

PROJECT ABSTRACT

United Way of San Antonio & Bexar County, a 501 (c) 3 non profit is requesting implementation funds as lead and fiscal agent of San Antonio Eastside Promise (EPN), located in San Antonio Independent School District (SAISD), in San Antonio, Texas 78202. EPN includes 6 Title I schools; two Academically Unacceptable and one persistently low achieving. Families are younger, poorer and have less education than most of San Antonio. The 5,925 students face persistent barriers to academic achievement beginning with limited access to quality early childhood programs, only 24% of 0-5 year olds enrolled. Only 62% of 3rd graders pass standardized reading or math tests. Nearly half of 6th graders are over-age; 45.9% of high school students graduate in four years. Student mobility is a core issue, with 25-45% of students leaving annually. The EPN Plan identifies three school reform strategies. (1) Combine a low-enrollment elementary school with middle school to create P-8 Academy focused on science, technology, engineering and math (STEM). (2) Address improvement in teacher effectiveness by employing Instructional Coaches for new teachers or teachers in need of assistance; assign mentors to young teachers; and, make literacy and research-based instructional strategies available online. (3) Challenge EPN schools to implement integrated and aligned STEM curricula, building a pipeline of students for college and career success. Finally, EPN will cluster family strengthening resources to improve community conditions. The success of this endeavor was enabled by the one-year EPN planning grant led by United Way with parents, residents, educators and public and private stakeholders (including City of San Antonio, SA Housing Authority, SAISD, Family Service Assn, City Year, P16Plus, CI:Now and United Way)that led to this plan and dedicated to the development of operational capacity and enabling trusting relationships necessary for implementing the continuum of solutions.

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I. Introduction. The United Way of San Antonio and Bexar County (United Way), on behalf of the Eastside Promise Neighborhood (EPN) Advisory Board, seeks funding to implement a continuum of solutions intentionally selected to improve *educational and developmental outcomes in 5,925 children and youth* from San Antonio's historic Eastside and their families. During a Promise Neighborhood Planning Grant, the Advisory Board – made up of residents, parents, principals, and representatives from neighborhood associations, churches, area businesses and key systems (the City of San Antonio, United Way, San Antonio Housing Authority, San Antonio Independent School District) -- analyzed findings from a needs assessment, asset inventory and segmentation analysis and built a framework for implementing responsive solutions to the educational challenges and environmental barriers that inhibit academic achievement by neighborhood children. In so doing, the approach has the capacity to transform individual and collective pathways to the future.

The success of the resulting Eastside Promise Neighborhood (EPN) Plan will be enhanced by six factors: 1) the City of San Antonio has rediscovered and is reinvesting in the Eastside; 2) San Antonio Independent School District continues to put in place innovative and strategic educational reforms despite declining revenues; 3) San Antonio Housing Authority is revitalizing a 60 year old public housing project that has been a blight on the EPN; 4) the faith community, a strong physical presence but largely uninvolved in revitalization efforts, has begun to assume a leadership role; 5) internal and external supportive service providers, which have been sporadic in their presence and disconnected in their efforts, are being held accountable for long-term impact by local funders; and, 6) the 10 month EPN Planning Grant reinvigorated residents and triggered a renewed sense of optimism about the neighborhood's future. With these tools, the Advisory Board has built a continuum of solutions that feature cradle-to-career educational

reforms selected to yield micro (individual children and families) and macro-level (school system and neighborhood revitalization) change. And the benefits will not be confined to the Eastside: Bexar County's P-16PLUS Council has agreed to scale up the successful components to stimulate countywide educational improvement.

Key features of the EPN Plan are: a) reorganized feeder patterns to connect neighborhoods more directly to schools; b) adoption of an integrated science, technology, engineering and math (STEM) focus from early childhood through high school to enhance academic success and career readiness; c) conversion of a middle school with declining enrollment into a STEM-focused PK-8th grade academy open to all EPN children, creating a pipeline of prepared students for the rigorous New Tech magnet program launched at the EPN high school (Sam Houston); and, d) alignment with the Mayor of San Antonio's SA2020 (www.sa2020.org) educational improvement process that seeks to foster citywide kinder readiness, improve 3rd grade literacy, increased graduation rates, and new postsecondary educational opportunities.

The *EPN Plan* meets the criteria for *Absolute Priority 1* and the requirements for *Competitive Preference Priorities 4 (Comprehensive Local Early Learning Network)* and *7 (Quality Affordable Housing- partnership in a HUD-funded Choice Neighborhood project)*. The Plan also recommends solutions consistent with *Invitational Priority, Family Engagement in Learning through Adult Education*.

II. Implementation Grant Absolute Priority 1. A. Need for the Project. 1. Geographic area.

The Eastside Promise Neighborhood (EPN) covers 3.5 square miles and six census tracts (1102, 1110, 1301, 1305, 1306 and 1307) just east of downtown San Antonio. Most of the area is encompassed within zip codes 78202 and 78208, with a small share included in 78203. EPN is bounded by IH-37 to the west; a major military installation, Fort Sam Houston to the north;

AT&T Center Parkway to the east and East Commerce Street to the south. It also is encompassed within the San Antonio Independent School District (SAISD) and includes six Title I public schools: Tynan Early Childhood Education Center, Bowden, Pershing and Washington Elementary Schools (ES), Wheatley Middle School (MS), and Sam Houston High School (HS). Both Wheatley and Sam Houston were found to be Academically Unacceptable in the most recent Adequate Yearly Progress assessment by the U.S. Department of Education (ED) and Sam Houston is classified as persistently low achieving.

The EPN is the traditional base for San Antonio’s African American community. However, in recent generations it has become more ethnically diverse and today contains a Hispanic majority and an increasing Mexican immigrant population. The community infrastructure, both built and social, is decaying, contributing to a *10-year population loss of 2.6%* compared to San Antonio’s *gain of 16%*. The families that have remained in the EPN catchment area skew younger, are poorer and have less education than the rest of San Antonio, as evidenced below.

EPN Census Data	2000	2010	Change
Total Population	18,431	17,955	-2.6%
African-American	6,268 (34.0%)	4,462 (24.9%)	-26.9%
Hispanic	10,351 (56.2%)	12,127 (67.5%)	+20.3%
Anglo	821 (4.5%)	1,254 (7.0%)	+56.9%
American Community Survey 2005-09	EPN	San Antonio	Difference
Foreign born	13.8%	11.7%	+17.9%
Employed (>16 years old)	46.7%	62.7%	-34.3%
Owner-occupied housing	53.2%	58.1%	-9.2%
Children in poverty	60.1%	26.6%	+125.9%
Median household income	\$19,766	\$43,087	-117.9%
Adults without a high school diploma	60.9%	24.9%	+144.6%
Children 0-19 years old	33.0%	30.8%	+7.1%
Average family size	3.64	3.36	
Males	48.6%	48.3%	
Females	51.4%	51.7%	

**Characteristics of EPN students give further definition to community indicators.
Student Profile for EPN Public Schools per TEA’s Academic Excellence Indicator System**

Indicator	EPN Students	Comparison
Students At-risk	Tynan ECC: 86% Pershing ES: 92.4% Washington ES: 69.8% Bowden ES: 74.1% Wheatley MS: 77.0% Sam Houston HS: 82.7%	State of Texas: 48.3% SAISD: 66.9%
Economically Disadvantaged Students	Tynan ECC: 100% Pershing ES: 97.5% Washington ES: 99.0% Bowden ES: 98.1% Wheatley MS: 98.7% Sam Houston HS: 88.0%	State of Texas: 56.7% SAISD: 90.3%
Limited English Proficiency Students	Tynan ECC: 39% Pershing ES: 38.8% Washington ES: 25.7% Bowden ES: 27.6% Wheatley MS: 20.1% Sam Houston HS: 6.6%	State of Texas: 16.9% SAISD: 17.5%

Perhaps the most impoverished, challenged

Wheatley Courts Resident Profile	
Households	284
Households with wages	82 (29%)
Female heads of household with children	181 (64%)
Hispanic	179 (63%)
African American	88 (31%)
Anglo	12 (4%)
Head of household < 35 years old	153 (52%)
Household < 30% of HUD Median income	275 (97%)
Total residents	817

residents in the EPN are those living in the Wheatley Courts Public Housing Project. Wheatley Courts, operated by the San Antonio Housing Authority (SAHA), is the subject of a recently awarded **HUD Choice Neighborhood Planning Grant**. Because there is nearly complete crossover between the systems involved in EPN and those participating in the Choice Neighborhood Planning

activities—including membership on the Choice Advisory Board and a shared MOU--two opportunities exist to address the area’s significant unmet needs. The approaches and

interventions in the EPN Plan are aligned with Choice to diminish duplication and ensure that community assets are available to children, youth and families with the greatest needs.

2. Magnitude and severity of the problems to be addressed. There are significant, persistent challenges in the EPN target area, including inadequate access to high quality early learning programs, struggling schools, over-age students, low graduation rates, poor health conditions and insufficient or ineffective supportive services. In combination these indicators have produced the lowest college enrollment rates in the city. Also, EPN families tend to be highly transient, a correlate to poor school performance. *Of the students attending EPN elementary and middle schools over the last nine years, the mobility rate is 100%, i.e., not one student enrolled in kindergarten and continued through 8th grade.* Comparing enrollment with census data indicates

	K-5 th Grade	6 th -8 th Grade
2010 Census	1,449	1,365
EPN School Enrollment	1,405	344
Difference	44	1,021

that **many of these students remain in EPN but, with permission from SAISD's**

School Choice Policy, elect to attend other schools.

The ED-stipulated *indicators of need* provide a vivid portrait of a community in distress. The data reflected below was verified during the 2010-11 EPN Needs Assessment, Segmentation Analysis and School Climate Needs Assessment, completed as part of the Planning Grant. Input from parent and student focus groups and community residents are also included.

Education Program Indicator	EPN	Comparison
Children have a medical home (C)	61.3% (using prenatal care data as a proxy)	75% for all children living in the City of San Antonio
Children demonstrate age-appropriate functioning (B)	69.3% of kinder enter without kinder ready skills, 47% leave kinder without skills	40% of Texas children enter kindergarten 18 months behind expected development

Children in early childhood learning settings (C)	24% in center-based care, Pre-k, Head Start or Early HS	31% of San Antonio children in center-based preschool
Students at or above grade level in math and English (C)	62.8% of EPN 3 rd graders passed 2010 TAKS reading test; 62% passed math 55% of EPN 6-8 th graders passed 2010 TAKS reading test; 57% passed math	84% of SAISD 3 rd graders passed the reading test and 72% passed the math test 80% of SAISD 6-8 th graders passed the reading test and 64% passed the math test
Student attendance rate (A)	Pershing ES: 95.8% Washington ES: 95.7% Bowden ES: 96.0% Wheatley MS: 93.8% Sam Houston HS: 88.7%	State of Texas average, all grade levels: 95.5% District average: 94.1%
Graduation rate (A)	45.9% four year graduation rate for the Sam Houston High School Class of 2009	State of Texas four year average is 80.6%
Students graduate, enroll in college (J)	49% of Class of 2008 graduates from Sam Houston High School enroll in college	SAISD: 56%
Family and Community Support Program Indicator	EPN	Comparison
60 minutes of daily exercise (C)	Parent and student surveys of EPN residents indicate that 68% of children exercise 60 minutes or more per day	Texas Education Agency requires 30 minutes per day for grades 1-8
5+ daily fruits, vegetables (C)	EPN parent and student surveys 68% of children eat 1 serving of vegetables per day and 32% eat at least 1 serving of fruit per day	SAISD's Free and Reduced Lunch and Breakfast Program provides 1-2 servings of vegetables and 1 serving of fruit per day
Students feel safe at school and traveling to and from (C)	A 2011 EPN youth survey revealed that 51% of Wheatley MS students feel safe at school. When asked about what they would like to see change, most students referred to gangs, bullying, drugs and violence. In the 2011 EPN School Climate Needs Assessment indicated that both parent and student focus groups rated in-school safety and student safety when traveling to and from school as problematic and high priority.	

Student mobility rates (A)	Pershing ES: 30.7% Washington ES: 32.4% Bowden ES: 25.7% Wheatley MS: 36.1% Sam Houston HS: 45.7%	SAISD: 28.1%
Parents who read to their children (0-5 years old) three or more times per week (C)	40%	17-26% of Texas pre-schoolers are not read to regularly, lowest in the nation
Elementary and middle school aged children whose parent encourage them to read outside of school	Focus groups indicate most parents appreciate and communicate the value of reading to their children.	SAISD Campus Improvement Plans consider this indicator to be “needed” in all EPN schools.
High school students whose parents have talked to them about college or careers (C)	EPN parent focus groups indicate that 43% want their children to enroll in and complete college; assumption is that they have shared this goal with their children	
Home access to broadband, computer (C)	EPN resident surveys indicate 46% have internet connectivity in their homes	Texas households: 48%
Education, Family, Community Support Project Indicator	EPN	Comparison
Student grade to grade retention rate (A)	Pershing ES: 4.98% Washington ES: 6.78% Bowden ES: 6.95% Wheatley MS: 7.07%	State of Texas average ES: 4.51%; MS: 3.66%
Teacher turnover rate (A)	3.5% - 21.0%	SAISD: 11.6%
Over-age students (D)	Over-age 6 th graders: 44% Over-age 7 th graders: 42% Over-age 8 th graders: 38%	18.9% of SAISD MS students are over 15
Afterschool enrollment (E)	8.6% of EPN students	San Antonio: 14%
Children with preventable chronic health conditions (F)	46.3% of Bowden ES and 31.3% of Wheatley MS students are obese	SAISD: 38%
Immunization rates (G)	64-79% of children in EPN zip codes are immunized	San Antonio: 85%
Violent Crimes per 1,000 (H)	Eastside Substation: 62.10	San Antonio: 23.80

Home vacancy rates, substandard housing, distressed public housing (I)	962 (15%) EPN lots contain substandard housing or are vacant 634 EPN families (16.6%) live in subsidized housing	San Antonio: 10% vacancy rate
Without health insurance (C)	24.34% of EPN students	Bexar County: 13%

(A) Texas Education Agency, Academic Excellence Indicator System, 2009. (B) Texas Primary Reading Inventory, 2010 Beginning and End of Year testing. (C) 2011 EPN Needs Assessment, Segmentation Analysis, School Climate Assessment. (D) SAISD MS Partners Program Report, 2009-10 School Year. (E) United Way Youth Investment and Fund Distribution Report, 2010. (F) SAISD Study, 2010. (G) San Antonio Metropolitan Health District, 2009. (H) San Antonio Police Department, 2009. (I) City of San Antonio, San Antonio Housing Authority, 2011. (J) National Student Clearinghouse, SAISD Class of 2008.

It should not be overlooked that spread throughout these negative indicators are bright spots and many successes. A telling juxtaposition of the need and potential of EPN schools is found in 2010-11 federal Adequate Yearly Progress results: while Wheatley MS and Sam Houston HS were found to be Academically Unacceptable, Bowden and Washington ES were Academically Acceptable and Pershing Elementary was Recognized. A clear foundation exists for leveraging the elementary schools' assets to enhance achievement at the middle and high schools.

