
Mission Promise Neighborhood Mid-Year Report Progress on Results & Indicators

Reporting Period:
January 1, 2016 – June 30, 2016



Executive Summary

The Mission Promise Neighborhood (MPN) has continued to gain momentum, increase the number of children and families served, and improve overall outcomes. The gains are due to several factors, which include stronger emphasis on aligned partner contributions, greater integration with MPN schools - looking at both what is happening inside and outside the classroom, improved data collection, and an increased emphasis on addressing system barriers. Together, MPN is emerging as a leader in school improvement, and in addressing systemic barriers to children entering school ready to learn. This year district data shows that Bryant Elementary is the most improved elementary school in the district among similar schools. This is a great accomplishment for MPN's students. Additionally, MPN Preschool providers are leading the city in the quality of services that they offer children and families.

MPN remains focused on four key priority areas: 1) Preparing kids to be kindergarten ready and ensuring they are reading at grade-level by 3rd grade; 2) increasing high school graduation and college completion, 3) integrating family support/asset-building services for families with children under five and school-age children, and 4) strengthening parent engagement.

The MPN pipeline now stands at 1,721 parents and children since 2014, with 627 families active in the first half of 2016. Families have connected to the MPN pipeline through Family Success

Results

Children enter kindergarten ready to learn.

Students are proficient in core academic subjects.

Students successfully transition from middle school to high school.

Youth graduate from high school on time.

High school graduates obtain a postsecondary degree, certification or credential.

Students are healthy.

Students feel safe at school and in their community.

Students live in stable communities.

Families and community members support learning in Promise Neighborhood Schools.

Students have access to 21st century learning tools.



Coaches (24%), child-focused partners (51%) or MEDA asset-building programs (25%).

Over this six-month period there have been a number of improvements in MPN's indicators. These include:

- Fifty-three percent of children under age five attend a formal early learning setting, a 30-point increase for both children attending center-based care and home-based formal care.
- Increase of 2.5 points in the percentage of students who get at least 60 minutes of moderate to vigorous physical activity (GPRA 8).
- Increase of 8 points in the percentage of students that get 5 or more servings of fruits and vegetables (GPRA 9).
- Increase of 8 points among students feeling safe at school (GPRA 10).
- The number of students feeling safe traveling to and from school and being at school has remained constant from last year (GPRA 10).
- Increase of 13 points to 76.9% of parents with children 0-5 who report that they read to their children at least three times per a week (GPRA 12).
- Increase of 9 points to 91.4% of parents of children in grades K-8 who report encouraging their children to read books outside of school (GPRA 13).
- Increase of nearly 7 points to 60.9% of parents who report talking with their children about the importance of college and career (GPRA 14).
- The percentage of students who have a computer at school and home has remained steady at 86% and there was a 2 point decrease in the percentage of students saying they do not have a computer neither at school or home (GPRA 15).

These results are consistent with the expected outcomes and performance measures achieved. There has been an increase in the number of families engaged in MPN's work through partners and the Community Advisory Council. This work is in service of building the capacity of families to support early learning and building a stronger college-going and academic achievement culture in the neighborhood. As a result all indicators related to families and community members supporting learning in MPN schools The



Student Climate survey have also demonstrated growth in several areas related to MPN's contributions. Most notably, students are feeling safer at John O'Connell High School (JOC). Last year the school dealt with many issues, including campus closure due to weapons being present on campus, a consequence of the co-location of another high school on the JOC campus. Although co-location continued during the 2015-16 school year, the school community successfully identified strategies to improve campus safety resulting in students reporting feeling more safe. It is also important to note that more students now report having at least one adult on campus who makes sure they are doing well, they can count on, and who believes in them. Although many items in the 2014-2015 School Climate Survey went down from the prior school year, most rebounded in 2015-2016 and many are even surpassing the baseline 2013-2014 rates. MPN has been actively involved in strategies to ensure students are mentored and feel safe and supported on campus.

MPN continues to strengthen its research and knowledge leadership to advance academic achievement for Mission students, including increased data sharing with partners, especially SFUSD stakeholders. In the fall of 2016, MPN will release three key pieces of information to deepen our dialogue on successes and remaining challenges with the initiative. We will release the Second Annual MPN Neighborhood Survey, the Third Annual Student Climate Survey and an original research report conducted by the John Gardner Center. This report will include qualitative and quantitative research identifying the impact MPN partners and the community school model are having at the MPN's schools. MPN will host a briefing to discuss results with the community as well as introduce policy priorities to address persistent, structural challenges. MPN plans on creating several research briefs on specific aspects of the data to inform the Promise Neighborhood community and add to the research and practice dialogue on the federal initiative.

On the policy and systems front, MPN is also gaining traction in two areas: building the capacity of parents to advocate for change and the Early Learning Systems work. MPN's first class of its Advisory Council their training and leadership course. Parents are invested and working to identify the changes they want to see in their schools and community. They are actively involved in planning and leading the Second Annual MPN Back to School Education Forum on July 30th. The parents are also becoming involved in a citywide effort to pass a proposition on November's ballot that will grant the right for non-citizens to vote in district school board elections. This will have an important impact on the ability for all parents



to have a say in the governance structure of our district. The initiative is led by a diverse coalition of community groups and includes San Francisco's State Assembly Member David Chui. MPN parents and MEDA will be strongly involved in this effort.

The Early Learning Systems Action Team continues to meet quarterly to identify the barriers to children entering school ready to learn. Partners have identified two focus areas: transitions and advocacy to increase infant-toddler slots. The infant-toddler advocacy partner group is teaming up with MEDA's Community Real Estate team to support the integration of family child care providers and center-based services within affordable housing developments. The transitions partner group is working on designing and rolling out a family portfolio across early learning partners and elementary schools.

Lastly, MPN continues to strengthen team leadership to move toward stronger results. Toward that end, MPN's Director, Raquel Donoso, was accepted into the 10th class of the Annie E. Casey Children and Families Fellowship. This work will strengthen her skills as a results-based leader and focus on population-level results. She has chosen to complete her action plan on improving 3rd grade reading for all Mission children.

Result 1: Children Enter Kindergarten Ready to Learn

Indicator 1: Children ages 0-5 have a medical home

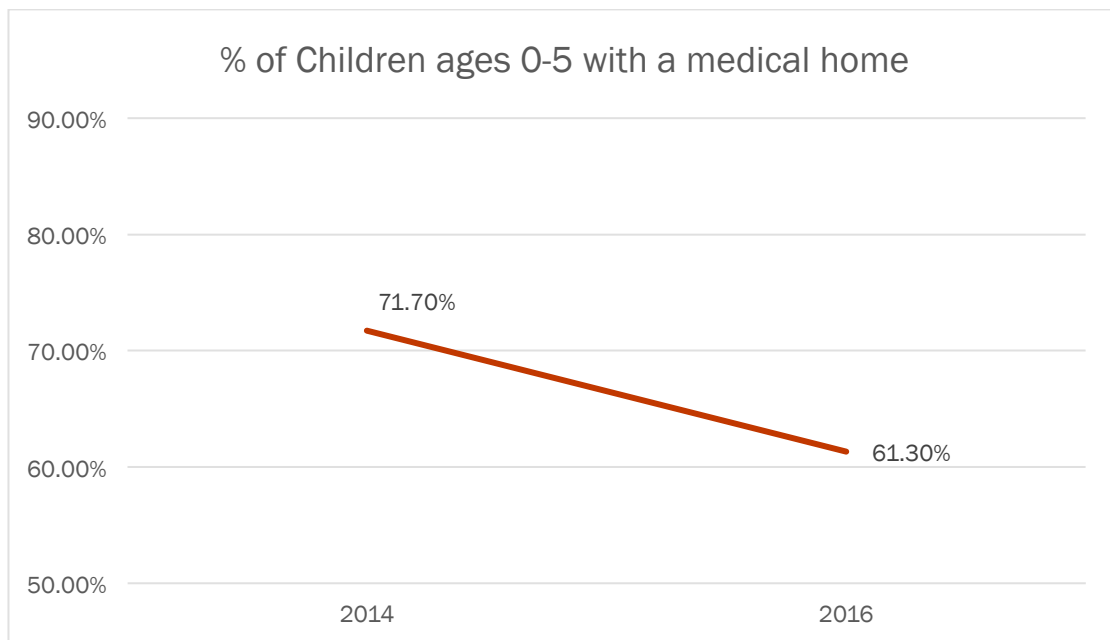
GPRA Definition: Number and percent of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

Solutions

- Pediatric Outreach Worker through MNHC
- Prenatal Care through UCSF Nurse Midwives
- Family Support Services through Mission Neighborhood Centers (MNC)
- Family Support Services through Early Learning Family Success Coach



Figure 1: The 2016 Neighborhood Survey revealed a decrease in the number of children with a medical home since the last assessment in 2014.



The Mission Neighborhood Health Center (MNHC) is currently the primary care medical home for children under the age of five years living in the Mission District. Through MPN funding, MNCH has expanded their outreach capacity through the outreach and referral efforts of a Pediatric Outreach Worker. The Pediatric Outreach Worker has become more engaged in the quarterly Referral Network meetings. This has helped her develop relationships with partners across the MPN network and this has resulted in greater understanding of the medical home strategy and where to refer families that are looking for medical care. Ongoing demographic shifts may explain or contribute to the change in Medical Home Rate but Medical Home continues to remain high. The Mission Neighborhood Health Center continues to experience a loss of families receiving care at their facilities. They recently closed and relocated their Valencia Clinic which was at the border of the MPN footprint and served many families with young children. They will now be seeing all of their pediatric families at their Shotwell facility. Other solutions that



contribute to Medical Home include the Nurse Midwives, Family Support Services at Mission Neighborhood Centers, and the Early Learning Family Success Coach.

The Nurse Midwives provide prenatal care for pregnant mothers and provide a variety of programs and services to help pregnant women create community and decrease stress. They provide their services at the Mission Neighborhood Health Center, allowing for direct referrals for medical home, once a child is born.

The Mission Neighborhood Centers Early Head Start/Head Start family support staff case-manage families and ensure that families are connected to a medical home, that children have their vaccinations on time, and are receiving regular health check-ups. During the 2015-2016 program year, 100% of MNC children had a medical home. The Early Learning Family Success Coach is integrated at four Early Learning partner sites, ensuring that families get connected to a variety of services, including medical services. In addition, all of the Family Success Coaches working with families at the four MPN schools are able to refer families with a young child to the Mission Neighborhood Health Center for medical services, or to the Nurse Midwives for prenatal care.

Performance Measures for the UCSF Nurse Midwives and Mission Neighborhood Health Centers are reported at the end of the year and will be available for the Ad Hoc submission in December 2016.

Data Source

Data was collected through the 2016 Mission Neighborhood Survey, which utilized a random sampling methodology of parents with a student in school in the Mission neighborhood or living in the Mission neighborhood.

Indicator 2: Children ages 3 and children at Kinder demonstrate age-appropriate functioning

GPRA Definition: Number and percent of three-year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning.

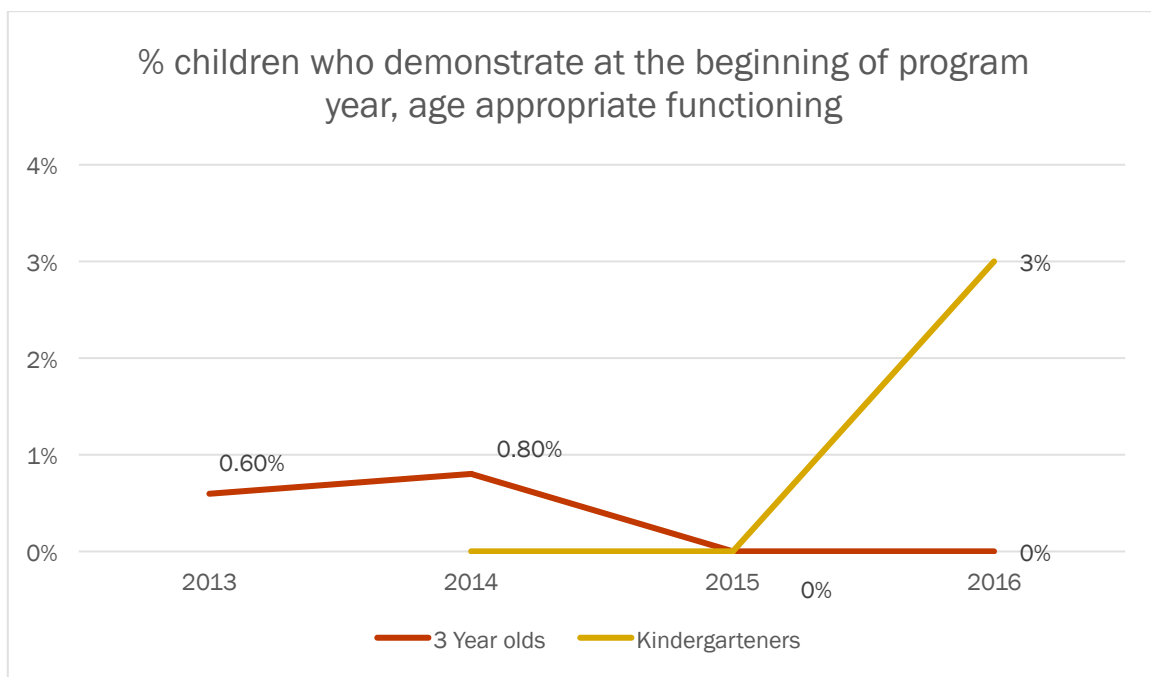


Solutions

- Developmental Screenings through Support for Families
- Parent Education through Abriendo Puertas & Crianza con Cariño at Good Sam
- Early Childhood Mental Health Consultation through IPP
- Transitions through SFUSD EED
- Infant Toddler Services through Felton Institute and MNC
- Preschool Services through MNC, Good Sam, Felton Institute

Explanation of Progress

Figure 2.1: Limited changes in age-appropriate functioning from 2013 to 2016.



