

Eastside Promise Neighborhood – United Way of San Antonio & Bexar County

Eastside Promise Neighborhood Strategic Plan for Achieving Results

Baselines, Targets and Solutions, 2014 - 2017

Eastside Promise Neighborhood – San Antonio

4.30.14 Submission

Statement of Process

EPN initiated its target setting process in November, 2013 prior to DOE/Urban Institute's released of its target setting guidance. EPN's process included thirteen community-wide meetings with over 200 individuals from the broader community and ten small-group meetings with over 50 individuals from specific workgroups (e.g., the Dual Generation Workforce Pipeline workgroup) or specific partnerships (e.g., Out of School Time providers, City Year, all SAISD campus principals and their teams). The process continued up until the submission of the Data Plan on March 31st, 2014.

During community-target settings meetings, partners set *aspirational* targets for the GPRA indicators. In setting aspirational targets partners sought to address the question "what do we want to see our children and families achieve?" Partners examined baseline data that came from various sources of administrative data (e.g. Texas Education Agency), the EPN 2013 Neighborhood Survey (implemented during June 2013), and in some instances proxy data (Texas Behavioral Risk Survey data). This proxy data was later replaced by data from the EPN school climate survey implemented January 2014 or from the National Student Data Clearinghouse. In a few instances there was no data yet available (e.g., 7D) and so partners chose to set conservative increases by the end of the grant – again, with a focus on the question of what's right for our children foremost in their planning. Partners also took into account each GPRA's continuum of solutions when setting targets.

Per guidance from Urban Institute/US Dept. of Education, EPN established *target ranges* as a way to produce flexibility in meeting targets while still allowing for the 'aspirational' expectations of the community. In the instances where no ranges are provided, EPN and its community partners determined that single annual targets were realistic, satisfactory and achievable based on the continuum of solutions.

While EPN implemented the target setting process at the GPRA level it was also simultaneously implementing a target setting process at the solution or program level, following a Results Based Accountability framework. Partners were asked to set targets for solutions or programs through the end of the grant period. EPN then rolled up the solution or program targets against the GPRA targets; in instances where the solution/program targets did not rise up to meet a target range, EPN went back to its partnership to see which solutions/programs could be strengthened, or what additional solutions or programs could be implemented to address a target gap.

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GPRA 1: Number and percent of children birth to five years old 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.							
Associated Solutions: 1. Connect Parents to Health Resources (Nurse-Family Partnership; Home Instruction for Parents of Preschool Youngsters (HIPPY); Affordable Care Act (ACA) Navigators) 2. Enrollment of children 0-5 in formal early learning settings with medical home requirement (Head Start, Early Head Start, 0-5 childcare assistance program, etc.) 3. Parent Facilitator 4. Eastside Primary Care Clinic (<i>Proposed</i>)							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	41%					2013 EPN Neighborhood Survey	For now, we are able to determine whether children have been provided access to a medical home through one of our partners, but not whether they usually go there or have a provider who knows the child’s health history. EPN partners have asked for an additional measure that more directly assesses utilization which will be included in future reports as a local measure. We are assuming a 100% penetration rate because the establishment of a medical home will become conditional to participate in EPN services. Nationally, Healthy People set a 2020 target for medical home for children and adults under age 65 of 85% with a year 2000 baseline of 77%. By 2010 the actual was 76%, meaning no change had occurred. Given the barriers to Medicaid expansion in Texas and the educational and socioeconomic levels of our target population, members of the community target setting agreed to a ten-percent relative increase over baseline that takes into the account the difficulty at the national level but also takes into the account our intentional strategies. <u>Overlap, attrition, penetration rates:</u> Some overlap exists between program populations. Attrition is unknown at this early stage of solution implementation as are penetration rates.
Baseline Calculation:	estimated number of children 0-5 with a medical home (822) estimated number of children 0-5 in EPN footprint (2,024)						
Targets:		42%	43%	44%	45%		
Target Calculation:	Through our EPN community target setting process on medical home (five separate meetings, approximately 75 individuals), partners agreed to a ten-percent relative increase through the final year of the grant. EPN projects an eight percent 0-5 population decrease by 2016-17, which will offset our 10% relative increase of 4.1 percent. The targets are based on two solutions to help children 0-5 establish a medical home. In 2013-14, the solutions are projected to impact 835 children, which is 42.5 percent of the projected 1,963 children ages 0 to 5. Solution targets are based on enrollment capacity of the solutions at 100% participation. EPN will increase this number over time by expanding the medical care enrollment for families in public housing units in the footprint, as well as ensuring that every child ages 0-5 whose family is participating in EPN services has a medical home established. 1. <u>Connect Parents to Health Resources</u> EPN will connect parents to health resources by inviting service providers to inquire whether children currently have health care, and then helping parents connect to health care opportunities. Two programs impacted by this are the Nurse Family Partnership (NFP) and Home Instruction for Parents of Preschool Youngsters (HIPPY). With NFP a minimum of 25 families will participate each year through 2015-16; HIPPY will serve a minimum of 50 families per year through 15-16. In 2014, Promise and Choice Together (PaCT) will pilot a project for 74 adults from the Wheatley Courts not enrolled with health insurance provider. The pilot will connect residents to health care services and EPN plans to utilize best practices from this enrollment strategy when targeting other neighborhood families with medically underserved children.						

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	<p>2. <u>Enroll children 0-5 in early learning settings that encourage a medical home for children</u></p> <p>Our strategy is to indirectly ensure children have a medical home by working with service providers. We are asking providers to encourage client families to identify a place where their children go other than an emergency room, when they are sick. This requires a modification to some existing contracts but these are expected to be in place by 2014. If they do not have a medical home for their child our EPN network will help them connect to one. This could potentially reach more than 500 children ages 0-5 served by formal early settings.</p> <p>3. <u>Parent Facilitator</u></p> <p>One staff position from partner Family Service Association will build on the organization's expertise of coordinating the Family School Community Partnership, which is responsible for implementing the Parent Rooms in the EPN schools. The Parent Facilitator will increase the engagement of parents with children enrolled at the EPN early childhood locations. One expected impact of this direct engagement is to raise awareness through about establishing a medical home for children 0-5.</p> <p>4. <u>Eastside Primary Care Clinic (<i>proposed</i>)</u></p> <p>For 2015-16, our anchor partner Choice Neighborhood has proposed to establish a primary care clinic in the footprint that will significantly increase access and utilization of medical services. Because this is only a proposal at the time of the Data Plan March 31 submission, EPN cannot project a quantifiable impact at this time.</p>		
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GPRA 2: Number and percent 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.							
Associated Solutions: 1. Expansion of Early Childhood Education Programs – <u>Three-Year Olds</u> : Early Head Start; Family Friends and Neighbors; EPN Pre-K; Dual Generation Childcare Assistance Program for 0-5; Family School Community Partnership. <u>Kindergarteners</u> : Enrollment in Pre-K and Head Start; Strengthening Quality of Curriculum & Instruction; Child and Parent Prep Academies 2. Parent Facilitator							
<i>Three-Year Olds</i>							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	54%					2012-2013	We assume that improving instructional quality leads to an increase in the number of children functioning at age-appropriate levels across multiple domains by three years of age. Another assumption is improving the quality of curriculum and instruction in formal childcare centers serving children 0 to 2 increases the number of parents who want their children to participate in center-based or formal home-based care.
Baseline Calculation:	<p>children attending EPN programs/schools with age-appropriate functioning based on the Frog Street Press/CIRCLE literacy assessment for PK and Lap3 for Head Start (201)</p> <p>children attending EPN programs/schools assessed with Frog Street Press/CIRCLE literacy assessment for PK and Lap3 for Head Start (376)</p>					3- and 4- Year Old Frog Street/ CIRCLE Literacy Assessment	
Targets:		55%	55%	57%	60%		
Target Calculation:	<p>Although the targets for three year olds were not set during EPN's community target setting process for this indicator (five separate meetings, 117 individuals), the partners examined the data provided by Early Education experts and gave insight into what could be expected. EPN set the targets based on partner input, existing assessment data, and expected impact from the continuum of solutions. The target remains flat from 2013 to 2014 because the 2013-14 school year is nearing its close. Forecasting a population decrease of 61 three-year old children by 2016-17, EPN will impact an estimated 189 three-year old children by the end of the grant. Enrollment capacity for centers in the footprint typically provides slots for 3 to 5 year old children combined, not separated out by 3 year old allotment. EPN estimates a formal care capacity for 3 year olds of 62 children, one-third of the total allotment.</p> <p>1. <u>Strengthen curriculum & instruction of private childcare centers and school based PK/Head Start classrooms</u></p> <p>Our primary solution focuses on the private childcare centers - to strengthen the curriculum & instruction and more effectively align with Head Start or Pre-K expectations. Children ages 0 to 2 in the footprint are served by Early Head Start at Tynan Early Childhood Center and six private child care centers with a combined enrollment capacity of 193 children. EPN, in collaboration with St. Philip's College, is implementing a Quality Assurance program with center owners, operators, and care providers beginning in 2014-15, which will lead to Texas Rising Star accreditation for all</p>						<p>1. An accredited childcare center has met rigorous early childhood education standards and guidelines for high-quality and exceptional care. Accredited centers have demonstrated their commitment to go beyond the state's minimum licensing requirements. EPN's Quality Assurance program aims to assist child care centers in the EPN footprint with achieving accreditation over the length of the EPN grant.</p>

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	<p>non-accredited centers by the end of the grant. EPN will focus on accreditation for three childcare centers with a combined enrollment capacity of 321 children ages 0 to 3. EPN will start by supporting childcare providers from Ella Austin and Miller to earn their associate's in early child development from St. Philip's College. Ella identified 8 providers and Miller identified 2 providers to participate beginning in school year 2014-15. We are unable to firmly establish what age groups they will be consistently teaching because the centers move personnel based on enrollment by age grouping and ratio requirements.</p> <p>With the implementation of the STEM Strategic Education Plan in school year 2014-15 all classrooms instructors will receive intense classroom support for instructional best practices using the Charlotte Danielson model of classroom observation and extended coaching sessions following observed classroom practices. The Strategic Plan further provides campus based instructional coaching support in the form of one Instructional Dean, one Peer Assistant Teacher, and one Reading Teacher for imbedded instructional modeling, observation, and coaching. The Strategic Plan encompasses PK-12. It is anticipated the students represented in the 20 PK or Head Start classrooms will demonstrate increases in age appropriate functioning as a result of the support provided those instructors serving PK and Head Start children in the three elementary campuses and the early childhood center.</p> <p>2. <u>Expansion of Early Childhood Programs</u> Enrollment capacity for centers in the footprint typically provides slots for 3 to 5 year old children combined, not separated out by 3 year old allotment. EPN estimates a formal care capacity for 3 year olds of 62 children, one-third of the total allotment. The District is opening two Pre-K classrooms at Washington Elementary beginning 2014-15 with the capacity to serve 44 students. This will free up classroom space at Ella Austin and Miller Childcare Centers, which are currently housing satellite SAISD classrooms. Ella Austin center projects an additional 10 children ages 0 to 2 could be served by adding another childcare provider to the staff complement, a 25 percent increase in capacity over the 40 children ages 0 to 2 currently being served. Miller projects an additional 10 children ages 0 to 2 could be served at their site, also by adding another staff person. That will be a 33 percent increase over the current capacity of 30 children ages 0 to 2. The current total capacity of formal early learning settings in the footprint is 193</p>		<p>2. In school year 2013-14 the closure of a large public housing project in the area resulted in a significant relocation of early childhood and elementary students. This movement released classroom space to incorporate students currently housed in private childcare centers but receiving instruction under SAISD instructional staff into a campus based setting. It is anticipated this move will enhance the campus administration support available for those public school students. This also releases space in the childcare centers to allow increased numbers and staffing in the 0-5 childcare population.</p>
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	<p>children ages 0 to 2.</p> <p>3. <u>Increase quality of FFN care for children ages 0-2</u> A second solution is to increase the quality of FFN care for children ages 0-2 that will lead to more children functioning at age-appropriate levels by age 3. EPN estimates that 12 percent of children ages 0 to 2 are in FFN care – projecting the following: 109 in 2013-14 and 110 for years 2014-15, 2015-16, and 2016-17. Through our FFN network we project to improve the quality of care for 12 to 18% of the children ages 0 to 2 in FFN care by 2016-17.</p> <p>4. <u>Parent Facilitator</u> The Parent Facilitator will increase the engagement of parents with children enrolled at the EPN early childhood locations. One expected impact of this direct engagement is to raise awareness amongst parents about the age-appropriate developmental ranges for children 0-2.</p>		<p>3. We anticipate that FFN will reach 10 to 20 percent of the eligible students per year in this age category. The interactive nature of the developmentally appropriate curriculum, applied in the home setting, will increase the developmental process for age-appropriate readiness. Therefore, 100% of children ages 0-2 who participate in the FFN program will be positively impacted.</p> <p><u>Overlap, attrition, penetration rate</u> Overlap would occur if children in FFN care begin attending formal learning environments – otherwise, solutions will not have overlap. Increased exposure for early childhood care providers to best practices will exponentially improve the quality of practice in the classroom, resulting in more children demonstrating improved age-appropriate functioning over time.</p>
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Kindergarteners							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	30%					2012-2013 Early Development Instrument	
Baseline Calculation:	children attending EPN schools with age-appropriate functioning based on the EDI (67) children attending EPN schools assessed with the EDI (225)						
Targets:		30-35%	35-45%	40-50%	45-55%		
Target Calculation:	<p>During EPN’s community target setting process for this indicator (five separate meetings, 117 individuals) partners set a range of 15 to 25 percent over baseline by the end of the grant. Partners based the range on Kinder Ready improvement between SY11-12 and SY12-13. During those school years the percent of Very Ready students at Bowden, Pershing and Washington increased from 15% to 30%. The 2016-17 targets are between 112 and 137 Kindergarten students assessed Very Ready on 4 or More Developmental Domains.</p> <p>1. <u>Enrollment in Pre-K and Head Start</u> Bowden and Pershing are implementing the state’s evidence-based Pre-K curriculum. Campus principals cited the supplemental implementation of Success for All with Pre-K students at Bowden and Pershing elementary as a factor in the increase of Kinder ready students, citing EDI gains at both campuses on Very Ready on 4 or More Domains from 11-12 to 12-13: 8 to 26 percent for Bowden students, and 31 to 52 percent for Pershing students. SAISD forecasts the 2016-17 combined Kinder population for Bowden and Pershing to be 141 students. The District helped set the 45-55 percent target range for Very Ready on EDI –for Kinder students at Bowden and Pershing this will be between 63 and 78 students by 2016-17. Beginning in SY 2014-15, the District will add two Pre-K classrooms at Washington elementary, which will increase enrollment by up to 40 children and projects that between 18 and 22 of the students will be Very Ready by 2016-17. Washington will utilize the state’s evidence-based Pre-K curriculum. When the District opens two Pre-K classrooms at Washington in 2014-15, classroom space will be freed up at Ella and Miller, which are currently housing satellite SAISD classrooms. Ella projects an additional 18 children ages 3 to 4 could be served, a 41 percent increase in capacity over the 43 slots currently available for children ages 3 to 4. Miller also projects an additional 18 children ages 3 to 4 could be served, a 112 percent</p>					<p>1. We can only impact up to 65% of students because of a Pre-K mobility rate that stays near 35%. 60 to 70 percent of 4 year olds in San Antonio and Bexar County’s Head Start Program enter Kinder at age appropriate levels across multiple domains. Estimate based on info submitted by Education Service Provider Contractors and includes multiple school districts. Pre-Kindergarten is implemented by SAISD and aligns with state early childhood guidelines. The Quality Assurance program aims to assist child care centers in the EPN footprint with achieving accreditation over the length of the EPN grant. EPN’s Kinder Prep Academy is based on Hayward Promise/First Five of Alameda County’s Summer Pre-K initiative for incoming kindergarteners with no formal preschool. Children who attended performed equally well as those with longer-term formal preschool experience, in all readiness skills except “Kindergarten Academics”. http://www.ackids.org/files/reports_docs/Our_Impact_-_All_Results.pdf</p> <p>SAISD policy is that Pre-K preference is given to 4 year old children. Because of this, the number of 3 year olds in Pre-K</p>	

