

Los Angeles Promise Neighborhood Project Narrative

The Youth Policy Institute (YPI) and partners in the *Los Angeles Promise Neighborhood in the Promise Zone* project have spent the last six years building and implementing the place-based strategy described in this narrative. This work has been greatly accelerated by the selection of Los Angeles in the first round of President Obama’s federally designated Promise Zones in 2014. The City of Los Angeles as Lead Agency joined with YPI as the Lead Implementation Partner of the LA Promise Zone in recognition of YPI’s track record in community revitalization and place-based initiatives. The proposed LA Promise Neighborhood is a core part of the LA Promise Zone strategic plan, and will be integrated into leadership and administrative framework of the Zone to meet Education objectives. YPI is also spearheading related initiatives in the LA Promise Neighborhood for community revitalization, including housing and public safety initiatives funded by Choice Neighborhoods and Byrne Criminal Justice Innovation awards to YPI over the last three years. Additional highlights of the LA Promise Neighborhood include:

- YPI has nearly 30 core partners representing community-based organizations, institutions of higher education, the public sector, and the business community; and 63 partners in total.
- [REDACTED]
[REDACTED] YPI operates three charter schools and two district schools, and FamilySource, WorkSource, and YouthSource Centers. [REDACTED]
[REDACTED]
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- As demonstrated in the letter signed by Superintendent of Schools Michelle King, YPI is the only agency in Los Angeles to receive LAUSD Board approval (by unanimous vote at June 14, 2016 meeting) for our Promise Neighborhoods application (see p. 140 of *Appendix*).

- YPI is also one of very few agencies in Los Angeles to have both a Master Services Agreement and a Data Sharing Agreement with LAUSD. These agreements integrate services and funding at schools while gathering 72 types of data at individual student level. YPI has capacity to handle this data, with 22 staff in our Research & Evaluation Department. In one example of this expertise, YPI's Director of Research and Evaluation is invited to the White House in September 2016 to participate in a convening on Research and University Engagement in Promise Zones with other leaders in the field. Please see more details on the LAUSD relationship on p. 53 of this narrative and Agreements on pp. 590-649 of *Appendix*.
- The LA Promise Zone is part of one of only nine Performance Partnership Pilots (P3) awarded by the U.S. Department of Education in 2015. LA P3 is breaking down barriers between City, County, and nonprofit providers to serve disconnected opportunity youth, including in LAPN. Partners include the City and County of LA, the LA Unified School District, and the LA Community College District. The City and LAUSD have worked with YPI in the Promise Zone to implement a reengineered youth center-based system focused on high school dropout recovery. This approach is supported by LA City and County Workforce Development Boards, the CA Employment Development Department, LA Area Chamber of Commerce, and other County and City Departments, including Probation, Children and Family Services, Public Social Services, Health and Mental Health.
- YPI has a strong record of philanthropic support for our place-based initiatives, including current and past support from Citibank, Annenberg Foundation, Dwight Stuart Youth Fund, Conrad N. Hilton Foundation, Weingart Foundation, California Community Foundation, California Wellness Foundation, The California Endowment, the Local Initiatives Support Corporation, and United Way of Greater Los Angeles amongst others.

STEM Academy of Hollywood, a flagship school for YPI and an LAUSD linked learning pilot school, had particularly striking gains. According to 2015-16 SBAC results, STEM demonstrated a 38 percentage point increase in English proficiency (from 43% to 81%). Results are even more extraordinary as they place **STEM Academy in the top six highest performing high schools in ELA proficiency in all of LAUSD**, even as the high school has the highest free and reduced meal rate of these six top schools at 94%. YPI and STEM Academy are excelling even as they serve some of the poorest and highest need students and families in the entire city.

Services saturated at STEM by YPI and partners working with school include two Linked Learning tracks in Healthcare and Engineering, Academic Tutors and College and Career Ambassadors, and SAT/ACT preparation, tutoring in and after school, dual enrollment, and paid internships and field trips. YPI works with Loyola Marymount University to host professional development colloquia where principals convene to share best practices. This includes academic support, working with principals to set school and student academic targets, and alignment of student and parent services. YPI College Advisors at STEM, for example, discuss with each 11th grade student how performance on SBAC annual standardized tests lets them take credit-bearing CSU/UC classes upon entry to college while avoiding remediation classes. Postsecondary entry rates by STEM students this past year have also been extraordinary. In 2014, STEM had five seniors apply to UCLA. None were admitted. In 2016, 35 applied and 15 were admitted—a 42.8% acceptance rate compared to UCLA’s overall acceptance rate of 15%. 10% of the entire graduating class was admitted to UCLA this year. In total, 41 STEM students are attending University of California schools this fall - more in a one year than in entire history of the school.

These transformative results can also be seen across all schools working with YPI. Pacoima Charter Elementary School, where YPI has partnered for the last fifteen years, saw a 10

percentage point increase in those meeting both Math and ELA proficiency levels. Vaughn Next Century Learning Center (a K-12 charter school), where 98% of families are eligible for free and reduced lunch, saw a 17 percentage point increase in English proficiency (55% to 72%) and a 20 percentage point increase in Math proficiency (15% to 35%). Overall, 16 of 18 targeted schools increased in ELA proficiency. YPI's partnership school Sylmar Biotech Health Academy had a 19 percentage point jump. Of the ten high schools, scores were up 8% in ELA and 6% in math, significantly outperforming statewide increases of 3% in ELA and 4% in math for high schools.

LAPN will serve eight schools (3,914 students) and an increasing proportion each year.

YPI is applying under **Absolute Priority 1** and under **Competitive Preference Priority 1: Improving Early Learning Development and Outcomes**. Under **Competitive Preference Priority 2 Quality Affordable Housing**, YPI and the Neighborhood will serve geographic areas that were the subject of affordable housing transformation pursuant to a Choice Neighborhoods grant awarded by the U.S. Department of Housing and Urban Development in 2013. YPI and partners will meet **Competitive Priority 3: Promise Zones** with a Promise Neighborhoods project to serve and coordinate with a federally designated Promise Zone - the Los Angeles Promise Zone, where the LA Promise Neighborhood is located (see map on p. 15). As well, YPI is applying under **Competitive Preference Priority 4: High School and Transition to College**. **Need for the Project** *Magnitude or severity of problems to be addressed by the proposed project*

The LA Promise Zone that encompasses the Promise Neighborhood is a unique community for federal investment. There is no other in California quite like it, where extremely high poverty rates are coupled with proud ethnic enclaves where neighbors are partners in revitalization. The Promise Zone's juxtaposition of high needs and major assets offers the chance for a Promise Neighborhood to transform distressed schools within the Promise Zone framework

for neighborhood revitalization. As the Promise Zone’s Lead Implementation Partner, YPI is a “community quarterback” positioned to spearhead the Promise Neighborhood initiative.

The LA Promise Zone has over 165,000 residents and over 40 schools, so YPI completed a needs assessment and segmentation analysis to identify areas and schools in greatest need. The needs assessment included primary data through interviews, focus groups, and secondary data.

In order to delineate an implementation plan that prioritizes children with highest needs, segmentation analyses were conducted in three parts: (a) overall geographic density and spatial analysis of need (e.g. poverty, educational attainment); (b) child and student sub-variable need by educational segment; and (c) student and school need by target site. These compartmentalized segmentation analyses were used to develop the design for core services, identify areas of highest need within the Promise Zone boundary to target with a Promise Neighborhood, select target schools, and plan for how to target services within schools to serve students most in need.

Geographic Segmentation analysis helps identify where highest needs are by visually mapping density of need through neighborhood spatial analysis. Using Esri Community Analyst, YPI mapped secondary data on needs like poverty and educational attainment to inform selection of neighborhood boundary and target schools. Geographic segmentation revealed two areas of highest need: Hollywood and Pico-Union/Westlake, so those were selected for the Promise Neighborhood. See segmentation maps in Appendix pages 579-585 that map need-related data.

Children and Student-Need Segmentation examined needs by age cohorts (high school students had very high truancy rates) and by sub-population like English Learners. Segmentation analysis identified common needs across schools, which creates efficiencies of scale for interventions, while also ensuring program design is targeting highest need groups.

Student and School-Site Need Segmentation informs how services will be implemented to

serve greatest need students. Through focus groups, stakeholder interviews with principals and analysis of secondary data, YPI developed School Implementation Plans that customize the core model created through segmentation analyses. Principal interviews covered administrative and teacher professional development, curricular development, available resources and resource gaps for students/families, safety concerns, and strengths (see School Plans in *Appendix* pp. 255-357).

Results of Needs Assessment. The Los Angeles Promise Neighborhood in the Promise Zone (LAPN) encompasses the communities of Hollywood and Pico-Union/Westlake, which have 19,015 residents and 6,970 households (American Community Survey (ACS) 2010-14). 25% (4,729) of all residents are under the age of 19 and 6.7% (1,266) are under 5 years of age. The population is largely Latino (73%) with 35% foreign born. Pico-Union/Westlake has a large population of Central American immigrants, including many unaccompanied minors who have fled countries like El Salvador because of gang violence. The principals of LAPN high schools estimate that 10% of their students are unaccompanied minors, who lack stable housing, family supports, or access to other basic needs like food. In addition, 44% of the LAPN population is linguistically isolated with 56% speaking English less than very well (ACS 2015).

LAPN targets poverty-stricken areas of the city, with 32.7% of families below the federal poverty line, and a majority of residents (71.2%) with incomes less than 185% of the federal poverty level- the standard used to qualify for poverty-related benefits like WIC (ACS 2010-14). 21% of LAPN households earn less than \$15,000 annually (Census 2010, Esri 2016 forecast). 10% of LAPN households receive CalFresh (food stamps). 17% of households are led by single parents with children under 18 (ACS 2010-14). 13.4% of adults are unemployed (ACS 2015).

56% of LAPN households have a demonstrated housing burden, with 30% of income going towards housing costs. 28% of households are severely rent-burdened, contributing over

half of income to rent monthly. 12% of all households are overcrowded, with 1.5 occupants per room or more. Even LAPN residents above the poverty line struggle; 33% of households with incomes over 300% FPL are food insecure (LADPH, 2015). LAPN target schools have 94% of the students who are eligible for free or reduced priced lunch (CA Dept. of Education, 2015).

As demonstrated by LA Police Department data (2014), the Promise Zone violent crime rate is 10.5 per 1,000 persons, almost twice as high as overall City of LA violent crime rate of 5.5 per 1,000 persons. Within LA County Service Planning Area (SPA) 4 that contains LAPN, 36% of parents/guardians feel that public safety in their neighborhoods is only fair or poor (LADPH, 2014). Data from LAUSD School Experience Surveys shows that 47% of LAPN students do not feel safe around their school. Principal Lawrie at Hollywood Primary Center said families have difficulty getting to YPI's center due to crossing gang boundaries to get there.

Healthcare access is a challenge. 38% of families in SPA 4 report difficulty accessing medical care (LADPH, 2015), 24% of children do not have dental insurance of any kind and 11% of children ages 3-17 did not obtain dental care last year due to cost. 19.7% of children report being told by a doctor or a nurse that they have asthma (YRBS, 2015; LADPH, 2015). Within SPA 4, 16.6% of children have identified healthcare needs (LADPH, 2015).

Teen birth rates are higher in SPA 4 than LA County as a whole or nationally, with 36 births per 1,000 females ages 15-19 in SPA 4, 23.5 per 1,000 in LA County and 26.1 births per 1,000 females in the US (LADPH 2015). In SPA 4 30% of families with children ages 0-5 report difficulty finding childcare, and 73% of those cite cost as the biggest barrier (LADPH, 2014).

Across SPA 4, 14% of residents have very low food security, and 42% of children and 58% of adolescents demonstrate substandard nutrition, consuming fast food at least once a week. 33% of children and 53% of adolescents report consuming at least one sugary beverage a day.

27% of children in grades 5, 7 and 9 are obese, higher than county average of 22%. California law requires students to receive selected immunizations before school entry, resulting in overall high rates of immunization and low levels of most vaccine-preventable diseases, with 7.2% of kindergarteners not receiving all required immunizations prior to school entry. Yet in LA County this rate is nearly one-third higher, with 10% of all kindergarteners lacking all required immunizations prior to school entry, and being sent home from school until they have received all required immunizations (CA Dept. of Public Health, Kindergarten Assessments, Feb. 2016).

The majority of the LAPN population is within the attendance zone of a persistently lowest achieving high school, the Miguel Contreras Learning Complex (MCLC), classified as a Tier 1 school by the most recent list released under the federal No Child Left Behind guidelines before the state obtained a waiver from regulations. The other LAPN schools are classified as low performing under provisions of No Child Left Behind Act (Politi Elementary School, Berendo Middle School, Monseñor Oscar Romero Charter Middle School and Hollywood Primary Center).

MCLC has undergone school transformation (please see p. 34) and now consists of four separate high schools (Business and Tourism, Global Studies, Social Justice, and Academic Leadership Community). All four schools have an average free and reduced price lunch rate of 94%, far higher than LAUSD (76%) and California (59%). All schools have high portions of English Learners, with Academic Leadership Community (ALC) having the highest rate at 30%, and higher than LAUSD average of 25% and California's average of 22%. According to 2015-16 LAUSD School Experience Survey, 21% of MCLC parents report never receiving information regarding their child's progress towards becoming English proficient in the last year. MCLC has a truancy rate of 57%, substantially higher than LAUSD (35%) and the state (31%) (CDE).

LAPN will also serve the following feeder schools: Hollywood Primary Center, Leo Politi Elementary, Monseñor Oscar Romero Charter (MORCS), and Berendo Middle. Several feeder schools struggle with disciplinary issues. Berendo Middle has an expulsion rate of 0.1 and MORCS has a rate of 0.3, higher than the LAUSD expulsion rate of 0.0. MORCS has a suspension rate of 10.7, significantly higher than LAUSD average rate of .9 (CDE 2014-15).

All eight schools will benefit from support in raising students’ proficiency levels in English Language Arts (ELA) and Mathematics. At elementary schools, over **four-fifths of students** are not at grade level in either ELA or math. At middle schools the rate of students not at grade level is 71-89%. These low rates persist at high schools in math, with 87% of students at School of Social Justice and 76% at School of Business and Tourism below grade level.