3. Gaps. The EPN needs assessment, segmentation analysis, asset inventory, and focus group responses supply a clear picture of widespread challenges to educational achievement and considerable neighborhood instability. The segmentation and regression analyses identified five indicators that were **most predictive of poor educational outcomes in EPN children:** *low skills at kindergarten entry, being over-age, poor performance on standardized tests, reduced attendance, and high mobility.* The table below illustrates the escalating impact of each. Collectively these indicators contributed to a four-year graduation rate at Sam Houston High

Segmentation Analysis Table Kindergarten-3 rd Grade		
N=1,110	Highest performers	Lowest performers
% Commended 3 rd Grade Reading Scores	98%	3%
% Attended Pre-K	60%	40%
% Changed Schools	10%	40%
% Missed < 2 Days	56%	29%
3 rd -5 th Grade		
N=1,336	Highest performers	Lowest performers
% Commended Reading Scores	70-77%	1%
% Changed Schools	13%	34%
% Missed < 5 Days	87%	29%
Average Age in 5 th Grade	10.67	11.36
5 th -8 th Grade		
N=1,536	Highest performers	Lowest performers
% Commended Reading Scores	48-65%	0-8%
% Changed Schools	13%	13%
% Missed < 5 Days	100%	49%
Average Age in 7 th Grade	13.5	14.05

School of 45.9%. Of those who graduated, only half enrolled in postsecondary education (college or career training) and less than half of those returned for a second year. It is important to note that 93% of students at St. Philips, an Eastside community college, require at least a year of remedial education before they can begin college coursework.

The EPN Advisory Board examined these results and identified the resources that could best address each indicator; unfortunately, most

were unavailable, in short supply or not optimally effective. The following reflects gaps and unmet needs.

Gaps in EPN Early Education Resources
Too few affordable, high quality early childhood education programs
Insufficient resources for professional development among childcare providers
Inconsistent quality among Family, Friends or Neighbors providing childcare (majority in EPN), too few educational supports or mentoring opportunities for providers
Inadequate parent training in child growth and development, nutrition, reasonable expectations, fostering school readiness, being involved in their children's education and community
Few in-home books causing students to enter school with minimal reading experience
Gaps in K-12 Resources
Minimal focus on literacy and either in or out of school reading
Minimal support to help return over-age students to the appropriate grade level
Delayed identification of and response to students struggling academically until right before the

TAKS tests (meaning first semester lost unnecessarily)
Insufficient coordination of student mentoring resources and other interventions to ensure they are tailored to the children’s needs
Academic instruction not tied to service learning and real world applications of educational content, minimal child and parent-perceived academic relevance
Minimal penetration of existing afterschool enrichment (tutoring, arts, culture, fitness, sports, chess clubs), youth development (Boy Scouts, Girl Scouts, Girls on the Run) and summer programs; lack of alignment between these programs and school content; dearth of extra curricular activities associated with college readiness (debate, service clubs, creative writing)
Insufficient STEM instruction, subject areas where students demonstrate the lowest skills
Teachers receive minimal support in differentiated instruction; no clear curricular focus in the feeder pattern; no attention to a seamless pipeline and smooth transitions from ES to MS to HS
Insufficient teacher development resources, especially those that support integration of STEM instruction, project based learning and real world applications of educational content
No comparison of results from various academic interventions
Lack of awareness and counseling regarding steps needed to achieve career or college goals; lack of integrated college readiness curriculum and policies
Gaps in Postsecondary and Adult Education Resources
Too few GED and English as a Second Language (ESL) classes, no scholarships for testing fees
Minimal apprenticeships in high demand occupations for youth and adults
Minimal utilization of existing certificate-based training at the community college level
Minimal scholarships and mentoring for college-bound students to help make college dreams a reality; minimal connections to and relationship with Eastside community college (St. Philips)
Insufficient alignment between community college expectations and EPN school content; THEA assessment in junior year is not used effectively to negate the need for remediation in college
Gaps in Family Support Resources
Minimal behavioral health counseling and substance abuse treatment, dropout recovery programs, peer mentoring for parents
Few work-place learning opportunities (GED, ESL classes)
Little to no business outreach, involvement in or giveback to the community
Minimal ex-offender reentry services
No community use Technology Center, limited broadband access

Inadequate police presence and security in and around schools
Overarching Gaps, Barriers and Service Deficits
Siloed, hard to access resources and supports; minimal meaningful collaboration or coordination; too little participation by providers and programs from outside EPN and the faith-based community from within; duplication of services; absence of common goals among providers
Applications for assistance are complicated, duplicative and not integrated, creating practical and psychological barriers that are discouraging families from seeking assistance until crisis demands otherwise
Internal and external perceptions of safety issues
Racial, ethnic and class distinctions that create divisions among residents and groups
Lack of expansion capacity by small community providers because of limited infrastructure
High mobility of families and residents, disruptive to school achievement and service impact
High mobility of students, even when families remain in neighborhood
Transportation, both within EPN and to the larger community
Unaffordable and minimally available fresh fruits and vegetables
Public and private housing stock of poor quality, minimal affordable housing
Lack of an integrated data tracking system to monitor progress, evaluate effectiveness and maintain accountability

B. Quality of the Project Design. 1. Implementation Plan: Goals and Objectives. San Antonio’s Eastside Promise Neighborhood has experienced decades of decline and is now fairly categorized as a severely distressed area. The City of San Antonio has responded with an aggressive Eastside Reinvestment Plan to revitalize the area and re-establish a healthy middle class. Multiple far-reaching redevelopment initiatives are planned or in process but despite major municipal investment, meaningful community engagement has not followed. A primary reason appears to be that families do not see either the education system or the built and social environments to be worthy of *their long-term investment*. The manifestations of their uncertainty captured in the segmentation analysis – high mobility rates among families with the financial capacity to relocate, and families transferring their high achieving students to schools outside EPN when they cannot move -- contribute to every adverse indicator in the EPN. Not surprisingly, the analysis also found that by middle school, most students in the highest performing clusters (previously the majority) have transferred out of EPN schools and the lowest

performing cluster was the largest student group.

In response, a primary goal of the EPN Planning Grant was to establish an integrated framework for existing and planned Eastside revitalization, using school improvement and reform throughout the feeder pattern (Pre-K to HS) as a springboard for community transformation and inspiring neighborhood families to reclaim their Eastside. The driving force behind this effort and the subsequent EPN Plan are the members of the Advisory Board, which includes 22 EPN residents (parents, public housing residents, Pastors, neighborhood association representatives, elected officials, business leaders) working side by side with key stakeholder representatives from the City, United Way, San Antonio Housing Authority, and San Antonio Independent School District. The Advisory Board, which has agreed to remain participatory and oversee the Implementation Grant, adopted the following Theory of Change during a strategic planning session in September 2010: *When Eastside children are healthy and ready for school, and their parents engage in their education, and the schools they attend have effective teachers that set high expectations, and students are motivated and engaged in learning both in and out of school, and they subsequently graduate from high school and college and have and seize opportunities for careers and self-sufficiency, and their neighborhoods are livable and safe with clustered and abundant resources to meet physical, social and economic needs, then Eastside families and children will **Stay, Grow and Graduate**.*

Resolving impediments to realizing the theory of change is a primary focus of the EPN Plan. Key in-school initiatives include: enhancing the early childhood system of care and including the majority of providers (FFN) in quality improvements; improving literacy skills and ensuring that all children K-12 read on grade level; embedding science, technology, engineering and math (STEM) instruction in all core subjects, aligned from grade-to-grade, to enhance academic

achievement and contribute to college and career readiness with the acquisition of 21st century skills; creating an early warning system for under-achievers so supportive resources can be wrapped around them and their families before persistent failure begins and obviating the factors that produce over-age students; strengthening supports at major transition points (elementary to middle, middle to high school)improving four year high school graduation rates, which will trigger improvement in postsecondary enrollment rates; and infusing Mayor Julian Castro's vision of a college-going culture and college and career readiness for all at every grade level. Key out-of-school components are: improving the capacity and content of afterschool programs to foster increased physical activity and extend school-day learning; enhancing the capacity of internal and external supportive service providers to meet community needs and holding them accountable for neighborhood change; improving safety, reducing crime and ensuring all children are healthy and feel safe in their neighborhood and schools; engaging the faith community as stewards of neighborhood revitalization; improving affordable housing options and the built environment to keep more families in the EPN; and building a multi-user data sharing system to quantify project impact, catalogue lessons learned, and advise further design, piloting or scaling up.

Moving the community from where they are to where they want to be, will require new approaches to the way problems are identified, solutions are applied, collaborations are built and maintained, and providers and systems are held accountable. Weaving, leveraging and coordinating existing and, where necessary, new strategies for building a cradle-to-career pipeline will create a strengthened, integrated educational experience for the students in the EPN.

One of the most durable changes proposed in the EPN Plan is improvement in literacy skills for all students at all grades. Literacy is perhaps the earliest, most consistent harbinger of looming

academic performance issues: students who read well achieve higher grades and students who do not are more likely to fail, be over-age and ultimately drop out. The EPN Plan has translated this knowledge into a three tiered change model to be implemented during **Year One**.

Level 1: SAISD schools currently monitor scores from beginning of year reading inventories and apply tutoring resources to bring struggling students up to grade level. These practices are maintained in the EPN Plan; however, if the student manifests a second early warning indicator at any point during the school year (i.e., more than three absences, low scores on standardized tests, behavioral problems), the SAISD data system will issue a report to one of the EPN Student Support Teams (one Team will be assigned to each of the three elementary schools, one to the MS and one to the HS). The Team, which will consist of a Collaboration Coordinator, a parent leader, a teacher from the campus, a school counselor and one of the existing on-site service providers, will immediately meet and develop a plan for wrapping resources around the student. Possible solutions will be: parent-to-parent intervention to help resolve contributing problems in the home; mentoring, tutoring or case management by a current in-school provider (City Year, Communities in Schools, Family Service Association) or referrals to a community center to constructively fill after school time or access student or family resources for improved health, financial stability or parenting support. The Student Support Team will be responsible for assessing the right solutions, making the necessary connections and monitoring progress through subsequent data system reports. The Team will refine the in-home, in school and in-community support structure until the student exhibits sustained improvement in attendance, behavior and grades. The Team will report observed patterns in student academic performance, e.g. multiple students struggling in one teacher's class, to campus instructional leaders.

Level 2: Because of their direct, daily contact with students, families and providers, and their

intimate knowledge of needs and assets, the Student Support Teams will be in an excellent position to surface instances of resource insufficiency, resource silos, and providers with insufficient capacity (major gaps cited in the EPN segmentation analysis). The Student Support Team Coordinators will meet weekly (or on an emergency basis when required) with the EPN Collaboration Coordinator to share their perceptions of how the emerging system of services is working for the target population. The Collaboration Coordinator will determine if the public or private providers need technical assistance in order to be more responsive to community needs, if they need to work better together to share resources and information, if new providers are needed, or if a provider is not an asset to the EPN project. The Collaboration Coordinator will apply, obtain or, for schools, recommend necessary infrastructure supports until such time as the Student Support Team reports that the system of services is consistently responsive to student and family needs. The Coordinator will make monthly reports to the Advisory Board on the state of collaboration and provider impact, as verified by the Evaluation Consultant.

Level 3: The Advisory Board will receive monthly reports from the SAISD data system, the EPN Collaboration Coordinator and the Evaluation Consultant on the status of the working relationships, the benefits accruing (or not accruing) to students and families, and the outcomes attributable. The reports will segment impact at the provider, school, family and student levels and every system (United Way, SAHA, SAISD, and the City) and provider will be held accountable for their role in achievement. Local experience has been that when issues come to the attention of system chiefs, things happen and quickly. The EPN Plan accepts that durable, meaningful change must begin at the student and family level but it is hard to sustain without a shared priority at the system level; project methods were developed to create change at all levels.

Implementation and sustainability of this tri-tiered model will be accomplished as follows. A)

EPN Implementation Grant funding will stipend a teacher and school counselor and leverage existing providers on each campus with the Integration Coordinator for a team of 5 to provide an immediate response to struggling students. B) At the same time, all systems will work to build capacity within each individual school and among existing, in-school providers (City Year, Communities in Schools, Family Service Association) so they can assume the duties of the Student Support Team and maintain the model. Also, progress in student achievement and attendance, and concomitant cost savings or enhanced revenue, will be quantified by the project so that in years 3, 4 and 5, SAISD can incrementally pick up these additional costs. . The United Way and SAISD have used this approach in other pilot projects, i.e., private funding of new in-school initiatives that, when successful are incorporated into the SAISD budget. C) Service responsibility will shift to existing providers (or new providers if sufficient capacity cannot be achieved) during Years 3, 4 and 5. The pace of the exchange will be based upon the speed with which the providers demonstrate their ability to maintain positive impact. D) Systems partners will continuously evaluate their role in fostering or impeding outcome achievement. For example, the United Way volunteers will review their methods and determine if current funding strategies inhibit collaboration and, if so, they may redesign their policies on how services are configured and funded to encourage collaboration and alignment. Similarly, the City of San Antonio is willing to evaluate its funding of supportive and educational services to better align with and supplement existing United Way initiatives. Finally, SAISD will evaluate the impact of its professional development initiatives on teacher effectiveness and student achievement. E) Two issues emerged from the needs assessment and are particularly troubling to the Advisory Board: services exist in airtight silos, and there are lots of providers in the EPN but problems persist. By submitting this Implementation Grant, the EPN system partners have signaled their

willingness to permanently address these issues.

The continuum of solutions is fully described in Appendix F. A brief overview follows.

Goal I: Improve educational and developmental outcomes for EPN children and youth.	
Early Learning and Education Reform Objectives	
1	Ensure that EPN children enter kindergarten with sufficient skills.
2	Improve performance of EPN students (K-12) in math and reading.
3	Increase and maintain attendance at all EPN schools.
4	Prepare the EPN feeder pattern to re-align with a new P-8 academy at Wheatley
5	Equip teachers and administrators to advance academic achievement in all students/subjects.
6	Establish an Out of School Zone that utilizes community and school locations and incorporates external providers offering arts, cultural, fitness, recreational and sports activities that, when appropriate, are aligned with school curricula, including STEM instruction.
College and Career Readiness Objective	
1	Support college and career readiness in all EPN students, K-12.
Goal II: Transform the EPN by identifying and increasing the capacity of organizations focused on results, building a continuum of solutions, breaking down silos, and building infrastructure to sustain and scale up what works.	
Capacity Building Objectives	
1	Create a data sharing system to enable standardized progress assessments of EPN children and youth, continuous project performance monitoring, and semi-annual accountability reports on each EPN partner and provider, including alignment with SA2020 Goals.
2	Enhance the capacity of EPN public and private partners and create a seamless collaborative team able to increase access to meet the needs of EPN families.
3	Identify and remedy policy barriers that could threaten EPN success.
4	Leverage the funding and participation necessary to implement, sustain and scale up the continuum of solutions.
Community Improvement Outcomes	
1	Establish a single site where EPN families can obtain a multiplicity of services.
2	Expand the stock of affordable housing.
3	Improve real and perceived community and student safety.

All goals and objectives in the EPN Plan and the continuum of solutions feature services for all, including students and adults with special needs. For example, the playground at the Eastside Community Center is fully accessible and usable by children with disabilities. Also, the City of San Antonio has improved EPN sidewalks with curb cuts and reduced gaps and cracks to enable use by persons in wheelchairs or using adaptive equipment.

During the EPN Planning Grant, the project management team and Advisory Board members, including residents, participated in multiple continuous learning opportunities sponsored by ED and the Promise Neighborhood Institute, including the Goldman-Sachs Leadership Institute, the UNCA Neighborhood Revitalization Conference and numerous webinars. These experiences materially contributed to the quality of the planning process and the outcomes achieved. With these experiences in mind, the EPN partners will enthusiastically participate in any Communities of Practice organized by ED for Implementation grantees.