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	<p>increase in capacity over the 16 slots currently available for children ages 3 to 4. Additional teachers will be required at both sites to meet state staffing requirement for the increased capacity.</p> <p>Head Start at Tynan Early Childhood Center maintains a flat enrollment of 130 four-year old children. By implementing the High-Scope curriculum with 130 Head Start students, EPN projects that by the time they enter Kindergarten, between 59 and 72 will be assessed as Very Ready by EDI in 16-17. Approximately 10 percent of 4 year old Tynan students will matriculate to Kinder at Bowden, 10 percent to Pershing, and 10 percent to Washington (6 to 7 students per campus).</p> <p>2. <u>Strengthening Quality of Curriculum & Instruction</u></p> <p>EPN, in collaboration with St. Philip's College, is implementing a Quality Assurance program with center owners, operators, and care providers beginning in 2014-15, which will lead to Texas Rising Star accreditation for all non-accredited centers and increased enrollment. This will result in a strengthened curriculum & instruction that more effectively aligns with Kinder expectations. Children ages 4 in the footprint are served at six private child care centers with an approximate combined enrollment capacity of 73 four year old children. EPN will start by supporting childcare providers from Ella and Miller to earn their associate's in early child development from St. Philip's College. Ella identified 8 providers and Miller identified 2 providers to participate beginning in school year 2014-15. We are unable to firmly establish what age groups they will be consistently teaching because the centers move personnel based on enrollment by age grouping and ratio requirements.</p> <p>3. <u>Parents or Caregivers as First Teachers</u></p> <p>This solution includes Family, Friends, and Neighbors (FFN), Nurse-Family Partnership, Home Instruction for Parents of Preschool Youngsters (HIPPY), Parent Talk, Parent Promise Academy and the Family School Community Partnership. During our target setting process, partners began to establish targets for 13-14 and subsequent years – however, that process is not complete. Regardless, we are confident that the Parents or Caregivers as First Teachers solution will impact those students not served by the solutions of enrollment or quality improvement. The number of Kindergarten children who will be Very Ready through enrollment and quality improvement is projected to</p>		<p>will remain at low levels, while 4 year old enrollment will remain high.</p> <p>3. FFN, NFP, HIPPY will be implemented in Spring of 2014. The collective impact of the three programs will provide individual support to community parents and caregivers to provide home-based developmental support addressing developmental processes, health, and nutrition for parents of 0-5 children.</p>
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	<p>be between <u>81 and 100</u> by 16-17, leaving between 31 and 37 students who will need to be impacted in order for EPN to reach its GPRA population target range of 45 to 55%. We expect significant overlap with those students impacted by the enrollment or quality improvement solutions. As an example, EPN will increase the quality of Family, Friends, and Neighbors (FFN) care for 4 year old children that will lead to improved functioning at age-appropriate levels by age 5. In 2016-17, EPN projects there will be 317 four-year old children and estimates that 37 will be in FFN care (12%). Aligning with the 45% to 55% GPRA target, between 17 and 20 children will be Very Ready on multiple domains by beginning of year Kinder.</p> <p>4. <u>Kinder Prep Academy</u> Kinder Prep Academy is designed to ensure students enter Kindergarten ready to learn and its impact is measured by any assessments administered once students have started the school year. In the summer before they matriculate to Kindergarten at Bowden, Pershing, and Washington, Kinder Prep Academy will serve 100 students in 2016-17. In the 2012-13 pilot year for Kinder Prep Academy, 50% of students who participated in Kinder Prep Academy were assessed as Kinder ready for Reading, compared to 29% of the entire Kinder population at Bowden, Pershing, and Washington. EPN attributes the impact to the design, which gives students almost a full month of preparation before school begins that includes literacy and numeracy work while learning Kinder expectations.</p> <p>5. <u>Parent Facilitator</u> The Parent Facilitator will increase the engagement of parents with children enrolled at the EPN early childhood locations. One expected impact of this direct engagement is to raise awareness amongst parents about the age-appropriate developmental ranges for children 3 to 4.</p>		<p>4. EPN's Kinder Prep Academy is based on Hayward Promise/First Five of Alameda County's Summer Pre-K initiative for incoming kindergarteners with no formal preschool. The results from the Kindergarten BOY assessments of the participants of the 2012-2013 Kinder Prep Academy indicated an increase in Kinder Readiness and a decrease in summer learning loss.</p> <p>Overlap, attrition, penetration rates: Overlap would occur if children in FFN care begin attending formal learning environments – otherwise, solutions will not have overlap. Childcare center operators cite an attrition rate of 1 to 2 percent – no attrition rate is currently available for FFN providers. Increased exposure for early childhood care providers to best practices will exponentially improve the quality of practice in the classroom, resulting in more children demonstrating improved age-appropriate functioning over time.</p>
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GPRA 3: Number and percent of children from birth to kindergarten participating in center-based or formal home-based early learning settings or programs.							
Associated Solutions: 1. Increase Childcare Center Recruitment and Enrollment (Childcare Assistance Program for 0-5, SAISD Pre-K Classrooms, Early Head Start/Head Start, Programs at Private Centers, Non-EPN Center-Based Programs); 2. Quality Assurance for Center based staff; 3. Outreach to residents about the importance of early learning							
Center-Based							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	27%					2013 EPN Neighborhood Survey	
Baseline Calculation:	estimated number of children 0-5 attending center-based childcare (541) <div>estimated number of children 0-5 (2,024)</div>						
Targets:	See combined below						
Target Calculation:							
Formal Home-Based							
Baseline:	21%					2013 EPN Neighborhood Survey	
Baseline Calculation:	estimated number of children 0-5 attending home-based childcare (431) <div>estimated number of children 0-5 in EPN footprint (2,024)</div>						
Targets:	See combined below						
Target Calculation:							
Both Center- and Formal Home-Based							
Baseline:	29%					2012-2013 Census of EPN Childcare Center Enrollment	We assume that parents and caregivers want the best for their young children but may not be making the connection between early learning, Kinder readiness, and later success in education. We also assume a neighborhood that is 63% Latino may carry cultural biases against placing very young children in formal care settings – be they at centers or in home-based care. Combining the 2016-17 high end targets for center- or home-based care and FFN care still only accounts for 68% of children ages 0-5. Roughly one-third of children will still be assumed to remain at home with their parents or caregivers or in care settings outside of the footprint. <u>Overlap, attrition, penetration rates:</u> No overlap will exist between program
Baseline Calculation:	children living in the EPN footprint attending childcare centers (center or home based) in the EPN footprint (592) <div>estimated number of children 0-5 (2,024)</div>						
Targets:		30-33%	30-35%	30-38%	40-50%		
Target Calculation:	This target was set during the EPN Target Setting Process inclusive of 5 community meetings (150 people). This GPRA was discussed many times due to the debate between formal and informal childcare. Our community holds to a firm belief that informal childcare, referred to as “Family, Friends, and Neighbor care”, should be valued and nurtured in our footprint. Therefore, even though quality early learning experiences are highly valued which is typically associated with formal care, informal care is also highly valued. Our community chose to establish a “formal care” target and a Family, Friend, and Neighbor care target — see below. Target ranges were also						

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	<p>established to account for a highly mobile community and the various strategies on the horizon for increasing the quality “informal care” in the footprint.</p> <p>EPN projects between 40 and 50 percent of children 0 to 5 will be placed in center- and formal home-based care by 2016-17. Those sites have a combined enrollment capacity of 1,193 – at full enrollment, 59 percent of the 2,024 children ages 0-5 will be placed in center-based or formal home-based settings. We have three strategies – a) outreach to residents about the importance of early learning, b) to increase the enrollment at early learning sites, and c) to improve the quality of care at private childcare centers, increasing the desirability of local centers. We project these solutions will result in 154 to 341 more children ages 0-5 placed in center or home-based care by the end of the grant.</p> <p>1. <u>Outreach</u></p> <p>EPN will implement a recruitment plan that includes practices used in the past to promote Pre-K enrollment – flyers, information booths at commercial and public venues, a neighborhood mail out, integrating the information into home visits conducted through the EPN Parent Rooms during summer breaks, and incorporating information into Early Childhood registration processes. The Parent Facilitator will assist in raising awareness.</p> <p>2. <u>Enrollment in Pre-K and Head Start</u></p> <p>Beginning in SY 2014-15, the District will add two Pre-K classrooms at Washington elementary that will increase enrollment by up to 40 children. When the District opens two Pre-K classrooms at Washington in 2014-15, classroom space will be freed up at Ella and Miller, which are currently housing satellite SAISD classrooms. Ella Austin center projects an additional 10 children ages 0 to 2 and 18 children ages 3 to 4 could be served. Miller projects an additional 10 children ages 0 to 2 and 18 children ages 3 to 4 could be served. Additional teachers will be required at both sites to meet state staffing requirement for the increased capacity.</p> <p>3. <u>Strengthening Quality of Curriculum & Instruction</u></p> <p>EPN anticipates that as childcare centers in the footprint are staffed by certified providers and/or achieve Texas Rising Start accreditation, parents and caregivers will be attracted to place their children there instead of at accredited sites outside of the footprint.</p>		<p>populations. Mobility is high for this population while attrition is low – centers have cited that once parents have established care services for children they are reluctant to remove them.</p>
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FFN							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	12%					2013 Neighborhood Survey	Our first assumption is that a number of EPN families have a strong value for placing their children in Family, Friends, or Neighbors care. FFN care is the most common form of non-parental care in the United States. Estimates of regular use of FFN care range from 33-53% for children under 5 and 48-59% for school-age children (Boushey & Wright, 2004; Maher & Joesch, 2005; Sonenstein, Gates, Schmidt, & Bolshun, 2002; Snyder & Adelman, 2004; Snyder, Adelman & Dore, 2005). Research tells us that quality matters in <i>all</i> childcare settings; yet FFN caregivers receive little of the information, resources and support generally available to formal care settings.
Baseline Calculation:	estimated number of children 0-5 in Family, Friends, and Neighbors (230) estimated number of children 0-5 (2,024)						
Targets:		12-14%	12-14%	12-16%	12-18%		
Target Calculation:	EPN supports the high value our parents or caregivers place on Family, Friends, and Neighbor (FFN) care. EPN established these target ranges in response to the community which asked that this additional indicator be developed to account for the high value the community places on “informal care.” EPN has two strategies: a) to help strengthen the quality of FFN care with curriculum and/or instructional support, and b) to slowly increase the number of children in quality FFN. Our targets reflect that slow growth – remaining level at the bottom end of the range throughout the grant as we focus on improving quality for the 230 children who are already in FFN care, but also potentially increasing FFN enrollment by an additional 100 children as of 2016-17.						

