Promise Neighborhoods Peer Learning Tool

PROMISE NEIGHBORHOODS INSTITUTE
AT POLICYLINK

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Recognizing that communities themselves are an important source of expertise and support for community change work, the Promise Neighborhoods Institute at PolicyLink (PNI) has created this tool to assist leaders and staff of Promise Neighborhoods from across the country in connecting with each other. This "Peer Learning Tool" is intended to briefly highlight examples of promising solutions for achieving the Promise Neighborhoods results, as well as the competencies needed to implement them effectively and sustain the work over time, that were taken from communities utilizing the Promise Neighborhoods approach who were willing to share their experiences with their colleagues.

The tool is organized in two parts: one including promising practices related to the Promise Neighborhoods results and associated indicators, and another describing efforts to build the competencies necessary to achieve better results and scale the work over time. For a given result area or competency there is an entry that includes a brief description of the efforts of one or more Promise Neighborhoods in that area as well as a contact person who can be reached to learn additional details.

This tool in no way represents a comprehensive description of all of the work and successes that are taking place in Promise Neighborhoods across the nation. It is best viewed as a growing list of communities that have both seen early successes and indicated their willingness to share the progress they have made, the challenges they have faced, and the lessons they have learned in order to accelerate and strengthen the work of their peers. The tool is merely intended as a starting point for identifying potential peer connections rather than a complete description of work that has taken place and progress that has been made, even in the examples that have been included. For complete and current information about any of the work described in the entries that follow, please contact the listed individuals.

If your community has made progress related to achieving one or more of the Promise Neighborhoods results, or building the competencies needed to do so, and is willing to share your experience with your colleagues across our network, we encourage you to reach out to PNI to share the details of your work for inclusion in future versions of this tool.

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PROMISE NEIGHBORHOODS PEER LEARNING TOOL: RESULT AREAS

RESULT	SITE STRENGTHS	KEY CONTACT
Result #1: Children enter kindergarten ready to succeed in school. ***GPRA Indicator 1:*** *# and % of children, from birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.* ***GPRA Indicator 2:*** *# and % 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.* ***GPRA Indicator 3:*** *# and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs.*	**Berea College Promise Neighborhood Initiative (Clay, Jackson, and Owsley County, KY)** **Lead Agency*:* Berea College** *FY '11 Implementation Grantee* Berea Promise Neighborhood's solutions include expanding the work of their partner Save the Children via the Early Steps for School Success Program (which includes home visitation, Ages and Stages assessments, parent-child groups and Raising a Reader) along with coaching and professional development for childcare providers. Early Steps includes home visitation for children 0-3 and a book bag exchange until age 5. Coordinators are located in 10 of the 11 Berea Promise Neighborhood elementary schools, each serving 50 children (20 ages 0-3 and 30 preschool to age 5). Initial data from Early Steps indicate that children involved for at least one year have higher scores on the Peabody Picture Vocabulary Test (PPCT) than children involved for less than one year, and 90% participating for more than a year scoring in the normal range or higher. Berea Promise Neighborhood's partner, the Eastern Kentucky Child Care Coalition, provides coaching, mentoring, and professional development to increase STAR quality ratings among formal childcare providers to increase their Early Childhood Environmental Rating Scale (ECERS) scores and improve the public preschool environment. In 2013, 71% of early childhood classrooms involved in High Quality Professional Development (15/21) showed an improvement on the ECERS. Taken together, these solutions target 1650 children birth to kindergarten, and better prepare preschool children for kindergarten by supporting progress across multiple developmental domains. In 2013, Berea Promise Neighborhood exceeded its targets for kindergarten readiness with 38% of kindergarteners scoring in the normal range (target: 20%). (*GPRA 2*)	**Tennant Kirk** Associate Director, Early Childhood and Elementary Berea College Tennant_kirk@berea.edu
	Buffalo Promise Neighborhood (Buffalo, NY) **Lead Agency*:* Westminster Foundation** *FY '11 Implementation Grantee* Buffalo Promise has designed a comprehensive Early Foundations solution that brings together several centerpiece programs. The cornerstone of Buffalo's early foundations work is the newly constructed BPN Children's Academy, serving 150 children ages 0-5, a feeder school into the two elementary schools. Two additional pre-k programs in the elementary schools are also part of the intentional Promise pipeline to move from cradle to career. Two key partners in the early learning work, Bethel Head Start and Read to Succeed, are implementing the State's Quality Rating and Improvement System (QRIS). Children attending these three pre-k programs have shown excellent progress – 87% of those attending these pre-k programs went to school kinder-ready, and 90% of them passed kindergarten ready for 1st grade. Data indicates a six-month learning and developmental gap between those who participated in the early	**Yvonne Minor-Ragan, PhD** President Buffalo Promise Neighborhood Yragan@mtb.com

RESULT	SITE STRENGTHS	KEY CONTACT
(*Continued)* **Result #1: Children enter kindergarten ready to succeed in school.** ***GPRA Indicator 1:*** *# and % of children, from birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.* ***GPRA Indicator 2:*** *# and % 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.* ***GPRA Indicator 3:*** *# and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs.*	childhood programs and those who did not. Additionally, partner Every Person Influences Children (EPIC) made hospital visits to all BPN moms in the two primary birthing hospitals, and each family visited enrolled in the BPN programs (93 in 2013). Families visited by EPIC also receive parenting classes, assistance in determining their child's developmental progress, and are referred to the Buffalo Community Health Center for a medical home if they do not already have one. *(GPRA 2 & 3)*	
	Chula Vista Promise Neighborhood (CVPN) (Chula Vista, CA) **Lead Agency*:* South Bay Community Services** *FY '12 Implementation Grantee* CV Promise has designed a comprehensive Early Learning Network (ELN) that brings together three centerpiece programs: (1) Universidad de Padres, (2) Development Specialists, and (3) Newborn Home Visiting. Universidad de Padres, modeled after HCZ's Baby College is a 12-week curriculum for parents with children ages 0-3. Parents are educated on child development and literacy, and it also integrates additional programs as resources, such as Ages & Stages Questionnaire and connections to SBCS' Healthy Development Services. As of the end of 2013, 24 parents have graduated from Universidad de Padres. A performance measure for the Universidad de Padres is "% of parents educated in healthcare navigation". Development Specialists play a critical role in expanding access to early learning interventions for children in informal childcare with a focus on providing professional development to providers so children in these settings receive child development and literacy support. In addition, they also serve as "navigators" for families entering the ELN. A performance measure for Development Specialists is "# of children with informal daycare providers demonstrates readiness for kindergarten". CV Promise also partners with local health care providers to provide newborn home visits within 30 days of birth. As of the end of 2013, 42 children received Newborn Home Visits. A performance measure for Newborn Home visiting is "% of newborns have an established medical home for regular care to ensure proper development". (*GPRA 1 &2)*	**Helena Sabala** ELN Program Director South Bay Community Services hsabala@csbcs.org
	Eastside Promise Neighborhood (San Antonio, EPN) **Lead Agency*:* United Way of San Antonio and Bexar County** *FY '11 Implementation Grantee* EPN has used a set of solutions to improve kinder-readiness at the three SAISD elementary schools in the Promise footprint. The platform of solutions includes working with the Pre-K feeder system to improve the quality of their curriculum by implementing the state's evidence-based curriculum and practice (in partnership with St Phillips College to provide quality assurance training for early childhood services), and a Kinder Prep Academy to prepare four-year olds, some who have never been exposed to early education services, for kindergarten. Monolingual youth are served by bi-lingual teachers. The initial 3-week camp will be expanded to 4 weeks. In the 2012-13 pilot year, 50% of students who participated in Kinder Prep Academy were assessed as kinder ready for reading, compared to 29% of the entire kinder	**Judy Ratlief** Director, Operations and Educational Success United Way of San Antonio & Bexar County Jratlief@unitedwaysatx.org