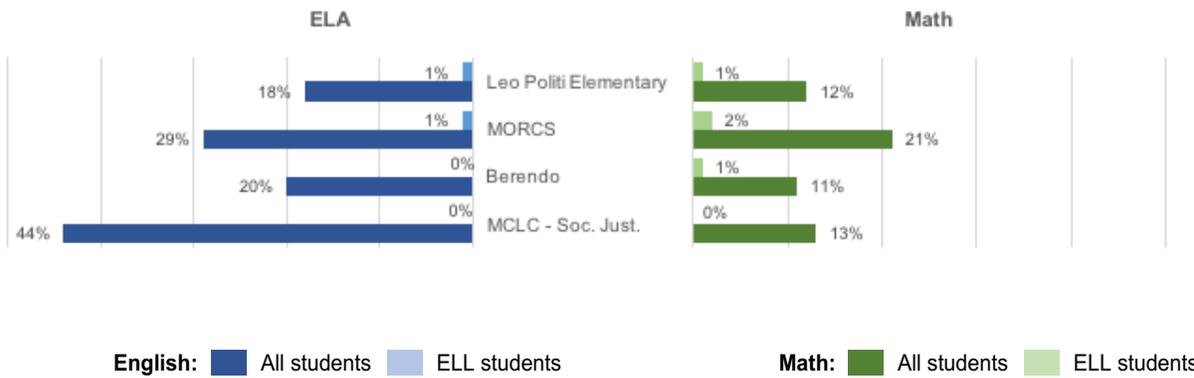
2015-2016 SBAC, Students NOT Meeting Standards in Core Subjects		
School	ELA	Math
Hollywood Primary Center	86%	86%
Leo Politi Elementary	82%	88%
LAUSD Grades 3-5	63%	69%
Berendo Middle	71%	79%
MORCS	80%	89%
LAUSD Grades 6-8	64%	74%
MCLC- Academic Learning Community	37%	77%
MCLC- School of Global Studies	44%	80%
MCLC School of Social Justice	57%	87%
MCLC School of Business and Tourism	21%	76%
LAUSD Grade 11	46%	75%

Segmentation analysis shows many students near proficiency but needing academic supports to transition into proficiency. YPI will deploy AmeriCorps tutors to serve 100% of students nearly meeting standards, and budget for teachers’ extended time to work with students at lower proficiency.

2015-2016 SBAC, Students Nearly Meeting Standards in Core Subjects		
School	ELA	Math
Hollywood Primary Center	25%	29%
Leo Politi Elementary	18%	28%

Berendo Middle	29%	27%
MORCS	34%	29%
MCLC- Academic Learning Community	28%	39%
MCLC- School of Global Studies	34%	29%
MCLC- School of Social Justice	35%	18%
MCLC- School of Business and Tourism	16%	46%

Segmentation analysis shows that LAPN schools have a large population of English Learners (ELs). At Politi Elementary, 12-18% of students were proficient in English and math, versus 1% for EL students. At two middle schools, 21-29% of students are ELA proficient compared to 1-2% of ELs. While schoolwide rates vary for math (11%-21%), they far exceed share of EL students proficient in math (0-1%). Data was only available for one high school. A large gap continued to persist as 44% and 13% of students were proficient in English and Math, whereas rate was 0% for ELs. This is significant as each school has a high EL proportion. Elementary schools are at 45% and 65%, while ELs represent about a quarter of middle school students, and up to 30% at high schools. District-wide, only 25.9% of students are ELs, so some LAPN schools enroll double this proportion (CDE 2015-16). LAPN will dedicate EL resources, such as teacher professional development training from Loyola Marymount University.



Indicators of early academic need prior to 3rd grade are stark. At Politi ES, only 62% of kindergarteners, 58% of first graders and 59% of second graders met end-of-year benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in 2014-15, compared to 65%

across the District. At Hollywood PC, only 63% of 1st graders and 41% of 2nd graders in 2014-15 met the DIBELS Oral Reading Fluency benchmark, compared to 68% and 51% in LAUSD. Only 78% of 1st graders met the DIBELS Retell Fluency benchmark, compared to 83% across the District. And only 48% of 2nd graders at Hollywood PC (and only 27% of ELs) met DIBELS Next Composite score benchmark, compared 62% in LAUSD (and 43% of ELs).

None of LAPN target high schools exceed the statewide graduation rate (CDE 2014-15). Cohort graduation rate of these schools is 76.8% and below the state average of 82.3%. This number however, masks need reflected in tables below, which demonstrates that only **53% of students** are graduating from high schools “college ready” having met the A-G requirements for entry to the University of California and California State University systems of higher education (grade of C or better is required). LAUSD made passage of all A-G requirements with a C or better (the UC/CSU standard) the requirement for high school graduation beginning in 2016, though in 2015 the District lowered the graduation requirement to earning a D or better in A-G courses for 2016-2019 due to fear of declines in graduation rates and subsequent potential high failure rates in postsecondary entry and graduation. This situation is even more dire with core sub populations of students. The college ready graduation rate for male students across schools is significantly lower than for female students. Three of four schools show at least a dozen percentage point difference. At Business & Tourism, for example, a 19 percentage point gap separates male and female students. Less than a third of male students graduated college ready.

College Ready Graduation	MCLC ALC	MCLC Global Studies	MCLC Social Justice	MCLC Business & Tourism	All MCLC Schools
Total students graduating	68	66	81	83	298
Total students graduating college ready	37	42	46	33	158
Total college ready graduation rate	54.4%	63.6%	56.8%	39.8%	53%
Male students graduating	33	31	41	50	155

Male students graduating college ready	14	17	23	16	70
Male students college graduation rate	42.4%	54.8%	56.1%	32%	45.2%
Female students graduating	35	35	40	33	143
Female students graduating college ready	24	25	23	17	89
Female students college graduation rate	65.7%	71.4%	57.5%	51.5%	62.2%

Disparities in readiness for graduation and college entry can also be found in cohort dropout rates. All four high schools have an adjusted Grade 9-12 dropout rate higher than or equal to that of LAUSD, and significantly higher (nearly double in the case of two high schools) than the California average. The cohort dropout rate among male students is significantly higher than female students at three of four schools (a startling 20.4% and 22.9% at two of the schools).

CDE 2014-15 - Dropout Rates

	MC LC- ALC	MCLC Global Studies	MCLC Social Justice	MCLC Business & Tourism	LAU SD	CA
Cohort Dropout Rate- Female	14	12.2	10.6	10	13.2	8.2
Cohort Dropout Rate- Male	20.4	22.9	8.2	16.7	20	13.1
Cohort Dropout Rate- All Students	17.4	18	9.4	14.2	16.7	10.7
Annual Adjusted Grade 9-12 Dropout Rate	5.2	4.1	5.4	4.3	4.3	2.8

High need is also found in college readiness indicators such as SAT scores (CDE 2014-15) which are lower at high schools than already low averages in LAUSD and across CA. Two schools show scores over 100 points lower than state averages.

Name	Average Score: Reading	Average Score: Math	Average Score: Writing
MCLC - School of Business and Tourism	401	400	403
MCLC- Academic Leadership Community	384	412	390
MCLC- LA School of Global Studies	386	397	378
MCLC- School of Social Justice	377	369	383
Los Angeles Unified	435	439	435
Los Angeles County	466	476	464

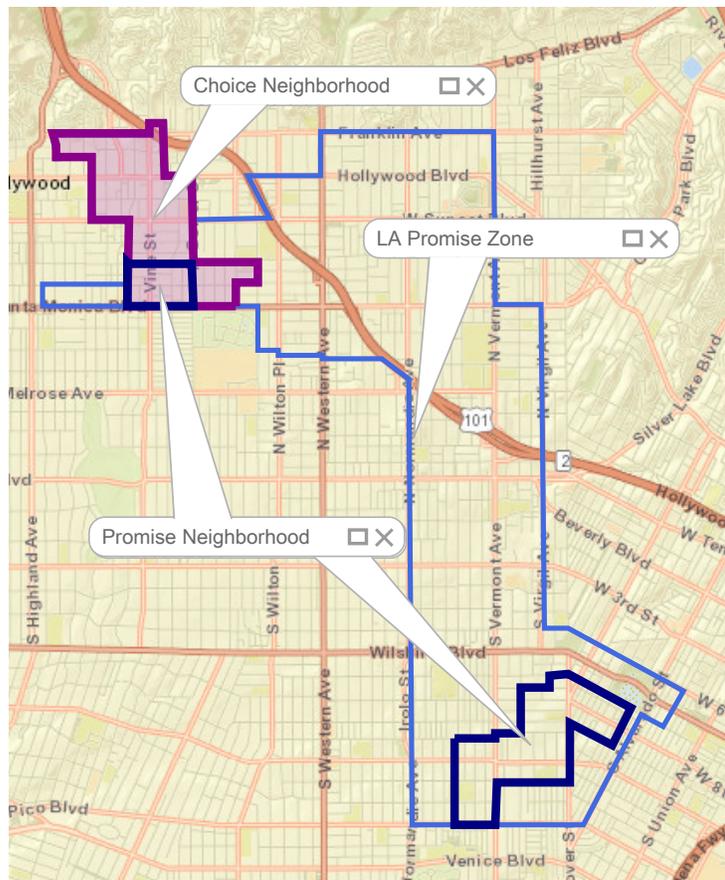
California	489	500	484
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Further demonstrating this, only 4%-9% of students achieved a score at or above national average of 21 on ACT. Only 5%- 29% scored at or above national average on the SAT.

Students Scoring At or Above the National Average on College Entrance Exams, 2014-15		
School	ACT	SAT
MCLC Academic Leadership Community	7%	11%
MCLC School of Global Studies	5%	6%
MCLC School of Social Justice	4%	5%
MCLC School of Business and Tourism	9%	29%

The extent to which the geographically defined area has been described.

The LA Promise Neighborhood (LAPN) is a non-contiguous Neighborhood selected from the LA Promise Zone (LAPZ), and which meets Competitive Priority for projects serving a federally designated Promise Zone (2 points). The LAPN is also part of LA Choice Neighborhood, funded by the U.S. Department of Housing and Urban Development, and meets Priority for projects serving Choice Neighborhoods (2 points).



The northern section is in Hollywood and is bordered by Cahuenga Blvd. to the West, Fountain Ave. to the North, Gower St. to the East, and Santa Monica Blvd. to the South. This part of the LAPN focuses on developing an early childhood education pipeline through

partnerships and aligned resources, which encompasses an Early Head Start program that feeds into Hollywood Primary Center, a facility that provides preschool, Transitional Kindergarten, and Kindergarten through third grade educational services for target families. The southern section of the Neighborhood is located in the Pico-Union/Westlake community of Central Los Angeles in the LA Promise Zone and is bordered by Dewey Ave. to the West, 7th and Leeward Streets to the North, Hoover and Lake Streets to the East, and Pico Blvd. to the South.

Gaps or weaknesses in services, infrastructure, or opportunities identified and will be addressed

The LA Promise Zone partnership offers opportunities to harness support of LAPN, such as a network of partners, a governance structure led by the City of LA and YPI (including a dedicated Education Work Group), and access to preference points for federal funding requests. These opportunities stand in contrast to major gaps in LAPN services and infrastructure.

There is a serious gap in early childhood education (ECE) services in LAPN zip codes, which have 8,824 children ages 0-5 (ACS 2014), but only 896 available licensed early education seats, indicating that about 10% of LAPN children have access to a secured early education seat (Advancement Project, 2015; City of LA, 2015). This gap in services - **no licensed early education slots for 90% of young LAPN children** - adversely affects the birth-to-school entry continuum, as interconnected early care and education is necessary for future success.

An opportunity for this segment is the existence of high quality early education services, including YPI's Early Head Start, Hollywood Primary Center, and other providers. One of YPI's strengths is partnership development, so YPI will capitalize on this opportunity to deepen existing partnerships and cultivate new ones to ensure LAPN children have access to comprehensive, seamless early education programs that prepare them for Kindergarten entry.

Through key stakeholder interviews, school principals and other staff identified gaps and

weaknesses in services at their schools, which revealed a number of commonalities. All four high schools indicated that Academic Tutoring and Teacher Professional Development are currently gaps, which is backed up by the academic need data discussed on pp. 10-14. All four high schools also identified Truancy Prevention as a huge area of need, also backed up by school data.

Family Engagement is another common weakness identified by principals. LAPN families are low income and predominantly Latino. Many are immigrant families, with potential first generation college students. A majority of parents are unfamiliar with college admissions processes, including early steps, such as enrolling in correct sequence of A-G courses starting in 9th grade. Parents report on 2015-16 School Experience Surveys that as many as half have never had a meeting with a school staff member to discuss their child’s Individual Graduation Plan. Student feedback on same survey shows that as low as 41% of students report they have not met with school staff to discuss Graduation Plan.

While college readiness is a gap, YPI also sees an opportunity in this area, as students and parents have high aspirations for their future. The majority of students at all LAPN high schools report that they plan to complete a four-year college degree (between 60% - 71% at the four schools). Very similar proportions of parents (66% - 70%) expect their child to complete a four-year college degree. Unfortunately, data on A-G completion (required for admittance to UC or CSU), demonstrates a gap of **up to 32 percentage points** between those students who aspire to attend a four-year university, and those who will meet minimum requirements for acceptance.

School	Students who PLAN to complete a four-year college degree	Students meeting A-G requirements	Difference in college aspirations and college readiness
ALC	60%	41%	19 percentage points
Global Studies	66%	42%	24 percentage points
Social Justice	70%	51%	19 percentage points
Business & Tourism	71%	39%	32 percentage points

Additional need identified by at least two or more schools included Mental Health

services, and Leadership Coaching. District-wide, there is strong need for mental health services. LAUSD's Director of School Mental Health says that "when we've screened, about 98% of our children have had at least one traumatic event." Also, "across LAUSD, trauma screenings have identified over 50% of students reporting moderate to severe traumatic symptoms."¹

LAPN elementary schools identified common gaps in services, including a need for academic tutoring, instructional coaching and leadership development to improve academic achievement. Politi and Hollywood Primary indicated that strong family engagement, access to mental health services, and remedial education are gaps. The 2014-15 School Report Cards (SRCs) show that they also did not offer at least four parent workshops on academic initiatives.

Middle schools identified gaps in mental health services, tutoring, and family engagement. According to surveys, only 40% of students at Berendo know what A-G courses they need to take to get into college (*SRC* 2014-15). Only 23% of students had a meeting with school staff to discuss their Individual Graduation Plan, and only 47% of parents had a meeting with staff to discuss their child's Individual Graduation Plan (*SRC* 2014-15).

Academic need can also be seen in academic readiness and remediation rates of enrolled students at postsecondary institutions serving the LA Promise Zone. According to a bulletin released by CA Legislative Analyst's Office (March 2011), 58% of CSU freshmen admitted in fall 2009 were unprepared for college level math, writing or both. In the LA and Dominguez Hills campuses of the CSU system nearest LAPN, about 90% of regularly admitted freshmen in 2009 were unprepared for college-level work. A survey by the CA Community College Chancellor's Office shows that about 85% and 70% of incoming community college students in California arrive unready for college-level work in math and English respectively.

¹ LA School Report, <http://laschoolreport.com/child-trauma-as-a-silent-epidemic/>

This carries over to graduation. LA City College and California State University, Los Angeles (CSULA) are two-year and four-year colleges located in the Promise Zone. At LACC, only 19% of students who begin studies in Fall 2012 graduated in three years (14% for Latinos), with another 7% transferring. At CSULA, only 7% of students beginning in Fall 2009 earn their BA degree in four years, and 45% in six years (National Center for Educational Statistics, 2015).

