Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods

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The Center for the Study of Social Policy (CSSP) works to secure equal opportunities and better futures for all children and families, especially those most often left behind. Underlying all of the work is a vision of child, family and community well-being which serves as a unifying framework for the many policy, systems reform and community change activities in which CSSP engages.

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Introduction

About Promise Neighborhoods

With the success of the Harlem Children’s Zone as its inspiration, the federal Promise Neighborhoods program seeks to support community-driven, place-based efforts to improve educational and developmental outcomes for children in distressed communities. The founding vision is that “all children growing up in Promise Neighborhoods have access to effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and career” [1].

To achieve this vision, Promise Neighborhoods supports the implementation of innovative strategies that improve outcomes for children in the nation’s most distressed communities. This is accomplished by building a cradle-to-career continuum of supports and by increasing the capacity of community leaders and organizations to plan, implement and track progress toward 10 results (including students entering kindergarten ready to succeed in school, graduating from high school and feeling safe at school and in the community) and 15 indicators (including attendance, graduation and student mobility rates and participation in daily physical activity).
## 10 RESULTS 15 INDICATORS

### Education Outcomes & Indicators

1. **Children enter kindergarten ready to succeed in school.**
2. **Students are proficient in core academic subjects.**
3. **Students successfully transition from middle school grades to high school.**
4. **Youth graduate from high school.**
5. **High school graduates obtain a postsecondary degree, certification or credential.**
6. **Students are healthy.**
7. **Students feel safe at school and in their community.**
8. **Students live in stable communities.**
9. **Families and community members support learning in Promise Neighborhoods schools.**
10. **Students have access to 21st-century learning tools.**

### Family & Community Support Outcomes & Indicators

1. **# and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.**
2. **# and % of 3-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.**
3. **# & % of children from birth to kindergarten entry participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care or preschool.**
4. **# & % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the Elementary and Secondary Education Act (third through eighth and once in high school).**
5. **Attendance rate of students in sixth, seventh, eighth and ninth grade.**
6. **Graduation rate.**
7. **# & % of Promise Neighborhoods students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates or other industry-recognized certifications or credentials without the need for remediation.**
8. **# & % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.**
9. **# & % of children who consume five or more servings of fruits and vegetables daily.**
10. **# & % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.**
11. **Student mobility rate.**
12. **# and % of parents or family members for children birth to kindergarten entry who report that they read to their children three or more times per week.**
13. **# and % of parents or family members for children in kindergarten through eighth grade who report encouraging their children to read books outside of school.**
14. **# and % of parents or family members for children in the ninth through twelfth grades who report talking with their children about the importance of college and career.**
15. **# & % of students who have school and home access (and % of the day they have access) to broadband Internet and a connected computing device.**
Grantees focus heavily on collaboration, breaking down silos among agencies and working with local programs to implement, scale up and sustain solutions that help students learn, grow and succeed.

**About the Guidebook**

The purpose of this guidebook is to highlight specific approaches that the 12 Promise Neighborhoods implementation sites are using to build a “culture of results.” In this context, a culture of results is defined as the values, processes and systems that Promise Neighborhoods site leaders use to ensure effective solutions are launched, tracked, improved and sustained with shared accountability among staff, partners and the wider community to make a positive difference in the lives of neighborhood children and families. Simply put, a culture of results involves establishing a mutual commitment among the many stakeholders in Promise Neighborhoods so that their efforts will be intensively, self-critically and relentlessly focused on achieving the desired results.

The first section of the guidebook, *Working with Data*, calls attention to data collection and reporting as central to building a culture of results. The second section, *Establishing Shared Accountability Among Many Stakeholders*, looks at processes by which Promise Neighborhoods orient a network of partners around results-driven work and introduce the notion of shared accountability. The third section, *Maintaining Accountability in Operation of the Continuum*, provides examples of how Promise Neighborhoods leaders and stakeholders monitor their progress over time with an eye to continuous improvement. The final section, *Family and Community Engagement in a Culture of Results*, identifies strategies that help ensure that the focus on children’s success is a broadly shared, neighborhood-wide commitment.

This is an interactive PDF with several built-in links to help you navigate the document. For example, you may skip to any section by clicking that item in the table of contents. If you wish to view a specific tool, simply click on its icon (or scroll to the end of a section to view all tools). Also, a “back to text” link is located in the bottom right corner of each tool; use this link to return to the tool overview and description.

While Promise Neighborhoods leaders were willing to share their materials in this guidebook, it is important to note that none of them feels that his/her community has yet fully developed a culture of results. This publication reflects work in progress and the examples and tools shared here are part of a broader learning process among the Promise Neighborhoods communities that is still under way. We hope that other community leaders establishing a cradle-to-career continuum will be able to grasp why these experiences and resources are useful and then adopt or adapt them for their own organization or community.
**SECTION 1**

**Working with Data**

The Promise Neighborhoods model has a strong commitment to and reliance on results-based planning and improvement using real-time data. Implementation grantees are required to collect data and report on the 10 results and 15 indicators outlined above. To provide clarity on these indicators and recommend data collection strategies, sources and methods for the Promise Neighborhoods communities at large, the Urban Institute developed and released *Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results* (Guidance Document) [3]. These recommendations are intended to guide Promise Neighborhoods on the best ways to collect information that they can use to improve the quality of their programs and services, to evaluate the success of their initiatives and, most importantly, to achieve better results.

The Guidance Document, and much of the data work undertaken by Promise Neighborhoods, supports the unique position of Promise Neighborhoods at the juncture of both population and performance accountability. Implementation grantees are striving to contribute to and measure change at the population level for every child and family in the Promise Neighborhoods footprint, while also measuring and directly managing the performance of a number of partners and programs to improve outcomes for the children and families they serve. As established in the Results-Based Accountability method [4], performance accountability ensures Promise Neighborhoods are doing things well to serve those in need through specific interventions most likely to help improve their well-being. In turn, population accountability ensures communities are doing the right things to ultimately lead to improved well-being for all, measurable at the community level.

To achieve this vision, the Guidance Document recommends several important steps for data collection and reporting for every Promise Neighborhood, summarized in the research brief *Six Steps to Success* [5]. Excerpts from both documents, as outlined below, offer a sense of the data work that is required as Promise Neighborhoods embrace a results-based approach.

**Recognize the Need for Multiple Types and Sources of Data**

For each indicator a Promise Neighborhood measures, it should determine a specific data source, target population, level of data collection, calculation and system for data storage. Each of these elements should remain as consistent as possible through the duration of the initiative to produce comparable data over time. For example, if an initiative measures the graduation rate of a target set of high schools in the baseline year of implementation, and then adds additional target schools in the second year, the summary indicator alone will not be able to describe the impact of the initiative given the changing target population. For this reason, initiatives should work through these steps as fully as possible with all partners before beginning data collection.

**Calculate Baseline Population Counts and Penetration Rates**

A core expectation of Promise Neighborhoods is that whole communities will improve as the number of people served by programs increases over time. This growth can be accomplished by increasing the number of people served, increasing the effectiveness of programs or (ideally) both. The number of people served within a community can be measured as a penetration rate—the share of the target population actually receiving program services. Initiatives must first determine baseline population counts for specific target...
populations, such as children age 5 and under or households with children. Data from the U.S. Census Bureau or local school districts can be used to establish baseline population counts for target populations. Promise Neighborhoods implementation sites can then use current and future enrollment in specific programs (along with data on program effects) to estimate the penetration rates required to produce the desired population-level results.

**Develop the Promise Neighborhood Data System Structure**

Given the breadth of most initiatives and the range of data elements described above, the use of a shared data system is critical to providing ready access to essential information that different partners will need to be successful. The data system will house regularly collected summary data from local, state or national sources, as well as data collected directly by the initiative. The data system will also need to be conducive to tracking individual-level demographic, implementation and outcome data from service providers, also referred to as case management data. Such data systems are important not just for reporting results but also as a management tool for understanding programmatic efforts. In addition to selecting the right platform, good data systems require major, sustained investment of both budget and staff resources for design and maintenance. Promise Neighborhoods implementation sites should seek staff with the appropriate skills to manage the data system, including data input, organization, cleaning, analysis and reporting. Promise Neighborhoods leaders may need to train and build the capacity of partners with limited information technology expertise in appropriate data collection and sharing. The importance and magnitude of designing and implementing a data system should not be underestimated in budgets or staffing.

**Collect and Report on Indicators that Measure Progress Toward Results**

Indicators, such as the 15 indicators for Promise Neighborhoods, are collected and reported at the population level. The first time communities collect these data establishes a baseline for each indicator from which to measure progress. Each subsequent, usually annual, data collection, helps Promise Neighborhoods understand if they are meeting their performance targets for population accountability. For the 15 indicators, Promise Neighborhoods primarily rely on a neighborhood survey, a school climate survey, administrative school data and a couple other specific administrative data sources. The administrative data collected by Promise Neighborhoods require robust data-sharing agreements and data security and governance structures to secure and protect the data. The surveys completed by Promise Neighborhoods are original data collection that provide data not readily available from existing sources (i.e., to understand how parents support children’s learning). Original data collection requires robust and reliable methods, such as surveys based on a random sample of the population, to produce meaningful information. Promise Neighborhoods implementation sites should hire a survey firm or other research experts to help design and field significant data collection tasks.

**Enroll Children and Families in a Case Management Data System**

Considering the scope of the work undertaken by Promise Neighborhoods, including the likelihood that any one child or family is served by multiple partners and programs, a centralized enrollment or intake approach ensures that the initiative can function as a coordinated strategy with streamlined data on children served and services provided. Even for Promise Neighborhoods that do not have specific case management staff, a centralized intake approach ensures the appropriate data are collected so that children and families can be connected to the services they need and minimizes the paperwork and other barriers
for families when they sign up for programs and activities. This intake process also provides an opportunity to collect the consent of participating families to use their data to improve the Promise Neighborhood’s services.