RESULT	SITE STRENGTHS	KEY CONTACT
(*Continued)* **Result #1: Children enter kindergarten ready to succeed in school. ***GPRA Indicator 1:*** *# and % of children, from birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.* ***GPRA Indicator 2:*** *# and % 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.* ***GPRA Indicator 3:*** *# and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs.*	population entering the three EPN elementary schools. Using EDI assessments, gains on Very Ready on 4 or more domains showed impressive improvements between SY 11/12 and SY 12/13. *(GPRA 2)*	
	Mission Promise Neighborhood (MPN) (San Francisco, CA) **Lead Agency: MEDA (Mission Economic Development Agency)** *FY '12 Implementation Grantee* MPN has a three-pronged strategy that includes: (1) Raising a Reader, (2) Quality Rating and Improvement System (QRIS), and (3) Abriendo Puertas. Through Raising a Reader, MPN is providing language and literacy support through to all pre-k programs and has begun expansion to some infant/toddler classrooms. This book rotation program supports most of the early learning sites in the Mission District by supporting teachers and providers, and offering literacy workshops for parents and children. In a 6-month period, they served 935 of the 2900 children 0-5, or 32% of the target population. The QRIS, led by First 5 San Francisco, has created a Quality Matrix that includes ratings for various elements, such as teacher qualifications, assessments, and teacher/child ratios. The pilot in the Mission District is set for 2015, and MPN "family success coaches" are trained to educate families on the elements of quality in early learning settings. Abriendo Puertas is a school readiness program that strengthens the leadership and advocacy skills of low-income, primarily Spanish-speaking parents with children ages 0 to 5. The program offers free parent education and leadership program partially funded by MPN. The program was created by Latinos for Latinos and consists of a series of leadership workshops for low-income parents with children up to 5-years-old. The model covers "cradle to preschool," and supports parents as their children's first teachers. (*GPRA 2*)	**Liz Cortez** Early Learning Manager MEDA ecortez@medasf.org
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* With the HCZ Baby College as a model, NAZ has built the Family Academy to help families build strong parenting skills. Using pre-and post-testing, 77% of participants tested as proficient as compared to 24% of a control group. Working with the University of Minnesota, NAZ has validated the effectiveness of their Family Academy curriculum and tracks improved parenting skills and behaviors of participants. Parents of children enrolled in the Zone create specific success plans – decision and goals about what is needed, and accountability agreements for tracking progress. The parents of 327 (66%) of the enrolled children in this age group have created success plans to guide their and their child's trajectory of learning and success. *(GPRA 2)* NAZ enrolled 124 children (24 more than their 2013 target) in high quality early care, using Early Race to the Top and state funds to provide scholarships so children from the zone can participate in very high quality early learning. The strategy is also intended to boost demand and ultimately supply of early childhood care that meets the highest quality standards. *(GPRA 3)*	**Andre Dukes** Family Academy Director Northside Achievement Zone adukes@the-naz.org **Michelle Palo** Project Services Director Northside Achievement Zone mpalo@the-naz.org

RESULT	SITE STRENGTHS	KEY CONTACT
Result #2: Students are proficient in core academic subjects. ***GPRA Indicator 4:*** *# and % of students at or above grade level according to state mathematics and reading or language arts assessments*	**Chula Vista Promise Neighborhood (CVPN) (Chula Vista, CA)** **Lead Agency*:* South Bay Community Services** *FY '12 Implementation Grantee* Castle Park Middle School has been using the Granger Turnaround Model (GTM), a research-based, data-driven approach to help students with a "test, re-teach, test" model of learning. After introducing GTM at Castle Park Middle School during the planning year, the school's API increased by 46 points, the highest one-year jump in the school's history, with dramatic increases among children with disabilities (90 point increase) and English Language Learners (38 point increase). The attendance rate at Castle Park Middle School increased from 95% to 98%. Performance measures for these indicators include: "% of students in elementary and middle schools participating GTM are proficient in math and English Language Arts" and "% of students in elementary and middle school participating in GTM retain a minimum attendance of 95.9% or higher". (*GPRA 4)*	**Mauricio Torre** Youth and Family Development Director South Bay Community Services MTorre@csbcs.org **Xavier Martinez** Middle/High School Program Director South Bay Community Services xmartinez@csbcs.org
	Eastside Promise Neighborhood (San Antonio, EPN) **Lead Agency*:* United Way of San Antonio and Bexar County** *FY '11 Implementation Grantee* EPN has a well-established protocol for a set of Out-of-School Time (OST) providers that are required to place an emphasis on academic performance in literature and math. A third of the OST providers have tied their curriculum specifically to the school curriculum, such as the YMCA, which has hired Wheatley Middle School teachers to extend the school day through OST. The purchase of service agreements for all OST providers include measures tied to compensation. By 2016-17, the seven OST providers project that between 555 and 557 students they serve will be at or above grade level according to state ELA assessments. (OST providers are required to provide at least one serving of fruits/vegetables and offer no sugary drinks to participating students.) Additionally, EPN and the school district have agreed to a new, groundbreaking STEM-based Strategic Plan to build student proficiency from pre-k through graduation. The plan focuses on building teacher capacity, improved student performance, and program sustainability by aligning district services including curriculum and professional development while addressing state standards in all core subjects and using evidence- based evaluation for both administrators and teachers. (*GPRA 4)*	**Judy Ratlief** Director, Operations & Educational Success United Way of San Antonio & Bexar County Jratlief@unitedwaysatx.org **Elizabeth Arevalo** K-12 Education Pipeline Manager United Way of San Antonio & Bexar County Earevalo@unitedwaysatx.org