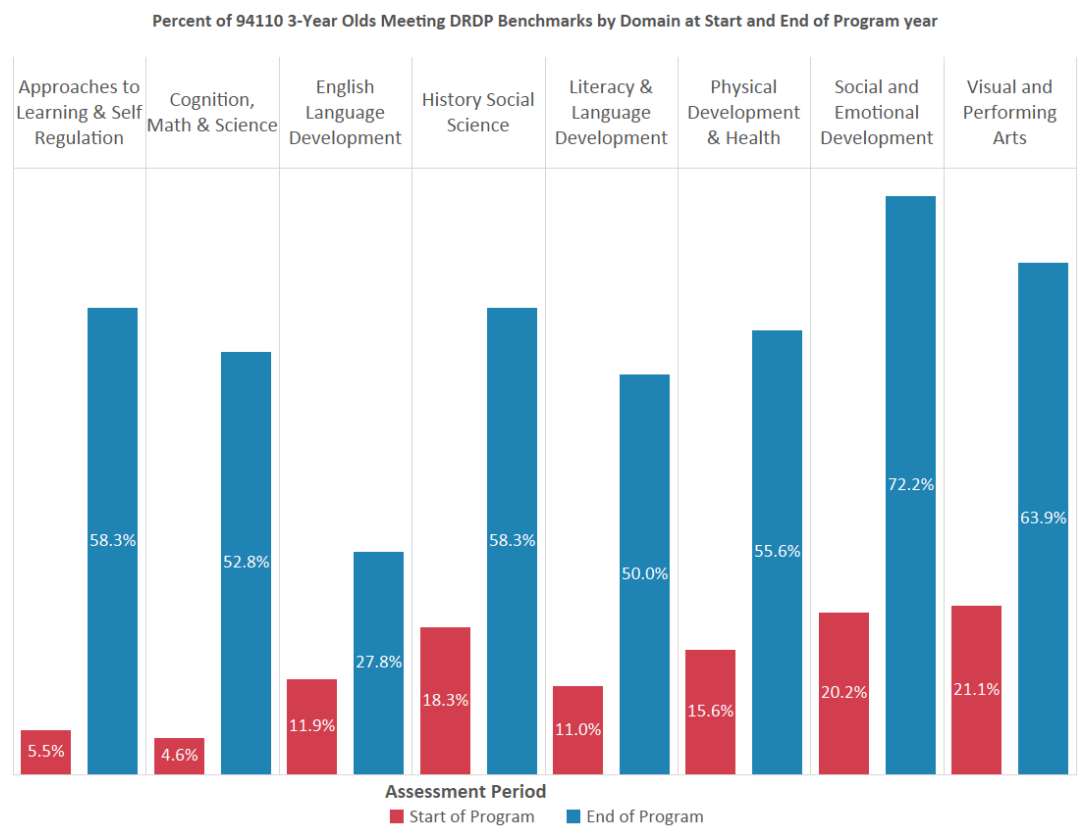
Age-appropriate functioning for 3 year olds

In San Francisco, in order for 3-year-old children to be classified as demonstrating “age-appropriate functioning” they need to meet the top two levels of the DRDP (Building & Integrating) on all domains. During the program year 2015-2016, data from Preschool For All shows that 0% of 3-year-old children



are beginning their preschool year demonstrating age-appropriate functioning by this rigorous definition. However, when looking at DRDP domains individually, it is clear that a larger percentage of children are entering preschool with some age-appropriate competencies. For example, just over 20% of 3 year olds come into pre-school at the appropriate level on Visual and Performing arts and Social and Emotional Development domains, as illustrated below. On the other hand, Cognition, Math and Science, and Approaches to learning and self-regulation are the most challenging domains at the beginning of the year.

Figure 2.2: Percent of 94110 3-Year Olds Meeting DRDP Benchmarks by Domain at Start and End of Program Year

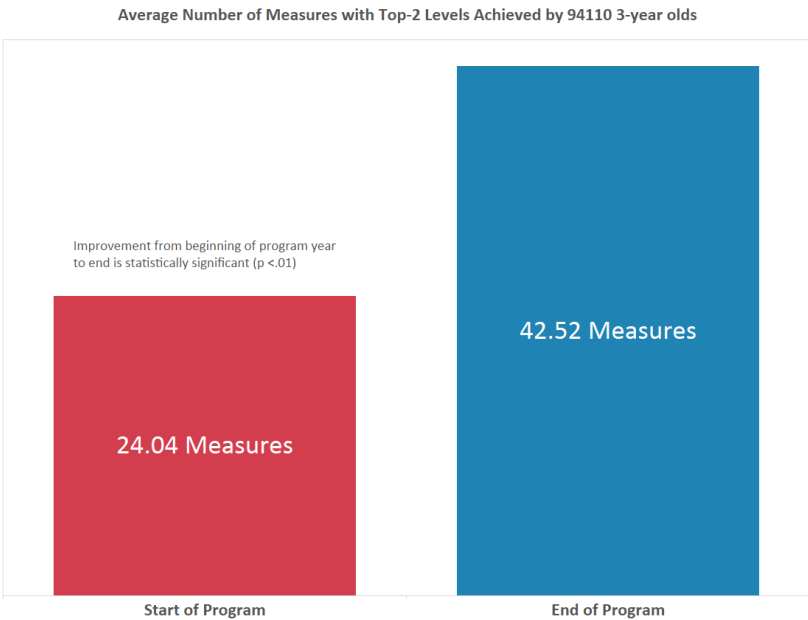


Notably, we do see that children make significant gains from the first assessment to their last assessment. The average number of measures with a top-2 level score increased significantly ($p < .01$) from the



first assessment to the last assessment. This pattern is demonstrated on the individual domain level as well. For example, children reach 4.6% in cognition, math and science reach 52.8% by their last assessment, which demonstrates the high quality preschool services that are offered in our community and the supports provided to partners through First 5 San Francisco and the San Francisco Office of Early Care and Education

Figure 2.3 Average number of measures with Top Two Levels achieved by 94110 Three-Year olds

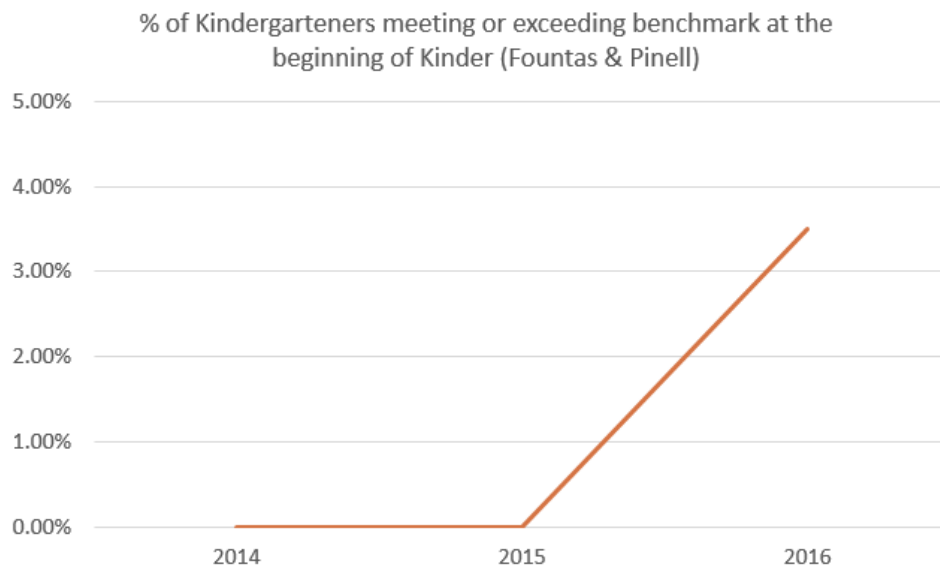


Age-appropriate functioning for Kindergarteners

Although KOF data was initially used to set targets for GPRA 2, this data is not available until fall of 2016. In order to assess movement towards readiness, Fountas and Pinnell is used to assess literacy and reading domains of readiness. In 2014 and 2015, no child entered kindergarten at Bryant or Chavez Elementary School at Benchmark, however 2016 saw a very slight increase to 3.5% of children at benchmark.



Figure 2.4: Percentage of Kindergarteners meeting or exceeding benchmark at the beginning of Kinder



Multiple solutions seek to ensure that children are receiving the quality early learning opportunities that they need, as well as receiving appropriate services and interventions to ensure they are developing appropriately and ready for Kinder. All early learning partners administer the Ages and Stages Questionnaire (ASQ) and provide referrals for additional screening or services based upon results. Support for Families administers the Ages and Stages Questionnaire (ASQ) with families at the Mission Neighborhood Health Center. Families with a child age 0-5 are referred to the SFF staff person for this service. If after completing the ASQ, a developmental concern is flagged, the SFF staff person connects the family with the appropriate resources for an additional screening and/or appropriate services. MNC and Good Samaritan also conduct the ASQ and this data will be available for the next reporting period, as ASQ data is reported one-time annually.

Good Samaritan offers the Abriendo Puertas leadership development model for parents. This is a 12-week workshop that support parents in gaining leadership skills, learning about child development, and navigating the schools and service systems. Good Samaritan has seen an increase in percent of two-generational participants in which parents are attending parent-focused classes (Abriendo Puertas and Crianza Con Cariño) as well as Kids club or pre-school (61% in 2015 to 67% in 2016). Parents continue to



report high levels of understanding of their child's development (89% in 2016). In addition, 85% met DRDP for socio-emotional and 82% for literacy. Good Sam screened 57 children on the ASQ.

MNC provided Head Start and Early Head Start and served 413 children in the first half of 2016, 56.9% of whom are MPN children (living in 94110 or 94103). They reported an average attendance rate of 89% for both programs. In addition, UCSF's Infant Parent Program served 274 children ages 0-2, and 342 children ages 3-5 during the 2015-2016 school year. In total, 881 individuals received group consultation services and 926 individuals received one-on-one services.

The San Francisco Unified School District Early Education Department has built a transitions system for families participating in district preschools and entering a district elementary school. The activities associated with this system include: 1) supporting families with school choice and registration, 2) housing the preschool and school enrollment offices together making it easier for families who are making the transition, 3) shifting the administration of preschools that are co-located at K-5 schools to one principal so that preschool families are part of the school community, 4) aligning and streamlining preschool data to inform new kinder teachers about their students, 5) family workshops and events such as Positive Solutions, 6) professional development opportunities for preschool, transitional kinder, and kinder teachers, 7) community preschool visits to elementary schools, and lastly 8) transition plans for students of concern.

MPN Family Success Coaches have supported transitions at their respective elementary schools. In the first half of 2016, the FSC from Cesar Chavez Elementary School provided information about the Mission Promise Neighborhood and resources at the Pre-K Family meeting, and supported Pre-K families in completing applications for kindergarten. The FSC at Bryant Elementary School has taken the lead on school tours and orientation for families considering the school as their Pre-K school of choice. The bulked up support for the Pre-K program and families builds a stronger continuous pipeline from the Pre-K program into the K-5 pathway at Bryant Elementary School.

The Early Learning Systems group has worked to identify ways to address the needs for a smoother transition from Infant-Toddler to Pre-K and Preschool to Kinder, with a focus on community programs and preschools. The group has designed a family portfolio that will follow families across service systems and schools.



Data Source & Measurement Challenges

1. Three Year Old Age Appropriate Functioning

There are no changes in our measurement this year. We are reporting data for 3-year-old children in Preschool-for-All sites who live in the 94110 ZIP code (footprint). This differs from the guidance that calls for data from MPN-funded programs. We originally did not fund any early care providers and in 2015 have established new partnerships and expanded data sharing agreements with existing partners. We have not yet been able to receive data around age-appropriate functioning for our partner programs, however hope to have it by August 2016, and will be able to report in the Ad Hoc at the end of 2016.

The DRDP has undergone significant changes from how it is administered and scored between 2014 and 2015. The 2015-2016 school year saw the change from the DRDP-PS to the DRDP-15. In order to maintain consistency, age appropriate functioning is defined as meeting any “Building” or “Integration” level for all domains. However, guidance from WestEd, the developer of DRDP is that the two instruments cannot be compared with fidelity. Our partner First Five is discontinuing the use of DRDP. Over the next year, we will be working with them closely to identify assessments of 3 year old development and functioning.

2. GPRA 2 for Kindergarteners

The Kindergarten Observation Form (KOF) is not a mandated assessment within the SFUSD Kindergarten classes. There has been agreement at the city/district level around the consistent use of the tool, but at the moment, it is administered consistently once every five years. KOF was administered in the fall of 2015 and is currently undergoing cleaning and analyses. We will have new data to report by December 2016.