**Collect, Store and Use Individual-Level Data**

Along with scaling programs to serve more people, choosing effective programs (and effective partners to implement these programs) is an essential step to achieving better outcomes. To the extent possible, Promise Neighborhoods implementation sites should choose programs with solid evidence demonstrating their effect on the intended indicator and target population. Even if Promise Neighborhoods choose programs with proven evidence of impact, they must still track actual outcomes for their own efforts and make changes as needed to achieve desired results. Past experience shows that it is not only possible for programs to fail to produce intended results, but they may also, in the worst cases, harm participants. Promise Neighborhoods need to use individual-level data to avoid such negative outcomes. Individual-level case management data, for example, can be a vital tool for understanding who is being served by the Promise Neighborhood, what services are being provided (and how) and whether the Promise Neighborhood’s efforts are making any difference for its children and families. Along with using aggregate data to report on Promise Neighborhoods indicators at the community level, implementation grantees must also organize their individual-level data in restricted-use data files that may one day be used to understand the outcomes achieved by Promise Neighborhoods. Individual-level data often shine a light on issues that other data sources may leave in the shadows.
SECTION 2
Establishing Shared Accountability Among Many Stakeholders

Each Promise Neighborhood is managed by a lead agency working with multiple partner organizations. These leaders are tasked with creating a culture of shared accountability, so that all parties are committed to achieving common results and indicators, have a clear sense of how their actions can best contribute to the shared goals and are willing to be held to high standards of accountability. During the start-up phase, Promise Neighborhoods leaders were intentional about framing their work together as results-driven and introducing the notion of shared accountability. All sites, for example, focused on identifying or adapting evidence-based and other promising practices that are most likely to achieve the desired results. Several sites also explicitly built language about results into a memorandum of understanding (MOU) or drafted performance-based contracts to define what was expected of program partners and establish vehicles for mutual accountability. And, in some cases, lead agencies recognized the need to assess and strengthen partners’ data capacity to ensure that partners could readily provide the information necessary for tracking progress. Examples of these efforts, and sample tools used by site leaders, are described below.

Seal of Effectiveness

To increase the likelihood of finding and implementing strategies that will actually lead to the desired results, the Northside Achievement Zone (NAZ) leaders and partners developed a Seal of Effectiveness process and 10 Solution Plans that guide their work. They use this process to identify interventions that are based on the best and most up-to-date knowledge available about what works and therefore are more likely to achieve NAZ’s desired results.

In the Seal of Effectiveness process, teams of Promise Neighborhoods staff and partners, including NAZ’s evaluation partner at the Center for Early Education and Development at the University of Minnesota, research programs that have empirical evidence demonstrating they led to the desired outcomes in other communities [6]. For any given program, NAZ looks for evidence that a program fits with its principles, can be implemented effectively, achieves the desired results and can reach the level of scale needed. Experts who are leading researchers and practitioners at the local, state and national levels review this information and offer recommendations about the suitability of these practices, programs and strategies for achieving the 10 results and 15 indicators.

Staff then use this information to develop Solution Plans that guide program implementation, making sure they follow the same essential elements for success—the key steps, resources, staffing levels and attention to detail and quality—as the original intervention. Solution Plans are blueprints that detail evidence-based and peer-reviewed best practices in each of the program areas NAZ offers: Early Childhood, Academic Navigation, Mentoring, Expanded Learning (formerly Out of School Time), High School Expanded Learning, College Success, Family Engagement, Family Academy, Career & Finance and Housing.

The Mentoring Program Solution included at the end of this section is one of NAZ’s Solution Plans. This plan was developed after months of research on best practices for mentoring children and adolescents and is organized around the desired result for this program area.
Performance-Based Purchase of Service Agreements

The Eastside Promise Neighborhood (EPN) in San Antonio, Texas, converted all of its contracts to performance-based purchase of service agreements in the second year of its Promise Neighborhoods work. Originally, the contracts established between the lead agency and the partners included deliverables but no performance measures. As part of building a culture of results, EPN leaders and partners met to negotiate performance measures that would be included in the new purchase of service agreements. Ultimately, these agreements help to establish collective responsibility for achieving population-level results.

Included at the end of this section are excerpts from *Purchase of Service Agreements* developed with two EPN partners that provide services to children and youth in the neighborhood. The first example shows the performance metrics for one partner providing out-of-school-time activities. For example, the agreement makes explicit that the provider is expected to ensure that 80 percent of students who complete the program will have participated for at least 80 percent of the time and 90 percent of the students will have participated in one or more physical activities. It also details the measures by which the provider will be evaluated. The second example is an excerpt from an agreement with a provider that works with high school students. It shows the scope of work, making explicit the results the provider’s work must contribute to: improved student attendance and improved student behavior and coursework performance.

Pay for Performance Contracts

The Chula Vista Promise Neighborhood (CV Promise) in Chula Vista, California, uses a payment system that links payments to partners to their meeting certain program targets. CV Promise leaders wanted to ensure that money was being used specifically for the completion of certain activities that were likely to lead to achieving its desired results. For example, one employment provider is paid in part when clients complete a training program and then in full when the client is employed. During the negotiation process, partners are actively involved in the development of the pay points.

Included at the end of this section is an excerpt from a *Pay for Performance Contract* with a CV Promise home visiting provider. Incorporated into this contract is a payment schedule stipulating that the provider will be paid upon completion of the stated activities, which are defined further in the scope of work. For example, when a home visit is completed within 60 days of the birth of a newborn, the provider receives $347. When the provider completes a follow-up phone call at 6 weeks, it receives another $156, and at 6 months another $65. In this way, CV Promise ensures that its resources are linked to quality benchmarks that will help lead to the desired results.

Collaborative Partner Memorandum of Understanding

Building shared accountability for results often requires partners to have explicit conversations about why and how they will work together. NAZ partners, for example, sign an MOU as they join the effort to improve results for children and families. The *Memorandum of Understanding* at the end of this section spells out NAZ’s values and outlines a set of expectations related to active collaboration and building a culture of achievement, accountability and evaluation and fundraising. This document, an example of which is included at the end of this section, serves as a companion piece to an even more detailed MOU that includes specific results, activities and a scope of work; it ensures that NAZ partners understand the nature of their commitment and are willing to do the disciplined work that it will take to achieve results.
Data Capacity Assessment

While it is common for program and service providers to track program participation, it would be impossible for Promise Neighborhoods partners to truly practice shared accountability without also collecting data about program quality and effectiveness; this information allows partners to assess whether their work is making a measurable contribution to the agreed-upon results. With this in mind, the data team for the Mission Promise Neighborhood (MPN) created a data capacity assessment process to determine what data their partners have, identify what data they need and develop a technical assistance plan to support partners’ data collection and reporting processes.

The Data Capacity Assessment graphic at the end of this section summarizes key aspects of this assessment and capacity-building process and highlights lessons learned as a result of this effort. It begins with an overview, background and objectives and shows a timeline for three central tasks: (1) learning about MPN partner data strengths and challenges, (2) analyzing information and assessing data capacity and (3) developing a technical assistance plan and delivering technical support to partners. The graphic also lists general findings from the assessment in addition to a more detailed breakdown of how partners track data based on the target populations they serve and the types of services they provide. Finally, this assessment process leads to a technical assistance plan with specific-measurable-attainable-realistic-timely (SMART) tasks linked to each phase of the technical assistance process and offers insights about general lessons learned, including tips for fostering a results-driven culture.

As of April 2015, this assessment process had been used with 24 partner agencies, yielding the results depicted here. MPN has since refined its process to make it more focused and streamlined, yielding shorter and even more efficient meetings with partners. MPN data staff believe the process helped underscore the reality, especially to non-data/non-evaluation staff, that data collection takes considerable time and requires organizational resources. However, partners were also able to see that there was a road map to help them prepare for more rigorous data reporting. This approach is building the infrastructure to support a long-lasting, data-driven culture across MPN.
**Mentoring Program Solution – NAZ Approved November 2012**

**NAZ Solution Area Result:** NAZ-enrolled children, 5 to 18 years, will have a caring non-familial adult who regularly engages and supports the child in ways that promote healthy attitudes toward school, regular attendance and a valuing of academic achievement, successfully supporting their path to college.

The Quality Mentoring Assessment Path (QMAP) tool referenced in this Solution Plan is a process created by the Mentoring Partnership of Minnesota (MPM) that uses an online tool to help mentoring agencies extensively assess program management, operations and evaluation methods, based on the best practice guidelines outlined in the Elements of Effective Practice for Mentoring™ (EEP).

**ORGANIZATION COMMITMENT: Active Collaboration & NAZ Values**

*Organization-wide activities that will build the collaborative process and embed the core NAZ values across the effort, including NAZ families, staff, and partners.*

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<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency (Dosage)</th>
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<td>(1) NAZ Partner embeds NAZ values organization-wide as key drivers to build a culture of achievement Zone-wide, including by:</td>
<td>• Values will be available for posting, distributing, and publishing. • Operating plan concepts will be developed for input and contributions. • NAZ staff available for dialogue about embedding values.</td>
<td>Ongoing</td>
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<td>• Posting NAZ Values in prominent public locations for staff, • Including Values in staff meetings and other organizational use, and • Contributing to the implementation of a developing operating plan designed to intentionally embed values across the collaboration.</td>
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<td>(2) NAZ Partner participates in ongoing educational opportunities, with the intention of core ‘NAZ Way’ concepts reaching staff who work with NAZ families, related to the following key NAZ values:</td>
<td>• NAZ develops and offers educational opportunities in a manner that works for partners (such as through existing Action Team meetings)</td>
<td>Ongoing</td>
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<td>• Breaking the belief gap, • Families as Leaders &amp; Organizations as Partners to Families, • Using Data to Drive Progress (results-based accountability), and • Embedding cultural responsiveness within our work with families and scholars.</td>
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<td>(3) NAZ Partner ensures that lead staff attend the following collaborative gatherings:</td>
<td>• NAZ holds and publicizes meetings in a timely manner.</td>
<td>NAZ-wide meetings: 2 times/year Action Team meetings: Minimum of 4 times/year</td>
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<td>• NAZ-wide collaborative meetings • Action Team meetings</td>
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<td>(4) As specified in NAZ Collaborative Partner Memorandum of Understanding, agency hires staff who is interested in and committed to positive interactions with children and youth, and demonstrates a commitment to a culture of achievement.</td>
<td>• Position Posting language and hiring practices explicitly assess commitment to positive interactions and a culture of achievement.</td>
<td>On hire</td>
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| (5) Program services are provided to program participants within a context that is positive, respectful, engaging, and fosters a culture of achievement. | • Hiring practices specify and select for staff who demonstrate respect.  
• Scheduling of program events provides opportunities for social interaction among active mentors in the Zone.  
• Professional development for staff continuously emphasizes respectful, engaging, and positive services. | Each program day |
| (6) Program services are fully aligned with and reflect continuous participation in NAZ data collection, progress monitoring, coordination, review, and program improvement processes. | • Maintain regular data entry in NAZ Connect.  
• Coordinate with NAZ program staff (Connectors and Academic Navigators). | Each program day |
| (7) Mentoring agency achieves and maintains Expert Partner status through Mentoring Partnership of Minnesota. | • Mentoring agency adheres to the Elements of Effective Practice for Mentoring (EEP) standards as well as listed Enhancements. | Expert Partner status in first year.  
Renewal bi-annually. |
| (8) Mentoring agency will exhibit a strong commitment to customer care. | • Inquiries from families and volunteers shall be cordially responded to within one business day of initial contact or referral. | Within 3 business days of request |
## PROGRAM OPERATIONS