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GPRA 4: Number and percentage of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required.							
Associated Solutions: Improve quality of curriculum and instruction in the schools (SAISD Strategic Plan; Additional Instructional Support – Peer Assisted Teachers, Reading Specialists, etc.); Increased Access to Enrichment Activities (City Year and Out of School Time (OST) Programs); Ensuring successful transitions to Middle and High School; Family Advocate							
Reading							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	58%					2012-13 Administrative Data	We assume that, because of the EPN investment in 5 instructional coaches (a component of the SAISD Strategic Plan), instructional rigor in the EPN schools will keep pace with rising benchmarks of the State of Texas Assessment for Academic Readiness (STAAR). We assume that forecasting is possible through 2016-17, although the changing thresholds from year to year prevent safe comparisons. We also assume that the State continues with the current testing methodology, although this is being reassessed. SAISD’s Strategic Plan will also build student proficiency while addressing state standards in all core subjects and literacy. SAISD is using the Engineering is Elementary ©curriculum, a nationally renowned education project developed by the Museum of Science in Boston that compresses the State core curriculum and includes Engineering Fridays. SAISD’s Curriculum and Instruction department will develop the second unit of study. The Strategic Plan will be implemented by Campus Instructional Support that include a compliment of four staff – a Peer Assisted Teacher, Reading Coach, Instructional Coach, and Instructional Dean at each of the schools. The parents rooms established at each EPN campus provide support services to engage parents in their children’s education and to help stabilize families who may be in crisis. Family stability is critical to providing a learning environment where students can thrive academically. Each EPN campus also is creating a Student Support Team of school and community partners who will focus on the most at-risk students as per the early warning system provided by CommunityViewer. This team will respond to early warning indicators with the appropriate community or educational intervention.
Baseline Calculation:	number of students 3 rd -8 th grade and once in high school at or above grade level according to state ELA assessments (930) estimated number of students 3 rd -8 th grade and once in high school (1,591)						
Targets:		50-55%	53-58%	55-60%	60-65%		
Target Calculation:	This target was set using STAAR data from the 2012-2013 school year. Utilizing these results, EPN, in collaboration with SAISD Research and Evaluation, initiated school targets per grade that were then taken to the school principals. Principals refined the targets based on student/ cohort/ campus performance and solutions being implemented in the schools. These targets were reviewed by SAISD Research & Evaluation, which then created the performance bands for the three Elementary schools combined. Using the projected populations provided by Research & Evaluation and the target ranges, EPN established the composite targets for grades 3-8 and one composite metric (inclusive of all grades). These targets were reviewed by SAISD Curriculum & Instruction and Assistant Superintendents. As of SY 2015/16 the STAAR standards will be finalized and thresholds are expected to become stabilized, meaning they no longer increase from year to year. The overlap in target ranges allows for slower growth based on the growing standards. Once the standards stabilize, there will no longer be a need for overlap in the target ranges. To meet the 2016-17 goal, between 1,160 and 1,257 students will need to score at or above grade level according to state ELA assessment; and between 1,257 and 1,359 students will need to score at or above grade level in Math. EPN notes that the projected total enrollment in future years will not be the same as the						

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	<p>number of test takers, which is how TEA calculates met standard for STAAR, the equivalent to at or above grade level. When setting targets, the District took into account increasing STAAR rigor, horizontal performance levels from previous years across cohorts, and population fluctuations, e.g. families temporarily leaving the footprint during the Wheatley Courts/Choice Neighborhood redevelopment.</p> <p><u>1. Improving quality of curriculum and instruction</u></p> <p>There are two primary components to improving curriculum and instructional quality: one geared towards improving teacher effectiveness and one towards improving student achievement. <i>Improving curriculum and instructional quality</i> – EPN has partnered with the District to place one Instructional Dean and one Instructional Coach at each EPN campus. These positions are dividing their time between working with teachers at the schools to enhance curriculum and instruction and working at the District’s C & I office to continuously improve campus curriculums. <i>Increasing student achievement</i> – EPN has also partnered with the District to place one Peer Assistant Teacher and one Reading Teacher at each EPN campus. Each Peer Assistant Teacher is a Master’s in Education candidate at Trinity University’s College of Education. Both positions provide direct instructional support to students. The Reading Teachers are funded by EPN through 2015-16.</p> <p>SAISD has agreed to conduct an in-depth evaluation of its Strategic Plan, beginning in Fall 2014, and bi-annually report progress towards the major components of the plan, including campus administration and teacher development; student performance relative to ELA, Math, and STEM; and the implementation of curriculum and instruction improvements, specifically towards producing a STEM pipeline K-12. SAISD will implement the Charlotte Danielson model for its teacher professional development that includes a monthly feedback component based upon intensive classroom observation and evaluation. Also being developed is an evaluation of the Principals’ instructional support for the classroom and the implementation of Charlotte Danielson and</p>		<p>The Whole School, Whole Child (WSWC) service model is City Year’s school based approach to help students perform well at school. WSWC emphasizes social emotional learning (SEL), the process of developing self-management and interpersonal skills. A review of research on SEL impact found that programs yielded an average gain of 11 to 17 percentile points on achievement test scores. All Out of School Time (OST) providers have an ELA curriculum they utilize with participating students. Going forward, OST programs will specifically address ELA and Math targets, while a third of OST programs have tied their curriculum to the school curriculum – e.g., YMCA, which has hired Wheatley Middle School teachers to extend the school day at Wheatley.</p>
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	<p>STEM. It involves a complete feedback loop involving teachers, Principals, and SAISD Curriculum & Instruction.</p> <p><u>2. Increased Access to Enrichment Activities</u></p> <p>EPN will complement the primary suite of solutions identified above by increasing student access to enrichment activities. EPN is partnering with City Year at the Middle and High School levels to provide near-peer interventions that impact Attendance, Behavior, and Coursework. EPN also partners with Out of School Time service providers who provide programming with Elementary and Middle school students that includes ELA and Math support. As part of EPN's community target setting process, each current OST entity provided targets based on current records and informed extrapolation for future years. For 2016-17, the seven OST providers project that between 555 and 577 students whom they collectively serve will be at or above grade level according to state ELA assessments. The GPRA targets for students in the same academic year are between 1,160 and 1,257.</p> <p>City Year also participated in EPN's community target setting process and provided program-level targets through 2016-17. With a national model that features an 8 to 1 student-to-Corps member ratio, City Year will continue to serve at current staffing levels at Wheatley Middle School. The Sam Houston High School campus, in partnership with EPN, is proposing to expand City Year to begin serving 10th grade students in 2014-15. At Wheatley, City Year projects to serve 70 at-risk students in ELA and Math in grades 6, 7, and 8. EPN is helping City Year increase its effectiveness by improving how it uses data. City Year will access <i>CommunityViewer</i> to determine which exiting students are most at-risk of not meeting STAAR benchmarks for ELA and Math for the next school year. City Year focus lists will be comprised entirely of these students. Program evaluation for OST providers and City Year is directly tied to the GPRA targets.</p> <p><u>3. Ensuring successful students transitions from Middle to High School and from High School</u></p> <p>Building on the pilot of Kinder Camps to ensure successful transitions for Pre-K students to the</p>		
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	<p>Elementary School setting, EPN will pilot Bridge Camps for students transitioning to Middle School and High School. To build a sense of recognition and familiarity, camps will be staffed by Middle school teachers for fifth graders entering sixth and by high school staff for eighth grade moving to ninth. Students will follow the daily routine of their new campus, accessing academic support with project based learning, utilizing technology tools and interacting with electives, athletics and clubs. Students will be permitted to select clubs and electives during the summer bridge camp and begin participation in those support systems. Both camps will include a leadership development strand for students to increase communication skills, self-confidence skills, self-expression skills, community service, college/career planning and mentoring. Bridge camps will serve students from the EPN feeder pattern. All camps will incorporate a parallel parent component to assist the parent in the transition with their child from one level of instructional setting to the next.</p> <p>4. <u>Family Advocate</u> One staff position from partner Family Service Association will build on the organization's expertise of coordinating the Family School Community Partnership, which is responsible for implementing the Parent Rooms in the EPN schools. The Family Advocate will serve a coordinating role within the EPN Early Warning System at the six EPN campuses, helping to develop and implement a system that protects and supports parental inclusion in addressing "at-risk" issues of individual students, families, campus, and community. By implementing the EPN Early Warning System students are expected to improve performance in ELA and Math.</p>		
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Mathematics							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	60%					2012-13 Administrative Data	See student achievement solutions for ELA
Baseline Calculation:	number of students 3 rd -8 th grade and once in high school at or above grade level according to state Math assessments (933) <hr/> estimated number of students 3 rd -8 th grade and once in high school (1,547)						
Targets:		54-59%	57-62%	60-65%	65-70%		
Target Calculation:	See student achievement solutions for ELA						

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GPRA 5: Attendance rates of students in 6th, 7th, 8th, and 9th grades							
Associated Solutions: Increase access to engaging curriculum and supportive services: City Year; Out of School Time (OST) Programs; SAISD Strategic Plan							
6 th -9 th Grade							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	95%						The district expectation for attendance for all students is 95%. The expectation for grades 6-8 is that schools will meet that threshold. <u>Overlap, attrition, penetration rates:</u> Overlap exists amongst children participating in City Year services and Out of School Time programming and those students supported by the efforts of the parent rooms and the Student Support teams. Overlap also exists amongst children participating in multiple Out of School Time programs. EPN considers this layering of enrichment activities to be supportive towards attendance improvement. City Year, by design, works with students until they no longer qualify as at-risk for attendance, behavior, or coursework. As a student rolls off a focus list another student is added.
Baseline Calculation:	(Total number of days in attendance) X (Total number of students in 6 th + 7 th + 8 th + 9 th grades) Total number of days in attendance of students in 6 th + 7 th + 8 th + 9 th grades						
Targets:		94%	95%	95%	95%		
Target Calculation:	District wide attendance expectation for all campuses is 95%. Our solutions to drive a one percent improvement in attendance for 2014-15 and maintain that for subsequent years include City Year near-peer support; Out of School Time programming that encourages students to improve attendance; parental engagement/support through the middle and high school Parent Rooms; and implementation of the SAISD Strategic Plan.						
6th Grade							
Baseline:	97%						The district expectation for attendance for all students is 95%. The school has an internal goal of 97% that it met during baseline year and hopes to maintain level. <u>Overlap, attrition, penetration rates:</u> Overlap exists amongst children participating in City Year services and Out of School Time programming and those students supported by the efforts of the parent rooms and the Student Support teams. Overlap also exists amongst children participating in multiple Out of School Time programs. EPN considers this layering of enrichment activities to be supportive towards attendance improvement. City Year, by design, works with students until they no longer qualify as at-risk for attendance, behavior, or coursework. As a student rolls off a focus list another student is added.
Baseline Calculation:	Total number of days in attendance X Total number of students in 6 th grade Total number of days in attendance of students in 6 th grade						
Targets:		95%	95%	95%	95%		
Target Calculation:	Baseline exceeds district expectation. Maintenance of that target remains constant. . Our solutions to maintain the level of attendance in 6 th grade include City Year near-peer support; Out of School Time programming that encourages students to improve attendance; parental engagement/support through the middle Parent Room; and implementation of the SAISD Strategic Plan.						
7th Grade							
Baseline:	96%						The district expectation for attendance for all students is 95%. The school has an internal goal of 97% that it nearly reached during baseline year and hopes to reach throughout the grant cycle.
Baseline Calculation:	Total number of days in attendance X Total number of students in 7 th grade Total number of days in attendance of students						

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	in 7 th grade					<u>Overlap, attrition, penetration rates:</u> Overlap exists amongst children participating in City Year services and Out of School Time programming and those students supported by the efforts of the parent rooms and the Student Support teams. Overlap also exists amongst children participating in multiple Out of School Time programs. EPN considers this layering of enrichment activities to be supportive towards attendance improvement. City Year, by design, works with students until they no longer qualify as at-risk for attendance, behavior, or coursework. As a student rolls off a focus list another student is added.
Targets:		95%	95%	95%	95%	
Target Calculation:	District wide attendance expectation for all campuses. Our solutions to maintain the level of attendance in 7 th grade include City Year near-peer support; Out of School Time programming that encourages students to improve attendance; parental engagement/support through the middle Parent Room; and implementation of the SAISD Strategic Plan.					
8 th Grade						
Baseline:	97%					The district expectation for attendance for all students is 95%. The school has an internal goal of 97% that it met during baseline year and hopes to maintain level. <u>Overlap, attrition, penetration rates:</u> Overlap exists amongst children participating in City Year services and Out of School Time programming and those students supported by the efforts of the parent rooms and the Student Support teams. Overlap also exists amongst children participating in multiple Out of School Time programs. EPN considers this layering of enrichment activities to be supportive towards attendance improvement. City Year, by design, works with students until they no longer qualify as at-risk for attendance, behavior, or coursework. As a student rolls off a focus list another student is added.
Baseline Calculation:	Total number of days in attendance X Total number of students in 8 th grade Total number of days in attendance of students in 8 th grade					
Targets:		95%	95%	95%	95%	
Target Calculation:	Baseline exceeds district expectation. Our solutions to maintain the level of attendance in 8 th grade include City Year near-peer support; Out of School Time programming that encourages students to improve attendance; parental engagement/support through the middle Parent Room; and implementation of the SAISD Strategic Plan.					
9 th Grade						
Baseline:	94%					The district has a standard 94% attendance rate for high schools. <u>Overlap, attrition, penetration rates:</u> Overlap exists amongst children participating in City Year services and Out of School Time programming and those students supported by the efforts of the parent rooms and the Student Support teams. Overlap also exists amongst children participating in multiple Out of School Time programs. EPN considers this layering of enrichment activities to be supportive towards attendance improvement. City Year, by design, works with students until they no longer qualify as at-risk for attendance, behavior, or coursework. As a student rolls off a focus list another student is added.
Baseline Calculation:	Total number of days in attendance X Total number of students in 9 th grade Total number of days in attendance of students in 9 th grade					
Targets:		92%	94%	94%	94%	
Target Calculation:	Sam Houston High School Principal and Leadership Cabinet staff set this target. Our solutions to improve attendance include City Year near-peer support; Out of School Time programming that encourages students to improve attendance; parental engagement/support through the high school Parent Rooms; and implementation of the SAISD Strategic Plan.					