In light of our GPRA 2 data gaps for kindergarteners, we are reporting and including Fountas & Pinnell data for our target elementary schools. This data can be used as an indicator for literacy development.

Indicator 3: Children participate in formal care

GPRA Definition: Number and percent of children from birth to kindergarten participating in center-based or formal home-based early learning settings or programs.

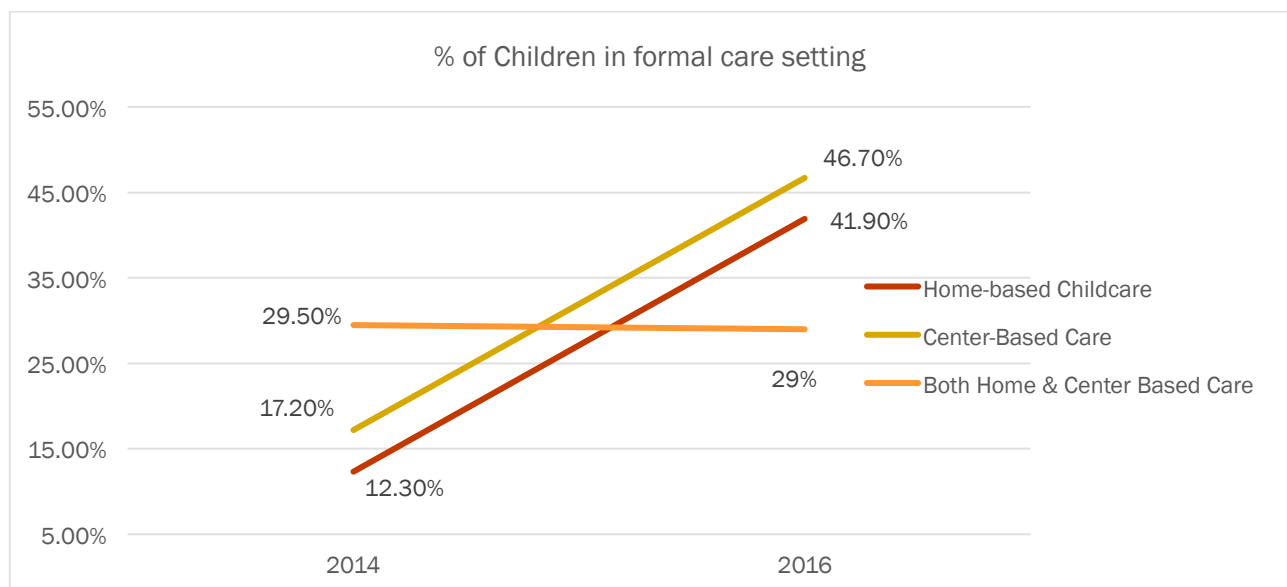


Solutions

- Early Head Start & Head Start through MNC
- Family Developmental Center through Felton Institute
- Child Development Center through Good Sam
- Early Education sites through SFUSD
- Referrals to SF3C through Family Success Coaches

Explanation of Progress

Figure 3.1: The 2016 Neighborhood Survey revealed an increase in the number of children participating in formal early learning programs since 2014



The 2016 Neighborhood Survey revealed an increase in the number of children participating in formal early learning programs (53%) since the last assessment (29%) in 2014. Advocacy around the city has resulted in increased funding for formal programming and all of our formal program providers have either expanded or are in the process of expanding their services offered. The most impressive growth has been the expansion of Early Head Start services for infants and toddlers from 3 to 48 slots in 2015 through MNC. If infant-toddler slots are examined separately from preschool slots, a disparity in need



and services becomes clear. The Mission District in particular demonstrates a huge need, as the number of children under aged two greatly outpaces the number of slots available. Additionally, data for May 2016 from the city-wide eligibility list or SF3C, shows that the Mission District (94110) has a large number of eligible children waiting for the option to enroll in a formal program.

In order to address the need, we have partnered with four programs and numerous solutions. Family Success Coaches (FSCs) refer families to the Children's Council when they are in need of early care and education. In 2016, FSCs made 18 referrals to the Children's Council. The Children's Council of San Francisco has a variety of services and offers families assistance with finding formal programs and helps them apply for subsidies or vouchers that help pay for the care or education program. The Resource & Referral Department (R&R has counselors that meet with families one-on-one to assess their needs and provide resources). In the first half of 2016, the R&R staff served 96 families from the Mission District. The Children's Council subsidy department provided 398 vouchers to families in the MPN footprint needing financial assistance to pay for early care and education programs. There are currently 303 licensed providers in San Francisco, 38 of which are located in 94110/94103 who together served 242 children. Of these 38 providers, 27 are considered quality providers and of the 81 Licensed Family Child Care Providers in the Mission District, 21 are considered quality providers and 20 accept vouchers. The landscape of available and quality child care has a large impact on children living in the Mission District. In July 354 0-5MPN children were on the SF3C waitlist.

Our solutions now include three Early Learning and Preschool providers, Mission Neighborhood Centers (MNC), Felton Institute, and Good Samaritan, in addition to the two district preschools at Bryant and Chavez elementary. Mission Neighborhood Centers provides an Early Head Start Program and a Head Start Preschool program. The Early Head Start program offers center-based and home-based services for 54 families. The Head Start Preschool program offers center-based services to 338 children. 15% of children in both the Early Head Start and the Head Start Preschool programs are children with a disability. The Felton Institute offers formal programming for infants-toddlers and preschool age children. In addition, 30% of the children enrolled at Felton Institute are children with a disability. This partner organization is expanding their centers across the city and are very interested in acquiring facilities in the Mission District to further expand their programming. Good Samaritan Family Resource Center has a Child Development Center that serves 24 preschool age children. Good Sam is interested in expanding



their center-based services but has found many challenges with finding facilities in the Mission District. In addition to the CDC preschool program, they have developed a part-time program for toddlers and preschoolers that are not officially enrolled in a formal program. This part-time program called Kids Club gives children the opportunity to experience a structured program that includes developmental screenings and assessments. To date for 2016, Good Sam has served 144 children in both the preschool program and the Kid's Club program. In addition to our 3 partners, both of the MPN target schools have preschool programs, where there is a total of four classrooms serving children 3-5 years old.

The Early Learning Systems Action Team is working on advocating for more infant-toddler slots in the Mission. Partners are leveraging the work of MEDA's Community Real Estate team in developing affordable housing facilities and integrating family child care and center-based care for children under five.

Performance measures for Felton Institute will be available in December 2016.

Data Source & Measurement Challenges

Data was collected through the 2016 Mission Neighborhood Survey, which utilized a random sampling methodology of parents with a student in school in the Mission neighborhood or living in the Mission neighborhood. There were no challenges related to data collection for this indicator.

Result 2: Students are proficient in core academic subjects

Indicator 4: Students are at or above grade-level in English and Math

GPRA Definition: Number and percentage of students at or above grade level according to English Language arts assessment in 3rd-8th grade and once in high school.

Solutions

- Parent Education and Leadership Development: Parents for Public Schools
- SFUSD School Based Wellness Centers

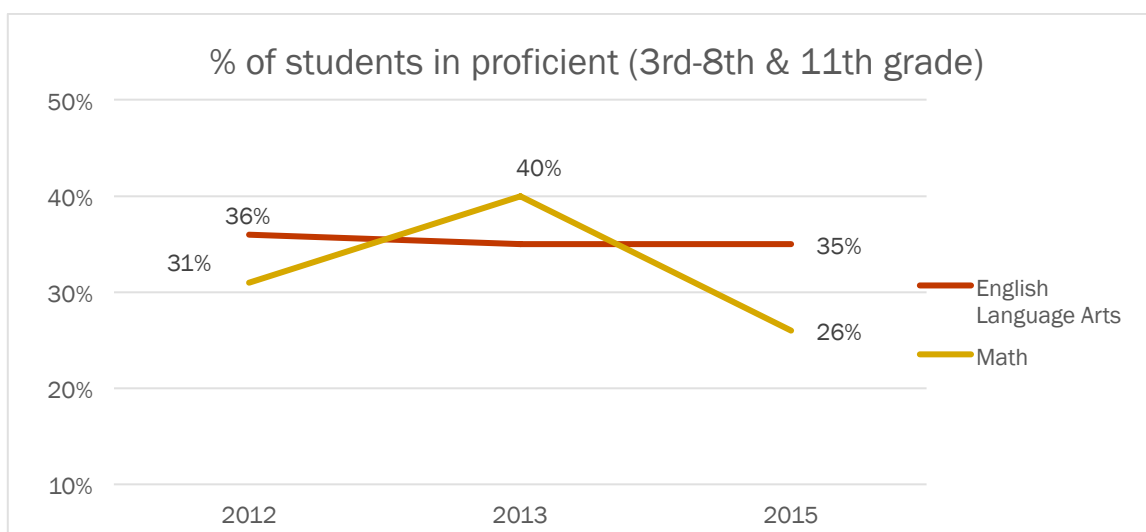


- Mentoring for Success (SFUSD)
- UCSF HEARTS
- Instituto Familiar de la Raza
- Jamestown Community Center Afterschool Programming
- Mission Graduates
- Urban Services/YMCA: Middle to High School Summer Transition Program
- K-12 Teacher Professional Development (SFUSD) (*leveraged*)

Explanation of Progress

Data for the 2015-2016 school year will be available in the January 2016 submission.

Figure 4.1: Academic Proficiency in ELA and Math



Partner, school, and MPN staff continue to focus on literacy rates in all four target schools and across the Mission district through MPN and school-based partner meetings. Partner programs are shifting to align on literacy goals set by each school by incorporating additional opportunities for literacy support into their programming and parent outreach.



Within MEDA, the MPN Volunteer Manager is collaborating closely with Community School Coordinators to place community volunteers in priority programs in MPN schools such as Reading Partners, Jamestown, Mission Graduates and Mentoring For Success, broadening community support for Mission students.

Figure 4.2: ELA Proficiency improved among older students

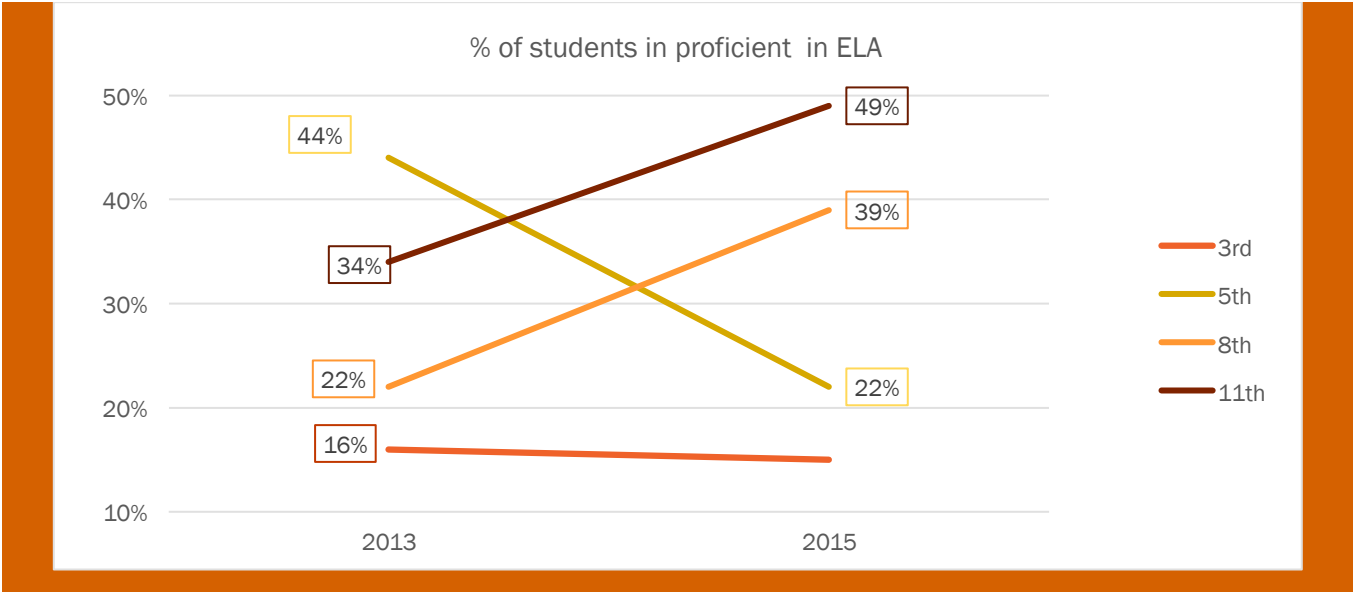
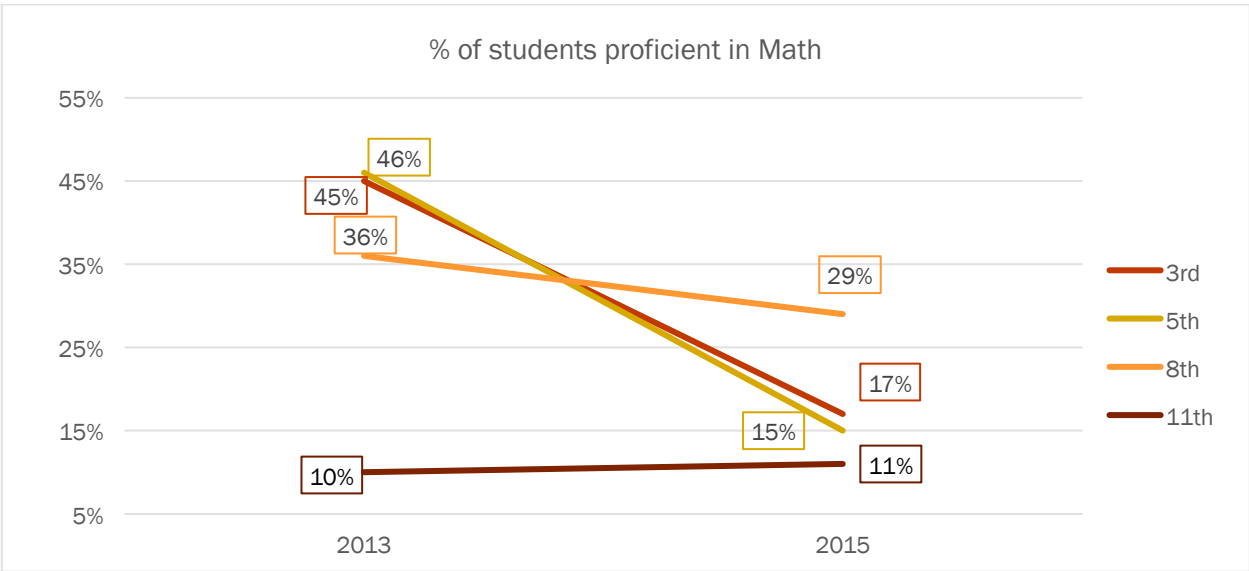


Figure 4.3: Downward trend in math scores



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Within MEDA, the MPN Volunteer Manager is collaborating closely with Community School Coordinators to place community volunteers in priority programs in MPN schools such as Reading Partners, Jamestown, Mission Graduates and Mentoring For Success, broadening community support for Mission students.

