [REDACTED] (over 5 years) to support media and visual arts, music and performing arts education and opportunities for CVPN middle school youth.
- SDFE will provide basic computer literacy training and in-kind computer equipment in order to improve academic outcomes and neighborhood stability through the increased access and use of technology; and Provide an in-kind match of [REDACTED] to support computer and technology access for residents

City of Chula Vista, County of San Diego: Probation and the First 5 Commission of San Diego County:

- Participate in regularly scheduled Committee meetings, as appropriate.
- Provide and share information as a means to support youth/family participation and progress, as well as for evaluation and measurement components of the project, including cooperating with the national evaluator.

- Commitment to participate in a community of practice, and fundraising for the project.
- The City of Chula Vista will provide an in-kind match of [REDACTED] to support social services, infrastructure, and community revitalization within the Castle Park Neighborhood.
- The Probation Department will work to create a safer community through sustained funding for the CAT/WINGS program, and provide an in-kind match of [REDACTED] to provide assessments and supportive services (involving issues at school, home and in relationships) to youth within the catchment area.
- First 5 will promote the importance of services for children ages 0-5 within the catchment area through Mi Escuelita and HDS, and provide an in-kind match of [REDACTED] (over 5 years) to support these programs for children in the Castle Park neighborhood.

HHSA, FHC and Scripps:

- Participate in regularly scheduled Committee meetings, as appropriate.
- Provide and share information as a means to support youth/family participation and progress, as well as for evaluation and measurement components of the project, including cooperating with the national evaluator. (All data sharing will comply with HIPAA and HITECH regulations).
- Scripps and FHC will each provide newborn home visits to mothers residing in the CVPN, with children born at Scripps and Sharp hospitals within 30 days; and each provide a minimum in-kind match of [REDACTED] over the five year grant term to support staff time/participation in the project.
- HHSA will commit to a [REDACTED] match for housing and supportive services made available to CVPN residents.

CVESD & SUHSD:

- Provide access, referral and coordination services to the children and families identified by the project as at-risk or in need at the five district schools located within our target area: Castle Park Elementary, Castle Park Middle, Hilltop Middle, Hilltop High and Castle Park High Schools.
- Commit to school reform utilizing the Granger Turnaround Model, to be implemented first at Castle Park Middle and Elementary Schools, then reaching Hilltop Middle School within the 5 year scale-up period.
- Participate in regularly scheduled Committee meetings, as appropriate.

- Provide cooperation and information for evaluation and measurement of components of the project by working closely with SBCS, SANDAG and the national evaluator in furtherance of data collection relative to the project indicators and annual reporting
- CVESD and SUHSD will provide an in-kind match totaling \$XX for space, staff time and services to support student educational progress.

UCSD: Extension:

- Provide and coordinate SAT Prep as well as Academic Connections FabLab for high risk students at Castle Park High School and Hilltop High School.
- Participate in regularly scheduled Committee meetings, as appropriate.
- Provide and share information as a means to support youth/family participation and progress, and provide cooperation and information for evaluation and measurement of components of the project, including SANDAG and the national evaluator.
- Provide an in-kind match of [REDACTED] to support enhanced academic programs for CVPN students.

CVCC:

- Assist with outreach to the underserved, at-risk and in-need families within the target area utilizing the Promotora model.
- Provide training for outreach staff through the Promotora Academy.
- Provide access, referral and coordination of a continuum of services to the children and families identified by the project as at-risk or in need, through the following Family Resource Centers which serve the target area.
- Participate in regularly scheduled Committee meetings, as appropriate.
- Provide and share information as a means to support youth/family participation and progress, as well as evaluation and measurement of components of the project, facilitate cooperation with the national evaluator.

SANDAG:

- Work closely with SBCS, community partners and the national evaluator to conduct an annual comprehensive analysis of both process and outcome data.
- Participate in regularly scheduled Committee meetings, as appropriate.

The signatures below indicate the project partners' commitment to work together to implement a cradle-through-career continuum of services and solutions for CVPN. The signatures also indicate that the partners' approve of the proposed project budget, and assure compliance with all federal and state laws including HIPAA and the General Education Provisions Act.

This agreement is effective from the date it is signed by all parties and terminates when funding ends. Either party may terminate this agreement by giving 30 days notice.

We, the undersigned, as authorized representatives, do hereby approve this document.

[Redacted Signature]

Kathryn Lembo, President and CEO
South Bay Community Services (SBCS)

Date 7.26.12

[Redacted Signature]

Jeff Hancock, Executive Director
San Diego Futures Foundation

[Redacted Signature]

Cheryl Cox, Mayor
Mayor of Chula Vista

[Redacted Signature]

Mack Jenkins, Chief Probation Officer
County of San Diego, Department of Probation

[Redacted Signature]

Kimberly Medeiros,
First 5 Commission of San Diego County

[Redacted Signature]

Phil Blair, CEO
Manpower

Matt D'Arrigo, Founder | CEO
A Reason to Survive (ARTS)

[Redacted Signature]

Nick Macchione, Director
San Diego County Health and Human Services Agency

Fran Butler-Cohen, Executive Director
Family Health Centers of San Diego

[Redacted Signature]

[Redacted Signature]

George Perez, Chief Operating Officer
Scripps Mercy Hospital Chula Vista

Francisco Escobedo, Superintendent
Chula Vista Elementary School District

[Redacted Signature]

[Redacted Signature]

Dr. Edward Brand, Superintendent
Sweetwater Union High School District (SUHSD)

Edward L. Abeyta, Ph.D.
UCSD: Extension

[Redacted Signature]

[Redacted Signature]

Margarita Holguin, Director
Chula Vista Community Collaborative (CVCC)

Cynthia Burke, Director of Applied research
SANDAG

[Redacted Signature]

Jose Cruz, Executive Director
Barrio Logan College Institute (BLCI)

CVPN Continuum of Solutions

- A. Early Learning Network.....2
 - A1. Promotoras2
 - A2. Newborn Home Visiting Program.....3
 - A3. Universidad de Padres5
 - A4. Escuelita del Futuro.....7
 - A5. Healthy Development Services (HDS).....9
 - A6. Child Abuse Prevention and Intervention Services.....10
 - A7. Transition to Kindergarten.....12
 - A8. Castle Park Elementary In-School Music Program.....15
 - A9. K-3 Tutoring17
- B. Academic Interventions (Grades 4 – 12).....18
 - B1. Granger Turnaround Model (GTM)18
 - B2. Academic Advocate Program.....23
 - B3. Achieve3000® Software.....28
 - B4. Imagine Learning® Software.....29
 - B5. Inspire Program (ARTS).....31
- C. College Readiness & Employability35
 - C1. Chula Vista College Institute (CVCI).....35
 - C2. SAT® Prep Course.....43
 - C3. Academic Connections FabLab.....45
 - C4. Chula Vista Careers Academy48
- D. Family Wellness, Stability, and Self-Sufficiency54
 - D1. Safety Net of Supportive Services.....54
 - D3: Castle Park Wellness Program.....56
 - D3. San Diego Futures Foundation (SDFF)58
- E. Neighborhood Safety.....60
 - E1. Olweus Bullying Prevention Program (OBPP)60
 - E2. School Resource Officers.....65
 - E3. At-Risk Youth Programs67
- Current Status of CVPN Indicators with County and State Comparison Data72

A. Early Learning Network

A1. Promotoras

Solution Name: Promotora Model					
Indicator(s) impacted: Will directly or indirectly impact all indicators, as Promotoras will be a part of all programs throughout the CVPN Pipeline			Provider(s): SBCS		
<p>Program/service description: Promotoras will provide intensive outreach, enrollment, and connections to of neighborhood residents throughout the pipeline of solutions. They are a system of support for CVPN Families, since many low-income, CVPN parents are unaware of services. The bilingual, bicultural Promotoras educate parents on how to access benefits and other community resources. They help parents establish or maintain greater self-sufficiency and long-term stability needed to keep their children on track to graduate from college. Promotoras will also help to staff the Parent Centers located on each school campus and serve as a culturally and linguistically familiar resource for parents and families. They are hired from the target neighborhood and so are aware of both the needs and strengths of the target families.</p> <p>Target population: Promotoras will serve families residing in the CVPN with children ages 0-18.</p> <p>Level of evidence: The Promotora Outreach Model is based on the evidence-based public health model of Community Health Outreach Workers, which has been associated with improved health care access, prenatal care, pregnancy and birth outcomes, client health status, health- and screening-related behaviors, as well as reduced health care costs. SBCS has used the Promotora Outreach Model for many years, and has found it to be an exceptionally effective way to reach isolated and disenfranchised parents and other community members. The need to incorporate this into our continuum of solutions was apparent after the visit to HCZ.</p> <p>How it addresses identified need:</p> <ul style="list-style-type: none"> • CVPN is a predominately low-income, Latino border community with low and persistently low-performing schools; • More than half of all students are eligible for free/reduced lunch and all five target schools are in program improvement; • More than half (62%) of households do not speak English at home; 67% of adults do not have their high school diploma, and more than ½ of all CVPN adults are unemployed or underemployed; • Families lack the resources and systems’ knowledge to be able to support their children to graduate from high school and succeed in college. <p>Funding Source: Paid for by PN.</p>					
	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████	██████████	██████████	██████████	██████████

Estimated cost per child	■■■■	■■■■	■■■■	■■■■	■■■■
Estimated # children served, by age	800	1,200	1,500	1,600	1,800
Annual goal(s)	Increase the number of families receiving services throughout the CVPN Pipeline	Increase the number of families receiving services throughout the CVPN Pipeline	Increase the number of families receiving services throughout the CVPN Pipeline	Increase the number of families receiving services throughout the CVPN Pipeline	Increase the number of families receiving services throughout the CVPN Pipeline
Penetration rate (% of children in target area served)	40%	60%	67%	80%	90%

A2. Newborn Home Visiting Program

Solution Name: Newborn Home Visiting Program	
Indicator(s) impacted: FC3	Provider(s): Scripps Medical Center, Chula Vista; and Family Health Centers of San Diego
<p>Program/service description: This program is based on CVPN’s successful pilot project during the planning phase.</p> <p>In the South Bay region, there are two birthing hospitals - Scripps Medical Center, Chula Vista and Sharp Chula Vista Medical Center. These hospitals will refer all families with newborn children to the CVPN Newborn Home Visiting Program, through which Scripps will serve all of their birthing families, and Family Health Centers of San Diego (FHCS) will serve families coming from Sharp. The program is delivered by Child Development Specialists (CDSs) who have a combination of or all of the following specialized training:</p> <ul style="list-style-type: none"> • Certification on the Newborn Behavioral Observation System (from the Brazelton Institute); • Master’s in Child Development; • Master’s in Education; • Specialized training in motor development; • Early Childhood Socio-Emotional & Behavior Regulation Intervention certification • Bachelor’s in Child Development with course work in infant studies; and, • Some CDSs have also received additional training through SDSU in the social and emotional needs of children. 	

The CDSs work closely with Scripps’ and FHCS D’s pediatric medical directors and follow their guidelines regarding the routine scheduling of physical exams and well child visits. During the home visits, which take place within 30 days of the birth, the CDSs will screen for risk factors using CVPN’s universal screening tool, and also assess infants utilizing Brazelton and Nugent’s evidence-based assessment, the Modified Neonatal Behavioral Assessment Scale/Neonatal Behavioral Observation System, which includes testing of the reflexes, orientation responses to auditory and visual stimuli, social behaviors, and observation of parent engagement and interaction with the infant. The CDSs will provide anticipatory guidance for parents regarding infant behavior and development. Parents will be shown how to hold the baby, how to support his/her sensory needs, and how to stimulate the infant. In addition, CDSs will discuss feeding practices, safety, positioning, cultural issues regarding home remedies (mollera caida for example) and other common practices. Hygiene, safety, and when to seek medical attention for the baby will also be discussed. Child Development Specialists will also educate the new mother about the benefits of breastfeeding and provide helpful techniques to increase breastfeeding success. The CDSs are trained to spot “red flags” regarding potential issues with the parent-child dyad and will identify developmental issues within the first months of the child’s life. She/he will also be able to offer Intervention strategies, and will connect the family of the infant with a variety of agencies who may provide additional services to the family.

Child Development Specialists also educate parents utilizing the First 5 Commission of San Diego County’s model, which includes components of the evidence-based Bright Futures Curriculum. This curriculum is continued in Universidad de Padres, to where Child Development Specialists refer parents. They may also refer and connect parents to a pediatrician, Healthy Development Services and any of the other services offered by SBCS and project partners throughout the CVPN Pipeline.

Target population: Parents of newborns residing in the CVPN

Level of evidence: Includes 2 evidence-based components:

1. Brazelton and Nugent’s Modified Neonatal Behavioral Assessment Scale/Neonatal Behavioral Observation System; and
2. Bright Futures Parent Education Curriculum (American Academy of Pediatrics).

How it addresses identified need:

- 46% of 3-5 year olds in 91911 scored below the age appropriate cut-off on the ASQ: SE (SBCS: HDS, 2011);
- Only 26% of mothers in 91911 breastfeed up to 6 months (SMH WIC, 2012);
- 38% obesity rate within CVPN; and
- Less than half of all CVPN children under 4 attended an early learning program (CVPN Door-to-Door Survey).

Funding Source: PN and \$2,500 per year from each FHC and Scripps.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Estimated cost per child	■	■	■	■	■

Estimated # children served, by age	50 newborns	60 newborns	70 newborns	80 newborns	90 newborns
Estimated # children served, by age	50 newborns	60 newborns	70 newborns	80 newborns	90 newborns
Annual goal(s)	Increase number of parents who accept services; increase number of mothers and length of time they breastfeed	Increase number of parents who accept services; increase number of mothers and length of time they breastfeed	Increase number of parents who accept services; increase number of mothers and length of time they breastfeed	Increase number of parents who accept services; increase number of mothers and length of time they breastfeed	Increase number of parents who accept services; increase number of mothers and length of time they breastfeed
Penetration rate	56%	67%	78%	89%	100%
*Based on estimate of 90 births per year within the CVPN					

A3. Universidad de Padres

Solution Name: Universidad de Padres	
Indicator(s) impacted: ED 1 & 2; FC 1, 2, 8, 11	Provider(s): SBCS
<p>Program/service description: Universidad de Padres is a 3-series parent education program for parents and caregivers of children ages 0-3 which focuses on four broad topics: health, learning, community/advocacy and family, specific to the age of the child (infant, toddler, preschooler). Each series lasts four weeks and instruction will be available in both English and Spanish. Universidad de Padres will take place in the Parent Center on the campus of Castle Park Elementary School, adjacent to the HeadStart preschool in the area and CVPN preschool for ELLs.</p> <p>Integral to this program is Promotora intensive outreach within the CVPN community to recruit and enroll the most at-risk, in-need, and disenfranchised parents. Promotoras will encourage whole family participation in the program, including mom, dad, and other relative caregivers in the household. Embedded in this program are a number of incentives for parents including free childcare and meals during classes, books, gift certificates and raffles to encourage participation, as well as financial incentives to award graduates for their progress through the program.</p> <p>Target population: All parents of children ages 0-3 residing in the CVPN</p>	

Level of evidence: This program is modeled on the Harlem Children’s Zone’s successful Baby College.

HDS PESE (Parent Education Support and Empowerment) Curriculum: derived from “Bright Futures,” an evidence-based curriculum designed by the American Academy of Pediatrics designed to improve the quality of health services for children through health promotion and disease prevention, using a developmentally based approach to address children’s physical and psychosocial needs within their family and community context. There is evidence that the classes increase knowledge among parents who attend: the proportion of parents answering all three knowledge questions correctly increased by over 50% (57.0% to 85.9% scoring perfect) from pre- to post-test of the parents who did not score perfect on the pre-test, over 80% showed increased knowledge on the post-test.

Brazelton’s Touchpoints Model of Development: based on the notion that there are 13 “touchpoints” or periods from pregnancy until the child reaches age 3 during which a child’s growth spurt in development results in disruption in the family system. This model connects parents, children and caregivers and has been rigorously tested. Touchpoints is an evidence-based model shown to significantly increase participants’ knowledge about child development, improve parent-provider and parent-infant relationships, moderates parental stress, increases well-child care treatment adherence, improves infant developmental outcomes, maternal mental health indicators and results in longer breastfeeding.

How it addresses identified need:

ED1: Children birth to kindergarten with a medical home

ED2: 3 year olds and children in kindergarten demonstrating appropriate functioning across multiple domains

FC1: Children participating in 60 minutes of moderate to vigorous physical activity daily

FC2: Children consuming 5 or more servings of fruits and vegetables daily

FC8: Parents/family members who read to their child 3 or more times per week

FC11: Families who access supportive services

- 46% of 3-5 year olds in 91911 scored below the age appropriate cut-off on the ASQ: SE (SBCS: HDS, 2011)
- 99% within CVPN go to a place other than ER for health care;
- There exists a 38% obesity rate, and only 18% (2-11) eat 5 or more fruits/veggies daily, evidencing a need for “Preventative health care” education;
- Less than half of all CVPN children under 4 attended an early learning program (CVPN door-to-door survey, 2012); and
- 34% of households received free assistance within the last 6 months and 62% of households received financial assistance within the last 6 months, while more than ½ of all CVPN adults are unemployed or underemployed, and considered low or very-low income (CVPN door-to-door survey, 2012).

Funding Source: Paid for by PN with [REDACTED] in years 1-3 from Wells Fargo.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
--	---------------------	---------------------	---------------------	---------------------	---------------------

Program Cost	██████	██████	██████	██████	██████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	80	150	250	260	275
Annual goal(s)	Increase number of parents/families who participate/graduate from the program	Increase number of parents/families who participate/graduate from the program	Increase number of parents/families who participate/graduate from the program	Increase number of parents/families who participate/graduate from the program	Increase number of parents/families who participate/graduate from the program
Penetration rate (% of children in target area served)	20%	38%	63%	65%	69%

A4. Escuelita del Futuro

Solution Name: Escuelita del Futuro	
Indicator(s) impacted: ED 2 & 3	Provider(s): SBCS & CVESD
<p>Program/service description: Escuelita del Futuro is a full-day preschool program for low income CVPN children ages 3-5, with a focus on English Language Learners and those who may not otherwise have access to an early learning program. The preschool will operate in two classrooms and utilize the Houghton Mifflin Pre-K curriculum in conjunction with age-appropriate ESL activities and instruction based upon research-based approaches which make up the California Infant/Toddler Curriculum Framework for Dual Language Learners (CDE, 2012).</p> <p>Target population: Low-income children ages 3-5, with a focus on ELLs, and those children who may not otherwise have access to an early learning program (20 slots reserved for each)</p> <p>Level of evidence: Houghton Mifflin PRE-K is based on strong research and is aligned with key critical Pre-K learning goals, including those defined by Early Reading First, Head Start, the National Association for the Education of Young Children, the International Reading Association, the National Council of Teachers of Mathematics, and several state frameworks.</p> <p>How it addresses identified need: <i>ED2: 3 yr-olds and children in kindergarten demonstrating appropriate functioning across multiple domains</i></p>	

ED3: Children participating in center-based or formal early learning programs

- 48% of CPE students are classified as ELLs;
- 46% of 3-5 year olds in 91911 scored below the age appropriate cut-off on the ASQ: SE (SBCS: HDS, 2011);
- 51% of CVPN children under 4 yrs old were not enrolled in an early learning program (CVPN Door-to-door survey, 2012);
- In 2011, the Quality Preschool Initiative labeled the City of Chula Vista “in need” because the number of students enrolled in early learning programs fell below 70%
- CVPN families who qualify for Head Start Programs will have reduced reimbursement rates this year (making fewer able to attend). Additionally, those who do not qualify for Head Start cannot afford to send their children to preschool, in fact 38% of CVPN families are unable to afford any type of child care.