2. Continuum of solutions, alignment with strategy for improvement of schools. Good schools are the foundation for good neighborhoods. Bringing back San Antonio's Eastside must begin with ambitious, rigorous and comprehensive reform and enrichment strategies for the area's six public schools: Tynan Early Childhood Education Center; Bowden, Pershing and Washington ES; Wheatley MS; and, Sam Houston HS. The parents, educators, administrators and public and private stakeholders involved in developing the EPN Plan know the need is urgent: the 2010-11 Adequate Yearly Progress Report found Wheatley Middle School to be low performing and Sam Houston High School persistently low performing. However, three in-process strategies have already begun to reform the EPN cradle-to-college pipeline and will be built upon in the continuum of solutions. 1) Declining enrollment offers the opportunity to remake public schools. SAISD is seizing this opportunity with its plans to combine one small EPN elementary school and the middle school into a P-8 Academy. Students from the other EPN elementary schools will attend the Academy for 6th-8th grade. This move also is being used to support establishment of STEM-focused instruction. 2) To address needed improvement in teacher effectiveness, SAISD has hired 40 Instructional Coaches for the 2011-12 school year and has charged them with improving teacher practice. EPN grant funds will support four additional

Instructional Coaches bringing to 5 the number focusing on the EPN schools. The Coaches are assigned to new teachers and/or teachers in need of assistance, based on a review of trend data from state accountability results for the past three years and an analysis of teachers' student performance and student growth. This new level of analysis by SAISD was enabled with the installation of an Education Resource Group (ERG) data system, purchased for the district by the Bexar County P-16PLUS Council. In addition, new teachers are assigned a mentor for the first two years and participate in a monthly support network organized by SAISD's Coordinator for New Teachers. SAISD also has implemented an online, 24/7, professional development series covering literacy, math, science and research-based instructional strategies. Finally, each campus will receive a content-specific professional development course. Campus teachers will select the modules that align with a special area of interest or need. 3) Schools throughout the EPN feeder pattern are jointly building a STEM pipeline that will foster college and career readiness and prepare students for success in the 21st century. In preparation, an SAISD leadership team and community stakeholders, participated in the National Center for Technological Literacy's *Gateway Project*, in collaboration with the local Transformation 2013 T-STEM Center (T2013). The *Gateway Project* was developed to assist school districts in implementing rigorous and engaging STEM programs and more specifically, standards-based STEM-focused curricula, assessments, projects, and activities. This strategic initiative provides educators with the tools, resources, and support to develop a plan of action that will help guide systemic change. T2013 currently partners with NCTL to share effective practices in STEM education and has agreed to leverage this partnership to specifically support the EPN schools, e.g., a Texas Education Agency-Region XX STEM Specialist will provide 50 days of technical assistance to Campus STEM Leadership teams to facilitate implementation of Principal and teacher-developed Annual

Action Plans in all EPN schools. National research shows that SAISD's approach for PK-12th grade aligned, integrated STEM instruction is likely to yield success: there is growing consensus among educators that quality STEM education must begin earlier, both to ensure foundation knowledge and skills and to foster later-grade interest in these subjects (Wheelock College, 2010). Also, since science scores in EPN schools were substantially lower than the district average, SAISD is implementing a teaching design for science concepts that has demonstrated superior performance in knowledge gain, engagement, and retention compared to guided inquiry. This method also was found to be most helpful to low-achieving African American students (Mehalik, et.al, 2008).

The continuum of solutions will advance these existing education reforms by addressing barriers to success at every level, i.e., preparing very young children to achieve educational and developmental outcomes, returning over-age students to the appropriate grade level, increasing student attendance, increasing the number of students scoring at the commended level on state standardized tests, increasing integration of 21st Century skills through STEM alignment, increasing the number of four year high school graduates, and increasing the number of students enrolling in postsecondary education. (It is important to note that the **resident members of the EPN Advisory Board** asked that the target performance measure for state standardized tests be the commended level, rather than merely passing.) Finally, since educated parents inculcate the value of education in their children, EPN will sponsor GED, ESL and adult education classes to enable parents to complete their education.

Moving the needle on these most predictive indicators will require policy changes, the adoption of supportive instructional methods and new curricula, and teachers with the capacity to identify and support excellence in every student; each factor has been addressed in the continuum of

solutions. Finally, if research holds true and academic excellence drives community continuity, the student mobility rate will decrease and students will begin and complete their education in high quality Eastside schools. The following recaps the community’s greatest education-related needs; the Plan’s major school reform initiatives, and anticipated change over time.

Need	Solution	Change 2012-2016
69% of EPN children enter kindergarten without needed skills.	Increase the number of subsidized childcare slots, improve quality of center-based and Family, Friends and Neighbors care to foster school readiness and age appropriate functioning, equip parents to be their children’s first and best teacher.	66% of children enter kindergarten with needed skills.
62.8% of 3 rd graders and 55% of 6 th -8 th graders passed standardized reading tests. Grade-to-grade retention : >6% in ES and >7% in MS.	Administer reading inventories to all ES and MS students at beginning of year and wrap tutoring services around those scoring below grade level. Implement Student Support Teams to monitor additional warning signs of academic risk, quickly identify needed resources, connect the student and family to these resources and monitor impact.	80% of students pass the reading test, 65% score commended ; grade-to-grade retention rate is <3%.
62% of 3 rd graders and 57% of 6 th -8 th graders passed standardized math tests. Grade-to-grade retention: >6% in ES and >7% in MS.	Implement K-12 STEM curricula, integrated in core subjects, aligned with college expectations and based in service learning and real world applications of content. Implement Student Support Teams to monitor additional warning signs of academic risk, quickly identify needed resources, connect to assistance and monitor impact.	75% of students pass the math test, 55% score commended ; grade-to-grade retention rate is <3%
Attendance rates at Sam Houston HS are 7.7% lower than the statewide average.	Focus on improving attendance at MS and HS, consistent with SAISD-San Antonio Mayor’s <i>Get Schooled</i> initiative. Expand mandatory parent forums, in cooperation with Municipal Courts, for truancy charges. Expand City Year absentee follow up program (day-of calls and dispatched cabs for transportation for persistent absences) to all EPN campuses. Expand home visits by Family-School-Community Partnership parent volunteers for families with persistently absent children. Expand Wheatley MS Incentives Program, rewarding grades, attendance and behavior, to EPN ES.	99% attendance rate for Sam Houston HS
38-44% of Wheatley MS students are over-age .	Expand SAISD’s successful Over-age Student Initiative at Wheatley MS, offering tutoring and support to enable students to quickly advance and	80% of students are correct age for grade . 75%

	return to the appropriate grade.	of over-age MS students enter HS with credits.
25-45% of EPN students move and transfer to a new school each year.	Enhance community resources and accessibility, increase the inventory of affordable housing and improve safety to support retention of families in the neighborhood.	66% of EPN students remain in the same attendance zone from K-12.
45.9% of Sam Houston High School students graduate in four years.	Continue <i>Transformation Program</i> at Sam Houston, including New Tech High School component, integrated STEM instruction in all classes, significant dual credit opportunities, literacy and math tutoring, and credit recovery programs. Analyze achievement in terms of SA 2020 education goals, i.e., improved rigor evidenced by number of students taking AP examinations and SAT scores.	Four-year graduation rate increases to 80% and 75% of students from EPN feeder pattern enroll in Sam Houston.
49% of Sam Houston High School's Class of 2008 enrolled in postsecondary education; 55% in a 4-year college, 45% in a 2-year college; 44% did not return for a second year.	Café College, San Antonio Education Partnership and continuing value from SAISD GEAR UP program provide assistance applying for and obtaining financial aid and completing college applications, and four years of mentoring during college and assistance with supplies, textbooks and learning aids.	95% of Sam Houston High School's Class of 2015 enrolls in post secondary education; 85% return for a second year.

A major component of the EPN continuum is the transformation of Sam Houston HS into a STEM-focused New Tech High. Though not all Sam Houston students will enroll in New Tech, and students from outside EPN will be eligible to attend if space is available, top to bottom change is happening in instructional dynamics, on-campus resources and improved school spirit, yielding benefits for all students. Teachers were trained in adapting service learning approaches in core curricula. Teach for America assignments to Sam Houston increased by 20%. City Year increased the number of on-campus mentors and tutors at both Sam Houston HS and Wheatley MS to support improved test scores and on-time graduation rates and create a pipeline of prepared students for New Tech High. Enabling technology was installed in every classroom and all New Tech students are issued laptop computers. New Tech students also have a community

service requirement and this year's freshmen and sophomores will complete their hours by mentoring EPN ES and MS students using STEM projects and activities (e.g. Robotics clubs, community problem-solving, etc.). Also, EPN is a finalist for a KaBOOM! intergenerational playground. If awarded, EPN will team New Tech students with the KaBOOM! architects and they will jointly design a new playground for the Eastside Community Center property. Also, a Parent Room on the Sam Houston campus was outfitted with the equipment and information needed for FAFSA/TASFA completion and college research, and the resources required to engage parents in their children's education. (Note: SAISD is part of ED's pilot for real-time FAFSA/TASFA data reports, which enables counselors to identify and reach out to families that have not completed FAFSA/TAFSA.) Clearly, the transformation of Sam Houston HS is well underway and the EPN collaborators are committed to coordinating and providing the resources necessary to prepare its students for college and career success. Specific assistance provided or coordinated by EPN will include: new teacher development resources, increased presence by City Year, K-12 curricular alignment, and resource fairs with neighborhood businesses to create career awareness and prepare students for success.

While school reforms are known to trigger neighborhood stability and revitalization, the converse is also true: research has demonstrated that improving a neighborhood contributes to improvements in its low performing schools. In the EPN Plan, two primary methods of community redevelopment are planned, each of which will contribute to school improvement. First, the San Antonio Housing Authority (SAHA) recently received a Choice Neighborhood Planning Grant from HUD. SAHA and the other EPN stakeholders have created a framework for aligning the housing redevelopment of Choice Neighborhoods with the education reforms of Promise Neighborhoods (see MOU). In addition to revitalizing Wheatley Courts Public Housing,

across the street from Wheatley Middle School, SAHA's emerging Choice Neighborhoods Plan also will increase the inventory of affordable housing in the EPN by reclaiming and rehabilitating abandoned homes and building new single and multi-family dwellings on City- and SAHA-owned vacant lots. To expedite the rehab process, EPN is providing a matching fund for the immediate Choice Neighborhood. An increased inventory of safe, affordable housing will help stabilize EPN families, driving down high mobility rates and improving academic performance.

Second, the EPN Plan calls for the assembly and co-location of comprehensive resources at two easily accessed sites. 1) Tynan Early Learning Center currently hosts a range of wraparound services for families and these will be enhanced with the addition of new providers selected for their capacity to fill resource gaps. 2) Existing supportive service programs and activities for families and youth that currently operate without coordination throughout the EPN will be congregated at a centrally located Eastside Community Center. If service gaps are noted, high quality external providers will be invited to begin service delivery or service connections from the Center. These new or newly accessible resources will be available to all EPN residents, regardless of age group or school attendance.

3. Access and community involvement. From the beginning, the EPN Plan has been developed by, for and with community residents. Not only has their participation ensured that the solutions are relevant, and incorporate the lessons learned from residents-- it also has heightened the likelihood of utilization. Since local funders tend to favor programs with high participation rates, this approach will attract new funding to the EPN solutions, enhancing the potential for sustaining the initiatives.

The Eastside community's voice resonated throughout the planning period and informed and directed the EPN Plan. The EPN Advisory Board conducted 16 board meetings with an average attendance of 30. Three block parties drew over 950 children, adults and seniors. A network of providers committed to furthering EPN goals was represented at Advisory Board meetings by an average of 15 partners. Fourteen focus groups were conducted with 71 adults and 21 youth. An EPN youth forum brought together 29 neighborhood youth to watch the national Spark to Action webinar. One hundred nine residents attended an early February community conversation about education. Seven principals and 14 teachers attended a 3-day strategic planning retreat to launch the STEM pipeline. Four EPN Advisory Board members listened to five days of provider panels and 56 presentations about services and best practices that could be brought to the EPN. This level of participation and enthusiasm guarantees achievement of the desired change.

As previously stated, the success of the EPN Plan will not rest only with the major systems involved but also with how involved and engaged the community is, including large and small service providers. Sadly, these organizations are not uniformly equipped or interested in playing their requisite roles. For example, there are 67 churches in the 3.5 square miles of the EPN catchment area and because religion is a strong and consistent presence here, the Advisory Board assumed they would actively drive participants to EPN services and help fill resource gaps. However, when the churches were invited to join the EPN collaboration, 23 came to an orientation luncheon and only five took the next step and participated in the planning panels. Similarly, local service providers were invited to present programming (both currently available on the Eastside and not) that was responsive to the EPN needs assessment and could be incorporated into the continuum of solutions. Seventeen organizations attended one of two sessions examining children's or family strengthening resources. Resident Advisory Board

members expressed surprise about the array of programs operating in their area that were completely unknown to them. Several were characterized by the residents as “drive bys”, i.e., they come into the Eastside for a single activity or event and do not return. They questioned their capacity to meet community needs given their dearth of experience in the EPN.

The Advisory Board observed that the current inventory of providers might be able to meet some of the identified EPN needs but they did not have the capacity to sustain or scale up service delivery and they certainly could not accomplish community transformation. The Board’s recommendation was that EPN take a bifurcated approach: strengthening existing providers while seeking and attracting credible, capable external sources to initiate new, co-located services on the Eastside. The former recommendation will be addressed with the employment of a dedicated Collaboration Coordinator who has significant Eastside experience and credibility. The Coordinator will identify those organizations with a demonstrated commitment to and investment in the Eastside and will support this cadre of providers in integrating their efforts and resources to scale up reach and impact. The Coordinator also will work with very small, inexperienced but valued providers to help them understand the rubric of EPN solutions, ways they can contribute, and methods of meeting accountability requirements. Finally, the Coordinator will provide continuous outreach to the faith-based community to secure their greater participation. The annual goal will be for 5 new churches to become involved each year.

Another community involvement issue tackled by the EPN Advisory Board is the fact that many EPN residents elect to send their children to schools outside the area, believing that the instructional methods are superior. In response, the Continuum of Solutions features wider availability of high value out-of-school programs, for which all EPN resident children and youth will be *eligible and recruited*. The Board’s hope is that the demonstrated abilities and

performance of the in-EPN school students, and their discussions of the new opportunities and content in EPN schools, will convince parents who have sent their children out of the area to reconsider neighborhood schools. Similarly, parent-to-parent support will be available to every Eastside parent, regardless of where their children attend school. Parents who complete leadership training from the Family-School-Community-Partnership (approximately 120 per year) will become network builders for their family and friends, connecting them to emergency services, quality childcare providers, adult basic education classes and vocational training. Engaging and involving parents and other residents will build a model of community revitalization from within – applying the assets of neighbors and the neighborhood to create a livable community where all families and children *Stay, Grow, and Graduate*. This approach also requires that services scale up quickly to promote and sustain community cohesion. *By Years Four and Five, all residents will have access to the entire Continuum of Solutions.*

Scaling Up the Cradle to College Continuum of Solutions			
Early Learning Opportunities (Preschool through 3 rd Grade)			
	Year One	Year Two	Year Three
Children in neighborhood, attend EPN schools	X	X	X
Children in neighborhood, do not attend EPN Schools	X	X	X
Children attend EPN schools, do not live in neighborhood		X	X
K-12 STEM Education			
Children in neighborhood, attend EPN schools	X	X	X
Children in neighborhood, do not attend EPN schools		X	X
Children attend EPN schools, do not live in neighborhood	X	X	X
College and Career Readiness			
Children in neighborhood, attend EPN schools	X	X	X
Children in neighborhood, do not attend EPN schools		X	X
Children attend EPN schools, do not live in neighborhood	X	X	X

4. Leveraging neighborhood and community assets. In preparation for development of the EPN Plan, the Advisory Board hosted a series of panels during which residents, the faith-based community and community service providers compared community needs with the assets available to respond. Advisory Board members made several observations: a) there is a diverse array of service providers in the EPN; b) these providers typically do not have the capacity, either financial or organizational, to make real progress on meeting community needs; c) there is little coordination or shared goal setting between and among providers; d) high quality external providers may be needed to help fill gaps; and, f) existing organizations need infrastructure and financial supports to grow to their potential. The continuum of solutions contains organizational capacity building and technical assistance resources for in-EPN organizations, and collaboration building and imported resources from stable organizations willing to extend services in the EPN. Also, the Board inventoried the partners involved with EPN schools to assess the developmental, commercial, recreational, physical and social assets that could be tapped when implementing the continuum of solutions. It was encouraging to find that staff and volunteers from 21 different sources offer mentoring and tutoring services in the six EPN schools, including Fort Sam Houston-Army South, City Public Service (public utility), City of San Antonio, Communities in Schools, Junior Achievement, The University of Texas at San Antonio, Trinity University, and Links, Inc. The depth of these assets point to a cadre of supporters that **have not** given up on the Eastside and with coordination and support could extend their impact.