LAPN will capitalize on strong collaborative relationships that already exist among principals of schools. Berendo Middle School and MORCS - a traditional district school and a charter - are co-located on one campus, and administrators and teachers have developed strong working relationships in a cooperative learning culture. This collaboration was highlighted by LAUSD at the Superintendent's August 2016 Promising Practices Forum, where MORCS and Berendo sat together on a panel to share best practices for collaboration. The four MCLC principals have developed collaborative relationships as well, a rare thing on other shared campuses, and which will help them share best practices to enhance instruction and learning.

Quality of Project Design *Implementation plan to create a complete continuum of solutions*

YPI has developed an LAPN implementation plan with a continuum of solutions building on best practices. The LAPN continuum of solutions spans early learning through 12th grade and into postsecondary education, with a focus on college and career readiness and bolstered by key family and community supports. With Promise Neighborhood implementation funding, we will bring YPI's place-based model to the next level by enhancing it with additional evidence-based solutions to prepare all LAPN children to attain an excellent education and transition to college and career. The Dosage Table below is a high-level overview of the scope of LAPN programs and proposed number and percent of students served annually, which increase over time. The narrative following the table offers details on each program, with further details in Appendix F.

Category of Service	Y 1		Y 2		Y 3		Y 4		Y 5	
	#	%	#	%	#	%	#	%	#	%
Early Education										
0-5 population	1493		1502		1512		1522		1548	
Early Head Start	89	6%	159	11%	159	11%	159	10%	229	15%
Preschool	48	3%	48	3%	48	3%	48	3%	48	3%
Transitional Kindergarten	39	3%	39	3%	39	3%	39	3%	39	3%
Promise Kinder Transition	32	2%	34	2%	36	2%	38	2%	40	3%
K-12										
K-12 population	3914		3914		3914		3914		3914	
Intake & Assessment	1400	36%	1450	37%	1500	38%	1550	40%	1600	41%
Linkages (case mgmt)	160	4%	320	8%	320	8%	320	8%	320	8%
Mental health counseling	200	5%	264	7%	264	7%	264	7%	264	7%
Truancy Prevention	863	22%	996	25%	1130	29%	1263	32%	1396	36%
Academic Coaches	1957	50%	3914	100%	3914	100%	3914	100%	3914	100%
LMU English Learners PD institutes	604	15%	984	25%	1181	30%	1731	44%	1731	44%
	573	15%	1133	29%	1788	46%	2338	60%	2888	74%
AVID PD	392	10%	784	20%	980	25%	1176	30%	1396	36%
Write from the Beginning	188	5%	376	10%	752	19%	940	24%	1036	26%
Buck Institute PD	860	22%	1695	43%	2374	61%	3232	83%	3914	100%
Engaging All Learners PD	435	11%	874	22%	1312	34%	1816	46%	0	0%
CETF School2Home	120	3%	120	3%	0	0%	0	0%	0	0%
FIS - Read with Me	40	1%	40	1%	40	1%	40	1%	40	1%
FIS - Reading Roads	44	1%	44	1%	48	1%	52	1%	56	1%
AmeriCorps Tutoring	1096	28%	1096	28%	1096	28%	1096	28%	1096	28%
City Year AmeriCorps	220	6%	220	6%	220	6%	220	6%	220	6%
Teacher-led tutoring	400	10%	480	12%	560	14%	640	16%	640	16%
College Advisor (ES/MS)	130	6%	140	7%	150	7%	160	8%	170	8%
College Advisors (HS)	160	9%	160	9%	160	9%	160	9%	160	9%
College Navigators (HS)	480	26%	480	26%	480	26%	480	26%	480	26%
College Ambassadors	320	18%	320	18%	320	18%	320	18%	320	18%
CSU LA student speakers	160	4%	168	4%	176	4%	184	5%	192	5%
FAFSA Workshops	295	76%	310	79%	320	82%	330	85%	350	90%
College Choice Tool	160	41%	160	41%	160	41%	160	41%	160	41%
Families Save	96	2%	96	2%	192	5%	192	5%	288	7%
Matched Savings Accounts	14	0%	14	0%	29	1%	29	1%	43	1%
IDA savings accounts	10	0%	10	0%	19	0%	19	0%	29	1%
LA College Promise	76	2%	76	2%	76	2%	76	2%	76	2%
Cal State LA enrollment	45	1%	52	1%	58	1%	64	2%	71	2%

Dual enrollment	280	15%	280	15%	280	15%	280	15%	280	15%
UCLA College Leaders	100	26%	100	26%	100	26%	100	26%	100	26%
UCLA Parent Leaders	20	n/a								
Parent Engagement Pathway	660	n/a	770	n/a	880	n/a	990	n/a	1100	n/a
Peer Mediation Program	492	13%	600	15%	708	18%	816	21%	924	24%
Restorative Justice	587	15%	744	19%	900	23%	1057	27%	1213	31%
Safe Passages - students	391	10%	509	13%	626	16%	744	19%	861	22%
Safe Passages - parents	16	n/a	20	n/a	24	n/a	28	n/a	32	n/a
Summer programs	560	14%	600	15%	640	16%	680	17%	720	18%
HOLA Summer Camps	96	2%	96	2%	105	3%	120	3%	120	3%
826LA field trips	240	6%	240	6%	240	6%	240	6%	240	6%
Community School	391	10%	470	12%	548	14%	626	16%	705	18%
Gang Prevention	27	1%	31	1%	34	1%	38	1%	41	1%
Summer Night Lights	40	1%	45	1%	50	1%	55	1%	60	2%
Linked Learning	839	46%	839	46%	839	46%	839	46%	839	46%
Afterschool Programs	517	13%	517	13%	517	13%	517	13%	517	13%
<i>Opportunity Youth</i>										
YouthSource and leverage services	40	n/a	30	n/a	40	n/a	40	n/a	60	n/a
YouthSource Centers	18.3	n/a								
Summer Youth Employ. Program	100	n/a								

Early Education

YPI selected a non-contiguous Neighborhood to provide full continuum of services. The northern portion of the Promise Zone, which overlaps with the Choice Neighborhood, will serve as the core of LAPN early education solutions. YPI has an existing Early Head Start program serving this area (through an contract with LA County Office of Education), as does Hollywood Primary Center, which offers preschool and education up to 3rd grade. While YPI’s early education strategies will begin in northern part of the LAPN, they will scale best practices throughout the whole Neighborhood over time. Early education begins in YPI’s **Early Head Start** program, which provides LAPN \$1.8 million in services for children 0-3 each year. Early Head Start (EHS) is a full-day, year-round program that promotes infant/toddler health;

cognitive, physical, social, and emotional development; fulfillment of parental responsibilities; preschool readiness; and family self-sufficiency. Use of research-based Creative Curriculum, plus parental involvement in curriculum planning and teaching strategies, are main components of educational services. Creative Curriculum is based around 38 objectives for early childhood development aligned with School Readiness Goals for Infants and Toddlers and state early learning standards. Creative Curriculum emphasizes active exploration of environment; self-directed, hands-on activities; balance between individual, group activities; regular and supportive interaction with teachers and peers; and balance between active movement and quiet activities.

YPI EHS provides individualized **family support services**. An interdisciplinary team, with content area experts on physical and mental health, disabilities, and parent involvement, supports staff. Twice a month teachers and family services associates participate in reflective supervision and have case conferences, during which staff review and report progress on needs (health, mental health, substance use, housing and employment). A mental health consultant provides guidance on screening results, diagnosis, and treatment needs, and provides family counseling. Family support services are provided in the home language of clients.

YPI will measure kindergarten readiness by assessing developmental stages using the Ages and Stages Questionnaire (ASQ). The ASQ screening will identify children who may have or be at risk of developmental delay or disability and need more evaluation. Screenings ensure that atypical development is identified and that children are referred to a Social Worker, who enhances parent's ability to contribute to child's development. This includes an individualized service plan, quarterly or semi-annual ASQ screenings to track development; enrolling child in a center-based or formal home-based early learning program; and connecting to a medical home.

As children age out of EHS, LAPN and EHS staff will help them transition to LAPN school Hollywood Primary Center as part of early education pipeline with no time or resource gaps. Hollywood Primary offers early education options for three and four-year-olds, aligning with EHS. This includes a general education **pre-kindergarten**, and a **Preschool for All (PAL)** program for special needs children, with comprehensive preschool and intensive therapy.

Transitional Kindergarten (TK) classes build a bridge between preschool and traditional kindergarten and is for students who turn 5 years old between September 2 and December 2 and benefit from an enriched foundational program to prepare them for Kindergarten. TK is based on CA Kindergarten Common Core State Standards with instruction in literacy and numeracy. The daily schedule includes whole group instruction and activities, small group instruction and “hands-on” learning. Transitional Kindergartners enjoy lunch and recess with Kindergarten friends and participate in all Kindergarten activities such as music, art, and motor skills development. From TK, children progress into Kindergarten at Hollywood Primary.

LAPN supports transition into Kindergarten with our **Promise Kinder Transition Academy (PKTA)**, offered during summer. It emphasizes the importance of parent engagement in learning and consistent school attendance. PKTA uses the Kinder Counts Early Kindergarten Transition Program Toolkit as program foundation. The classroom component has three student objectives: 1) social emotional development; 2) socialization skills; and 3) introduction to classroom routines. PKTA supports each objective through integration of intentional lesson planning that supports a child’s social emotional readiness for school, ability to participate in a group, and ability to understand and follow classroom routines. YPI’s 2016 PKTA achieved impressive results in the Promise Zone for participating children, increasing the percent of children who can follow routines from 75% to 81%, who can socialize with other children from

69% to 94%, and the PKTA Teacher reported that 88% of children were socially and/or emotionally better prepared for kindergarten at the end of the program.

The early education pipeline of the LAPN continuum of solutions will serve 14% of children ages 0-5 in year 1, and increase to 24% by year 5. This will be achieved through seeking additional funding to expand Early Head Start, Head Start, and other early learning options.

K-12 Segment

YPI's LAPN implementation plan is based on a core model consistent across all schools. Components are customized to meet school needs (all schools have tutoring, but those struggling with Math will focus tutoring there, while others may target efforts on populations such as male students with highest needs). In each, intake and assessment routes students and families into services that address the greatest impact needs. Components of YPI's implementation plan are below, with customized elements detailed in School Plans beginning on p. 255 in the *Appendix*.

Intake, Assessment, and Linkages

Prior to start of each academic year, LAPN staff will work with school administrators to create a preliminary target list of at-risk students based on **attendance, behavior, and proficiency** (ABP assessment scale) with students ranked into high, medium, and lower need. Based on need level, students and families will meet for an **assessment** and goal setting session with the LAPN School Social Worker (highest need), LAPN Master's in Social Work (MSW) Intern (medium need), or a Connector (lower need; this position functions as Case Manager). LAPN will strongly encourage students to include families in process, as family participation is core factor to student success. Families undergo a comprehensive assessment, and develop a **Service Plan with goals**, recommended interventions and strategies to achieve goals, and a timeline. See Appendix p. 379.

Based on Service Plans, LAPN staff are responsible for providing **linkages** to services. Connectors support the family by contacting and following up with referral source, and preparing family for services. They troubleshoot to address barriers and assist with follow up until family achieves Plan goals. Intentional linkages between needs and interventions are at core of framework, and include prioritizing needs that will impact progress on indicators that measure academic success and college readiness. Please see Appendix F p. 379 for further details.

Social/Emotional Support & Counseling

Based on identified need, Social Workers and MSW Interns provide social/emotional supports and counseling to highest need students and families who have experienced trauma. Across LAUSD, this is too common a problem. Feedback from principal interviews and research indicate that students cannot learn and achieve without support after experiencing trauma.

LAPN will hire four School Social Workers to spearhead this (one each for elementary and middle, and two for high schools). They will have at least a Master's in Social Work and two years' experience to provide clinical supervision for MSW Interns from University of Southern California, who will be grouped three per school (24 total). Interns will come from USC's Children, Youth, and Family track and will each provide 14-20 hours per week of clinical interviewing and evaluation, motivational interviewing, problem-solving therapy, and cognitive behavioral therapy in individual student sessions or small family or student groups.

The social/emotional component will address underlying issues that impede academic achievement as well as the indicator for attendance. Social Workers and Interns provide **services to address extremely high truancy rates** at all LAPN schools (well over half of all LAPN high school students are truant) and help improve attendance rates. Please see Appendix F p. 385 for additional details on mental health/counseling services, and p. 389 for truancy prevention details.

Academic Programs

Intake, assessment, linkages, and social/emotional support create foundation for students to participate in and benefit from core LAPN academic services. Academic services include direct supports for students, and a focus on capacity building for schools, teachers, and administrators. **Academic capacity building** is critical to transforming low-performing schools, and to ensure educational services are sustained beyond five-year implementation period.

LAPN academic programs are overseen by a team led by the Assistant Director for Academic Support, with **content-area Academic Coaches** – a STEM Coach, an ELA Coach, and two Math Coaches (one for K-8, one for high schools). Coaches work with administrators and teachers to help schools align instruction to Common Core ELA and Math standards, and Next Generation Science Standards. The ELA Coach will also support teachers in addressing the needs of English Learners. Please see Appendix F p. 394 for details on how Coaches work with schools each year to tailor schoolwide and 1:1 instructional coaching and supports to their needs.

Academic Coaches are supplemented with contracted PD providers. LAPN developed PD contracts with schools to ensure training supports instructional plan of each, addresses top needs, and aligns with school themes. Providers are selected based on training effectiveness, and school needs alignment. See details of PD contracts discussed in Appendix F p. 394.

All LAPN target schools have a significant proportion of English Learners (ranging from 15% to 65%). The majority of principals indicated that EL reclassification is a challenge area. **Loyola Marymount University’s Center for Equity for English Learners** will provide two annual teacher professional development institutes to strengthen instruction for ELs. Two LAPN schools use **AVID (Advancement Via Individual Determination)** framework for instruction, which uses research-based strategies to develop students’ critical thinking, literacy, and math

skills across content areas, and with an emphasis on college readiness. Teachers will participate in AVID summer institutes and regional trainings. Politi ES and MORCS need support for literacy and writing, and use *Write from the Beginning... and Beyond*. LAPN will send eight teachers to *Write* train-the-trainer sessions each year, with each teacher attending a different session and going back to school to engage other teachers in shared learning. Both schools will have a trained teacher for each topic. Two Linked Learning high schools, as well as Social Justice, include a focus on project-based learning, so the **Buck Institute for Education** will provide its Project-Based Learning 101 plus Sustained Support coaching visits. The **California International Studies Project at San Diego State University** will deliver its Engaging All Learners (formerly called Equity & Access) training to a cohort of 16 teachers each year, along with follow-up 1:1 coaching sessions. The **California Emerging Technology Fund** provides its School2Home program to close achievement gap and digital divide by providing 1:1 computing devices for students in classroom and at home. School2Home provides 24 PD hours for teachers on integrating technology into instruction, and seven training hours for parents/guardians on topics like digital literacy and using devices to communicate with teachers. **Families In Schools** will support literacy attainment in elementary schools, as ensuring children are on track in ELA by third grade is an indicator of academic success. *Read with Me* provides classroom backpacks filled with children's books in English and Spanish, which children take home on a rotating basis each week. It includes two hours of PD, plus family literacy workshops for parents. *Reading Roads* improves parents' skills and confidence in supporting their child's literacy, and includes curriculum and handouts with take-home activities for parents in English and Spanish.