Funding Sources: Paid for through PN with match from CVESD.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	████████	████████	████████	████████	████████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	40 (ages 3-5)	40 (ages 3-5)	40 (ages 3-5)	40 (ages 3-5)	40 (ages 3-5)
Annual goal(s)	Expand the number of preschool slots available for CVPN children increase the English language proficiency of those enrolled so they enter kindergarten ready to learn	Increase the English language proficiency of those enrolled so they enter kindergarten ready to learn	Increase the English language proficiency of those enrolled so they enter kindergarten ready to learn	Increase the English language proficiency of those enrolled so they enter kindergarten ready to learn	Increase the English language proficiency of those enrolled so they enter kindergarten ready to learn
Penetration rate served)	14%	14%	14%	14%	14%

A5. Healthy Development Services (HDS)

Solution Name: Healthy Development Services (HDS)					
Indicator(s) impacted: ED 1 & 2			Provider(s): SBCS		
<p>Program/service description: Healthy Development Services (HDS) provides health and developmental screening, behavioral health services, hearing and vision screening and treatment, as well as parent education, support and empowerment for families of children ages 0-5.</p> <p>Target population: Children ages 0-5 residing in the CVPN.</p> <p>Level of evidence: HDS interventions implement a variety of evidence-based and evidence-informed models, approaches, screening tools, and curricula, including Ages & Stages Questionnaire, Hanen Early Language Program, the Hawaii Early Learning Profile (HELP) curriculum, Triple P curriculum, The Incredible Years, PCIT, PCAT, Watch, Wait, Wonder, TF-CBT, and evidence-based strategies identified by the Center on the Social Emotional Foundations for Early Learning http://www.vanderbilt.edu/csefel/index.html</p> <p>How it addresses identified need: <i>Ed1: Children from birth to kindergarten with a medical home</i> <i>Ed2: 3 yr olds and children in kindergarten demonstrating appropriate functioning across multiple domains</i></p> <ul style="list-style-type: none"> 46% of 3-5 year olds in 91911 scored below the age appropriate cut-off on the ASQ: SE (SBCS: HDS, 2011) <p>Funding Source: Paid for by the First 5 Commission of San Diego County.</p>					
	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost					
Estimated cost per child					
Estimated # children served, by age	200	300	300	300	300
Annual goal(s)	Identify, screen and refer CVPN children for developmental, behavioral, hearing and vision services	Identify, screen and refer CVPN children for developmental, behavioral, hearing and vision services	Identify, screen and refer CVPN children for developmental, behavioral, hearing and vision services	Identify, screen and refer CVPN children for developmental, behavioral, hearing and vision services	Identify, screen and refer CVPN children for developmental, behavioral, hearing and vision services

	as needed to prepare them to enter kindergarten ready to learn.	as needed to prepare them to enter kindergarten ready to learn.	as needed to prepare them to enter kindergarten ready to learn.	as needed to prepare them to enter kindergarten ready to learn.	as needed to prepare them to enter kindergarten ready to learn.
Penetration rate (% of children in target area served)	34%	50%	50%	50%	50%

A6. Child Abuse Prevention and Intervention Services

Solution Name: Child Abuse Prevention and Intervention Services	
Indicator(s) impacted: ED 1 & 2; FC 1, 2, 7	Provider(s): SBCS Includes Community Services for Families (CSF), Families as Partners (FAP), Project SafeCare and Mi Escuelita
<p>Program/service description: Community Services for Families (CSF) is an in-home parenting program which provides home visits, intensive case management, support groups, parenting classes, and referrals for families experiencing or at-risk of family violence and/or child abuse. Families as Partners (FAP) provides clinical assessments for families involved with Child Welfare Services for issues surrounding domestic violence, substance abuse, and mental health. Based upon the clinical assessments, SBCS provides recommendations to Child Welfare Services regarding services and support for the family. Through both CSF and FAP components, SBCS links families with Parent Partners, who are parents who themselves successfully navigated Child Welfare Services, for supportive services.</p> <p>These programs incorporate SafeCare, an evidence-based, home visitation model based upon social learning theory, which has been proven to prevent and/or reduce child maltreatment within families in which one or more children have experienced neglect. The goals of SafeCare include increased child safety, increased child well-being, and stable living conditions. The SafeCare model is made up of three modules: child health, home safety and parent-child/parent-infant interaction. Each module is made up of a number of steps, 100% of which must be mastered in order to complete the module. The average client completes each module in 5-7 sessions over a period of 4-6 months. The order of the modules is flexible and dependent upon parent/family needs.</p> <p>Mi Escuelita is a free, full day, therapeutic preschool program for children ages 3-5 who have been traumatized by family violence. The preschool operates in 3 classrooms and utilizes the evidence-based Incredible Years curriculum in conjunction with the Houghton Mifflin Pre-K curriculum.</p> <p>Target population: Families within the CVPN with children between the ages of 0 and 17, experiencing or at-risk of CWS</p>	

involvement residing in the CVPN.

Level of evidence: CSF provides parenting classes using evidence-based, nationally acclaimed Systematic Training for Effective Parenting (S.T.E.P.) curriculum. Evidence-based (SafeCare Institute, University of Oklahoma) SafeCare is an evidence-based, home-visitation model based upon social learning theory, which has been proven to prevent and/or reduce child maltreatment. It will be used within the Early Learning Network as a means of prevention for at-risk families. The goals of SafeCare include increased child safety, increased child well-being, and stable living conditions. The SafeCare model is made up of three modules: child health, home safety, and parent-child/parent-infant interaction. Each module is made up of a number of steps, all of which must be mastered in order to complete the module. The average client completes each module in 5-7 sessions over a period of 4-6 months. The order of the modules is flexible and dependent upon parent/family needs. Like many ELN components, SafeCare includes a number of incentives for parents including home safety kits, books and gift certificates to encourage participation and award module completion. In addition, SBCS is a lead participant in the *Cascading Diffusion of an Evidence-Based Child Maltreatment Intervention*.

How it addresses identified need:

Ed1: Children from birth to kindergarten with a medical home

Ed2: 3 yr olds and children in kindergarten demonstrating appropriate functioning across multiple domains

FC1: Children participating in 60 minutes of moderate to vigorous physical activity daily

FC2: Children consuming 5 or more servings of fruits & veg. daily

FC7: Community Stability/Safety

A combination of individual, relational, community, and societal factors contribute to the risk of child maltreatment. Some of these include: concentrated neighborhood disadvantage (e.g., high poverty and residential instability, high unemployment rates, and high density of alcohol outlets); parenting stress, poor parent-child relationships, and negative interactions; family disorganization, dissolution, and violence, including intimate partner violence; parental thoughts and emotions that tend to support or justify maltreatment behaviors; parental characteristics such as young age, low education, single parenthood, large number of dependent children, and low income; parents' lack of understanding of children's needs, child development and parenting skills; and special needs that may increase caregiver burden (e.g., disabilities, cognitive delay, mental health issues, and chronic physical illnesses), (Center for Disease Control, 2010). The CVPN target area is a disadvantaged neighborhood and CVPN estimates that 60% of families can be characterized as “at-risk” based on these factors (CVPN Door-to-Door Survey, 2012).

- 46% of 3-5 year olds in 91911 scored below the age appropriate cut-off on the ASQ: SE (SBCS: HDS, 2011); and children experiencing trauma often regress
- 2,279 calls for service to the Chula Vista Police Department and 413 Domestic Violence Response team calls came from target area (CVPD, SBCS, 2012); and
- South region has the highest rate of Child Welfare Services 300E cases in the County (with the most severe classification of

child abuse/neglect).					
Funding Sources: Paid through the County of San Diego and the First 5 Commission of San Diego.					
	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Estimated # children served, by age	200	300	300	300	300
Annual goal(s)	Increase the number of families receiving in-home parenting to increase the stability and safety of the family/neighborhood	Increase the number of families receiving in-home parenting to increase the stability and safety of the family/neighborhood	Increase the number of families receiving in-home parenting to increase the stability and safety of the family/neighborhood	Increase the number of families receiving in-home parenting to increase the stability and safety of the family/neighborhood	Increase the number of families receiving in-home parenting to increase the stability and safety of the family/neighborhood
Penetration rate (% of children in target area served)	57%*	59%	61%	63%	65%

*Based on the number of households with children ages 0-17, 60% of whom are estimated to be eligible.

A7. Transition to Kindergarten

Solution Name: Transition to Kindergarten	
Indicator(s) impacted: ED 2 & 4; FC 4 & 6	Provider(s): SBCS & CVESD
<p>Program/service description: Major transitions for children are best viewed as a process that occurs over time, hence the view of CVPN as a “cradle through college” continuum of services (Daniel, 1993). The first major transition a child experiences is the transition from early childhood care and education settings to kindergarten. This represents a significant milestone in the lives of young children, their families, and their teachers. A smooth transition into kindergarten forms the basis for later academic achievement and success; and when transitions are well-planned, children have fewer adjustment problems and more continuous developmental progress (Pathways Mapping Initiative, 2004).</p> <p>The CVPN Transition to Kindergarten Program begins long before a child enters kindergarten. For those enrolled in preschool or other early learning program, the preschool teacher/service provider will connect the parent to teachers at the elementary school and together the preschool students, teachers, and parents will take field trips to view the kindergarten classrooms and the elementary school campus. For those not enrolled in preschool or an early learning program, Promotoras will outreach to these families,</p>	

connecting them to kindergarten teachers and parents whose children have just completed kindergarten for additional support and information sharing. Enrollment Day (when parents must “sign up” students for the following school year) will be a community-wide event where current and former students, teachers, and school staff will interact with the incoming class and their parents, including parent-to-parent and child-to-child interactions.

In the summer between preschool and kindergarten, new students will participate in Kindercamp at Castle Park Elementary School. Kindercamp is a two-week summer bridge program which utilizes an evidence-informed curriculum focused on early literacy, letter and name recognition, math and science activities, and social-emotional learning. Kindercamp helps students to build positive self-esteem, self-awareness and social skills while modeling the routines and expectations they will encounter in kindergarten. Also crucial to the bridge program is parent involvement. Parents attend an orientation on the first day of Kindercamp so that they too understand the rules and expectations of their child’s new school.

Embedded throughout the Transition to Kindergarten Program is a strong focus on social and emotional learning. Schools that create socially and emotionally sound learning and working environments, and that help students and staff develop greater social and emotional competence and responsiveness, in turn help ensure positive short- and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff. By beginning work early with students, teachers and parents, social emotional learning will *promote* young people’s academic success, health, and well-being while simultaneously *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying.

Target population: CVPN students (age 5) who will enter kindergarten in the following school year.

Level of evidence:

Goals Panel (NEGP) in the 1990s, children’s school readiness involves five dimensions: (1) Physical Well-Being and Motor Development, (2) Social and Emotional Development, (3) Approaches Toward Learning, (4) Communication and Language Usage, and (5) Cognition and General Knowledge. Each of these components is crucial to preschool instruction and are woven throughout the transition program (CA Department of Education, May 2009). This program was modeled after a similar transition program at the Harlem Children’s Zone.

A large body of scientific research has determined that effective SEL in schools significantly improves students’:

- Social-emotional skills;
- Attitudes about self and others; and
- Social interactions.

It also decreases their levels of emotional distress and conduct problems. A landmark review found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction (www.casel.org).

<p>How it addresses identified need: <i>ED2: 3 yr olds and children in kindergarten demonstrating appropriate functioning across multiple domains</i> <i>Ed4: Students at or above grade level according to state math and reading assessments</i> <i>FC4: Students who feel safe at school and traveling to and from school</i> <i>FC6: Student Mobility Rate</i></p> <ul style="list-style-type: none"> • Only 25% of third graders at CPE scored proficient or advanced in ELA; and • 33.3% Mobility Rate at CPE; with 204 Choice Transfers (out of) CPE in 2011. <p>Funding Sources: Paid through PN with match from CVESD.</p>					
	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████	██████	██████	██████	██████
Estimated cost per child	████	████	████	████	████
Estimated # children served, by age	60	60	65	70	70
Annual goal(s)	Implement Transition to Kindergarten Program within CVESD State Preschool, Mi Escuelita and Escuelita del Futuro, also for other preschools and day care facilities and parents in the community	Outreach to formal/informal preschools and daycares within the CVPN to educate and inform them on importance/need of transition to Kindergarten Program	Outreach to formal/informal preschools and daycares within the CVPN to educate and inform them on importance/need of transition to Kindergarten Program	Outreach to formal/informal preschools and daycares within the CVPN to educate and inform them on importance/need of transition to Kindergarten Program	Outreach to formal/informal preschools and daycares within the CVPN to educate and inform them on importance/need of transition to Kindergarten Program
Penetration rate (% of children in target area served)	60% *	60%	65%	70%	70%

A8. Castle Park Elementary In-School Music Program

Solution Name: Castle Park Elementary In-School Music Program	
Indicator(s) impacted: ED 4, 5, 6, 7	Provider(s): CVESD
<p>Program/service description: The Castle Park Elementary In-School Music Program will reintroduce music into the school day for all students. The scale up will occur over the first three years through the addition of instrumental music in grades four, five, and six annually. This will prepare students for advanced placement in the middle school instrumental program when they transition to seventh grade, as well as ongoing engagement with music through high school. San Diego Youth Symphony and Conservatory’s Community Opus Project will provide professional development to ensure delivery of El Sistema music teaching best practices to achieve outcome indicators.</p> <p>Target population: All students at Castle Park Elementary (all neighborhood residents), scaling up as follows:</p> <p>YEAR 1: In Year One (January 2013), a full-time, certified music teacher will teach general music to grades 1 through 6, twice per week. This will build upon the pilot project kindergarten music instruction. Beginning in July 2013, general music will continue for all grades except 4th grade. Fourth graders will receive instrumental instruction twice per week during the second half of Year One.</p> <p>YEAR 2: The first half of Year Two is a continuation of the second half of Year One. All grades except fourth grade will receive general music instruction twice per week. Fourth graders will receive instrumental instruction twice per week during the first half of Year Two. In July 2014, general music will continue for all grades except fourth and fifth grade. Fourth and fifth graders will receive instrumental instruction twice per week during the second half of Year Two.</p> <p>YEAR 3: The first half of Year Three is a continuation of the second half of Year Two as described above. In July of 2015, general music will continue for all grades twice per week except fourth through sixth grade. Fourth, fifth and sixth graders will receive instrumental instruction twice per week during the second half of Year Three. This completes the scale up of music instruction for all students at Castle Park Elementary School. Also in July 2015, students in fifth and sixth grade will have the opportunity to audition for San Diego Youth Symphony’s after school Community Opus Project Orchestra at Castle Park Middle School. This opportunity will help transition students into the middle school music program.</p> <p>YEAR 4: In Year Four, general music will continue for all grades twice a week except fourth through sixth grade. Fourth, fifth and sixth graders will continue receiving instrumental instruction twice a week during all of Year Four. Students in fifth and sixth grade will continue to have the opportunity to audition for San Diego Youth Symphony’s after school Community Opus Project Orchestra at Castle Park Middle. This opportunity will help transition students into the middle school music program.</p> <p>YEAR 5: In Year Five, general music will continue for all grades twice per week except fourth through sixth grade. Fourth, fifth and sixth graders will continue receiving instrumental instruction twice per week during all of Year Five. Students in fifth and sixth grade</p>	

will continue to have the opportunity to audition for San Diego Youth Symphony’s after school Community Opus Project Orchestra at Castle Park Middle. This opportunity will help transition students into the middle school music program.

Evidence:

Participation in music is shown to result in higher test scores in Math and Language Arts for students by stimulating the frontal lobe of the brain which is indicated for superior performance in these substantive areas (SDYS, 2012). It also keeps students more engaged in school with better attendance. Long term music participation results in increased high school graduation rates and college or career success.

- <http://www.artsedsearch.org/summaries/12/19/32>
- <http://www.artsedsearch.org/summaries/12/17/32>
- <http://www.nea.gov/news/news12/Arts-At-Risk-Youth.html>

How it addresses identified need:

ED 5: Attendance Rates

ED4: Students at or above grade level according to state math and reading assessments

ED6: Graduation Rates

ED7: College/career success

- An overwhelming 75% of CPE 3rd grade students are not proficient in English Language Arts, and 35% are not proficient in Math. Music proficiency has been proven to increase test scores in both Math and ELA.

Funding Source: Paid through PN with match from CVESD.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████	██████	██████	██████	██████
Estimated cost per child	████	████	████	████	████
Estimated # children served, by age	K: 57 1 st : 66 2 nd : 59 3 rd : 53 4 th : 68 5 th : 59 6 th : 57 TOTAL: 419	K: 57 1 st : 66 2 nd : 59 3 rd : 53 4 th : 68 5 th : 59 6 th : 57 TOTAL: 419	K: 57 1 st : 66 2 nd : 59 3 rd : 53 4 th : 68 5 th : 59 6 th : 57 TOTAL: 419	K: 57 1 st : 66 2 nd : 59 3 rd : 53 4 th : 68 5 th : 59 6 th : 57 TOTAL: 419	K: 57 1 st : 66 2 nd : 59 3 rd : 53 4 th : 68 5 th : 59 6 th : 57 TOTAL: 419

Annual goal(s)	Provide music education as described above				
Penetration rate (% of children in target area served)	61% (100% of eligible children enrolled at CPE)	61% (100% of eligible children enrolled at CPE)	61% (100% of eligible children enrolled at CPE)	61% (100% of eligible children enrolled at CPE)	61% (100% of eligible children enrolled at CPE)

A9. K-3 Tutoring

Solution Name: K-3 Tutoring	
Indicator(s) impacted: ED4	Provider(s): SBCS
<p>Program/service description: In classroom tutors will provide overall academic support for students/teachers in K-3 classrooms, paying specific attention to ELLs. After-school tutors will be available to assist students to improve academic proficiency in math and reading.</p> <p>A staggering 48% of Castle Park Elementary School Students are classified as English Language Learners, with only 25% of students scoring proficient/advanced in English Language Arts. In response to this overwhelming need, in-classroom tutors will be placed in each classroom in grades K-3 to provide overall academic support for students/teachers, paying specific attention to ELLs. Each tutor will be supported by Development Specialists, and trained by the ELL Coaches, who will ensure fidelity to ELL models of instruction for dual language learners. In addition to in-classroom tutors, after-school peer tutors will be available to assist students to improve academic proficiency in both math and reading. This will support the proposed enhancement to before and after-school programming with stronger health and academic components to improve the nutrition, physical fitness and academic development of all students. Development Specialists and ELL coaches will also be available to teachers for embedded professional development.</p> <p>Target population: Kindergarten-3rd Grade students at Castle Park Elementary School</p> <p>Level of evidence: Evidence-informed; Both wide-ranging reviews and individual studies show that tutoring can be attributed to impressive gains for low-achieving, limited-English-speaking, learning disabled, behaviorally disordered and other at-risk student populations in both the academic and affective realms and at all age/grade levels (Byrd, 1990; Cardenas et al., 1991; Maheady, et al., 1988, 1991; McLaughlin and Vacha, 1992).</p> <p>How it addresses identified need:</p> <p><i>ED4: Students at or above grade level according to state math and reading assessments</i></p> <ul style="list-style-type: none"> • 48% of CPE students are classified as ELLs. • 75% of CPE 3rd grade students are not proficient in English Language Arts; 35% are not proficient in Math; and 	

<ul style="list-style-type: none"> 35.3% Mobility Rate. <p>Funding Sources: Paid through PN with Match from CVESD.</p>					
Program Cost	██████	██████	██████	██████	██████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	300	300	300	300	300
Annual goal(s)	Increase the number of students who score proficient / advanced on state math and reading assessments	Increase the number of students who score proficient / advanced on state math and reading assessments	Increase the number of students who score proficient / advanced on state math and reading assessments	Increase the number of students who score proficient / advanced on state math and reading assessments	Increase the number of students who score proficient / advanced on state math and reading assessments
Penetration rate (% of children in target area served)	75% (100% of eligible children enrolled at CPE)	75% (100% of eligible children enrolled at CPE)	75% (100% of eligible children enrolled at CPE)	75% (100% of eligible children enrolled at CPE)	75% (100% of eligible children enrolled at CPE)
Program Cost	██████	██████	██████	██████	██████

B. Academic Interventions (Grades 4 – 12)

B1. Granger Turnaround Model (GTM)

Solution Name: Granger Turnaround Model (GTM)	
Indicator(s) impacted: ED: 4, 5, 6, 7	Provider(s): SBCS, CVESD, SUHSD
<p>Program/service description South Bay Community Services (SBCS) and the Sweetwater Union High School District (SUHSD) have worked together for 9 years in developing a nationally recognized model for turning around persistently low-performing schools called the <u>Granger Turnaround Model (GTM)</u>. This research-based, data-driven academic intervention model is grounded in an underlying philosophy that supports resilience in children and families, viewing students from a perspective of strength, not weakness - as capable, not broken – regardless of their home or community situation. The program’s motto, “<i>No Hay Pobrecitos</i>”, means, in Spanish, “there are no poor little things</p>	

here”. The bottom line: Failure is not an option. The model incorporates formative assessments that guide coaching for teachers; weekly assessments in all core subjects; immediate, data-driven, multi-level student interventions; and mandatory after-school instruction, closely integrated with the academic work taking place during school hours, provided by credentialed teachers and trained college tutors.