(Continued) **Result #2: Students are proficient in core academic subjects**. ***GPRA Indicator 4:*** *# and % of students at or above grade level according to state mathematics and reading or language arts assessments*	**Mission Promise Neighborhood (San Francisco, CA)** **Lead Agency: Mission Economic Development Agency** *FY '12 Implementation Grantee* Mentoring for Success is implemented to increase the level of student engagement by involving students in activities to support school success, improve attendance, and increase self-esteem. Mentoring for Success students at SFUSD have shown gains in GPA, attendance, and school engagement (37% of participating students decreased their number of unexcused absences; 45% improved their academic performance; 86% said that their mentor helps them do better in school; and 93% said they had a caring adult, as compared with 31% of general SFUSD students who did not participate. *(GPRA 4 & 5)*	**Darren Gapultos** Education Program Manager MEDA dgapultos@medasf.org
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone** *FY '11 Implementation Grantee* The NAZ out-of-school time, expanded learning (EL) work is strong, with 278 scholars (students) participating last year. Pre and post testing showed an average growth of four months in reading and 55% made a year or more of growth. NAZ has an implementation plan for their expanded learning solution supported by user-friendly protocols and tools used by staff and partners to ensure they are delivering at the right scale and with fidelity to the solution plan. Additionally, NAZ is able to track participation, key elements of how expanded learning is delivered, and the impact they are having, including the academic achievement (in alignment with GRPA indictors) of all students participating in expanded learning. The expanded learning providers are engaged with NAZ's Seal of Effectiveness process, specifying necessary elements and "dosage" that must be delivered in over to contribute to academic achievement over time. *(GPRA 4)*	**Jaimee Bohning** Education Director Northside Achievement Zone jbohning@the-naz.org
Result #3: Students successfully transition from middle school grades to high school. ***GPRA Indicator 5:*** *Attendance rate of students in the 6th, 7th, 8th, and 9th grade.*	**Eastside Promise Neighborhood (San Antonio, TX)** **Lead Agency: United Way of Bexar County** *FY '11 Implementation Grantee* A set of solutions anchored by a partnership with City Year is designed to improve attendance in Wheatley Middle School (6th – 8th grades) and Sam Houston High School (9th grade) using "near-peer" support. City Year works to impact behavior and academic performance and help students stay on track with a national model that features an 8 to 1 student-to Corps member ratio. The City Year focus is on students most at-risk of not meeting benchmarks for ELA and math. Additionally, parents who host the parent rooms make daily supportive phone calls to parents of students who are absent, and an attendance clerk makes home visits to determine what supports would be helpful to make sure students improve their attendance record. *(GPRA 5)*	**Judy Ratlief** Director, Operations & Educational Success United Way of San Antonio & Bexar County Jratlief@unitedwaysatx.org

Result #4: Youth graduate from high school. ***GPRA Indicator 6:*** *Graduation rate*	**Detroit Promise Neighborhood (DPN) (Detroit, MI)** **Lead Agency: Black Family Development** *FY '11 Planning Grantee* Detroit's Promise Neighborhood is making steady progress on improving graduation rates in all four of their high schools (covering two noncontiguous footprint neighborhoods) and is on track to meet the Grad Nation goals by 2020. Michigan Department of Education's Center of Educational Performance and Information (CEPI) calculates graduation rates for the state's high schools, using the four-year cohort formula, and accounting for transfers in and out, missing students and other changes. Findings show that, for 2013, all four of DPN high schools' graduation rates are higher than the state of Michigan's graduation rate for 2013, reported at 76.96%. The four high schools have been in transformation mode, and each school has a different set of DPN partners based on the specific focus of the school and its students (City Year, United Way, Esperanza Detroit, Southwest Solutions and others). A consistent 2% or greater annual increase in graduation rates over four years is the result of building numerous opportunities that support graduating on time. They include focused, overlapping and intensive work with students and solutions to reduce dropout rates, early college enrollment, using the small schools model (with one large comprehensive community school model), focusing on students with special concerns including homelessness, undocumented students and students learning English as their second language. DPN and its partners are building a college-going culture and developing college and job-ready skills. *(GPRA 6)*	**Blandina Rose** Project Director Black Family Development, Inc. Brose@blackfamilydevelopment.org
Result #5: High school graduates obtain a postsecondary degree, certification, or credential. ***GPRA Indicator 7:*** *# & % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.*	**Berea College Promise Neighborhood Initiative (Clay, Jackson, and Owsley County, KY)** **Lead Agency: Berea College** FY '11 implementation grant Berea Promise Neighborhood is doing "integrated planning" with middle and high schools to combine academic support to ensure students will not need remediation when they begin college and direct mentoring through the college application process and early college experience. Berea Promise Neighborhood targets a cohort of middle school students, following them through high school and into college. "Partners for Education" at Berea College employs regional service coordinators and school-based academic specialists to implement programs and liaise with school districts. Program staff monitors targets and benchmarks for schools and districts, and academic specialists use an early warning system to provide interventions for at-risk students. Program-wide initiatives include a mentoring program and parent engagement work through the Families and Schools Together (FAST) Program. Academic Specialists also focus on elementary and middle school students that score as "Apprentice" for English Language Arts and Math. With support, these students can move to "Proficient" or higher before graduating from high school, ensuring they will not need remedial classes in college. Academic Specialists ensure these students receive targeted interventions including after-school programming, one-on-one tutoring, family engagement programming,	**Andy Beichler** Associate Director of Academic Services, Partners for Education Berea College andy_beichler@berea.edu