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GPRA 5: Attendance rates of students in 6th, 7th, 8th, and 9th grades as defined by Chronic Absenteeism							
Associated Solutions: Increase access to engaging curriculum and supportive services: City Year; Out of School Time (OST) Programs; Parent Rooms; SAISD Strategic Plan							
6 th -9 th Grade							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	14%						We assume as chronic absenteeism decreases that academic outcomes will improve. Anecdotal evidence from EPN partner City Year , which works directly with 6 th -8 th grade students at Wheatley Middle School and Sam Houston 9th grade students at-risk of being chronically absent, suggests that students have three main barriers: 1) relational difficulties with teachers, 2) family or personal responsibilities, and 3) parents who do not support the school’s attendance requirements. <u>Overlap, attrition, penetration rates:</u> Overlap exists amongst children participating in City Year services and Out of School Time programming and those students supported by the efforts of the parent rooms and the Student Support teams. Overlap also exists amongst children participating in multiple Out of School Time programs. EPN considers this layering of enrichment activities to be supportive towards attendance improvement. City Year, by design, works with students until they no longer qualify as at-risk for attendance, behavior, or coursework. As a student rolls off a focus list another student is added.
Baseline Calculation:	Total number of students in grades 6-9 absent ten percent or more of days enrolled Total number of students enrolled in grades 6-9						
Targets:		11-13%	9-12%	8-11%	7-10%		
Target Calculation:	EPN established the target ranges for this indicator, basing them on the impact of existing solutions to determine the impact on this GPRA. The rate of chronic absenteeism for grades 6-9 is as expected, with lower rates due to the middle school’s significant focus on reducing absenteeism, which is the result of the school not meeting standard on academic scores on years prior. Our solutions to improve attendance in Middle School and once in High School include City Year near-peer support; Out of School Time programming that incentivizes improved attendance; parental engagement/support through the middle and high school Parent Rooms; and implementation of the SAISD Strategic Plan. The Family Advocate will serve in a coordinating role within the EPN Early Warning System at the six EPN campuses, helping to develop and implement a system that protects and supports parental inclusion in addressing “at-risk” issues of individual students, families, campus, and community. By implementing the EPN Early Warning System students are expected to reduce chronic absenteeism.						

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GPRA 6: Four-year adjusted cohort graduation rate.							
Associated Solutions: Increase access to supportive services: City Year; EPN Summer Internship Program							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	81%					2012-2013 SAISD Preliminary State 4-Year Graduation Rate	We assume that some percentage of the mobility during the course of 4 academic years occurs because of positive factors – e.g. a family increases their earning power and moves to a neighborhood with housing stock they are now able to afford. We assume the penetration rates from the indirect impact of additional campus instructional support will have equal impact with students. This includes a Peer-Assisted Teacher participating in a Master’s in Education program with Trinity University, an Instructional Coach who serves 70% at the school and 30% at the District’s Curriculum & Instruction (C&I) department to ensure coordination and alignment, an Instructional Dean who also works at the school and C&I, and a Reading Coach through 2015-16 that focuses exclusively on student literacy levels. <u>Overlap, attrition, penetration rates:</u> The indirect enhancements through the SAISD Strategic Plan are expected to impact all students in a graduating cohort, beginning in 9 th grade. Reducing attrition is the objective of this GPRA and solutions.
Baseline Calculation:	students in EPN 9 th grade cohort that graduate from EPN school in 4 years (145) students remaining in EPN 9 th grade cohort after 4 years (179)						
Targets:		82-85%	82-85%	82-85%	82-85%		
Target Calculation:	The target ranges were set by the Sam Houston High School Principal and his cabinet of administrators based on the levels of student performance across cohorts and the continuum of solutions. The school cited a steady mobility rate of 30 percent as a restricting factor. Two contributing factors to improving the 4 year graduation rate are the stability provided by the New Tech school and that the school has successfully implemented a dropout prevention program that is helping more students to stay in school. Our solutions include interventions for 9 th grade students, as research shows that youth who complete their freshman year of high school are more likely to graduate; additional campus instructional support that strengthens student capacities to meet ELA and Math requirements by grade; the continuation of New Tech, a campus inside Sam Houston that uses an evidence-based curriculum for project-based learning tied to state and district standards; and a Summer Youth internship program that places students in STEM-related work experiences with local businesses. While difficult to quantify, EPN assists in Sam Houston’s efforts to provide a rich cultural experience for students: by supporting the marching band on a competitive field trip to a university with a nationally-touted band program and the Academic decathlon team, finalists in the state competition three years running; and by supporting the school to place college banners throughout the campus to elevate the college-preparatory atmosphere. We submit these enrichment activities contribute to a positive school culture that attracts and keeps students.						

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GPRA 7: Number and percent of students who enrolled in college or university.							
Associated Solutions: Increase access and usage of college going and enrollment services: Go Center; Café College; Advise Texas; Parent Rooms; College and Career Counselor; Bridge Camp for postsecondary learning							
Enrollment in a two-year or four-year college or university after high school graduation (7a)							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	41%					Class of 2013 Fall 2013 National Student Clearing House Report	We assume that the option to attend a two-year or four-year college/university is more favorable than other post-secondary credentialing. Another assumption is that enrollment translates to institutional matriculation and the likely-hood of graduation. The evidence-base of providing financial aid and FASFA/TASFA support to high school seniors increases the enrollment to college/university is the primary solution for this GPRA. Children with \$1 to \$499 designated for school are 2.5 times more likely to enroll in and graduate from college than children with no account, which suggests that saving and wealth building policies to improve college enrollment and graduation rates might have positive effects even when children save small amounts. (http://csd.wustl.edu/Publications/Documents/RB13-09.pdf) Advise TX partners with Evaluation and Assessment Solutions for Education (EASE), who provides an analysis of the program using state and national data to gather quantitative data as well as providing collection and analysis of qualitative data drawn from surveys, interviews and other sources. Cafe college is endorsed by the Lumina Foundation, the Texas Guaranteed Student Loan Program (TG), the National College Access Network (NCAN), and is one of two statewide pilot programs for the Texas College Access Network (TxCAN). <u>Overlap, attrition, penetration rates:</u> Overlap exists among the solutions – students participating in internships also are participating in ACT/SAT prep and working with Advise TX and Café College. By design, Advise Texas compliments the work of Café College, which also has a counselor at the campus serving Sam Houston students who specifically works on financial aid applications.
Baseline Calculation:	students in EPN graduating cohort enrolled in college or university (53) students in EPN graduating cohort (128)						
Targets:		41-50%	43-60%	45-70%	48-80%		
Target Calculation:	EPN partners established a highly aspirational goal that would see eight out of ten high school graduates from the footprint enroll in college or university, a 39% increase over baseline by 2016-17. While commendable, EPN set target ranges to provide for growth while allowing for flexibility in our strategic impact. Both ranges for 2016-17 - the lower end and upper end – are in line with national trends accounting for years between 2000 and 2010, the number of 18-24 year olds enrolling in college and university. US Department of Education, National Center for Education Statistics. (2012). <i>Digest of Education Statistics, 2011</i> Four solutions are increasing the number of high school graduates who enroll in college or university – 1) internships with stipends placed into college saving funds; 2) ACT/SAT preparation provided to high school seniors; 3) enrollment and financial aid application support for students by Advise Texas/Go Center and Café College; and 4) parental engagement through the Parent Room and the Go Center that promotes college as an economically viable choice for families. These strategies will result in 63 to 132 more students enrolling in college by the end of the grant. Note: the senior class population in 2016-17 is projected to have 103 more students than baseline year. 1. <u>Internships</u> 25 students per year are expected to be placed into summer internships with area businesses through EPN. Students earn a \$1,000 stipend and Citibank has granted up to \$50K for match						

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	<p>savings for college for EPN interns through 2017.</p> <p>2. <u>ACT/SAT prep</u> SAISD is providing SAT instructional support for students at Sam Houston, while Advise Texas has developed an ACT prep class for juniors – in 2013-14, 160 of the 175 juniors were pre-tested on the ACT. Each received an ACT prep book and will receive their pre-test results to identify focus areas with strategies on how to improve scores. Thirty self-identified students signed up for more intensive ACT prep, and the goal is to support these 30 students (20% of the 160 participating students) to qualify for non-remediation and merit scholarships.</p> <p>3. <u>Enrollment and financial aid application support for students</u> Both Advise Texas and Café College are administering support to Sam Houston students that ultimately hopes to boost college enrollment. Advise Texas has a college and career counselor on the Sam Houston campus who works with students according to a plan that encompasses 8 key performance indicators (KPIs). National research has shown students touched by all eight KPIs have an increased likelihood of enrolling in college. These include: college and campus visits, college rep visits, college fairs, SAT/ACT registration, college workshops, college application submissions, FAFSA/TASFA completion, and merit scholarships. By design, Advise Texas compliments the work of Café College, which also has a counselor at the campus serving Sam Houston students who specifically works on financial aid applications.</p> <p>4. <u>Ensuring successful students transitions from HS to postsecondary opportunities</u> Building on the pilot of Kinder Camps to ensure successful transitions for Pre-K students to the Elementary School setting, EPN will pilot Bridge Camps for HS students preparing for postsecondary opportunities. A three week session for juniors providing field trips to area colleges, job work sites, business and professional workplaces, technology workplaces, hospitals, etc. Students would receive assistance in completing any financial or enrollment documents necessary. A portion</p>		
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	<p>of the students' time will be spent on the college or technical training campus. Each student will walk through the registration process, financial aid process, creating a class schedule for college, locating all classes, cafeteria, parking, dorms, etc. Bridge camps will serve students from the EPN feeder pattern. All camps will incorporate a parallel parent component to assist the parent in the transition with their child from one level of instructional setting to the next.</p> <p>5. <u>Support for college through the EPN parent rooms.</u> Each parent room is equipped with a 'college corner' which provides a broad range of information about college opportunities. Parent room teams also organize college tours for parents during the year. And a 2014-15 change in state policy is expected to produce more planning at earlier stages in middle or high school about college and career. The EPN parent rooms are prepared to respond to the increased interest in college by the parents.</p>		
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College enrollment without English and math remediation (7b)							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	21%					Class of 2012 Fall 2012 National Student Clearing House Report; 2012 Alamo Colleges Administrative Data	We assume that the rising threshold of STAAR and the streamlining of ELA and Math interventions will result in less students requiring remediation once in college. <u>Overlap, attrition, penetration rates:</u> The indirect enhancements through the additional instructional support are expected to impact all students in ELA and Math performance. By design, Advise Texas compliments the work of Café College, which also has a counselor at the campus serving Sam Houston students who specifically works on financial aid applications.
Baseline Calculation:	estimated students in EPN graduating cohort enrolled in college or university without remediation (34) students in EPN graduating cohort (162)						
Targets:		23-33%	27-44%	32-55%	34-63%		
Target Calculation:	EPN college and career readiness partners separately examined ELA and Math remediation using the Texas Academic Performance Reports for 2011-12 and 2012-13. Partners set targets for ELA and Math separately. The Ad-Hoc report utilized National Student Data Clearinghouse to generate a combined remediation percentage for ELA and Math, which came in twenty percentage points lower than the figures the partners used to set targets. Because of this, EPN established target ranges that were more conservative and allowed for slow growth over time.						

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	<p>traditional completion time from vocational or technical program (2 out of 166) for a combined eight percent of the graduating class. EPN college and career readiness partners set a combined aspirational goal of 43% by 2016-17 because that is the level of performance they wanted for their neighborhood. EPN set target ranges to provide for growth while allowing for flexibility in our strategic impact. A 2010 study by the Harvard Graduate School of Education found that 56% of students completed on-time at four year schools and 29% completed on-time at two year schools.</p> <p>In partnership with SAISD and specifically Sam Houston, EPN will create a staff position whose role will be to track high school graduates and work with those enrolled in postsecondary education to support their completion within 100 to 150 percent of traditional time. This is a proposed strategy with little known on the expected impact aside from the commitment of EPN to identify and help at least 18 additional students to complete postsecondary education within 100 to 150 percent of traditional time by the end of the grant, the difference between the baseline of 13 students (8%) and the 2016-17 lower-range target of 31 students (20%).</p>						set that mirror the neighborhood goals.
Industry-recognized certificates or credentials (7d)							
Baseline:	1%					Class of 2007 Fall 2013 National Student Clearing House Report	EPN will be following cohorts beginning with the class of 2007 to evaluate effectiveness of strategies. EPN assumes no less than XXX percent of past graduates will respond to outreach efforts. <u>Overlap, attrition, penetration rates:</u> With one solution identified, no overlap will occur. Attrition rates are unknown at this time, but the staff position has annual targets already set that mirror the neighborhood goals.
Baseline Calculation:	estimated students in EPN graduating cohort who obtained industry-recognized certificates or credentials (2) students in EPN graduating cohort for whom data was collected (166)						
Targets:		1-4%	2-4%	3-5%	4-6%		
Target Calculation:	Through EPN’s Target Setting process this GPRA was discussed but the target was not set during the four community meetings. EPN has set conservative target ranges to account for a) lack of appropriate data from the designated data source accounting for all possible certificate or credentialed students, b) the current baseline of 1% of students obtaining industry-recognized certificates or credentials, and c) the current level of solutions and strategies having impact on this GPRA.						