GTM is described in detail in the Section B1 of the project narrative, starting on page 25.

Target population: CVPN will implement GTM in grades 4-6 of Castle Park Elementary School (CPES), a persistently low-performing school that serves the target area (K-6), as well as the 2 middle schools that CPES feeds into (7-8) – Castle Park Middle and Hilltop Middle.

	Free/Reduced Lunch	Enrollment	# of years in PI	Attendance Rate	ELA Proficiency	Math Proficiency Score	English Learners (EL)	EL's ELA Proficiency	EL's Math Proficiency	% w/ IEPs	Dropout rate	A-G requirement	Graduation Rate
CPE	68.8%	408	2	95.7% Grade 6	25% gr. 3	65% gr. 3	48%	37%	64%	11%	--	--	—
CPM	41.89%	1052	5	98.9% Grades 7 & 8	48%	33%	61%	18%	18%	15%	--	--	—
HTM	32.86%	1129	2	96.4% All Grades	66%	46%	33%	24%	30%	13%	—	—	—

Level of evidence

GTM provides a research-based, data-driven approach to student achievement which has proven to be highly effective. It was developed in response to a desperate need in the two lowest performing schools in SUHSD, Granger Junior High (GJH) and National City Middle (NCM). At the time, GJH was in year 3 of Program Improvement. Many teachers had lost hope or felt powerless to help students learn - too many students with severe learning gaps, unmotivated students, classroom disruptions, behavior problems, unresponsive parents, overwhelmed administrators, and a lack of power to get students to do their work and take school seriously resulted in low expectations all around. Teachers reasoned that students were simply not capable of success in school, either because they did not have the skills or because they were dealing with obstacles in their families/community that caused school to take a back seat to daily real life issues. Expectations had to change. A new administration was hired, which approached South Bay Community Services (SBCS - the region’s primary social service non-profit community-based organization with experience in youth services and after-school programming) to assist. The partners developed a plan to put “academics first” and make students and teachers accountable. Students who did not turn in homework stayed after school that day, empowering teachers and motivating students. No

excuses for failure were accepted. While recognizing that life may not be easy (the majority of students experience broken homes, limited English skills, poverty, violence, family gang involvement, or family alcohol/drug abuse), staff believed the students had the strength, intelligence, and resiliency to overcome circumstances and achieve in school and in life. Students and teachers were required to make a commitment to try their best. Simultaneously, SBCS expanded its wraparound support services for families in the surrounding neighborhoods. This is because CVPN believes that schools alone cannot help economically disadvantaged children from troubled neighborhoods to thrive and reach their highest potential, but that in addition to educational reform to increase academic achievement, substantial investments in wraparound family and community supports are also necessary in order to address the factors that distress an entire community.

Since implementing GTM, both schools pulled out of Program Improvement and have stayed out since. GJH's API has jumped from 604 to 819, with significant gains in every subgroup. Latinos increased 226 points to 794. Socio-economically disadvantaged students gained 249 points to 808. English learners gained 123 points for a total of 787. Attendance went from the worst to the best in the district. Equally important, the school now has a vibrant community, very high parent involvement, excellent teacher morale, and significant academic achievements. In the past parents only came on campus if there was a problem; now parents can be seen at the Parent Center eating lunch with staff members and volunteering on campus. The school ranks #2 out of top 100 similar schools in California. In 2010, State Superintendent Jack O'Connell designated GJH a **2010 California Schools To Watch - Taking Center Stage Model School**, one of only 4 schools in the state to receive this honor. GJH was recognized for its success in 4 key areas: 1. implementing best practices focused on academic achievement, 2. responding to developmental needs of young adolescents, 3. offering a fair and equitable education for all, and 4. instituting organizational processes and procedures that foster and sustain academic growth. Similarly, NCM's API has jumped from 656 to 817, and attendance jumped to 97.88%, second only to GJH. NCM is ranked #3 out of top 100 similar schools in California and was selected for the **2011 National Urban School Award**, one of only 4 middle schools nationally that received this award.

In the 2010/11 school year, GJH Principal Robert Bleisch moved to Mar Vista High school, where he began implementing GTM at the high school level for the first time. Mar Vista High School's students are 75% free & reduced lunch eligible (i.e. from impoverished households), and 40% are English Language learners. Within 1 year of implementing GTM, the school had a 41 point API jump (716-757). School-wide AYP's jumped 14% in Math, 8% in English Language Arts. The AYP of students with disabilities jumped 24% in Math and 9% in ELA.

GTM's research-based components of GTM have a combination of strong and moderate evidence:

- The mandatory after-school intervention is Directive, Targeted, Timely, and Systematic. (*Raising the Bar and Closing the Gap: Whatever It Takes*, Richard DuFour, 2009).
- Research (in which GJH was studied) found that characteristics of higher-performing schools include a primary focus on improvements in academic outcomes for all students; an instructional program designed to prepare all students for rigorous high school education; curricula, assessments, and instruction that are aligned with state standards; analysis of assessment data

to improve instruction and learning; and use of both voluntary and required academic interventions. GTM incorporates all of these. *Gaining ground in the Middle Schools: Why Some Schools Do better*, Trish Williams, Michael W. Kirst, Ph.D., Jesse Levin, Ph.D, EdSource, February 2010,

- Successful schools nurture an atmosphere that is warm yet demanding, staffed by educators who “model and insist on a culture of achievement, equity, and mutual respect . . . They insist that children try hard, encourage others to try hard, and do their best every day” (Ross, Bondy, Gallingane and Hambacher, 2008).
- An effective plan supports the student who has a problem grasping a calculus concept as well as the student who has difficulty in mastering multiplication tables. High achieving students often fail to admit they are struggling because they are afraid they will be seen as lacking the innate ability to succeed (Dweck, 2006).
- Because systematic intervention is intended to serve all students and not only students who routinely struggle, it helps de-stigmatize the need for interventions (Barber and Mourshed, 2007).
- A decade of research into the “things that matter most” in raising student achievement found that schools that improve the most insist that students get extra help whenever there is evidence that those students are having difficulty in learning (Bottoms, 1998).
- “High-performing schools and school systems set high expectations for what each and every child should achieve, and then monitor performance against the expectations, intervening whenever they are not met. . . . The very best systems intervene at the level of the individual student, developing processes and structures within schools that are able to identify whenever a student is starting to fall behind, and then intervening to improve that child’s performance.” (Barber and Mourshed, 2007, p. 34)
- In order to raise student achievement, schools must use diagnostic assessments to measure students’ knowledge and skills at the beginning of each curriculum unit, on-the-spot assessments to check for understanding during instruction, and end-of unit
- assessments and interim assessments to see how well students learned. “All of these enable teachers to make mid-course corrections and to get students into intervention earlier” (Odden, 2009, p. 23).
- “A criterion for schools that have made great strides in achievement and equity is immediate and decisive intervention. . . . Successful schools do not give a second thought to providing preventive assistance for students in need” (Reeves, 2006, p. 87).
- “The most significant factor in providing appropriate interventions for students was the development of layers of support. Systems of support specifically addressed the needs of students who were ‘stretching’ to take more rigorous coursework” (Dolejs, 2006, p. 3).
- “Reforms must move the system toward early identification and swift intervention, using scientifically based instruction and teaching methods” (President’s Commission on Excellence in Special Education, 2002, p. 8).
- Characteristics of high performing schools include setting high expectations for all students, using assessment data to support student success, and employing systems for identifying intervention (Council of Chief School Officers, 2002).

How it addresses identified need:

GTM addresses the following indicators: ED 4, 5, 6, 7.

Ed4: Students at or above grade level according to state math and reading assessments.

The CVPN Needs Assessment found a low percentage of children scoring as proficient or advanced on standardized state tests in math and English language Arts (ELA) (CPE: 3rd Grade - 25% ELA; 65% Math; 6th Grade - 65% ELA, 63% Math; CPM: 48% ELA, 32% Math. Compare to district-wide proficiency rates (Avg. of grades 2-11): 57% ELA; 49% Math (Ed-Data)). Of most concern are the scores of English Language Learners (ELL): 58% of CPH ELL students score non-proficient on standardized tests. On the California High School Exit Exam (CAHSEE), 42% of all students do not pass ELA and 28% do not pass math, these rates of non-proficiency jump to 83% ELA and 59% Math for ELL students. The target schools have exceptionally high numbers of ELL students – CPE: 48%; CPM: 61%; HTM: 33% - compared to the district wide rate of 23.6% and county rate of 14.8%.

GTM's focus on regular weekly formative assessments followed by immediate, mandatory after-school sessions in which classroom teachers re-teach subject matter to any child who did not fully grasp the material the first time ensures that no child ever falls more than one week behind in core subjects.

Ed5: Attendance rate (grades 6-9)

Children cannot learn if they are not at school. Historically, the target schools have low attendance rates and high rates of truancy. GTM's systematic approach to attendance, which includes immediate (same day), graduated interventions such as detention, leads directly to improvements in attendance rates. CPM's attendance rate in 2010/11 was 95%. After implementing GTM as a pilot project at CPM this year, the attendance rate jumped to 98.9%, the highest in the district and in the school's history. During the same period, CPM's truancy rate fell from 32% to 17%.

Ed6: Graduation Rate

The 75.1% Cohort Graduation Rate (CDE, 2010/11) may seem acceptable at first glance. However, students are not graduating college- or career-ready. For example at CPH, 42% do not pass ELA and 28% do not pass math in the CAHSEE (High School Exit Exam). In order for students to enter the California State University (CSU) or University of California (UC) systems, they must complete an A-G sequence of college preparatory courses. Although 67% of CPH students are enrolled in A-G courses, only 40% complete the A-G sequence required to graduate 'college-ready'. Southwestern College in Chula Vista states that CPH students enter an average of 4 grade levels behind other students.

GTM's rigorous, data-driven interventions will ensure that students enter high school at least at grade level, ready to participate in rigorous, college-track courses.

Ed 7: Students graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, etc.

Only 40% of CPH students completed A-G requirements upon graduation (SUHSD, 2012). In 2009, just 22% of CPH students

enrolled in a 4 year university, and 46% enrolled in 2 year programs. In the CVPN target neighborhood, only 12% of adults 25 years or older have attained a Bachelor's Degree or higher, compared to the countywide rate of 34%. (ACS, 2006-2010)					
	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████	██████████	██████████	██████████	██████████
Estimated cost per child (from n'hood)	██████████ ██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████	██████████ ██████████
Estimated # children served, by age	4 th grade: 60 5 th grade: 60 6 th grade: 60 7 th grade: 500 (50 from CP) 8 th grade: 500 (50 from CP) <i>1150 children served total (280 from CP)</i>	4 th grade: 60 5 th grade: 60 6 th grade: 60 7 th grade: 1000 (100 from CP) 8 th grade: 1000 (100 from CP) <i>2150 children served total (380 from CP)</i>	4 th grade: 60 5 th grade: 60 6 th grade: 60 7 th grade: 1000 (100 from CP) 8 th grade: 1000 (100 from CP) <i>2150 children served total (380 from CP)</i>	4 th grade: 60 5 th grade: 60 6 th grade: 60 7 th grade: 1000 (100 from CP) 8 th grade: 1000 (100 from CP) <i>2150 children served total (380 from CP)</i>	4 th grade: 60 5 th grade: 60 6 th grade: 60 7 th grade: 1000 (100 from CP) 8 th grade: 1000 (100 from CP) <i>2150 children served total (380 from CP)</i>
Penetration rate (% of children in target area served)	56%	76%	76%	76%	76%
Annual goal(s)	Implement GTM in CPE and CPM	Implement GTM in CPE, CPM, HTM			

B2. Academic Advocate Program

Solution Name: Academic Advocate Program	
Indicator(s) impacted: ED: 4, 5, 6, 7; FC 10.	Provider(s): SBCS
Program/service description: This research-based program was designed based on the Student Advocate program at the Harlem Children’s Zone. High school and middle school students often feel disconnected and have few personalized relationships with the adults who educate them. The Academic Advocate Program is based on the research-backed belief that students benefit in a variety of ways from the opportunity to	

develop trusting relationships with adult educators. In the Academic Advocate Program, each student will be assigned an Academic Advocate who will assist the student in achieving his or her academic and personal goals. Each middle and high school will have two Academic Advocates per grade who will participate in the schools' regular advisory classes (rotating among the classes), and will mentor youth, addressing personal, academic, and career-related issues, and work individually with students to develop a *Plan for Success*. As the children move up a grade, their Academic Advocate will follow them, remaining constant through grades 7 – 12 (and beyond into college as needed). Each Academic Advocate will serve as an advisor to a group of approximately 50 students, mentoring and developing a Plan for Success, connecting with their families regularly, and collaborating with school staff, in order to lower individual students' barriers to success while helping students connect with peers (Poliner and Lieber, 2004).

Students' academic skills do not grow in isolation from their social-emotional development, but are positively influenced by personalizing the learning environment to meet the most basic social needs of learners—to be recognized, appreciated, and supported. In order for students to do well in the classroom, their developmental needs must be concurrently met. Once students feel safe and connected they will be equipped to rise to the high standards educators set. The Academic Advocate Program will include regularly scheduled meetings so the advisor and students get to know each other well. The Advocate will become the trusted adult students and their parents can turn to for support beyond the classroom. The program will lower academic and non-academic barriers to learning, support students through challenges, and direct students to the resources and relationships they need to succeed. Because students meet in small group with their advisor, the program will leverage the positive influence of peers on a student's success. Academic Advocates will act as 'cheerleaders' for their assigned students, helping them to make the most of their school experience, including advice on how to choose courses suited to their future interests. If personal challenges arise, Academic Advocates might refer students to SBCS' mental health services, or work with the schools' counseling staff to help students cope.

Key components of the Academic Advocate program will include:

- **Group advising.** The group social interaction piece of the program will save the Academic Advocate time and also create lasting bonds between students with similar interests who then can support each other over the years.
- **Individual Mentoring** to address personal, academic, and career-related issues and help students develop an individual *Plan for Success*.
- **Communication between secondary (middle & high schools) and post-secondary advisors.** Academic Advocates will communicate about their students with receiving high school staff and college level advisors (with signed permission from the students), to decrease transitional turbulence for incoming high school 9th graders, and also incoming college freshmen. In 12th grade, Academic Advocates will contact directors of college academic advising programs to provide their name and contact info, and be available to resolve issues should the need arise. This connection will be particularly helpful for students whose parents did not attend college.
- **Tutoring.** The Academic Advocates will supervise groups of volunteer and paid Tutors who will work individually with children to provide academic support such as homework assistance.

- **Connecting with students' families.** Academic Advocates will connect with each student's family to ensure that parents or caregivers have the resources they need to support their child's learning. For example, they will encourage the family to support college aspirations from an early stage, connect them to scholarship opportunities, inform them about college entry requirements (such as the need to graduate "A-G ready", do well in SAT examinations, and apply to college in a timely manner), and assist them to overcome potential barriers and connect them with any needed community resources.
- **Ongoing professional development.** The Program Director for Middle and High Schools will provide ongoing support to Advocates, so that they have knowledge of the available social, emotional, and academic supports for students. The Academic Advocates will work as a team, meeting together regularly to participate in peer-to-peer training, disseminate best practices, and trouble shoot issues as they arise.

It is expected that the Academic Advocate Program will result in reduced dropout rates, increased graduation rates, and improved trajectories for students to continue academic pursuits and post-secondary training after high school. By linking academic and social/personal dimensions of schooling together, the Academic Advocate Program will lead to higher school achievement scores and greater student potential.

Target population:

All children who reside in the promise neighborhoods target area and who attend one of the target middle or high schools will have the opportunity to be connected with an Academic Advocate (although participation will not be mandatory). The program is not limited only to struggling students, because students who are doing well academically also need encouragement, assistance, and support to maintain high aspirations and reach their full potential – especially those whose parents did not attend college.

Level of evidence:

The Academic Advocate program is based on moderate evidence:

As mentioned above, this research-based program was designed based on the successful Student Advocate Program at the Harlem Children's Zone.

Colleges and universities have long appreciated the potential in student-advisor relationships, and most college students are connected with an advisor familiar with their field of study who advises them on a variety of academic issues including course selection. The proposed Academic Advocate Program is built on the same foundation of a valuable relationship between advisor and student. The main purpose of the Academic Advocate Program is to personalize students' learning environment. The program will decrease the pervasive anonymity in large middle and high schools that has been correlated with dropout (Youth Transitions Task Force, 2006). When schools provide access to extracurricular opportunities for development, students are more likely to succeed (Croninger and Lee, 2001). This is particularly important for children who come from under-served families and neighborhoods (Croninger and Lee, 2001).

When viewed as part of the entire educational process and done well, academic advising plays a critical role in connecting students

with learning opportunities to foster and support their engagement, success, and the attainment of key learning outcomes (Campbell and Nutt, 2008). Research also supports good advising as “one of the key conditions that promotes retention for it reflects an institution’s commitment to the education of students” (Tinto, 1999). These conditions include setting high expectations, providing support, offering feedback, and facilitating involvement in learning (2002).

In 2006, the National Academic Advising Association (NACADA) developed the Concept of Academic Advising, aligning academic advising with teaching and learning, and integrating advising into the educational mission of an institution: *Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own worldviews, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.*

Individual students in large middle and high schools can feel insignificant, unknown, or even lost. When a student feels this way, success is exponentially harder to achieve. Research finds that being known and having a sense of connectedness has positive effects on academic achievement and keeps students coming to school (Blum and Libbey, 2004). In fact, one consistent and caring adult in a child’s life can make a lasting impact on his or her developmental trajectory (Rutter, 1990). An Advocate who knows a student’s interests can direct the student toward enrichment opportunities (internships, programs of study, resources) resulting in enhanced college applications. By getting to know a student and his/her family well (over the course of up to six years), an Advocate can help guide the student through grade school, including understanding the college application process. For example, a 11th or 12th grade advisory group can provide the setting needed for students to learn about post-secondary options, discuss the application process, edit application essays, and receive regular reminders as they meet college application deadlines. Support in navigating the college application process is particularly important for students who are the first in their family to attend college.

In schools where guidance counselors are overburdened and personalized attention is not always the norm, advisors play a critical role in answering questions, writing recommendation letters, and ensuring that students are on track to graduate. Advising is a key to student success: “(middle and) high school students need diverse support to gain the many skills and knowledge necessary to succeed in college including academic content competencies, college application guidance, cognitive and critical thinking skills, civic awareness, time management and teamwork strategies, and healthy social-emotional coping abilities” (Malone, 2009).

How it addresses identified need:

The Academic Advocate Program addresses the following indicators: ED 4, 5, 6, 7; FC 10.

See GTM description above for discussion of the educational indicators.

FC10: Children (9-12) whose parents or family members talk with child about the importance of college/career

Although 96% of family members report having spoken to their teenager about attending college in the last year, only 13% of adults 25 years or older have attained a Bachelor's Degree or higher themselves (ACS, 2006-2010), compared to 34%

countywide. Clearly many families – and students – do not understand the necessary requirements for attending a 4-year college. For example, although 67% of high school students are enrolled in “A-G” courses (required for college attendance, 60% graduate without satisfying A-G requirements. Southwestern College reports that CPH students enter an average of 4 grade levels behind.

Tom Glover, Principal at CPH, and Robert Bleisch, Principal at CPM, both stated that the schools’ ratio of students to guidance counselors is 450:1. Both stated that students needed better/increased access, and both expressed strong support for an Academic Advocate Program.

In a student focus group conducted as part of the needs assessment, which consisted of high-functioning students, many communicated that although they would be graduating within a month or so, they did not know what they were going to do afterwards (including the ASB president). Many had not yet applied to college, although they said they anticipated going. All of the students said they did not hear about college and scholarships until the 11th grade. In the parent focus group, it was reported that one of the counselors was telling the parents of children doing well to transfer them out to a better school.

“My daughter graduated from Castle Park High School 2 years ago, with all the honor student medals and awards. But she did NOT go on to college because I did not know how to send her. I wish I knew all this information back then to help her.”