The third component of academic capacity building is the **Promise Neighborhood Professional Learning Community**, which engages administrators and teachers from all

schools in bi-monthly colloquia. In partnership with Loyola Marymount University's Education Success Project, colloquia offer a mix of expert guest speakers, presentations from LAPN principals on best practices at their school, and opportunities for collaboration across schools.

LAPN academic tutoring is provided to students not proficient in core subjects, replicating YPI's effective AmeriCorps tutoring model offered at the 18 schools discussed on pages 4-6, and including support for English Learners (ELs) that make up a high proportion of school enrollment. See p. 41 for research-based best practices. AmeriCorps members are recent college graduates and "near-peer" mentors to students. Each member will work with 20 students each year, on either Math or ELA, using Scholastic assessments. AmeriCorps members complete 240 hours of training to ensure high quality services, and to develop members as young professionals. Tutoring is offered during school hours, and before- and after-school. A team of members are assigned to schools based on students below (but near) proficiency. AmeriCorps Tutors will serve 100% of students in "nearly met" proficiency band. Students at lower proficiency receive academic interventions before and after school with certificated teachers who are better qualified to support them. LAPN will pay teachers for time delivering interventions.

City Year AmeriCorps members join YPI members at MCLC and tutor 9th grade students (YPI will not serve 9th graders). City Year includes two Program Managers plus 20 AmeriCorps members. City Year's model offers 1:1 and small group tutoring before, during, and afterschool, with supports in Appendix p. 408. Research by Policy Studies Associates on 22 districts that compared schools with and without City Year found that schools with were twice as likely to improve on English, and three times more likely to improve math proficiency rates.

College and career readiness is second focus on direct academic support. A **College & Career Advisor** works with four LAPN elementary and middle schools, while each of four high

schools has its own College & Career Team. The ES/MS College Advisor provides early college exposure and builds a college-going culture at each school. This includes college and career workshops geared to grades (e.g., ES-level targets exposure, while MS-level targets HS preparation, such as A-G). Working with Community Advocate (described below), the Advisor supports parent engagement on college readiness. YPI is partnering with California State University, Los Angeles (CSULA) to pair college students with younger students as **Post-Secondary Pen Pals**, sharing experience of college as (mostly) first-generation students. This supports literacy acquisition in younger grades. **CSULA Service Learning students** will visit LAPN campuses as guest speakers to share their college pathway story and college experience.

The **College & Career Team** at each high school is led by a **College & Career Advisor**, working with three **College Navigators** and two **AmeriCorps College & Career Ambassadors** to address need for college readiness support. As expressed by the ALC Principal, “our students do not have access to people with expertise who can support them to prepare for college.” LAUSD Counselors have caseloads of 200+ students and lack capacity to offer intensive support. College and career readiness services will increase proportion of students who are prepared for, accepted into, enroll and graduate from college. See YPI’s effectiveness on p. 5.

When students enter 9th grade and undergo intake and assessment (pp. 24-25), those between a 2.0-3.0 GPA are assigned to a **College Navigator**, who follows same cohort of 40 students from 9th-11th grade, and the Advisor serves them in 12th grade. This GPA range was selected based on research showing that students achieving at this level are unlikely to make it college – but they can make it with right supports. Navigators are supplemented by **AmeriCorps College & Career Ambassadors**, part of YPI’s Promise Zone AmeriCorps program (the first dual Promise Zone partnership). Working with Philadelphia Promise Zone, YPI’s AmeriCorps

College & Career Ambassadors are placed in PZ high schools in both cities. Each Ambassador works with 40 students each year who are less high need than students assigned to a Navigator.

LAPN College & Career Teams provide **College Knowledge workshops** covering topics like California's four systems of higher education, financial aid, resources for undocumented students, application requirements and personal statements, standardized tests, and career planning. As students progress, they meet for small group or 1:1 **advising sessions** to create a **Road Map to College** (see template in Appendix p. 419) that outlines steps needed at each grade level, to ensure students are registering for A-G coursework needed to be accepted to public universities in California, accessing support like tutoring if needed, and exploring college and career options through activities like college field trips and guest speakers. In 12th grade, Advisors help students select colleges using the College Choice Tool, write personal statements, submit applications, and apply for financial aid. Every spring YPI will host a **Super Saturday Financial Aid event**, where staff saturate campus and provide 1:1 support for students in completing Free Application for Federal Student Aid (FAFSA). See pp. 409-435 in *Appendix*.

Through a partnership with ideas42, a behavioral science consulting firm, YPI's college preparation programs benefit from innovative behavioral insights that help "nudge" students to act in their best interest. Using research from fields like behavioral economics, ideas42 created two custom tools for YPI: a **College Choice Tool** and "**Behavioral Tips & Tricks: A Guide for YPI.**" The Guide provides 14 behavioral strategies staff integrate into program design, like removing "hassle factors" or using social norm messaging. These are small tweaks that often result in great impact. The College Choice Tool uses individual inputs (GPA, preferred distance from home) to provide personalized list of "safety", "target", and "reach" schools, combatting challenge of students poorly matched to college they attend. YPI staff work in demographically

similar schools and report that students frequently “undermatch” by selecting lower tier schools even though they are academically prepared to succeed at more rigorous schools. Undermatching is compounded by mistaken belief that because they are low-income, they cannot afford a four-year university, when in fact private universities are often able to give more need-based financial aid than a public university. The College Choice Tool, along with College & Career Teams, encourage students to consider options and to select best fit in terms of academic program, cost, and other factors. See *Appendix* for Guide (p. 563) and College Choice Tool (p. 173).

Afterschool programs offer three hours of learning per day with leveraged 21st Century Community Learning Center and State of CA After School Education & Safety funding. AmeriCorps volunteers will work both in-school and after school to offer academic tutoring, while the programs support students with enrichment, physical education and nutrition services. Enrichment includes 21st Century technology programs. See Appendix page 217 for details.

YPI’s **financial capability** programs support college readiness. Families Save is a series of financial literacy workshops, focusing on budgeting, paying for college and building credit.

LAPN will offer a **Postsecondary Financial Plan** that covers cost of two years of community college for all students, so they can earn an Associate’s degree and/or prepare to transfer to a four-year university to complete a Bachelor’s degree. The impact will be to boost postsecondary entry and graduation, as a reason many low income students delay college graduation or drop out is due to financial concerns. The Postsecondary Financial Plan begins in high school or earlier with college savings accounts, and integrates the LA Mayor’s new *Los Angeles College Promise* program that will cover cost for first year of community college.

All participants who complete Families Save financial capability workshops are eligible to open either a **matched savings account**, which YPI will match 1:1 up to \$85 (supported by

Citibank), or an **Individual Development Account (IDA)** through YPI's US Dept. of Health & Human Services Assets for Independence program. College savings are vital for college preparation – research from the Assets & Education Initiative shows that having even \$500 saved for college makes students *three times more likely to attend college – and four times more likely to graduate from college*. IDAs offer a more robust match of 3:1 up to \$761 per student. If low-income students earn full IDA match and apply for need-based financial aid, they will have enough to pay for one year of community college. To help students build savings, YPI will enroll them into the Summer Youth Employment Program administered by the City for low income youth age 14-21. Mayor Eric Garcetti has guaranteed 2,000 yearly SYEP slots for LA Promise Zone youth, and LAPN youth will be entered into annual lottery for slots each year.

The LAPN Postsecondary Financial Plan also accounts for need-based financial aid low-income LAPN students receive, and links with LA Mayor Eric Garcetti's plan with the LA Community College District and private supporters to make the first year of community college free for LAUSD students. This *Los Angeles College Promise* program will go into effect in 2017, and LAPN offers an opportunity to implement it based on President Obama's *America's College Promise Proposal: Tuition-Free Community College for Responsible Students* announced last year. This removes a major barrier, as the vast majority of LAPN students are from low-income families who struggle to pay for college. Combined with savings accounts, the LAPN Postsecondary Financial Plan ensures all of our students will afford postsecondary education.

To further support students in completing a postsecondary degree in traditional timeframe (two years Associate's or four years Bachelor's), LAPN will work with local colleges like LA City College to offer **dual enrollment and remediation prevention**. LAPN will administer the community college English and Math placement exams to high school juniors and seniors; those

who do not pass will take dual enrollment Developmental Math and English classes *while still in high school*, with goal that students are college-ready when they begin college and can immediately enroll in credit-bearing coursework. Remedial Developmental Math and English do not lead to college credits, resulting in students taking up to six years to complete an Associate's degree. Grant funds cover the cost for books and supplies, while dual enrollment coursework is covered by state funding provided to colleges based on attendance. In future years, dual enrollment options will be expanded through California Assembly Bill 288, which creates *College and Career Access Pathways Program* with streamlined dual enrollment options for LAUSD students. When implemented, LAUSD teachers are certified by community colleges to teach dual enrollment courses at high schools for college credits. See Appendix p. 436.

LAPN's second strategy to help students meet requirements for postsecondary enrollment without remediation is to provide academic assistance and **test prep** to help them get qualifying scores (500 or above on SAT critical reading section, a 22 on the ACT English Test, and 550 or higher on the SAT mathematics section of the SAT or 23 or higher on the ACT math test) to avoid having to take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) exam and enroll in California State University (CSU) system without needing remediation. The **Princeton Review** will provide SAT/ACT test prep courses to 200 LAPN students annually. Another option to enroll in postsecondary without needing remediation is if students achieve a result of 'Standard Exceeded' on the CA Assessment of Student Performance and Progress Early Assessment Program tests in English and Mathematics. LAPN Tutors and Advisors will work with students to have them take and complete EPT and ELM practice exams in 11th and 12th grade to help them pass these exams if they are required to prior to enrollment. Finally, LAPN staff will work with students who did not meet the requirements for CSU enrollment through the

exams or qualifying scores to ensure that students enroll in and complete the CSU *Early Start* initiative each summer to complete remediation before their freshman year.

Every summer, LAPN will send 100 12th graders to UCLA for a four-day **College Peer Leader Program**, where they stay in dorms, experience college student life, and receive training on college application process. During year, College Peer Leaders serve as mentors to younger students. Peer ambassadors develop leadership skills and become experts on college admissions process, and peers and students in lower grades receive mentoring and support. LAPN will send 20 parents each year to UCLA for a **Parent Ambassador Program**. Parents stay in dorms and participate in train- the-trainer sessions on college readiness. Parent Ambassadors become advocates and deliver workshops for other parents on college readiness, creating a collaborative effort between parents, students, and schools to emphasize a college-going culture on campus.

Through a partnership with **California State University, Los Angeles (CSULA)** LAPN students are automatically accepted to CSULA if they meet minimum admissions requirements. LAPN Teams will ensure students are knowledgeable about and take advantage of opportunities.

School Transformation

School transformation meeting requirements established by U.S. Department of Education and CDE has occurred at Miguel Contreras Learning Complex and will continue to be supported. In 2010, the Complex received persistently lowest achieving status and was placed on state Tier I list (among lowest five percent in performance among schools). The District then split the Complex in 2012 into four smaller schools that received pilot school status, as well as new principals, administrative leadership and autonomies in instruction, including development of Linked Learning Career Academies at two schools. LAPN is continuing this process with training and recruitment of high quality teachers, implementing evidence-based instructional

models, and implementing ETO data system as part of YPI's Data Sharing Agreement with LAUSD. YPI and partners are working to increase learning time through expansion of afterschool services and tutors, and implementation of a Full-Service Community Schools model, case management, and mental health counseling. Please see Appendix p. 441.

Community Schools

YPI's Community School model has been developed since 2008 through operating three separate US Department of Education Full-Service Community School grants (2008-13, 2010-15, 2014-19). In total, YPI has implemented Community School programs in 26 schools to date. In LAPN, each school will have a full-time **Community Schools Coordinator** (CSC). The CSC is part of school's administrative team, with flexibility in role so administrators can shape it to best meet school needs. Common elements of job include: 1) Conduct annual needs assessment of school using both qualitative and quantitative data. 2) Develop a school-based logic model that links needs to interventions for upcoming year to achieve annual school benchmarks. 3) Develop and manage partnerships (existing and new), and cultivate new partnerships that fill gaps in the continuum of solutions or otherwise help address school needs. 4) High level coordination of programs across YPI and partners to help avoid duplication of services, and align interventions directly to address school needs. The CSC works with all LAPN and school staff to ensure that linkages are supporting students. Connectors rely on CSCs to develop partnerships so that linkages result in students accessing needed services. See *Appendix* p. 451.

Community Advocates spearhead parent and family engagement. YPI hires parents or community members to serve as Advocates, since they are already trusted local residents who understand assets and needs in neighborhood. LAPN Community Advocates will work with existing school staff to bolster parent engagement, as that was identified as an area of need by all

Principals. Drawing from needs assessment and logic model developed by the CSC each year, the Community Advocate will work with the CSC to create a program calendar aligned to needs. Please see details of parent engagement activities on p. 463 of *Appendix*.

YPI's **Parent Engagement Pathway** program will be offered at each school annually. Developed by YPI's Family Engagement Manager, the Pathway recognizes that the path to high school graduation does not begin in high school, but rather is built upon a student's success in middle school and earlier. The Pathway has a differentiated series of curricula to meet grade level concerns, and workshops are scheduled with timeliness in mind to help maximize effectiveness of engagement and encourage collaboration with other school-based resources. Please see p. 216 of *Appendix* for overview of full scope and sequence of the Parent Engagement Pathway for middle school grades. YPI's Family Engagement Manager will train all Community Advocates on facilitating the curriculum, including an elementary-level curriculum that include components of the Pathway such as Padres Comprometidos and Kids2College.

An LAPN **Restorative Justice Coordinator** will support all target schools with advancing their restorative justice schoolwide framework, in order to improve school climates to promote learning and address the PN indicator for school safety. In 2013, LAUSD adopted the School Climate Bill of Rights, which required all schools to implement a restorative justice framework by 2020 and reduce punitive disciplinary responses. LAUSD is providing training to all its schools in phases, so LAPN schools are in various stages of implementation. All LAPN principals requested additional support in this area, so the RJ Coordinator will work with each school to develop an annual implementation plan tailored to where each school is in this effort.

The RJ Coordinator spearheads a **peer mediation program**, by training team of students at each school. The program will bring the student and the injured parties of a conflict to mediate

in a safe space to talk through issues and come to a mutual agreement about what he or she can do to repair harm committed. Mediation participants are empowered to reach an agreement that provides restorative outcomes for stakeholders affected by the crime - including community, the victim, and offender - rather than suspension or expulsion. See details in *Appendix* p. 480.