Director Raquel Donoso has been identifying a coalition and building an action plan around 0-8 literacy for the 2016-17 school year, and additional information will be provided as the plan is formalized and implemented this fall.

Data Source & Measurement Challenges

School districts obtained data from the new assessments beginning with the 2014-15 school year. California Education Code Section 60641(a)(2) prohibits comparison of the Smarter Balanced Assessments with any past assessments. There are no state standardized assessment data for the 2013-14 school year. The State of California's final administration of the California Standards Test (CST) occurred in the 2012-13 school year, as outlined in previous GPRA reporting. In the 2013-14 school year, school districts administered a field test of the Smarter Balanced assessments (or CAASPP), which are aligned to the Common Core State Standards. Results from the field test were not publicly released by the Smarter Balanced Assessment Consortium in any form.

SBAC scores are available for 3rd - 8th and 11th grades.



Result 3: Students successfully transition from MH to HS

Indicator 5: Student Chronic Absenteeism

GPRA Definition: Attendance rates of students in 6th, 7th, 8th, and 9th grades

Solutions

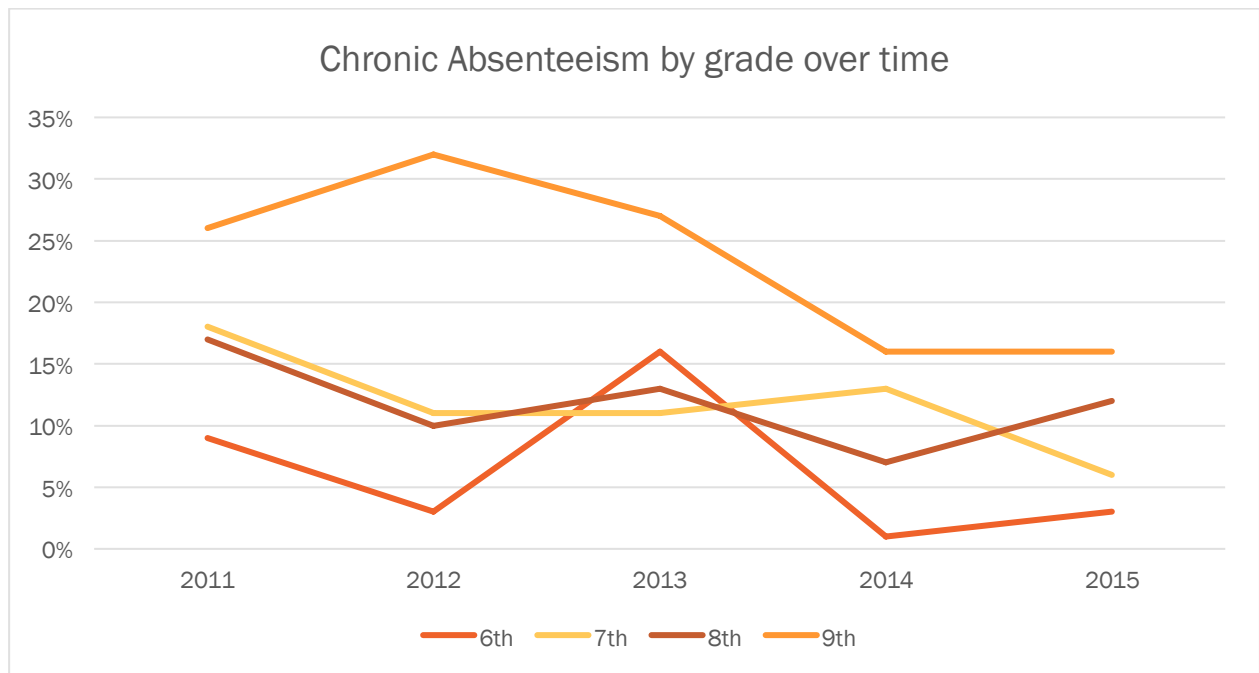
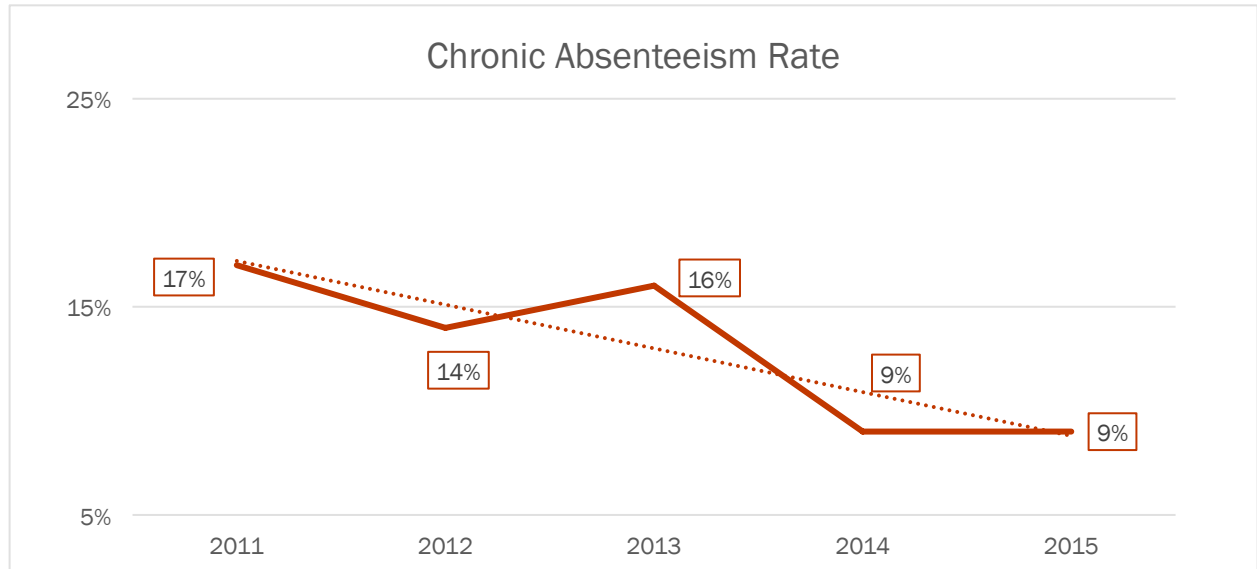
- MPN Family Success Coaches
- Summer Transition Programs (Mission Graduates, 7 Tepees)
- SFUSD School Based Wellness Centers
- Mentoring for Success (SFUSD)
- UCSF HEARTS - Mental Health Collaborative/SAP meeting consultation
- Instituto Familiar de la Raza - Mental Health Consultation for teachers)
- Comprehensive School Reform (Full Service Community Schools) (leveraged)
- Parent Leadership Development: K-12 Family & Community Supports (Parents for Public Schools, Mission Graduates)

Explanation of Progress

Data for the 2015-2016 school year will be available in the January 2016 submission.



Figure 5.1: Downward trend in chronic absenteeism among 6th – 9th grade students

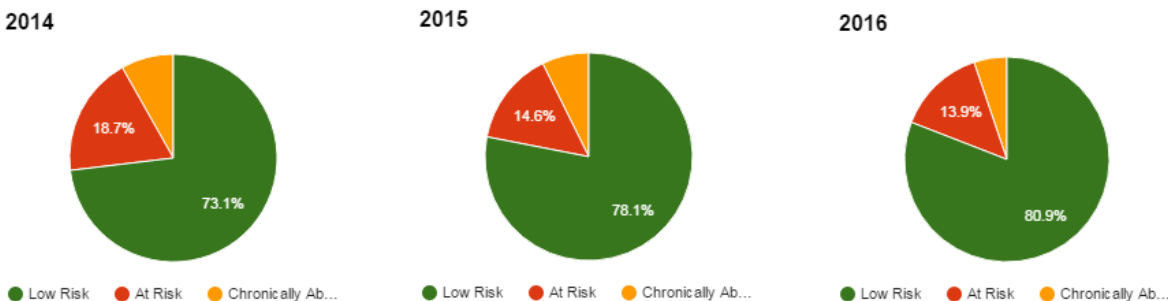


Data for the 2015-2016 school year will be available for the next reporting period. However, self-reported rates of truancy and absenteeism from the School Climate Survey demonstrate a reduction in



the rate of Chronic Absenteeism between 2014 and 2016. Low Risk is defined as students who report skipping school 2 or fewer times in a year, At Risk is defined as students who report they skip between a few times a year to once a month, and Chronically Absent is defined as students who skip at least once a week.

Figure 5.2: Changing rates of self-reported chronic absenteeism matches trends seen in administrative data



While specific strategies to improve attendance vary across school sites, core solutions include Mentoring For Success, MPN Family Success Coaches, Wellness Staff and Wellness Center, and Community School Coordinators.

At schools in the footprint including MPN target schools, school leaders identified students who would benefit from additional support via mentorship. This spring, 80 students in the four MPN target schools continued their relationships with their mentors through the program Mentoring for Success. School staff and MEDA staff provide the mentorship directly on a volunteer basis, with additional centralized support coming from district level staff. Districtwide, 811 students are mentored, with MPN target schools making up 10% of the full mentoring initiative in San Francisco. This summer, school staff will use the Early Warning Indicator -- based on middle school GPA and attendance -- to determine best fit freshmen for mentoring this fall. Another partner, Refugee Transitions, will pair up with 15 additional English Language Learners to provide weekly language development through two hours of homework support and formal mentoring by community volunteers.

FSCs continue to participate in and lead Student Success Team meetings around focal students to address chronic absenteeism in partnership with students and parents. Resources and interventions are offered through a two-generation approach, to tackle root causes of absences with the whole family's needs in mind. FSCs have worked with 303 new families through June and have 365 active family cases, with 52% of families having an assessment of better off completed. These connectors have made 364 referrals over the first six months of the year. Family Success Coaches target families of students who demonstrate difficulty attending school regularly to reduce chronic absenteeism while universal strategies are employed across school sites to boost general attendance. They are integrated into CARE Team meetings and Attendance Team meetings at all four school sites to improve their ability to target high-needs families with proactive social, emotional, and material supports. The Cesar Chavez Family Success Coach supported outreach to families of 5th grade students, in support of promoting a smooth transition to Middle School. In order to reduce the suspension rate at Everett Middle School administration, co-located support staff and community partners participated in Restorative Circle Training. Each week staff block of time during which they were available to address student issues together with students and parents and broker agreements, rather than over utilizing penalizing phone calls or suspension.

In addition, MPN targets schools have fully staffed wellness centers including at least one social worker and nurse, as well as counseling and social work interns. Student wellbeing is addressed in an ongoing, holistic manner to promote student success on all levels and a variety of expertise is consistently available on campus to lend support and services to staff and students. The constant presence of wellness staff has correlated with continued positive school climate at the middle school level and students feeling connected to adults on campus. 73% of middle school students responded in the 2016 school climate survey that teachers and staff at their school treated them with respect. 73% reported that there was an adult at school that believed in them, and 72% reported that there was at least one adult at school who made sure they were doing well.

MPN Community School Coordinators continue to build their expertise in aligning school staff and outside partners around common vision and clear academic goals at each site. At the Community Schools National Forum in Albuquerque, NM, they focused their learning on sessions that addressed integrated support systems within the school and the national efforts to reduce chronic absenteeism. The Education Manager and coordinators spent two days revamping the Professional Learning calendar for the



coordinators this fall, to now include a timeline of best-practice attendance interventions to enable collaboration with other key school site staff and district level personnel to bring resources, support, and timely actionable attendance data to our Mission Schools.