~ Cyndi, Castle Park Parent

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████	██████████	██████████	██████████	██████████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	100 7 th graders 100 8 th graders 100 9 th graders 100 10 th graders 100 11 th graders 100 12 th graders	100 7 th graders 100 8 th graders 100 9 th graders 100 10 th graders 100 11 th graders 100 12 th graders	100 7 th graders 100 8 th graders 100 9 th graders 100 10 th graders 100 11 th graders 100 12 th graders	100 7 th graders 100 8 th graders 100 9 th graders 100 10 th graders 100 11 th graders 100 12 th graders	100 7 th graders 100 8 th graders 100 9 th graders 100 10 th graders 100 11 th graders 100 12 th graders
Penetration rate (% of children in target area served)	100%	100%	100%	100%	100%
Annual goal(s)	Serve CPM, CPH, HTM, & HTH				

B3. Achieve3000 Software

Solution Name: Achieve3000 [®] Software	
Indicator(s) impacted: Ed4; FC9	Provider(s): SBCS, CVESD, & SUHSD
<p>Program/service description: For more than a decade, Achieve3000[®] has supported the individuality and potential of every student by reaching them where they are able to help them reach higher levels of reading and writing proficiency. Achieve3000 is the leader in differentiated online instruction, serving more than one million students across the United States. In 2011, Inc. magazine included Achieve3000 on its annual 500/5000 list for the fifth consecutive year, the exclusive ranking of the nation's fastest growing private companies.</p> <p>Achieve3000 provides the only web-based, differentiated instruction solutions designed to reach a school's entire student population — mainstream, English Language Learners, special needs, and gifted. It is a powerful, proven, differentiated online literacy instruction solution that reaches every student at his or her reading level. It is the only solution that delivers truly differentiated reading and writing assignments — using high-quality, non-fiction content based on each student's reading level - and that automatically adapts content via ongoing, real-time Lexile assessment. Achieve3000 closely aligns with objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career. It is powered by an assessment tool and proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level, enabling all students to make continual progress and improvement.</p> <p>Target population: Children from the target neighborhood, grades 4 – 12, especially those facing English language and reading difficulties.</p> <p>Level of evidence: Achieve3000[®] is based on strong evidence. A nationwide, year-long study that looked at the achievement of more than 252,113 students in nearly 2,578 schools showed that after just one year using Achieve3000, students nearly doubled their expected growth norms as measured by Lexiles. In fact, students overall exceeded expected Lexile gains by 51 points. Just as significantly, elementary, middle and high school students who had been reading two or more levels below their grade at the beginning of the school year effectively closed the achievement gap after just one year of learning with Achieve3000. Additionally English Language Learners (ELLs) achieved nearly 3.0 times the expected growth norms, gaining an average of 169 Lexile points.</p> <p>How it addresses identified need: Teachers and administrators at all five schools requested this evidence-based software, due to the low levels of English language proficiency and literacy at the target schools.</p> <p><i>Ed4: Students at or above grade level acc. to state math and reading assessments</i> The CVPN Needs Assessment found a low percentage of children scoring as proficient or advanced on standardized state tests</p>	

in English language Arts (ELA) (CPE: 3rd Grade - 25%; 6th Grade - 65%, CPM: 48%; CPH: 49%. Compared to district-wide proficiency rate of 57%). Of most concern are the scores of English Language Learners (ELL): 58% of CPH ELL students score non-proficient on standardized tests. While on the California High School Exit Exam (CAHSEE), 42% of all students do not pass ELA, and this rate of non-proficiency jumps to 83% for ELL students.

FC9: Children (K-8) whose parents/family members encourage child to read books outside of school

54% of family members said they do not visit the library with the children in the household. 62% said they brought a book home for a child in the household to read in the past year. 62% of children have a library card. (CVPN door-to-door survey, 2012).

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████	██	██	██	██
Estimated cost per child	████	██	██	██	██
Estimated # children served, by age	4 th – 12 th grade: 600 children	4 th – 12 th grade: 600 children	4 th – 12 th grade: 600 children	4 th – 12 th grade: 600 children	4 th – 12 th grade: 600 children
Penetration rate (% of children in target area served)	100%	100%	100%	100%	100%
Annual goal(s)	Purchase 600 software licenses	N/A	N/A	N/A	N/A

B4. Imagine Learning English Software

Solution Name: Imagine Learning English[®] Software	
Indicator(s) impacted: Ed4; FC9	Provider(s): SBCS & CPE
<p>Program/service description: Imagine Learning English software provides research-based language and literacy instruction specially designed for those who need it most - English learners, struggling readers, students with disabilities, and early childhood education students. Students receive individual instruction through thousands of engaging activities specifically designed to meet their individual needs and provide real results. The Imagine Learning English curriculum is founded on scientifically based research and state standards, and each activity was developed to incorporate practices proven to be effective.</p>	

Target population: Children at CPE, grades K – 6, with a focus on English learners, struggling readers, and students with disabilities. CPE already has some licenses, but not enough to serve all the children who need this intervention. By purchasing an additional 200 licenses, all children who need Imagine Learning will receive it benefit from this program.

Level of evidence:

The Imagine Learning English curriculum is founded on scientifically based research and state standards, and is based on strong evidence. Each activity was developed to incorporate practices proven to be effective. Instructional designers at Imagine Learning, all former teachers, relied on their classroom experience and sought the advice of experts in the field. Research shows that Imagine Learning English has a positive impact on students' literacy and language ability. Students in Illinois saw great gains in literacy, based on their scores on the Illinois Snapshot of Early Literacy (ISEL). Students in California improved significantly in language, which is reflected in student scores on the California English Language Development Test (CELDT).

How it addresses identified need:

48% of CPE’s students are classified as English Language learners (ELLs).

Ed4: Students at or above grade level according to state math and reading assessments

The CVPN Needs Assessment found a low percentage of children scoring as proficient or advanced on standardized state tests in English language Arts (ELA) (CPE: 3rd Grade - 25%; 6th Grade - 65%, CPM: 48%; CPH: 49%. Compare to district-wide proficiency rate of 57%). Of most concern are the scores of English Language Learners (ELL): 58% of CPH ELL students score non-proficient on standardized tests. While on the California High School Exit Exam (CAHSEE), 42% of all students do not pass ELA, this rate of non-proficiency increases to 83% for ELL students.

FC9: Children (K-8) whose parents/family members encourage child to read books outside of school

54% of family members said they do not visit the library with the children in the household. 62% said they brought a book home for a child in the household to read in the past year. 62% of children have a library card. (CVPN door-to-door survey, 2012)

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████	██	██	██	██
Estimated cost per child	██	██	██	██	██
Estimated # children served, by age	K – 6 th grade: 200 children				
Penetration rate	61% (100% of				

(% of children in target area served)	eligible children enrolled at CPE)				
Annual goal(s)	Purchase 200 software licenses	N/A	N/A	N/A	N/A

B5. Inspire Program (ARTS)

Solution Name: Inspire Program (ARTS)	
Indicator(s) impacted: ED 6 & 7	Provider(s): A Reason to Survive (ARTS)
<p>PROGRAM DESCRIPTION</p> <p>ARTS, A Reason to Survive, is a non-profit organization in San Diego dedicated to healing, inspiring and empowering youth through innovative arts-based programs, education, and creative employment opportunities. Since 2001, ARTS has used art as a vehicle to create positive, long-lasting change in over 50,000 youth facing major life challenges. ARTS has developed a sequential program model – Heal and Inspire, based on Maslow’s Hierarchy of Needs that provides short, intermediate, and long-term opportunities in the arts. This model starts with therapeutic arts programming for those facing crisis, then moves to formal arts education for youth with more stability and structure, and finally offers college and career readiness in the creative industries for those who show promise and dedication. Through the ARTS Center and over 40 outreach initiatives with community partners, ARTS has created a program that creates a positive environment for youth to succeed academically, socially, and emotionally.</p> <p>ARTS has three over-arching programmatic goals:</p> <ol style="list-style-type: none"> 1. Heal and strengthen youth to endure and positively overcome life crisis. 2. Redirect youth onto a positive life path by building artistic, creative, and essential life skills. 3. Launch once at-risk youth on a positive life and career path. <p>Program Overview</p> <p>ARTS will run Inspire, its formal arts educational program, during the school day at participating schools. Each year, ARTS will serve 180 7th and 8th graders at Castle Park Middle and Hilltop Middle Schools.</p> <p>Year 1: The Inspire Program</p> <p>The Inspire program provides formal arts instruction to youth, ages 6 to 18, who do not have access or exposure to arts learning experiences. Through Inspire, youth build artistic, problem-solving and expressive skills, which help them to develop positive vision, relationships and achievements. Youth typically participate in this program 2 to 3 hours per week, for an average of one year. The curriculum, which includes art production and Visual Thinking Strategies, is aligned with California State Standards and is tailored to the interests and abilities of each group. Youth are exposed to various art forms, which help them to uncover their creative</p>	

capacity, and become imaginative and inspired youth. ARTS contracts professional art instructors and arts-based agencies to provide the following art education to youth:

1. Media Arts: film, photography and graphic design
2. Visual Arts: painting, mixed-media, ceramics, mosaics, print-making, recycled artwork
3. Music: instruments, voice, music theory
4. Performing Arts: dance and theatre

All modalities employ Visual Thinking Strategies, a form of reflective listening used to facilitate non-judgmental art critiques. This method emphasizes observation and interpretation over skill mastery, allowing youth to make connections between what they see and reinforcing critical thinking skills. This technique provides a creative experience for youth to build language skills, achieve focus and acquire confidence, benefits that can be applied to all classroom work.

Youth will receive art instruction two times per week throughout the academic school year, which is approximately 35 weeks. The sessions will be led by a paid professional teaching artist, and supported by volunteer artists, to help maintain a small teacher – student ratio. To accommodate the school’s modified school calendar, ARTS will run four, eight to nine week sessions, focusing on one of the art forms listed above. Each quarter will culminate with a performance or exhibit, to validate the students’ accomplishments, and to engage the community.

Evaluation Tools

- Deliver the Multi-dimensional Scale of Perceived Self-Efficacy a minimum of twice
- Conduct a pre and post questionnaire on confidence, knowledge of self and a positive view of the future
- Collect students’ writing on set goals, and identified dreams and role models
- Track students’ attendance on ARTS days and non-ARTS days
- Track students’ disciplinary referrals
- Track students’ completion of artwork and attendance at exhibits/performances
- Observe students’ ability to discuss their artwork and that of their peers using Visual Thinking Strategies
- Conduct interviews with teachers to discuss student engagement and participation

Evaluation Outcomes

- Youth have a 20% increase in attendance on days there is ARTS programming
- 75% of youth increase confidence, knowledge of self and a positive view of the future
- Youth develop meaningful relationships and civic engagement
- 75% of youth increase their self-efficacy
- 75% of youth increase their artistic/creative skills and knowledge
- 75% of youth are more focused and engaged in the classroom

Inspire Implementation Timeline

Fall: Visual Arts programming, exhibit

Winter: Performing Arts programming, performance

Spring: Media Arts programming, exhibit

Summer: Music programming, performance

Community Partnerships

ARTS is a highly collaborative organization working with over 70 artists, arts organizations, arts-based businesses, social service agencies and schools in the San Diego County area to deliver high quality programs. Current partnerships include, but are not limited to the following: Grossmont Unified High School District, County of San Diego Juvenile Court Schools, Ronald McDonald House, Children's Hospital, San Diego Community Housing Corporation, Logan Heights Library, San Diego Center for Children, Monarch School, Polinsky Center, The AjA Project, Transcendance, and The Periscope Project.

TARGET POPULATION

Annually, ARTS will serve 180 middle school youth. At least 100 of these will be children from the target neighborhood.

LEVEL OF EVIDENCE

ARTS' Inspire program is designed to promote youth's academic, social, and emotional development. The program is tracked for impact and quality control through a variety of evaluations, interviews, feedback forms, and testimonials. ARTS' recent evaluations cited the following results:

- 95% of students in the Heal program achieved intended outcomes.
- 98% of students in the Inspire program achieved intended outcomes.
- Another student, Tashia, won first place in the student competition sponsored by Alexander Fine Art, one of the top gallery's in San Diego, and is now studying fine art in San Francisco.

ARTS' programs are evaluated on several levels. Each program is aligned with a level of Maslow's Hierarchy of Needs -- Safety/Love and Belonging are the foundation for the Heal program. ARTS has created a program logic model with specific outcomes geared toward the needs of challenged or troubled youth. Each program is structured to achieve the highest level of successful engagement that encourages youth to see beyond their immediate circumstances and expose them to the possibilities in the arts and in life.

ARTS employs best practices in arts education from the National Guild for Community Arts Education, Americans for the Arts and the National Endowment for the Arts, and is constantly refining the process to provide the greatest impact to youth. The organization is currently designing a comprehensive qualitative and quantitative program evaluation to better understand the long-term scope of impact, and to refine the curricula.

ADDRESSING THE IDENTIFIED NEED

Ed6: Graduation Rate

The 75.1% Cohort Graduation Rate (CDE, 2010/11) may seem acceptable at first glance. However, students are not graduating college- or career-ready. For example at CPH, 42% do not pass ELA and 28% do not pass math in the CAHSEE (High School Exit Exam). In order for students to enter the California State University (CSU) or University of California (UC) systems, they must complete an “A-Gg” sequence of college preparatory courses. Although 67% of CPH students are enrolled in A-G courses, 60% do not complete the A-G sequence required to graduate ‘college-ready’. The Dean of Southwestern College in Chula Vista stated that CPH students enter an average of 4 grade levels behind other students.

Ed 7: Students graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, etc.

60% of CPH students do not complete A-G requirements upon graduation (SUHSD, 2012). In 2009, only 22% of CPH students enrolled in a 4 year university, and 46% enrolled in 2 year programs. In the CVPN target neighborhood, only 13% of adults 25 years or older have attained a Bachelor's Degree or higher, compared to the countywide rate of 34% (ACS, 2006-2010).

Arts programming and arts education are continually being cut from schools and social service agencies.

The national average per capita spending on arts education is \$1.35. In California it is just \$.03 cents. That is 2nd to last in the country behind Kansas, who eliminated all funding for arts education last year. Students who attend schools with high levels of poverty have the least access to arts instruction. National City is in desperate need for arts programs. It ranks the poorest city in San Diego County, is tied with Oceanside for the highest rate of domestic violence in the County, and has one of the highest rate of at-risk behaviors by youth in the County. In July of 2012, ARTS relocated to a new state-of-the-art facility in National City that is within walking distance from schools, social service agencies and public transportation. ARTS will begin providing free, formal arts instruction and creative employment opportunities for local youth beginning in the fall of 2012.

The benefits of arts education and increased creativity capacity are critical for the future success of the economy and business in America.

A 2010 survey by IBM of the top 1500 CEOs, identified “creativity” as the #1 leadership competency for the 21st Century. They also identified soft skills, such as creative and conceptual thinking and collaborating with others, which the arts are proven to build, as increasingly important in the new economy and business structure. The ARTS Center houses a Music Room, Media Arts Lab, Performance Space, Ceramics Studio, Print Making and Mixed Media Studio, Painting Studio, and a Youth ARTS Gallery to showcase and sell the youth’s art. Youth are presented with a menu of artistic options, offered in 8 to 12 week sessions, allowing them to access and explore a variety of art forms until they uncover their creative capacity and talent.

Children facing socioeconomic disparities benefit from opportunities to create and learn about art that improve academic achievement, social and emotional well-being.

ARTS provides a positive after-school experience, as the majority of ARTS Center programs run during critical after-school hours not

only to provide avenues of creative expression, but also to provide a safe environment for youth to engage in healthy developmental activities. Arts are a proven prevention and intervention vehicle for thousands of children and youth. The National Endowment for the Arts emphasizes the importance of access to arts education, citing better grades, increased creativity, higher rates of college enrollment and graduation as well as higher aspirations and civic engagement. Research shows that when students participate in the arts they are four times more likely to be recognized for academic achievement and have higher GPAs. They are also more likely to be engaged and cooperative with teachers and peers, and are more self-confident and better able to express their ideas.

Sources of Funding: PN, with match from ARTS and a private Donor

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████
Estimated cost per child	████	████	████	████	████
Estimated # children served, by age	100	100	100	100	100
Penetration rate (% of children in target area served)	50%	50%	50%	50%	50%
Annual goal(s)	Provide ARTS programming for 180 children at CPM and HTM	Provide ARTS programming for 180 children at CPM and HTM	Provide ARTS programming for 180 children at CPM and HTM	Provide ARTS programming for 180 children at CPM and HTM	Provide ARTS programming for 180 children at CPM and HTM

C. College Readiness & Employability

CI. Chula Vista College Institute (CVCI)

Solution Name: Chula Vista College Institute	
Indicator(s) impacted: ED 6 & 7	Provider(s): Barrio Logan College Institute (BCLI)

Program Description:**Chula Vista College Institute (CVCI) Overview**

The Chula Vista College Institute (CVCI) starts preparing students for success in college and careers as early as third grade through weekly Steps to Success Workshops, academic advising for students and parents, tutoring and homework support, field trips and camps. The purpose of CVCI is to build a “College-Going Culture.” College-going culture refers to the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education.

Three necessary elements for a college-going culture are:

1. Students learn about options for their future, careers and the education they require, as early as elementary school, with a specific focus beginning in middle school.
2. Educators convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education.
3. Educators, families, and communities give students the same message of high expectations for their future.

In addition to college-going, the broad goal is for students to believe they can have a great future, and that they can plan and prepare for many options leading to a creative and productive life after college. Students may think they know what they want, but their interests and career aspirations may and most likely will change, and they need to be prepared for those possibilities. Students need to know that there are many paths they can take to have a successful life journey.

CVCI is based on the Barrio Logan College Institute (BLCI) model that has been in existence since 1996 in one of San Diego’s most underserved communities, Barrio Logan. BLCI has maintained a 100% college enrollment rate for its graduates, and thus has evolved from a college preparatory organization to a college completion one, offering support services from 3rd grade through college.

In year one, CVCI will be available for up to 50 disadvantaged third graders, adding a new cohort of up to 50 new third graders a year. As the students grow, the program will grow with them eventually reaching a maximum of 250 students by year five in 3rd – 7th grades. The intent is to eventually continue to grow this program through to college.

CVCI Elementary School Program (Starting Year 1)

The Elementary School Program (ESP) prepares 3rd through 6th grade students for college by setting a solid foundation for future college success and building a college-going culture. Elementary students work closely with the Elementary School Coordinator and volunteers in a variety of engaging activities that nurture the students’ desire to learn and validate their progress as emerging leaders in their schools and communities.

Homework Tutoring & Steps to Success Workshops

The ESP’s Homework Tutoring and Steps to Success Workshops are meant to provide CVCI students with the tools and confidence to become the first in their families to go to college. Each grade attends the ESP twice a week, 2.5 hours each day. During the first hour

of program, the Elementary School Coordinator and learning guides provide homework tutoring to ensure students understand the basic principles behind their daily lessons. The following hour and a half of the program is dedicated to the ESP's Steps to Success Workshops. The Steps to Success Workshops include an interdisciplinary curriculum that allows students to develop their creativity, celebrate their heritage, and become active participants in the learning process. Students also explore the fundamentals of math, science, and history while strengthening their reading and writing skills through weekly assignments, group discussions, and written responses. Students are also exposed to a number of character development activities that encourage self-reflective thought and introspection.

Elementary literacy is key to persisting and succeeding in school (Hernandez, D., 2012), CVCI places a special focus on this by providing reading tutors to work individually with students who are struggling the most in this area. Since most students coming into the program are classified as English Language Learners (ELL), another goal of CVCI is to help them reach an Advanced score on their California English Language Development Test (CELDT). The CELDT is a statewide mandatory test for all language minority students. Students classified as ELL take this test each year and the test scores range from Beginning to Advanced. The objective of this test is become re-designated as Fluent English Proficient (R-FEP) and consequently, be placed out of ELL courses and into mainstream courses. It is important that students be re-designated before they enter middle school and especially high school so that they are allowed to take the appropriate A –G courses required to get into California public university systems. CVCI accomplishes this by providing test preparation workshops and integrating speaking, reading and writing English throughout workshop activities.

The college prep curriculum is also integrated into the Steps to Success Workshops. All workshops, on-site presentations, and fieldtrips to local universities teach students how others in their community have made the dream of higher education a reality. Resources for these workshops include “Careers Are Everywhere” Activity Workbook from the Labor Market and Career Information (LMCI) department of the Texas Workforce Commission and the Elementary Curriculum from the Minnesota Office of Higher Education’s Get Ready Program. Exposure to college knowledge allows students to begin envisioning college as an achievable goal at a very early age.