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| (1) Recruit eligible mentors using diverse recruitment strategies. | • Programs will demonstrate active strategies to advertise and recruit eligible mentors  
• Programs will actively participate in collective NAZ mentor recruitment process | Ongoing mentor recruitment will provide a consistent flow of mentor prospects. |
| (2) Mentors are screened according to EEP standards. | • All mentor candidates complete an application, background check, and participate in an interview with Mentor agency staff.  
• References will be provided and checked.  
• Mentors commit to one year minimum. | Each time a prospective volunteer mentor applies. |
| (3) Mentors are prepared and trained according to EEP standards. | • Staff provides overview of program rules, mission, goals, and objectives, as well as relationship development, ethical issues, effective closure, and available resources. | At interview, orientation, and in ongoing match support contact. |
| (4) Mentee and their families are prepared for the match and participation in the program. | • Mentoring agency clarifies program expectations with the family through the process of informed consent and documentation of agreement to program rules.  
• Record of the pre-match meeting is entered into NAZ Connect | 1x before match. |
| (5) The matching process takes into account the NAZ child’s individual strengths and needs and attempts to match with an appropriate mentor. | • Program considers characteristics of the mentor and mentee when making matches.  
• For Community-based mentors, program arranges and attends initial match meeting at mentee’s home. | 1x before match. |
| (6) There is ongoing match support, supervision, and monitoring for the duration of the match. | • Matches are monitored by qualified and trained staff through regular contact with mentee and mentor according to EEP standards.  
• Data is documented in NAZ Connect and according to program protocol. | Weekly or bi-weekly during the first four visits  
Monthly during months 2-12 |
| (7) Program facilitates match closure in a way that affirms the contributions of both mentor and mentee, and offers opportunity to assess experience. | • Staff is trained on healthy closures.  
• Mentoring agency has a recognition plan in place.  
• Mentoring agency has a tool to assess the experience at the conclusion of the match. | Upon request of match closure by mentor or family of mentee |
### Essential Active Ingredient

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<td>(8) Ensure mentors, mentees and parents/caregivers understand and receive in writing a letter of closure that outlines the agency’s intent to close the match and program policies regarding meeting outside the program, per the EEP guidelines.</td>
<td>• Match closure data is documented in NAZ Connect by mentoring agency staff and match is considered closed, regardless of ongoing relationships in other capacities with NAZ personnel.</td>
<td>During training and upon closure of match, regardless of reasons for closure.</td>
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| (9) Partner program ensures staff are available to provide, as specified by NAZ, either or both site-based mentoring and community-based mentoring, working to establish strong, nurturing relationships with mentees, while promoting positive attitudes toward school and positive youth development. | • Program recruits individuals with foundational skills for each style of mentoring.  
  • Program outlines specific responsibilities for each type of mentor (site-based, vs. community-based).  
  • Program trains mentors in skills relevant to the type of mentoring they will carry out (site-based or community-based). | At interview, orientation, and in ongoing match support contact. |
| (10) All mentors will be sufficiently prepared and trained to feel confident and effective in their role of promoting achievement as a NAZ mentor. | • Program informs NAZ mentors of NAZ academic goals and facilitates mentor participation in eventual training opportunities for mentors through NAZ.  
  • All NAZ mentors are sufficiently trained to understand how to help their mentee navigate the NAZ wrap-around family support system. | Minimum of one training prior to match, with ongoing training provided as available through program and NAZ. |
### Mentoring Program Solution – NAZ Approved November 2012

#### COMMUNICATION, COORDINATION, & ALIGNMENT

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| **(1)** Ongoing communication between NAZ and agency staff to ensure best possible service to families | • Use of NAZ Connect to document successes and challenges  
• Program staff at mentoring agencies will maintain relationships with NAZ program staff | Minimum of quarterly, with a higher frequency as needed. |
| **(2)** Active family partnerships are aligned with NAZ resources, engagement staff, and procedures, and include:  
  • Regular contact with parents, youth or mentors regarding promotion of healthy attitudes toward school, regular attendance and a valuing of academic achievement  
  • Joint review of NAZ Education Checklist | • Initial contact within one business day of inquiry or referral  
• Regular use of NAZ Connect to track visits and contact  
• Use of QMAP mentee recruitment standards to meet the needs of NAZ mentees and their families | Minimum of monthly, with a higher frequency as needed during year one and according to standards past year one. |
| **(3)** Records of meetings between each mentor and mentee are maintained in NAZ Connect | • Program retains record date, duration and focus of each meeting between mentor and mentee.  
• Program staff enter records of mentor-mentee meetings into NAZ Connect | Twice monthly |
## Continuous Quality Improvement

<table>
<thead>
<tr>
<th>Essential Active Ingredient</th>
<th>Necessary Conditions</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring organization has clear plan in place that specifies measures intended to promote healthy attitudes toward school, regular attendance and a valuing of academic achievement, as well as the process by which data will be collected to evaluate progress toward those outcomes and the mechanism by which this data will be shared with NAZ and other program stakeholders.</td>
<td>• Based on the NAZ Mentoring goal, mentoring agency delineates measureable objectives that track toward achievement of this goal.&lt;br&gt;• Program has a valid measurement tool in place for measuring progress made by mentee&lt;br&gt;• Program has process in place for sharing data with NAZ through NAZ Connect, including the sharing of aggregate data from agencies’ year end surveys.</td>
<td>*Plan clearly articulated in year one.&lt;br&gt;*Progress measures collected yearly, at minimum.&lt;br&gt;*Data shared with NAZ and stakeholders yearly, at minimum.</td>
</tr>
</tbody>
</table>
Eastside Promise Neighborhood

Purchase of Service Agreement for Contracted Program Services – Excerpt

Provider #1: Out of School Time Activities

Data and Reporting: Contractor will document and report EPN Results and Indicators, including collecting data and reporting results for individual participants, as well as an aggregate level for all participants including the performance measures identified in Addendum D. Outcomes Evaluation: EPN is committed to ensuring that purchase of services helps lead to demonstrable outcomes for students. Upon program completion EPN will evaluate participating students to determine the relationship between service provision and student performance. This evaluation will be conducted by EPN and does not require effort from the program. Analysis will be used for informational purposes and shared with the program to help identify areas of potential programming growth.

Performance Measurement Table

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Monthly Numerator</th>
<th>Monthly Denominator</th>
<th>Monthly Percent</th>
<th>Program Cycle Numerator</th>
<th>Program Cycle Denominator</th>
<th>Program Cycle Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A # of children participating in program</td>
<td>75</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B #/% of children who complete the program with 80% participation of total program days</td>
<td>60</td>
<td>75</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C #/% of children who complete the program with 80% participation of program days they were enrolled</td>
<td>80</td>
<td>100</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D #/% of children who, on average, spend 16.5% of time in ELA/reading enrichment time</td>
<td>56</td>
<td>75</td>
<td>75%</td>
<td>75</td>
<td>100</td>
<td>75%</td>
</tr>
<tr>
<td>E #/% of children who, on average, spend 16.5% percent of time in math enrichment time</td>
<td>56</td>
<td>75</td>
<td>75%</td>
<td>75</td>
<td>100</td>
<td>75%</td>
</tr>
<tr>
<td>F #/% of children who, on average, participate in 22% of time in physical activity</td>
<td>67</td>
<td>75</td>
<td>90%</td>
<td>90</td>
<td>100</td>
<td>90%</td>
</tr>
</tbody>
</table>

ADDITIONAL MEASURES:
- Any additional information that is required by U.S. Department of Education that will be agreed to by the contracting parties as an amendment to the original contract.

The following metrics show the performance measures that the provider is expected to achieve:

MATH: % of 3rd-10th grade students who complete Fall OST programming with grade gains between 9 week reporting periods, or maintenance/gains if already high performing

MATH: % of 3rd-10th grade students completing Fall OST programming who are at or above grade level in Math as assessed by STAAR

ENGLISH LANGUAGE ARTS: % of 3rd-10th grade students who complete Fall OST programming with grade gains between 9 week reporting periods, or maintenance/gains if already high performing,

ENGLISH LANGUAGE ARTS: % of 3rd-10th grade students completing Fall OST programming who are at or above grade level in ENGLISH LANGUAGE ARTS as assessed by STAAR.

ATTENDANCE: #/% of 6th-9th grade students who complete Fall OST programming who are absent less than 10% of enrolled school days during first nine weeks.
San Antonio Contract: Provider #2 – Excerpt

I. Scope of Work: CONTRACTOR will be responsible for the following scope of work:

A. Provide consistent, high quality educational enhancement to the whole school creating a culture of high expectations and student engagement.

B. Provide whole class activities and lead out-of-class extension activities that complement the school’s instruction and help to put students on a path towards career/college.

C. Provide risk factor prevention to a distinct group of students demonstrating research based early warning indicators of chronic absence, persistent misbehavior and poor course performance in English and math through one-on-one and small group tutoring. (Contractor reviews student level data and works with school leadership to identify off-track students who demonstrate the early warning indicators. This continuous process of data-informed intervention using an early warning monitoring system allows contractor and school leaders to deliver the right support to the right students at the right time).

1. Provide attendance monitoring, coaching and incentive programs:
   Contractor works closely with students to monitor and improve attendance through special initiatives, coaching and communications to parents and guardians.

2. Provide behavioral support and coaching: Contractor coaches students toward behaviors and attitudes that reflect a strong, purpose-driven character through general instruction, near-peer coaching and incentive programs.

3. Provide support for course performance in math and English: Contractor tutors one-on-one and in small groups, integrating with the school’s academic curricula. Contractor implements intervention program(s) aligned with schools curricula in order to increase student academic performance.

Contractor will implement the intervention program for an annual minimum target of 120 unduplicated students at Sam Houston HS. The services will be provided Monday – Friday during the instructional day, before school, after school and as needed on Saturdays.

Programming will feature:

• structured tutoring to include homework assistance, mentoring, life skills, and character development.

• A focus on improving student attendance as demonstrated by an increased average daily attendance.

• A focus on improving student behavior as demonstrated through a decrease in discipline referrals and improvement on the Devereux Student Strengths Assessment (DESSA)

• A focus on improving coursework performance as demonstrated by an improvement in grades and STAAR results.

Contractor will be accountable for impacting EPN Results and Indicators, including collecting data and reporting results for the participants, and on an aggregate level for all participants the following:

a. # of unduplicated children enrolled in each school;

b. # of unduplicated children participating in the intervention program at each school;

   i. Information on the Student (annual, basic demographic information)

   ii. # and % of unduplicated children completing the intervention program at each school;

   iii. # and % of children meeting the pre-determined performance targets listed in Addendum D.
Chula Vista Newborn Home Visiting Program: Excerpt

Scope of Work

Contractor will provide home visiting services to families with newborns referred by the Chula Vista Promise Neighborhood. Child Development specialists will conduct home visits within 60 days of the birth of newborns to parents residing in the Castle Park neighborhood. The purpose of the visits is to educate the parents about the importance of breastfeeding and having a medical home.