MPN continued their partnership with MoveUp, a four-week academic summer program done in partnership with JOC High School and Urban Services/YMCA, which served 25 incoming freshmen in the month of June 2016. Students received an attendance-based stipend, in addition to four weeks of literacy and math tutoring to maintain their academic proficiency level, and an introduction to the Mission, JOC High School, and caring adults who will be in the building this year.

Another MPN partner, 7 Tepees, left their role as the embedded College and Career partner at O'Connell High School in the summer of 2015. Instead, they became the embedded College and Career partner at neighboring Mission High School for the 2015-16 school year. This summer, they supported a 9th grade transition program into Mission High and focused their attention on the success of students transition from Everett Middle School, an MPN target school, into Mission High School.

Data Source & Measurement Challenges

SFUSD Student Attendance Office report "Everett MS Monthly ADA Summary" for "Year: 2014-15"

SFUSD Student Attendance Office report "O'Connell (John) HS Monthly ADA Summary" for "Year: 2014-15"

Note: SFUSD's attendance system changed between the 2012-13 and 2013-14 school year. The system now captures the number of days without an attendance mark, which are excluded from ADA calculations.

Chronic Absence Source: SFUSD administrative data, 2014-15.



Result 4: Students graduate from high school on time

Indicator 6: Four-Year Adjusted cohort graduation rate

GPRA Definition: Four-year adjusted cohort graduation rate.

Solutions

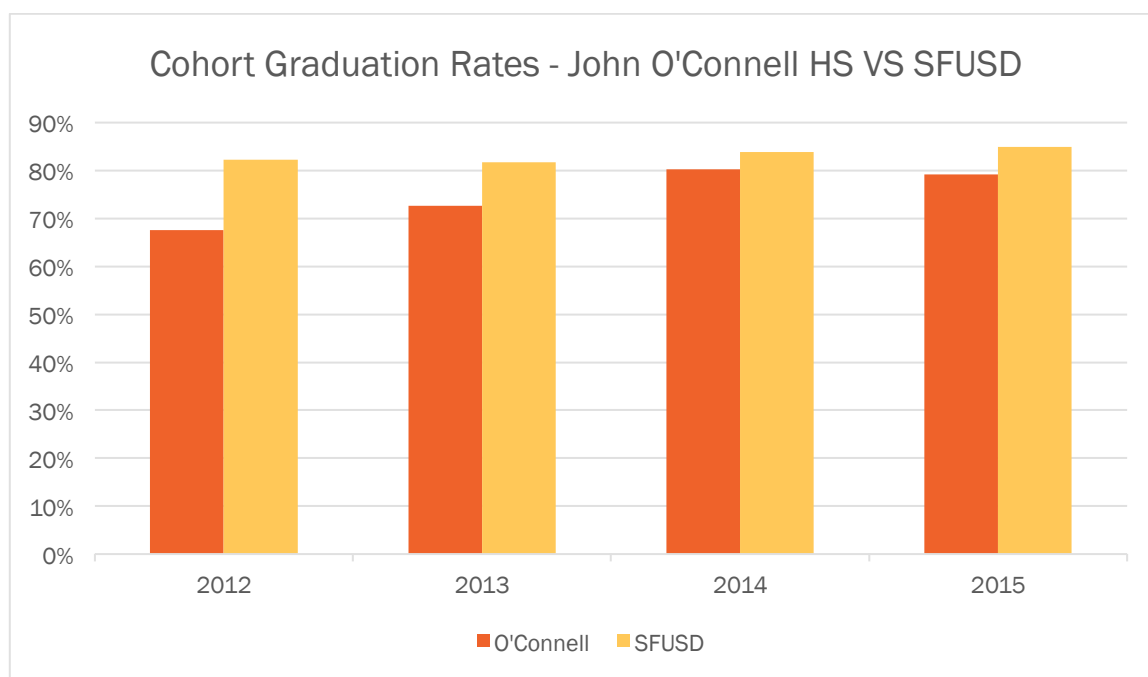
- MPN Family Success Coaches
- Summer Transition Programs (Mission Graduates, 7 Tepees)
- SFUSD School Based Wellness Centers
- Mentoring for Success (SFUSD)
- UCSF HEARTS - Mental Health Collaborative/SAP meeting consultation
- Instituto Familiar de la Raza - Mental Health Consultation for teachers)
- Comprehensive School Reform (Full Service Community Schools) (leveraged)
- Parent Leadership Development: K-12 Family & Community Supports (Parents for Public Schools, Mission Graduates)

Explanation of Progress

This spring, preliminary self-reported graduation rates from O'Connell High School show a jump to 88% of its senior class, a 20% increase since 2012. The first senior class graduated from the redesigned instructional pathway at O'Connell on May 25th, after two years in new integrated labs for junior and senior year core subjects. Students graduated from one of four integrated labs: Building and Construction Trades, Culinary Entrepreneurship, Environmental Technology, or Health and Behavioral Sciences. An entirely student-led graduation ceremony closed out the school year, and highlighted four students who received Mission Promise Neighborhood scholarships of \$10,000 total, to close gaps in financial aid for their freshman year of college.



6.1: Longitudinal trends show an increase in graduation rates and “closing the gap” with SFUSD



Data Source & Measurement Challenges

The definitions and business rules used to develop the 4-year adjusted cohort and to calculate the graduation rate are sourced from the U.S. Department of Education's *High School Graduation Rate - Non-regulatory Guidance, December 22, 2008*.

Data for the 2014-15 O'Connell graduating cohort are newly available from the CDE.

Data for 2015-2016 O'Connell Graduating Cohort will be available for the Ad Hoc Report.



Result 5: HS graduates obtain a postsecondary degree, certification or credential

Indicator 7: College enrollment, degrees and certifications

GPRA Definition: Number and percentage of students who graduate with a regular high school diploma and obtain a postsecondary degree, vocational certificate or other industry recognized certifications or credentials without the need for remediation.

Solutions

- Kinder 2 College
- Mission Graduates

Explanation of Progress

College and Career partner Mission Graduates supported students through the financial aid application process, which resulted in a total of over \$225,000 in additional scholarships. Of the 81 graduating seniors at O'Connell, 41 applied to four-year colleges, and 30 committed to attending. An additional 37 students will attend community college this fall, including competitive culinary and EMT programs for industry certificates. The Mission Promise Neighborhood also awarded four scholarships of \$2,500 each to graduating seniors who enrolled in four year colleges this fall. The scholarships were awarded at the graduation ceremony as the high school continues to strengthen their graduation and college-going culture.

At O'Connell High School, Mission Graduates continued to anchor the College and Career Team, which was facilitated by the Community School Coordinator. All sophomores took a spring semester College and Career Seminar, with curriculum designed by Mission Graduates and delivered by community based organization staff including partners from Mission Promise Neighborhood and Mission Graduates. Sophomores and juniors opted into positive exposure opportunities, such as field trips to the Yelp office, Holy Names University, and UC Berkeley. The seminar also included a Career Day featuring community a variety of vocations and community members, based on students' recent selection of the integrated lab of their choice for junior and senior year (Culinary Entrepreneurship, Building and Construction Trades, En-



vironmental Technology, Health and Behavioral Sciences). By the end of the semester, the College and Career Team had exceeded their goal of placing more than 50% of outgoing sophomores in summer work-based programs and internships, completing the foundation year of high school college and career exposure.

Juniors worked toward their college and career goals through seminars focused on credit recovery, for students who wanted to gain traction toward an on-time graduation, and free ACT preparation.

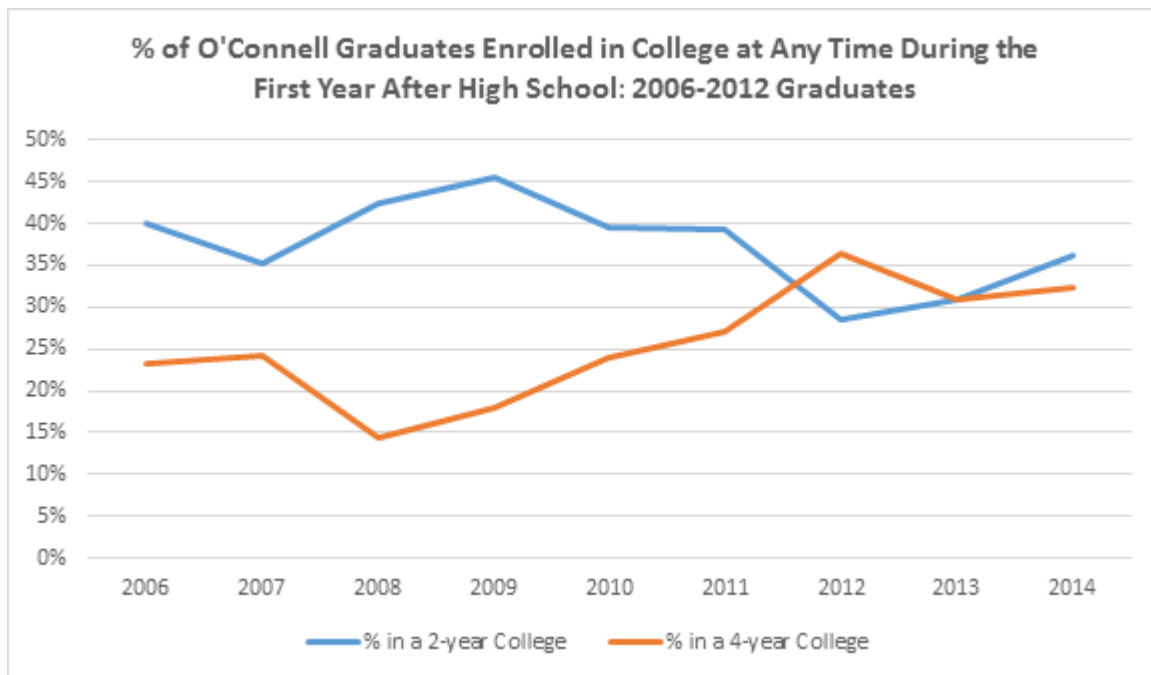
This spring, all seniors successfully completed their work-based learning opportunities (supported by a school partner, Jewish Vocational Services, that does not receive a sub-grant from Mission Promise Neighborhood) in a variety of public and private organizations throughout San Francisco. In their final four weeks before graduating, seniors received ten hours of supplemental college and career preparation from Mission Economic Development Agency staff, focusing on resume writing, interview preparation skills, and job coaching. Four O’Connell students -- two rising seniors and two recent graduates -- landed summer internships at Salesforce as a result of MEDA workshops, and more were placed in a wide variety of internships under the San Francisco Youth Jobs Plus program. This spring, MEDA Youth Job Coaching was the number one source of referrals and placements for competitive internships with Youth Jobs Plus, accomplished through intentional integration into the school day in O’Connell High School, Mission High School, and SF International High School, all located in the target zip code.

Figure 7.1: According to the 2016 School Climate Survey, 71% of John O'Connell Students in 2016 plan on attending college after graduation, a 10% increase from 2016.

% of students who report planning on attending a 4-year or 2-year college after graduation from high school (School Climate Survey)			
	2014	2015	2016
Everett Middle School	67%	65%	68%
John O’Connell High School	74%	60%	71%



Figure 7.2: Rates of four-year college enrollment on the rise



Source: National Student Clearinghouse, Student Tracker for High Schools Aggregate Report Prepared for John O'Connell High School, Years 2006 through 2014

As demonstrated in the table above, longitudinal trends show an increase in the percentage of students enrolled in four year colleges from 2009 to 2014, with a peak in 2012 (a year with relatively fewer high school grads). By contrast, enrollment in two-year colleges has decreased from 2009 to 2014, representing the lowest share of students in 2012.

	2014	2015
% of students who enroll in college math without remediation	20%	26.09%
% of students who enroll in college English without remediation	16%	21.7%

The year refers to the fall the students took the placement test.



Figure 7.3: Rates of students who enroll in college without remediation in Math and English have increased from 2014 to 2015.

% of students enrolling without remediation		
	2014	2016
Math	20%	26%
ELA	16%	22%

The FSC at Cesar Chavez Elementary School supported Kinder 2 College (K2C) integration at the school site, providing families with K2C information and helping parents understand the structure and options for college savings accounts. Throughout the school year, FSCs at Chavez and Bryant Elementary School supported families in accessing their citywide college savings account online and in person, through field trips to the local Citi Bank branches. The Making Connections curriculum, delivered by an MPN at-large FSC and trainer, also included education about the K2C savings program at Bryant and Sanchez Elementary Schools. This fall, the program will continue to expand, and will include all K-5th grade students in SFUSD, and 6th graders who attended the initial pilot elementary schools (including Chavez and Bryant Elementary Schools).

Data Source & Measurement Challenges

SFUSD receives the National Student Clearinghouse (NSC) Studenttracker for High School Aggregate Report in fall/winter of each year. For students who enrolled in a college or university at any time during the year following high school graduation, the NSC Report reflects students who graduated from high school 17 months prior. The most current information for GPRA 7(a) is from the November 2015 NSC Report, reflecting students who graduated from John O'Connell High School in 2014 and enrolled in a college or university at any time during the 2014-15 school year.



Result 6: Students are healthy

Indicator 8: Children get at least 60 minutes of exercise daily.