Efforts to create a positive school climate will also extend outside the school through a **Safe Passages** program around each school. Safe Passages is part of the Neighborhood School Safety Program from City Attorney Mike Feuer. Safe Passages relies on parent volunteers to provide vigilance at street corners in proximity to a school to monitor environmental or traffic hazards that may endanger students. LAPN Community Advocates coordinate by recruiting parent volunteers, and tracking and reporting observations of unusual or crime-related activities to LAPD. LAUSD provides Safe Passages maps with recommended routes around the schools that LAPN will ensure families are using. See details of safety programs in *Appendix* p. 485.

LAPN will offer **Summer Programs** for between 50-100 students per school, with a focus on preventing summer learning loss through academic support in ELA and Math, as well as enrichment. Summer programs target students with 1.8 - 2.8 GPA, with a focus at the high school level on students not on track to pass all A-G (high school graduation and CSU/UC eligibility requirements). Summer Programs align with Common Core standards and Learning In Afterschool and Summer (LIAS) principles to enhance interventions. See *Appendix* pp. 457-458.

Promise Zone Leadership Council partner, **Heart of Los Angeles (HOLA)**, will offer Summer Camps at their LAPN community center. HOLA will offer a six-week all-day summer day camp, also designed to prevent summer learning loss. HOLA's camp includes STEAM activities (science, technology, engineering, arts, math), visual arts, healthy cooking, and Play for Peace, which is a leadership component focused on peaceful conflict resolution and nonviolence.

The K-12 pipeline in the continuum of services will reach 50% of youth in year 1, increasing to 100% by year 5. This is accomplished through the intensive focus on academic capacity building in schools, which comprises approximately 11% of the direct costs, and which will provide training for 100% of teachers in LAPN schools over the course of the five-year grant. As such, all LAPN students will receive enhanced instruction through LAPN services.

Family & Community Supports

LAPN will leverage existing family and community supports available in the immediate footprint, and in the Promise Zone. Thanks to the Promise Zone designation and YPI's efforts to advance place-based initiatives, the Zone and other areas of LA have experienced an infusion of federal funding since 2013 - \$141 million. See p. 559 in *Appendix* for a list of grants providing Promise Zone services. This includes YPI's \$4 million US Dept. of Labor TechHire grant to provide job training in high wage tech careers for residents. HUD awarded the City Housing Department \$3.9 million for a Lead Hazard Reduction Demonstration project to address this issue in local housing stock. YPI has two USDA grants, a Community-Supported Agriculture program that partners with farmers to offer weekly produce boxes subsidized for low-income families, and funds to provide "market match" to SNAP recipients that doubles purchasing power for fruits and vegetables. Two IRS grants provide VITA free tax preparation services.

LAPN also relies on significant leveraged resources. In the past decade, the City of LA reconfigured their poverty reduction programs to a model of concentrated resources delivered in "one-stop" FamilySource Centers. YPI operates the Promise Zone Hollywood FamilySource Center, and there are two more FSCs in central and southern parts of the Zone. FSCs offer access to public benefits like WIC, CalFresh (SNAP) and transportation vouchers; case management; financial capability services; K-12 tutoring and enrichment; workforce development; college

preparation services; and adult education classes. Community School Coordinators and Advocates will ensure families access resources. The City of LA funds WorkSource and YouthSource Centers that provide employment services to adults and opportunity youth. Opportunity youth are those not working nor in school. The Promise Zone has three WorkSource Centers in or nearby, and one YouthSource Center. YPI has a subcontract to deliver Promise Zone YouthSource services. Services for opportunity youth are a YPI strength, built out with federal resources like a DOL Face Forward grant that targets juvenile justice-involved youth. Please see *Appendix* p. 488 for details on services for opportunity youth.

In the Choice Neighborhood within the Promise Zone (overlapping with northern portion of LAPN), YPI is working with partners like McCormack Baron Salazar, an affordable housing developer, to preserve housing affordability and expand affordable housing stock. The Choice Neighborhood is located in Hollywood (Promise Zone/Neighborhood area most stricken by soaring housing costs displacing residents). Highlights include partner LGBT Center's recent opening of the Village at Ed Gould Plaza, which offers a mix of transitional housing, permanent supportive housing, and wraparound support services for homeless youth. Housing developer Thomas Safran & Associates worked with The Actors' Fund and YPI to apply to develop a City-owned property in the Choice Neighborhood into 60 units of affordable housing. In September 2016, the project was selected by the City for development, pending City Council approval. *Proposed solutions are based on best available evidence including strong or moderate evidence*

The program is consistent with evidence on similar models and programmatic elements for effectiveness. There is moderate evidence that LAPN model will have a statistically significant effect on improving student achievement, closing achievement gaps, and increasing high school graduation rates. Appendix F includes research supporting strategies, including Early

Childhood Education (p. 370), 21st Century Technology (p. 476), Academic Tutoring (p. 403), Academic Coaches and Teacher Professional Development (p. 394), Afterschool Services (p. 470), College and Career Readiness (p. 156), Parent Engagement (p. 463), Intake, Assessment, and Linkages (p. 379), Dual Enrollment (p. 436), Truancy Reduction and Prevention (p. 389).

Providing dual enrollment (An 2012) for high school students has statistically significant impact on college completion. This found effects strongest when students completed six or more units. Benefits were even more significant in boosting rates of college degree attainment for low-income students. Using National Education Longitudinal Study data with propensity score matching, the study examined 880 students participating in a dual enrollment program against a control group of 7,920. The study met WWC Group Design Standards with reservations.

College coaching for high school students from ‘near peers’ is effective (Carrell & Sacerdote 2013). 1,150 students were randomly assigned, with half receiving college coaching while control students could only access regular application assistance. Intervention students were more likely to enroll in college with higher likelihood that female clients would enroll at least three semesters. The study met WWC Group Design Standards without reservations.

Services for English Language Learners will target high numbers of EL students using teachers and tutors based on research-based strategies. They include teaching vocabulary words intensively across several days using instructional activities. Evidence for effectiveness is strong and based on six studies that meet WWC standards for vocabulary, English language and reading domains (Carlo et al. (2004); Lesaux et al. (2010); Lesaux, Kieffer, Kelley, and Harris (in press) as found in Baker et al 2014). They include integrating oral and written English language instruction into Content Area teaching, based on strong evidence from five studies that meet WWC standards (August et al. (2009); Vaughn et al (2009); Brown, Ryoo, and Rodriguez

(2012); Ryoo (2009); Silverman and Hines (2009 as found in Baker et al 2014). Services incorporate small group instructional interventions for EL students in areas of literacy and English language development based on moderate evidence of effectiveness through six studies that met WWC standards for foundational reading skills, vocabulary, and listening and reading comprehension (Burns, 2011; Denton et al., 2008; Nelson et al., 2011; Ransford-Kaldon et al., 2010; Solari & Gerber, 2008; Vaughn et al., 2006 as found in Baker et al 2014).

Avery (2013) investigated impact of a *College Possible* program for low-income high school students (juniors and seniors). It included SAT and ACT test preparation services, college admissions and financial aid consulting, and guidance in transition to college for a two-year period. The program targeted low income students with a minimum 2.0 GPA. The student population was 91% minority, and predominantly potential first generation college students. The study used matched comparison groups in a quasi-experimental design and found that effects were statistically significant, including average number of college applications submitted (8.8 in intervention group vs. 4.1 in comparison). Intervention students were more likely to apply to 4-year institutions (93% vs. 63%) and sent more applications to selective institutions (3.9 vs. 1.4) than comparison group. The study met WWC Group Design Standards with reservations.

Markovitz et al 2014 analyzed use of AmeriCorps volunteers as tutors (Minnesota Reading Corps Tutoring Program) for literacy enrichment for at-risk K-3 students. A randomized controlled trial impact evaluation worked with 1,300 K-3 students at 23 schools. Students who received tutoring achieved significantly higher literacy assessment scores than control group. Tutoring succeeded in spite of risk factors, such as Dual Language Learner status and Free and Reduced Price Lunch eligibility. For each characteristic, students receiving tutoring outperformed control students on grade-specific literacy assessments. After a single

tutoring semester, the average kindergarten student performed twice as well as students without a tutor. AmeriCorps tutors helped average first grade student perform 11% better than untutored peers. The study met WWC Group Design Standards without reservations.

Existing neighborhood assets/programs supported by Federal, State, local, and private funds

Existing neighborhood assets are a critical LAPN component. Assets are already part of the neighborhood partnership, or will be integrated over the five-year implementation period. Community School Coordinators stationed at each school are responsible for spearheading partnership development, and will engage in monthly outreach to add more service providers to the LAPN network. YPI's community schools model has managed such partnerships in this community since 2010, which has accelerated in LAPN planning. In addition to creating a more robust network of family and community services in the LAPN, partners benefit from LAPN's system of cross-referrals that provides LAPN services to their existing clients in need.

Coordinators work with agencies to set up cross referrals in LAPN or within a half mile of boundaries. Coordinators will work with Connectors and MSW Interns to ensure that clients have an affordable transportation plan to access services (through carpools or public transit, for example). Neighborhood assets incorporated include: Basic needs- the Salvation Army Senior Citizen Center, Project Angel Food, Year Round Shelter- LA Youth Network, Hollywood Certified Farmers' Market, Koreatown Youth and Community Center, Koryo Health Foundation Community Clinic, Pico Clinic, St. John's Well Child and Family Center, Hollywood Community Hospital, Children's Hospital LA, WIC Office, two branches of LA Public Library, First Baptist Church, First Presbyterian Church, and Angelica Lutheran Church.

Public Safety and legal support agencies include Olympic and Hollywood Community Police Stations (LAPD), Hollywood Police Activities League (PAL), Central American Resource

Center, and St. Barnabas Senior Services. Education services include Pacific Asian Consortium Head Start Program (age 3-5), SEA Charter School (alternative education high school), Boys and Girls Club, the LA Conservation Corps, and LA City College. Mental Health and Substance Abuse Centers include the Alcoholism Center for Women, the Hollywood Mental Health Center, UCLA Vine Street Clinic, ENKI East LA Mental Health- Pico Union, Hollygrove, and APAIT Health Center. The Toberman Recreation Center, Hollywood Forever Memorial Park, and MacArthur Park are within walking distance and offer sports and recreational activities.

Programs supported by federal, state, local, and private funds include leveraged resources integrated into the continuum of solutions, include an Early Head Start program for 89 children ages 0-3 and their families in Hollywood operated by YPI under a contract from the LA County Office of Education (Early Head Start funding from HHS). Partner Hollywood Primary Center provides a continuum of early childhood education services with preschool, Pre-Kindergarten, Transitional Kindergarten, and Kindergarten services for children age 3-5.

The City of LA also works with YPI and partners to leverage federal WIOA funding for WorkSource Centers, YouthSource Centers, and Summer Youth Employment Program providing job training, academic tutoring, career development services, and paid work experience (2,000 Summer Youth slots are reserved for LA Promise Zone youth each year). Three City of LA FamilySource Centers supported by federal Community Development Block Grant funds provide case management, multi-benefit screening, pre-employment/employment supports, youth education and cultural after-school activities including tutoring and college access activities. Three City-funded Gang Reduction and Youth Development programs support high risk youth age 10-15 and families with intensive case management and counseling.

The California Department of Education contracts with YPI and partners to fund three hours per day of afterschool through 21st Century Community Learning Center (federal funded) and After School Education and Safety (state funded) afterschool programs providing academic tutoring and homework help, enrichment, physical education and nutrition support services.

Methods of evaluation include use of performance measures related to intended outcomes

YPI's Research & Evaluation Department has developed evaluation methods tested and refined over time to ensure that programs are accountable to funders, make progress in achieving outcomes, and provide high quality services. Evaluation methods provide timely and valid information on management, implementation, and efficiency of services through use of STAT Reports modeled on effective place based initiatives such as the Harlem Children's Zone that track outcomes, budgets, and service provision. In the LAPN, each Community School Coordinator is responsible for updating STAT Reports monthly to review with the Assistant Director of Research and Evaluation and Project Director. The STAT Report tracks progress on monthly benchmarks to ensure each school site is on track to achieve annual outcomes. If a school is behind on benchmarks, monthly review ensures course corrections are made to improve progress each month. STAT Reports track spending against budget to ensure cost per participant is maintained (*Appendix*, pp. 370-491) and the program is operating efficiently.

YPI's evaluation will provide guidance and strategies for replicating the model in multiple settings. Each year the project will examine implementation structure, including changes in resources, number of programs, increase in youth and family members served, range and diversity of partner services and community referrals, number of collaborative relationships, and change in number of programs providing direct services and academic support. LAPN will collect relevant program documents, including budgets, regulations, schedules, partnership

agreements, meeting minutes, and outreach materials, to inform program design for agencies that want to replicate model by providing thresholds (dosages) at which services are most effective.

Evaluation identifies strengths and barriers for implementation. It presents findings and extracts lessons to support analysis, reflection and learning in each school and across sites, and assesses and documents progress and achievement of short-term, interim, and long-term outcomes at three levels at which change is expected to occur: 1) the individual youth or resident clients; 2) participating schools; and 3) neighborhood level change. All of this is compiled in annual reports and disseminated to stakeholders and other parties to replicate the LAPN model.

LAPN will employ methods of evaluation to provide valid and reliable performance data on outcomes linked to performance measures described on pages 50-51 of narrative. The evaluation plan will track individual, family, school, and community-level data on outcomes using the Efforts-to-Outcomes (ETO) longitudinal data system. Each student, parent, or resident will have individual ETO profile that tracks points of service, assessment data, and student level data such as grades, standardized test scores, school attendance, and suspensions. Data collection benefits from YPI's existing Data Sharing Agreement with LAUSD, allowing for collection of 72 different data points. YPI is one of very few nonprofits in LA with an Agreement like this in place with LAUSD (another, City Year, is a core LAPN partner). Individual profiles are linked into whole family profiles or whole school profiles to measure impact at multiple levels. YPI is recognized as a national leader in using Social Solutions' ETO software, and has customized the database for our place-based model of blending funding streams to achieve shared outcomes.

The Director works with the PN Data Analyst and School Coordinators to collect quantitative program data (attendance in programs, pre/post academic assessments), and will work with partners to collect and enter data into ETO. The Data Analyst and Coordinators work

with principals and administrators to collect and enter data on students' academic achievement, test scores, attendance, disciplinary referrals, suspensions, and other data to track outcomes. LAUSD collects annual School Experience Surveys, the results of which are used to measure Objective 5: percent of students who agree or strongly agree that school campus is safe. Based on existing Data Sharing Agreements, YPI evaluation and program staff will seamlessly move forward with data collection, with client permissions already in place.

The Promise Neighborhood will collect qualitative data to measure performance. This will occur during Community Feedback Sessions. During sessions, staff presents program data related to performance measures and solicit stakeholder feedback on services, effectiveness of PN solutions implemented as experienced by participants and impact on themselves and families. Participants can provide both verbal and written feedback. Stakeholder feedback during the Sessions is used for reporting, as well as to continually improve the program. School site visits and observations are carried out on an annual basis to understand day-to-day operation of the program. Data from observations will be used to supplement the other data collected in order to complete the description of the program and to verify information gathered.