In addition, the specialists will screen for risk factors, provide guidance for parents on infant development and behavior, discuss feeding practices and cultural issues regarding home remedies, educate the new mother about the benefits of breastfeeding and provide helpful techniques to increase breastfeeding success, offer suggestions for intervention strategies for any issues that may be observed during the home visit and facilitate connection with a variety of services through referral to CVPN’s Promotoras and a medical home, provide parents information related to various health and education topics, and refer families to Universidad de Padres and CVPN.

Contractor will conduct follow-up phone calls at 6 weeks and 6 months after the initial home visit for each family.

<table>
<thead>
<tr>
<th>Item</th>
<th>Statement of Work Reference</th>
<th>Pay Point Description</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Number of Units</th>
<th>Extended Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.1</td>
<td>Home Visit</td>
<td>Completed home visit within 60 days</td>
<td>$347.00</td>
<td>17</td>
<td>$5,899.00</td>
</tr>
<tr>
<td>2</td>
<td>4.2</td>
<td>6 week evaluation phone call</td>
<td>Completed phone call</td>
<td>$156.00</td>
<td>17</td>
<td>$2,652.00</td>
</tr>
<tr>
<td>3</td>
<td>4.2</td>
<td>6 month evaluation phone call</td>
<td>Completed phone call</td>
<td>$65.00</td>
<td>17</td>
<td>$1,105.00</td>
</tr>
<tr>
<td>4</td>
<td>4.3</td>
<td>Contract Administration</td>
<td>Completed activities</td>
<td>$88.25</td>
<td>12</td>
<td>$1,059.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td>$10,715.00</td>
</tr>
</tbody>
</table>
Collaborative Partner Memorandum of Understanding

1. Partnership Information [contact info to be collected on online form]

2. NAZ Values

These values are the foundation of our work in partnership with families, staff, and organizations:

Our Children Will Succeed. We believe that all children in the Zone can and will succeed in school, in college, and in life—regardless of family background or past performance in school. Our actions with NAZ children match this belief.

Families are Leaders. Every Northside family has assets and strengths. We believe a culture of achievement can only be built from within the community—one family at a time. We partner with families to set and achieve their goals, and bolster their belief in themselves, and the expectation that their children will go to college.

High Expectations with High Supports. Extremely ambitious expectations are set for NAZ students, families, partner organizations, and staff. The accountability for these outcomes is rigorous—but so are our supports. Every parent and student receives one-on-one support through our “high-touch” process, connecting them with programs and services across our partner organizations. All NAZ partners will support each other in an ongoing continuous improvement process.

Driven by Data. Our resources are dedicated toward measurable outcomes for children and families. Success is gauged by results for children and families, not programs and organizations. NAZ partners work together to build evidence-based solutions that drive measurable improvements with NAZ families. We track the progress of each child toward kindergarten-readiness, grade-level achievement, and college readiness. If we are not effective, we will...
revise our plans until we get it right. NAZ partners work together to build effective, evidence-based solutions positioned to work in the Zone.

**Relationships are the “Work”**. We are creating transformative change built on strong relationships. We first work to change ourselves. Then, through our relationships, we invite change among organizations, families, scholars, and systems. Together we increase expectations, break down silos, and build accountability and alignment. We operate under the assumption of good intent in our interactions with each other, especially as we work through difficult issues together.

**Collaboration Creates Prosperity**. NAZ partners built one system of support for families. This system is made up many equal partners who are committed to working together for the success of NAZ children, including: parents, organizations, schools, funders, government, and faith institutions. We believe that our collaboration will have more than enough momentum to reach a tipping point of sustainable community transformation and prosperity.

**Diversity and Cultural Responsiveness**. As we scale up to partner with more than 1,000 families with 3,000 children, we will be reflective of the diversity in our community—while targeting resources where the achievement gap is greatest. The rich diversity of our families is an asset to be woven into our processes and systems of support/service. NAZ staff and partners will embed cultural responsiveness within our work.

**Starting Early and Staying Long-Term**. We work side by side with families from before birth through college, providing comprehensive support designed to impact a child’s education and life trajectory. We support the success of the whole family. We work side by side with families from before birth through college.

___ My organization commits to embedding these values in our work with NAZ families. We will actively participate in the NAZ operating plan to solidify these values as a driving principle for the work across our organization.

Please describe briefly how you plan to embed these values at your site: [space for written paragraph by partner]

3. **Active Collaboration and Building a Culture of Achievement**

___ My organization commits to becoming an active collaborative partner of NAZ by providing opportunities in the NAZ geographic zone and contributing to building a culture of achievement in the Zone.

___ My organization, when possible, will give high priority to supporting families enrolled in NAZ to effectively coordinate resources for families in the NAZ pipeline.
My organization commits to participating actively in the following NAZ Action Areas (mark all that apply):

- Early Childhood
- Anchor Schools
- Out of School Time K-8
- Out of School Time High School
- Mentoring
- College Success
- Career/Finance
- Behavioral Health
- Housing

4. Accountability and Evaluation Commitments - My organization commits to use data to drive results with families, including:

- Keeping organizational information up to date in the NAZ Connect opportunity network. Note: Use of NAZ Connect as a data and achievement planning system specific to enrolled families will be included in additional service agreements or contracts as relevant to organization.
- Responding to data collection requests such as surveys, referrals and/or questionnaires through NAZ Connect as needed.
- Participating in the Seal of Effectiveness solution plan development process, as it relates to the Action Team(s) that this organization participates on. (See related solution plans online by clicking here)
- After completion of the Solution Plan, this organization will adopt the elements from the plan that are relevant to our area of work.
- Utilizing outcome data, gained through tools such as through Progress Monitoring, to determine changes to our programs to yield better and better outcomes.

5. Fundraising

To ensure collective fundraising efforts are aligned, transparent and mutually beneficial, partners will:

- Inform NAZ Leadership of potential funding opportunities that would help sustain our collective viability and vitality.
- Partner in presenting to and meeting with funders, when appropriate, to highlight our shared work.
- Aid grant proposal writing and cultivation efforts. This may include sharing program data and financial information (as permitted by applicable privacy and confidentiality laws); providing letters of support and other supplemental materials as needed.

Overview, Background, Objectives

The Mission Promise Neighborhood

San Francisco’s Mission Promise Neighborhood (MPN) is a cross-agency initiative, funded by the Department of Education, that aims to improve the lives of children, youth, and families of San Francisco’s Mission District.

Data Capacity of MPN

The Department of Education requires that MPN collect and track data from its funded programs and partners. This poses a challenge to agencies that do not have sufficient data infrastructure in place. To respond to this challenge, the Mission Economic Development Agency (MEDA) embarked on a data capacity assessment, which included:

- A data discovery of 24 MPN partner agencies
- A technical assistance plan to support their collection of required MPN data points
- Ongoing technical assistance for developing data collection system for continuous improvement

Objectives of Data Capacity Assessment

- Understand what data partner agencies collect about their programs
- Prepare partners to meet MPN data mandates
- Strengthen partners’ ability to achieve measurable results, and use data for continuous improvement

Data Capacity Assessment Process

Over a seven-month period, we conducted two data site visits with each of our 24 partner agencies to better understand their data strengths, challenges, and needs. Information collected during these visits helped us assess areas of improvement around data collection and infrastructure, and develop technical assistance plans to support partners in building their capacity to collect, track, and report information for MPN.

Partner Level of Service and Data Collection

Partner agencies collect varying types of program and participant data, depending on the agency’s level of service. Our data capacity assessments lead us to discover that partners serving children, youth, or parents collect more demographic and case management data about their participants, while partners serving educators collect less data about their participants.

Data Use Agreement

A data use agreement is a task that requires resources and know-how: this defines data capacity. Through our technical assistance plan, we aim to strengthen the data capacity of our partners, with the outcome of helping them achieve measurable results and long-term sustainability. The goal is to build their repertoire of resources and know-how through providing resources and trainings to conduct their own evaluation processes to meet reporting needs and program objectives.

Technical Assistance Plan

An agency’s ability to effectively communicate regarding their work—and the impact that work is having on the population served, explained via numbers (data)—is extremely important. Being able to utilize data to underscore the value of a program, in the form of results to diverse stakeholders and funders, can influence an agency’s ability to continue delivering programs and services. For agencies to be advocates for their programs and services, they need data. Collecting the right set of data is a task that requires resources and know-how: this defines data capacity.

Lessons Learned

Consistent communication is key

- Data collection requires that internal team members and partner agency staff be on the same page
- Frequent communication is necessary so that all parties are clear on data reporting requirements

Build a system for continuous improvement

- Infrastructure must be developed before approaching partners, but it should also be flexible to allow fine tuning
- Ongoing, hands-on technical support and frequent guidance is necessary to prepare partners for data reporting

Foster a results-driven culture

- Data meetings should be objective driven and well planned to make them as time efficient as possible
- Foster an appreciation of the evaluation process by consistently reminding partners about why data is important
SECTION 3
Maintaining Accountability in Operation of the Continuum

Promise Neighborhoods are faced with the task of figuring out how to manage programs so they are adequate in scope, of high quality and fidelity and actually lead to the intended results over time. This effort can be particularly challenging and time-consuming for Promise Neighborhoods leaders who have to manage an entire continuum of services with sometimes dozens of partners; leaders have to figure out how to work with partners who must balance their individual agency’s interests and resources with their commitment to the shared agenda. In this context, Promise Neighborhoods developed various protocols to systematically evaluate and strengthen the work of individual staff members, monitor program performance and make ongoing improvements and assess progress toward population-level results.

Staff Performance Evaluation

CV Promise uses a performance-based staff evaluation process to help clarify expectations for staff and strengthen staff accountability for performance measures. The Staff Performance Evaluation form at the end of this section is used with Promotoras staff. During the annual review process, reviewers rate the employee on a five-point scale from Unsatisfactory (1) to Outstanding (5) and these ratings are used to determine whether staff are eligible for salary increases each year. CV Promise leaders believe that the clarity of this approach to performance evaluation keeps staff members focused on the desired benchmarks and outcomes for their work. Benchmarks for Promotoras staff, for example, include the degree to which a staff member has recruited parent volunteers, connected children to developmental specialists, documented activities in the Efforts to Outcomes data system accurately and in a timely manner and informed parents about the importance of graduation for their children. These data are used to make course corrections as needed and ensure staff are taking the intermediate steps that are likely to produce results.