Finally, the Advisory Board, United Way staff and parents from the Family-School-Community Partnership surveyed the entire 3.5 miles of the EPN. The group spent a day walking every block and recorded businesses, housing conditions, vacant lots, churches or faith based centers, childcare providers, etc. This information informed the needs assessment, confirmed community

assets and gaps and provided context for the solutions. United Way staff developed two additional inventories: a) assets and investments being deployed in the area, and b) existing and potential sources of public and private funding that could be leveraged by EPN funding to implement, sustain and scale up the continuum of solutions. Major investments are.

1. The Family-School-Community Partnership, funded by United Way and implemented by Family Service Association and Presa Community Center, is a parent-led outreach, engagement and leadership initiative on 14 SAISD campuses, *including four EPN schools*. United Way invests \$1.3 million annually in the Family-School-Community Partnership. As a direct result of the EPN Planning process, Sam Houston HS and Tynan recently opened Parent Rooms on campus and are the newest Partnership sites. The Partnership has produced phenomenal results: more parent-to-parent reconnection with neighbors, including outreach to ‘invisible’ parents; more parents involved with the schools; increases in parent volunteers, with over 45,000 hours contributed in one school year; parents conducting over 2,100 home visits; improvements in student attendance, with four schools receiving state attendance awards.

2. The City of San Antonio has both enacted favorable policy changes and made significant investments in the Eastside. The Eastside was given highest priority for Community Development Block Grant (CDBG) grants, received a \$12.6 million weatherization project from the public utility, and was awarded tax abatements and improvements to municipal parks. One exciting and potentially transformative infrastructure improvement is the restoration of the Hays Street Bridge, a previously deteriorating railroad crossing that is becoming a pedestrian and bike path linking the Eastside with downtown San Antonio. Finally, a Complete Streets Policy leveraged a grant from the Robert Wood Johnson Foundation to reduce childhood obesity and diabetes by ensuring that public streets are safe for pedestrians, cyclists, and wheelchairs.

3. San Antonio Independent School District operates five federally funded Head Start Centers under contract with the City. Tynan Elementary was transformed into a neighborhood-based Very Early Childhood Center (ages 0-5), with the mission of improving kinder readiness and strengthening the K-12 pipeline. Tynan also is a hub for the Family-School-Community Partnership and the City has relocated wraparound services (dental, health, library, financial education, parent education, online GED and ESL courses) to establish a comprehensive community-linked campus. SAISD's new data system will enable Tynan staff and community partners to track and address a broad spectrum of student and family needs.

4. San Antonio Housing Authority (SAHA) has invested significant resources in Eastside redevelopment. In addition to Choice Neighborhood-funded redevelopment at Wheatley Courts, SAHA recently opened Sutton Homes, a mixed income redevelopment project in the EPN. Sutton Homes' 194 units have produced a major influx of new students in the Wheatley MS attendance zone. SAHA also partners with a variety of service providers at Wheatley Courts to support child growth and development, strengthen families, enhance employment and contribute to economic self-sufficiency. These relationships will be expanded and shared with the EPN project. Additionally, SAHA plans to use HUD's community service requirement to incentivize parent participation in Eastside schools (each non-exempt adult household member must contribute 8 hours per month of community service, which will encourage parent engagement in the schools). Finally, SAHA's HUD-funded Moving to Work program offers new adult education, job training and employment opportunities for Wheatley Courts residents.

5. Other affordable housing developments are in the planning stages throughout EPN. Substantial physical assets, including over 750 vacant lots or substandard but livable homes, can potentially

be used to secure financing. The City of San Antonio's Land Bank is examining these properties for the potential of housing and commercial development.

Despite the multi-million dollar value of these investments, the EPN partners are cognizant of the fact that leveraging ED funding will be challenging. To compensate, a subcommittee of the Advisory Board identified potential public and private funding sources and has built the requisite relationships. Also, every partner reviewed their project assignments and identified opportunities to channel existing and future funds. The results, fully detailed in Appendix F and the Budget Narrative, are sufficient to meet the match requirements and to sustain and scale up the EPN project after federal funding ends. Also, the partners built the project for cost efficiency, utilizing in-kind contributions and redirecting dedicated dollars whenever possible.

One of the greatest assets of the EPN project is the strong, participatory connection with San Antonio's Mayor and City Manager. These relationships prove that the local community is committed to and invests in Eastside redevelopment, a major consideration for public and private grant makers that typically prefer to see local funds applied to a project first.

Our proposed uses of the Promise Neighborhood Implementation Grant correspond to needs assessment data and the segmentation analysis. The project budget integrates federal, local, state and private funding to: expand and strengthen the early childhood system of care, ensuring children enter kindergarten ready to learn; provide K-12 literacy supports, helping students remain on grade level and providing immediate interventions if they dip below; improve college and career readiness and accessibility of postsecondary education with mentoring, financial literacy and assistance securing aid and scholarships; support of Mayor Julian Castro's SA2020 vision of increasing the college-going culture in the city; prepare teachers and administrators for STEM instruction at every grade level; increase high quality, curricula-aligned out of school time

programs for children and youth; build capacity by cataloguing and quantifying successful school reforms to enable scalability; design and pilot a data and early warning system to monitor school, teacher and student performance that shared by providers, accessible to the public and meets confidentiality standards; expand affordable housing through the HUD funded Choice Neighborhood grant; and increase student security and neighborhood safety with dedicated SAISD bond funding and later securing Byrne grants from the U.S. Department of Justice.

Supportive policy changes are the final requirement if the EPN is to fully leverage community assets and maximize the impact of ED funding. Three strategic shifts in the local status quo must be made: 1) SAISD must continue its three-year effort to intensify professional development services available to teachers and administrators; must finish expanding their data system and add external user capacity and protocols; must map services and outcomes for each student and intentionally match interventions to students; must implement multiple evidence based practices; and must use its new teacher and principal evaluation tools (ERG) to drive continuous improvement and structure ongoing professional development. 2) United Way, the City, SAHA and SAISD must pursue data-driven decision-making and accountability practices, and must agree to a shared set of measurable performance goals. 3) United Way, the City, SAHA and SAISD must agree to synchronize previously disparate investments to financially support implementation of the continuum of solutions and ensure continuity and scaling up. This coordinated approach has attracted key champions, including the Mayor of the City of San Antonio and the lead executives at the United Way, the San Antonio Housing Authority, the Bexar County P-16PLUS Council, and SAISD. The MOU formalizes these commitments.

C. Quality of Project Services. 1. Needs assessment and segmentation analysis. Faculty and students from Trinity University completed a comprehensive needs assessment, a segmentation

analysis, a regression analysis, a School Climate Assessment and over 15 resident focus groups during the Planning Grant period (2010-11). They collected *all ED-stipulated program and project indicators* (see table in Section A), evaluated the data and identified the most critical gaps and most at-risk sub-populations. Data sources were the most current and relevant for the time period (late 2010 and early 2011) and included: Texas Education Agency Academic Excellence Indicator System (2009); SAISD-administered Texas Primary Reading Inventory (2010); evaluation findings from the SAISD MS Partners Program (2010); United Way assessment of EPN community resources (2010); San Antonio Metropolitan Health District Health Profiles (2009); crime incident reports from SAPD (2009); housing and vacant lot analysis from the City's Planning Department and SAHA (2011); National Student Clearinghouse data for the SAISD Class of 2008; Texas Department of State Health Services hospital discharge data (2008); and Census Bureau American Community Survey five-year estimates (2005-2009). To fully verify the impact of the proposed Continuum of Solutions, the EPN project has elected to collect data on additional indicators during the five-year Implementation Grant, including: parents participating in the Family-School-Community Partnership; FFN providers participating in the Early Learning Network; EPN teachers trained in early literacy and STEM instruction; Teach for America assignments; teachers recommended for Excellence in Education awards; participation in out-of-school programs; new providers; providers receiving capacity building assistance; and public safety enhancements. Project and community use of this rich information has been enabled by EPN partner CI:NOW with the construction of an aggregated, continuously updated data warehouse.

The needs assessment and segmentation analysis were presented to the Advisory Board during two meetings and a community forum. The segmentation analysis provided a powerful risk

profile viewed through two different lenses: 1) the geographic pockets of greatest need in the EPN and 2) the ages, grades and other characteristics of children who are thriving or in greatest jeopardy, including the relative impact of various causal factors, e.g., pre-K education, being over-age, absences, literacy scores, and mobility. This data continuously advised project decision-making and helped the Advisory Board determine appropriate service sequencing, intensity and methods to yield the desired change. For example, because early learning participation was found to be absolutely predictive of subsequent academic success, and to a slightly lesser degree family stability, highest priority was placed on increasing the availability of quality care and enabling all providers, including FFN providers to incorporate age appropriate, high impact learning experiences that prepare children for kindergarten. Similarly, reviews of student performance data, resident assets and feedback from local employers pointed to the need for aligned STEM instruction throughout EPN schools. Other key findings follow.

- There is a dearth of skilled early education and child care providers, both among centers and FFN (the majority of care providers). This shortage, coupled with the large number of parents unable to afford early education for their children, causes most EPN children to enter kindergarten without sufficient early learning skills. The deficits are so significant that nearly half (47%) finish the year without reaching kindergarten skill levels.
- Pre-school participation was predictive of test scores, grade-to-grade retention, student age, mobility and absenteeism throughout elementary and middle school.
- Many families move their children to other schools, or move out of the EPN, when their oldest child completes ES, causing a large drop in enrollment between 5th and 6th grades.
- Most EPN students remain close to the achievement levels of their SAISD peers through 3rd grade. At that point, grade-to-grade retention has produced a large group of over-age

students who tend to have more school absences and lower standardized test scores than their regular age peers. Over time, this cohort of students is most likely to drop out.

- The lowest performing elementary students typically did not attend pre-school, meaning they began a trajectory of school failure and dropping out before they even enrolled.
- Under-performing students also were more likely to have moved schools multiple times. The lack of educational continuity is detrimental to them, as evidenced by their test scores, grade-to-grade retention, and graduation rates, but also to their classmates as teachers must spend more time reviewing and less time delivering new instructional content.
- Not surprisingly, an EPN student who stays in the same attendance zone (elementary to middle school) for six years is 3.68 times more likely to achieve a commended score on standardized tests. Student mobility also was a reliable predictor of family stability.
- By middle school, underachievers in general but especially the subset of over-age, under-achieving, frequently absent, frequently transferring students, have become the majority. Most high achievers have either moved away or are attending schools outside the EPN.
- EPN children have higher rates of obesity and diabetes, largely resulting from poor nutrition and inactivity. Also, one in four is uninsured, which diminishes the likelihood that they receive regular pediatric care or have a medical home. The negative ramifications for educational achievement include more missed days from school and cognitive deficits.
- High dropout rates among area adults signal a higher value placed on meeting immediate needs through work and income rather than education. Such obvious economic necessities are evident to their children and likely contribute to Sam Houston High School's drop out rate.
- Community residents of all ages report high crime levels, which they perceive to be principally related to drugs and gangs.

- Environmental, educational, socioeconomic and safety factors cause a large percentage of employed, educated young adults to move from the EPN to the suburbs, producing a general population gap in married families and school aged children and stripping the neighborhood of critical human and financial capital.
- Families that remain feature younger parents with higher poverty and unemployment rates, lower educational levels and more children. These families are more likely to live in subsidized housing.

EPN residents participated in five focus groups to verify that the segmentation analysis results were true to their experiences and perceptions. Overwhelmingly the participants agreed with and provided textural details about each of these findings. Their expressed priorities for a responsive Continuum of Solutions were: a) more affordable, quality early learning providers; b) earlier identification and response to students struggling academically; c) improvements to instructional content to prepare students for tomorrow's workforce; d) simultaneous school and neighborhood improvements to stop suburban migration; e) increase in affordable housing; f) improved access to services (i.e., case management, adult education, behavioral health, mentoring, literacy training, employment and career connections, health and wellness, nutrition education) in an effort to strengthen families, relieve financial stress and increase self-sufficiency; g) more afterschool and summer programming, especially activities that are aligned with or supplement school content; and, h) more parents engaged and participating in the schools and advocating for their children's education. Both the segmentation analysis and focus group input are directly addressed in the Continuum of Solutions (see Appendix F.)

2. Evidence Base. Appendix F fully describes the evidence base for all solutions. The information below recaps the justification for those with the highest priority to EPN families.

Solution: Expansion of early childhood services to foster school readiness and achievement. A high quality, well-aligned system of education and support for young children that bridges early childhood programs and K-12 education can help improve outcomes for children, engage and support families and strengthen the local workforce (National League of Cities, 2010). A 21-year meta-analysis of all evaluations of state-funded preschool found positive impacts in children's developmental competence in a variety of domains, improved later school attendance and performance, and reduced grade retention (HHS, 2003, Camilli, 2010).

Solution: Implementing evidence-based curricula and instructional methods to improve student performance and slow student mobility. SAISD is pioneering a series of innovative, evidence-based instructional models and school reform initiatives, e.g., New Tech High, integrated STEM instruction and increased emphasis on literacy. Another proven practice to be implemented is SAISD's Over-age Middle School program, which has a goal of preventing drop-outs, re-engaging students and supporting on-time graduation. During Spring Semester 2010, students on two campuses participated, receiving a combination of direct instruction and credit recovery. The change in achievement and behavior was impressive: before the intervention, 34% of the students had failed one or more core subjects but in the semester they participated, none did. Also, discipline referrals fell from 30% to 9%.

Solution: Build a real time early warning and response system that triggers automated early warning alerts for students who are at risk due to high yield risk factors identified in the segmentation analysis: e.g., attendance, academic performance, mobility. Similar studies have found that attendance, behavior and grades, particularly during transition years of 6th and 9th grade, are powerful predictors of students at risk of dropping out and for targeting limited intervention resources (Balfanz and Herzog, 2005). Our segmentation analysis revealed patterns in how these risk factors played out over time and have informed the intervention in our implementation plan. Other efforts found that students exhibit clear warning signs as early as fourth grade (Roderick, 1993); our research found such signs as early as kindergarten.

Solution: Professional development training to build instructional effectiveness PreK-12. Teachers who participated in long-term professional development were found to use high-quality instructional practices (Desimone, 2002). The intensity and duration of professional development is equally important, especially for low performing schools. Similar effects have held for professional development of pre-school educators. Studies (Kagan, 1996) have found that formal training in early childhood education not only yields higher quality teacher behaviors but can be linked to improved child outcomes (Fontaine, 2006). Young children receiving continuous care from trained adults who implement developmentally appropriate curriculum and activities are better equipped for academic experiences (Peisner-Feinberg, 1999; Howes, 2000).

Solution: Co-located, easily accessed community services to strengthen families and minimize distractions to education. A one-stop shop environment gives families and children immediate access to the tools they need to be successful in school (Dryfoos, 2002).