Sources include state and school district achievement data, standardized test scores, (Common Core Smarter Balanced assessments), and demographic data and trends. Evaluation team designed pre/post program assessments (including academic assessments in ELA and math) informed by program goals administered to students, parents, and teachers. The evaluation has built in reporting milestones at intervals to meet requirements of U.S. Department of Education.

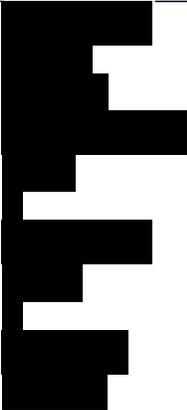
The extent to which the proposed project is supported by strong theory

The LAPN **theory of change** includes following principles. 1) Effective, achievement-oriented schools and strong social and community services are critical to support educational

achievement of children in poverty. 2) Effective change can be best achieved by serving an entire well-defined neighborhood comprehensively and at scale to reach majority of eligible youth and family residents. 3) Change is best achieved through strategies that include a well thought out pipeline of high quality programs, services and activities that start from birth and continue to college graduation and career. Change will be expected and measured in common goals, objectives, and outcomes on the individual, family, and community level. 4) Activities must be resident and family driven; building social capital is a significant pathway to desired change. Resident and family participation are essential to building active community support and involvement in program services. 5) Accountability for outcomes is key. All program activities and associated outcomes must be rigorously evaluated; continuous feedback loops must be developed and used to improve and refine program offerings (e.g. information through surveys and real time program data assessment and integrated data management). 6) A culture of success must be rooted in inclusiveness, partnership, leadership and teamwork and cultivated through a relationship with all stakeholders: community partners, families, residents, schools, public partners, and others to break down agency “silos” and develop cross-agency solutions for clients.

The LAPN **theory of action** describes a plan for actions affecting overall outcomes for youth and families residing in LAPN boundaries and supported with implementation services. 1) A partnership among residents, schools, community-based agencies, business, and post-secondary institutions is critical and focused on building capacity to support neighborhood children and families to succeed. 2) Families benefit from having access to a pipeline of services, a ‘continuum of solutions’ derived from identification of neighborhood-based needs and strengths (e.g. through YPI’s school needs assessment and segmentation analysis) to help children succeed from before birth to young adulthood. Services provided by partners will be

integrated and have common outcomes across services, a focus on similar milestones, support during transitional time periods, and no time or resource gaps. 3) Organizing and building community relationships empower the Neighborhood and increase and enhance the communities' capacity for positive growth and development. 4) Data and information through assessment and evaluation are necessary for ongoing improvement of implementation activities.

LOS ANGELES PROMISE NEIGHBORHOOD LOGIC MODEL			
Resources	Core Project Components	Evidence of Change	
INPUTS	ACTIVITIES/OUTPUTS	OUTCOME	
		Short-Term	Medium-Term
 8 schools at 4 sites 63 partners 134.5 FTE staff Promise Zone partnerships, governance, access to federal preference on grants Continuum of 17 Solutions	Early Education Programs <ul style="list-style-type: none"> • Early Head Start • Preschool • Transitional kindergarten • Promise Kinder Transition K-12 Programs <ul style="list-style-type: none"> • Assessment & Linkages • Mental health counseling • Truancy prevention • Academic Coaches & Professional Development • AmeriCorps Tutors • Community Schools • College & Career Teams (Advisors, Navigators, AmeriCorps College & Career Ambassadors) • College readiness workshops, FAFSA help, 1:1 advising • LAPN Postsecondary Financial Plan & LA College Promise (free year of community college) • Dual enrollment • Parent Engagement • Restorative Justice • Summer Programs • Linked Learning • Afterschool Programs 	<ul style="list-style-type: none"> • Children 0-5 w/ medical home increases to 93% • Children age 3 & 5 demonstrating age-appropriate functioning increases to 79.8% • Children in early learning programs increases to 19% • Students proficient in Math and ELA rises to 47.5% • Attendance rate increases to 97.4% • Graduation rate increases to 83.8% • Students who graduate high school, earn postsecondary degree or credential without need for remediation doubles from baseline 	Children enter kindergarten ready to succeed in school. Students are proficient in core subjects. Students successfully transition from middle to high school. Youth graduate from high school. High school graduates obtain a post-secondary degree, certificate or credential without need for remediation
LONG-TERM OUTCOME: LAPN schools and the surrounding neighborhood are transformed into centers of opportunity, ensuring low-income families are empowered to achieve college and			

career success and stability.

As depicted in the LAPN Logic Model, the core elements of the continuum of solutions each link to achieving gains in project indicators. The partnership designed the LAPN continuum of solutions by developing a strong research base about effective services that are proven to increase school readiness, improve academic achievement, increase high school graduation, and prepare students for college. LAPN will intentionally target interventions from the continuum of solutions to those who need them most. The LAPN intake and assessment process helps the partnership understand the goals, aspirations, and needs of students and families, so that linkages are made to services that directly help them meet their goals.

Quality of Project Services *Services provided will lead to improvement in student achievement*

YPI’s Research & Evaluation team led a collaborative process with YPI staff from our Community Schools and Academic Support teams to set annual targets for the overall project and for each individual school. This included reviewing historical data and trends, going in detail through the School Plans (Appendix F), and considering factors like YPI’s past performance in achieving desired outcomes through programs described here, research on impact of similar programs serving similar populations, available resources and partners, disaggregated population results, timelines, and external factors. School targets were then reviewed with each principal to ensure alignment with school goals for improving academic achievement, and to take into account any school-related factors affecting targets. The result are annual targets for each project and program indicator that are ambitious given the current baseline data demonstrating significant needs, but are also realistic given the infusion of intentionally designed resources that align directly with moving the needle on the indicators.

EDUCATION RESULTS & INDICATORS

Result: children enter kindergarten	Base-	Y1	Y2	Y3	Y4	Y5
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ready to succeed in school	line					
Number and percent of children birth to kindergarten entry who have a place where they usually go, other than emergency room, when they are sick or in need of advice about health.	1,328/ 89%	1,337/ 89%	1,361/ 90%	1,385/ 91%	1,409/ 92%	1,440 93%
Number and percent of three-year olds and children in kindergarten who demonstrate age-appropriate functioning across multiple domains of early learning;	199/ 71.5%	218/ 71.9%	281/ 75.4%	287/ 76.8%	291/ 77.9%	354/ 79.8%
Number and percent of children, birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs	149/ 10%	150/ 10%	212/ 14%	221/ 14.5%	230/ 15%	294/ 19%
Result: students are proficient in core subjects	Base-line	Y1	Y2	Y3	Y4	Y5
Number and percent of students at or above grade level according to state Math and ELA assessments in grades 3-8, 11	388/ 21.1%	469/ 24.9%	560/ 29.8%	662/ 35.2%	770/ 40.9%	892/ 47.5%
Result: students successfully transition from middle to high school	Base-line	Y1	Y2	Y3	Y4	Y5
Attendance rate- students in 6 th , 7 th , 8 th , 9 th grade	1718/ 96.7%	1777/9 6.7%	1719/9 6.8%	1722/ 96.9%	1728/ 97.3%	1731/ 97.4%
Result: youth graduate from high school	Base-line	Y1	Y2	Y3	Y4	Y5
Graduation rate	294/ 76.8%	303/ 77.7%	309/ 79.2%	315/ 80.8%	320/ 82.1%	327/ 83.8%
Result: high school graduates obtain a post-secondary degree, certification, or credential	Base-line	Y1	Y2	Y3	Y4	Y5
Number and percent of PN students who graduate with a regular HS diploma, and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation	15/5%	18/ 6%	22/ 7%	25/ 8%	29/ 9%	33/ 10%

FAMILY & COMMUNITY SUPPORT RESULTS & INDICATORS

Result: students are healthy	Base-line	Y1	Y2	Y3	Y4	Y5
Number and percent of children who participate in at least 60 minutes of moderate	894/ 30%	894/ 30%	923/ 31%	953/ 32%	1013 /	1072 /

to vigorous physical activity daily					34%	36%
Number and percent of children who consume five+ servings of fruits and vegetables daily	745/ 25%	745/ 25%	775/ 26%	804/ 27%	864/ 29%	1013 / 34%
Result: students feel safe at school and in their community	Baseline	Y1	Y2	Y3	Y4	Y5
Number and percent of students who feel safe at school and traveling to and from school	1579/ 53%	1668 / 56%	1758 / 59%	1847 / 62%	1996 / 67%	2145 / 72%
Result: students live in stable communities	Baseline	Y1	Y2	Y3	Y4	Y5
Student mobility rate (transiency)	17.3%	17.3 %	16.9 %	16.2 %	15.5 %	14.8 %
Result: families and community members support learning in Promise Neighborhood schools	Baseline	Y1	Y2	Y3	Y4	Y5
For children from birth to kindergarten entry, the number and percent of parents or family members who report that they read to their child three times or more a week	358/65%	369/ 67%	380/ 69%	396/ 72%	413/ 75%	429/ 78%
For children in kindergarten through eighth grades, the number and percent of parents or family members who report encouraging their child to read books outside of school	683/70%	692/ 71%	712/ 73%	731/ 75%	751/ 77%	770/ 79%
For children in the 9 th through 12 th grades, number and percent of parents or family members who report talking with their child about the importance of college and career	342/70%	356/ 73%	371/ 76%	386/ 79%	400/ 82%	415/ 85%
Result: students have access to 21st century learning tools	Base-line	Y1	Y2	Y3	Y4	Y5
Number and percent of students who have school and home access to broadband internet and a connected computing device	2264/ 76%	2324/ 78%	2383/ 80%	2473/ 83%	2562/ 86%	2651/ 89%

Please see pp. 525-541 in *Appendix* for explanation of how baseline data was collected and analyzed, and further justification of annual targets.

Creating formal and informal partnerships, including alignment of visions, theories of action

The LA Promise Zone partnership has planned implementation of the LA Promise Neighborhood since the LA Promise Zone inception in 2014. Promise Zone partnerships formed the basis for LAPN collaboration. Of 17 Promise Zone Leadership Council members, eight have joined the LAPN partnership, demonstrating strong linkages, including an existing partnership

structure and system for accountability. YPI and LAPN partners developed the LAPN overall vision and theories of change and action to align with those of the Promise Zone.

Please see the Memorandum of Understanding in *Appendix*, pp. 107-131, plus Commitment Letters from partners (pp. 135-250). Each partner, including YPI as lead, provides services that contribute to the continuum of solutions within the framework of broader services addressed by the larger LA Promise Zone. Across initiatives, YPI and partners have developed an aligned vision for school and neighborhood transformation, and aligned theories of change and action to achieve that vision. Through quarterly LA Promise Zone Leadership Council and topical working group meetings, the vision and theories of change/action, and Promise Zone Strategic Plan educational objectives informed development of the LAPN implementation plan. This ensured that YPI and partners' shared vision and theories of change and action undergird the LAPN. A critical part is integration of funding, data, and outcomes to better unify services. There is an understanding amongst all LAPN partners of steps necessary to carry out the action plan as documented in the MOU. Each partner has provided financial (cash or in-kind) support, and each is providing programmatic support as documented in narrative, the MOU, and attached partner Commitment Letters.

Partners will be held accountable for performance in accordance with the MOU through execution of partner subcontract agreements specifying number of participants served, timeline, payment, and breakdown of services. Agreements include accountability mechanisms for monthly reporting, and an in-person meeting with LAPN Director if deliverables are not met. The Director will help troubleshoot issues, and check in monthly to ensure improvements. If a partner's performance lags after receiving three months support, their contract will be ended.

YPI has formalized the partnerships described below, including alignment of vision, and

theories of change and action for the Promise Neighborhood.

The **City of Los Angeles** is the Lead Agency for the LA Promise Zone, and works with YPI as Lead Implementation Partner to structure and manage services. City representatives work with YPI staff on the Promise Zone Leadership Council to provide oversight, including Promise Neighborhood services overseen by the Promise Zone Education Work Group. The city is leveraging in-kind and aligned resources to support education and economic empowerment through FamilySource, WorkSource, and YouthSource Centers, and summer youth paid work opportunities and gang prevention services. The City's Workforce Development Board (WDB) oversees expenditure of over \$50 million in public funds annually through Workforce Innovation and Opportunity Act (WIOA), and serves as a workforce development partner to refer candidates for education and training, as well as connect and place LAPN residents with hiring employers.

The **Los Angeles Unified School District** (LAUSD) led by Superintendent of Schools Michelle King has committed to partnering with the Promise Neighborhood, and to share all required student and parent data to assess need and services to individual student level using ETO. [REDACTED]

LAUSD has expressed steadfast cooperation of all district schools targeted for services during implementation. This includes the cooperation of the LAUSD Local Districts as well as the support of school site administrators and teachers. In their June 14, 2016 Board of Education meeting, **YPI became the only applicant in Los Angeles formally approved by the Board of Education to submit a Promise Neighborhoods proposal with LAUSD as partner.** Over the past three years, YPI has developed and implemented both a Data Sharing Agreement and a Master Services Agreement with LAUSD to facilitate program services and data flow across

grants including LAPN services. The Data Sharing Agreement allows YPI programs (including LAPN) to gather and use student data required for assessment and improvement of education services. This agreement, signed in June 2015, allows for collection of **72** different types of data from services provided by YPI in the District, and includes individual student data and aggregate group level data required for assessment of services and support using the ETO data management software. YPI completed and formally signed a Master Services Agreement with LAUSD in February 2016 that allows YPI to add staff, resources, and services provided through funding and partnerships to LAUSD schools, rather than having to develop a new agreement with each new funding resource brought into the Promise Neighborhood. This agreement ensures that all program and partner staff YPI uses at schools meets all requirements for background checks efficiently while allowing needed services to be up and running to serve students and families.

Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency, and offers educational programs and services, from birth to adulthood. LACOE supports 80 public school districts and supports implementation of early learning best practices for LAPN's 0-5 pipeline. LACOE provides professional development and technical assistance for YPI and partner afterschool programs in Promise Zone and Neighborhood.

The **CA State Superintendent of Public Instruction Tom Torlakson** and **CA Department of Education (CDE)** have worked with LAPN to develop aligned afterschool services through 21st Century and After School Education and Safety funds. CDE has committed to sharing academic data, which includes integration of the California Longitudinal Pupil Achievement Data System, while supporting braided resources to boost academic achievement.

California Charter Schools Association (CCSA) supports the charter school movement through advocacy, leadership on accountability, and resources. CCSA ensures that LAPN charter schools have access to resources and will advocate for equity and access to high-quality learning.

The California State University at Los Angeles is a public university that delivers instruction to nearly 30,000 students every year. Cal State LA will facilitate college awareness and readiness programming and will guarantee enrollment into Cal State LA for all graduates of target high schools who meet the minimum requirements for college admission.

Children’s Hospital Los Angeles provides pediatric health care to over 111,000 children each year through over 350 pediatric specialty programs. CHLA will provide substance use prevention and treatment services for adolescents and young adults and is an LAPZ partner.