(Continued) **Result #5: High school graduates obtain a postsecondary degree, certification, or credential.** ***GPRA Indicator 7:*** *# & % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.*	mentoring, etc. Berea Promise Neighborhood uses post-secondary academic specialists and early intensive support to assist 11th and 12th graders and recent high school graduates. Berea Promise Neighborhood teams with Somerset Community College, taking seniors to the college campus to walk through the FASFA process, registration, orientation, and to ensure that a connection to a caring adult on campus is ongoing. When students turn 18, they can agree to allow academic specialists access to their academic data for monitoring and support for college success. Berea Promise Neighborhood is currently scaling up this solution to a second university and has plans to add a third university in 2015. *(GPRA 7)*	
	Chula Vista Promise Neighborhood (CVPN) (Chula Vista, CA) **Lead Agency*:* South Bay Community Services** *FY '12 Implementation Grantee* Chula Vista Promise Neighborhood has a strong program of creating a college-going culture, helping students and their families learn about options for their future, beginning in the earliest grades. At Castle Park Middle School, giant college banners hang throughout the school and outside on the school buildings. They are instituting a program called "Chula Vista College Institute" that begins to prepare students for success in college as early as 3rd grade. (Chula Vista College Institute is based on a model that has been in existence in one of San Diego's most underserved communities since 1996, with an astonishing success rate of 100% college enrollment rate for its graduates.) Other solutions to deepen the college-going culture include the Academic Advocate Program, modeled after the HCZ Student Advocate Program. CVPN provides Academic Advocates to middle and high school students to develop trusting relationships that remain constant through grades 7-12. This trusting relationship provides students with an advocate who works on their behalf, such as recommending and securing a special tutor for a young man with specific needs. A performance measure for the Academic Advocate Program is "% of students who graduate with a HS diploma and obtain postsecondary degree or vocational certificate". *(GPRA 7)*	**Mauricio Torre** Youth and Family Development Director South Bay Community Services MTorre@csbcs.org **Xavier Martinez** Middle/High School Program Director South Bay Community Services xmartinez@csbcs.org **Helena Sabala** ELN Program Director South Bay Community Services hsabala@csbcs.org
	Mission Promise Neighborhood (San Francisco, CA) **Lead Agency: Mission Economic Development Agency** *FY '12 Implementation Grantee* MPN has implemented two college and career solutions aimed at building a college going culture and increasing academic engagement: College and Career Center and Juma Ventures. MPN partner Seven Tepees runs a college and career center at O'Connell High School that serves as a hub for direct student support and coordination of activities aimed at increasing academic proficiency in core subjects, easing the transition from middle school to high school, increasing graduation rates, and college attendance. At this point, Seven Tepees has engaged with most of the 450 students at the target high school, provided 1- on- 1 support to 60 out of 90 senior students for college preparation and enrollment, and provided support to 20 families of the 90 seniors. They have provided 8 workshops, 1 school-wide college fair, and 2 field trips to local colleges.	**Darren Gapultos** Education Program Manager MEDA dgapultos@medasf.org

	Juma Ventures works with John O'Connell High School, and has recruited 20 students for summer jobs and participation in financial education. The goal is for youth learn job readiness and financial literacy skills and to be mentored by a Juma staff member from high school to college completion. This program combines employment in social enterprises, college preparation, and financial asset building to create a safe, supportive community where under-resourced youth can achieve their dreams of a college education. *(GPRA 7)*	
Result #6: Students are healthy. ***GPRA Indicator 8:*** *# & % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily;* ***GPRA Indicator 9:*** *# & % of children who consume five or more servings of fruits and vegetables daily*	*NOTE: Promise Neighborhoods are currently designing, implementing, and assessing the impact of solutions to improve this indicator. Once performance data is available to demonstrate the early success of these solutions, examples that are shared with PNI will be included in future versions of this learning tool.*	
Result #7: Students feel safe at school and in their community. ***GPRA Indicator 10:*** *# & % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.*	**Detroit Promise Neighborhood (DPN) (Detroit, MI)** **Lead Agency: Black Family Development** *FY '11 Planning Grantee* The M.A.N. (Maintaining A Neighborhood) Network, in conjunction with the Detroit Police Department (DPD) and key partners, are expanding their community policing work. The strength and effectiveness of their model in the Osborn community forms the basis for the request to train other Detroit communities in implementing their community engagement process. That training is occurring now. In a large constellation of partners of which the M.A.N. Network is the key partner, more community members are on board and the Network can boast 20 new recruits in 2014 alone. Their work includes establishing safe zones, safe routes to school and ongoing community engagement. They also work to increase the perception of safety in the community through their presence and involvement. Community police officers are active partners, many have been trained in RP, attend community functions and find ways to be involved and engaged with the community. Two evidence-based Cease-Fire call-ins have occurred over the past 9 months. Data (2013) from the Mayor's Task Force mirrors 2012 baseline trend data indicating that approximately 47% of students feel safe traveling to and from school. The COMPSTAT report for the 9th precinct (through June 2014), which includes Osborn, formerly considered a high crime area, now shows that homicides are down 24% over this same time in 2013, robberies are down 14%, stolen vehicles are down 22%, domestic violence is up 37%, sexual assaults are down 33%, and arson is down 33%. Monthly partner meetings address issues, review statistics, build on logistics, expand collaboration of community efforts, and strategize on ways to address identified issues (current example is domestic violence). *(GPRA 10)*	**Blandina Rose** Project Director Black Family Development, Inc. Brose@blackfamilydevelopment.org

Result #8: Students live in stable communities. ***GPRA Indicator 11:*** *Student mobility rate*	*NOTE: Promise Neighborhoods are currently designing, implementing, and assessing the impact of solutions to improve this indicator. Once performance data is available to demonstrate the early success of these solutions, examples that are shared with PNI will be included in future versions of this learning tool.*	
Result #9: Families and community members, support learning in Promise Neighborhood schools. ***GPRA Indicator 12:*** *For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week;* ***GPRA Indicator 13:*** *For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school* ***GPRA Indicator 14:*** *For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career*	**Mission Promise Neighborhood (San Francisco, CA)** **Lead Agency: Mission Economic Development Agency** *FY '12 Implementation Grantee* At the elementary school level, MPN has implemented Mission Graduates' Believing the College Dream program that builds college awareness, knowledge, and aspirations amongst Mission parents and their children, through Community Conversations and an embedded curriculum in the after-school programs at the two MPN elementary schools. As part of this solution, MPN is also implementing the Kindergarten 2 College program, a universal children's savings account in which every SFUSD kindergarten student is automatically enrolled and an initial $50 deposit is made by the City of San Francisco at the time of enrollment. (*GPRA 14)*	**Darren Gapultos** Education Program Manager MEDA dgapultos@medasf.org