Solution: An Out-of-School Zone with excellent programming, fine arts instruction and athletic activities that reinforce school day content. Extending the school day by after-school programming that is both recreational and tightly intertwined with school curricula produced a one-half letter grade improvement in reading and math (Chicago Community Schools Initiative).

Solution: Create a livable Eastside with a range of affordable housing options, enabling families

to remain in the neighborhood. Research has shown that student achievement is inversely correlated with student mobility but not only individual students are affected, so too are the classroom and the school (Kerbow, 2003): teachers increase the review of materials for incoming students, thus changing the pace of instruction for all, and by 5th grade, schools with high student mobility are providing math instruction one grade level below that of more stable schools.

Solution: Expand parent engagement services to support student achievement. Researchers have noted parental involvement as a critical tool in improving the educational outcomes of children in low-income families. (Dearing, 2006)

3. Annual goals for indicator improvement. Proposed outcome achievement follows.

Education Program Indicator	EPN Needs Assessment	Outcome Years 1 and 5
Children have a medical home	61.3%	2012: 75% 2016: 90%.
Children demonstrate age-appropriate functioning	69.3% of kindergarten students enter without requisite skills, 47% leave kindergarten without requisite skills	2012: 50% score Kinder Ready (TPRI); 50% of students assessed using EDI 2013: 80% of students assessed using EDI 2015: EDI scores used to map where enhanced early childhood services are needed most 2016: 66% score Kinder Ready (TPRI)
Children in early childhood learning settings	24% in center-based care, Head Start or Early HS	2012: 33% in center-based care, Head Start or Early HS 2016: 60% in center-based care, Head Start or Early HS
FFN providers are connected to a resource bank and a Network dedicated to supporting them in providing high quality care for preschool aged children	Family, Friend or Neighbors care for 40-60% of EPN pre-school children with no apparent access to enrichment resources or support network.	2012: 25% of FFN providers (caring for 150 children ages 0-5) participate in resource bank and network activities; 2016: 70% (caring for 550 children) participate

Students at or above grade level in math and English	62.8% of EPN 3 rd graders passed the 2010 TAKS reading test; 62% passed the math test 55% of EPN 6-8 th graders passed the 2010 TAKS reading test; 57% passed the math test	2012: 70% of 3 rd -12 th grade students pass reading tests, 25% score commended; 68% of 3 rd -12 th grade students pass math tests, 20% score commended; 65% of 2 nd graders read on grade level 2016: 80% pass reading test and 65% score commended; 75% pass math test and 55% score commended; 90% 2 nd graders read on grade level
Student attendance rate	Pershing ES: 95.8% Washington ES: 95.7% Bowden ES: 96.0% Wheatley MS: 93.8% Sam Houston HS: 88.7%	2012: average attendance rate for all campuses is 96% 2016: average attendance rate for all campuses is 98%
Graduation rate	45.9% four year graduation rate for the Sam Houston High School Class of 2009	2012: 50% four year graduation rate 2016: 80%
Students graduate, enroll in college	49% of Class of 2008 graduates from Sam Houston High School enroll in college	2012: 75% postsecondary enrollment rate, 30% college graduation rate 2016: 95% and 65%
Family and Community Support Program Indicator	EPN Needs Assessment	Proposed Outcome
60 minutes of daily exercise	Parent and student surveys of EPN residents indicate that 68% of children exercise 60 minutes or more per day **	2012: 75% participate in 60 minutes of exercise per day 2016: 90%
5+ daily fruits, vegetables	EPN parent and student surveys indicate 68% of children eat at least 1 serving of vegetables per day and 32% eat at least 1 serving of fruit per day **	2013: 70% eat at least one serving of fruits and vegetables per day 2016: 75%
Students feel safe at school and traveling to and from	2011 School Climate Needs Assessment indicated that 50% of the MS youth reported not feeling safe when traveling to and from	2012: 65% report feeling safe traveling to and from school 2016: 90%

	school. Both parent and student focus groups rated in and near school safety as problematic and high priority.	
Student mobility rates	Pershing ES: 30.7% Washington ES: 32.4% Bowden ES: 25.7% Wheatley MS: 36.1% Sam Houston HS: 45.7%	2012: 45% remain in the attendance zone for six school years 2016: 70%
Parents who read to their children (0-5 years old) three or more times per week	40% of parents in EPN read to their children (0-5 years old) 3+ times a week	2012: 55% 2016: 85%
Elementary and middle school aged children whose parent encourage them to read outside of school	Focus groups indicate most parents appreciate and communicate the value of reading to their children.	2012: 75% 2016: 90%
High school students whose parents have talked to them about college or careers	EPN parent focus groups indicate that 43% want their children to enroll in and complete college	2012: 65% of parents of MS students and 80% of parents of HS students will have been educated on FAFSA and TAFSA and will have completed it by the end of their junior year; 2016: 75% and 90%
Home access to broadband, computer	EPN resident surveys indicate 46% have internet connectivity in their homes	2012: 66% 2016: 85%
Education, Family, Community Support Project Indicator	EPN Needs Assessment	Proposed Outcome
Student grade to grade retention rate	Pershing ES: 4.98% Washington ES: 6.78% Bowden ES: 6.95% Wheatley MS: 7.07%	2012: 95% of students pass from grade to grade 2016: 98%
Teacher turnover rate	3.5-21.0%	2012: 10% reduction in rate 2016: 30% reduction in rate
Over-age students	Over-age 6 th graders: 44% Over-age 7 th graders: 42%	2102: 55% of middle school students are the correct age

	Over-age 8 th graders: 38%	2016: 80%
Afterschool enrollment	8.6% of EPN students	2012: 25% increase in afterschool participation 2016: 50%
Children with preventable chronic health conditions	46.3% of Bowden ES and 31.3% of Wheatley MS students are obese	2012: 60% of ES and 75% of MS students weigh in the appropriate band for their age 2016: 70 and 80%
Immunization rates	64-79% of children in EPN zip codes are immunized	2012: 85% of children enter school with the appropriate immunizations 2016: 100%
Violent Crimes per 1,000	Eastside Substation: 62.10	Rate is reduced to San Antonio rate (23.80) by 2016.
Home vacancy rates, substandard housing, distressed public housing	962 (15%) EPN lots contain substandard housing or are vacant	2012: 10% increase in affordable housing in the EPN area 2016: 20%
Without health insurance	24.34% of EPN students	2012: 80% of students are insured 2016: 100%

** : It is important to note that while parents *perceive* that their children are exercising and eating healthy, one-half to one-third are obese, indicating a disconnect between perception and reality.

The EPN project has elected to focus on the reality of obesity by increasing opportunities for after-school physical activity and healthy eating and revitalizing and cleaning up local parks.

Though the program and project indicators consistently reveal children, families and a neighborhood struggling with significant distress, we do not lose sight of the fact that these also are individuals with assets and resiliency. Accommodating differences was a primary concern of the EPN Advisory Board and resulted in a highly individualized approach to service delivery.

For example, students at risk of failure or other academic problems will be identified through SAISD's early warning system. Resources appropriate to their needs will be first assessed and

then wrapped around the student by the EPN Student Support Team until such time as consistent improvement is achieved. Collecting, analyzing, and using data for decision-making, learning, continuous improvement and accountability will be the norm and will help define “consistent improvement” for an EPN child. Similarly, EPN parents and other adult residents often struggle with a constellation of intertwined issues. The complexity associated with teasing them apart and addressing each in turn until resolution is achieved is daunting, especially when the sources of support tend to be disparate and widespread. The one stop approach -- offering co-located services and guiding case management at a trusted community site -- increases the probability of adults accessing all needed services and following through, which will stabilize the family and drive down mobility. Finally, parents will be active participants in using *their assets* to improve *their neighborhood*. For example, trained parent leaders will share their knowledge with those who are struggling; the receiving parent will subsequently be encouraged to share their new skills with others. This approach builds upon the Eastside’s traditional reputation for taking care of its own and providing mutual aid.

The impact of the continuum of solutions will be verified by child, parent, family and neighborhood data. SAISD’s existing information system is being enhanced, using ED Implementation Grant funds, to give the EPN project the capacity to collect and report program and project academic, environmental and family indicators as well as enabling collaboration and accountability activities and outcomes (Appendix F). SAISD currently collects all academic and many family indicators. An existing, expandable system -- Desktop Analyst of Education Resource Group (ERG) purchased for SAISD by the Bexar County P-16PLUS Council -- provides classroom-by-classroom performance on standardized tests and benchmarks against other districts. However, because the EPN project targets students and families with a broad

range of needs, and proposes sizeable investments in responsive interventions, a comprehensive data system is being constructed to quantify effectiveness. The proposed approach balances competing priorities of improving student performance and efficiently utilizing scarce resources. EPN implementation dollars will be specifically applied to expanding the ERG system to include all needed environmental and academic data. The ERG Analytics database will report results of student interventions by campus, by student and by program and will subset demographic, teacher, and other defining characteristics. Key abilities of the database are: 1) **analyze** relationships between any two elements, e.g., student growth and intervention type; 2) extensive **search** elements, e.g., which intervention resulted in students showing learning growth equal to the district rate; and 3) automated early warning **alerts** for students who are at risk due to predefined criteria, e.g., attendance, academic performance, discipline incidents. SAISD has approved and mandated use of the ERG system throughout the district. All staff will attend mandatory training in the fall of 2011 to ensure consistent use and application of the tool. A presentation about how the ERG can inform decision-making will be made to the SAISD Board of Trustees (September 2011) and to the teachers' union in the fall of 2011. Bexar County's P-16PLUS Council will monitor use and application of the ERG with the intent of scaling up use throughout all San Antonio districts within five years. As student level data is subject to FERPA statutes, ERG contracts with SAISD permit access and assure protection of student-level data.

Through the Texas Campaign for School Readiness, United Way was awarded a grant to implement a cutting-edge, population-based needs assessment tool (the EDI-Early Development Instrument, a comprehensive, community-level measure of early development and school readiness for young children) and to develop and implement a strategic change process based on results. The EDI will be administered once a year to all EPN kindergarten classes for the first

two years. Its use will be scaled up to additional districts and SAISD schools over time. EDI measures the five key domains identified by the National Educational Goals Panel as critical to school readiness: Physical Health and Well-being; Social Competence; Emotional Maturity; Language and Cognitive Skill Development; and Communication Skills and General Knowledge. Measuring change in these indicators will be a reliable means of demonstrating the impact of EPN interventions for very young children. EDI and ERG data will be integrated to further describe community change.

Finally, CI:NOW, a National Neighborhoods Indicators Partnership member, will take data from SAISD, ERG, EDI and other sources and will construct a data warehouse and a multi-user bridge to enable the project *to meet the federal intent for collecting and reporting program and project indicators*. CI-NOW will provide expertise on merging academic, environmental and community information and enabling data entry and the review of relevant student and family indicators (without compromising the confidentiality of student academic information) on a continuous basis and from multiple locations, e.g., childcare centers, schools, community sites, Wheatley Courts. All partner staff will receive individual login and password settings, giving them access to as-needed data elements only, and will receive appropriate training in using the data warehouse. Once the system is fully functioning, projected to be during Year Two, the EPN Advisory Board will be able to compare student performance with the curriculum and interventions received, enabling data-driven decision-making.

D. Quality of the Management Plan. 1. Experience, Organizational Capacity, Partners.

United Way is the lead applicant and will be the Fiscal Agent for the Implementation Grant. United Way also filled this role for the EPN Planning Grant. United Way is a well-respected organization with a high level of legitimacy and a reputation for being community minded. With

over \$46 million in local funds raised and invested every year, United Way is unmatched in its track record of improving outcomes for children and families. United Way also values and cultivates its role as an incubator for community collaborations, seeking innovative solutions to seemingly intractable problems. Recent examples include San Antonio Fighting Back (1994-2001), a substance abuse prevention and intervention program now spun off as a 501c3; CI:Now (1998 to present), a community-accessible data warehouse to drive informed decision-making and program investments by the public and private sectors and community partnerships like EPN; and the Family-School-Community Partnership (2006 to present). United Way also is responsible for ongoing grants planning, administration and monitoring for Community-Based Family Services, a collaboration dedicated to child abuse prevention and intervention and parent training and family strengthening funded by the Texas Department of Family and Protective Services. United Way operated and coordinated Texas' CHIP Outreach program in South Texas and was awarded multiple ED technology grants to extend broadband access and computer technology to underserved communities. United Way organized and managed the Bank of America Success by 6 collaboration dedicated to enhancing school readiness in low-income neighborhoods and with the City, IRS and Catholic Charities is a lead partner in San Antonio's successful Volunteers in Income Tax Assistance Coalition, which brings back more than \$66 million in tax refunds and credits through over 33,000 returns each year.

Most of these efforts required fundraising, funds management, the integration and distribution of financial and non-financial resources from multiple sources, working with neighborhoods, schools, residents and elected officials, and collecting, analyzing and using data for decision-making and continuous improvement. The management team that led these efforts also will lead the EPN project and, since many of the collaborators are the same, the lessons learned and

experiences of these previously successful endeavors will provide stability to the EPN and will jump start its progress and impact. In each collaboration, United Way has earned the reputation as a superior fiscal agent and administrator and a compassionate convener and problem-solver. Because these efforts include grass roots and treetops relationships, United Way is the “community table” where local families, neighborhoods and leaders gather and build solutions.

The example most applicable to the EPN is the Family-School-Community Partnership. Since 2006, United Way has joined with SAISD, Presa Community Center and Family Service Association to pilot a new approach to parental engagement in inner city schools, **including EPN ES and MS**. Their mission was to use increased parental engagement as a catalyst for improved academic performance by 4th-6th grade students (recently expanded to 3rd, 7th and 8th grade). ES and MS achievement was the first step towards the long-term objective of increasing graduation rates among economically disadvantaged youth. San Antonio’s ever-increasing number of dropouts results from a complicated, multi-generational knot of circumstances and choices. These choices, whether by design or default, limit parents’ sense of what is possible for their children, causing large numbers of children to give up and drop out. The Partnership’s approach is to work with parents to first increase their involvement and then move them to more active and enriched engagement with their child’s education. Through this experience, the Partnership has learned valuable lessons that are applicable to the EPN project, including strong evidence that parental engagement leads to parental empowerment and parents realizing they are their child’s life-long educational advocate, and when that happens, shared accountability for academic achievement becomes possible. Response to the Partnership model has surpassed expectations. Parental involvement increased exponentially, with the number attending school events **up 166%**. Parents also volunteered over **45,000 hours** in their children’s schools, an

800% increase in four years. Daily and all day student attendance have improved; in fact, three Partnership schools with high absenteeism four years ago received attendance awards. Student behavior has improved and middle school referrals to alternative campuses are down, with school administrators crediting the presence of so many parents on campus. In the Partnership's fourth year (2010), tutoring resources were increased after persistent pleas from parents, reflecting the Partnership's value on parent-driven solutions. When students receiving tutoring posted significantly higher scores on state standardized tests, the United Way's Women's Leadership Council and the Chase Foundation chose to increase their investments in tutoring.