City Year of Los Angeles works to bridge gaps in high-poverty LA communities. City Year will deploy a team of 20 Corps Members and 2 Managers to support the 9th grade classes at all four high schools at the Miguel Contreras Learning Complex. City Year of LA is an already-established partner of YPI through the LA Promise Zone.

First 5 LA is a leading early childhood advocate, investing over \$1.2 billion in efforts to provide the best start for children 0-5 and families. First 5 LA’s Best Start Metro program will leverage its coalition and investments to support LAPN families. First 5 LA is an already-established YPI partner, and its Senior Program Officer is on the LAPZ Leadership Council.

Friends of the Hollywood Central Park (LAPZ partner) is developing the Hollywood Central Park in the Promise Zone to provide LAPN families with open green recreational space.

Heart of Los Angeles (HOLA) provides underserved youth with free programs in academics, arts, and athletics in a nurturing environment. HOLA is an already-established

partner of YPI through the LAPZ and its Executive Director serves on the LAPZ Leadership Council. They will provide a summer program each year for LAPN students.

The **Hollywood** and **LA Area Chambers of Commerce** will promote work-based learning to their employer partners to strengthen career-readiness for LAPN students.

The **Local Initiatives Support Corporation** (LISC) invests in housing, education, public safety, employment, and basic needs. LISC works with YPI to promote community development efforts, including its Financial Opportunity Center. LISC is an LAPZ partner.

Los Angeles City College (LACC) is a two-year public college located in Hollywood. It provides pathways to success through transfer, career, and technical education, as well as foundational skills programs. LAPN works with LACC on dual enrollment opportunities.

Los Angeles Universal Preschool (LAUP) has prepared more than 115,000 children for kindergarten by funding, rating, and raising level of quality preschool programs in LA County since 2005. LAUP serves as a local expert regarding early childhood education and provides research on best practices to create and sustain high-quality early learning education programs.

Loyola Marymount University is a four-year liberal arts college in LA. Its Center for Equity for English Learners will provide two annual professional development institutes for teachers to improve instruction for English Learners and increasing EL reclassification rates.

McCormack Baron Salazar Inc. (MBS) is a nationally acclaimed leader of affordable urban housing development. Since 1973, MBS has developed over 19,703 units of affordable housing. MBS is an already-established partner through YPI's LA Choice Neighborhood grant.

Public Counsel is the largest *pro bono* public interest law firm in the nation, and provides workshops, training, and advocacy on immigration, education rights, and more. Public

Counsel is an already-established partner of YPI through the LAPZ, and its Directing Attorney for the Homelessness Prevention Law Project is on the LAPZ Leadership Council.

United Way of Greater Los Angeles seeks to break the cycle of poverty for the city's most vulnerable residents. UWGLA will create career pathways for students with Linked Learning strategies and provide families with financial literacy and capability programming.

The **University of California at Los Angeles (UCLA) Community-Based Learning (CBL) Program** is an umbrella organization of UCLA for youth-serving projects. The program provides a full-time Work-Based Learning Coordinator to MCLC and connects 20-30 students each year to Linked Learning internships. UCLA CBL Program is a LAPZ and YPI partner.

The **University of Southern California (USC) School of Social Work** seeks to improve well-being of vulnerable individuals and communities, and advance social and economic justice. The USC School of Social Work will place 18-24 MSW Social Work Interns at LAPN schools, and offer guidance and technical assistance to social workers at LAPN schools.

A significant component is the establishment of a strong working relationship with elected leaders. These include Diane Feinstein, U.S. Senate; Xavier Becerra, U.S. House of Representatives; Adam Schiff, U.S. House of Representatives; Gil Cedillo, LA City Council; Mike Feuer, LA City Attorney; Steve Zimmer, LAUSD Board President; Monica Garcia, LAUSD Board Member; Mitch O'Farrell, LA City Council; and Hilda Solis, LA County Board of Supervisors. As well, 63 partners are aligned with YPI's vision and committed to bringing meaningful LAPN change. [REDACTED]

Quality of the Management Plan. *Working with neighborhood and residents; schools; LEA in which schools are located; Federal, State, and local government leaders; other service providers*

Please see *Project Services* for overview of planning and coordination of services working with neighborhood and residents, and Dosages on pp. 20-21 for details regarding frequency of services. As lead agency and fiscal agent, YPI is grant applicant and provides administrative oversight. YPI is responsible for working with school and community partners; monitoring and supporting activities so that they converge with school and classroom goals and agendas; providing technical assistance to schools and partners; and managing fiscal matters, client attendance data and evaluation results as required by the U.S. Department of Education.

With a staff of over 1,600 qualified and experienced professionals reaching 115,000 unduplicated residents annually at 137 sites throughout LA County, YPI has demonstrated a unique ability to produce significant outcomes by saturating neighborhoods with relevant, place-based education and training services. YPI has extensive experience providing many of the solutions from the LAPN continuum of solutions and is leveraging the central role of the LAPN within the LA Promise Zone. YPI's ability to operate successful place-based initiatives is made possible through a 'braiding' of public and private revenues that target communities, while incorporating resident, family, and community assets into program design and services.

YPI programs and services include operating five schools (three charters, one LAUSD pilot school, and one LAUSD Network Partner school); a GEAR UP program that serves 2,895 students at nine LAUSD and charter schools; a School Climate Transformation Program that partners with seven LAUSD and charter schools to serve 1,812 students (many in the LAPN); 67 afterschool programs; 83 Public Computer Centers opened in LA; college and career preparation with financial literacy and asset building support; Full-Service Community Schools; 105 AmeriCorps volunteers trained as academic tutors and College Ambassadors and placed in schools; adult education; summer youth employment; an Educational Opportunity Center;

WIOA-funded WorkSource and YouthSource Centers; CBDG-funded FamilySource Center; and a Community Supported Agriculture program for low-income families in the Promise Zone.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

YPI is the Lead Implementation Partner for the LA Promise Zone designated by the U.S. Department of Housing and Urban Development in first round of selection in January 2014 (YPI was selected by the City of LA, the Lead Agency). YPI spearheads implementation efforts with over 90 public and private partners. The LA Promise Zone has a signed comprehensive Memorandum of Understanding with partners, who include City and County of LA departments, LAUSD, and the LA Area and Hollywood Chambers of Commerce, and LA n Sync, a coalition of philanthropies, public agencies, and nonprofits led by the Annenberg Foundation and dedicated to supporting LA major funding proposals through developing partnerships and obtaining institutional and philanthropic support. The LA Promise Zone serves 44 high-need elementary, middle, and high schools, including eight LAPN schools.

The Promise Zone partnership develops services and resources through quarterly meetings of the Leadership Council [REDACTED] During Year 1, the City as Lead Agency created the Leadership Council and five working groups (staffed by YPI, community agencies, LAUSD, City Attorney’s office, Mayor’s office, chambers of commerce, and residents) to examine needs, and develop a Strategic Plan with timelines for implementation. Working Groups each focus on an area of neighborhood revitalization (Education, Civic Participation, Neighborhoods, Public Safety, Economic Stability), while Leadership Council is tasked with integrating solutions from groups into a plan, and leading decision-making around resource allocation and philanthropic and stakeholder engagement. The LAPZ Strategic Plan formed basis for LAPN continuum of solutions for aligned services and outcomes. See *Appendix* p. 557 for PZ Strategic Plan Education Goals that align with LAPN.

Each working group is led by a coalition member with expertise on that topic. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Working groups meet quarterly to assess and provide recommendations to the Leadership Council. This includes development of place-based services and outcomes that directly inform the LAPN.

Please see Timeline in *Appendix*, p. 543 for details on launch and scale up of LAPN services within framework and oversight of Promise Zone Leadership Council and Education Work Group. Services in schools open during first six months after launch in January 2017. YPI and partners have worked together with each of target school principal, school staff, and teachers to develop an implementation plan for services at each school (*Appendix* pp. 255-357).

The LAPN will build capacity of the management team in working with neighborhoods and residents by offering capacity building services that have been effective and instrumental in shaping and carrying out YPI's past programs. The Center for Nonprofit Management in LA offers specific classes in communication and outreach for management staff that have proven highly effective. The Director will boost attendance at community meetings in the LAPN that bring together residents and a cross section of community agencies. The Pico Union Neighborhood Council provides ongoing, regular meetings of key players in the Neighborhood that the Project Director will attend regularly throughout implementation. As well, partners such as City Year and YPI staff will provide quarterly updates on critical school issues in the LAPN for management to have an updated understanding of issues and changes.

YPI has a clearly defined organizational and staffing structure. Please see Organizational Charts included in the *Appendix*, p. 551-52 that detail the role of the LAPN Team in both the YPI and Promise Zone organizational structures. Reporting to the YPI Board of Directors and the LA Promise Zone Leadership Council each quarter, the YPI CEO and YPI Executive Vice President exercise ultimate oversight of program services, ensure core program objectives are achieved, and are accountable for all awarded PN funds. Direct services are administered by YPI's LAPN Director who oversees all PN staff. The Director attends monthly YPI Director meetings led by the Executive Vice President, which review goals, objectives, and monthly progress, using data provided by the data management team. YPI's Executive Vice President meets one-on-one with the Director monthly to assess services and success in meeting performance measures. Failure to meet goals for three months is grounds for a Performance Improvement Plan with a six-month timetable for improvement. Failure to meet this plan is grounds for termination.

Management systems for planning are a critical component, and will continue to include annual staff retreats and monthly meetings in order to review outcomes and program progress. The Director works with the LAPZ Education Work Group and schools to provide information on capacity building and to ensure that information on progress is made available to partnership.

The LAPN Program Director is [REDACTED] has a Doctorate in Educational Leadership for Social Justice and Clear Administrative Services Credential from Loyola Marymount University, as well [REDACTED] M.A. in Teaching and Secondary Clear Single Subject CLAD credential in English Language Arts. [REDACTED]

[REDACTED] She oversaw and facilitated staff professional development and leadership training, and developed curricula and programming for a Peer Tutoring program, test preparation program, Male Study Groups, Teen Mom Achievement Groups, Youth Leadership Camp, GED program, and Achievement Task Force of 15 teachers and administrators. [REDACTED]

[REDACTED] previously a classroom teacher and continues as an Adjunct Lecturer [REDACTED] As Program Director, [REDACTED] will oversee outreach, community assessment, implementation of program services, and data collection efforts. She will supervise all staff, and work with YPI and partner staff serving on the Advisory Board, and on school and community-based advisory teams. [REDACTED]

[REDACTED] will manage the day-to-day operations, and will report quarterly to the Promise Zone Leadership Council on PN outcomes. She will be supported by extensive LAPN staff members as well as leveraged and matched partner staff. Please see *Appendix*, p. 553 for full Staffing Table and Descriptions for both direct federal and match funds in the Promise Neighborhood.

The LAPN Team will form nucleus of implementation and will include the following funded directly through LAPN funds. 1 Assistant Director of Academic Support, 1 Assistant Director of Community Schools, 1 Administrative Program Coordinator, 1 ELA / ELD Coach, 1 STEM Coach, 2 Math Coaches, 1 Restorative Justice Coordinator, 4 School Social Workers (MSW), 8 Connectors (Case Managers), 5 College & Career Advisors, 12 College Navigators, 8 Community School Coordinators, 4 Community, 1 Data Systems Manager (ETO), 1 Research & Evaluation Manager, 1 Research & Evaluation Analyst, 1 Data Systems Administrator, 1 Grant Accountant, 2 Data Clerks, 54 AmeriCorps Tutors, 8 AmeriCorps College Ambassadors, 8 first year MSW Interns, and 16 second year MSW Interns. Please see the LAPN Organizational Chart and Staffing Table with descriptions and number of staff provided in *Appendix*, pp 553.

High quality staff are bolstered by YPI's fiscal infrastructure with strong controls and cost effective management. YPI's Chief Financial Officer and Controller handle financial oversight and reporting. The Controller is responsible for managing and overseeing Accounts Payable and Accounts Receivable. He reviews and posts journal entries for program and account accuracy and balancing, and prepares monthly and annual financial closings with reporting in accordance with government OMB Circulars A122 & 133 and leads annual budget and grant compliance for programs. YPI strictly adheres to its Accounting Manual, which serves to ensure that assets are safeguarded, that financial statements are in conformity with Generally Accepted Accounting Principles (GAAP), and that finances are managed with responsible stewardship and in accordance with applicable laws, regulations, ordinances, and contractual obligations.

YPI's Accounting Division is responsible for payments to providers, vendors, and employees and prepares financial reports. YPI's Controller and Chief Financial Officer assign a Grant Accountant to each grant budget who works with program and leadership team to ensure

[REDACTED]

YPI and LAPN have leveraged numerous lessons learned from experience leading collaborative partnerships. A key lesson is need for a governance structure that provides roles for partners to exercise leadership and provide support. As a measure to increase productivity and partner accountability, YPI will facilitate an orientation process for new partners that ensures they understand LAPN requirements and goals. A further lesson learned that will positively impact implementation is targeting partner outreach to fill gaps in continuum of solutions in order to ensure it fully addresses the needs identified in the segmentation analysis. The selection of effective partners with strong match support is critical to long term viability and sustainability.

Partners are an integral part of LAPN and will have a decisive role in oversight and management. As described in the MOU, the LAPN management system is based on a collaborative approach that depends on the coordinated interaction of multiple organizations that

pool existing and new financial, expert and human resources. This coordination goes beyond integrating existing services and managing new programs to include a comprehensive agreement on a unified theory of change and action plan that has been collaboratively developed during planning and described in the MOU. Because the LAPN Team has assembled a collaborative structure of braided services and expertise to serve the target LAPN zone, the management structure offers significant authority and freedom for action by partners. Partners have all approved the methodology and services as described in the proposal and the MOU.

The City of Los Angeles, as Lead Agency for the LA Promise Zone, has assembled the comprehensive cross-sector partnership to align and coordinate resources and investments in the Zone to support residents and achieve Promise Neighborhood goals. Led by Mayor Eric Garcetti, the City is an active partner to identify and integrate funding for services matched and leveraged as detailed in the MOU and Commitment Letter. Alignment of City resources in the Promise Zone includes partnership and commitments from Mayor's Office of Education, the Employment and Workforce Development Department, the City of LA Planning Department, the Housing and Community Investment Department, the Mayor's Great Streets Initiative, the Recreation and Parks Department, the LA Police Department, the Departments of Building and Safety and Transportation, the Department of Cultural Affairs, the Department of City Planning, the Office of Immigrant Affairs, and the City of LA Workforce Development Board.

Additional public partners involved in the Promise Zone to support the LAPN include the Pico Union Neighborhood Council, the LA City Attorney's Office, the LA Community College District, the LA County Office of Education, LAUSD, and the County of Los Angeles.