ESP Partnerships

In addition to Homework Tutoring and Steps to Success Workshops, the ESP engages with various organizations in the San Diego area. Through these organizational partnerships, students will be able to access resources and participate in unique activities throughout San Diego. Some of the ESP’s most recent partnerships include: The San Diego Humane Society, Junior Achievement , Educational Opportunity Program (EOP), San Diego State University , San Diego’s American Association of Lab Animal Science (SDAALAS), San Diego Opera , A Reason to Survive, Inc. (ARTS), Francis Parker School , and YMCA Summer Overnight Camp.

ESP Evaluation Tools

Evaluation measures for the ESP include:

- Conduct pre and post assessment of students’ college knowledge acquired during Steps to Success Workshops.

- Measure and monitor students' grades each quarter. Parents are required to submit their child's grades as they become available.
- Measure and monitor students' yearly standardized test scores, including CST and CELDT (California English Language Development Test). Parents submit their child's grades as they become available.
- Measure student attendance and parent participation.
- Conduct parent conferences at least twice per year and maintain constant communication with parents and teachers to identify any other problems that are not captured in the latest transcripts or test scores.

ESP Deliverables

The overall goal of the ESP is to build students up to be successful in middle school while using their college and career goals as a reference point and rationale for success in school.

- At least 75% of students are at an equivalent of at least a 3.0 GPA by the end of 5th grade;
- At least 75% of students are at Advanced in their CELDT scores and ready for classification in to mainstream English courses by the end of 5th grade; and
- At least 80% of students have attended 80% of the required workshops and activities.

CVCI also conducts pre and post tests to measure improvement in content knowledge.

- 95% of students will have an increased understanding of colleges and universities each year;
- 95% of students will have an increased understanding of careers each year.

CVCI Middle School Program (Starting Year 5)

Workshops and Field Trips

In the Middle School Program (7th grade) weekly Steps to Success Workshops focus on positive identity development, as students often experience negative influences in their communities that may compete with a college-going culture. The workshops also cover important skills such as time management, essay writing, and test preparation. Community service, roles models, leadership, and "Active Dreaming" concepts are emphasized to ensure students transition to adolescence with a positive identity. Active Dreaming has to do with setting long-term goals and achieving short-term milestones toward those goals. It addresses the need for hard work, personal responsibility, and delayed gratification. In addition to the aforementioned, workshops, and field trips in middle school continue to have a strong focus on college and careers.

Tutoring

The goal of the MSP is to make sure students maintain above a 3.0 GPA and remain on track for college. Assistance is offered daily to support academic course work, with subject-specific tutors available for additional individual assistance. These tutors are college students from local universities with expertise in areas such as math, science and writing. Many of these students are also first in their families to go to college and serve as mentors to students. If a student falls below a 3.0 GPA, they are provided tutoring to them to

help them bring their grades up.

Giving Back

BLCI believes it is important to ensure disadvantaged students not only have access to higher education, but teach them how and why it is important to use this education toward making a difference. Students are involved in various community service projects throughout the year that build character and a positive identity. Traditionally, students have participated in projects with the St. Vincent De Paul Village (feeding the homeless), Senior Community Centers (feeding, performing for and playing games with the elderly), and other volunteer organizations. BLCI has also partnered with WitKids, a student led service-learning program that teaches young people that their ideas matter by helping them design and launch their own local, national, and international service project of their choice.

Academic/Personal Advising

Coordinators meet with parents and students individually each semester to go over academic and personal goals. Coordinators take this opportunity to find resources for the families. All coordinators are bilingual in English and Spanish and most are the first in their family to go to college. Families feel they can trust CVCI staff because they could relate to their cultural and personal experiences.

MSP Evaluation Tools

Evaluation measures for the MSP include:

- Conduct pre and post assessment of students' college knowledge acquired during Steps to Success Workshops.
- Measure and monitor students' grades each quarter. Parents submit their child's grades as they become available.
- Measure and monitor students' yearly standardized test scores. Parents submit their child's grades as they become available.
- Measure student attendance and parent participation.
- Conduct parent conferences at least twice per year and maintain constant communication with parents and teachers to identify any other problems that are not captured in the latest transcripts or test scores.

MSP Deliverables

The overall goal of the MSP is to build students up to be successful in high school while using their college and career goals as a reference point and rationale for success in school.

- At least 75% of students maintain at least a 3.0 GPA by the end of each year.
- At least 75% of students have attended 80% of the required workshops and activities

CVCI also conducts pre and post tests to measure improvement in content knowledge

- 95% of students will have an increased understanding of colleges and universities and requirements to gain acceptance to these institutions each year
- 95% of students will have an increased understanding of careers and workplace readiness skills each year

CVCI Parent Advocacy Program

The Parent Advocacy Program provides ongoing workshops and regular meetings with CVCI program staff, which help to educate

parents on topics including parental rights, community resources, and college preparation. Some parent workshops are designed to create an environment at home that is conducive to their children enrolling and succeeding in college (e.g. transformational communication, financial literacy, etc.). Parents are encouraged to invest 30 hours a year in CVCI by volunteering, participating in workshops and meetings, or going back to school themselves.

Parent Advocacy Program Deliverables

- At least 50% of parents complete the minimum 30 hour participation requirement
- 95% of participating parents will have an increased understanding of different aspects of the American Education System and career readiness from year to year

Overall CVCI Implementation Timeline

Spring/Summer in preparation for new school year

Connect students to camps

Conduct outreach and recruitment for new applicants

Recruit and train new volunteers

Review and prepare curriculum for the fall

Fall

Implement Tutoring & Steps to Success Workshops

Conduct student pre-assessment at beginning of school year

Conduct parent conferences

Conduct parent workshops (topic varies)

Take students on fieldtrips to local colleges

Hold Open House for families and supporters

Spring

Implement Tutoring & Steps to Success Workshops

Conduct parent conferences

Conduct parent workshops (topic varies)

Take students on fieldtrips to local colleges

Conduct student post-assessment at the end of school year

Summer

Work with partner organizations and register students for summer camp opportunities

Conduct outreach and recruitment for new applicants

Target Population: Up to 50 3rd graders at Castle Park Elementary School in year one, adding a new class of 3rd graders every year while following the other classes of students through their academic trajectory. By year 5 of the grant the program will serve a maximum of 250 students from grades 3-7 (all CP neighborhood children). Priority will be given to children with multiple risk factors whose parents did not attend college.

Level of Evidence: This program is based on moderate evidence. BLCI has been in existence for 16 years and currently serves 188 students from 3rd grade through college as well as about 100 parents. BLCI has shown a demonstrated impact. To date, 100% (75/75) of BLCI graduates have enrolled in colleges and universities throughout the nation; 85% have enrolled directly into 4-year institutions. Since the inception of the College Success Program in 2007 that helps students apply to colleges and financial aid as well as provides retention services for college enrolled students, 92% of students who have gone through the program have continued on their path to college graduation.

In the earlier grades, 87% percent of elementary school students were retained through to the middle school program, and 87% of middle school students were retained through to the high school program; 84% of middle and high school students maintained a 3.0 GPA or above, and 43% of them had above a 3.5 GPA. This is occurring in Barrio Logan, one of San Diego's most underserved communities, where the latest census data show that only 38% of adults age 25 or older have a high school diploma or higher and less than 3% have a bachelor degree or higher. The average parent education level at BLCI is 8th grade. All BLCI students are first-generation-to-college and 95% are low-income based on federal guidelines.

Addressing the identified need:

Ed6: Graduation Rate

The 75.1% Cohort Graduation Rate (CDE, 2010/11) may seem acceptable at first glance. However, students are not graduating college- or career-ready. For example at CPH, 42% do not pass ELA and 28% do not pass math in the CAHSEE (High School Exit Exam). In order for students to enter the California State University (CSU) or University of California (UC) systems, they must complete an A-G sequence of college preparatory courses. Although 67% of CPH students are enrolled in A-G courses, only 40% complete the A-G sequence required to graduate 'college-ready'. The Dean of Southwestern College in Chula Vista stated that CPH students enter an average of 4 grade levels behind other students.

Ed 7: Students graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, etc.

Only 40% of CPH students completed A-G requirements upon graduation (SUHSD, 2012). In 2009, just 22% of CPH students enrolled in a 4 year university, and 46% enrolled in 2 year programs. In the CVPN target neighborhood, only 12% of adults 25 years or older have attained a Bachelor's Degree or higher, compared to the countywide rate of 34%. (ACS, 2006-2010)

College preparation must start early: A study released by The Annie E. Casey Foundation found that the level of reading skills children develop by third grade is directly correlated with the likelihood of their graduation from high school. The report found that

students who don't read proficiently by third grade are four times more likely to leave school without a diploma when compared to proficient readers. The number rises when those kids also come from poverty (Hernandez, 2012). Almost all students in the target population are English Language Learners from a low-income background putting them at high risk for dropping out of high school. CVCII focuses on literacy and intensifies its support for students struggling in this area through individual tutoring. Further research suggests that college preparation needs to start well before high school, certainly by middle school, but even better if it starts in elementary school (Levine and Nidiffer, 1996). CVCII sets college and career expectations early making them more likely to persist in the long-term.

Low levels of education are associated with low levels of civic engagement: A 2009 study from Tuft University's Center for Information and Research on Civic Learning and Engagement found that educational attainment is positively correlated with civic engagement in all forms including: voting, volunteering, civic media use, and motivation to serve society regardless of students' socioeconomic status of origin (Finlay, A. and Flanagan, 2009). In other words, the more education one has, the more civically engaged one becomes regardless of whether or not the person grew up rich, poor, or middle class. Low-income community residents may not have the "know how" or confidence to make a positive impact on their community. CVCII not only ensures disadvantaged students have access to higher education, but also reinforces the value of making a difference in ones' community and teaches them how.

The family-based approach serves as an early intervention program. The dropout rate for Latino students has not changed much over the past decade. According to the California Department of Education in 2010, 32% of Latino high school seniors in San Diego County dropped out of school. In addition, in 2007 (the latest data available), a staggering 73% of graduating Latinos failed to meet A-G college track requirements for admission to University of California and California State University schools. A full 100% of BLCI students have graduated A-G eligible from high school, and this is attributed to the small staff-student ratio, which allows for individual advising, and the network of program partners to whom students and their families are referred to for issues such as access to counseling, testing for learning disabilities, legal assistance, and immigration information.

CVCII meets a critical need that most local schools face. School counselors are arguably the critical link between a student and the college of their choice. The average counselor case load in California can be as high as 500 students per counselor, making personal attention for a student, let alone their family, difficult. CVCII coordinators provide the support to fill this gap. CVCII's family centered approach ensures that students and parents receive all the relevant information about the college admissions process as possible (for parents in Spanish), and take steps to ensure they have all of their questions answered. Student to staff ratios at CVCII will never go over 15:1.

Many lower income students in San Diego do not have access to technology after school. Many CVCII students do not have a computer at home to use for academic purposes or to gain access to the Internet. CVCII provides supervised access to computer labs, and the Internet, as well as academically-based computer programs to assist them with their school work and college research.

Sources of Funding: PN funds with match funding from BLCI and United Way of San Diego.					
	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Estimated cost per child	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Estimated # children served, by age	50 in 3 rd grade	50 in 3 rd grade 50 in 4 th grade	50 in 3 rd grade 50 in 4 th grade 50 in 5 th grade	50 in 3 rd grade 50 in 4 th grade 50 in 5 th grade 50 in 6 th grade	50 in 3 rd grade 50 in 4 th grade 50 in 5 th grade 50 in 6 th grade 50 in 7 th grade
Penetration rate (% of children in target area served)	60%	60%	60%	60%	60%
Annual goal(s)	Serve CPE, 3 rd grade	Serve CPE, 3 rd & 4 th grade	Serve CPE, 3 rd , 4 th , & 5 th grade	Serve CPE, 3 rd , 4 th , 4 th , & 6 th grade	Serve CPE, 3 rd , 4 th , 4 th , & 6 th grade, and add 50 from 7 th grade

C2. SAT® Prep Course

Solution Name: SAT® Prep Course	
Indicator(s) impacted: ED 4 & 6	Provider(s): UCSD
<p>Program/service description: The University of California, San Diego is offering an exclusive SAT® Prep Course. This innovative and sophisticated SAT® Prep Course is designed for the student whose busy lifestyle demands efficient prep in a condensed amount of time by focusing on the test topics that impact the student’s score the most. The UCSD team will help students score higher on the SAT® with exclusive test-taking tactics specifically designed to increase scores. Students will learn strategies and techniques based on actual test</p>	

data geared towards their strengths and weaknesses. By the end of UCSD’s Intensive SAT® Prep Course students will be able to test confidently. Students will receive: 16 hours of instruction; experienced instructors 3 full SAT practice tests with analysis results, small classes and additional tutoring, as needed.

Target population: 11th graders from the target neighborhood who face the highest risk for school failure, i.e. are ELLs, and/or have a parent who did not attend college, and/or are socioeconomically disadvantaged.

How it addresses identified need:

ED4: Students are proficient in core academic subject.

- 33% of students are high-need, i.e. are neither proficient in ELA or Math in 9th-12th grade CST tests. Most of these children face the following barriers; mostly ELLs, have a parent with no degree, or are socioeconomically disadvantaged.
- 40% are moderate-need, i.e. are proficient in either ELA or Math, but not both. Most of these children are ELLs.

ED6: Graduation rate.

- 67% of students are enrolled in A-G courses, yet only 40% graduate having satisfied A-G requirements.

Sources of Funding: PN funds with match funding from UCSD.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost*	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████
Estimated cost per child	████	████	████	████	████
Estimated # children served, by age	65	75	75	85	85
Penetration rate (% of children in target area served)	65%	75%	75%	85%	85%
Annual goal(s)	Serve 82 children in the 2 high schools	Serve 94 children in the 2 high schools	Serve 106 children in the 2 high schools	Serve 119 children in the 2 high schools	Serve 125 children in the 2 high schools

* The cost structure provides a UCSD ██████ in kind per student or ██████ per 30 student cohort. This is more than half the cost offered to the general public and much less than other similar programs offered.

C3. Academic Connections FabLab

Solution Name: Academic Connections FabLab	
Indicator(s) impacted: ED 4 & 6	Provider(s): University of California, San Diego Extension
<p>Program/service description: UC San Diego Extension K-16 Programs and FabLab San Diego offer a wide array of courses based on the frame work of STE[+a]M™ developed by Edward Abeyta, Ph.D. at UCSD. The foundation of STE[+a]M™ is based on the use of both sides of the brain where convergent and divergent thinking are able to occur.</p> <p>In order to be more "whole-brained" in their orientation, schools need to give equal weight to the arts, creativity, and the skills of imagination and synthesis. To foster a more whole-brained scholastic experience, teachers can use instruction techniques that connect with both sides of the brain. They can increase their classroom's right-brain learning activities by incorporating more patterning, metaphors, analogies, role-playing, visuals, and movement into their reading, calculation, and analytical activities.</p> <p>The course offerings enable students with various aptitude levels to engage and succeed in each class. The instructors include a team of dedicated leaders in these fields and a passion to inspire youth. The portfolio of courses offered include courses in the areas that include:</p> <ul style="list-style-type: none"> • Circuit Design: Electronic Circuit Design is an introductory class to designing and building your own circuit boards. Students will learn basic electronic circuit design principles hands-on. Students will use an open-source software program. • Solar Powered Devices: In this class, students start by describing the process of converting light into electricity at the particle level. Animations and group work will be used to visualize this complex and abstract phenomenon in order to turn it into a concrete format. • Wearable Electronics: Soft Circuitry is the new black in the world of electronics. Students learn how to use the Lilypad Arduino and make their own soft buttons (analog and digital), soft piezo buzzers and create a final project of their own choice. • Do It Yourself Robotics: Students learn how to take apart obsolete technology and turn the various parts into 3 different types of robots. DIY Robotics is a course for students to learn how to design, build, and modify electronic circuits, starting from the ground up. • Have Fun with Analog Circuitry: This class will introduce students to the world of electronics through hands-on building of analog components. Students learn about solenoids, inductors, switches, squishy circuits, timers, oscillators while making your very own version of each component. • Arduino - Microcontrollers and Embedded Systems: Students learn how to use this fantastic microcontroller, it's great for beginners and students looking to create their own interactive projects. This class will include a beginner's overview of the use 	

of electronics and learn the theories and concepts of electricity and electronics.

- Game Development in Flash: Students will get familiarized with the Adobe Flash environment and the concept of the timeline and layers. They will learn some fundamental Actionscript 3.0 to control and manipulate objects to create their own game.
- 3D Modeling and Animation Using 3D Max: In this course students will learn 3-Dimensional principles and apply them in the creation of 3D representations using Autodesk's 3ds Max. This course will give students the opportunity to create 3D objects and 3D places.
- Introduction to Web Development - HTML 5: This course is an introduction to web development technologies, through HTML5 and CSS. HTML5 is the last major revision to HTML and is changing the understanding of the web.
- Introduction to C++: Language Basics: This class will introduce programming concepts to students, with no previous programming experience required, and will focus on learning to read and write programs in C++.
- Introduction to Java Programming: Java Language Basics: This course will start with the very basics and assumes students do not have any previous programming experience, and will cover the fundamentals of the operative parts of Java and will introduce the basic programming concepts of Java programming.
- Mobile Applications – Android: This course is an introduction to the Android mobile application development technology. It will introduce students to Google's Android SDK, with an introduction to the Java programming language used in developing these mobile applications.
- Data Visualization: How can students take a large set of data and turn it into an info-graphic that conveys the information in an interesting manner? This class caters to such an interest while also teaching students how to program Introduction to Clean Energy: This is a fun way to learn about energy, physics, chemistry, and electrical engineering principles to solve one of the world's most important issues: conversion to renewable clean energy.
- Robotics - Build Your Own Vehicle: Students will learn how to modify RC cars to control them with a microcontroller and add personalized features, including wireless communications, autonomous locomotion, various sensor readings and displaying.
- Product Design - Create Your Own Illuminated Object: Students Make Their Own Illuminated Object, by engaging in a hands-on process in order to learn how to design shapes in 2D in order to translate their designs into visually stunning 3-dimensional objects.

Target population: 9th graders at HTH and CPH, with priority given to neighborhood residents.

Level of evidence:

This program is based on strong evidence. The UCSD Extension launched the K-16 Program Division in 2010 with a mission to develop and deliver unique educational experiences and resources to students in the region. The framework for this effort is grounded by the approach developed by Edward Abeyta, PhD at UC San Diego called STE[+a]M (<http://steammanifesto.com>). STE[+a]M grows out of a national directive to empower new paradigms of Science, Technology, Engineering, and Math (STEM) learning, especially in the age of online learning and gaming.

The +a introduces a whole-brain, multi-sensory problem defining and problem solving approach that blends immersive visual and performing arts media and practices with reading, calculation, spatial reasoning, and critical analysis from a systems thinking point of view. The goal is to provide a balanced curriculum between the arts, creative, and self-aware studies with science, technology, engineering and math that engages and educates the whole child and fosters high achievement in all areas. In rapidly changing world, youth must become well-rounded global citizens who have the imagination and skills to conquer new challenges

Students from the lower end of the socioeconomic ladder tend to do less well in school than those from more upscale families. But newly published research identifies one sub-group of these youngsters who tend to exceed expectations: those who participate heavily in the arts (http://soar.wichita.edu/dspace/bitstream/handle/10057/616/barry_jennifer.pdf?sequence=1). “At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied,” a team of scholars writes in a new National Endowment for the Arts Research Report. “These findings suggest that in-school or extracurricular programs offering deep arts involvement may help to narrow the gap in achievement levels among youth.”

The primary focus of the report (<http://www.nea.gov/research/arts-at-risk-youth.pdf>), titled “The Arts and Achievement in At-Risk Youth” is on teenagers and young adults in the bottom 25% of the socioeconomic scale (as measured by family income, parental employment and the parents’ level of education). For that group, there is a remarkably strong association between participation in the arts and a wide variety of positive outcomes. “In two separate databases, students who had arts-rich experiences in high school showed higher overall grade point averages than did students who lacked those experiences,” These band members and ballerinas even had slightly higher-than-average GPAs in math. What’s more, those higher grades paid off. Disadvantaged high school students heavily involved in cultural activities enrolled in competitive colleges — and in four-year colleges in general — at higher rates than their counterparts who avoided the arts.