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	<p>In partnership with SAISD and specifically Sam Houston, EPN will create a staff position that whose role will be to track high school graduates and work with those who are interested in industry-recognized certificates or credentials. This is a proposed strategy with little known on the expected impact, aside from the commitment of EPN to identify and work with at least four additional students by the end of the grant, the difference between the baseline of 2 (1%) and the 2016-17 target of 6 (4%).</p>		
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GPRA 8: Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.							
Associated Solutions: Increase access to physical activity programs for 6 th – 12 th grades: Out of School Time (OST) Programs; Marathon Kids; Live Well Learn Well Health Initiative							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	23%					2013-2014 EPN School Climate Survey	We first assume that all kids are healthy enough to exercise daily and have 60 minutes of free time with which they can choose to exercise. We also assume that safe places to play or exercise are readily accessible and that children will choose to spend their free time exercising instead of doing other activities. Finally, we assume the 30 minutes of physical activity provided during OST programming is augmented by other physical activity during the day. 1. EPN’s OST programming has physical components that address this GPRA. In an American Journal of Preventative Medicine study, one third (36%) of students participated in fitness-focused afterschool programs. Controlling for baseline fitness status, participating in fitness-focused afterschool programs was associated with a 10% increase in the probability of being physically fit after 2 years. This finding held for nearly all subgroups, including students who were initially unfit. Participation in 2 years of the program was associated with a 14.7% increased likelihood of subsequent fitness compared to 8.8% for 1 year of participation. Participation in other types of afterschool programs was not associated with fitness improvements. There were no effects of participation in either type of program on overweight status. These findings point to the promise of relying on existing community resources in the fight against childhood obesity. Fitness-focused afterschool programs will need to ensure that the highest-risk children—including those who are Latino and low-income—are served. (Am J Prev Med 2013;44(3S3):S200 –S207) © 2013 American Journal of Preventive Medicine
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who participate in at least 60 minutes of physical activity daily (281) 6-12 th grade enrollment at EPN schools (1,215)						
Targets:		24%	24%	25%	25%		
Target Calculation:	EPN Health partners, during the community target setting process, agreed to a ten-percent relative increase for this indicator based on national research and what similar communities achieved. Our three solutions are to 1) increase the amount of time children exercise through structured play during Out of School Time programming, 2) implement Marathon Kids, an evidence-based program that encourages children to set and achieve health goals, and 3) partner with service providers to implement targeted health projects through the Live Well Learn Well initiative. 1. Out of School Time programming OST service providers are required to provide 30 minutes of physical activity. OST programming for Fall 2013 has a capacity to serve 259 middle and 33 high school students. 2. Marathon Kids Marathon Kids proposes to impact 1,755 children from K-5 in Bowden, Pershing and Washington Elementary Schools in the Eastside Promise Neighborhood.						

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	<p>3. Live Well Learn Well EPN is delivering health programming that provides opportunities for youth to exercise and engage in positive physical behaviors. Through the Live Well Learn Well initiative, EPN partners are expected to impact up to 50 6th through 12th grade students per year.</p>		<p>3. This programming will be established through a Purchase of Service process with community involvement in the scoring and selection process. The initiative’s design is based on the success of other targeted health projects such as one implemented by the Alaska Department of Commerce, Community, and Economic Development, Division of Community Advocacy. In an evaluation of the program, evaluators stated, “From a community perspective, it is considered a community-friendly and straightforward opportunity communities used to develop locally-appropriate strategies for improving local economies and building healthy communities.” EPN believes use of this type of process will seek and solidify community-based solutions for Health and Wellness Initiatives.</p> <p><u>Overlap, attrition, penetration rates:</u> Overlap is anticipated with students potentially participating in multiple OST programs as well as cross-participation amongst solutions.</p>
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PRA 9: Number and percent of children who consume five or more servings of fruits and vegetables daily.							
Associated Solutions: Increase access to nutritious fruits and vegetables for 6 th – 12 th grades: Out of School Time (OST) Programs; School Healthy Meal Initiative; Live Well Learn Well Initiative							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	26%					2013-2014 EPN School Climate Survey	We first assume that providing access to fruits and vegetables equates to consumption. EPN assumes that out of the four meals provided between schools during the school day and the snack and dinner during OST after-school programming, that five fruits and vegetables could be provided. While this only covers five days out of a seven day week, EPN assumes that children who develop a habit of eating healthy during the week will try to extend those habits over the weekend. 1. EPN’s OST programming has physical components that address this GPRA. In an American Journal of Preventative Medicine study, one third (36%) of students participated in fitness-focused afterschool programs. Controlling for baseline fitness status, participating in fitness-focused afterschool programs was associated with a 10% increase in the probability of being physically fit after 2 years. This finding held for nearly all subgroups, including students who were initially unfit. Participation in 2 years of the program was associated with a 14.7% increased likelihood of subsequent fitness compared to 8.8% for 1 year of participation. Participation in other types of afterschool programs was not associated with fitness improvements. There were no effects of participation in either type of program on overweight status. These findings point to the promise of relying on existing community resources in the fight against childhood obesity. Fitness-focused afterschool programs will need to ensure that the highest-risk children—including those who are Latino and low-income—are served. (Am J Prev Med 2013;44(3S3):S200 –S207) © 2013 American Journal of Preventive Medicine 3. This programming will be established through a Purchase of Service process with community involvement in the scoring and selection process. The initiative’s design is based on the success of other targeted health projects, such as one implemented by the Alaska Department of Commerce, Community, and
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who consume five or more servings of fruits and vegetables daily (320) <div>6-12th grade enrollment at EPN schools (1,215)</div>						
Targets:		27%	27%	28%	29%		
Target Calculation:	EPN Health partners, during the community target setting process, agreed to a ten-percent relative increase for this indicator based on national research and what similar communities achieved. EPN projects that an additional 176 students will consume fruits and vegetables daily by the end of the grant. There are four solutions to achieve this increase – 1) programs implementing Out of School Time services to EPN students after school and during the summer, 2) the schools’ nutritious food policy, 3) the Live Well Learn Well health initiative, and 4) community gardens. 1. Out of School Time programming] OST providers are required to provide at least one serving of fruits/vegetables and offer no sugary drinks to participating students. OST programming for Fall 2013 has a capacity to serve 259 middle and 33 high school students. 2. School nutritious food policy SAISD schools provide nutritious foods and meals that align with USDA guidelines. This is an important source of fruits and vegetables for students during the school week. 3. Live Well Learn Well Health Initiative As with GRPA 8, EPN is delivering health programming that provides opportunities for youth to exercise and engage in positive physical behaviors. Through the Live Well Learn Well initiative, EPN partners are						

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	expected to impact up to 50 6 th through 12 th grade students per year.		<p>Economic Development, Division of Community Advocacy. In an evaluation of the program, evaluators stated, “From a community perspective, it is considered a community-friendly and straightforward opportunity communities used to develop locally-appropriate strategies for improving local economies and building healthy communities.” EPN believes use of this type of process will seek and solidify community-based solutions for Health and Wellness Initiatives.</p> <p>4. Studies have shown that people who tend community gardens and their children eat healthier diets than do non-gardening families. Community gardens provide access to nutritionally rich foods that may otherwise be unavailable to low-income families and individuals.</p> <p>http://www.gardendallas.org/benefits.htm</p> <p><u>Overlap, attrition, penetration rates:</u> Overlap is anticipated with students potentially participating in multiple OST programs as well as cross-participation amongst solutions.</p>
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GPRA 10: Number and percent of students who feel safe at school and traveling to and from school.							
Associated Solutions: Establish safe routes to school: EPN Hot Spot Policing; Choice Neighborhood Byrne Grant infrastructure solutions							
Percent of Students who feel safe at school.							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	83%					2013-2014 EPN School Climate Survey	The safety components of the Campus Improvement Plans will have the capacity to impact all students; no overlap is expected.
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who feel safe at school (1,009) <div>6-12th grade enrollment at EPN schools (1,215)</div>						
Targets:		83-85%	85-87%	87-89%	89-91%		
Target Calculation:	EPN staff determined the targets based on community inputs and the projected impact of solutions. The six to eight percent increase by 2016-17 is based on solutions included in the annual Campus Improvement Plans for Wheatley middle and Sam Houston high school. The schools have already implemented physical safety measures such as security locks, perimeter fencing, and cameras in potential hot spot areas. Schools also are required to have emergency plans well established and rehearsed. Another safety component annually implemented at each of the six EPN campuses is a positive behavior intervention support model.						
Percent of students who feel safe traveling to and from school.							
Baseline:	90%					2013-2014 EPN School Climate Survey	The safety enhancements through Hot Spot policing, Choice Neighborhood’s infrastructure revitalization, and the City’s effort to address neighborhood blight will have the capacity to impact all students. Overlap is expected because students impacted by improved safety through Hot Spot policing will be impacted by improved safety through infrastructure improvements.
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who feel safe traveling to and from school (1,091) <div>6-12th grade enrollment at EPN schools (1,215)</div>						
Targets:		92-94%	94-97%	97-98%	97-98%		
Target Calculation:	EPN staff determined the targets based on community inputs and the projected impact of solutions. Solutions include the establishment of safety corridors for students traveling to and from Wheatley middle school during morning and afternoon hours; Choice neighborhood’s infrastructure improvements to the Wheatley Courts neighborhood to be completed by 2016; Choice neighborhood’s solution to address abandoned lots that provide secluded environments conducive to						

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	criminal activity, and a City effort to turn a known hot spot on the way to Wheatley into a well-managed green space. EPN expects the strategies will result in a significant improvement in the sense of neighborhood safety for students, although a 100% sense of safety is not possible.						
Percent of Students who feel safe at school and traveling to and from school.							
Baseline:	78%					2013-2014 EPN School Climate Survey	Our assumptions: Social desirability bias may play a role in the response rate to the neighborhood survey's safety questions. EPN is concerned about the effects of excluding "don't know" answers and refusals from the denominator. Those exclusions change the percent of students who feel safe at school from 77.1% to 83.0%, and the percent of students who feel safe at and traveling to and from school from 71.2% to 78.2%. EPN believes that the reasons for refusing or choosing "don't know" might be very different when the questions ask about personal safety, violence, and fear than when the questions ask about physical activity or internet access. Hot Policing has its basis in the "broken windows" theory that crime is likely to flourish in areas with high levels of physical and social disorder; reducing crime requires restoring order and as conditions improve, crime will be reduced. A 2008 study found calls for service dropped 19.8% in Hot Spots Policing areas relative to control areas. There also was a 41.8% reduction in robbery calls, a 34.2% reduction in nondomestic assault calls, a 35.5% reduction in burglary/breaking-and-entering calls and, a 10.7% reduction in larceny/theft calls. A range of strategies and programs have been evaluated to determine the effectiveness of Crime Prevention through Environmental Design. Overall, the evidence currently available on the effectiveness of CPTED indicates that these strategies are promising although more rigorous evaluations are needed to show more clearly how and why these strategies work.
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who feel safe at school and traveling to and from school (948) <div></div> 6-12 th grade enrollment at EPN schools (1,215)						
Targets:		78-83%	83-85%	85-88%	88-90%		
Target Calculation:	During the EPN target setting process, the Safety workgroup used proxy data to help set the aspirational target. Once the EPN school climate survey was administered, EPN established target ranges. The ten to twelve percent increase by 2016-17 means that approximately 600 more students will feel safe at school and traveling to and from school by the end of the grant. EPN and Choice Neighborhood are implementing public enhancement grants to address safety in the footprint. Through Hot Spot policing SAPD is creating safety corridors to and from EPN campuses during peak traffic hours. Choice Neighborhood is addressing inadequacies of the built environment around the Wheatley Courts neighborhood, including street lighting, code enforcement, and addressing abandoned lots that provide secluded environments conducive to criminal activity. We believe that these solutions will lead to between 10 and 12 percent more students feeling safe in their neighborhood.						

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GPRA 11: Student mobility rate.							
Associated Solutions: 1. Increase family economic stability – Dual Generation Workforce Pipeline, Financial Empowerment Center; Volunteer Income Tax Assistance (VITA); SAVE USA Program. 2. Strengthen ties to the neighborhood by promoting positive aspects of the community.							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	24%					2012-2013 SAISD Administrative Data	Our first assumption is student mobility results primarily from family economic instability. Not all mobility is negative - increasing economic power also leads to mobility. 1. Evidence base for Dual Generation: Studies by Greg Duncan and colleagues suggest that adding \$3-\$4,000 to incomes of families with young children between 0-5 can improve the children's educational attainment and earning capacity as adults. Casey's extensive experience in this area makes clear that a bundled set of economic supports makes a critical difference in helping families succeed. Stabilizing families through public benefits, work supports and programs and services geared toward mental health; addressing their education and workforce needs; and then helping them develop assets are core components proven to work best as a package.
Baseline Calculation:	number of entries and withdrawals for students K-12 th grade at EPN schools (599) K-12 th grade enrollment at EPN schools (2,541)						
Targets:		23%	22%	21%	20%		
Target Calculation:	This GPRA was addressed during a large-scale community target setting meeting and during smaller workgroup meetings with the Dual Generation Workforce Pipeline partnership. The four percent decrease is offset to some degree by a projected increase in the student population through 2016-17. 1. Increase family economic stability. Our first solution focuses on families in economic crisis and provides tools they can utilize while pursuing stability. Services include wraparound supports, adult education, workforce development, sustainable financial empowerment, and asset development. The Dual Generation Workforce Pipeline is a central component of this work and includes Goodwill, San Antonio Housing Authority/Jobs Plus, St. Philip's College, and Urban Strategies working collaboratively on a pathway of career readiness for EPN adults. The Financial Empowerment Center and VITA provide wraparound supports that lift family incomes. Residents participating in the Dual Generation opportunity have children between the ages 0-10 – often, families have older children as well. By 2016-17, 353 residents will be served by the job training and workforce partners in the Dual Gen pipeline. The average income of residents participating in the program is expected to rise by \$1,000.00 annually. In 2015-16, the final year of implementation for the Financial Empowerment Center, 50 residents are expected to participate in case management services designed to improve credit, reduce credit, and develop assets. 2. Eastside revitalization.						