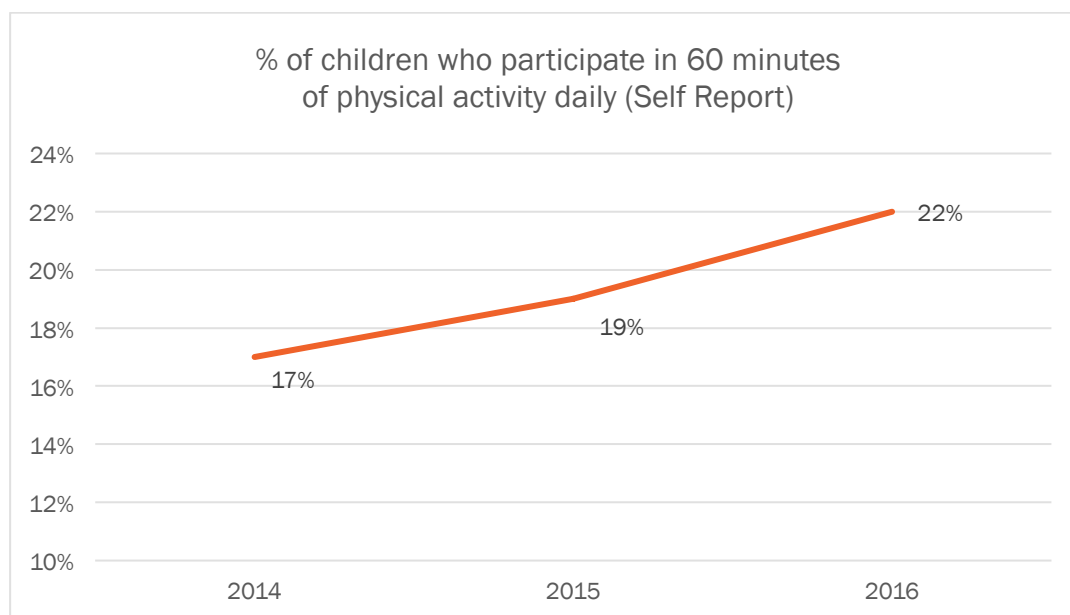
GPRA Definition: The number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.

Solutions

Out of School time (Jamestown, Mission Graduates)

Explanation of Progress

Figure 8.1: Slight increase in self report of exercise in School Climate Survey



Student's report of physical activity has steadily increased from 2014 to 2016. However, rates of students reporting 60 minutes daily continued improving incrementally to 21.8% at Everett Middle School and O'Connell High School. SFUSD district requirements specify 200 minutes of physical education every ten school days in elementary school, an average of 20 minutes per day. Middle and high school students are required to receive 400 minutes of physical education instruction every ten days, or 40



minutes per day, unless exempt in their junior and senior years of high school. Mission Promise Neighborhood schools supplement these requirements for physical education during the school day through out-of-school time exercise.

After school program survey data, collected annually via San Francisco ExCEL After School Program student and parent surveys, demonstrates that the subset of students who participate in the after school programs at school are discovering new physical activities and getting exercise in the programs. Survey results are presented below for Bryant ES (Mission Graduates), Chavez ES (Jamestown Community Center), Everett MS (Mission Graduates) and O’Connell HS (Urban Services).

	Bryant ES	Chavez ES	Everett MS	O’Connell HS
Student Participant Survey				
I get exercise in this program.	86%	89%	88%	80%
The adults in this program want me to exercise.	80%	89%	72%	80%
In this program, I have learned a physical activity or sport that I enjoy.	73%	95%	79%	77%
Parent Survey				
Because of this program, my child gets more exercise.	90%	83%	92%	N/A

Data Source & Measurement Challenges

School Climate survey was conducted. In order to approximate a census, teachers were incentivized with a gift card if 80% of their classroom completed the survey. 81% of students at surveyed schools completed the survey in 2016. Students at Everett Middle School and John O’Connell High School were surveyed. There were no challenges associated with this indicator.



Indicator 9: Children eat at least 5 servings of fruits and vegetables daily

GPRA Definition: The number and percent of children who consume five or more servings of fruits and vegetables daily.

Solutions

- Out of School time (Jamestown, Mission Graduates)

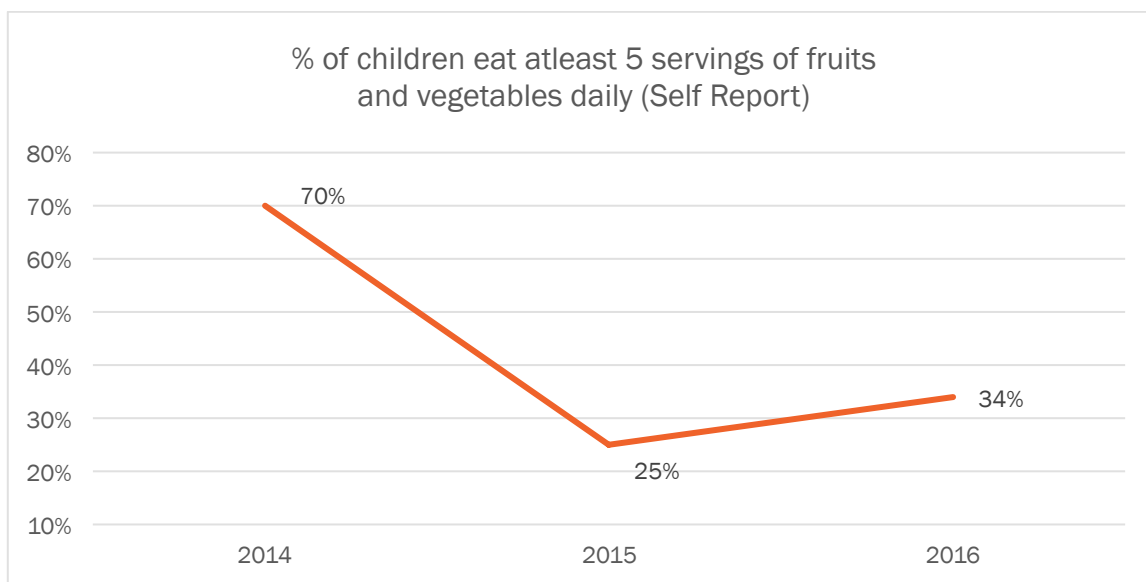
Explanation of Progress

There has been a moderate improvement over time in the percentage of students who report eating fruits and vegetables. SFUSD continues to have clear guidelines around food requirements for its school lunch program, served by Revolution Foods, and afterschool program food allowed. At O’Connell High School in particular, the local food bank is the primary provider of healthy snacks and produce for youth center in the building.

	Bryant ES	Chavez ES	Everett MS	O’Connell HS
Student Participant Survey				
I am not hungry when I go home because I get food in this program.	68%	70%	74%	86%
I talk to my family about the importance of eating healthy.	57%	61%	60%	77%
In this program, we talk about how to eat healthy food.	50%	39%	48%	75%
Parent Survey				
My child learns about healthy food in this program.	97%	90%	96%	N/A



Figure 9.1: Overall reduction in the % of children reporting eating fruits and vegetables at least 5 times a day



At Bryant Elementary and Cesar Chavez Elementary, families have access to produce and other food staples delivered to the campus weekly for onsite distribution. Community School Coordinators and Family Liaisons partner to run the school-based food bank to serve between 135 and 160 families each week. At Everett Middle School and O’Connell High School, MPN Family Success Coaches refer families to other community food banks for free produce.

Data Source & Measurement Challenges

School Climate survey was conducted. In order to approximate a census, teachers were incentivized with a gift card if 80% of their classroom completed the survey. 81% of students at surveyed schools completed the survey in 2016. Students at Everett Middle School and John O’Connell High School were surveyed. There were no challenges associated with this indicator.



Result 7: Students feel safe at school and in their communities

Indicator 10: Students feel safe at school and traveling to and from school

GPRA Definition: The number and percent of children who feel safe at school and traveling to and from school

Solutions

- Family Success Coaches
- Family Liaison
- Health and Wellness staff

Explanation of Progress

The School Climate Survey administered in 2015-2016 school year indicates that students' sense of safety both at school and traveling to and from school has begun to rebound in the direction of 2013-2014 levels. This is particularly true at John O'Connell High School, where students are also reporting a greater sense of support by teachers and staff at their school. In 2016 73% of students reported having an adult who believes in them at school, a modest increase from 68% in 2014.



Figure 10.1: Sense of safety at school has improved



Figure 10.2: Sense of safety at John O'Connell is rebounding

	% of students who agree about feelings of safety		
	2014	2015	2016
School is a safe place	77%	45%	63%
Feel safe traveling to and from school	73%	64%	69%

At O'Connell High School, student perception of safety increased as the climate of the co-located continuation school has stabilized. The improved interactions among and between students at both schools created a stronger school climate. In the 2016-17 school year, the continuation school will return to its own newly renovated building, so that the physical space of the school will be filled again with only one school community. This change, coupled with intentional initiatives by O'Connell staff members to build positive interactions with students and families, have successfully restored student perceptions.



Figure 10.2: Students at John O’Connell feel supported by an adult in the school

	% of students who agree/strongly agree		
There is at least 1 adult at my school...	2014	2015	2016
who makes sure I am doing well	68%	61%	71%
that I can talk to about my ideas	61%	53%	63%
that can help me with my problems	60%	52%	63%
that I can really count on	56%	52%	67%
who believes in me	68%	64%	73%

The Family Success Coaches play a substantial part in the improvement of student safety and sense of support at school. FSC’s also support parents in helping them feel more engaged at school, and better able to support their children in and out of school. At Cesar Chavez Elementary, the FSC works with administrative staff in compiling Welcome Packets for new parents, with relevant information and resources. In January 2016, the Middle School FSC worked with the Everett Family Engagement Team to conduct the first ever teacher survey, to get feedback on the best ways for teachers to communicate with parents and identify ways to better support teachers. Overall, implementing Restorative Practices with full support and involvement from the Family Engagement Team, teachers, and school staff led to a reduction in suspensions at Everett MS from 87 in 2014-15 school year to 54 in the 2015-16 school year.

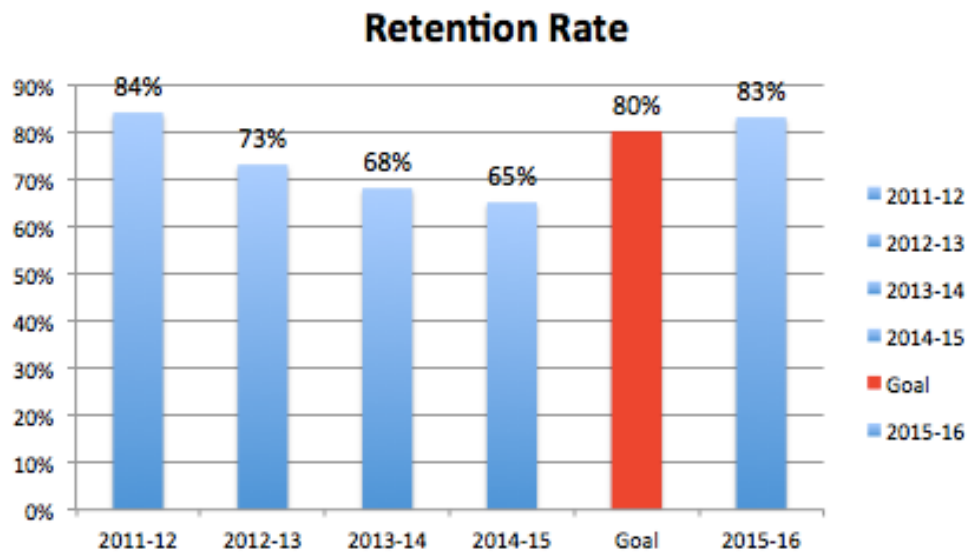
Though not yet released publicly, the 2016 School Quality Improvement Index will fully evaluate school academic and climate for the first time. Everett Middle School staff climate results show incredible improvement in staff perceptions at the school, which helped the school reach its stated teacher retention goal of 80% of classroom teachers. This fall, 83% of the 2015-16 Everett MS teachers will return to teach, reversing the negative retention trend that Everett had been facing. School leaders will share practices that have supported the improvements in staff culture with other MPN schools, given the improvement on the school level, and in comparison to SFUSD middle school staff climate averages.



Figure 10.3: Changes in school culture extend to school climate for teachers

SFUSD Staff Climate Survey Results : Everett Middle School		
	Everett % Favorable	All SFUSD % Favorable
This school promotes personnel participation in decision-making that affects school practices and policies.	98%	68%
This school promotes trust and collegiality among staff.	98%	72%
How many adults at this school have close professional relationships with one another?	88%	52%
The school's strategic plan will achieve its goals and objectives.	85%	46%
How many adults at this school feel a responsibility to improve this school?	93%	66%

10.4: Teacher Retention Trends at Everett Middle School



Data Source & Measurement Challenges

School Climate survey was conducted. In order to approximate a census, teachers were incentivized with a gift card if 80% of their classroom completed the survey. 81% of students at surveyed schools completed the survey in 2016. Students at Everett Middle School and John O'Connell High School were surveyed.