A critical lesson learned by the collaborators that has become foundational in the EPN project is the intentional shaping of services *by* residents, parents and students *for* residents, parents and students. For example, early parent participants in the Family-School-Community Partnership identified the need for an on-campus 'Parent Room' at each school. These have become trusted, highly valued spaces where parents meet, network, learn, rediscover their confidence and often ask for help improving their own education. Similarly, during home visits, specially trained parent leaders reach out to invisible, uninvolved parents, many of who feel intimidated and alienated from their children's schools due to their own lack of education. Parent leaders offer a bridge back for these families, reaching out in a way that only a neighbor can. Also, because parents led most Partnership activities, the foundation for community capacity building is strong and future leaders have been identified. To enhance accessibility, simultaneous Spanish language translation is available at all meetings and events, each parent room is equipped with translation equipment, and childcare is provided when requested. EPN followed a resident engagement, resident leadership model during the Planning Grant and will continue during the Implementation Grant to stimulate rapid realization of educational and community gains and

enhance sustainability. Finally, Partnership parents help each other meet responsibilities of family *and* school and they have been clear in their expectation: “do this with us, but not for us.” The EPN project has learned from and reflects this guidance on every level and just as the Partnership has been game changing, so too will EPN. The integration of these two, powerful initiatives, combining the assets of the parents with school reforms, offers the best hope for building academic success in Eastside children.

As meaningful and beneficial as these experiences are to the formation of the EPN Plan, a project of this magnitude requires a management team with maximum preparation. To this end, the United Way is fortunate to have received a grant from IBM to conduct a one-day ‘Project Management: Concepts & Consultation’ workshop for up to 20 members of the EPN management team. Key staff from all collaborators and EPN residents will attend the October 2011 session. (Though the Promise Neighborhood grant announcements will not have been made by that time, United Way staff elected to assign this contribution to the project because of the value it will lend.) The workshop will consist of: a) Kickoff Conference Call to address questions from participants and introduce the Client Pre-Work Template. b) 8-hour ‘Project Management: Concepts & Consultation’ workshop delivered by an IBM consultant to include basics of project management, with related exercises, and application of management concepts relevant to the EPN project. IBM will provide presentation materials and sample Project Management Templates and is granting a license to use, reproduce and distribute all workshop materials. The market value of the IBM grant is estimated at \$11,230.00. Workshop completion will provide needed capacity building for the project management team and the project director.

All other system partners in EPN have significant grant experience and several also are funders. For example, the City of San Antonio has deep administration, project development and

leadership resources and currently manages \$135 million in ARRA funding for a variety of infrastructure and direct service projects. The City and United Way regularly partner in a variety of publicly and privately funded programs and recently learned that along with two local school districts, they had been selected as one of four national sites for the implementation of the National League of Cities *Educational Alignment for Younger Children Initiative*, funding community redevelopment integration efforts that are consistent with the EPN project goals.

Two United Way staff members, Toni-Marie Van Buren and Mary Ellen Burns, will be co-team leaders for the project management team. They will be supported by a full-time Project Director. This bifurcated structure was selected because all individuals have relevant, proven strengths that will enhance project implementation. Since Ms. Van Buren and Ms. Burns have worked cooperatively together since 1997, and co-led the EPN Planning Grant, they are used to complimenting one another and sharing responsibility for outcome delivery. The Project Director and team leaders will support, coordinate and organize the project and the Advisory Board, and will execute the EPN Plan and guide implementation of the continuum of solutions. The Planning Grant staff regularly participated in meetings and conference calls offered by ED and the Promise Neighborhood Institute. The technical assistance received was invaluable; as such, *all EPN staff and representative Advisory Board members will join communities of practice organized during the Implementation Grant period to share lessons learned and best practices and strategize solutions to common barriers and problems.*

Maintaining and fostering relationships between the collaborating partners and the resident-led Advisory Board will be a primary responsibility of the Project Director. Other duties will include: supporting the Board in decision-making; facilitating community meetings; managing and supervising all EPN staff; managing subcontracts and ensuring deliverables are timely met;

supervising data collection and the development and use of all data systems, applications and reporting; working with partners to leverage the resources and investments required for the EPN Plan; and monitoring the execution of strategies required to achieve the continuum of solutions. The relevant experiences and capacities of the project management team follow.

Co-Team Leader, Toni-Marie Van Buren, Senior Vice President, United Way. Ms. Van Buren has been with United Way for 21 years. In her current position she is responsible for the varied initiatives contained within the Partners for Community Change, providing leadership and creating the systems by which volunteers and staff define United Way's priorities, pursue public policy and systems changes and community and neighborhood initiatives, make program investments, and maintain a human service safety net. She leads the process whereby the United Way and its 350 volunteers distribute \$46 million annually. Throughout her career, she has been keenly involved in children's and education issues and has served as the Project Director for more than a dozen federal and state-funded projects since 1995. Ms. Van Buren also is the spokesperson and lead communicator of United Way's public policy positions, educating and informing elected officials and the community in general. She has established strong, mutually supportive relationships with all local governmental entities, has been appointed to serve on 8 Mayoral Commissions and sits on the Board of the workforce development system.

Co-Team Leader, Mary Ellen Burns, Vice President, United Way. Ms. Burns is lead staff for United Way's impact work and the Issue Council on Students Succeeding in School, which supports the Family-School-Community Partnership. She also is responsible for United Way's accountability processes, including both financial and programmatic evaluation, and pioneered United Way's CI:Now (Community Information Now) initiative, ensuring the continued development of quality, publicly available data for and by the community. Ms. Burns has

focused much of her career on closing the gap in educational achievement, including research, planning, execution, evaluation of strategies and sustainable scalability to implement grass-roots targeted community impact activities. She was the Principal Investigator on a 2004 ED grant to build four Community Technology Centers in impoverished San Antonio neighborhoods. She was responsible for grant development and management and oversaw program accountability and relationship management with a variety of collaborators, including the City and SAISD.

Project Director, Henrietta Munoz, PhD. Dr. Munoz is currently the United Way's Director of Special Projects and the Manager of the multi-million dollar 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 through increased earnings, income and assets. She directs a variety of United Way initiatives related to fostering family economic success and has overseen multiple publicly and privately funded projects, including SAVE USA, a matched savings account program, and a FINRA Foundation grant on financial education. She was a consultant to the EPN Planning Grant and has experience supporting and reporting to a Board of Directors. She also has staff supervision experience (staff of 11) and excellent working relationships with the EPN stakeholders. Dr. Munoz will be assigned full-time to the project.

Project Manager Luis Perez has directed the efforts of the EPN Planning Phase over the past 10 months. Mr. Perez has 16 years experience with Family Service Association, leading their school-based efforts with both EPN's Family School Community Partnership and the Making Connections and state-funded, Families and Schools Together (FAST) initiatives. Mr. Perez also has extensive experience and training in managing resident-driven processes and social service delivery. Under the direction of the Project Director, he will continue to keep residents engaged in the process.

Six additional staff will ensure the complete the plan is implemented as noted: 1) Grant Compliance Manager; 2) Accounting Coordinator; 3) Parent Engagement Specialist; 4) Early Childhood Specialist; 5) Collaboration Coordinator; and 6) Administrative Assistant. These positions are further discussed in the budget narrative.

Four additional personnel resources will be available through contracted purchase for services. 1) A .25 FTE Data Integration Specialist from CI:Now will: coordinate a data-sharing interface, help operate the data warehouse with SAISD, and maintain the data analysis and reporting infrastructure. CI:Now staff have contributed similar expertise to other data-driven projects and have successfully created mechanisms for the protection of confidential information. CI:Now is also one of only 35 local partners in the National Neighborhood Indicators Partnership staffed by the Urban Institute and communicates with several other NNIP partners working on Promise Neighborhood initiatives. 2) A 1.25 FTE Data Coordinator will manage and coordinate data collection and system development and will work directly with the Collaboration Coordinator, SAISD's data consultant, ERG and EDI to ensure all users are supported. The Data Coordinator will screen and analyze project data, produce requested accountability and impact reports, identify trends, and alert the members of the project management team when action is required. 3) An experienced Evaluation Consultant (contracted position) will support the Advisory Board in assessing progress in two areas: a) improving systems that affect children and youth in the neighborhood, e.g., changes in policies, environments, or organizations; and, b) quantifying leveraged resources, e.g., the amount of monetary or in-kind investments from public and private organizations to support the EPN's overall strategic goals. The evaluation plan will include balanced quantitative and qualitative components that will result in a holistic assessment. The

Consultant also will serve as the local interface for any evaluator selected by ED and will ensure full participation of the project in the national evaluation. 4)

The United Way, the City of San Antonio, SAISD and SAHA have deep experience and fully developed operational frameworks that will enable management of a comprehensive, place-based initiative. Each has key capacities that will contribute to outcome achievement.

Capacity	EPN Partner Experience
Working with schools, the targeted LEA	The United Way and the City have operating agreements with SAISD for a variety of projects, several of which will be folded into or will support EPN
Working with government leaders and other service providers	The Offices of San Antonio’s Mayor and City Manager have been active in the development of the EPN Plan and the Continuum of Solutions. This high level support was predicated upon existing relationships among the partners, including formal joint service MOUs with the United Way, SAISD, and SAHA.
Working with neighborhoods and their residents	In addition to the Mayor’s commitment to the Eastside, the United Way, through the Family-School-Community Partnership, promotes parent engagement, leadership and resiliency in all EPN schools.
Collecting, analyzing and using data for decision making and ongoing improvement	All partners are committed to data driven decision-making and provider accountability, particularly as it enhances resource distribution and alignment. The United Way was a founding partner in CI:Now. CI:Now will assist SAISD in planning, evaluating, and benchmarking project outcomes.
Creating formal and informal relationships and generating community support to achieve results	Each partner has participated in and provided services through MOUs and has collaborated in service planning and delivery. United Way, SAHA and the City recently completed a community engagement process that was the precursor to EPN.
Securing and integrating funding streams from multiple public and private sources	The United Way, SAHA, SAISD and the City have lengthy histories of securing and managing federal and state funding and successfully meeting grant accountability standards. All of these competencies will be available to the EPN project. Existing government grants, i.e., Head Start, Moving to Work, will be aligned with EPN. Multiple philanthropic partners are being kept apprised of the parameters of the Continuum of Solutions and are willing to entertain proposals for integrated or aligned funding.
Implementing efforts similar or related to a Promise Neighborhood.	The City has implemented a variety of community redevelopment initiatives, including Making Connections, a joint project with the Annie E. Casey Foundation on San Antonio’s impoverished west side. SAISD has developed a series of educational improvement and student achievement programs and both the successful content and lessons learned will be available

	to EPN schools. United Way has led a 15-year, state funded, multi-entity community collaboration to strengthen families, serving as Lead Applicant and fiscal agent.
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The most powerful experience contributing to the success of the EPN is the soon to expire Planning Grant. The project management team led the Advisory Board in: a) building a solid infrastructure that blends contributions from multiple entities; b) holding the partners accountable for the execution of strategies required to achieve planning objectives; and c) producing a strategy for short- and long-term financing to implement and sustain the project and bring it to scale in other San Antonio neighborhoods. The EPN collaborators, all of whom participated in the planning grant, have signed a time delineated partnership agreement (attached MOU) that expresses the intent of the collaboration, aligns visions and theories of action and change, and stipulates the responsibilities each member will assume and the resources each will provide. Finally, the United Way has collaborated with the Making Connections Partnership, a 10-year community initiative first initiated by the Annie E. Casey Foundation, to create a local community of practice to enhance the work of EPN and scale it to the Making Connections neighborhood. United Way also supports the Promise Neighborhood Planning Grant application being made by Making Connections for San Antonio’s west-side neighborhood.

2. Data Collection, Analysis, Management. Though the City and other sources have begun addressing environmental, academic and familial challenges on the Eastside, the solutions typically operate in isolation. The EPN Project seeks to weave the pieces together and enable seamless resource integration, facilitated by a data sharing platform that all partners contribute to and access. SAISD, United Way and CI:Now will construct a data warehouse that meshes educational, environmental and family indicators. SAISD’s existing data repository collects many of these elements and a consultant is developing a bridge that will both enable collection, analysis and reporting of EPN program and project indicators and will facilitate inter-partner

data sharing, data chronicles, data presentation and knowledge exchanges. CI:Now has significant experience pooling and sharing information without breaching HIPAA and FERPA privacy barriers and will advise creation of a centralized data warehouse capable of tracking impact and costs at the student, family, and school levels. ERG and SAISD will link their resources to establish a comprehensive longitudinal rapid time data system that integrates student-level data from multiple sources to measure progress. ERG will provide both environmental and academic data and will report results of student interventions by campus, student, program, demographics, teacher, and other elements using the ERGAnalytics database. United Way's population-based needs assessment tool, EDI, also will be integrated and will provide a community-level measure of early development and school readiness for young children. CI:Now will assist SAISD, ERG, and EDI to feed into one managed system where multiple users can access and utilize data in real time.

Experiences from the Planning Grant advised warehouse development and the need for real time exchanges that preserve confidentiality. During this period, CI:Now shared data with and received data from SAISD without any privacy breaches. The new system will repeat these elements in interfaces between and among multiple project partners. CI:Now's existing aggregation infrastructure for unrelated computer systems, housed at a data warehouse at Rackspace Managed Hosting, will be replicated. Since all EPN partners have experience with this system, the expanded warehouse will be familiar to them, speeding use with minimal training. The data gathering system will have real-time data analysis capabilities and United Way, SAISD and CI:Now will monitor in-coming information and share critical elements with all partners to allow continuous program improvement. SAISD will share information with the Advisory Board and other key stakeholders every quarter through a comprehensive system of

standardized and customized reports presented in a variety of multimedia formats and featuring analytical tools that highlight strengths and areas needing improvement, e.g., data dashboards, maps, bar charts, and scatterplot diagrams.

The degree to which each partner is equipped for data-driven decision making and problem solving will vary widely. For example, a cultural shift is required for most American schools to stop viewing data as merely for accountability and compliance purposes and begin using it for exploration of relationships among issues, continuous improvement, and celebration of accomplishments, critical to sustaining resident and parent investment. Through professional development activities with SAISD teachers and administrators, this shift is beginning. Administrator training and the development of learning communities among teachers -- key elements of the EPN Plan -- will continue this positive direction. Similarly, parents and neighborhood leaders may not be accustomed to working with hard data and may be unfamiliar with language like “continuous improvement” and “evidence-based practice”. However, experiences with the EPN Advisory Board have demonstrated that this culture gap can be bridged through explanation and the use of more universally understood terms. Neighborhood residents intuitively understand data that relate to patterns and systems they see every day. For example, scatterplot diagrams illustrating the relationships among economic disadvantage, physical fitness, and standardized test scores were understood and embraced by most Advisory Board members after a single ten-minute exercise plotting hypothetical data points.

3. Creating Formal and Informal Relationships. The stakeholders participating in the EPN project have signed an MOU to formalize their relationships. A critical component is a shared theory of change, depicted below. Each partner participated in determining the theory and all are aligning their internal resources to contribute to the desired change.