Staff Accountability Meeting

In addition to building a culture of results with partners, Promise Neighborhoods lead agencies are also developing processes to make sure their own organizations support results-driven work. Beginning in fall 2014, the lead organization for the Indianola Promise Community (IPC) began holding monthly Staff Accountability Meetings (SAMs) to ensure that project managers and program coordinators are knowledgeable about areas such as project goals, performance measures, budget status and recent data trends. The meetings serve as an opportunity for organizational leaders to engage frontline staff in accountability conversations and ensure, together, that staff truly understand how their individual contributions link to IPC’s overarching goals.

About 15 staff members attend these meetings, including the chief executive officer (CEO), senior management staff and project managers and program coordinators. At each meeting, the senior management team calls on two or three staff to present their work and no one knows ahead of time who will be called. Staff are asked to talk about how their program is performing, what the data show about outcomes, how they are using the Results Scorecard and whether they are staying within budget. Other staff members then ask questions and provide feedback. Line staff usually leave with a list of action items to strengthen their programs and their own performance. The goal is continued improvement and a shared
sense of accountability. However, over time, staff who cannot make credible presentations about their efforts to improve programs can be reassigned.

This process is designed to facilitate constructive problem solving among employees at all levels within the organization. IPC leaders find that this group discourse creates a rare opportunity for senior staff and the CEO to help frontline staff members address issues related to program implementation. They also note that the process has resulted in several staff taking important steps to boost program performance because they made a public pledge to do so and know they are accountable for results.

The Staff Accountability Meeting Guiding Document & Checklist at the end of this section shows the guidance provided to staff as they prepare for the SAM (which includes a follow-up section to list action commitments identified during the meeting) and a checklist that managers use to structure the discussion, track responses and provide feedback.

Program Monitoring Protocol

The Hayward Promise Neighborhood (HPN) leaders approached the goal of assuring effective services in their continuum by developing a set of Program Monitoring Protocols to ensure that services provided by its internal coordinators and external partners are of high quality and lead to desired results. In drafting its program monitoring guidelines, HPN focused on key areas, including the quantity of implementation activities and clients served, the quality of the program and the outcomes of these activities. Corrective Action Plans are instituted if performance activities need improvement or are below standard. If performance issues persist, funding may be withheld or redirected to more robust efforts.

Lead agency staff at California State University, East Bay (CSUEB) believe these monitoring protocols have been useful in several ways. Not only have they helped minimize risk for the lead agency, but they also serve as a road map for all HPN partners, clearly communicating individual and collective roles and responsibilities. CSUEB leaders also say that developing these procedures with active involvement of their partners made this tool especially powerful. Lead agency staff held listening sessions and meetings with individual partners, provided drafts of the document for edits and disseminated it only after partners weighed in on feasibility and clarity. They used this tool to facilitate a detailed review of budgets, programming and data across myriad programs and evaluate progress.

Program Monitoring Checklist and Report

As another tool for ensuring the high quality of their programs, IPC leaders use a Program Monitoring Checklist and Report to keep performance measures front and center for their staff and partners. Lead agency staff use this checklist during quarterly site visits to assess program performance. They record whether the program is meeting its participation goals, staffing and data reporting requirements and performance measures and discuss whether steps are being taken to sustain the work after the Promise Neighborhoods funding ends. These conversations are meant to drive quality improvement to help achieve Promise Neighborhood results.
Performance Accountability Flow Chart

IPC’s Performance Accountability Flow Chart depicts a process for obtaining useable performance data and reviewing these data on a regular basis with staff and partners. The process outlines steps related to data delivery and reporting, data analysis, internal and external meetings and includes a follow-up meeting to discuss progress on any action items identified.

IPC leaders believe this process is extremely beneficial because it evaluates program performance on a monthly basis to determine corrective course actions, rather than waiting until six months or one year has passed. Partners are able to quickly take corrective action for programs that are not working as intended. Through this frequent and continuous evaluation with multiple partners at the table, IPC has seen its partner organizations take greater ownership of their targets and goals.

Population Accountability Flow Chart

IPC’s Population-level Accountability Flow Chart illustrates how leaders and partners work together to keep everyone focused on results. First, lead agency staff hold a large meeting with all partners across the entire continuum of services and supports. The meeting is intended to promote alignment across providers and deepen their investment in the common outcomes that are being tracked in the data scorecard.

At another level, IPC leaders hold quarterly meetings with staff and partners working in each of the five areas: early childhood, community, parent engagement, school/academic and college/career. These individuals talk about the results for their area of work, review baselines and targets and share resources and information about best practices.

IPC leaders note that this work helped service providers to develop a common definition of terms such as “goals,” “indicators” and “performance measures” and helps partners to think about their contributions to the overall results, instead of focusing solely on their program’s performance when evaluating success.

END SECTION

List of Tools

- Staff Performance Evaluation
- Staff Accountability Meeting Guiding Document & Checklist
- Program Monitoring Protocols
- Program Monitoring Checklist & Report
- Performance Accountability Flow Chart
- Population-level Accountability Flow Chart
PERFORMANCE BASED EVALUATION – Promotora

For HRD use only:
90 Day □ Approved Merit Increase
Annual □ Next Evaluation Date _____/_____/_____

The employee’s immediate supervisor and Human Resources must review the contents of the evaluation before the evaluation is conducted with the employee.

NAME ____________________ DEPARTMENT ______________________________

JOB TITLE ____________________ DATE REVIEWED ______________________

EVALUATION PREPARED BY ____________________ TITLE ______________________

EVALUATION PERIOD ____________________ to ____________________

HUMAN RESOURCES ____________________ DATE ______________________

I participated in the Employee Performance Based Evaluation with my supervisor on the date indicated. The content of the evaluation has been discussed with me in detail. Nothing in this Performance Based Evaluation commits SBCS to continued employment. The agency reserves the right to terminate employment with or without cause as stated in the at-will employment policy.

EMPLOYEE SIGNATURE ____________________ DATE _____/_____/_____

LEVELS OF PERFORMANCE

5 Outstanding: Performance and results achieved always exceed the standards and expectations for the position requirements, standards and long & short-term objectives.
4 Exceeds Standards: Performance and results achieved consistently exceed the standards and expectations for the position requirements, standards and long & short-term objectives.
3 Satisfactory: Performance and results achieved generally meet the standards and expectations for the position requirements, standards and long & short-term objectives.
2 Below Standards: Performance and results achieved generally do not meet the standards and expectations for the position requirements, standards and long & short-term objectives.
1 Unsatisfactory: Performance and results achieved consistently do not meet the standards and expectations for the position requirements, standards and long & short-term objectives.

Pipeline of Solutions: school and community-wide efforts to engage members to become active participants in the solutions provided through CV Promise. Community awareness and empowerment

# of Parent volunteers recruited:

   (1) Unsatisfactory   (2) Below Standards   (3) Meets Standards   (4) Exceeds Standards   (5) Outstanding

# of Community events in which Promotora participate:

   (1) Unsatisfactory   (2) Below Standards   (3) Meets Standards   (4) Exceeds Standards   (5) Outstanding

42% of targeted community members will be referred to Developmental Specialist

   (1) Unsatisfactory   (2) Below Standards   (3) Meets Standards   (4) Exceeds Standards   (5) Outstanding

24% of targeted children will be connected with Developmental Specialist

   (1) Unsatisfactory   (2) Below Standards   (3) Meets Standards   (4) Exceeds Standards   (5) Outstanding
Accurate and timely documentation in ETO

37% of targeted parents are informed about the importance of graduation

100% of targeted parents receive information relating to proper nutrition

36% of targeted parents receive information on how to engage the children in conversations about college/career

COMMENTS:

TEAMWORK:
Strives to set realistic and meaningful team, group, and individual goals and objectives that benefit the good of the community and clients that we serve. Brings forth issues and concerns professionally with other team members. Is helpful and supportive to co-workers and clients. Demonstrates positive behavior and attitude by suggesting possible solutions, alternatives and creativity. Demonstrates mutual respect, motivation and on-going growth. Works with others for the common good of all and tolerates differences.

Demonstrate the ability to get along with others, is respectful of co-workers, communicates and acts as a team player, promotes teamwork. Responds and acts appropriately to confrontational situations.

Produces required volume of work. Maintains attention to work and meets deadlines.

Completes work assignments thoroughly and completely in an accurate, prompt, neat manner, including standards for verbal/written communications, if applicable.

Attendance & Punctuality: Dependable, arrives at work on time, reports on all scheduled days, adheres to break and meal schedules.

Job Knowledge & Comprehension: Understands and is knowledgeable of the duties, methods and procedures required by the job.
Work Habits: Demonstrates commitment, dedication, cooperation, positive behavior, adaptability and flexibility with changes in jobs and duties. Considers safety of self and others while working. Takes accountability for job responsibilities.

(1) Unsatisfactory  (2) Below Standards  (3) Meets Standards  (4) Exceeds Standards  (5) Outstanding

Initiative/Problem Solving/Decision Making: Performs with minimal supervision, acts promptly, seeks solutions to resolve unexpected problems that arise on the job, makes practical routine decisions.

(1) Unsatisfactory  (2) Below Standards  (3) Meets Standards  (4) Exceeds Standards  (5) Outstanding

COMMENTS:

DOCUMENTATION

Documentation reflects quality of services. Is careful, alert and accurate, paying attention to details and critical information in the documentation.

(1) Unsatisfactory  (2) Below Standards  (3) Meets Standards  (4) Exceeds Standards  (5) Outstanding

Collaborates when referring to another team (this includes follow-up and continuous communication with the other team).

(1) Unsatisfactory  (2) Below Standards  (3) Meets Standards  (4) Exceeds Standards  (5) Outstanding

COMMENTS:

TRAINING

Full Time employees are required to complete 24 hours of training (required trainings; CPS, Sexual Harassment, HIV/AIDS and Cultural Diversity).

Part Time employees are required to complete mandatory trainings (required trainings; CPS, Sexual Harassment, HIV/AIDS and Cultural Diversity).