Result 8. Students live in stable communities

Indicator 11: Student mobility rate

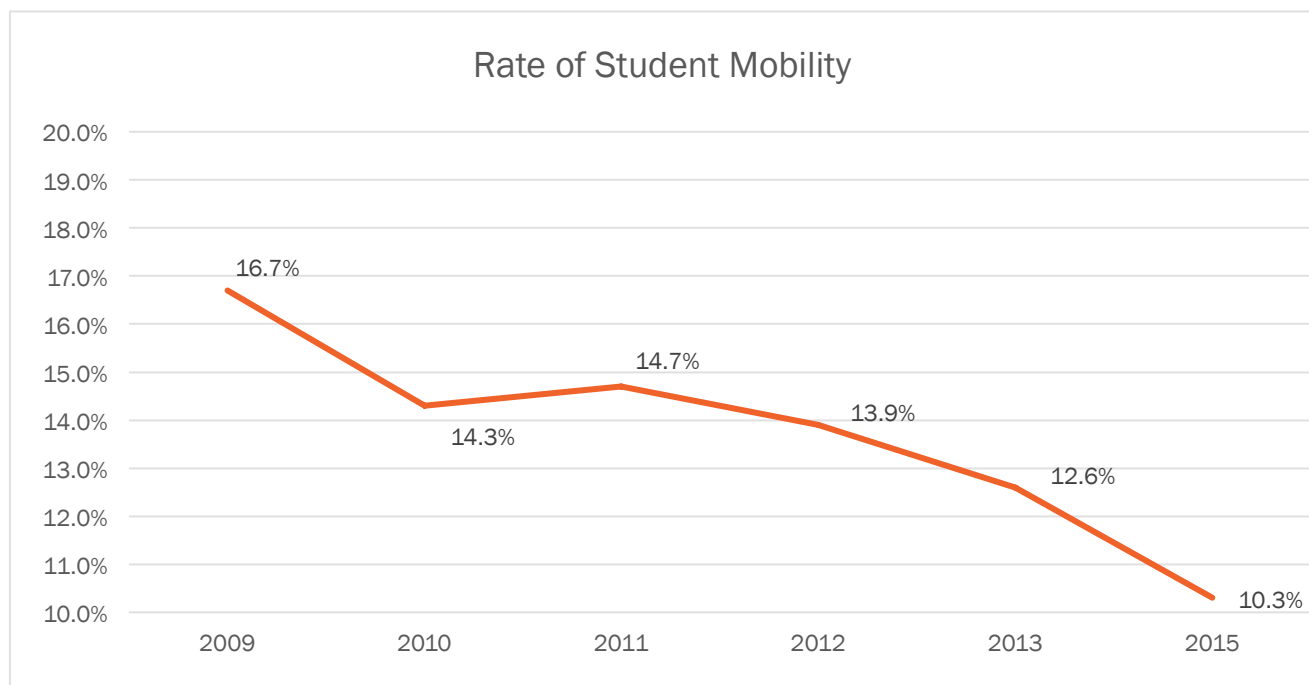
GPRA Definition: The student mobility rate is defined as the number of student entries and withdrawals at target Promise Neighborhood schools. Number of student entries the first day official enrollment is collected until the end of the academic school year, divided by the first official enrollment count of the academic year. The student mobility rate is an aggregated statistic that includes all target Mission Promise Neighborhood schools.

Solutions

- La Raza Centro Legal -- Family & Community Supports
- Causa Justa :: Just Cause -- Family & Community Supports



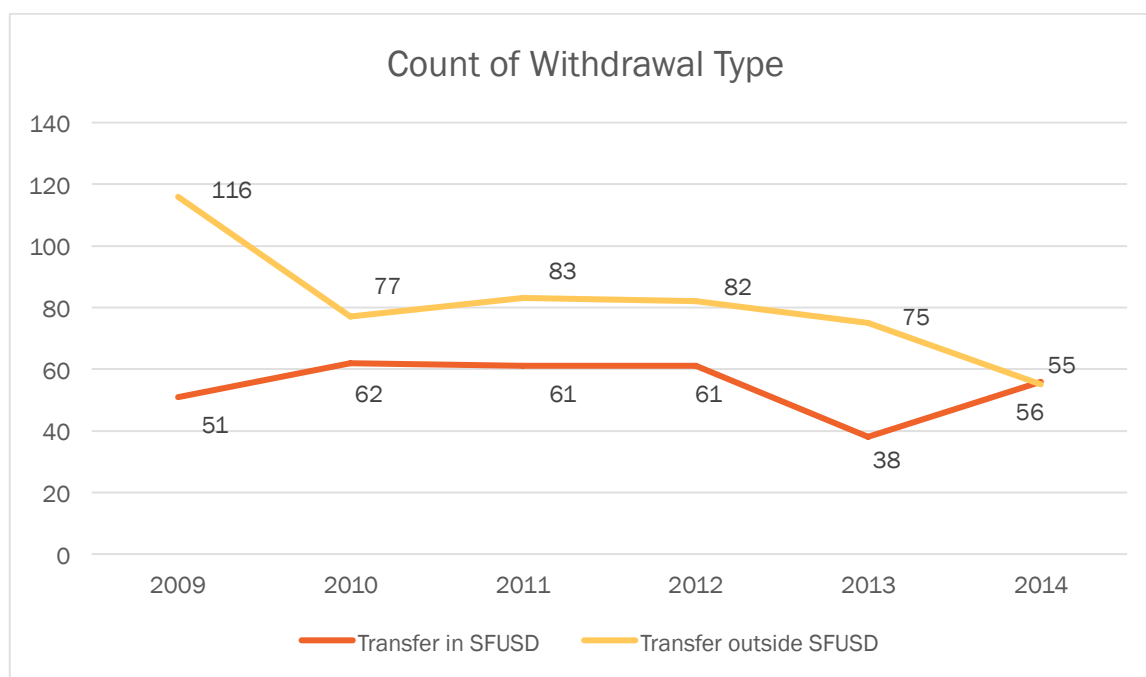
11.1 Student school enrollment is more stable



As shown in the table above, student mobility has decreased from the 2008-09 school year to the 2014-15 school year. Entries and transfers from outside of SFUSD have decreased most significantly, following declining enrollment.



11.2 Withdrawals from SFUSD schools have decreased for students in MPN Target Schools



La Raza Centro Legal (LRCL) has conducted outreach at local middle and high schools in order to recruit and inform target families of available legal resources related to immigration and employment. They also have worked to target outreach to DACA (Deferred Action for Childhood Arrivals) -eligible students and have worked on developing communications and opportunities with John O'Connell High school to help DACA-eligible students in a timely fashion. During the first half of 2016, LRCL has worked with MPN FSCs to conduct 9 workshops (8 immigration and 1 Employment Rights) at partner schools. In addition, LRCL has conducted 42 immigration-related consults, with 90% of cases being taken on for processing or representation. Their Worker's Rights and Employment Department has conducted 38 consults in this reporting period and has seen a steady increase in the percent of cases taken on for consult or representation (50%). Forty-five percent of clients who received a consultation live within the MPN Footprint. MPN has many solutions focused on the current housing crises in order to keep our families in the neighborhood and lessen the number of families that need to pull their children out of school during the school year. MPN partner Causa Justa: Just Cause (CJJC) works with families to identify their housing



rights, especially when they are faced with unlawful evictions. They conduct workshops on school sites as well as do individual case management.

SFUSD also has a school choice system, which particularly affects student mobility rates on the high school level. Students receive their elementary, middle and high school lottery results in early March, so that families have a full five months to change their children's placement if it is not their top choice. A second round of placement results are released in early August, and a third are completed in September. Because of this, over 85% of student transfers out of the high school occur during the first semester of school, with a slight majority happening by the end of September.

In addition to the lottery process, which extends into the school year, the mobility data in the high school shows that 33 high school students transferred to alternative pathways in SFUSD, including independent study (12 students), continuation programs (18), and a specialized program for teen mothers (3). These high school transfers comprise a bulk of the student withdrawals within SFUSD. Of the 24 high school students who left the district during the year, all but four were transferring to high schools in California cities such as Pittsburg, Vallejo, and Antioch, all of which have significantly lower costs of living.

Data Source & Measurement Challenges

The student mobility rate for the 2013-14 school year is not available. In 2013, SFUSD implemented a new student system called Synergy. The district found that data for fall 2013 had many errors in its demographic file. SFUSD therefore did not report the necessary school data to be able calculate student mobility.

Result 9: Family and community members support learning in Promise Neighborhood Schools

Indicator 12: Parents read to their 0-5 children

GPRA Definition: For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week. This item is collected through the Neighborhood Survey questions, outlined below. These questions were asked of parents of a children under 5, and also parents of children in Kinder-8th grade.

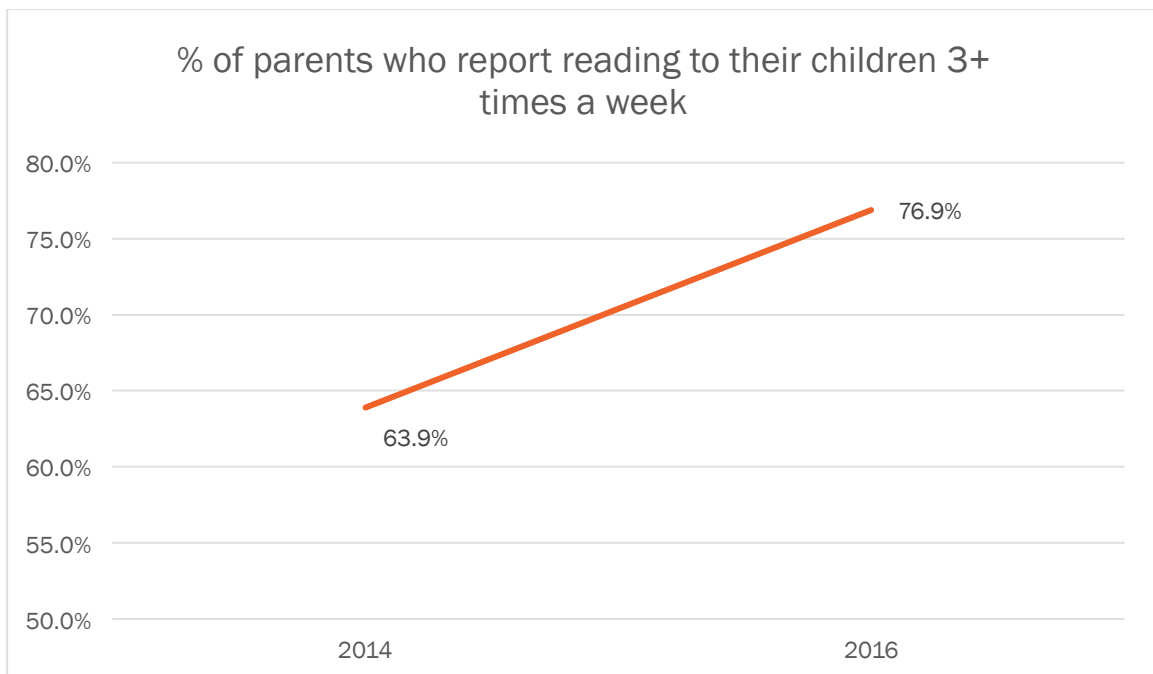


Solutions

- Early Literacy services through Tandem
- Abriendo Puertas, Crianza con Cariño, and Exploremos Juntos through Good Sam
- MPN Early Literacy Campaign

Explanation of Progress

Figure 12.1 Increase in parents reading to their children ages 0-5



The 2016 Neighborhood Survey revealed an increase in the number of parents and caregivers reading to children 3 or more times a week (77%) since the last assessment (64%) in 2014. Many of the MPN partner performance measures are showing very similar percentages of families reading to their children 3 or more times per week.

Tandem, Partners in Early Learning (formerly Raising A Reader), offers a variety of services to the schools of the Mission District and early learning partners. In 2016, Tandem served 1,318 families through the Story Cycles bag rotation program. This program provides a bag of high quality books to each family, the books are returned when they are read, and a family gets a new set of books. In addition to providing



books, Tandem provides read-a-loud workshops to help parents and educators develop techniques to bring the books to life and engage children in literacy development. In 2016, 126 families and 88 educators were touched through a variety of literacy events and activities. As a result of this work, 78% of families report reading to their children more than 3 days a week, and 91% of parents report increasing reading and/or book sharing with their child.

Good Samaritan Family Resource Center offers a variety of programs focusing on parenting and child development. In 2016, Good Sam offered 10-12 week workshops to 33 families through Abriendo Puertas and Crianza con Cariño. Of these families, 89% of parents demonstrated increased understanding of their child's development from pre to post-test, and 73% reported reading to their children at least 3 times per week. Additionally, of the 121 families served in 2016 through Exploremos Juntos, a parent-child interactive workshop, 86% demonstrated increased understanding of child development from pre to post-test, and 75% reported reading to their child at least 3 times per week.

Several partners are interested in developing an early literacy campaign for the Mission District. We are currently convening partners to create a plan and strategies for how to roll this out.