Vision: Students graduate ready for college, careers and self-sufficiency and a neighborhood is revitalized.			
Inputs	Outputs	Outcomes	Change
Expand availability of early learning services and programs.	Enrollment in early education increases; knowledge about methods for fostering school readiness increases among family, friends and neighbors; enrollment in parent engagement, leadership and resiliency training increases.	Children enter kindergarten ready to learn and achieve. Parents are engaged in their children's education. School attendance increases. Mobility decreases.	. Children are successful in school. . Families, communities and schools work together to meet the neighborhood's physical, social, emotional and economic needs.
Implement evidence based school reform strategies to improve low performing schools.	Wider use of reading assessments, tutoring, STEM curricula, Over-age Student Model, City Year mentors, school to career instruction, New Tech High model and school capacity building. New instructional coaches ensure better equipped and trained teachers and administrators use superior instructional practices for integrating literacy, STEM in all core classes.	Test scores and attendance rates improve, grade-to-grade promotion increases, number students who are the correct age increases, increase in high school graduation rate, and increase in enrollment in postsecondary education.	. Students are motivated and engaged in learning in and out of school. . Students graduate from high school and college, have careers and are self-sufficient.
Support college and career readiness in all students, and parents.	Partnerships with area colleges increase dual credit offerings. Career readiness lab at Wheatley MS. FAFSA/TASFA-enabled computers in each Parent Resource Room. Expansion of Resident Leadership Certification Program for Wheatley Courts residents at St. Philip's College. Testing Scholarships for parents returning to school	High school graduation rates increase. College enrollment increases. College retention and completion increases.	. Schools' core instructional programs address the learning needs of students and are delivered by effective teachers that apply high standards and expectations for students. . Students of all ages receive the instruction and
Build an Out-	Co-located activities and	School day learning	

of-School Zone to insulate the education pipeline.	resources, including arts, cultural, athletics, health and fitness, recreation and sports available during out of school time; programs correspond to and reinforce school curricula; neighborhood residents and businesses share talents and assets with students and schools.	is extended. Children spend more time in physical activities, receive fine arts instruction, and have a relationship with a caring adult.	support necessary for educational completion and marketplace success. . A neighborhood is reborn, pride is restored and families, schools and communities work together for student success.
Build capacity of stakeholders and EPN providers.	Data sharing system enables standardized impact assessments and accountability, enhances capacity of project management team, identifies and remedies policy barriers that could threaten project success, leverages funding required to sustain and scale up the interventions.	Partners contribute to and receive data reports that inform decision making, quantify impact and enable accountability. New providers are added to fill gaps and better meet resident needs.	
Revitalize the Eastside, creating a livable, sustainable neighborhood where families stay, grow, graduate.	Families obtain needed services from a single site with co-located providers. Mobility decreases. Resources foster on-time immunizations, age appropriate weights for children, eating more fruits and vegetables and insurance coverage and medical homes.	Neighborhood pride increases. Livability improves. Eastside becomes a safe, attractive place to raise children.	

4. Governance structure. The Advisory Board for the EPN project includes parents and community residents, side-by-side with representatives from the lead organizations that address student performance, parent engagement and neighborhood revitalization. Toni-Marie Van Buren and a community resident elected by the Advisory Council will serve as co-chairs.

San Antonio Eastside Promise Neighborhoods Advisory Board	
Toni-Marie Van Buren	United Way of San Antonio & Bexar County, Senior Vice

	President
Dr. Christine Drennon	Trinity University, Associate Professor
Dr. Robert Durón	San Antonio Independent School District, Superintendent
Ivy Taylor	City of San Antonio, City Council Member District 2
Lourdes Castro Ramirez	San Antonio Housing Authority, CEO
Jeanne Russell	City of San Antonio, Mayor's Office
Gloria Hurtado	City of San Antonio, Department of Community Initiatives, Director
Adena Williams Loston, PhD	St. Philip's College, President
Nancy L Hard	Family Service Association, CEO
Sean Henry	Wheatley Courts Resident Council
Mae Olison	Wheatley Middle School, Principal
Alberta Harris	Sam Houston High School, Parent Representative
Debra Ryan	Wheatley Middle School, Parent Representative
Maria Barrera	Bowden Elementary School, Parent Representative
Angela Alvarez	Pershing Elementary School, Parent Representative
Myrtle Franklin	Washington Elementary School, Parent Representative
Amanda Garcia	Tynan Early Childhood Center, Parent Representative
Lester Bryant	Sam Houston High School, PTA President
Dianne Green	Arts and Culture, Resident
Juan Garcia	Dignowity Hill Neighborhood Association, President
Jo Ann Murillo	Government Hill Alliance Neighborhood Association
Judy Valdez	Government Hill Community Group Neighborhood Association
Mary Emerson	Harvard Place Neighborhood Association, President
Linda Jackson	Eastwood Village Neighborhood Association, Senior Resident
Jackie Gorman	SAGE, Executive Director

Fritz Williams, Reverend	Faith Based Representative – Antioch Baptist Church
Mel Fechner	Faith Based Representative – HIS Bridgebuilders
Kevin Nelson, Reverend	Faith Based Representative – Calvary Baptist Church
Michelle Daniels	Daniel’s Daycare - Business, Resident
Cedric Williams	Bootleg Entertainment – Business
Catherine Schneider	San Antonio Council on Literacy, Retired Teacher, Resident
Dan Walker, Jr.	Agape Cleaners – Business, Resident
Stephanie Smith	U.S. Congressman Charlie Gonzalez’ Office
Vanessa Chavez	Texas State Senator Carlos Uresti’s Office

Twenty-two of the 34 (65%) Advisory Board members are residents of the EPN.

The Advisory Board will meet at least monthly to monitor implementation and achievement of the continuum of solutions, make binding decisions, and recommend asset re-alignment when needed. Project staff and consultants will provide technical support to the Advisory Board as needed to achieve the indicated deliverables. SAISD will make semi-annual reports of changes and/or status of program and project indicators to the EPN Advisory Board, the SAISD Board of Trustees and the United Way Board. In addition to ensuring accountability, the Advisory Board will analyze achievement and impact data submitted each month to continuously refine strategies and reallocate resources to respond to problems. Ad hoc subcommittees may be asked to evaluate solutions and objectives requiring modification or to intensively troubleshoot problems. To facilitate full participation in governance, all Advisory Board meetings will be held on dates and at times and locations convenient to parent and resident representatives; transportation assistance, childcare and bilingual translation services will be available.

With their commitment to inclusion and a voice for all, the EPN Advisory Board already has begun changing the operational and support climate within the Eastside. This new approach to

integrated community development fueled by resident-defined needs and assets will contribute to the project's capacity to sustain and scale up the EPN Plan during the Implementation Grant.

5. Securing and integrating funding streams. The partners committed to implementing the EPN project have demonstrated their support for the initiative with \$25,100,288 in matching funds to be expended across the five year grant period. United Way, SAHA, and SAISD staffs have shared the results of the Planning Grant and the continuum of solutions with current and prospective investors, including corporations, governmental entities and philanthropic organizations, to build their commitment to the project and its activities. The success of these contacts is reflected in the large match commitments obtained to date.

The initiative also is fortunate to have strong support from the City of San Antonio, which has prioritized the area for investment. The City's Eastside Reinvestment Plan, part of San Antonio's Master Plan adopted by the City Council in September 2009, sets comprehensive neighborhood development goals for Community Facilities and Public Health, Crime and Public Safety, Housing and Economic Development, Transportation, and Infrastructure and Drainage. Revitalization's requisite infrastructure of policies, practices, systems and resources, and capital improvement projects is either in process or the funding mechanisms have been identified and the component is pending. The Mayor and City Council believe progress to date has established a strong predicate for expanding investment and policy support into education, especially academic programs and services that will assist SAISD in preparing students for college and career success, a key goal of the Mayor's SA 2020 community strategic planning process. The Eastside's representative on City Council also is a member of the Advisory Board.

Enabling policy, systemic and resource changes are in process at SAISD. The School Board initially targeted Washington Elementary for closure due to dwindling enrollment. The same

problem was plaguing Wheatley Middle School and, while not on the school closure list, discussions of its long-term viability were underway. The Superintendent has agreed to table both considerations to give the EPN project the opportunity to contribute to educational reforms. Additionally, the preliminary proposal to make Wheatley MS a PK-8 STEM Academy will both address dwindling student enrollment and the need for enhanced science, technology, engineering and math content at all grade levels. Finally, during a November 2010 SAISD bond election, voters approved \$19.5 million in technology upgrades, safety and security improvements, major facility renovations and additions, career instructional enhancements, and improvements to recreational and athletic facilities at all ES, MS and HS campuses in the EPN.

Competitive Priority 4: Comprehensive Local Early Learning Network. The Eastside Promise Neighborhood continuum of solutions is heavily weighted towards the expansion and enhancement of an Early Learning Network. The Advisory Board elected to invest EPN funds in this area because of resident requests and the results of the segmentation analysis, which found that for EPN children from 0-5 years old, attendance in a pre-school program or home-based care that fosters age appropriate functioning was the greatest predictor of kinder readiness. Yet 95.6% of EPN children enter kindergarten without requisite listening, reading and comprehension skills. The penetration rate of public and private center-based care is near 25% and the majority of EPN children are cared for by family, friends or neighbors (FFN) and there are minimal training or content and time enrichment services available for these providers. EPN seeks to improve the formal and informal networks of care with the provision of new learning opportunities for children and providers and the use of multiple content platforms, including public television and a community of practice that encompasses all types of learning venues, e.g., public and private child care centers, SAISD's Tynan Early Childhood Learning Center, and FFN who care for

children. Comprehensive, EPN-sponsored or coordinated quality improvement activities and early learning strategies, by provider type, follow.

Center Based Care
Increase the inventory of high quality childcare slots, including SAISD-allocated Head Start and PreK slots, childcare centers, and a new center to be opened at the revitalized Wheatley Courts.
Expand Childcare Center Mentors and the Model Classroom Project to improve quality throughout the Early Learning Network. (See Appendix F for service description)
Establish and support an EPN-sponsored Early Learning Network (community of practice) among public and private childcare providers and FFN’s to foster the wider use of evidence-based practices.
Improve parent understanding of age appropriate functioning and ways of supporting their children as their first teachers through home- or center-based training.
Engage Head Start parents in the Resident Leadership Certificate Program offered by Head Start in collaboration with Making Connections and Alamo Colleges (community college district).
Partner with SAHA’s Moving to Work program to increase the number of Wheatley Courts residents enrolled in and graduating from San Antonio College’s Child Development Certificate program, and increase placement of graduates in EPN childcare centers.
Enable the wider use of best practices by leveraging capital improvement investments, e.g., furniture, equipment, materials, books and supplies, and implementing successful approaches, e.g., Strengthening Families – The Five Protective Factors, the Nurturing Program, Texas Rising Star, National Association for the Education of Young Children, the National Association for Family Child Care.
Family, Friends and Neighbor (FFN) Care
Support FFN providers in adopting practices that foster age appropriate functioning and kindergarten readiness through Mentors and online and televised training sponsored by local public television station (KLRN), and expansion of its successful Play and Learn Program.
Reach out to FFN providers and facilitate their engagement in the Early Learning Network and the community of practice to foster wider use of evidence-based practices.
Support FFN providers in enrolling in and graduating from San Antonio College’s Child Development Certificate program and encourage their registration as family day homes.
Assist all providers in increasing accessibility for all children, regardless of ability.
Employ an EPN-sponsored Early Childhood Specialist to weave all pieces together.

Implementation of these strategies will allow the project and SAISD to test the efficacy of enhanced early childhood investments on kinder readiness, reductions in student mobility and average daily attendance. With this financial justification and evidence of cost effectiveness, SAISD will be positioned to continue the effort after the five-year grant period.

With these enhancements, the project will realize the following outcomes in EPN children:

Children demonstrate age-appropriate functioning	<p>2012: 50% score Kinder Ready (TPRI); 50% of students assessed using EDI</p> <p>2013: 80% of students assessed using EDI</p> <p>2015: EDI scores used to map where enhanced early childhood services are needed most</p> <p>2016: 66% score Kinder Ready (TPRI)</p>
Children in early childhood learning settings	<p>2012: 33% in center-based care, Head Start or Early HS</p> <p>2016: 60% in center-based care, Head Start or Early HS</p>
FFN providers participate in a network dedicated to supporting them in providing high quality care for preschool aged children	<p>2012: 25% of FFN providers (caring for 150 children ages 0-5) participate in resource bank and network activities;</p> <p>2016: 70% (caring for 550 children) participate</p>

The EPN Plan also seeks to translate increases in the number of children demonstrating age appropriate functioning into sustained literacy skills. SAISD will administer reading tests to every student, K-8, at the beginning of the school year. Those who are not at grade level will be referred to an EPN Student Support Team for the coordination of intensive tutoring and mentoring and needed family stability supports. Our shared goal is for every student to read on grade level by 3rd grade and maintain that status through graduation.

The EPN Advisory Board will supervise implementation of and outcomes from the enhanced early learning services. The EPN Early Childhood Specialist will be responsible for overseeing

and coordinating the early learning initiatives. The selected professional will have extensive experience and training in the field of early education, including State certification at the Center Administrator level or higher. The Coordinator must have managed a high quality early learning program and must have collaborated or coordinated services with other early learning programs and services. Experience in the EPN or with EPN providers will be expected.

Competitive Priority 7: Quality Affordable Housing. A key stakeholder in the Eastside Promise Neighborhood is the San Antonio Housing Authority, operators of Wheatley Courts. *SAHA received a Choice Neighborhoods Planning Grant from HUD for the redevelopment of Wheatley Courts and United Way is a partner in and provided match funding to this endeavor.* An attached MOU indicates United Way's commitment to SAHA and the Choice Neighborhood activities, and to aligning resources to the greatest extent practicable.

SAHA currently plans a staged redevelopment of Wheatley Courts to minimize family displacement and community disruption. The majority of displaced residents will be placed in Section 8 housing within the Eastside. United Way and the EPN partners are assisting SAHA in providing life skills training to Wheatley Courts residents to improve their household management skills while they live independently in the community. SAHA will provide continuous case management to these families to rapidly identify and remedy any barriers or challenges they may encounter as they acclimate to new living conditions. Also, SAISD has guaranteed that all Wheatley Courts students will be able to remain in their current school and will provide transportation for those placed in housing outside the attendance zones.

There are multiple points of intersection between the Choice Neighborhood and Eastside Promise Neighborhood projects. For example, both are committed to improving educational

outcomes in neighborhood children, increasing early learning opportunities (the revitalized Wheatley Courts will include a high quality child care center), and improving resident health and wellness (Wheatley Courts will include an on-site primary health care clinic). With these shared investments, the two projects will make significant improvements to neighborhood stability and family strengthening.

SAHA has built a solid foundation for the Wheatley Courts revitalization, and the family stabilization and student improvement outcomes that will accrue. Through a recently awarded Moving to Work grant (HUD), SAHA and its collaborators, including United Way, have created a number of self-sufficiency activities and increased housing choices for Eastside residents. For example, Eastside residents living in subsidized housing are eligible to receive incentives when they participate in job training, adult education, and employment. Also, to improve the quality of early education services in the neighborhood by increasing the availability of skilled workers, SAHA sponsors a Child Care Training Program that targets public housing residents. Additional job training programs are available in Cable Installation and the Resident Leadership Program. Finally, SAHA is steadily increasing the inventory of subsidized housing in the Eastside to offer more choices for families, an array that begins with Wheatley Courts and progresses through mixed-income communities and on to home ownership.

Implementation Grant Priority 8 (Invitational) Woven throughout this EPN plan is the importance of parents and adults as children's first and best teachers. The FSC Partnership has been successful in re-engaging many disenfranchised parents with the schools their children attend. The FSC Parent Leadership Academy builds on the parent's skills and provides additional tools for leadership and engagement. It has been our experience that many parents decide to go back to school themselves, as role models for their children. While many

community supports have been discussed, we have included, Scholarships for Adult Basic Education to cover the costs of classes and testing (GED, ESL, etc) for EPN parents returning to school or training. In partnership with SAHA's *Moving to Work* program, we anticipate many parents to pursue education, job training, and employment opportunities.

Appendix F: Continuum of Solutions

Eastside Promise Neighborhood

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

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

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

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

coordinate and apply necessary resources.