The NEA report is based on four separate sets of data: The National Educational Longitudinal Study of 1988, the Early Childhood Longitudinal Study (Kindergarten Class of 1998-99), the Education Longitudinal Study of 2002, and the National Longitudinal Survey of Youth of 1997. Each of these studies followed children for a number of years; three of the four tracked their activities in high school and then measured their life achievements into early adulthood. Engagement in the arts was gauged by giving students one point for each arts activity they participated in (either in class or extracurricular), with “extra points for recurring exposure to a specific arts activity, for service in an arts leadership position, or for advanced-placement coursework in the arts.”

Crunching the numbers from the four studies, the researchers found 71% of “low-SES students” who were heavily involved in the arts attended “some sort of college” after graduating from high school, and 39% attended a four-year college. In contrast, for those who had little or no involvement with the arts, 48% attended a college of any type, and only 17 percent attended a four-year college.

Another finding in the study noted, “college-going rates were higher if students had engaged in arts-rich experiences in high school,” the researchers report. “Ninety-four% of the high-arts group went on to a four-year college, vs. 76% of the low-arts group.” And they did well once they got to college, with 55% earning “mostly A’s” compared to 37% of the non-arts-involved group.

The national focus on STEM education is grounded in a left brain approach that has excluded the Arts from enabling students to have

a well balanced approach to thinking. Hence, the movement of going from STEM to STE[+a]M is sound approach in approaching educational policy, practices and innovative instruction.

Sources of Funding: PN funds with match funding from UCSD.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████
Estimated cost per child	████	████	████	████	████
Estimated # children served, by age	75	75	85	85	85
Penetration rate (% of children in target area served)	75%	75%	85%	85%	85%
Annual goal(s)	Provide 3 groups, each for 30 children	Provide 3 groups, each for 30 children	Provide 4 groups, each for 30 children	Provide 4 groups, each for 30 children	Provide 4 groups, each for 30 children

C4. Chula Vista Careers Academy

Solution Name: Chula Vista Careers Academy	
Indicator(s) impacted: ED 6 & 7; FC 11 (for adults)	Provider(s): Manpower of San Diego
<p>Service Description: Manpower will provide work-readiness training and employment for youth and parents from the target neighborhood, to ensure families achieve financial self-sufficiency and stability through access to the job market. The WorkPath program design is based on a proven model that has been implemented and refined locally since 2005, with new components customized to the needs of Castle Park residents.</p> <p>Target population served in each grant year:</p> <ul style="list-style-type: none"> • 75 youth 11th and 12th graders, who reside in the target neighborhood and attend HTH or CPH. • 75 parents who reside in the target neighborhood. <p>Training Schedule:</p>	

The classroom portion of Manpower's work-readiness and placement program will run the equivalent of 2 weeks (approximately 80-100 hours of instruction time). Classes follow a fixed roster so that participants learn the routine and accountability of being on time for each session, prepared, and ready to learn (just as they would in the real world of work).

- Youth 5 cohorts of 15 participants per class
 - Training hours: M, W, F 3pm-7pm
 - 7 weeks duration
 - Internship development: ongoing, based on need and school schedule
- Adults 5 cohorts of 15 participants per class
 - Training hours: M-F 9am-4pm
 - 2 weeks duration
 - Job placement: one-on-one support until each individual is fully employed

Program components: Recruitment and Outreach; Basic Skills Assessments ; Work-readiness Training; Remedial Skills Training; Technical Skills Development; Wrap-around Employment Case Management Services; Job or Internship Placement; Ongoing Education and Skills Building; Ongoing Mentoring and Support.

Since inception, Manpower's WorkPath program has changed hundreds of lives in Southern California, enabling candidates to obtain quality employment opportunities they never thought possible. In the greater San Diego region alone, Manpower has successfully placed over 400 WorkPath training program graduates into new careers. Manpower has developed curricula specific for youth (*MyLife*) and adults (*Strategies for Success*), to address the needs of each individual participant at their life/career stage. The commonality is that both *MyLife* and *Strategies* develop the soft skills, hard skills, communication abilities, and personnel accountability that employers demand. The programs were designed, and are continually refined, based on the real-time feedback Manpower receives from client employers – it is truly a market-driven approach to skills development and job placement.

Youth Work-readiness Training: *MyLife*: This program was designed to meet the needs of jobseekers with little to no real-world experience (youth), or adult populations with little exposure to the professional world of work. *MyLife* develops critical life and social skills, basic computer skills, and financial literacy. The curriculum places a heavy emphasis on coping skills, enabling participants to overcome barriers to employment, as well as real-world challenges that arise both personally, and in the workplace. During the course of the program, each participant is responsible for the well-being of a virtual persona, gaining first-hand experience on decision making and the impact those choices have on quality of life. Decision points revolve around career, family, and finances, but also take into account unforeseen positive and negative events (“when life happens”). Students are also introduced to the concept of networking, and using their web of support to achieve goals and overcome challenges. Manpower has worked with South Bay Community Services on several youth projects, using *MyLife* as both a real-world educational supplement to school curriculum, and to prepare youth for summer internships. Please see attachment 1 for more detail on the *MyLife* curriculum.

Adult Work-readiness Training: *Strategies for Success:* This full-time intensive classroom training experience delivers the hard and soft skills employers require, in a setting and routine that immerses participants in private sector workplace norms. The curriculum centers on instructor-lead interactive activities: reading and discussion of materials, resume writing instruction, traditional and competency-based interviewing instruction and role play, discussion of job retention-related issues, and one-on-one coaching. One of the main reasons Manpower is able to achieve extremely high job placement rates across all of its programs is the individualized attention given to each candidate. While the workshops and training resources play a huge role, it is the proactive follow-up and regular contact with each individual that will give each job placement the highest probability of “sticking”. The goal is to provide the youth and adult participants with the best learning experience possible, while simultaneously meeting the needs of the employer. The later piece is crucial, allowing for the development of additional opportunities for future participants with those businesses.

The Promotora Approach to Employment Case Management: A key aspect of the Chula Vista Careers Academy is that it takes employment training and job placement services beyond the classroom and into the home. Transportation is a huge barrier for many individuals – if they are unable to visit the office or classroom for one-on-one assistance, Manpower will take the services directly to the participants with home visits. This Promotora model will provide bilingual, culturally competent services, directly to participants, providing a bridge between the community and private sector employers across San Diego County.

Manpower’s WorkPath Job Coaches will team with CVPN Promotoras to visit each family on a regular basis. This strategy is based on the accepted notion that strong, healthy families require support on all fronts: education, health/wellness and financial. Research has shown that “healthy employment” is oftentimes the main determinant of positive indicators in each of those other areas. Manpower’s Job Coaches will work closely with Promotoras, ensuring coordination of services and communication. This will allow us to closely monitor each participant’s progress, and proactively address any small issues before they can lead to larger issues.

Family-focused employment plan: The Chula Vista Careers Academy is also unique, in that uses evidence-based practices to build healthy families. The key is engaging all family members in services, so as to gain group buy-in through shared experience and success. The path to self-sufficiency and prosperity is not necessarily an easy one, and the more family members understand each person’s individual journey, the more support they can lend. All eligible family members requiring services will be enrolled in a WorkPath training program, ideally simultaneously. And while the youth and adult programs are customized to different learning levels, similar lessons, objectives and assignments are intentionally built into the curricula, providing opportunities for shared learning experiences and interaction among family members.

Tackling Underemployment: The Chula Vista Careers Academy will provide valuable services for all Castle Park residents, regardless of employment status. The WorkPath motto is “get a job, get a better job...get a career”. Many residents are working in low paying jobs with few benefits, security, or opportunity for advancement. WorkPath will offer regular evening workshops on career management and mobility, to assist those persons in achieving more fulfilling and financially rewarding employment, thereby breaking the cycle of the “working poor”.

Remedial skills: Prior to enrollment in work-readiness training, students must demonstrate basic computer, reading and numeracy skills. While the curriculum is designed to allow students to learn at different speeds, some baseline abilities in these areas are required. Manpower has made a strong commitment to provide employment services to every resident of the target area. As such, Manpower has built a strong remedial skills component into all programming. Remedial skills classes (approximately 40 hours in duration) will be run in between cohorts for both youth and adult participants. Students may retake the remedial training as often as necessary until they are comfortable enrolling into the full *MyLife* or *Strategies for Success* programs.

12 months of Ongoing Training and Development: As part of Manpower’s case management program, each participant will be enrolled in Manpower’s online Training and Development Center (TDC) (<http://www.manpowertdc.com/>). This “online university” provides access to over 6,000 courses. Such a wide range of offerings means Manpower has training available for every job seeker, even if they have never used a computer before. Bilingual programming is also available. Courses include the most essential MS Office software packages, as well as basic job-readiness training on personal accountability, time management, workplace communication abilities, and basic business skills. This learning opportunity is another way Manpower empowers participants to not only advance in their first job or internship, but to also prepare for their next career move, and the move after that, and so on and so forth.

Youth and adult participants will have a full 12 months of unlimited access to the online university, enabling them to continue building their skills base long after completing the classroom training. A Manpower Training Assistant will assist each graduate to package and assign TDC modules focused on the individual’s needs and career objectives. In addition, the Training Assistant and Job Coach can view and track each individual’s activity, ensuring that they actually complete the assigned modules and pass the proficiency exams for each course.

Proven Channels to Employment: Manpower can offer meaningful temporary work assignments to program graduates, to help them transition more quickly into permanent employment. This not only provides income relief, it also offers quality work experience, exposure to different industries and occupations, and valuable networking opportunities.

Approximately 42% of Manpower’s temporary positions lead to an offer of permanent employment, making this an excellent secondary channel to employment that strategic partnership provides.

Outcomes and Deliverables:

Manpower will track participants for 12 months after they achieve employment.

- **Database** – Manpower’s Job Coaches log every “touch point” with participants in its database. Every activity (phone call, email, meeting, etc.) is time-stamped, along with a description of the activity, the outcome, and the contacts involved. Employer information is tracked in the same manner, enabling us to track progress and employment-related activity on all fronts.
- **Activity Tracker** – each participant is required to complete a daily job search activity sheet. These are compiled and reviewed

in-person with their Manpower job coach weekly. Manpower retains copies and enters the results into the database.

- **Focus Groups** – Manpower’s job coaches will hold regular feedback sessions with participants and their hiring managers, once participants are employed.

Specific data points will include: Program enrollment and completion rates; Skills assessment scores; Job search activity levels (calls, emails, resumes, applications, phone screens and interviews completed per participant each week); Employment offers; Employment parameters (industry, occupation group, geography, etc); Job placement rates by date; Average earnings; Health indicators.

Evidence-based Workforce Development Solutions:

The effectiveness of Manpower’s *MyLife* and *Strategies for Success* curricula has been demonstrated over the past 7 years. Manpower’s work-readiness training curriculum and job placement practices were originally designed to assist Hurricane Katrina evacuees gain employment and self-sufficiency, after being relocated to San Diego from the Gulf Coast. The population had low educational attainment and skill levels. Three cohorts were run under the initial funding allocation, and results were tracked to refine the program and validate effectiveness. Each cohort was run through a separate customized training contract with the San Diego Workforce Partnership between November 2005 and July 2007. Participants were recruited for the program through public Career Centers, and Employment Development Department, and had to be Workforce Investment Act (WIA) eligible to qualify for the training.

Performance metrics are outlined in the table below:

Round	Date	Contract Value	Contract No.	No. of Students	Population	Placement Rate at Contract Closeout	Placement Rate-to-date
1	09/01/05 - 09/30/06	████████	111-01	100	501 (100%)	98%	98%
2	10/01/06-06/30/07	████████	111-02	90	501 (75%), 201 (25%)	94%	97%
3	07/15/07-04/15/08	████████	111-03	50	501 (50%), 201 (50%)	89%	96%

The actual number of students who completed the program was 263, due to additional student scholarships provided by Manpower and its employment partners.

Needs Addressed:

Ed6: Graduation Rate

The 75.1% Cohort Graduation Rate (CDE, 2010/11) may seem acceptable at first glance. However, students are not graduating college- or career-ready. For example at CPH, 42% do not pass ELA and 28% do not pass math in the CAHSEE (High School Exit Exam). In order for students to enter the California State University (CSU) or University of California (UC) systems, they

must complete an “A-Gg” sequence of college preparatory courses. Although 67% of CPH students are enrolled in A-G courses, only 40% complete the A-G sequence required to graduate ‘college-ready’. The Dean of Southwestern College in Chula Vista stated that CPH students enter an average of 4 grade levels behind other students.

Ed 7: Students graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, etc.

Only 40% of CPH students completed "A-G" requirements upon graduation (SUHSD, 2012). In 2009, just 22% of CPH students enrolled in a 4 year university, and 46% enrolled in 2 year programs. In the CVPN target neighborhood, only 12% of adults 25 years or older have attained a Bachelor's Degree or higher, compared to the countywide rate of 34%. (ACS, 2006-2010)

ED11 (for participating parents): Families who access supportive services:

Less than half of households have an adult employed full time (48%);

Almost two-thirds receive some type of financial assistance (62%);

6 out of 10 children qualify for publicly funded health insurance (61%) and depend on the school’s free meal program for their lunch (68%) due to low household income;

44.4% of families in target area are Female headed Households

Source of Funds: PN with match from Manpower.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████	██████████ ██████████ ██████████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	210	210	210	210	210
Penetration rate (% of children in target area served)	70%	70%	70%	70%	70%
Annual goal(s)	70 11 th & 12 th graders & 70 adults served	70 11 th & 12 th graders & 70 adults served	70 11 th & 12 th graders & 70 adults served	70 11 th & 12 th graders & 70 adults served	70 11 th & 12 th graders & 70 adults served

SBCS WIA Workforce Development Program at Castle Park High (available to eligible low-income children from the neighborhood): SBCS’ WIA Program provides Educational Services, Work Readiness Training, Work Preparation and Work-based Opportunities, and Youth Development Services for low-income youth enrolled at Castle Park High School who face a high risk of dropping out. Through this program, the following services are provided on-site at the school:

- SUHSD/CPH provides Educational Services that will lead to literacy and numeracy skills gains, and computer literacy, leading to High School Diplomas and preparation and placement in post-secondary education or advanced training. CPH provides intensive educational services and accelerated credit accrual strategies so that students whose achievement has lagged can catch up and graduate from high school.
- SBCS provides Work Readiness Training that supports skill development using the tested EXCEL curriculum, derived from Edward De Jesus’ *“Making It” Series: A New Pathway to Pre-Employment Life Skills Development*.
- SUHSD’s ROP Career technical Education Office provides a classroom-based Work Preparation curriculum leading to a Customer Service Specialist certification.
- SBCS provides stipend work experience internships and a summer jobs program, and will arrange for work-based opportunities in the community.
- SBCS provides Youth Development Services, including access to Community Assessment Team services, SBCS’ Independent Living Skills classes with a range of incentives for participation; financial literacy classes; anger management groups; access to mental health services, and much more.

D. Family Wellness, Stability, and Self-Sufficiency

D1. Safety Net of Supportive Services

Solution Name: Safety Net of Supportive Services	
Indicator(s) impacted: FC11	Provider(s): SBCS
<p>Program/service description:</p> <p>SBCS will leverage its many programs and services, all funded by sources other than the Department of Education. SBCS intends to intensify the focus of these services for vulnerable children, youth, and families living in the target neighborhood, reaching at least a 65% penetration rate. Existing services provided by SBCS that will ‘saturate’ the target area include a continuum of Affordable and Transitional Housing; Homeless Prevention Services; Family Self Sufficiency Services, including job placement, development, support, and upgrades, financial literacy, housing assistance including rental/utility assistance, food assistance, and EITC tax services; Comprehensive Domestic Violence and Child Abuse Prevention and Intervention; Youth Development Services, including juvenile diversion, gang prevention and intervention, and homeless youth and street outreach services; School-Readiness Services; Rental Assistance; Emergency Food; Employment assistance; Fair Housing Assistance; Tax Services; Senior Programs; and Mental Health</p>	

Services.

SBCS was the first organization in the County to integrate an evidence-based, trauma-informed approach into all services for the most vulnerable individuals and families, including homeless youth and youth aging out of foster care, families and children impacted by abuse and violence, homeless families, and struggling youth. SBCS invests substantially in trauma-informed, wraparound family and community supports that address the multiple, complex, interconnected factors that prevent vulnerable individuals and families from thriving, supporting improved health, wellness, self-sufficiency, and positive life prospects. Director of Clinical Services Pam Wright, LCSW, has extensive knowledge of evidence-based trauma-informed models and is one of the county's foremost practitioners, having worked intensively with the developers of two evidence-based models - Trauma Adaptive Recovery Group Education and Therapy (TARGET), and Trauma Recovery and Empowerment (TREM).

For SBCS, being trauma-informed means adopting an agency-wide systemic approach that ensures that everyone who comes into contact with the agency receives services that are sensitive to the impact of trauma and its importance for a full recovery. All staff are learning how every aspect of the interplay between the provider and client is important, and staff at all levels continually discuss how everything they do – the words they use in service provision, how clients in need are approached, how programs are structured - all matter deeply. Staff work collaboratively with clients, developing a relationship based on deep empathy and compassion that empowers struggling individuals to regulate emotions and move forward towards peace and healing. Staff also work with clients to ensure that all of their interconnected needs and issues are addressed, with a focus on their strengths, recovery, and skill building.

For example, in 2006, SBCS introduced trauma-based services that addressed clients' multiple, interconnected needs: substance abuse, mental illness, domestic violence, parenting, housing, and employment. The entire approach to services was infused with an understanding of underlying trauma and its long-term effects. The result was a dramatic improvement in overall client functioning, leading to increased coping skills and self-sufficiency. Based on this, SBCS introduced a similar approach into our Youth in Transition services, again seeing a clear improvement in program effectiveness, as youth showed a great willingness to become active participants in their program.

Target population: Supportive services will be available as needed for all eligible families residing in the target area (each program has its own eligibility guidelines)

Level of evidence: Many of SBCS' programs use evidence-based curricula and models (as explained in the narrative), and are all rigorously evaluated to ensure that they are achieving their objectives in the most effective and efficient manner possible.

How it addresses identified need: The supportive services directly address multiple factors that prevent children and families from thriving, and that create barriers to academic success for children. For example, if a family is homeless or about to become homeless, experiencing family violence, or includes family members with gang or substance involvement, these factors affect a child's functioning and achievement at school. SBCS will also provide Family Self Sufficiency and Workforce Development services for parents, because CVPN believes that improving parents' financial situation and stability directly impacts the entire family and

improves children’s chances of success.

D3: Castle Park Wellness Program

Solution Name: Castle Park Wellness Program	
Indicator(s) impacted: <i>FC1 & 2</i>	Provider(s): Scripps
<p>Description: Scripps Family Medicine Residency Program and the San Diego Border AHEC, as well as with a wide variety of local partners, have been working together to increase the rate of healthy weight in the South Bay San Diego community through an initiative called <i>San Diego Healthy Weight Collaborative</i>. For the past year, the Collaborative has worked closely with the Chula Vista school district to implement a new Wellness policy. We have already found successful changes at Rice elementary and our approach will be similar as we look to develop and implement sustainable community-based strategies to support healthy weight in the Castle Park community.</p> <p>Goal: To build capacity to meet the needs of the school population utilizing an integrated approach that provides ongoing assessment, prevention activities, treatment, and appropriate follow-up of healthy weight in the Castle Park area</p> <p>Objective 1: Establish and strengthen multi-sector community-based partnerships to support wellness efforts at Castle Park Elementary School. This will include school staff and administrators, community organizations, public health department, primary care physicians, parents and youth leaders.</p> <p>Objective 2: Implement and coordinate activities tailored to the individuals and families of the Castle Park area. Activities will include the following:</p> <ul style="list-style-type: none"> ○ Develop a consistent message (5210) to promote healthy weight in the target population and disseminate the message campus wide. ○ Develop and implement a communication plan to disseminate 5210 message to the school population <p>Objective 3: Using standardized, evidence-based health assessment protocols, target the 4th and 5th grade students for in depth health assessments of current behaviors related to the 5210 messaging.</p> <p>Objective 4: Implement a standardized template for a healthy weight plan to further assist with 4th and 5th grade student goal setting to improve health behaviors related to the 5210 messaging.</p> <p>Objective 5: Develop community strategies that enable healthy eating and active living in the target population. These will include:</p> <ul style="list-style-type: none"> ○ Support the implementation of the new District wellness policy to improve physical activity and increase healthy eating both on the school campus and at home in their communities. Parent focus groups will assist with prioritizing concerns. Staff focus groups will support staff in their efforts to improve campus wellness policies. ○ Provide at least 5 educational classroom sessions and one campus wide wellness event to support individuals and families 	

to follow their healthy weight plans.