Data Source & Measurement Challenges

There were no challenges for this indicator

Indicator 13. Parents encourage their K-8 children to read

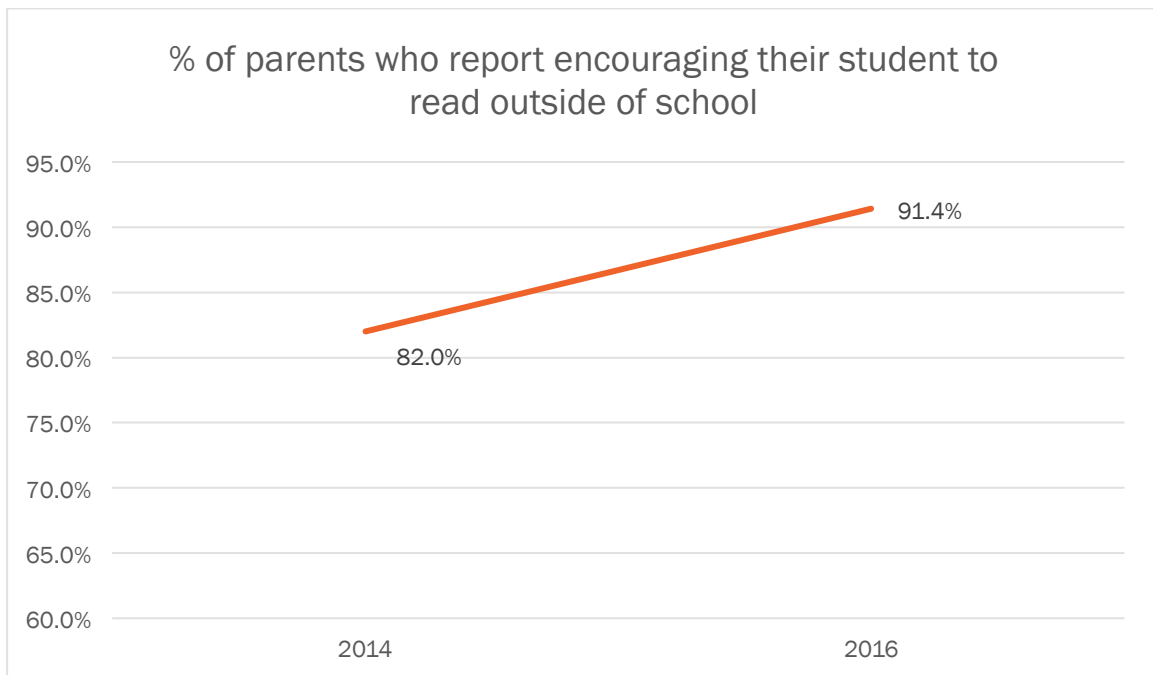
GPRA Definition: Number and percent of parents or family members who report that they encourage their children to read outside of school. The Neighborhood Survey was used to collect and calculate this GPRA.

Solutions

- Early Literacy services through Tandem
- Abriendo Puertas, Crianza con Cariño, and Exploremos Juntos through Good Sam
- MPN Early Literacy Campaign
- Making Connections



Figure 13.1 Increase in parents encouraging their children grades K-8 to read



Family Success Coaches lead tours of the San Francisco Public Library for parents of MPN schools. At Bryant specifically, the FSC has also worked with teachers and the family liaison to promote literacy development during the summer through the MyOn Summer Reading Program. Families learned how to access and utilize myON through the Making Connections workshops (preK and first grade) as well as family overview nights for the broader school community (preK-5). Bryant and Chavez Elementary Schools consistently use reading logs to encourage use of physical books and software that improves access to digital libraries. Both schools hosted Dr. Seuss's Birthday in March with family literacy night, celebrating favorite authors and incorporating parent educational activities around literacy in the home, as well as workshops by Mission Graduates around building literacy routines in the home.

As MPN students continue to work toward English language fluency as a component of literacy, MPN Partner Refugee Transitions (RT) promote two-generation English Language Development. In the Spring semester of 2016, RT provided home-based ESL tutoring to 31 adults and youth, and ESL Classes to 57



adults. 27% of youth and 33% of adults have met the 40 instructional-hours goal, which meets the recommended minimum number of hours provided before post-testing, as determined by the California Department of Education and the Comprehensive Adult Student Assessment System. The Spring 2016 Semester did see a lower attendance rate than the Fall 2015 classes, for reasons that are still unknown.

Data Source & Measurement Challenges

There were no challenges for this indicator

Indicator 14. Parents talk to their teenagers about college and career

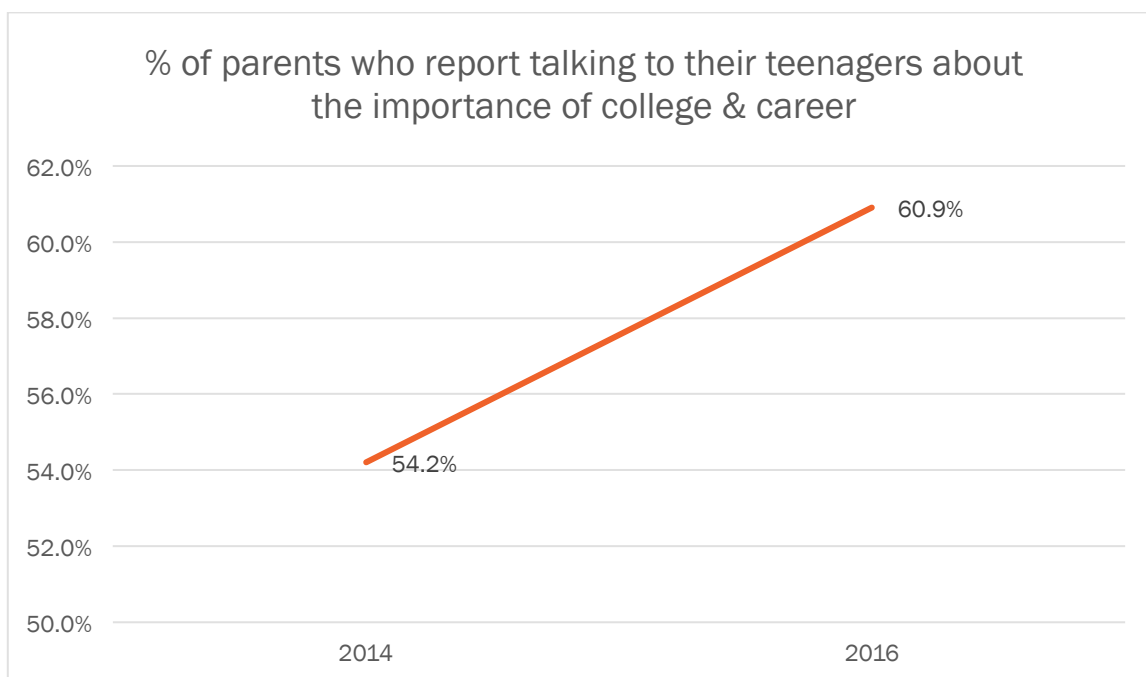
GPRA Definition: For children in the 9th to 12th grade, the number and percent of parents who report talking with their children about the importance of college and career.

Solutions

- Mission Graduates
- 7 Tepees
- MPN Community Advisory Council
- Promotora Program
- Family Success Coaches



Figure 14.1 Increase in parents who discuss the importance of college and career with their high school students



This spring, Everett Middle School continued building its college-going culture through various student and family events. Monthly workshops, offered in English and Spanish by Mission Graduates, shared critical information about the transition to high school and college entry and persistence. In April, students participated in Career Day, hearing from panelists in different industries and career pathways, and did planning exercises around the pathway to their dream career. A Spanish speaking career panel was offered for students in the Newcomer Pathway to ensure equitable access to information. In May, families participated in Get Connected, which featured workshops around online resources and software that can support their students' growth.

Preliminary findings from the Neighborhood Survey show that parents speak with their children in grades 9 through 12 about college and careers; specifically, 73.4% of parents report that they talk with their children about applying to college and 67.8% report that they talk to their children about careers.



This mirrors student survey results from O’Connell High School, which shows that 69% of students report that their parents talk to them about the importance of going to college.

At the annual Cash for College night at O’Connell High School, 70 graduating seniors and their parents completed FAFSA applications and learned about various sources of financial aid. The event captured 86% of seniors on track to graduate. Of the 31 four-year college-bound seniors, 25 students and families then utilized College Decision Day, an event offered by Mission Graduates. Mission Graduates staff to support families comparing various college acceptance offers and corresponding financial aid packages, encouraging them to make an informed decision about the best college fit to support college persistence for each student. Both events will be offered next spring following their strong turnout and success.

In addition to school-based work, Family Success Coaches supported outreach to families, in support of promoting participation in parent-leadership programs. Through the Community Advisory Council, MPN is engaging families to prepare at earlier stages to build and sustain a college-going culture in their homes by becoming advocates for their children and their community. In addition, this summer the MPN Leadership Program Manager was trained to train parents on a culturally relevant 9th -12th grade college-preparation curriculum (Padres Comprometidos) to increase parent engagement at the high-school level. She is now identifying parents to help lead this effort and building an action plan for the 2016-17 school year, incorporating 2015-16 Advisory Council members as leaders.

The Promotora Program, which is a community outreach worker model is also helping parents and families talk about college by promoting MPN services at local community events and referring families to MPN partners, including college-going services.

Data Source & Measurement Challenges

There were no challenges for this indicator



Result 10. Students have access to 21st century learning tools

Indicator 15: Students have access to internet at school and at home

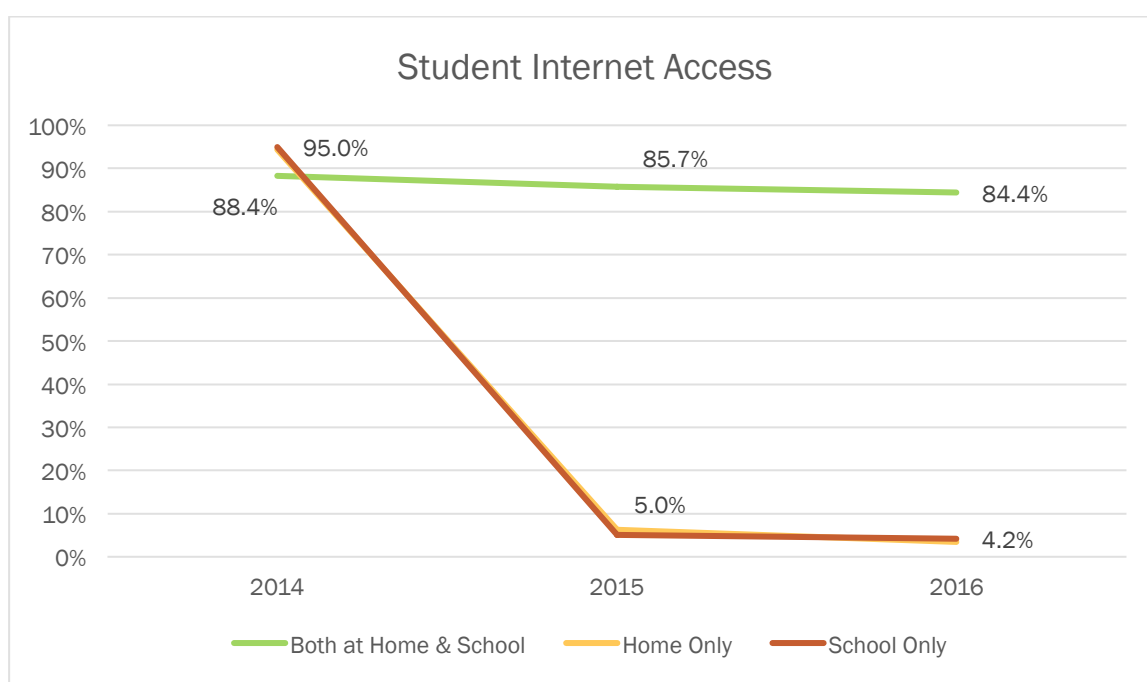
GPRA Definition: Number and percent of students who have school and home access to broadband internet and a connected computing device.

Solutions

- Making Connections
- Low-Cost Internet through MEDA

Explanation of Progress

Figure 15.1: Student Access to Internet at home and at school



As MPN continues to see data around internet in the home rise, strategies to reach the remaining minority of families without internet are focused on key subgroups in each school.



Agreements were formalized with Comcast to broaden the list of schools where parents could automatically enroll in low-cost internet, based on SFUSD student demographic data. This streamlines the internet enrollment process for families in non-target schools in the MPN zip code by reducing the burden of proof of income typically required (in this case, in a duplicative manner) to qualify for low-cost broadband. Comcast also introduced a debt forgiveness program for addresses with debt that is over a year old, in order to reduce barriers for families renting from addresses with previous tenants who defaulted on internet subscription payments.

For families whose address does not qualify for Comcast low-cost internet, MPN is still seeking adequate alternatives. Families are most commonly rejected due to a home address that is ineligible for Comcast service entirely, or because of pre-existing Comcast subscriptions connected to that address (for families who are doubled- and tripled-up in apartments or houses). Of the 20 families connected to internet in the last six months through MEDA, two received T-Mobile HotSpots due to ineligibility for Comcast. In the same time last year, 30 of the 51 families connected received a T-Mobile HotSpot. While a good alternative based on the enrollment qualifications, T-Mobile HotSpots do not have reliable reception throughout the Mission, so family satisfaction was inconsistent. A third alternative for in-home internet is desired as we reach saturation with families who are eligible for Comcast specifically and must look to other options.

MPN continued to distribute in-home computing devices this spring. Making Connections, funded by Startup:Education / The Zuckerberg Chan Initiative, provided Chromebooks to 83 first grade and pre-K families in Sanchez Elementary and Bryant Elementary. The program, which started fall of 2015, wrapped up in March of 2016. At the Get Connected event in May, families received an additional set of tablets and laptops as prizes for attending informational workshops about education and technology.