Result 10: Students have access to 21st century learning tools. ***GPRA Indicator 15:*** *# & % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device*	**Mission Promise Neighborhood (San Francisco, CA)** **Lead Agency: Mission Economic Development Agency** *FY '12 Implementation Grantee* MPN's approach to technology access focuses on three areas: training, low-cost hardware, and low-cost broadband. MEDA provides free bilingual Basic Digital Literacy & Intermediate Digital Literacy training at their offices and also in MPN schools**.** Annually more than 200 participants are incentivized to attend 8-week trainings and receive vouchers of between $100 and $159 toward the purchase of a refurbished computer, given to participants who attend at least 80% of trainings. MEDA also provides Broadband Access Coaching and promotes the adoption of broadband as essential to participating in 21st century education, as well as family financial success. MEDA promotes several low-cost broadband options for families. MEDA incentivizes families to sign up for broadband by giving away at least one free refurbished computer for every ten families who sign up. During some times every new Internet subscriber receives a device, based upon supplies. MPN is also working with the City and County of San Francisco to install fiber optic connection to the Internet to select affordable housing buildings in the Mission in order to provide free wireless Internet to residents. Through its "Get Connected!" opportunities held quarterly, MPN hosts full-day workshops with panels of representatives from companies like Google, LinkedIn, and Facebook to talk to Latino youth about the tech industry and how they got their jobs. At the same time, parents can sign up for $10 per month internet access, purchase low-cost, refurbished computers, and take computer classes. Events like these draw around 175 attendees. *(GPRA 15)*	**Richard Abisla** Technology Manager MEDA rabisla@medasf.org

PROMISE NEIGHBORHOODS PEER LEARNING TOOL: CORE COMPETENCIES

COMPETENCY	SITE STRENGTHS	KEY CONTACT
Business Planning: *Develop a business plan*	The Harlem Children's Zone produced a strong and effective business plan that has seen them through years of growth and progress. You can review it at: http://www.bridgespan.org/getattachment/7c9ffa2f-6a3b-480e-9da2-901fcb34956c/Harlem-Children-s-Zone-Business-Plan.aspx	
Sustainable Financing: *Create a financing plan*	**Detroit Promise Neighborhood (DPN) (Detroit, MI)** **Lead Agency: Black Family Development** *FY '11 Planning Grantee* DPN has created a perceptive Strategic Integration and Sustainability Futuring Plan to assure that their Promise Neighborhood work provides for successive growth and succession planning now and in the future. It puts in place forecasting methodologies for analysis of its current and future resources, and takes into account basic questions that address: setting targets, populations served, capacity building, community outreach, expansion and potential gaps in funding. "… Their plan is addressing estimation of costs (start-up as well as delivering at scale), relationships with local funders and the use of local resources to leverage state and federal funding, numbers of children to be served, return on investment and expansion, as well as cost escalation.	**Jane Fernanders** Chief Financial Officer Black Family Development, Inc. JFernanders@blackfamilydevelopment.org
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* With an eye toward financial sustainability, NAZ has a sophisticated understanding of the costs of building the capacity and infrastructure that support effective delivery. NAZ began sustainability planning in early 2013, enabling them to develop a process that is integrated into their Action Teams, the work of the board and with senior staff as they to begin estimate future costs and develop financial models for sustaining the work at different levels of scale. Each of the solutions groups ("results tables" of key providers and stakeholders that help to develop solutions) take responsibility for determining what various solutions cost, at scale. Members of the NAZ Board of Directors and their Sustainability Task Force work toward realignment of existing resources and plan strategies for additional investments; another subcommittee of the Board concentrates on estimating infrastructure costs, and the necessary re-alignment or investment of new funds.	**Sondra Samuels** Chief Executive Officer Northside Achievement Zone ssamuels@the-naz.org

COMPETENCY	SITE STRENGTHS	KEY CONTACT
Public Policy: *Address policy and regulatory issues*	**Mission Promise Neighborhood (San Francisco, CA)** **Lead Agency: Mission Economic Development Agency** *FY '12 Implementation Grantee* MPN harnesses the advocacy expertise of the lead agency to work with city, state, and regional entities to educate policymakers and the public on issues critical to MPN's success. In Year 1 of MPN's implementation, state and federal policy issues centered on financial stability for families, including affordable housing, living wage jobs, and ensuring universal access to technology, and the re-authorization of the Children's Fund in San Francisco that supports a community-based service delivery system for children, youth and families. Along with MPN partners, MEDA successfully advocated for $1 million in foreclosure prevention programs as part of a Housing Stabilization Coalition and teamed with the Council of Community Housing Organizations on changes in guidelines for down payment assistance loan programs. Finally, they advocated for and attained $1.2 Million for Tier 1 workforce development programs as part of the Workforce Development Collaborative.	**Gabriel Medina** Policy Manager MEDA gmedina@medasf.org
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* NAZ has a solid approach to both proactively and opportunistically identifying policy opportunities and challenges. They are pursuing policy advocacy goals in a number of areas and have already experienced several successes. Examples aligning with their financial sustainability effort include advocacy for state appropriations to fund early childhood scholarships, thus "back-filling" for the loss of Early Race to the Top funding; another example is legislation already passed by both state houses (in conference committee during early spring) to provide ongoing financial support for NAZ operations. The NAZ board and several of their anchor partners have deep experience and capacity to conduct policy advocacy to support and sustain their work.	**Sondra Samuels** Chief Executive Officer Northside Achievement Zone ssamuels@the-naz.org
	Los Angeles Promise Neighborhood (LAPN) (Los Angeles, CA) **Lead Agency**: **Youth Policy Institute (YPI)** *FY '12 Implementation Grantee* LAPN has applied the advocacy capacity of leadership at YPI to spearhead the California legislation to create 40 PNs statewide, and align state departments and funding streams to support place-based work. Although unsuccessful in the last legislative session, YPI is again supporting its reintroduction and will follow progress.	**Karina Favela-Barreras** Director of Los Angeles Promise Neighborhood Operations Youth Policy Institute Kfavela@ypiusa.org