Target Population: All families living in the target area.

Level of Evidence:

All the activities at Rice were implemented with guidance and support from the National Initiative for Children’s Healthcare Quality (NICHQ). NICHQ undertook the evaluation and data summary.

Collaborate for Healthy Weight is a quality improvement initiative, a pioneering effort to apply quality improvement methodology to obesity prevention at a national scale. We are focused not only on WHAT needs to change, but also on HOW to make change. The processes we use to make change come from a discipline known as “improvement science.” Improvement science is rooted in the work of mathematicians and engineers who were initially focused on reducing defects in products such as cars and telephones. Over time, the approach has been adapted to many service industries, including health care. The fundamental approach used in this program is the Model for Improvement, developed by Associates in Process Improvement. The model has been used very successfully by hundreds of provider, public health, and community-based organizations in many countries to improve healthcare processes and outcomes.

The model has two parts:

Three fundamental questions, which establish a framework and guiding principles for the project:

1. What are we trying to accomplish? (Aims)
2. How will we know if a change is an improvement? (Measurement)
3. What changes can we make that will result in improvement? (Ideas)

The Plan-Do-Study-Act (PDSA) Cycle, a method of testing and implementing ideas in real world settings. The Model entails starting with small scale, rapid tests of strategically chosen ideas; modifying the approach based on the results of the initial tests; and then expanding in scale and scope with increasing confidence in the approach.

How it addresses need:

FC 1: Children participate in daily physical activity AND FC2 Children consume 5 or more servings of fruits and vegetables daily;

- 26% of children were not physically active for 60 minutes 5 or more days/week (CVPN door-to-door survey, 2012).
- CPE: 63.5 of 5th grade students did not meet Healthy Fitness Zone for body composition
- CPM: 53.1% of 7th grade students did not meet Healthy Fitness Zone for body composition
- CPH: 51% did not meet HFZ
- 82% of 2-11 year olds in CVPN target area do not eat 5 or more fruit/veg daily.
- 87% of 12-17 yr olds do not eat 5 or more fruit/veg daily (CVPN Door-to-door survey, 2012).

- Western Chula Vista has 36% Obesity rate and CP schools’ rate is nearly 2 times greater than the SUHSD as whole.

Source of funding: PN

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████	██████	██████	██████	██████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	1,850	1,850	1,850	1,850	1,850
Penetration rate (% of children in target area served)	100%	100%	100%	100%	100%

D3. San Diego Futures Foundation (SDFF)

Solution Name: San Diego Futures Foundation (SDFF)	
Indicator(s) impacted: <i>FC12</i>	Provider(s): The San Diego Futures Foundation (SDFF)
<p>Program/service description, target population, level of evidence, and how it addresses identified need: The San Diego Futures Foundation (SDFF) is a 501(c)3 nonprofit established in 1999 to improve lives in San Diego County through the deployment, adoption, and use of technology. SDFF provides equipment, software, training, services, and technical support to San Diego nonprofits, small businesses, and disadvantaged residents. SDFF provides technology, training, and employment to low-income residents, people with disabilities, and seniors in San Diego.</p> <p>San Diego Futures Foundation’s role in the proposed program includes a focus on technology access and skills. There are two program aspects that will be addressed:</p> <ol style="list-style-type: none"> I. Support of the direct access to technology for residents. Accomplished through SDFF services which will promote support for the adoption of broadband in the home and access, through in-kind donations and low cost equipment, to computers in the home. In addition, SDFF will provide in-kind support by providing donated equipment for the build-out of the digital cafés developed at each of the identified schools. II. Providing basic digital literacy training. Accomplished by providing training in order to increase the technology skills to encourage the achievement of: 1) parental engagement in their child’s education, 2) basic functional computer skills to increase use and access to information and services via the internet, and 3) the attainment of computer skills to support the job 	

readiness and employability skills of young adults and adults in the community.

Direct Access To Technology

Description: As an in-kind service SDFE will donate up to 75 computers in year one and 50 computers in subsequent years 2-5.

Target Population: Adults and youth for use in the household. Student and parents through school/community based development of digital cafés.

Level of Evidence: Evidence Informed.

Basic Digital Literacy Training

Description: Training will focus on basic digital literacy for those who have little to no exposure to technology. In addition intermediate digital literacy will be offered for those with some exposure but who wish to advance their skills. The purpose of the training is to empower individuals to use computers effectively for educational, workforce and community resource purposes.

Basic and Intermediate digital literacy will include instruction up to 16 hours that focuses on about the computer’s basic functionality, setting up email, security precautions, creating files and folders, community resources, online services and application, and internet search and discovery. After completing lessons and activities successfully students will be take a test and those who complete the test with an 80% correct score or above will obtain a Computer Literacy Certificate of Completion.

Target Population: High School aged youth, young adults, and parents of children who are seeking support for computer literacy.

Level of Evidence: Evidence Informed.

How it addresses need:

FC12: # & % of students who have school and home access (and % of the day they have access) to broadband internet (as defined in this notice) and a connected computing device;

20% of households do not have high speed internet access; 11% of households say their children do not have access to internet at their school (CVPN door-to-door survey, 2012).

These programs increase the ability for children and families to access the internet in the home; Support student progress in school by parental engagement in the use of technology to communicate with schools, verify progress reports, grades, attendance, and other information that schools disseminate via the internet; Decrease the digital divide between parents and their children so that parents are comfortable supporting their children’s use of technology to assist with accomplishing school work and so parents are able to advocate for responsible utilization of technology; Increase employability by providing essential knowledge fundamental computing concepts, common applications, and use of the internets.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	██████	██████	██████	██████	██████

Estimated cost per child	████	████	████	████	████
Estimated # children served, by age	40 youth 100 adults				
Penetration rate (% of children in target area served)	10%	20%	30%	40%	50%

D4. Chula Vista Careers Academy will also be available for 70 unemployed parents of neighborhood children.

E. Neighborhood Safety

E1. Olweus Bullying Prevention Program (OBPP)

Solution Name: Olweus Bullying Prevention Program (OBPP)	
Indicator(s) impacted: FC 4 & 5	Provider(s): CVESD & SUHSD
<p>Program/service description: The Olweus Bullying Prevention Program (OBPP) is the most researched and renowned bullying prevention program available to date. With over 35 years of research and successful implementation all over the world, <i>OBPP</i> is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting. <i>OBPP</i> is used at the school, in the classroom, and throughout individual levels of interaction and includes methods to reach out to parents and the community for involvement and support. School administrators, teachers, and other staff are primarily responsible for introducing and implementing the program. These efforts are designed to improve peer relations and make the school a safer and more positive place for students to learn and develop.</p> <p>The goals of the program to:</p> <ol style="list-style-type: none"> 1. reduce existing bullying problems among students; 2. prevent the development of new bullying problems; and 3. achieve better peer relations at school. <p>OBPP is a long-term, system-wide program for change involving program components at four levels:</p> <p>1. School-Level Components</p> <ul style="list-style-type: none"> • Establish a Bullying Prevention Coordinating Committee. • Conduct committee and staff trainings. 	

- Administer the Olweus Bullying Questionnaire schoolwide.
- Hold staff discussion group meetings.
- Introduce the school rules against bullying.
- Review and refine the school's supervisory system.
- Hold a school kick-off event to launch the program.
- Involve parents.

2. Classroom-Level Components

- Post and enforce schoolwide rules against bullying.
- Hold regular class meetings.
- Hold meetings with students' parents.

3. Individual-Level Components

- Supervise students' activities.
- Ensure that all staff intervene on the spot when bullying occurs.
- Hold meetings with students involved in bullying.
- Hold meetings with parents of involved students.
- Develop individual intervention plans for involved students.

4. Community-Level Components

- Involve community members in issues of Bullying
- Prevention Coordinating Committee.
- Develop partnerships with community members to support your school's program.
- Help to spread anti-bullying messages and principles of best practice in the community.

Target population:

OBPP will be implemented in all 5 schools. Each implementing school site will spend approximately four to six months in preparation before implementing *OBPP* in the school. This preparation will be done in consultation with a certified Olweus trainer.

OBPP is designed for students in elementary, middle, and high schools. All students participate in most aspects of the program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions.

Because *OBPP* is not a curriculum, its core principles, rules, and supportive materials may also be adapted for use by any program that children and youth attend on a regular basis, such as after-school programs. The core principles and rules will be integrated into the policies and routines of after school programs at all implementing sites. This will help prevent bullying in the community, and help students understand that bullying is not just a school issue, but one that spills over into all areas of their lives and into their communities as well.

Level of evidence:

The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States, and has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. *OBPP* has been more thoroughly evaluated than any other bullying prevention/reduction program so far. Six large-scale evaluations involving more than 40,000 students have documented results:

1. average reductions of 20 to 70 percent in student reports of being bullied and bullying others. Peer and teacher ratings of bullying problems have yielded roughly similar results.
2. marked reductions in student reports of general antisocial behavior, such as vandalism, fighting, theft, and truancy.
3. clear improvements in the classroom social climate, as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school.

For students in grades 4–7, most of these positive results can be seen after only eight months of intervention work, given reasonably good implementation of the program. For students in grades 8–12, it may take somewhat more time, maybe two years, to achieve equally good results.

The Olweus Bullying Prevention Program has received recognition from a number of organizations, including the following:

1. Blueprints Model Program, Center for the Study and Prevention of Violence, University of Colorado at Boulder (www.colorado.edu/cspv/blueprints/model/programs/BPP.html)
2. Model Program, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (www.modelprograms.samhsa.gov)
3. Effective Program, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice (www.ojjdp.ncjrs.org)
4. Level 2 Program, U.S. Department of Education (www.helpingamericasyouth.gov)

Note: “Level 2” programs have been scientifically demonstrated to prevent delinquency or reduce the risks and enhance protection from delinquency and other child and youth problems using either an experimental or quasi-experimental research design, with a comparison group.

How it addresses identified need:

FC4: Students who feel safe at school and traveling to and from school

In a survey of seniors: 10.4% of CPH and 16.6% of HTH seniors have been personally threatened by another student at their school within the past year; 10.9% of CPHS and 10.4% of HTH seniors feel personally threatened by students in their neighborhood while come to school or leaving.

From the CPE California Healthy Kids Survey (CHKS):

- 10% of 5th graders from CPE do not feel safe at school;
- 25% do not feel safe outside of school;

Castle Park Middle School CHKS:

- 42% of 7th graders had mean rumors/lies spread about them;
- 39% had sexual jokes/comments/gestures made to them;
- 43% had been made fun of because of their looks or the way they talk;
- 43% had been pushed, shoved, or hit on school property;
- 25% have been afraid of being beaten up;
- 29% had been in a physical fight at least once in the past year;
- 27% had seen someone with a weapon; and
- 13% had been threatened/injured with a weapon.

CROSS COMPARISON WITH THE CPM School Climate Survey of Staff:

- The staff had a slightly higher perception than the kids:

During the past 12 months at school, have you....	7th graders at CPM	Teachers at CPM
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	26%	31%
been in a physical fight?	29%	32%
been afraid of being beaten up?	25%	29%

Castle Park High School – California Healthy Kids Survey:

- 37% of 9th graders and 32% of 11th graders had mean rumors/lies spread about them in the past year.
- 35% of 9th graders and 31% of 11th graders had sexual jokes/comments/gestures made to them in the past year.
- 38% of 9th graders and 29% of 11th graders are been made fun of because of their looks or the way they talk.
- 32% of 9th graders and 22% of 11th graders had been pushed, shoved, hit, etc. in the past year.
- 15% of 9th graders and 17% of 11th graders have been afraid of being beaten up.
- 16% of 9th graders and 18% of 11th graders have been in a physical fight in the past year.
- 24% of 9th graders and 22% of 11th graders have been cyber bullied.

CROSS COMPARISON WITH THE Castle Park High School Climate Survey of Staff:

During the past 12 months at school, have you....				

	9th graders at CPH	Teachers at CPHS	11th graders at CPH	Teachers at CPH
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	30	27	21	22
been in a physical fight?	16	25	18	23
been afraid of being beaten up?	15	22	17	15

Sources of funding: PN will provide funds for staff at each participating school to receive training in how to implement the program.

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	■■■■■	■■■■■	■■■	■■■	■■■
Estimated cost per child	■■■	■■■	■■■	■■■	■■■
Estimated # children served, by age	Grades K-6: 425 (all from target n'hood) Grades 7&8: 1,000 served (60 from target neighborhood)	Grades K-6: 425 (all from target n'hood) Grades 7&8: 2,000 served (100 from target neighborhood)	Grades K-6: 425 (all from target n'hood) Grades 7&8: 2,000 served (100 from target neighborhood) Grades 9-12: 1,500 (200 from target neighborhood)	Grades K-6: 425 (all from target n'hood) Grades 7&8: 2,000 served (100 from target neighborhood) Grades 9-12: 3,700 (400 from target neighborhood)	Grades K-6: 425 (all from target n'hood) Grades 7&8: 2,000 served (60 from target neighborhood)
Penetration rate (% of children in target area served)	55% of children in grades K-8	56% of children in grades K-8	48% of children in grades K-12	62% of children in grades K-12	62% of children in grades K-12
Annual goal(s)	Implement OBPP at CPE & CPM	Implement OBPP at HTM	Implement OBPP at CPH	Implement OBPP at HTH	Continue implementing OPBB at all 5 schools

E2. School Resource Officers

Solution Name: School Resource Officers	
Indicator(s) impacted: FC4 & 5	Provider(s): Chula Vista Police Department (CVPD)
<p>Program/service description:</p> <p>Two full-time School Resource Officers (SROs) will be made available to support school and community safety in the target neighborhood and target schools. The National Association of School Resource Officers (NASRO) defines “School Resource Officer” as follows:</p> <p style="padding-left: 40px;"><i>Officers [who] promote a better understanding of our laws, why they were enacted and their benefits. They provide a visible and positive image for law enforcement. They serve as a confidential source of counseling to students concerning problems they face. They bring expertise into schools that will help young people make more positive choices in their lives. They also work to protect the school environment and to maintain an atmosphere where teachers feel safe to teach and students feel safe enough to learn (NASRO web site).</i></p> <p>The Chula Vista School Resource Officer Program aims to provide a safe, secure, and peaceful teaching and learning environment for all students and staff. SROs are trained to carry out various roles while providing service to schools: safety expert and law enforcer, problem solver and liaison to community resources, and educator. They are sworn law officers assigned through cooperative agreements to work within local schools. As sworn police officers, the SROs will play a unique role in preserving order and promoting safety on campus. SROs provide prevention and intervention by:</p> <ul style="list-style-type: none"> ▪ Providing high visibility of a uniformed police officer presence on school campuses; ▪ Developing classroom and faculty presentations related to youth and the law; ▪ Attending parent conference/meetings; ▪ Attending Student Attendance Review Board (SARB) meetings; ▪ Scheduling security activities as needed; ▪ Being the first response in all law enforcement related matters as they occur during regular school hours; ▪ Attending various sporting events and school activities as needed for proactive enforcement and interaction; ▪ Documenting all incidents of crime as per department regulations; ▪ Assuming primary responsibility for handling calls for service from the school and in coordinating the response of other police resources; ▪ Addressing crime and disorder problems, gangs, and drug activities occurring in or around the school; ▪ Taking action against unauthorized persons on school property; and ▪ Serving as liaisons between the school and the police and providing information to students and school personnel about law enforcement matters. 	

In addition, SROs function as problem solvers and liaison for provisions of community resources. In the school setting, the SROs will coordinate problem solving efforts with administrators, teachers, students, parents, mental health professionals, and community-based stakeholders. The SROs will assist in resolving problems that are not necessarily law violations, such as bullying or disorderly behavior, but which are nonetheless safety issues that can result in or contribute to criminal incidents. Helping resolve these problems will frequently require the officers to act as a resource liaisons, referring students to professional services within both the school (guidance counselors, social workers) and the community (youth and family service organizations). In particular, the SROs will build relationships with juvenile justice counselors, who are responsible for supervising delinquent youths, connecting them with needed services, and recommending diversionary activities.

Based on a request by the high school Principals, the two high schools have agreed to install a new locked gate so that SROs (and other patrol officers) can have 24/7 access to the school office, to increase their presence in the schools and neighborhood.

Target population:

All children and families in the target neighborhood and schools will benefit from the presence of the two full-time employee (FTE) School Resource Officers.

Level of evidence:

The Center for the Prevention of School Violence, a division of the North Carolina Department of Juvenile Justice and Delinquency Prevention, has been conducting research on SROs since 1994. Of particular note are the findings concerning SROs in the Center's 1997 survey of high school principals and assistant principals in North Carolina. With "one" representing a "most effective" rating concerning impact on school safety and security, SROs received a "one" as a modal (most often occurring) rating; 62% of the respondents rated SROs with a "one;" another 26% rated them with a "two," and the lowest rating received was a "five." Center surveys of teachers and students concerning SRO impact on school climate have also yielded positive findings concerning SRO effectiveness.

A comparison of pre-test to post-test results of teachers and students in Duplin County high schools for example, reveals that both groups thought more positively about the SRO approach after placement. Prior to the SROs' placement, 32% thought the SRO would deter violence; after only a year in the schools, this number had risen to 59%. 43% initially believed that SROs would deter drug activity; that number rose to 50% after one year. And 49% thought that the SRO made the school safer compared to 39% initially.

In terms of impact on reported incidents of crime and violence on school property, a correlation exists between the reduction in the number of firearms reported on school property and increasing numbers of SROs assigned to schools combined with zero tolerance approaches, tougher laws, and the Center's statewide efforts. Further analysis of this correlation is being conducted to determine the extent to which SROs are contributing to this reduction.

The above findings are supplemented by anecdotal evidence gained over the Center's years of research on SROs. When aggregated, all of the evidence suggests that the strategy of assigning SROs to schools is effective in enhancing the safety and security of these

schools.

(from the website of The Center for the Prevention of School Violence, a division of the North Carolina Department of Juvenile Justice and Delinquency Prevention)

Research on school discipline, classroom management, and behavior management collectively suggest that explicit instruction on school rules, as well as ongoing communication about how the school enforces its rules, can reduce problem behavior at school. This research suggests that SROs can potentially play an important role in educating students about school rules to help prevent behavioral problems and delinquent acts.

How it addresses identified need:

FC4: Students who feel safe at school and traveling to and from school

See statistics given above for the Olweus Bullying Prevention Program.

Sources of funding: PN funds will support 1 SRO and CVPD will provide 1 SRO as match

	Year 1: 2013	Year 2: 2014	Year 3: 2015	Year 4: 2106	Year 5: 2017
Program Cost	████████████████████ ████████████████████ ██████████████████ ████████████████████ ████████████████████	██████████	██████████	██████████	██████████
Estimated cost per child	██████	██████	██████	██████	██████
Estimated # children served, by age	2176 (age 0-19)	2176 (age 0-19)	2176 (age 0-19)	2176 (age 0-19)	2176 (age 0-19)
Penetration rate (% of children in target area served)	100%	100%	100%	100%	100%
Annual goal(s)	Hire 2 SROs	N/A	N/A	N/A	N/A

E3. At-Risk Youth Programs

Solution Name: At-Risk Youth Programs

<p>Indicator(s) impacted: Multiple</p>	<p>Provider(s): South Bay Community Services (SBCS)</p>
<p>Program/service description: In response to community needs, South Bay Community services (SBCS) has developed a comprehensive, interconnected array of family-centered youth services, including Workforce Development, Juvenile Diversion, Community Assessment Teams, Counseling, Transitional Housing, Independent Living Skills, Family Self-Sufficiency, and After-School Programs. All of these will be available to eligible children and youth living in the target neighborhood and/or attending the target schools:</p> <ul style="list-style-type: none"> • SBCS provides WIA Workforce Development Services for youth attending Castle Park High School, youth transitioning out of justice system camps and facilities (provided since 2007), and current and former foster youth (provided since 2008). This program prepares youth and young adults who face serious barriers to employment to participate in the labor force. Youth served in SBCS’ WIA program, known as EXCEL (“Exceptional Career Education for a Lifetime”), have achieved high levels of success. Last fiscal year, 164 youth were served. Of these, 93 (57%) increased their literacy and numeracy skills, while 81 (50%) were placed in an advanced training program, employment position, or post-secondary educational institution. Over the years, SBCS has developed strong partnerships with the business community, schools, and stake holders that strengthen the agency’s ability to provide relevant services and employment opportunities, and to leverage available resources. SBCS was also awarded Summer Hire-A-Youth funds and ARRA funds through the Workforce Partnership to expand the WIA program. • The Community Assessment Team (CAT), provided since 1998, is a multidisciplinary team of providers that is available on a 24-hour basis to provide assessments and referrals for youth aged 5-18 having problems in many areas such as school, relationships, drugs, and family issues. The CAT provides assistance to families “after hours” and on weekends, provides comprehensive risk and resiliency assessment of youth and families, and informs the community about unmet needs and assists in establishing necessary support services. SBCS served 1,077 families, with 359 receiving case management services, last fiscal year. Of these, 92.7% closed with successful progress towards completing service plans goals. 100% of closed cases had no arrests or charges within 3 months. • WINGS, provided since 2000, is a 9-month intensive case management program for girls aged 12-18 with referrals to Probation. Home Visitors meet with clients to give support and develop case plans to address needs and assist them to successfully fulfill court conditions. SBCS served 51 girls last year with a 92% successful completion rate. • Teen Pregnancy Prevention (TTP) / Community Assessment Team (CAT) PLUS is a replication study under contract for the U.S DHHS. SBCS is a subcontractor under San Diego Youth Services for replication of the study in the South Bay. The study is adding to the knowledge base about effective TPP programs by replicating evidence-based program models. SBCS is contracted to provide a minimum of 900 youth ages 13 to 18 over a 3-year period with an evidence based curriculum on topics such as avoiding pregnancy and STDs through comprehensive health education, refusal statements, delayed statements, and alternative actions. Youth discover how to recognize social pressures and anticipate risky situations, establish norms for positive behaviors, learn and practice skills to act on the information, and cope with social pressures. The evaluation is comparing outcomes for program and 	

control groups to evaluate the effectiveness of the programs in reducing teen pregnancy and associated risk behaviors. To date, SBCS is on target to reach all goals of the study and at present has serviced 386 youth. Services are offered to youth currently enrolled in the CAT/WINGS program as well as Juvenile Diversion.