Met the training requirement.  Yes  No

Completed required mandatory trainings  Yes  No

Number of training hours completed:

Development Needs: Describe the key competencies and performance factors the employee needs to further develop (Activity Description and Target Date).
All Project Managers and Program Coordinators will meet with management staff once per month. Three programs per month will be selected randomly for review. Staff will be given the following checklist to guide their preparation for the meetings. Staff members will be required to bring their data to the meeting. Project Managers/Coordinators will need to be able to speak to the following:

<table>
<thead>
<tr>
<th>Key Performance Measures</th>
<th></th>
</tr>
</thead>
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<tr>
<td>How much are we doing?</td>
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<tr>
<td>How well are we doing it?</td>
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<tr>
<td>Is anyone better off?</td>
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<th>Data</th>
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<td>Behavior</td>
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<tr>
<th>Efforts to Outcomes (ETO)</th>
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<tr>
<td>What are you using ETO to do?</td>
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<tr>
<td>How are you using ETO to monitor actions in work plan matrix?</td>
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<tr>
<th>Scorecard</th>
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<tbody>
<tr>
<td>How are you using scorecard?</td>
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<tr>
<td>Are you documenting actionable items in scorecard?</td>
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<th>Financial Accountability</th>
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<td>Are expenditures tied to activities?</td>
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<tr>
<td>Will proposed activities utilize remaining budget?</td>
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<th>Action Commitments</th>
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Signature_______________________________ Date__________________________________
## Checklist for Management Team for SAM (Staff Accountability Meeting)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>What kind of intervention is being provided?</td>
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<td>How often is the intervention provided?</td>
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<td>Who is providing the intervention?</td>
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<tr>
<td>How are you monitoring and documenting?</td>
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<tr>
<td>How often are you monitoring using the site visit monitoring tool?</td>
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<tr>
<td>What are your targets?</td>
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<td>Are you moving towards targets?</td>
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<td>If not, what actions are being taken?</td>
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<tr>
<td>Are you meeting with project staff on a regular basis?</td>
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<td>Are expenditures matching activities?</td>
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<tr>
<td>How are you using ETO?</td>
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<tr>
<td>How are you using Scorecard?</td>
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<tr>
<td>Describe how your organization used data in this reporting period to assess solutions to determine that they are having the desired impact?</td>
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<tr>
<td>Please describe the process you use to analyze and discuss data with partners and service providers?</td>
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### Feedback from Management Team

Signature: ______________________ Date: ______________________

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Staff Accountability Meeting Guiding Document & Checklist (2 of 2)
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HAYWARD PROMISE NEIGHBORHOOD MONITORING PROTOCOLS

Purpose and Principles of HPN Monitoring Activities
The purpose of Hayward Promise Neighborhood (HPN) monitoring activities is to operationalize the Results Based Accountability (RBA) framework that the initiative has adopted. RBA is a disciplined way of thinking and taking action (2012, Friedman) to improve the quality of life in the Hayward Promise Neighborhood, and to improve the performance of programs (AKA solutions), funded entities and the HPN service system as a whole.

Mutually Reinforcing Accountability Structure
Hayward Promise Neighborhood (HPN) is a partnership of residents, local schools, colleges, government agencies, businesses, and non-profit organizations that are interdependently aligned. Partners are all working together to provide long-lasting strategies and solutions for the entire HPN neighborhood. Entities funded to provide HPN activities include:

1. California State University, East Bay (lead agency, and also provides direct services)
2. Chabot College
3. City of Hayward
4. Community Child Care Council of Alameda County
5. Eden Area Regional Occupational Program
6. First 5 of Alameda County
7. Hayward Unified School District
8. La Familia Counseling Service
9. Super Stars Literacy
10. Tiburcio Vazquez Health Center

Hayward Promise Neighborhood’s Mutually Reinforcing Accountability Structure, which is described in detail on the next few pages, enhances collective impact at the agency, systems, and community level. This structure also supports capacity building among all funded entities, as well as the community. Ultimately, this structure aligns the focus, purpose, vision and operations of the Hayward Promise Neighborhood.
I. Lead Agency and Subaward Recipients

The Hayward Promise Neighborhood (HPN) is led by the California State University East Bay (CSUEB), which serves as the lead agency of the initiative. In accordance with federal requirements as the grantee of Department of Education funding for the HPN Initiative, CSUEB oversees compliance, budgeting and monitoring of program implementation activities for all funded partners.

In keeping with the Results Based Accountability (RBA) framework, the monitoring activities associated with this level of accountability are focused on: 1) quantity of implementation activities; 2) quality of these activities; and 3) outcomes of these activities. These areas of focus are also designed to minimize liability risk and assure compliance with federal requirements. Monitoring activities overseen by the lead agency are further described in section VI.

II. HAYWARD PROMISE NEIGHBORHOOD (HPN) NETWORKS

The next level of the Mutually Reinforcing Accountability Structure is at the Network Level. HPN has three networks: the Early Learning Network (ELN), the Cradle to Career Educational Reform Network (C2CERN), and the Neighborhood Health and Empowerment Network (NHEN). Each Network has a Director who is responsible for ensuring alignment of activities within the Network to impact project indicators using the synergistic lenses of Results Based Accountability and collective impact. During monthly HPN Network meetings, partners make recommendations and/or establish protocols around coordination and mutual accountability. These meetings are meant to: 1) operationalize the integration of best practices; 2) provide opportunities for partner agencies to learn about each
other’s services; and 3) coordinate services to minimize duplication and to maximize collective impact. An additional purpose of these meetings is to assess the pipeline’s capacity needs and determine which resources or technical assistance will be coordinated or increased.

Each HPN funded partner is assigned to one or more networks and required to send a representative. Subaward Recipient Agreements (in the Scope of Work section) include attendance at these meetings as a deliverable. It is the responsibility of the Subaward Recipient Network Attendee to accurately communicate outcomes and tasks of these Network meetings to the appropriate individuals within their respective agencies. In the case where the attendee is unable to attend, it is his/her responsibility to communicate with the Network Director to receive information about what was missed.

From time to time, a Subaward Recipient may determine that resources should be shifted to a different solution. This determination should be discussed at the Network level, prior to the request for modification being brought to CSUEB. Ultimately, CSUEB is responsible for allowing or disallowing modifications, but CSUEB is committed to using information or recommendations provided at the Network Level to inform this decision.

Network Directors meet on a weekly basis. The purpose of these meetings is to review Department of Education requirements, strategize amongst the joint networks to ensure the operationalization of the Results Based Accountability Framework, and set the agenda for the monthly Implementation Team meetings. The goal is to ensure a continuous system of communication between the networks to deliver information, mandates and recommendations flowing among the funded partners/networks, community advisory board and the CEO leadership team.

III. IMPLEMENTATION TEAM

The next level of the HPN Mutually Reinforcing Accountability Structure is the Implementation Team (IT) which is composed of partners from each of the networks, the network Directors, Principal Investigator, Executive Directors, CSUEB Data Manager, Communications Specialist, Community Resident Engagement Specialists and a representative from the Evaluation Team. The role of each of the IT members is to coordinate and align work so that institutional silos are eliminated and a culture of mutual accountability is established as the new norm. Each member of the IT is also responsible to communicate information regarding their stakeholder group or partnership. The core purposes of the IT are:

1. To mind, monitor and support the pipeline results and indicators
2. To engage in cross sector conversations across the cradle to career pipeline
3. To prioritize, discuss, resolve and make recommendations to the CSUEB Accountability Leadership Team regarding: challenges and barriers, solutions, gaps in resources, sustainability, and modifications of the original proposal or budget allocation.

Members of the IT will use consensus as their approach to decision-making. The IT may also receive recommendations from networks or external experts to inform the Implementation Team. For example, if there is not clarity around the efficacy or evidence related to a solution, an expert in the field may be invited to review and assess the data from a national perspective regarding evidence for or against a solution. Ultimately, it is the responsibility of CSUEB, as the lead agency per the requirements of the grant, to determine whether funding or other resources will be redistributed. CSUEB is committed to considering all evidence, including collective knowledge in making these determinations.
IV. LEADERSHIP & COMMUNITY
The final levels of HPN’s Mutually Reinforcing Accountability Structure include the HPN Community Advisory Board and the HPN CEO Committee. The HPN Community Advisory Board is responsible for communication to residents and for keeping HPN partners accountable to residents and parents. The CEO Committee is responsible for reducing institutional barriers, initiating and/or facilitating policy discussions that support partnership work, and providing opportunities for sustaining and institutionalizing partnership work.

Community Advisory Board:
The HPN Community Advisory Board (CAB) is made up of 12 individuals who serve as the core members and are appointed by the Principal Investigator (PI) (1) because of their expressed interest in HPN and (2) because they meet the criteria that were established by the community advisory board (CAB). The PI facilitates the meetings and works in partnership with the CSUEB Community Resource Engagement Specialists (CRES) Team, and the CAB members to create the agendas for these monthly meetings. Meetings are scheduled on the 4th Saturday of every month, and are open to HPN residents, parents of children attending the target schools, funded partners and other interested parties. The HPN CAB receives information on grant requirements, including the expected results, progress and activities, budgets and analysis of data. The HPN CAB makes recommendations to the Principal Investigator, who determines whether the recommendations are congruent with grant requirements. The recommendations are then sent to the Implementation Team for operationalization.

Chief Executive Officer’s Committee:
The Chief Executive Officer’s (CEO) Committee is facilitated by the Principal Investigator and includes the Presidents of California State University East Bay and Chabot College; The Superintendent of the Hayward Unified School District, and The City Manager for the City of Hayward. The CEO Committee meets monthly, with the purpose of ensuring direct communication among key stakeholders within their purview. They also strategize potential policy changes or structural barriers that may impede the operationalization of HPN activities, plan for sustainability of the work, build public will, and mobilize funding or policy changes on the local, state and federal level to institutionalize and scale up Promise Neighborhood activities.

V: COLLECTIVE IMPACT
Collective Impact is operationalized in the Hayward Promise Neighborhood through these six strategies:

1. Guiding vision and strategy: Implemented through HPN Networks, the Implementation Team, the Community Advisory Board and the Network Directors meetings;
2. Supporting aligned activities: Implemented by all Subaward Recipients, using the Results Based Accountability Framework (RBA);
3. Establishing shared measurement practices: Using RBA;
4. Building public will: implemented at the Community Advisory Board, various neighborhood engagement activities such as the Community Resident Engagement Specialists, and the CEO Committee level;
5. Advancing policy: implemented at the CEO committee level. Due to DOE Federal requirements, HPN staff may not and does not engage in lobbying activities of any nature.
6. Mobilizing funding: All HPN funded partners provide 100% matching funds to the initiative and the CEO committee takes the lead on facilitating a strategic sustainability plan, with recommendations from the Community Advisory Board and the Implementation Team.
VI. MONITORING ACTIVITIES

As the lead agency, CSUEB is responsible for the following monitoring processes and activities. CSUEB uses the Results Based Accountability (RBA) Framework to guide these activities. The RBA uses common sense measures: How much did we do? How well did we do it? And, is anyone better off?

Pre-Award
At the initial onset of contracting, the Subaward Recipient completes a Commitment Form (see attached) so that the Office of Research and Sponsored Programs (ORSP) in CSUEB assesses risk and creates a risk profile. This risk assessment/profile helps delineate any further type of monitoring activities that may need to be added to a Subaward Recipient Agreement, beyond the standard accountability measures that CSUEB already employs. This assessment is based on a Risk Assessment Matrix (see attached) that provides guidance as to how to assess a Subaward Recipient’s risk to CSUEB. This risk profile is reviewed by the ORSP Subaward Monitoring Committee, which determines the level of risk (high, medium or low) and provides guidance to Principal Investigators on additional monitoring activities designed to mitigate risk and ensure compliance.