YPI is responsible for budgetary and programmatic oversight to ensure funded partners meet obligations for service provision. YPI will meet with partners quarterly to review services

and performance related to outcomes and budget. YPI will create a STAT Report for funded partners as YPI does for internal staff. This includes monthly performance goals and YPI staff will review performance based on the Report and ETO data during quarterly check-in meetings to measure how successful each partner is meeting outcomes. If needed, YPI and partner will develop an Action Plan for corrective action that needs to take place to meet certain benchmarks.

Collecting, analyzing, and using data and plan to build or expand a longitudinal data system

YPI and partners utilize its existing Efforts-to-Outcomes (ETO) longitudinal database system to track and measure impact of LAPN programs using indicators and targets discussed on pages 50-51. ETO will track service utilization, along with locations and frequency, outcomes across providers, and will look at aggregate results across schools. YPI is one of a few external agencies provided access to student level data (documented in Data Sharing and Master Services Agreements with LAUSD) and collects outcome data in ETO working with LAUSD and schools.

To track and analyze information, YPI utilizes ETO from Social Solutions as a hub for organizing, monitoring and analyzing data. Social Solutions developed an early partnership with Promise Neighborhoods, and the system is built to address data management support and data driven decision making tools essential to run, manage, and implement LAPN.

YPI has utilized ETO to track data and outcomes for place-based initiatives since June 2012, and tracks over 115,000 participants and services with this system. ETO houses secondary data imported to track how participation affects positive change. YPI uses ETO to store school records such as GPA, attendance, test scores for over 22,000 students served. In addition to expertise that YPI has in configuring and operating ETO to manage programs, ETO provides insights into infrastructure needed to manage a large-scale initiative such as Promise Neighborhoods. This includes trainings for staff capacity to enter, interpret, and analyze data. It

includes an understanding of the critical role that properly trained staff has in supporting technical needs of the system and in generating reports to review progress and help coach program staff on how data should be read and understood in programmatic decision-making.

To support LAPN, ETO is employed as a tool with these performance management tasks:

Intake and Case Management: ETO is the primary system that stores and organizes intake information for students at each school. The system's intake platform tracks assessment information on student needs and runs analysis to help staff make decisions on programs and services. Once students are referred to programs, ETO analysis helps staff understand programs and services with greatest impact and how participation in services affects overall progress toward outcomes. ETO serves as a case note repository for students receiving more intensive case management or counseling. Social Workers, MSW Interns, and Connectors use notes to track progress. Organization of case notes, school performance data and service participation in one data system platform is critical to assist staff in understanding complete portrait of services that a student receives to build solutions and referrals based on need and service factors.

Partner Information Hub and Tracking: All LAPN partners are part of YPI's system license and receive training on how to input student participation of their services into the system. Including partners in the system configuration ensures that data tracking toward performance measures and outcomes is consistent and all partners work toward the same indicators and outcome goals. YPI data systems team helps support analysis of partner efforts and generates reports that measure student progress and evaluate how overlap of partner-based, YPI-based and school-based efforts work in an integrated fashion to improve student outcomes.

Secondary Data Repository and Analysis: ETO is system hub for all individual level secondary data for reporting. It is where information regarding monitoring of student progress is

stored. Student level data such as daily attendance and academic proficiency are imported from schools and analyzed to see correlations between program participation and outcomes.

“Real-time” Data Tracking and Programmatic Assessment: ETO is a repository for real-time data tracking to support staff in determining on daily, weekly, monthly and longer basis if programs are working. Real-time data entry and analysis includes daily assessments, quarterly report cards, surveys, qualitative analysis and feedback. Tracking and analysis helps staff understand how efforts have an effect on student outcomes and lead to development of short-term performance measurements and benchmarks and to larger LAPN longitudinal measures. ETO’s capacity to store information on day-to-day data collection and report analysis is critical to reviewing service quality and providing assessment on where improvements are needed.

The following process outlines YPI’s data management system to track program performance: 1) The Director will designate staff (Data Clerk, Connector, etc.) to collect and enter data manually into YPI’s ETO. Research & Evaluation staff led by Dr. Watford provide oversight to ensure quality control. 2) Program staff and Director review data monthly to determine performance. 3) The R&E Data Manager, who is exclusively assigned to the LAPN, reviews program performance with Director on a monthly basis. 4) Directors submit quarterly STAT reports to R&E and Executive Team, which analyze each program’s progress towards meeting goals as well as outline actions plans (if needed) for how to meet goals.

LAPN staff will create quarterly STAT reports that will inform formative and summative evaluation reports. Upon grant award, staff will populate the STAT Report template with annual outcomes, and create monthly and quarterly benchmarks using information like release of standardized testing information and internal academic assessment dates at each school to ensure benchmarks align with operations. Benchmarks include both LAPN outcomes related to

indicators and intermediary progress outcomes that serve as a proxy for outcomes that rely on data that is only released annually (e.g., graduation rates or standardized test scores).

Quarterly STAT allows for frequent analysis of progress in meeting objectives and will permit rapid course corrections. STAT Reports include a component to document why programs are successful or having challenges; this is key to continuous improvement, as it requires programs to examine progress on each benchmark and identify steps needed for improvements. Documenting successes also helps YPI identify best practices to replicate. The Director uses STAT Reports to inform project management and decision-making around resource allocations, staffing needs such as additional training, or programmatic changes. STAT Reports are reviewed by the YPI Executive Team and LAPN Advisory Board quarterly for accountability to outcomes, while providing support for improvements. LAPN will document data implementation through a timeline with benchmarks and dates for completion of critical milestones for the longitudinal data system during implementation. See Timeline in *Appendix*, p. 543.

Adequacy of Resources *Costs are reasonable in relation to number of persons to be served*

The budget reflects reasonable and appropriate costs. Please see included budget and budget narrative for more information. [REDACTED]

[REDACTED] With YPI's increased number of students and families served over time, the project will become increasingly cost effective, particularly in relation to results demonstrated by five-year targets on pages 50-51. YPI is confident that as Promise Neighborhood implementation proceeds, the partnership will serve a greater number of individuals each year, while achieving increases on indicators at a greater rate over time.

[REDACTED]

Applicant demonstrates resources to operate the project beyond the length of the grant

[REDACTED]

[REDACTED]

[REDACTED] YPI also operates contracts from the City of LA to manage and administer public funding for FamilySource, YouthSource, and WorkSource Centers, Summer Youth Employment, and Gang Reduction & Youth Development; all will be integrated in LAPN and continue beyond the five-year grant, including similar contracts operated by partners. [REDACTED]

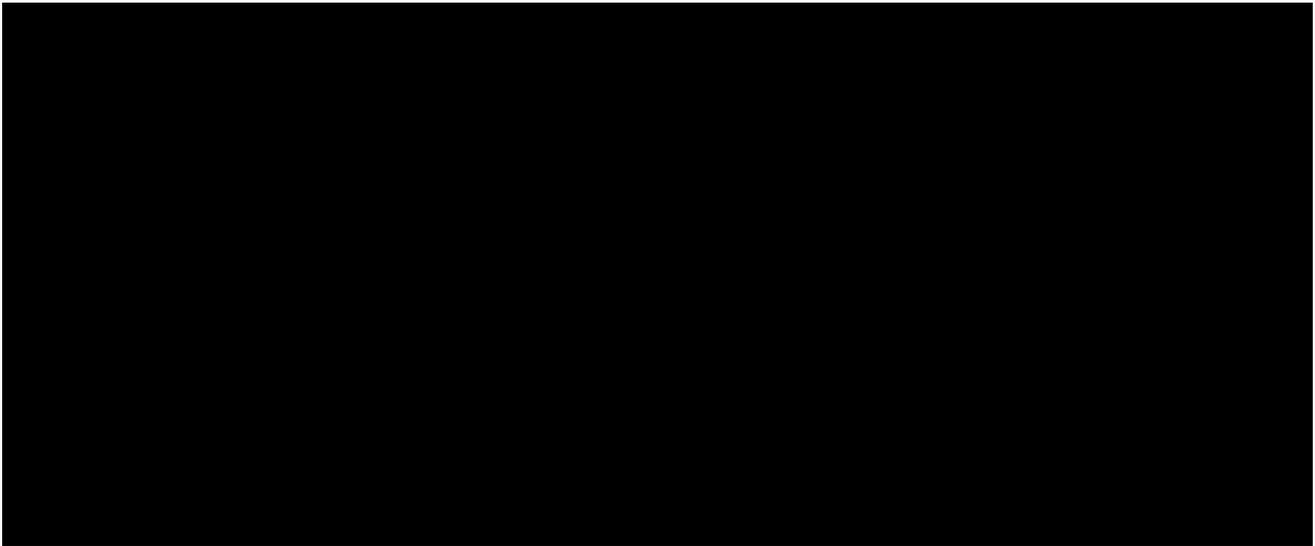
[REDACTED]

[REDACTED]

YPI's ability to braid funding to create more comprehensive, seamless programs that continue beyond any one program funding stream is further demonstrated by academic services funded by the U.S. Department of Education (Educational Opportunity Centers, Full-Service Community Schools, School Climate Transformation, GEAR UP, Carol M. White Physical Education), the Corporation for Community and National Service (full time AmeriCorps members as tutors and College and Career Ambassadors), HHS (Early Head Start as well as Assets for Independence matched saving accounts), the U.S. Department of Labor (Youthbuild, Face Forward, TechHire, and Pathways to Justice Careers for Youth), HUD (Choice Neighborhoods), the U.S. Department of Justice (Byrne Criminal Justice Innovation Initiative), the U.S. Department of Agriculture (Community Supported Agriculture and Market Match programs), and Internal Revenue Service (VITA). State administered funding includes career-technical education funds, charter school start-up/implementation funds, and afterschool.

Resources align with YPI's funding that includes California Endowment, Weingart Foundation, Dwight Stewart Youth Fund, Ralph M. Parsons Foundation, Citibank, Bank of the West, Marceled Foundation, National Council of La Raza, and United Way of Greater LA.

As demonstrated in the Financial and Operating Sustainability Plan in *Appendix* (p. 542), YPI and partners have developed a realistic model for sustaining LAPN services in Years 6-10 and beyond. It incorporates private and public funding anticipated to be integrated into the LAPN budget beginning in Year 3 of the grant, with increases through Year 10 to accommodate loss of federal Promise Neighborhood funds beginning in 2022.



Other sources of existing support that will be sustained through year 10 are CA Dept. of Education afterschool funds; City of LA contracts to YPI and partners for WorkSource, YouthSource, FamilySource Centers, Summer Youth Employment Program, and GRYD; and CNCS AmeriCorps funding for Tutors and College Ambassadors. The second part of sustainability framework will be committed cash and in-kind match from YPI and partners to continue in Years 6-10. This will include over \$8 million

annually in documented match provided by target school as defined in partner letters (*Appendix pp. 145-159*). The third part will be private and public funds raised during the five years of implementation funding from the U.S. Department of Education and continuing through Years 6-10. This part of the sustainability plan is based directly on the success of YPI and partners in raising funds for place-based initiatives in high need neighborhoods. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

YPI and partners will expand upon aligned public funding model already in place in LA place-based initiatives. Based on Promise Zone preference provided by many federal agencies, alignment of the Promise Neighborhood with LA Promise Zone, and YPI's recent track record in raising public funds, the LAPN team anticipates a 40%-45% success rate on federal grant proposals for LAPN. A list of funding solicited will include VITA preparation (IRS), Talent Search, GEAR UP (ED), Early Head Start and Head Start (HHS), AmeriCorps (CNCS), and Youthbuild, Face Forward, H1-B job training, Apprenticeships (DOL). [REDACTED]

[REDACTED]

Competitive Preference Priority 1 - Improving Early Learning Development and Outcomes

The LAPN is committed to improving coordination among early learning providers and ensuring alignment between early learning and the elementary education system. This is demonstrated through implementation of an early education pipeline starting with YPI's Early Head Start (EHS) program and continuing to the Hollywood Primary Center (HPC), thereby qualifying for 2 competitive preference points. As a leader in early childhood education, YPI

operates EHS services for children 0-3 residing within the LA Promise Zone and works with HPC to ensure that children enrolled in YPI EHS services transition seamlessly into HPC early education through a continuum of supports between EHS and HPC staff to ensure that each family is equipped to make transitions along early education pipeline. See details on pp. 21-24.

As LAPZ lead implementation partner, YPI is committed to ensuring education access at all levels through improving school readiness for preschool aged children so each child enters kindergarten healthy and ready to learn. YPI leads an Early Learning Network which partners with local entities providing services surrounding early learning in service area including the following organizations: First 5 LA, LA Universal Preschool (LAUP), the LA County Child Care Office, the LA Child Care Resource Center (CCRC), the Early Education Division of LA Unified School District (LAUSD), and the LA County Office of Education's Head Start division.

Competitive Preference Priority 2 - Quality Affordable Housing

LAPN serves Hollywood, a geographic area subject to affordable housing transformation plan pursuant to a Choice Neighborhoods grant awarded by the U.S. Department of Housing and Urban Development to YPI in FY2013. See YPI's Choice Neighborhoods grant award letter issued by HUD (p. 561 in *Appendix*), showing that LAPN Lead Agency YPI has received a Choice Neighborhoods grant, and is eligible for 2 additional points. The northern portion of LAPN overlaps with a significant portion of the Choice Neighborhood (see map on p. 15). See p. 39 for description of affordable housing transformation that has already started in Hollywood, and continues thanks to Choice Neighborhood efforts and partnerships spearheaded by YPI.

Competitive Preference Priority 3 - Promise Zones

The LAPN serves residents within LA Promise Zone and therefore qualifies for 2 preference points under Competitive Preference Priority 3. Please see HUD-50153 Certification

of Consistency with Promise Zone Goals and Implementation (*Appendix* p. 562), signed by the City of LA, demonstrating eligibility. Working in conjunction with City of LA, YPI is the LAPZ lead implementation partner, and LAPN boundaries are 100% within the LA Promise Zone.

Competitive Preference Priority 4 - High School and Transition to College

LAPN will increase number and proportion of high need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education, and therefore qualifies for 2 additional preference points.

Multiple strategies in the continuum of solutions are intentionally designed to achieve this goal. Each school will have full time AmeriCorps tutors (p. 28) and Academic Coaches strengthen instruction, to ensure students are academically prepared for college (p. 26).

High school students will take dual enrollment courses (p. 33) for college credit to ensure they complete requirements to enter college without remediation (p. 33-34). Test prep workshops prepare students to earn high scores on SAT or ACT (second way to meet entrance requirements and avoid remediation upon college enrollment) (p. 33). College & Career Team at each high school is led by a College & Career Advisor, with three College Navigators and two AmeriCorps College & Career Ambassadors to provide college advising, parent workshops, a Road Map to College, College Choice Tool, College Knowledge workshops, support in completing A-G requirements, and a Postsecondary Financial Plan to help students pay for first two years of postsecondary education (see pp. 31-32). LAPN will work with two Linked Learning high schools to support seamless transfers to career-technical education programs after graduation (*Appendix* p. 445). LAPN students will gain paid work experience through summer jobs, and enroll in leveraged career technical education, including YPI's TechHire that trains clients in "technology boot camps" for 16 weeks before placing in employment as Web Developers.