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Pipeline of Services: *Develop an effective pipeline of programs, services, supports, and opportunities*	**Northside Achievement Zone (Minneapolis, MN)** **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* A key function of the pipeline is the ability to connect with families to determine what services and supports they need. NAZ Connectors – currently there are 22 – work with families to integrate their needs and experiences into the family achievement plans that are shared with pipeline partner organizations to strengthen and better align the services and supports offered. NAZ Navigators, stationed at partner organizations, work with the Connectors and families to access the services indicated in the achievement plans. In 2013, 119 people were referred to career and finance supports, 55 secured employment, 147 received housing stabilization support and 64 adults and children received behavioral health treatment. NAZ has implementation plans to deliver their solutions, all of which are supported by user-friendly protocols and tools that Connectors, Navigators working at partner sites, and partner staff use to ensure they are delivering their part of the solution at the right scale and with fidelity to the solution plan.	**Michelle Martin** Chief Operating Officer Northside Achievement Zone mmartin@the-naz.org
Accountable Partnerships: *Structure effective and accountable partnerships across systems*	**Eastside Promise Neighborhood (EPN) (San Antonio, TX)** **Lead Agency: United Way of Bexar County** *FY '11 Implementation Grantee* With several years of effort, EPN has a very strong and mutually accountable partnership with the SAISD. Their negotiated Strategic Plan, a potential model for other sites, describes joint accountability and educational partnership designed to enhance STEM education at the six SAISD schools in the Promise footprint. EPN has also developed partnerships with local institutions of higher learning, including St Phillips College - -the partnership includes an Early College High School, quality assurance for early childcare providers, and an associate of arts degree for early childhood – and Trinity University where a Fellows Program has expanded instructional development and coaching on the SAISD campuses. Additionally, a governance structure has evolved through a partnership to align key stakeholders within San Antonio, including the Mayor. Called PACT (Promise and Choice Together), the purpose is to align city services with Promise and Choice neighborhood strategies, and support joint planning around policy, accountability, advocacy and communication issues.	**Tony Leverett** Project Director United Way of San Antonio & Bexar County Tleverett@unitedwaysatx.org **Judy Ratlief** Director, Operations & Educational Success United Way of San Antonio & Bexar County Jratlief@unitedwaysatx.org

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Community Engagement: *Meaningfully engage children, youth, families, and community stakeholders*	**Boston Promise Initiative (Boston, MA)** **Lead Agency: Dudley Street Neighborhood Initiative (DSNI)** *FY '12 Implementation Grantee* BPI's lead agency, Dudley Street Neighborhood Initiative (DSNI), has a 30-year history of resident-led community change. DSNI's board is elected by the community and maintains a majority of seats for residents. The major ethnic groups that call the neighborhood home each have an equal number of seats, along with the youth, regardless of their proportions in the neighborhood. The board has several committees, including the Youth Committee that provides oversight and input to strategies for creating leadership development and career opportunities; the Education Committee that identifies ways to support learning throughout the community; and the Sustainable Economic Development that provides oversight to neighborhood land use. DSNI also has experience developing community leaders through its Resident Development Institute, which provides training on topics such as community organizing, policy advocacy, and community visioning. Through the Boston Promise Initiative, community engagement has expanded to include implementing a parent leadership model that empowers parents to lead on the Dudley Children Thrive School Readiness Roundtable and the DSNI Education Committee; resident board members sitting on the BPI Implementation Team; and residents supporting each other's goals of financial stability through Fair Chance for Family Success.	**Sheena Collier** Boston Promise Initiative Director Dudley Street Neighborhood Initiative scollier@dsni.org
	Buffalo Promise Neighborhood (Buffalo, NY) **Lead Agency*:* Westminster Foundation** *FY '11 implementation grantee* Buffalo PN resident engagement work reaches deep into the neighborhood. An extensive community engagement strategy through the efforts of staff specifically dedicated to engaging more residents has led to growing opportunities for residents to be engaged well beyond simply offering input. With support from staff and adaptive leadership training, residents have taken ownership of neighborhood projects and activities, including an effort to encourage owners of small "delis" to sign a code of conduct to reduce problem activity in and around their stores. A youth summit is being planned, with residents and youth playing key roles in the design and implementation of the summit. After extensive neighborhood outreach and town hall meetings, a *Quality of Life* plan was completed which led to a Community Council with 8 Commissions (work groups involved with each of the primary "buckets" of concern to residents). On average, about 50 residents attend meetings of the Community Council, and each Commission has between 15-23 members. The BPN staff are now building a data system to capture information about resident engagement, including activities (block watches, community patrols, beautification efforts), numbers of youth and adults involved, and the impact of they are having in the Buffalo Promise Neighborhood.	**Tanya Staples** Director of Community Affairs Buffalo Promise Neighborhood Tstaples@mtb.com

COMPETENCY	SITE STRENGTHS	KEY CONTACT
(Continued) **Community Engagement:** *Meaningfully engage children, youth, families, and community stakeholders*	**Chula Vista Promise Neighborhood (CVPN) (Chula Vista, CA)** **Lead Agency*:* South Bay Community Services** *FY '12 implementation grant* CVPN has instituted a comprehensive model of Promotoras to provide intensive outreach, enrollment and connections to neighborhood residents, linking them to pipeline solutions as they build trust and credibility. The Promotoras are hired from target neighborhoods, are bi-lingual and are required to attend a strenuous series of classes and community building among themselves before they begin their work. This is modeled on the evidence-based public health model of community health outreach workers. The CVPN has numerous examples of successful support and outreach such as assisting with data gathering (community survey), helping to identify and enroll new mothers, and staffing Parent Centers at all five CVPN schools. During 2013, Promotoras connected nearly 7,000 residents to services and supports. The Promotoras are expected to have an impact across all GPRA indicators and strategies. Performance measures for the Promotoras Program include "% of parents who increase their child's attendance to a minimum of 95.9%" and "% of the parents with a child that applies to college or a career program".	**Rachel Pinuelas-Morineau** Community Engagement Program Director South Bay Community Services Rmorineau@csbcs.org
	Eastside Promise Neighborhood (San Antonio, TX) **Lead Agency: United Way of Bexar County** *FY '11 Implementation Grantee* Efforts to engage community residents and parents in the EPN footprint have been progressively deepened since the inception of the PN grant. Most recently, parents and residents were authentically engaged as decision makers in twelve target-setting community groups. They will continue to review the targets semi-annually and have requested a voice in setting budgets. All six of the EPN schools have an active Parent Room hosted by parents who make others feel welcome, provide information, and make the schools a place where they can feel ownership. Since the beginning of the EPN, a member of the staff team has been a very engaged parent who provides leadership on the team and for the parent rooms.	**Jennifer Richardson** Director, Community Engagement United Way of San Antonio & Bexar County Jrichardson@unitedwaysatx.org
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* A robust family engagement process ensures that NAZ's work is driven by the needs and experiences of families. Family Achievement Plans drive the creation of NAZ's solutions and systems. NAZ Connectors have been brought on board to connect enrolled families, including with the Latino and Hmong communities that comprise a minority of families in the Zone. A Family Advisory Group is consulted about what is working and how challenges in the work can be addressed. NAZ is exploring ways to include family members in other parts of the system as well, including the Action Teams. NAZ	**David Peeples** Engagement Director Northside Achievement Zone Dpeeples@the-naz.org