Subaward Recipient Agreement
The contractual relationship between CSUEB and its Subaward Recipients is outlined in the Subaward Recipient Agreement, which is completed annually. This Agreement lays out a Subaward recipient’s responsibilities in terms of:

1. certifications and assurances
2. reporting requirements
3. scope of work (deliverables)
4. budget and
5. budget justification
6. Copy of Grant Award Notice (GAN)

Subaward Recipient Agreements are reviewed, negotiated and updated annually. CSUEB has a robust process of contracting that is spelled out in other policies and procedures. The HPN fiscal year runs January 1-December 31.

The Scope of Work, which is included in the Agreement, outlines:

1. service delivery model description
2. deliverables (including expenditure, programmatic and data deliverables)
3. performance measures
4. solutions for which each partner is responsible
5. how these solutions align with the indicator
6. requirements related to match funding, confidentiality and other terms and conditions

The Scope of Work for each Subaward Recipient is also aligned with the Urban Institute’s Guidance Document regarding data collection, the 2014 HPN Project Plan, the 2014 HPN Revised Baseline and Target Setting Documents.

Modifications
Scopes of Work, budgets, deliverables, or other non-compliance components of the Subaward Recipient Agreement may be amended during a contract year. CSUEB may initiate an amendment for a variety of reasons, such as a change in the award amount from the Department of Education, or as a result of below-level performance.
Subawardees may request a modification. Subawardees must request modifications in writing, prior to implementing changes, and receive approval, in writing, from CSUEB, prior to implementing changes. The request for amendment/modification must include proper justification for the proposed changes including data, evidence, and (when applicable) assurances that the Subaward Recipient has followed the process for proposing the modification to the impacted HPN Network (of which there are three). This process is delineated in the Network section II.

Budget Modifications, which do not require additional funding, of up to 10% of a Subaward Recipient’s total budget, are allowable, within the approved direct costs budget categories, without prior consent from CSUEB. This is permissible, so long as the approved scope or work is not altered nor impacted. For any funding reallocation outside of the 10% threshold, or from one budget category to another, a Subaward Recipient must submit a Modification Request Form (see attached) to the CSUEB HPN Budget Analyst. Upon review and approval by the Principal Investigator, the Modification Request will be forwarded to the Department of Education for final approval. If approved, CSUEB will amend a Subaward Recipient’s Agreement to include the changes. The funds in question may not be spent or transferred until the amended agreement has been fully executed. Subaward recipients who do not adhere to this policy may be at risk of losing funding if modification request is not approved. Budget Modification Requests will not be accepted after September 30.

Monthly Monitoring Activities: Quantity of Effort

Using the Results Based Accountability (RBA) framework, the purpose of monthly monitoring activities is to focus on quantity of effort (ie, how much did we do?) and to ensure that deliverables and budget expenditures match the Subaward Recipient Agreement. Monthly monitoring activities and due dates include:

1. Invoicing & Monthly Reporting: due the final day of the month for previous month’s activities
2. Data Entry into Efforts to Outcome (ETO) database: due at the end of each month
3. Attendance at Network meetings: on-going
4. Implementation Activities: on-going
5. Site visits: on-going

Invoices are due the final day of the month, for previous month’s activities. For example, a June invoice would be due no later than July 31. Monthly reports and invoices describe enrollment numbers, implementation activities, expenditures, data consent, collection and entry; as well as challenges and successes. The information on these monthly reports, along with performance measures and other data entered into and analyzed through ETO are used to complete the 2 reports (the APR & AdHoc) due to the department of education on an annual basis.

Invoices and reports are turned into and reviewed by the CSUEB HPN budget analyst, and then the Executive Director of Implementation, and the Principal Investigator, before being routed within the CSUEB system for approval and payment, which includes CSUEB’s ORSP office. CSUEB staff documents the review of invoices. CSUEB has a robust quality and compliance assurance process in its accounting and financial departments, which provides a final review before processing payments. If necessary, CSUEB will request Subaward Recipients to provide clarification of invoice charges that appear unusual, excessive, questionable, or incomplete. This request may include a review of payroll records, copies of vendor payments, description of services, time sheets, travel details and records of all identified unallowable costs. Invoices may be held until clarification is provided. If clarification is not provided, invoices will not be paid.
On a monthly basis, the CSUEB Data Manager runs a report from ETO and compares it to the monthly report, to ensure quality and timeliness of data efforts on a consistent basis.

Partners may request to turn in invoices and/or reports on a Quarterly Basis, rather than monthly. This request must be in writing, and approved by CSUEB, in writing, prior to deadlines being changed.

**Quarterly Monitoring Activities: Quality of Effort**

On a quarterly basis, each Subaward Recipient meets with members of the Accountability Leadership Team of CSUEB. This team is made up of The Principal Investigator, Director of ORSP, Executive Director of Implementation, Executive Director of Operations and Grants Management, CZCERN Director, and HPN Budget Analyst.

Using the Results Based Accountability framework, the purpose of these meetings is to assess and support a partners’ capacity around quality of effort. In other words, *How well did we do it?* Along with a review of data, expenditures and implementation activities, partners are provided with an agenda and questions to discuss at these meetings. Agendas will include feedback from Progress Reports, related to program performance, compliance and coordination. This includes:

1. Budget activities: rate of spending, expense to budget comparison, match between spending and service delivery, timeliness and accuracy of invoicing; cost-sharing; or possibility of re-budgeting and/or modification requests.
2. Data activities: consent, data entry, quality and consistency of data collected; progress of what data are telling us regarding quantity, quality and outcomes.
3. Implementation activities: progress on solutions; challenges and successes; quality assurance measures
4. Coordination activities: attendance at network and implementation meetings, support of/interaction with Community Advisory Board, Leadership and sustainability activities.
5. Capacity Building/Technical Assistance needs: exploration of needs and resources.

After these meetings, the Accountability Leadership Team at CSUEB will provide the Subaward recipient with a report summary. Once signed off by the Subaward Recipient, these reports will be made available to the Implementation Team. If necessary, the Accountability Leadership Team at CSUEB, along with ORSP may conduct site visits resulting from these quarterly meetings.

**Annual Monitoring Activities**

Using the Results Based Accountability framework, the purpose of annual monitoring activities is to measure the achievement of deliverables, and to measure impact and movement of the indicators. In short, these activities are to determine, *Is anyone better off?* This is an opportunity for shared reflection and assessment of events over the past year.

**Annual Comprehensive Accountability Reviews**

On an annual basis, and prior to a new Subaward Agreement being enacted, each partner is monitored comprehensively. The final quarterly update meeting will be considered the Annual Comprehensive Accountability Review. Subaward Recipients, along with the Accountability Leadership Team at CSUEB will collaboratively review the following categories: Program Performance, Accountability, Collaboration and Compliance.

**Program Performance and Accountability**

Program Performance and Accountability will be assessed as Commendable, Acceptable, or Needs Improvement. The basis for this assessment will include the following components:
1. Achievement of RBA performance measures as defined in the Scope of Work section of the Subaward Recipient Agreement
2. Achievement of data entry, collection and analysis for ETO, RUDF, Scorecard, Ad-Hoc and Annual Performance Reports
3. Solutions delivered as described
4. Target population reached/served and/or Enrollment Numbers are met, as described in 2014 Target Setting Document and/or current Scope of Work
5. Having an evaluation/quality assurance or continuous quality improvement process in place and in practice
7. Use of data to inform programmatic changes

Coordination
Coordination will be assessed as Commendable, Acceptable or Needs Improvement. The Coordination components reviewed will include:

1. Key and/or Identified staff attended appropriate meetings, as defined in the Scope of Work
2. Leadership Opportunities provided for HPN residents
3. Services and implementation activities are provided in alignment with the Network or the HPN partners to impact systemic change

Program Compliance
Program Compliance will be determined to be either compliant or non-compliant. These compliance reviews are done by the CSUEB Leadership Accountability team, in conjunction with the Office of Research & Sponsored Programs at CSUEB. The purpose of these activities is to ensure that all federal and grant requirements are being followed. The compliance segments reviewed include:

1. Certifications and Assurances
2. Expenditures match Service Delivery
3. Invoices
4. Use and storage of client data, files and data sharing protocols comply with Master Data Sharing Agreement, HIPAA/FERPA if applicable, and Subaward Recipient’s own internal confidentiality processes/protocols.
5. Data, reports and invoices submitted on time, or request for deadline change protocol is followed.
6. All staff working on solutions trained on Results Based Accountability
7. Translation of all service material into Spanish (as appropriate)
8. OMB circular
9. EDGAR guidelines
10. Policies and procedures outlined in the Subaward Recipient Agreement (such as non-discrimination policies).
11. Subaward Recipient’s modification requests
12. Findings from a Subaward Recipient’s previous Quarterly Monitoring Reports of the current fiscal year

Other Department of Education Mandated Activities
From time to time, the Department of Education will require activities to be completed that were not previously outlined in the original proposal, in the current HPN Project Plan (June, 2014), nor in current Subaward Recipient
Agreements. However, Subaward Recipients are required to comply with these newly defined activities at the time that the Department of Education implements these activities as a condition of their award. When the grantor implements these types of unfunded or newly enacted mandates, CSUEB, as the lead agency, is committed to working with Subaward Recipients to build capacity or receive the appropriate technical assistance to ensure compliance with these Department of Education mandates. Implementation of such activities must be done in accordance with applicable policies and procedures. All agreements will be amended as described in the modification section above.

**Master Data Sharing Agreement**

Each Subaward Recipient is responsible for understanding and complying with the Master Data Sharing Agreement. This includes, but is not limited to, training and identification of data manager, role control access, data collection and entry, and secure data transfer protocols.

**Use of ETO, Scorecard and/or other HPN-wide databases**

Per the 2013 Guidance Document issued by the Urban Institute on behalf of the Department of Education, “Promise Neighborhoods need to collect a wide variety of data at different levels of observation (e.g., individual-, school-, and neighborhood-level data) and from different sources for GPRA reporting, as well as for their own internal performance management and evaluation. Promise Neighborhoods also are required to establish processes for data planning, data systems, collecting and tracking indicators, and identifying the most useful and feasible populations for data collection.”

The four main components and related activities of the HPN data system are:

1. **Efforts to Outcome (ETO):** ETO is a performance management data system that tracks program interactions and outcomes for individual children and adults participating in Promise Neighborhood programming. Once a Subaward Recipients’ data fields/platform are built into ETO, and the Subaward Recipient has received the appropriate training, the Subaward recipient is responsible for providing the agreed upon data, as outlined in the Scope of Work and the Master Data Sharing Agreement, in a timely and consistent basis. CSUEB is responsible for ensuring that data entered are non-duplicative, “clean”, and reported to the Grantor.