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	<p>Our second solution is to promote the Eastside as a place that keeps and attracts residents. The recent designation of the Eastside as a Promise Zone to attract commercial investment and spur local job creation, the merging of Promise Neighborhood and Choice Neighborhood into PaCT (Promise and Choice Together), and the creation of Eastpoint as the umbrella structure to coordinate Eastside initiatives are repositioning the neighborhood as a place for families to grow and stay.</p> <p>While the Wheatley Courts redevelopment means that up to 201 families temporarily move from the EPN footprint, case management services should result in increasing self-sufficiency as residents move back.</p> <p>3. Community School Finally, SAISD has proposed for SY 2014-15 to implement a Community School at Wheatley Middle School. The school design will be based on input from the neighborhood about needs and services. The solicitation of input is currently underway, and so EPN does not yet know the details of programming or have the expected impact. However, the District is moving forward with this plan and anticipates implementation by SY 14-15.</p>		<p>2. Evidence base for rebranding: The Pearl, a mixed-use commercial and residential set of properties in San Antonio's urban core, provides a blueprint for the kind of renewal anticipated through the Wheatley Courts and Eastpoint District redesigns. The Pearl property has become a lively economic and community hub with shops, events, and flow-through traffic at all times day and night.</p> <p>3. A growing body of research suggests that the community school model produces strong gains in academic achievement as well as nonacademic development for students. Community schools have also been shown to produce increase stability for families and increased safety in the neighborhood. http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report2009.pdf</p> <p><u>Overlap, attrition, penetration rates:</u> Overlap is expected – the Dual Generation Workforce Pipeline is designed to provide residents and families with touches from multiple service providers. Overlap is also expected with revitalization efforts that are infrastructure focused but have the effect of improving overall neighborhood conditions.</p>
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GPRA 12: Number and percent of parents or family members of children birth to kindergarten who report that they read to their children three or more times a week							
Associated Solutions: Increase early reading campaigns and resources for parents: Reach Out and Read; Play and Learn; San Antonio Public Library – VROOM Library Learning Van, Read and Respond programs at Bowden and Pershing Elementary Schools, and Weekend Reading program at Washington Elementary school							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	26%					2013 EPN Neighborhood Survey	We assume there is a family member in the home who will encourage their child to read and that there are enough books or reading sources in the neighborhood readily accessible to effectively meet the needs of all children K-8 th . Our community has locally determined a broad definition of “books” to include e-books, magazines, etc. Our neighborhood also recognizes that adult literacy, particularly amongst our Spanish monolingual population, presents a challenge families must address. Our program experience with the Parent Rooms is that it has established strong parent-to-parent relationships and also significantly increased parental engagement in school culture. This experience is the basis for our projected increase of 140 additional parents encouraging their children to read. <u>Overlap, attrition, penetration rates:</u> Overlap is expected – residents and families will be reached through multiple strategies. The more encouragement and opportunities to read that parents have, the more EPN anticipates they will take advantage.
Baseline Calculation:	estimated number of households with with children 0-5 who are read to three or more times a week (230) <div>estimated number of households with children 0-5 (892)</div>						
Targets:		25-35%	25-35%	30-40%	35-45%		
Target Calculation:	This GPRA was addressed by two different community target setting workgroups – one focused on Parental Support for Learning and another for Early Education. To reach our 2016-17 target range of 60 to 140 more parents reading to their children, EPN is raising awareness amongst parents and family members while increasing access to books. Additionally, because adult illiteracy is a restricting factor, EPN will work with other partners to address in future years. Partners are EPN early education providers, including childcare centers, Early Head Start, Head Start, and Pre-K at Bowden, Pershing, and PreK4SA, which will promote reading at home; Reach Out and Read, a program for medical providers to promote early literacy by giving new books to children and advice to parents about the importance of reading aloud. The program distributes more than 1,200 books annually. EPN partnered with VROOM SA Public Library Learning Van to visit EPN early learning campuses (including footprint childcare centers) on a rotating basis each week with new books and e-books. Finally, through Summer and Fall Learning Festivals EPN is distributing over 1,000 books for children and their families.						

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GPRA 13: For children in kindergarten through 8th grades, number and percent of parents or family members who report encouraging their child to read books outside of school.							
Associated Solutions: Increase student and parental access to books and reading resources: San Antonio Public Library – VROOM Library Learning Van; Campus-Based Parent Rooms							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	81%					2013-2014 EPN School Climate Survey	Because it was inadvertently omitted from the June 2013 neighborhood survey, a question intended to temporarily approximate this measure was included in the January 2014 student survey. We assume that there is a family member in the home who will encourage their child to read and that there are enough books or reading sources in the neighborhood readily accessible to effectively meet the needs of all children K-8 th . Our community has locally determined a broad definition of “books” to include e-books, magazines, etc. Parent Rooms: Our eight-year program experience with the Parent Rooms is that it has established strong parent-to-parent relationships and also significantly increased parental engagement in school culture. This experience is the basis for our projected increase of 140 additional parents encouraging their children to read. <u>Overlap, attrition, penetration rates:</u> Overlap is expected – residents and families will be reached through multiple strategies. The more encouragement and opportunities to read that parents have, the more EPN anticipates they will take advantage.
Baseline Calculation:	estimated number of households with children K-8th grade who are encouraged to read (581) estimated number of households with children in K-8 th grade (717)						
Targets:		81-83%	83-85%	85-87%	87-90%		
Target Calculation:	Because the neighborhood survey omitted this question, and because the school climate survey was not implemented until January 2014, during the December community target setting process EPN partners used proxy data and the continuum of available solutions to establish aspirational targets for this GPRA. EPN utilized the aspirational targets set by the partners and applied it towards the baseline from the school climate survey data. Because the percentages are so high and will become more difficult to reach the higher the value, EPN set target ranges to account for flexibility in meeting outcomes. EPN projects a nine percent increase amongst parents encouraging their children K-8 th to read books outside of school. Our solutions are to raise awareness amongst parents about the importance of reading and to increase access to books and reading resources. The Parent Rooms have added a component to their outreach efforts that emphasizes the importance of literacy as it relates to student performance. EPN will expand upon the 565 face-to-face home visits to parents of children Kinder through 8 th delivered in 2012-2013. To increase access to books, EPN is partnering with the EPN schools, which offer literacy nights for children and families. And EPN partnered with the VROOM SA Public Library Learning Van, which is visiting EPN campuses on a rotating basis each week with new books and e-books.						

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GPRA 14: For children in the 9th through 12th grades, number and percent of parents or family members who report talking with their child about the importance of college and career.							
Associated Solutions: Establish a college going culture and campaign: SAISD Go Center, Café College, Campus-Based Parent Rooms							
Parents who report talking to their child about college and career.							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	55%					2013 EPN Neighborhood Survey	EPN assumes we may have a social desirability bias with this indicator. Our second assumption is that students are spoken to about college and career – but the details of that conversation are as yet unknown. Advise Texas has been evaluated by Evaluation and Assessment Solutions for Education to determine its effectiveness in helping students to attend college. Café College is endorsed by the Lumina Foundation, the Texas Guaranteed Student Loan Program (TG), the National College Access Network (NCAN), and is one of two statewide pilot programs for the Texas College Access Network (TxCAN). Qualitative data from the Family-School-Community partnership shows that parental engagement in the schools, parental leadership through engagement opportunities, and peer-to-peer support and learning have increased significantly as a result of the Parent Rooms. Overlap: EPN expects consistent overlap to occur amongst the solutions to increase parents talking about college and career. Family exploration activities encompass both college and career options, and we anticipate some duplication in the parent population attending multiple events.
Baseline Calculation:	estimated number of households with children in 9-12 th grade who talk about college and career (193) estimated number of households with children in 9-12 th grade (354)						
Targets:		57-67%	59-69%	61-71%	63-73%		
Target Calculation:	During the December community target setting process EPN partners used neighborhood survey data to establish aspirational targets for this GPRA. District personnel, including high school administrators, Advise TX, and instructional coaches helped set target ranges to provide a more conservative set of projections. Our solutions focus on encouraging parents of High School students to not only talk with them about college and career, but to do so with an understanding of what it takes to achieve post-secondary goals. Our partners are Advise Texas/Go Center and Café College at Sam Houston high school and the EPN Parent Rooms (each parent room is equipped with a ‘college corner’ which provides a broad range of information about college opportunities. Parent room teams also organize college tours for parents during the year). These partners will reach between 30 to 65 additional parents per year, helping them to support their students’ college and career aspirations. Beginning in 2014-15, the State of Texas is implementing education-focused House Bill 5. One impact is that upon entering 9 th grade a student must indicate in writing what course of study they will seek to achieve in High School, with STEM being one of those courses of study. Those courses of study encompass 2 year college, 4 year college or university, and trade certification preparation requirements. The goal is for students to connect their high school scholastics to college or career requirements. EPN anticipates this will produce more interest and dialogue at earlier stages in middle or high school about college and career planning. The EPN parent rooms are prepared to						

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	respond to the increased interest in college by the parents.						
Percent of parents who report talking to their child about applying to college.							
Baseline:	62%						Overlap: EPN expects consistent overlap to occur amongst the solutions to increase parents talking about college and career. Family exploration activities encompass both college and career options, and we anticipate some duplication in the parent population attending multiple events.
Baseline Calculation:	Percent of Parents who talk to Children about college (219) <div>estimated number of households with children in 9-12th grade (354)</div>						
Targets:		64-74%	66-76%	68-78%	70-80%		
Target Calculation:	During the December community target setting process EPN partners used neighborhood survey data to establish aspirational targets for this GPRA. District personnel, including high school administrators, Advise TX, and instructional coaches helped set target ranges to provide a more conservative set of projections. The range was set to correlate with the target range established for the combined college and career GPRA, with annual increases following the GPRA increases. EPN partners are expected to reach up to an additional 30 to 65 parents per year through college and career nights.						
Parents who report talking to their child about careers after high school.							
Baseline:	65%						Overlap: EPN expects consistent overlap to occur amongst the solutions to increase parents talking about college and career. Family exploration activities encompass both college and career options, and we anticipate some duplication in the parent population attending multiple events.
Baseline Calculation:	estimated number of households with children in 9-12 th grade who talk about career (239) <div>estimated number of households with children in 9-12th grade (354)</div>						
Targets:		67-77%	69-79%	71-81%	73-83%		
Target Calculation:	During the December community target setting process EPN partners used neighborhood survey data to establish aspirational targets for this GPRA. District personnel, including high school administrators, Advise TX, and instructional coaches helped set target ranges to provide a more conservative set of projections. The range was set to correlate with the target range established for the combined college and career GPRA, with annual increases following the GPRA increases. EPN partners are expected to reach up to an additional 30 to 65 parents per year through college and career nights. This would result in between 269 and 304 parents talking with their children about careers after high school, which falls within the target range set for 2016-17. Feeder pattern schools are also conducting college and career nights on a bi-annual basis. The continual						

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	<p>emphasis on post-secondary planning is expected to result in freshman arriving on the high school campus already beginning to consider their college and career plans.</p> <p>Beginning in 2014-15, the State of Texas is implementing House Bill 5 which contains educational informs impacting High School students. One impact is that upon entering 9th grade a student must indicate in writing what course of study they will seek to achieve in High School, with STEM being one of those courses of study. The goal is for students to connect their high school scholastics to college or career requirements. EPN anticipates this will produce more interest and dialogue among parents at earlier stages in high school about college and career planning.</p>		
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GPRA 15: Number and percent of students who have school and home access to broadband internet and a connected computing device.							
Associated Solutions: Increase the access to broadband internet for students: Technology for All, Choice Neighborhoods, and Community-Based Technology Partner							
Students with access to internet at home and school.							
Baseline and Target Setting	2012	2013	2014	2015	2016	Baseline Data Source and Year	Target Assumptions and Evidence Base
Baseline:	85%					2013-2014 EPN School Climate Survey	We have two primary assumptions – students know how to answer the question appropriately as asked in the school climate survey and are not answering based on social desirability bias. Two, our high baseline is based on students’ access, not usage. TXC2 participated in an impact study with the LBJ School of Public Affairs, at the University of Texas. The project supplied free computer skills training at public computer sites across the state, amounting to 2,783,542 hours of training and over 202,000 training participants. Within the state TXC2 sites now have 1,675 computers, 1,602,960 users, and an average of 21,847 computer users each week. <u>Overlap, attrition, penetration rates:</u> Some overlap exists between program populations. Attrition is unknown at this early stage of solution implementation as are penetration rates.
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who have school and home internet access (1,034) <div>6-12th grade enrollment at EPN schools (1,215)</div>						
Targets:		86-88%	88-92%	92-94%	93-95%		
Target Calculation:	EPN technology partners agreed to a ten percent increase by 2016-17. There are three solutions driving this: increasing the number of middle and high school students who are aware that SAISD provides and promotes internet access to each and every student during school hours; promoting community internet access and utilization at hub sites throughout the footprint; and the potential game changer of San Antonio becoming a Google Fiber city, which would dramatically increase home access in the footprint. Our primary partner Technology for All has built hub sites in other communities across Texas. Choice Neighborhood will partner with two community technology centers and two community institutions to increase access for Eastside residents. Choice Neighborhood also plans to outfit all public housing complexes in the footprint with wi-fi. Choice Neighborhood has established a goal that 30% of households in the redeveloped Wheatley community will have a home computer with access to internet. EPN projects the combined impact of solutions will mean between 1,600 and 1,634 students grades 6 th through 12 th will have access at home and school by 2016-17. That is between 566 and 600 more students over the baseline year.						
Internet access at home only.							
Baseline:	8%					2013-2014 EPN School Climate Survey	<u>Overlap, attrition, penetration rates:</u> Some overlap exists between program populations. Attrition is unknown at this
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who have internet access at home only (97) <div>6-12th grade enrollment at EPN schools (1,215)</div>						
Targets:		7%	5%	3%	1%		

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Target Calculation:	<p>Targets were set by stakeholders at a follow up community meeting on access to technology conducted April 2014. Because the metric focuses on those students who only have access at home, the partners focused on reducing the percentage over time. The partners determined that by the end of the grant only one percent of students in 6th through 12th grade will have access at home. This is due in large part to the digital access policy of SAISD, which stipulates that 100% of students have access to the internet at school. The District provides netbooks to every single middle and high school student and internet access is readily available and heavily promoted. The solution to reducing the gap is to improve outreach amongst students who may not be aware that access is available at school.</p> <p><u>Google Fiber (proposed)</u></p> <p>Another potential solution is to expand home access. The City of San Antonio is under consideration by Google to become a Google Fiber city. If selected, the implementation of Google Fiber is expected to significantly increase broadband access in the City's urban core and drive down utilization costs. The City Council approved a master lease agreement with Google Fiber in March, a critical component in Google's selection process. Fiber hubs would be expected to be installed at public properties across the City. San Antonio Independent School District is in the early stages of preparing a proposal that compliments Google Fiber. This plan would provide laptops to students <u>for home use</u> and subsidies to further reduce the cost of home internet access for families, with a goal that 100% of EPN middle and high school students would have home internet access and a connected computing device.</p>		early stage of solution implementation as are penetration rates.
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Access to the internet at school only.