- SBCS' Juvenile Diversion team, provided since 1984, assists families of youth aged 8-17 who are runaways, at-risk non-offenders, first-time offenders, and youth on probation. The Team works collaboratively with the Chula Vista and National City Police Departments, Juvenile Court, Juvenile Probation, schools, and other community agencies to provide comprehensive supportive services for at-risk youth. Associates based in police departments provide crisis counseling, assessments, individual and family counseling, psycho-educational group counseling, case management, advocacy, home visiting, referral assistance, parenting education, career guidance, academic assistance, and response to runaway reports. Last fiscal year, 348 youth were served. 97.4% of cases were closed successfully, meaning these youth did not re-offend or re-enter the juvenile justice system.
- Breaking Cycles, provided since 1989, is a collaborative program bringing together North County Lifeline, Social Advocates for Youth, San Diego Youth Services, and SBCS to provide an array of in-home services to youth referred by the Juvenile Court and their families such as counseling, case management, community education, and development. The collaborative uses a unique multi-systemic approach to delinquency diversion that addresses each family's complex and interrelated risk factors with targeted interventions.
- SBCS provided Mental Health Services (EPSDT) for 327 children and youth last year.
- After-School programing, provided since 1989, offers educational and literacy support, tutoring and homework assistance, life skills education, health education groups, counseling, peer-led drop-in groups, a teen Narcotics Anonymous (NA) group, gender specific group counseling, and health education and recreational. SBCS has provided these services since 1989. Last year, SBCS provided after school program services to 949 unduplicated youth in five middle schools.
- The Independent Living Skills (ILS) Program, provided since 1999, helps current and former foster youth aged 17½-21 make successful transitions toward independent living. Individual case-management, weekly ILS classes, bi-monthly workshops, and special events help to ensure that upon exiting from the system, youth have everything they need to become self-sufficient. Last fiscal year, SBCS provided ILS services to 170 youth. 86% were working at least 30 hours per week, or attending school full-time, or a combination of the two. 94 % maintained stable housing for 6 months after aging out of the system, while 89% maintained stable housing for 12 months.
- Trolley Trestle Transitional Living Program and THP-Plus provide transitional housing and comprehensive supportive services for homeless youth and youth who have aged out of foster care, aged 16–24. During the last fiscal year Trolley Trestle and THP Plus housed 70 youth. 95% successfully completed the program and moved on to safe and stable housing. 92% of youth not enrolled in school were employed at least 20 hours per week.
- SBCS' Street Outreach program, provided since 1992, provides outreach, supportive services, and referrals to at risk, runaway, and homeless street youth.
- Comprehensive domestic violence prevention and intervention services, including shelter, transitional housing, counseling, support

groups, trauma-informed substance abuse services, emergency food, clothing, and transportation, legal advocacy, specialized preschool, independent living skills, and financial education classes.

- SBCS' Family Self Sufficiency (FSS) program assists low income families to increase their financial stability. Last fiscal year, 64 families received employment placement assistance, 15 obtained employment upgrades, 92 received employment support, 212 received emergency food, 526 had tax returns prepared, and 25 opened bank accounts.
- SBCS' Detention Alternatives program provides a continuum of detention alternatives to low-risk juvenile offenders who do not require secure detention, including assessment, case advocacy, home detention, reporting centers, non-secure shelter, intensive case management, and wraparound family support services.

SBCS was the county's first agency to integrate an evidence-based, trauma-informed approach into all services for our most vulnerable, including homeless youth and youth aging out of foster care, families and children impacted by abuse and violence, homeless families, and struggling youth. SBCS invests substantially in trauma-informed, wraparound family and community supports that address the multiple, complex, interconnected factors that prevent vulnerable individuals and families from thriving, supporting improved health, wellness, self-sufficiency, and positive life prospects. SBCS is now incorporating this paradigm-shift into all departments, for example our Youth in Transition services which include housing and support for homeless youth and youth aging out of the foster care system, counseling, tutoring, and job skill training. We work to keep young people in school, reduce criminal activity and violence, address substance abuse and mental health issues, support academic achievement, and enhance social skills. For SBCS, being trauma-informed means adopting an agency-wide systemic approach that ensures that everyone who comes into contact with the agency receives services that are sensitive to the impact of trauma and its importance for a full recovery. All staff are learning how every aspect of the interplay between the provider and client is important, and staff at all levels continually discuss how everything they do – the words they use in service provision, how clients in need are approached, how programs are structured - all matter deeply. Staff work collaboratively with clients, developing a relationship based on deep empathy and compassion that empowers struggling individuals to regulate emotions and move forward towards peace and healing. Staff also work with clients to ensure that all of their interconnected needs and issues are addressed, with a focus on their strengths, recovery, and skill building. From youth in need, to youth who serve as peer mentors, all South Bay youth benefit from these services that reach more than 7,000 youth annually.

Target population:

Each of the above mentioned programs has its own eligibility requirements. All children and youth living in the target neighborhood and/or attending one of the target schools who is eligible to receive the services of any of these programs will be referred to that program for screening.

Level of evidence:

SBCS has many years of experience implementing evidence-based models and proven practices with fidelity, and many of the above mentioned programs employ evidence-based approaches and models. In addition, SBCS' Quality Assurance Department oversees contract compliance and collection of data, which program staff utilize to evaluate and continuously improve programs. For example,

SBCS participates in the statewide THP-Plus (supportive transitional housing for former foster youth) participant tracking system. This web-based database collects demographic and outcome data for each participant related to housing, employment, education, and criminal justice involvement and assets, at program entrance, exit, 6-months post-exit, and 12-months post-exit, as well as snapshot data collected each quarter. The database allows SBCS to capture snapshot data, compare program data to statewide averages, analyze program progress, and export full participant data for detailed analysis. SBCS uses this data to make informed decisions about the effectiveness of program tools, service delivery, and program philosophy. SBCS has also incorporated the measures into staff evaluations, as baseline for staff performance appraisals. SBCS' Juvenile Diversion Program used data from the 8% Study in Orange County to identify youth who are most at-risk of offending or re-offending, and provide intensified services to mitigate that possibility, thus increasing the program's success rate to 91%.

How it addresses identified need:

All of the At-Risk Youth Services provide youth with the resources, skills, and strengths they need for success in school and life.

Current Status of CVPN Indicators with County and State Comparison Data

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<i>Ed1: Number and percentage of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.</i>	96.2% of children 0-6 years are insured: 50% subsidized. Medi-Cal 43%, Parents' employer 36%, Healthy Families/TANF 17% , Other 4% (CVPN Door-to-door survey, 2012)	96.2% of children 0-6 yr are insured (CHIS, 2009)	95.9% of children 0-6 yr are insured (CHIS, 2009)	99% within CVPN go to a place other than ER for health care, yet: 38% obesity rate; 18% (2-11) & 13% (12-17) eat 5 or more fruits/veggies daily, evidencing a need for regular, preventative health care visits.	Newborn Home Visiting Early Learning Network Promotoras Universidad de Padres Project SafeCare CSF / FAP HDS Nutrition Education Community Gardens
<i>Ed2: Number and percentage of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.</i>	46% of 3-5 year olds in 91911 scored below the age appropriate cut-off on the ASQ: SE (SBCS: HDS, 2011)	32.9% scored below age-appropriate cut-off County-wide (1 st 5)	No comparison data available	The South region has highest rates of CWS removal for abuse & neglect; highest rates of E300 cases (most severe).	Newborn Home Visiting Early Learning Network SafeCare CSF / FAP HDS Promotoras Universidad de Padres

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>Ed3: Number and percentage of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.</i></p>	<p>51% of children under 4 yrs old not enrolled in an early learning program (20% in Head Start, 21% Licensed Day Care)(CVPN Door-to-door survey, 2012) QPI labeled CV in need because below 70%;</p> <p>Those who don't qualify for Head Start still can't afford & even those who do will have reduced reimbursement rates this year; 38% could not afford any type of child care.</p>	<p>49% age 3-4 not enrolled in Early Care and Education (SDC Report Card, 2011)</p>	<p>50% of 3 and 4 yr olds enrolled in school (Census, 2010)</p>		<p>Mi Escuelita Escuelita del Futuro Development Specialists Newborn Home Visiting Early Learning Network Promotoras Universidad de Padres Project SafeCare CSF / FAP HDS</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>Ed4: Number and percentage of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).</i></p>	<p>Not scoring proficient – <u>CPE</u>: 3rd Grade-75% ELA, 35% Math, 6th Grade-35% ELA, 27% Math <u>CPM</u>: 52% ELA, 77% Math <u>CPHS</u>: 49% ELA, 62% Math CASEE: 42% don't pass ELA; 28% don't pass math (ELL 83% ELA/59% Math)</p>	<p>District, 57% Proficient or Advanced in ELA and 49% Proficient/Advanced in Math (Avg. of grades 2-11)(Ed-Data)</p>	<p>54% ELA, 50% Math (Avg. of grades 2-11)(CPH 11)(SARC Report 2010-11)</p>	<p>ELL most at-risk of non-proficiency: 58% CPH</p>	<p>GTM Tutoring Literacy Café Early Learning Network Academic Advocates Increased access to counselors SAT Prep Course</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<i>Ed5: Attendance rate of students in 6th, 7th, 8th, and 9th grade</i>	95.7% for Grade 6 (CVESD) 99% for Grade 7 & 8 at CPMS 98.8% for Grade 9 at CPHS. Current: In 2010-11 percent of students with unexcused absence or tardy on 3 or more days (truant): 16.83% CPM 60.73% CPHS	9.2% of students 6-12 is SD County attend less than 90% of school days in 2010/11 (SDC Report Card, 2011). In 2020-11 24.16% of students with unexcused absence or tardy on 3 or more days (truant) (CDE 2010/11)	In 2010-11 29.76% of students with unexcused absence or tardy on 3 or more days (truant) (CDE 2010/11)		GTM Academic Advocates Promotoras Incentives Bridge Programs
<i>Ed6: Graduation rate</i>	85% Cohort Graduation Rate (CDE, 2010/11) CASEE (CPH): 42% don't pass ELA/28% don't pass math	77.5% Cohort Graduation Rate (CDE, 2010/11)	76.3 % Cohort Graduation Rate (CDE, 2010/11)	Disconnect: 67% enrolled in A-G; 40% satisfy SWC says students enter 4 grade levels behind	GTM Tutoring Literacy Café Expansion of Career Pathways Academic Advocates SAT Prep Course FabLab

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>Ed 7: Number and percentage of Promise Neighborhood students who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.</i></p>	<p>60% of CPH students did not complete their "A through G" requirements (SUHSD, 2012). 2009: 22% enrolled in 4 yr/ 46% enrolled in 2 yr *District stopped collecting this data* 13% of adults 25 years or older have attained a Bachelor's Degree or higher (ACS, 2006-2010)</p>	<p>34% of adults 25 years or older have attained a Bachelor's Degree or higher (ACS, 2006-2010)</p>	<p>30% of adults 25 years or older have attained a Bachelor's Degree or higher (ACS, 2006-2010)</p>	<p>Mauricio - SWC data</p>	<p>GTM Tutoring Literacy Café Expansion of Career Pathways Academic Advocates SAT Prep Course FabLab 21st Century Skills Workforce Development programs</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>FC1: Number and percentage of children who participate in at least 60 minutes of moderate to vigorous physical activity daily</i></p>	<p>26% of children were not physically active for 60 minutes 5 or more days/week (CVPN door-to-door survey, 2012).</p> <p><u>CPE</u>: 63.5 of 5th grade students did not meet Healthy Fitness Zone for body composition</p> <p><u>CPM</u>: 53.1% of 7th grade students did not meet Healthy Fitness Zone for body composition</p> <p><u>CPH</u>: 51% did not meet HFZ</p>	<p>54.3% of children were “physically active at least 60 minutes per day on less than 5 days during the last week” (YRBS, 2011)</p>	<p>67.1% of Children 5 or older engaged in vigorous activity 3 or more days/wk (CHIS 2009)</p>	<p>Disconnect: Western Chula Vista has 36% Obesity rate and CP schools’ rate is nearly 2 times greater than the SUHSD as whole.</p>	<p>ELN - parent education Community gardens 5210 Initiative Before/after school programs YMCA family memberships Mobile clinic Health fairs</p>
<p><i>FC2: Number and percentage of children who consume five or more servings of fruits and vegetables daily;</i></p>	<p>82% of 2-11 year olds in CVPN target area do not eat 5 or more fruit/veg daily.</p> <p>87% of 12-17 yr olds do not eat 5 or more fruit/veg daily (CVPN Door-to-door survey, 2012).</p>	<p>Ages 2-11: 47.1% , Ages 12-17: 22.4% (CHIS, 2009)</p>	<p>48.4% of 2-11 year olds (CHIS 2009)</p>	<p>Disconnect:Families have a meal together average of 6 times/wk</p>	<p>Community gardens 5210 Initiative Before/after school programs YMCA family memberships Mobile clinic Health fairs CFD/Food Bank FSS Nutrition specialist CVPN website</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>FC3: Parents of newborns receiving a home visiting within 30 days of birth, and mothers who breastfeed for 6 months</i></p>	<p>38% (12 out of 32 families) received newborn home visits (Scripps Hospital);</p> <p>63 referrals/27 open cases for South Public Health NFP in 91911 from 1/1/12 – 6/22/12</p> <p>Local hospital discharge data shows breastfeeding rates to be as low as 50%. Those women who are breastfeeding at two months is about 10-20% (Scripps Mercy Hospital Chula Vista Data, 2011)</p>	<p>35% of mothers continued to breastfeed for 6 months (2009 County of San Diego, Nurse Family Partnership)</p>	<p>59.1% of mothers breastfeeding at 6 months (not exclusively) (CDC, 2011)</p>		<p>Newborn Home Visits SafeCare CSF/FAP Promotora Outreach ELN</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>FC4: Number and percentage of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment;</i></p>	<p>45% perceived school as not safe or very safe.</p> <p>41% of male respondents said they had been in a physical fight at school in the past 12 months (CPM, CHKS, 2011).</p> <p>61% perceived school as not safe or very safe (CPH, CHKS, 2011).</p>	<p>6.1% of students “did not go to school because they felt unsafe at school or on their way to/from school on a least one day during the past 30 days” (YRBS 2011)</p>	<p>YRBS state level data for California not available yet.</p>	<p>Law enforcement perceive high volume of gangs/drugs and safety issues on school campus (are students desensitized)?</p>	<p>Olweus Bullying Prevention program at all 5 schools SRO Community/ parent education City of Chula Vista - Safe Routes to School Initiative Neighborhood Watch</p>
<p><i>FC6: Student Mobility Rate</i></p>	<p>35.3% CPE (CVESD), 10.9% (CPMS), 18.7 % (CPHS),</p> <p>Number of choice transfer out of school: 204 (CPE), 214 (CPM), 122 (CPHS)</p>	<p>No comparison data available</p>	<p>No comparison data available</p>		<p>Promotoras GTM Academic Advocates Education & outreach ELN Enrollment events Staffing of CVPN (reflects neighborhood)</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>FC7: Community Safety and Stability</i></p>	<p>127 Part I crimes (rape, robbery, assault, burglary, larceny, and motor vehicle theft) that occurred in the target area in 2011 (CVPD, 2012). 2,279 calls for service to CVPD came from target area (CVPD, 2012)</p>	<p>23.60 crime rate (SANDAG, 2012)</p>	<p>30.76 crime rate (UCR, 2010)</p>	<p>DVRT high rate of calls De-sensitized to safety (transients, drugs, gangs)</p>	<p>ELN City Revitalization Promotoras SROs City of Chula Vista - Safe Routes to School Initiative</p>
<p><i>FC8: For children birth to kindergarten entry, the Number and percentage of parents or family members who report that they read to their child three or more times a week;</i></p>	<p>38% of adults do not look at picture books and 46% do not read stories or books with child age 0-5 3 or more times/week (CVPN door-to-door survey, 2012)</p>	<p>94.4% read with child age 0-5 3 or more times/wk (CHIS, 2009)</p>	<p>88.6% read with children 3 or more days/wk w/ child 0-5 (CHIS, 2009)</p>		<p>ELN Promotora Outreach CVPN Website Literacy cafe Library incentives (linked to A-G and literacy cafe)</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>FC9: For children in the kindergarten through eighth grades, the Number and percentage of parents or family members who report encouraging their child to read books outside of school;</i></p>	<p>54% of family members said they do not visit the library with the children in the household.</p> <p>38% said they did not bring a book home for a child in the household to read in the past year.</p> <p>38% of children do not have a library card. (CVPN door-to-doory survey, 2012)</p>	<p>In 2009/10 San Diego County Public Library had 68.8% registered borrowers (Lib. Stats)</p>	<p>In 2009/10 Avg. of 58.2% registered borrowers (Lib. Stats)</p>	<p>21.8% go to 4yr college</p> <p>46.2% go to 2 yr college (enroll) - no data on how many stay</p> <p>SWC- enter far behind grade level</p> <p>Link ELL information</p> <p>16% CVPN have less than high school education</p>	<p>See above</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<p><i>FC10: For children in the ninth through twelfth grades, the Number and percentage of parents or family members who report talking with their child about the importance of college and career;</i></p>	<p>4% of family members have not spoken to their teenager about attending college in the last year; 5% of family members have not spoken to their teenager about what he/she will do for a career within the last year. (CVPN door-to-door survey, 2012)</p>	<p>No comparison data available</p>	<p>No comparison data available</p>		<p>Entire pipeline Chula Vista College Institute Supportive Services (safety net) Compact for Success College Tours Test prep/incentives</p>
<p><i>FC11: Families who access supportive services</i></p>	<p>34% of households received free assistance within the last 6 months and 62% of households received financial assistance within the last 6 months (CVPN door-to-door survey, 2012).</p>	<p>No comparison data available</p>	<p>No comparison data available</p>		<p>SBCS Promotoras CVPN Website Academic Advocates</p>

Indicator	CVPN	SD County	State	Related Statistics	Solution(s)
<i>FC12: Number and percentage of students who have school and home access (and percentage of the day they have access) to broadband internet (as defined in this notice) and a connected computing device;</i>	20% of households do not have high speed internet access; 11% of households say their children do not have access to internet at their school (CVPN door-to-door survey, 2012).	76% of children age 18 or younger in OC/SD County had broadband access in their home in 2011 (PPIC, 2011)	72% of children age 18 or younger had broadband access at home in 2011 (PPIC, 2011)	Average household size in CVPN: 5 Low Household Income	Education for parents/students More computers (SD Futures Foundation) CVPN website Literacy Cafe