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	has established multiple opportunities for participation and influence through regular interactions with enrolled families, community events, and the family advisory group. Family representatives will participate in the Results NAZ (an intensive, data-driven process to review specific solutions within the pipeline) process as well, giving them the opportunity to drive improvements and future directions. Enrolled families have access to all of their own data in NAZ Connect (the data system) and have regular opportunities to provide feedback to Connectors about what is working and what is not. Performance data is regularly uploaded to the partner portal on the NAZ website, which families can access as well.	
Constructive Conversations: *Ability to have constructive dialogue about race, class, and culture*	**Detroit Promise Neighborhood (DPN) (Detroit, MI)** **Lead Agency: Black Family Development** *FY '11 Planning Grantee* Detroit's Promise Neighborhoods' (DPN) lead agency Black Family Development Inc. (BFDI), as a member of the International Institute of Restorative Practices (RP), is actively working to build a restorative culture across the city of Detroit. Through DPN, 124 teachers from DPN partner schools have been trained in the Restorative Practices model which originally grew out of the Restorative Justice model, and which has the potential to ameliorate violence, address the misapplication of zero tolerance laws, and improve relationships across every sector. (Detroit prosecutors, police officers and others have recently been trained by DPN staff in RP.) DPN is also addressing constructive conversations around race, class and culture through various approaches. With the poverty lens in mind, two training sessions have been provided to two groups of DPS teachers to assist them in understanding the impact that scarcity has on children and the issues around homelessness and effective educational outcomes. The Center for Michigan, a bipartisan think tank, has attended DPN's regular community convenings to conduct "community attitude conversations." They polled community residents around the four areas of education, jobs, and prosperity, quality of life and public money priorities to gain a better understanding of community priorities and inform a model for reform. On a policy level, DPN's governing body (members include representatives of the Mayor's Office and City Council, and is chaired by the Deputy Executive of Wayne County) is holding a series of constructive conversations related to public policy and inequity. Finally, DPN, through lead agency Black Family Development (BFDI), is an active partner in the greater community conversation round table consisting of local and municipal partners, foundations and service providers. They are currently providing a laser focus on the issue of equity and how community work is affected by it, and what can be done to build more equitable systems.	**Alice Thompson** Chief Executive Officer Black Family Development, Inc. AThompson@Blackfamilydevelopment.org

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Use of Data: *Use data for learning, continuous improvement, and accountability*	**Berea College Promise Neighborhood Initiative (Clay, Jackson, and Owsley County, KY)** **Lead Agency*:* Berea College** *FY '11 implementation Grantee* Berea Promise Neighborhood has developed a longitudinal data system that tracks all service (dosage per student) data, attendance data, demographic, free/reduced lunch, and limited English proficiency status. Through their partnership with Reach of Louisville, Berea Promise Neighborhood has been using the system to inform solutions and to test case studies on specific solutions. (Although there is an MOU in place with the Kentucky Department of Education, Berea Promise Neighborhood does not receive individual child level assessment data in a timely way.) When attendance data showed downward trends, the team acted to provide the necessary information to plan improvements to the pipeline. They are currently working with Save the Children to upload all individual early childhood data into the system.	**Sherry Taubert** Project Director Berea College sherry_taubert@berea.edu
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* A longitudinal data system called *NAZ Connect* is operational, populated in part through the work of NAZ Connectors. The data that Connectors collect about families guides interventions and provides partners with information about family needs and experiences that can be used to improve and better align the services and supports they make available. Improvements to the system are made and new data elements are added to the system as needed. NAZ has an impressive process for using data in real-time for learning and accountability. Connectors, Navigators, Action Teams for each solution area, partner organizations and NAZ central all have developed protocols for using data to guide implementation, identify what is working and address challenges. A new "Results NAZ" process was recently developed, enabling NAZ leadership, board members, partners and parents to review the effectiveness of solutions and address problems on a monthly basis.	**Tracy Roloff** Results System Strategist Northside Achievement Zone troloff@the-naz.org
	Los Angeles Promise Neighborhood (LAPN) (Los Angeles, CA) **Lead Agency**: **Youth Policy Institute (YPI)** *FY '12 Implementation Grantee* LAPN, through YPI's organization-wide data system, is a strong user and early adopter of Efforts To Outcomes (ETO). The architecture was customized for the Promise Neighborhood program, building out a platform for all LAPN programs. Being realistic about the fact that some of its partners have their own systems and will not adopt ETO, LAPN is assessing the capacity of each of its partners in order to provide tailored trainings on data collection and entry. Partners providing services at PN schools or centers are working with LAPN staff to ensure proper data is collected and recorded, and those	**Karina Favela-Barreras** Director of Los Angeles Promise Neighborhood Operations Youth Policy Institute Kfavela@ypiusa.org