Baseline:	5%					2013-2014 EPN School Climate Survey	<u>Overlap, attrition, penetration rates:</u> Some overlap exists between program populations. Attrition is unknown at this early stage of solution implementation as are penetration rates.
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who have internet access at school only (64) 6-12 th grade enrollment at EPN schools (1,215)						
Targets:		4%	3%	1%	0%		
Target Calculation:	Targets were set by stakeholders at a follow up community meeting on access to technology conducted April 2014. Because the metric focuses on those students who only have access at school, the partners focused on reducing the percentage over time. EPN has two solutions impacting this target – one focused on increasing technology access at community sites, and a second to reduce the digital						

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	divide by expanding broadband access through Google Fiber.						
	<u>Increasing technology access at community sites</u> EPN has partnered with Technology for All to build two tech labs in the footprint in 2014. The labs will feature 30 desktop and tablet computers as well as state of the art editing software. Technology for All will conduct free training technology classes at the sites for students and residents.						
	<u>Google Fiber</u> The City of San Antonio is under consideration by Google to become a Google Fiber city. If selected, the implementation of Google Fiber is expected to significantly increase broadband access in the City’s urban core and drive down utilization costs. The City Council approved a master lease agreement with Google Fiber in March, a critical component in Google’s selection process. Fiber hubs would be expected to be installed at public properties across the City.						
No internet access at all.							
Baseline:	2%					2013-2014 EPN School Climate Survey	
Baseline Calculation:	estimated number of students in 6-12 th grade at EPN schools who have internet access neither at school or at home (20) <u>6-12th grade enrollment at EPN schools (1,215)</u>						
Targets:		2%	2%	1%	1%		
Target Calculation:	Targets were set by stakeholders at a follow up community meeting on access to technology conducted April 2014. The combined impact of solutions intended to increase availability both at school and at home is also expected to reduce this minimal percentage of students even further.						

SECTION TWO

Eastside Promise Neighborhood – San Antonio

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Promise Neighborhood grantees must collect and report data on 15 *GPRA* indicators specified by the Department. For each *GPRA* indicator, please summarize the data source and frequency, target population, age/grade category, level of data collection, and data storage.

<i>GPRA 1. Number and percent 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>	
Data Source and Frequency	<i>Neighborhood Survey</i> with random sample collected annually (2013 <i>Neighborhood Survey</i> did not have a random sample)
Target Population	Children living in Promise Neighborhood
Age/Grade	Ages 0 to 5
Level of Data Collection	Individual-level (2013 <i>Neighborhood Survey</i> did not collect data on every child in the household. The household-level data collected was used to produce individual-level estimates based on census data.) The next administration of the <i>Neighborhood Survey</i> will include data on every child 0-5 in the household.
Data Collection Plan	Door-to-door bilingual anonymous survey administered each summer to a random sample (selected using stratified proportional sampling in each block group) of a sufficient number of households to yield a 95% CI of ± 3 at 67% response rate
Data Storage	Neighborhood-level data system; anonymous record-level data housed on UTSPH servers

<i>GPRA 2. Number and percent 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>	
Data Source and Frequency	<ul style="list-style-type: none"> Administrative data collected annually: beginning of (school) year scores for three-year-olds using Frog Street Press, CIRCLE, or other tool mandated by San Antonio ISD. Early Development Instrument scores for kindergarteners
Target Population	Children participating in target programs or attending target schools
Age/Grade	Ages 3 and in kindergarten
Level of Data Collection	EPN receives aggregated three-year-old data (to age and grade level) calculated from individual data by data provider; EPN receives de-identified person-level and campus-level EDI data
Data Collection Plan	Three-year-olds and kindergarteners are assessed by the school/program and
Data Storage	School-level data system with campus-/program-level data housed on UTSPH servers; de-identified person-level data housed on CommunityViewer secure server

<i>GPRA 3. Number and percent 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 publicly-funded preschool.</i>	
Data Source and Frequency	<i>Neighborhood Survey</i> with random sample collected annually (2013 <i>Neighborhood Survey</i> did not have a random sample)

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Target Population	Children living in Promise Neighborhood
Age/Grade	Ages 0 to 5
Level of Data Collection	Individual data aggregated to neighborhood level
Data Collection Plan	Door-to-door bilingual anonymous survey administered each summer to a random sample (selected using stratified proportional sampling in each block group) of a sufficient number of households to yield a 95% CI of ± 3 at 67% response rate
Data Storage	Neighborhood-level data system; data housed on UTSPH servers

GPRA 4. Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Data Source and Frequency	Administrative data collected annually <ul style="list-style-type: none"> Preliminary grade-level data from school district Official grade-level data from Texas Education Agency (lags 1 year)
Target Population	Children attending target schools
Age/Grade	3 rd through 8 th grade and 10 th grade
Level of Data Collection	EPN receives subject- and grade-level data aggregated by SAISD and from individual data
Data Collection Plan	
Data Storage	School-level data system; data housed on UTSPH servers. CommunityViewer receives and stores most recent assessment score at the identified student level for early warning purposes, but EPN uses official SAISD and TEA grade-level figures for public consistency and to avoid replicating the complex pass/fail algorithm that involves multiple retest opportunities and parent opt-out

GPRA 5. Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by chronic absenteeism.

Data Source and Frequency	Administrative data collected annually <ul style="list-style-type: none"> Attendance data from school district Official yearly enrollment counts from Texas Education Agency
Target Population	Children attending target schools
Age/Grade	6 th to 9 th grade
Level of Data Collection	Individual data aggregated to grade level
Data Collection Plan	CommunityViewer receives student-level enrollment and daily attendance data from SAISD and calculates pct of days missed
Data Storage	School-level data system; data housed on CommunityViewer secure server

GPRA 6. Graduation rate.

Data Source and Frequency	Administrative data pulled annually from Texas Education Agency Texas Academic Performance Reports (TAPR) from Texas Education
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	Agency (lags 1 year)
Target Population	Children attending target schools
Age/Grade	High school
Level of Data Collection	Available from TEA at campus level
Data Collection Plan	Four-year graduation rates are publicly available from TEA; SAISD can generally provide preliminary estimates six to eight months earlier
Data Storage	School-level data system; campus-level data housed on UTSPH server

GPRA 7. Number and percent of Promise Neighborhood students who: a) enroll in a two-year or four-year college or university after graduation; b) matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation; c) graduate from a two-year or four-year college or university or vocational certification completion; and d) earn industry-recognized certificates or credentials.	
Data Source and Frequency	7a and 7c Administrative data collected annually 7b and 7d Promise Neighborhood Alumni Survey collected annually
Target Population	Graduates from target high schools
Age/Grade	High school graduates with events post-high school
Level of Data Collection	To date, aggregate to graduation cohort; in future, individual
Data Collection Plan	To date these figures have been cobbled together using aggregate data provided by SAISD and Alamo Colleges. EPN is expecting to migrate to an alumni survey
Data Storage	Aggregate data have been housed on UTSPH server; identified person-level alumni survey data will be stored in CommunityViewer

GPRA 8. Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.	
Data Source and Frequency	School climate survey conducted annually
Target Population	Children attending target schools
Age/Grade	Middle and high school students
Level of Data Collection	Individual level aggregated as needed
Data Collection Plan	Anonymous school climate survey administered with opt-out consent to middle and high school student census pop over several days each fall, aiming for 67% response rate compared to official enrollment
Data Storage	School-level data system; data housed in CommunityViewer, via which the survey was administered electronically

GPRA 9. Number and percent of children who consume five or more servings of fruits and vegetables daily.	
Data Source and Frequency	School climate survey conducted annually
Target Population	Children attending target schools
Age/Grade	Middle and high school students
Level of Data Collection	Individual level aggregated as needed
Data Collection Plan	Anonymous school climate survey administered with opt-out consent

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	to middle and high school student census pop over several days each fall, aiming for 67% response rate compared to official enrollment
Data Storage	School-level data system; data housed in CommunityViewer, via which the survey was administered electronically

GPRA 10. Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.	
Data Source and Frequency	School climate survey conducted annually
Target Population	Children attending target schools
Age/Grade	Middle and high school students
Level of Data Collection	Individual level aggregated as needed
Data Collection Plan	Anonymous school climate survey administered with opt-out consent to middle and high school student census pop over several days each fall, aiming for 67% response rate compared to official enrollment
Data Storage	School-level data system; data housed in CommunityViewer, via which the survey was administered electronically

GPRA 11. Student mobility rate.	
Data Source and Frequency	Administrative data collected annually <ul style="list-style-type: none"> School-level data from school district Official school-level data from TEA (lags 1 year)
Target Population	Students attending target schools
Age/Grade	Elementary, middle and high school students
Level of Data Collection	Individual entry and withdrawal data + campus-level official counts
Data Collection Plan	CommunityViewer receives identified student-level enrollment and withdrawal data from SAISD; official enrollment is publicly available
Data Storage	School-level data system; person-level data housed in CommunityViewer; aggregate data stored on UTSPH server

GPRA 12. For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week.	
Data Source and Frequency	Neighborhood Survey with random sample collected annually (2013 <i>Neighborhood Survey</i> did not have a random sample)
Target Population	Children living in Promise Neighborhood
Age/Grade	Ages 0 to 5 years old , The next administration of the <i>Neighborhood Survey</i> will include data on every child 0-5 in the household.
Level of Data Collection	Individual level
Data Collection Plan	Door-to-door bilingual anonymous survey administered each summer to a random sample (selected using stratified proportional sampling in each block group) of a sufficient number of households to yield a 95% CI of ± 3 at 67% response rate
Data Storage	Neighborhood-level data system; data housed on UTSPH servers

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GPRA 13. For children in the kindergarten through 8th grades, the number and percent of parents or family members who report encouraging their child to read books outside of school.	
Data Source and Frequency	Neighborhood Survey with random sample collected annually (2013 <i>Neighborhood Survey</i> did not have a random sample)
Target Population	Children living in Promise Neighborhood
Age/Grade	Kindergarten to 8 th grade
Level of Data Collection	Individual level
Data Collection Plan	Door-to-door bilingual anonymous survey administered each summer to a random sample (selected using stratified proportional sampling in each block group) of a sufficient number of households to yield a 95% CI of ± 3 at 67% response rate
Data Storage	Neighborhood-level data system; data housed on UTSPH servers

GPRA 14. For children in the 9th to 12th grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.	
Data Source and Frequency	Neighborhood Survey with random sample collected annually (2013 <i>Neighborhood Survey</i> did not have a random sample)
Target Population	Children living in Promise Neighborhood
Age/Grade	9 th to 12 th graders
Level of Data Collection	Individual level
Data Collection Plan	Door-to-door bilingual anonymous survey administered each summer to a random sample (selected using stratified proportional sampling in each block group) of a sufficient number of households to yield a 95% CI of ± 3 at 67% response rate
Data Storage	Neighborhood-level data system; data housed on UTSPH servers

GPRA 15. Number and percent of students who have school and home access (and percent of the day they have access) to broadband internet and a connected computing device.	
Data Source and Frequency	School Climate Survey collected annually
Target Population	Children attending target schools
Age/Grade	Middle and High school
Level of Data Collection	Individual-level
Data Collection Plan	Anonymous school climate survey administered with opt-out consent to middle and high school student census pop over several days each fall, aiming for 67% response rate compared to official enrollment
Data Storage	School-level data system; data housed in CommunityViewer, via which the survey was administered electronically

Obtaining IRB approval plan for all covered research activities

Under Department of Education regulations, all Promise Neighborhood grantees are required to obtain approval from an Institutional Review Board (IRB) for any work covered by IRB regulations *before* the research takes place. The Urban Institute will provide technical assistance on the IRB process as needed. The table below lists research activities conducted by Promise Neighborhood implementation grantees that should be considered in the IRB approval process. In

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the table below, next to the research activities, please note the date of IRB submission, whether it was an expedited or a full review, and the status of the review and any follow-up steps. Please attach signed determination letters.