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

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

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

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

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

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

	2008; Bottoms, Young, & Han, 2009; Cunningham, Erisman, & Looney, 2007; Dounay, 2006; Kreider, Caspe, Kennedy, & Weiss, 2007; MacDonald & Dorr, 2006; McDonough, 2004; Rowan-Kenyon, Bell, & Perna, 2008; Wimberly & Noeth, 2004). Community involvement—including postsecondary institutions, community organizations, and local businesses—also has been shown to contribute toward successful student transition to college and careers (Bangser, 2008; Bottoms, Young, & Han, 2009; Cunningham et al., 2007; MacDonald & Dorr, 2006; Martinez & Klopott, 2005; Oakes, 2002; Pathways to College Network, 2003).
Timing	2012: Placement of computers in school libraries and Parent Rooms to enable college search activities and completion of FAFSA/TASFA to secure financial aid. 2013: Minimum of two visits per year from local colleges and universities at EPN MS and HS to include presentations about financial aid, career exploration and dual credit course options. Family-School-Community Partnership provides regular training on methods of talking to children about the importance of postsecondary education, and takes parents on field trips to Café College. 2014: 70% of Sam Houston HS seniors complete online college application (Apply Texas) and their parents complete FAFSA/TASFA. 2016: 80% four-year graduation rate for Sam Houston HS. 95% of EPN high school graduates enroll in postsecondary education/certificate-based training.
Partner Responsible	SAISD, United Way, Alamo Colleges (through SAISD), City of San Antonio
Number of Children	796 students at Sam Houston HS
Percentage of Children	2016: 80% four year graduation rate (170 seniors, 136 graduate) 2016: 95% of graduates (129) enroll in postsecondary education
Per Child Cost	YR1 - \$416.33 (Federal \$175,000; \$156,400 Matching)
Funding Sources	SAISD, Alamo Colleges (through SAISD), United Way
Scaling Up	Activities that successfully build college and career readiness skills will be imported to additional SAISD campuses and recommended to other local school districts. Activities that support FAFSA/TASFA completion will be imported to other SAISD campuses and adopted by Café College. Successful parent engagement strategies are currently being expanded throughout the community as funding allows.
Evaluation	Measure and report: standardized test scores, FASFA/TASFA completion, postsecondary enrollment, enrollment in parent training; four-year graduation rate. Compare to interventions received by population and grade.
FAMILY and COMMUNITY SUPPORTS	
Solution #5: EPN students are healthier through the consistent availability of fitness, recreational and sports activities and nutritional assistance and their educational performance improves with the availability of aligned learning and enrichment activities.	
Results from Segmentation	. EPN students do not have sufficient access to out-of-school programs that contribute to fitness or extend or are aligned with school day.

Analysis	<ul style="list-style-type: none"> . Parents report that 68% of children exercise for one hour or more per day, though these estimates are believed to be very high. . 8.6% of school-aged children participate in structured afterschool programs.
EPN Approach	<ul style="list-style-type: none"> . Establish afterschool and summer programs for all EPN children, drawing in existing community providers (e.g., St. Philip’s College K-8 Summer Academy, Boys and Girls Club, SA Youth, YWCA, Girls Scouts, Communities in Schools) on a rotating, scheduled basis, to offer curricula-aligned and/or arts, cultural, athletic, health and fitness, and youth development programs at EPN parks, schools and Community Centers. . Reestablish youth sports leagues underwritten by EPN businesses. . Extend the school day through academic enrichment at Wheatley MS (e.g., Robotics camps offered by Sam Houston New Tech High students). . Re-establish City Parks and Recreation Department summer programs at City parks in the EPN and use the newly built walking track at Wheatley MS to enable exercise and improve fitness of EPN residents of all ages. . Coordinate monthly community service projects for all age groups, planned and executed by afterschool participants assisted by churches, providers, the Ambassadors Group (Wheatley and Sam Houston alumnae), EPN Neighborhood Associations and businesses, and parents. . Employ a dedicated Collaboration Coordinator to identify and maximize opportunities for aligned in-school and after school programming, importing new resources for EPN children and youth to fill identified gaps, supporting capacity enhancements in existing providers, and monitoring quality of available services against goals of EPN Advisory Board. . Employ a Parent Engagement Specialist to connect and leverage EPN resources with opportunities built by the Family-School-Community Partnership in the EPN schools. . Conduct Little Bites, Big Steps nutrition classes for parents and children at the Eastside Community Centers and Wheatley Courts to teach affordable, healthy approaches to eating. . Establish Community gardens on each EPN school campus and at the Eastside Community Centers. . Build a new playground at the Eastside Community Centers so children, parents, and seniors in the area have a safe place to play and exercise
Evidence	<p>AFTERSCHOOL PROGRAMMING: When the school day is extended by after-school programming that is both recreational in nature and tightly intertwined with school curricula, a one-half letter grade improvement was demonstrated in reading and math scores (Chicago Community Schools Initiative). A leading expert on expanding school hours found: "Given the number of working parents and the absence of constructive alternatives in the late afternoon...afterschool programs focusing on the arts, sports, technology, community service and other activities would be an important and long overdue investment. And the benefits of such programs to the development of motivation, creativity and self-esteem are well-documented."</p>
Timing	<p>2012: Increase participation in existing, structured after school and summer opportunities by 70%.</p>

	<p>2013: Increase the number of afterschool and summer activities aligned with STEM curricula by 30%.</p> <p>2015: At least 200 parents per year complete the 5 Little Bites, Big Steps workshops.</p> <p>2016: 90% of youth participate in 60+ minutes of exercise every day; 30% increase in the number of students participating in STEM aligned curriculum outside of school.</p>
Partner Responsible	United Way, SAISD, City of San Antonio
Number of Children	4,264 children from ages 5-19
Percentage of Children	30% or 1,279
Per Child Cost	YR1 - \$387.87 (Federal: \$672,900; \$980,975)
Funding Sources	United Way
Scaling Up	All EPN schools will host a broader array of afterschool programming that is tied to academic curriculum. Other afterschool providers will adopt the school-aligned components of the EPN project. EPN businesses sponsor year round sports teams and continuously support neighborhood children.
EVALUATION	Measure and report: afterschool participation, minutes of exercise each day and week, numbers of fruits and vegetables consumed each week by children and adults, childhood obesity percentages, number of children in sponsored sports activities. Compare to interventions received by population and age.
Solution #6: EPN students feel safe.	
Results from Segmentation Analysis	<p>. A 2011 youth survey conducted during the EPN planning grant revealed that only 51% of Wheatley MS students feel safe at school. When asked about what they would like to see change, most mentioned reductions in gangs, bullying, drugs and violence.</p> <p>. The 2011 EPN School Climate Needs Assessment indicated that both parent and student focus groups rated in-school safety and student safety when traveling to and from school as problematic and a high priority for remediation.</p> <p>. The most recently published crime statistics (2009) show a violent crime rate (crimes per 1,000 residents) for the Eastside Substation of 62.10 compared to the City's overall rate of 23.80.</p>
EPN Approach	<p>. Use approved SAISD bond funding to improve campus security, including tightening access control by installing security cameras, issuing and requiring building access cards, and installing classroom door safety locks; and improving exterior lighting, perimeter fencing and emergency fire alarm and sprinkler systems at all six EPN school campuses.</p> <p>. Establish "safe corridors" for kids walking to and from school.</p> <p>. Dispel internal and external community perceptions of safety issues on the Eastside by bringing in more external partners to provide services and continuing EPN block parties and movie nights to bring residents out of their homes and back to meeting each other.</p>

	<ul style="list-style-type: none"> . Establish EPN safety committee that brings together Police Departments from SAISD, SAHA and the City of San Antonio to discuss concerns, implement new crime fighting strategies and monitor progress. . Reestablish once successful and widespread Neighborhood Watch strategies in the EPN once residents no longer fear reprisals from gang members and criminals and trust in law enforcement increases. . Import substance abuse treatment resources to help drive down crime rates.
Evidence	Protecting our children from harm is more important today than ever before. School settings are important sites for increasing protection as they are also points where bullying and cyber bullying occur or are focused. Internet safety, dating violence and hate crimes are emerging concerns on many school campuses, diverting attention and resources from the primary mission of establishing a positive learning environment. Multiple new initiatives have been launched to bring balance to the status quo. For example, Texas Office of the Attorney General (OAG) assists local school administrators to create and maintain a safe, positive learning environment for all students through the Texas School Safety Center, which offers resources and evidence based practices to foster school safety and helps school officials handle a variety of safety and disciplinary problems.
Timing	<p>2012: In-school safety improves after bond-enabled construction is completed; all EPN Early Learning, ES and MS schools have safety guards.</p> <p>2013: 90% of EPN students report feeling safe in school and traveling to and from school.</p> <p>2015: 66% of students remain in the same EPN school each year.</p> <p>2016: A San Antonio Police Department substation opens on the revitalized Wheatley Courts property across the street from Wheatley MS.</p>
Partner Responsible	San Antonio Housing Authority, City of San Antonio, SAISD
Number of Children	5,474
Percentage of Children	90%
Per Child Cost	YR1 - \$21.80 (Federal: \$13,500; \$102,000)
Funding Sources	SAISD, City of San Antonio
Scaling Up	The EPN project will strengthen existing safety services in EPN schools and will evaluate the success of each initiative against specific outcome measurements. Those that are found to be successful will be expanded to other SAISD schools outside the EPN. The use of block parties and safety committees will be expanded beyond the EPN footprint if they are successful in driving down crime rates and/or making students feel safe in and outside of school.
Evaluation	Measure and report: qualitative data collection on student perceptions of safety and crime statistics; results of EPN resident surveys. Compare to programs and interventions enacted in the EPN.
Solution #7: EPN students live in a stable community with an expanded stock of affordable housing.	

Results from Segmentation Analysis	<ul style="list-style-type: none"> . The EPN community is marked by significant instability and distress, as evidenced by 962 lots that are vacant or contain substandard housing. Also, 634 EPN families (16.6%) live in subsidized housing. . Families living in substandard housing and those living in subsidized housing have a higher transient percentage than other categories of renter occupied or owner occupied housing. . Mobility predicts performance at all grade levels: among lowest performing students, 40% of K-3rd graders, 34% of 3rd-5th graders, and 13% of 5th-8th graders had changed schools at least once.
EPN Approach	<ul style="list-style-type: none"> . Transform Wheatley Courts Public Housing and surrounding blocks (as part of HUD's Choice Neighborhood's initiative) by bringing online newly developed public housing and previously unavailable single and multi-family affordable housing and creating a catalyst for mixed-income redevelopment throughout the EPN. . Provide training to dislocated Wheatley Courts residents in household management skills through the Choice Neighborhood grant. . Offer co-located health, childcare, parent training, and recreational resources at the revitalized Wheatley Courts to stabilize resident families and contribute to the maintenance of a static residence. . Launch planned, long-term municipal infrastructure investments and continue public works sweeps. . Enhance the EPN's walkability by improving the network of sidewalks, add bike routes and increase service by public transportation.
Evidence	<p>MOBILITY: See Solution #2.</p> <p>STABILITY: There is sound statistical evidence that children cannot learn if they lack housing, health, nutrition, a safe environment, and/or financial stability (Duncan, 1997).</p> <p>THE LINK BETWEEN EDUCATION AND PERMANENCY: Educational outcomes significantly affect long-term life stability for all children, and stability and permanency can promote educational success. Better student performance has been linked to the family's economic and housing stability and to increased marital and family stability. Conversely, educational failure has long been linked to higher rates of homelessness, unemployment, and incarceration.</p> <p>http://fosteringmediaconnections.org/wp-content/uploads/2010/08/ABA_edpermanencylink.pdf</p>
Timing	<p>2014: Residency retention increases as evidenced by 66% of EPN students remaining in the attendance zone for K-8th grade.</p> <p>2015: Increase walkability score (walkscore.com) by 20% in EPN (SA 2020 cites a score of 44 for the City of San Antonio)</p> <p>2016: Only 5% of EPN students live in substandard housing.</p>
Partner Responsible	San Antonio Housing Authority, the City of San Antonio
Number of Children	2,495 K-12 students
Percentage of Children	100% impacted; 66% (1,647) remain in same school each year
Per Child Cost	YR1 - \$48.09 (Federal \$120,000; \$246,372)

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

	. Create a system to track leveraged resources throughout the EPN and hold partners and collaborators accountable for their commitments.
Evidence	There is sound statistical evidence that children cannot learn if they lack housing, health, nutrition, a safe environment, and/or financial stability (Duncan, 1997). Also, a central location gives families and children easy access to the tools they need to be successful in school (Dryfoos, 2002).
Timing	2012: Number of children with a medical home increases to 75% 2014: Mobility rate is lowered; 66% of EPN students remain in the attendance zone (K-12) as their families stabilize and thrive. 2016: 90% of EPN children have a medical home and do not use emergency rooms for routine medical needs. 60% of EPN students weigh in age appropriate ranges. 100% of EPN children enter school with appropriate immunizations. 75% of EPN children eat five or more servings of fruits and vegetables daily. 100% of EPN children are covered by health insurance.
Partner Responsible	United Way, SAISD
Number of Children	5,474
Percentage of Children	Varies by initiative (see Timing above)
Per Child Cost	YR1 - \$334.64 (Federal \$742,500; \$1,089,348 Matching)
Funding Sources	United Way, SAISD
Scaling Up	The EPN project will strengthen existing family support services through the establishment of co-located services and resources. The impact of this approach will be evaluated against specific outcome measurements. If the initiative is found to be successful, United Way will advocate for the broader adoption of co-located service centers outside the EPN.
Evaluation	Measure and report: family stability, as indicated by student mobility rates; the number of children connected to medical homes; the number of parents reporting that they read to their children or encourage their children to read out of school; children's nutritional profiles; childhood obesity rates. Compare results by intervention and provider.
Solution #9: EPN students have access to 21st Century learning tools.	
Results from Segmentation Analysis	. Significant percentages (38.7%) of EPN residents do not have access to Broadband Internet. . Much of the EPN area does not have Broadband Internet coverage; resident socioeconomics signal that few can afford the monthly service fees.
EPN Approach	. Increase aligned STEM instruction in all EPN schools (K-12) to demonstrate the capacities of leading technologies with students who do not have access to these assets outside of school. . Expand options for cost-free access to the Internet by opening a computer lab at the Eastside Community Center(s) for use by children and youth after-school and adults during the day. . Place Internet-enabled computers in all Parent Rooms in all EPN schools for parent use during school hours.

	. Install universal Internet connectivity infrastructure at Wheatley Courts during Choice Neighborhoods-funded revitalization.
Evidence	Today’s students are immersed in a variety of technologies from a young age. As such, they have been described as “wired” or “digitized,” but even these tags are outdated almost upon arrival. Prensky (2001a) called this first generation to grow up in a society immersed in technology “digital natives”—the generation that has spoken the language of technology from birth. Ironically, such familiarity and comfort with all things digital present challenges for educators who struggle to keep up with an ever-changing technology context and students who no longer process information primarily in a sequential manner. Although technology can facilitate communication, today’s students must learn to <i>apply</i> technology tools appropriately in order to process multiple perspectives on real-world problems and formulate solutions to these problems (Partnership for 21st Century Skills, 2002). STEM curricula enable this exchange and help teachers integrate 21 st century skills, e.g., nonlinear thinking, into coursework.
Timing	2012: Internet access increases 30% through new connectivity resources at the Eastside Community Centers and EPN schools. 2016: Universal wireless Internet access is available to Wheatley Courts residents after Choice Neighborhood revitalization is complete.
Partner Responsible	United Way, San Antonio Housing Authority, Education Service Center-Region XX
Number of Children	5,474
Percentage of Children	30% of non-Wheatley Courts residents; 100% of Wheatley Courts - \$10 residents
Per Child Cost	YR1 - \$78.32 (Federal \$55,000; \$373,750 Matching)
Funding Sources	United Way, San Antonio Housing Authority, Education Service Center-Region XX
Scaling Up	When the integration of STEM curricula improves EPN student performance, SAISD will expand these practices across the district. United Way will continue its existing efforts to increase affordable Internet access throughout the community. The use of community centers and libraries will be the primary method as these are widely dispersed and easily accessed.
Evaluation	Measure and report: the number of new wireless and hard-wired Internet access points, the number of children and adults utilizing the Internet resources of the Eastside Community Center(s) and the EPN school Parent Rooms.