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	that provide services off-site have access to technical assistance as needed. Provider contracts now contain a set of data requirements, including a requirement that each provider assign a point person for the ETO system plus a staff specifically designated to input data into the system. Social Solutions has selected LAPN as a model case study for innovative configuration and integration of the ETO software. LAPN has done an impressive job aligning all of their own data collection with the ETO platform. The system "went live" in 2012, and they are now working to integrate data from partners, to help partners build data collection capacity, and to track indicator data for each of LAPN's objectives.	
Results Based Accountability (RBA): *Implement Results-Based Accountability approach and ensure that all services provided are focused on it* ***(Continued)***	**Berea College Promise Neighborhood Initiative (Clay, Jackson, and Owsley County, KY)** **Lead Agency*:* Berea College** *FY '11 Implementation Grantee* The Berea Promise Neighborhood team has embraced the Results Based Accountability elements throughout all aspects of their work, having now restructured their meetings to follow key elements of the framework. The team reviews and shares updated data on a regular basis among their teams and hold key K-12 meetings using the framework.	**Ginny Ann Blackson** Promise Neighborhood Director Berea College ginny_blackson@berea.edu
	Chula Vista Promise Neighborhood (CVPN) (Chula Vista, CA) **Lead Agency*:* South Bay Community Services** *FY '12 Implementation Grantee* CV Promise has embraced RBA since its inception, understanding that this data-driven framework will offer staff a proven method of measuring progress and of having readily available data to react quickly when modifications are necessary. The CV team has designed strategic performance measures for each of their programs and is tying provider compensation to these performance measures. By using the RBA framework, CVPN has readily available data to create an annual Results Report that is shared broadly including on their website.	**Jose Mireles** Program Manager South Bay Community Services Jose.mireles@csbcs.org
	Eastside Promise Neighborhood (San Antonio, TX) **Lead Agency: United Way of Bexar County** *FY '11 Implementation Grantee* The EPN team has embraced the Results Based Accountability elements throughout many aspects of their work, having now restructured EPN meetings to follow key elements of the framework. The team reviews and shares updated data on a regular basis with education leaders as well as parents, and provides opportunities to discuss and understand the story behind the data. The months-long target setting process through the fall of 2013 and early 2014 used the RBA framework exclusively to review data and the story behind each data point before determining realistic targets. This	**Henrietta Munoz** Vice President, Grants, Research & Evaluation United Way of San Antonio & Bexar County Hmunoz@unitedwaysatx.org

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Results Based Accountability (RBA): *Implement Results-Based Accountability approach and ensure that all services provided are focused on it*	RBA-informed process is now being used with sub-committees ("results tables") to determine performance measures for solutions within the pipeline. As EPN works with other San Antonio initiatives – including Choice Neighborhoods, the Mayor's San Antonio 2020, and others – the key elements of RBA are used to shape the efforts for collective impact.	
	Hayward Promise Neighborhood (Oakland, CA) **Lead Agency: California State University, East Bay** *FY '11 Implementation Grantee* HPN has integrated Results Based Accountability into the framework of each of their three Networks: Early Learning Network, Cradle to Career Education Reform (C2CERN), and Neighborhood Health and Empowerment. HPN structures its Network meetings and evaluation efforts with a results focus, including agenda development and data review. Through the 2013-14 target setting process, HPN worked with each Network and partner using RBA principles and guiding questions to document assumptions and set meaningful targets across the pipeline. When HPN adds new staff, RBA training is a top priority to ensure all staff is trained to track performance measures that impact GPRA indicators. HPN's Results Based Accountability work, along with its Leadership Practices in Challenging Times by Steve Zuieback, has been very successful in coalescing its Implementation Team around purpose, vision and goals.	**Melinda Hall** Project Director California State University, East Bay Melinda.hall@csueastbay.edu
	Northside Achievement Zone (Minneapolis, MN) **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* The Results-based Accountability framework is used to drive the construction of the Promise Neighborhood ecosystem that NAZ is building. Intensive skill-building sessions are helping the entire NAZ infrastructure – staff, board, providers, and stakeholders – to embed an understanding and use of RBA. It has been used by the board and leadership to set targets, with the management team to review progress in the aggregate, and with providers to determine how much, how well, and to what end are their services working. Customized professional development is arranged to assure that NAZ leaders, managers, staff and providers are adept are using RBA for learning, accountability and decision-making. NAZ has a rigorous process in place for selecting performance measures and targets, and use these to measure and track the impact of each solution.	**Tracy Roloff** Results System Strategist Northside Achievement Zone troloff@the-naz.org

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Leadership Development: *Deepen the organizational and collaborative leadership capacity in the lead agency and partners in service of well-being results*	**Northside Achievement Zone (Minneapolis, MN)** **Lead Agency: Northside Achievement Zone (NAZ)** *FY '11 Implementation Grantee* Since the completion of NAZ's participation in the first cohort of 2013 STAR (Skills to Accelerate Results) Leadership Development, the team has been committed to providing an opportunity for developing deep and nuanced leadership skills to a broad swath of stakeholders. With the intent of building the NAZ ecosystem through transformation, the senior leadership team, along with more than sixty-five staff, organizational leaders and others are receiving an in-depth series of trainings to build results-focused leadership competencies to improve the lives of children, youth and families living in the NAZ footprint.	**Michelle Martin** Chief Operating Officer Northside Achievement Zone Mmartin@the-naz.org
Communications: *Develop a communications plan*	**Mission Promise Neighborhood (San Francisco, CA)** **Lead Agency: Mission Economic Development Agency** *FY '12 Implementation Grantee* MPN uses a multi-faceted approach to communicate its message and mission in the community and citywide. MEDA's uses its reputation in the community with social media capacity to boost participation in MPN's cradle-to-career services. Its Facebook page is updated frequently with links to news stories, including the launch of its neighborhood survey, parent workshops, and recognition for substantive work, such as the recent recognition of MEDA's Richard Abisla as a "2014 Broadband Champion" by the California Emerging Technology Fund. MPN's Facebook page is at https://www.facebook.com/missionpromise and its news blog is located on the MEDA web site at www.medasf.org , an engaging and informative place to learn about the foundations of MPN's work.	**Teresa Morales** Communications Manager MEDA tmorales@medasf.org
Results-Driven Work: *Turn a curve away from the baseline or beat the baseline on one or more indicators associated with PNI's well-being results.*	PNI has a range of technical assistance resources and tools available to help communities understand the importance of and engage in results-driven work. You can access these and other resources on PNI's website: http://PromiseNeighborhoodsInstitute.org Harlem Children's Zone (HCZ) has demonstrated the viability of achieving population-level results. The Practitioners Institute is available for planning sites and high-scoring applicants, and the PNI/HCZ Vault is available for implementation grantees. For more information on the Practitioners Institute, please visit HCZ's website: http://hcz.org/spreading-the-model/ Mark Friedman's book "Trying Hard is Not Good Enough," (2005, Trafford Press) provides a useful introduction to Results-Based Accountability (RBA). An RBA implementation guide is available online: http://www.raguide.org/.	