Research Activity	Date of Submission-- Expedited, Full, or No Review	Status of Review and Follow-Up
<u>Collecting personally identifiable information from administrative data sources, including school district records on students under 18 years old and linking those data in a case management system for the purpose of tracking program performance and measuring outcomes.</u>	Not yet reviewed by IRB	CI:Now sought guidance on how to request IRB review of activities intended to track and improve program performance. This "Research Activity #1" appears to fall clearly within the bounds of "quality improvement" rather than research as UT-Houston defines the two (see attached), and a description of project activities is being submitted to enable UT-Houston's Committee for the Protection of Human Subjects (CPHS) to determine whether IRB review is appropriate, and if so, at what level. CPHS guidance on this "research activity" is being sought separately from the "research activity" involving preparation and transfer of RUDF files explicitly intended for research. Please see table below
<u>Collecting personally identifiable information through an intake process for the purpose of providing services to families with children and individuals (adults and children) and linking those data in a case management system for the purpose of tracking program performance and measuring outcomes.</u>	Not applicable, as EPN has no centralized enrollment. Administrative intake data are collected and maintained by EPN partner service providers and linked at the identified person level via CommunityViewer	Not applicable, as described at left
<u>Collecting anonymous survey data on neighborhood residents, including specific information on children under 18 years old, for the purpose of tracking program performance and measuring outcomes.</u>	Not yet reviewed by IRB; submission for May 2014	In Progress
<u>Collecting anonymous survey data in schools on students under 18 years old for the purpose of</u>	Submitted 12/17/13, Expedited Will submit again for	Complete

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tracking program performance and measuring outcomes.	2014 administration by September 2014	
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For sites who have not yet received IRB approval, please describe or attach the following information that will be needed to prepare for IRB review.

IRB Review Component	Description	Status (attach if available)
Research Overview	background, research objectives, funder name, research partners, data collection methods, sites to be visited, and any other relevant information	Attached is a draft description of “research activity #1” for use in CPHS pre-review; the document is titled <i>PaCT Data Support for Neighborhood Transformation: Performance Monitoring and Improvement</i> . Also attached is a draft description of RUDF preparation and submission, titled <i>PaCT Data Support for Neighborhood Transformation: NCES Restricted-Use Data Files</i> .
Informed Consent Procedures	forms used, description of process	To be developed if UTH CPHS determines that review is appropriate
Risks to Participants	description of possible risks to participants	To be developed if UTH CPHS determines that review is appropriate
Data Security Plan	explains how data will be collected, stored, transmitted, and secured during each step. Will PGP data encryption be employed? If mailed, will trackable means be used? Who will have access? Are there “work arounds” that have been considered as alternatives to collecting sensitive data such as SSN’s, names and addresses, etc.? If hard copies are filed, where are the files stored, are they under lock and key, where are the keys stored, who has	To be developed if UTH CPHS determines that review is appropriate. A draft document is attached.

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	access?	
Staff Confidentiality Pledge	a copy of the pledge to be used	This document, to be embedded in a larger staff training effort, is under development for mid-2014 implementation regardless of UTH CPHS review requirements.
Enrollment form/survey/other protocols	at least a draft of the instrument in development and the IRB will need to review the final product before it is administered	
Research team	biographies for the principal investigator and other senior researchers conducting the work	Attached for Research Activity #1
Any other relevant information	e.g., if another organization is a research partner and their IRB has reviewed any aspect of the work to be performed, please provide a copy of that approval	

Collecting consent to track individual-level personally identifiable data and share that data with the Urban Institute and other partners, as applicable

Please indicate in the table below the status of (planned, in progress, complete, etc.) and any other relevant details for the following tasks:

- Approved Consent Agreement: Development of a consent agreement for data disclosure and sharing, either in alignment with the model consent agreement as presented in Appendix 6.4 of the Guidance Document or otherwise approved by the site's program officer.
- Consent Procedures: Established procures for collecting signed consent forms (enrollment, service delivery, etc.) as discussed in pages 141-144 of the Guidance Document.
- Percentage of participants for which consent has been granted: Current percentage for the Promise Neighborhood.

Task	Status
Approved Consent Agreement	A requirement for a consent statement will be placed in all purchase of service contracts beginning Summer 2014 to all providers of services in EPN.
Consent Process	To date, the consent process is being integrated into the enrollment workflow when a participant enrolls in an EPN program or in San Antonio ISD. The process is paper-based, and completed consent forms are stored on-site at the partner agencies, available for unannounced audit by EPN staff or federal auditor. EPN and CI:Now hope to augment this paper-based process later in 2014

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	with a process where the consent-related conversations occur in person at the point of service, but consent is electronically submitted, confirmed by the parent/participant, and stored for use in enabling or disabling the use/view of the data in aggregate or at the identified person level.
Percentage of participants for which consent has been granted?	Not known at this point for SAISD; 100% for OST program participants

Obtaining Parental Consent under FERPA & PPRA

Educational agencies and institutions that receive federal education funds are subject to two federal privacy laws: the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA). Department grantees are required to comply with both of these laws. FERPA generally requires that parents and eligible students provide written consent before the school discloses personally identifiable information from the students' education records. (An "eligible student" is a student who has reached 18 years old or is attending a postsecondary institution at any age.) PPRA governs the administration to students of a survey, analysis, or evaluation that concerns one or more of eight protected areas, including information about illegal or anti-social behavior (such as drug use), sex behavior and attitudes, and critical appraisals of family members. In part, PPRA requires that schools directly notify parents of students who are scheduled to participate in a survey to PPRA and provide parents with an opportunity to review the survey and opt their child out of participation in the survey. Grantees that have questions about these laws may contact the Family Policy Compliance Office (FPCO) (www.ed.gov/fpc) by emailing FPCO at FERPA@ed.gov or PPRA@ed.gov.

Conducting random sample neighborhood and school climate surveys

Conducting a neighborhood survey and school climate survey can be an involved and complicated process, so it is important to allow sufficient time to achieve good results. Neighborhood surveys should be conducted in Years 1, 3, and 5, and school climate surveys should be conducted annually. Please indicate in the table below the planned or actual timeline for each step in the survey process. If there are related documents to any step (e.g. survey questionnaire, interviewer training agenda, sampling plan) please indicate the nature of those documents and submit as an attachment to this Data Plan.

Neighborhood Survey (Years 1, 3, 5)		
Step	Timeline	Documentation Submitted?
Determine survey population	Annual	Yes
Determine indicators to be collected	Annual, based on Urban Institute Guidance	Yes
Determine survey method	Annual	Yes
Create and test survey questionnaire	Annual	Yes
Write work plan and engage survey firm if desired	Annual	Yes
Recruit and train interviewers	Annual	Yes, Protocol

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Develop sampling plan	Annual	Yes, Protocol
Select survey sample	Annual	Yes, Protocol
Collect Data	Annual, June 2014	
Analyze Data	Within 30-45 days after administration	
School Climate Survey (Years 1, 2, 3, 4, 5)		
<i>Step</i>	<i>Timeline</i>	<i>Documentation Submitted?</i>
Determine survey population	Annual	Yes
Determine indicators to be collected	Annual, based on Urban Institute Guidance	Yes, survey instrument
Determine survey method	Annual, based on Urban Institute Guidance	Yes
Create and test survey questionnaire	Annual	
Write work plan and engage survey firm if desired	Administration will be handled by School District Partner, with United Way as the coordinator	
Recruit and train interviewers	TBD	
Develop sampling plan	TBD	
Select survey sample	Annual	Yes, Protocol
Collect Data	Annual, November 2014	
Analyze Data	Within 30 – 45 days after administration	

Building and launching a functional data system for case management and submitting complete data files as outlined in the RUDF Specification

Please indicate in the table below the anticipated or actual status of the site's ability to deliver the data that the Department expects the grantees to provide to the Urban Institute for the RUDF. The status may note any anticipated challenges for each file and whether the site expects to meet the ongoing RUDF deadlines as outlined in the Data Collection Schedule (Section 12) of the RUDF Technical Specification and Requirements.

First RUDF Submission Deadlines:

FY11 Implementation Grantees—September 30, 2013

FY12 Implementation Grantees—December 31, 2013

File	Description	Status
Neighborhood Survey File (biennial)	This is an individual-level file of information collected through a neighborhood survey. IDs linking these records across files are not expected.	Un-weighted data submitted for just GPRA-related; weighted data for all Questions was submitted 3/31/2014. Next survey assumed 6/2014

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School Survey File (annual)	This is an individual-level file of information collected through a school climate survey. IDs linking these records across files are not expected.	All questions (no weighting) were submitted 3/31/2014. Next survey assumed 10-11/2014
Summary School-Level File (annual)	This school-level file includes all information used to report on <i>GPRA</i> indicators and other information about the PN target schools. The data should be provided by school and by grade where applicable. Ideally there will be separate summaries for students living inside and outside the PN footprint.	2012-13 data for some <i>GPRA</i> s submitted 2013-4. All <i>GPRA</i> s without residence stratification were submitted 2014-1. Full SY2012-13 data w/ residence stratification to be submitted 2014-3.
Administrative/case management outcomes file (quarterly)	This file consists of individual-level records containing data for the <i>GPRA</i> indicators and other outcome measures. These data should be linkable to other administrative or case management data through an RUDF ID. Each family member being tracked should have a unique record in the system.	Consents tentatively by 9/1/2014 with partial data for 2014-3. Back data to 1/2012 by 2014-4. We will never have data for <i>GPRA</i> s assessed only via neighborhood or student survey.
Implementation data files (quarterly)	These consist of two types of files: an individual-level file that track the type, quantity, duration and frequency of services delivered to PN participants; and a service-level file characterizing the full set of services provided. The first file should include the RUDF ID.	2014-1 file is retro to 1/2012. OST consents expected are by ~6/1/2014; Summer 2014 OST data expected 2014-3. Back data to 1/2012 expected to be ready for 2014-4.
Demographic data file (quarterly)	This is an individual-level file containing basic descriptive information on participants. This file requires an RUDF ID.	School, OST, FEC, and FCCC consents expected by ~9/1/2014. Will ask UI for guidance on provision of back data.
Family roster data file (quarterly)	This file lists all participant and non-participant family members living in the household with a recipient of PN services. The file contains one record per person in the child's family, and requires a family member RUDF ID.	School, OST, FEC, and FCCC consents expected by ~9/1/2014. Will ask UI for guidance on provision of back data

Eastside Promise Neighborhood Data Plan
4.30.14 Submission to US Department of Education

Biography: Laura McKieran, Principal Investigator, Research Activity #1

Laura McKieran, Dr.PH, is Director of Community Information Now, or CI:Now, a local data intermediary and partner in the National Neighborhood Indicators Partnership. CI:Now was co-founded by United Way in the late 1990s, and United Way continues to sit on the Policy Group governing body and serve as fiscal agent. CI:Now is building and managing the local CommunityViewer integrated data system and provides data support to a number of local nonprofits and community change partnerships, including SA2020, the Center for Health Care Services, Voices for Children, and EastPoint PaCT, the Promise, Choice, Byrne, Casey Family-Centered Community Change, and Bloomberg Family Empowerment Center initiatives working together in the EastPoint neighborhood. Dr. McKieran is also a proud EastPoint resident and an Associate Professor at the San Antonio campus of the University of Texas School of Public Health. She earned her Doctor of Public Health degree from the UT School of Public Health in Houston in 1998 and previously worked at the United Way of America (now United Way Worldwide), the Center for the Advancement of Collaborative Strategies in Health at the New York Academy of Medicine, and CentroMed, a large Federally Qualified Health Center in San Antonio, as well as an independent consultant.

Biography: Richard Lewis, Principal Investigator, Research Activity #2, Neighborhood Survey

Dr. Richard Lewis, Jr., Ph.D. is a Professor of Sociology at the University of Texas at San Antonio. His academic specialties include the areas of diversity management, strategic planning, public administration, and social science research. Dr. Lewis served as Associate Dean for the College of Liberal and Fine Arts from 1997 to 2002. He was a Special Assistant to the President of the University from 2002 to 2007. Dr. Lewis has taught at Texas A&M University, St. Philip's College, and Our Lady of the Lake University. He is President of Round Top Consulting Associates, a firm he founded in 1990, which provides social science research and seminar facilitation. He has numerous publications to his credit that deal with the issue of social inequality and is the co-author along with Dr. George Yancey of *Interracial Families: Current Concepts and Controversies*, published by Routledge Press in 2009. He is presently at work on a second book, due out in 2015, which addresses the changing demographics in America.

Dr. Lewis is involved in a variety of civic activities. He is a former board member of the Green Spaces Alliance of South Texas. He is a former board member on the United Way Board of Directors and the Live Oak Economic Development Corporation. In addition, he served on the VIA Metropolitan Transit Authority Board of Trustees and the Bexar County Housing Authority.

Dr. Lewis received his undergraduate degree from Texas Tech University. He received his Master's and Doctoral degrees in Sociology from Texas A&M University.

Biography: Henrietta Muñoz, Principal Investigator, Research Activity #3, Student Survey

Henrietta Muñoz, PhD. Dr. Muñoz is the United Way of San Antonio & Bexar County's Director of Grant Research and Evaluation, providing oversight of both federal and private grants for San Antonio's Eastpoint Neighborhood. Muñoz has oversight of all grant-related data collections, research, and evaluations for Living Cities/Bloomberg Financial Empowerment Centers, the Annie E. Casey Foundation's Family Centered Community Change initiative, and the Eastside Promise Neighborhood. Her experience has spanned 14 years in San Antonio's family economic success and education initiatives through work with various non-profits, the City of San Antonio's Dept. of Community Initiatives, and now United Way. She was previously the Manager of the Making Connections Partnership, a two generation strategy that improves opportunities for children to read on grade level by 3rd grade while strengthening family economic security

Eastside Promise Neighborhood Data Plan

4.30.14 Submission to US Department of Education

through increased earnings, income and assets. She received her Ph.D. (Culture, Literacy and Language) from the University of Texas at San Antonio in 2009. She is an Adjunct Professor at the UTSA and a 2010/2011 Annie E. Casey Foundation Children and Family Fellow.