2. A neighborhood-level and school-level data system to store data that is not collected in the performance management system (ETO). CSUEB is responsible for facilitating the collection of neighborhood level data. These data are currently stored in SPSS with the HPN Data Consultants, HTA. HTA administers both the Neighborhood and School Climate Surveys.

3. **The Restricted Use Data Files (RUDF):** This is a longitudinal data system to track outcome measures and other performance indicators over time. All HPN Partners are responsible for providing RUDF data, via ETO, in a timely and consistent basis. CSUEB is solely responsible for ensuring that de-identified RUDF data are provided to Urban Institute.

4. **Scorecard:** This is a component often referred to as a “dashboard” and able to produce summary reports that can be viewed by a wide array of stakeholders. At this time, the Department of Education is supporting the implementation of Scorecard for HPN.

All HPN funded entities (includes CSUEB, as well as Subaward Recipients) are required to provide the necessary data for these systems in a timely basis and with accuracy. CSUEB, as the lead agency, ensures that these systems are created, implemented, and comply with Department of Education reporting requirements. CSUEB also oversees quality assurance activities of all data submitted by Subaward Recipients and to the Department of Education or...
Urban Institute. CSUEB is committed to supporting the capacity of and ensuring that technical assistance is provided to all Subaward Recipients to ensure proper usage of the main components of the HPN Data systems.

APR & Ad-HOC Reporting
Currently, the Department of Education requires two reports be completed by the grantee annually. These are the Annual Performance Report, due July 31 and the Ad-Hoc report, due December 31 of each fiscal year. CSUEB has coordinated reporting, as well as compliance and data collection activities to minimize burden of collecting information from Subaward Recipients at the last minute. In short, the processes should allow a partner to provide all of the necessary information throughout the year, and not just at time of reporting. However, the Department of Education may change the format of these reports, or the information requested, which means that CSUEB may seek further data or clarification from partners in a time-sensitive manner.

Site visits & audits
As applicable, the Department of Education, the Urban Institute, Policy Link or other agencies affiliated with the Promise Neighborhood Initiative may determine that a site visit to Hayward Promise Neighborhood is necessary. All funded HPN entities are expected to make reasonable accommodations for these visits. This may include providing client files, compliance documents, or presentations/access about or to solution activities. Key Leadership or other employees from a Subaward Recipient’s agency may need to attend these meetings. It is the responsibility of the Subaward Recipient to ensure that all attendees are aware of the purpose of the site visit and that these employees are current on implementation activities.

Corrective Action Plans
Corrective Action Plans will be instituted if either monthly, quarterly or annual performance activities need improvement or are below standards. Areas of general concern include but are not limited to: late billing; on-going and persistent communication difficulty; “Needs Improvement” findings of implementation activities during quarterly or annual reviews; or any other factor related to noncompliance or potential noncompliance. However, prior to a formal Corrective Action Plan being implemented, Subaward Recipients will be provided with access to technical assistance, time and/or other support in order to ensure opportunities for improvement and/or compliance.

Below standards is defined as a medium or high number of performance or implementation activities meriting “Needs Improvement” findings on quarterly or annual review; and/or a Subaward Recipient, whom CSUEB has determined as having medium or high-risk areas of low performance or noncompliance. A formal corrective action plan will be established based on the documented results of the most recent risk assessment, Subaward Recipient monitoring activities, and status of deliverables recorded by the CSUEB Accountability Leadership Team. In cases where corrective action is needed, the Subaward Recipient will be notified in writing.

In certain cases where Corrective Action Plans are implemented, payment of invoices may be held, or contracts may be modified. If performance issues persist, funding may be withheld or redirected to more robust or evidence-based implementation efforts. If compliance issues surface, payments are held until the compliance issues are corrected.

VII: MUTUAL ACCOUNTABILITY
CSUEB has two different roles in the Hayward Promise Neighborhood, both of which must be accountable to the HPN system of funded partners, and the community as a whole. These roles are that of Lead Agency and also as a Service Provider.
Lead Agency
As the lead agency CSUEB is responsible for monitoring performance and compliance. It is also charged with identifying and providing technical assistance, expertise, referrals and/or resources for Subaward Recipient’s to increase their capacity. This technical assistance can happen both informally and formally, and can be requested by a Subaward Recipient or recommended by CSUEB.

CSUEB is required to effectively communicate its roles and expectations to Subaward Recipients around the monitoring activities described in this document. Each Subaward Recipient will receive a copy of this document and any additional changes that are made to it over time.

CSUEB provides opportunities for funded partners to assess, monitor, improve and impact CSUEB capacity as the lead agency. These activities and assessment can happen both informally and in structured formal contexts. The performance of CSUEB Lead Agency activities is discussed at Director’s meetings, Quarterly Update Meetings and Implementation Team Meetings. CSUEB HPN has a staff meeting every week and Subaward Recipients and Community Advisory Board members are invited to provide recommendations and feedback. The Leadership Accountability Team at CSUEB meets regularly to assess CSUEB performance and compliance.

Service Provider
The second role that CSUEB plays in the Hayward Promise Initiative is that of a service provider. CSUEB is funded by this grant to provide solutions and move the indicators. These activities are led by Coordinators (known as CSUEB Internal Partners) who are not members of the CSUEB Leadership Accountability Team. These Internal Partners are required to complete deliverables, Scopes of Work, etc., and are subject to the same monitoring activities, and held to the same standards, as Subaward Recipients. These activities include monthly reports and data collection; quarterly update meetings, and annual comprehensive reviews. All activities are reviewed by the CSUEB Leadership Team, which is composed of individuals that do not provide any of these funded direct-services/solution activities.

Conclusion
CSUEB, in partnership with funded partners, the Hayward community, including its leadership and residents of the Hayward Promise Neighborhood is engaged and committed to mobilizing resources in a systemic and coordinated fashion. Together, we are lifting up what solutions and strategies work in order to fulfill the Promise that all HPN children receive the high-quality support they need to thrive, from cradle, to college, to career.
Delta Health Alliance Project
Monitoring Checklist and Report

Date: ___________________________  Project Name: ____________________________________________

Organization’s Name: ___________________________  Site Location: ________________________________

IRB Approval Number____________________________  IRB Expiration Date: ________________________________

Grant/Funding Source(s): ________________________________________________________________

1. Preparation for Visit

<table>
<thead>
<tr>
<th>Memorandum of Agreement reviewed?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Performance reports submitted?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Invoice vouchers reviewed?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Review of budget line items?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Grant correspondence and other required documents reviewed?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Review of ScoreCard?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Is information up-to-date and accurate in ETO?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

2. Purpose of Visit (check if applicable)

- Routine on-site monitoring, as specified in the Memorandum of Agreement.
- To monitor project’s events and activities.
- Monitoring in response to identified problems. If checked, please explain.
- Other. Please explain.

Report For Date Range: __________ through __________

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
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</table>

Key Participants Name & Title

1. ____________________________  3. ____________________________
2. ____________________________  4. ____________________________

3. Participation

Number of participants projected to be served? ________

Number of participants served?

Was every key participant present who should have participated?  
Yes  No (Please explain)

__________________________
__________________________
__________________________
4. **Grant Status**

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No (explain)</th>
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</thead>
<tbody>
<tr>
<td>Is project being implemented on schedule (Review work plan matrix)?</td>
<td></td>
<td></td>
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<tr>
<td>Are all procedures relating to grant management being followed and documented (see Policy &amp; Procedure Manual)?</td>
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<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Is the project fully staffed with qualified and trained personnel?</td>
<td></td>
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<tr>
<td>Are project revisions or an amendment required?</td>
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</table>

5. **Performance Information**

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No (explain)</th>
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<tbody>
<tr>
<td>Are all reports complete and submitted as required?</td>
<td></td>
<td></td>
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<tr>
<td>Is documentation satisfactory to justify activities and reimbursement?</td>
<td></td>
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6. **Objective Listening and Individual Status**

<table>
<thead>
<tr>
<th>Number</th>
<th>Objectives</th>
<th>Status / Activities</th>
</tr>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No (explain)</th>
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<tbody>
<tr>
<td>Are objectives and performance measures being met?</td>
<td></td>
<td></td>
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<tr>
<td>Were any unique or special activities or accomplishments identified?</td>
<td></td>
<td></td>
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<tr>
<td>Have press releases, news articles, etc. been historically submitted to DHA for approval?</td>
<td></td>
<td></td>
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<tr>
<td>Are copies on press releases, news articles on file?</td>
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<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No (explain)</th>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>Are copies on press releases, news articles on file?</td>
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</tbody>
</table>
### 7. Financial Records and Invoice Vouchers

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No (explain)</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Are invoice vouchers submitted on time, correct, and accompanied by documentation for expenditures?</td>
<td></td>
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<tr>
<td>Were any problems identified with the financial reporting to date?</td>
<td></td>
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<tr>
<td>Did you have any unexpected expenses or costs during this period that were not in the approved budget?</td>
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</tbody>
</table>

### 8. Property Management

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Has any equipment been purchased with grant funds?</td>
<td></td>
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<tr>
<td>If yes, does the grantee have a system in place to control, protect, preserve, use, maintain and inventory the property?</td>
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<tr>
<td>Random check of equipment purchased conducted?</td>
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</table>

### 9. Research Methodology/Data Collection/Outcome Assessment

<table>
<thead>
<tr>
<th>Goal</th>
<th>Instrument(s)</th>
<th>Collection Date</th>
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<tbody>
<tr>
<td>1. Children enter kindergarten read to learn</td>
<td></td>
<td></td>
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<tr>
<td>2. Children perform at grade level in core subjects</td>
<td></td>
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<tr>
<td>3. Students successfully transition from junior high to high school</td>
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<td>4. Students graduate from high school</td>
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<td></td>
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<tr>
<td>5. Students obtain post-secondary degree or certificate</td>
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<tr>
<td>6. Children are healthy</td>
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<td>7. Children feel safe at school and in their community</td>
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<tr>
<td>8. Reduce risky teen behavior, such as teen pregnancy, smoking and illegal drug use</td>
<td>Needs measures. Teen pregnancy rate, etc. Need to consider how we will collect it. (Anonymous student surveys, MSDH data?)</td>
<td></td>
</tr>
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</table>

(Please check the appropriate goal(s) and GPRA(s))
9. Families in the IPC will be more focused on child wellbeing and have access to info/resources that support optimal development and success.

10. Goals 1-9 will build a foundation for a sustainable community. Therefore, the IPC will measure safety, healthcare, economic, and educational indicators.

13: # and % of families with children, grades K-8th, who report encouraging their children to read outside of school.

14: and % of families with children, grades 9th-12th, who report talking to their child about the importance of college.

15: # and % of children, grades 7th-12th, who have school and home access to broadband internet and computing device.

10. Sustainability Efforts

A. Have you developed any new collaborations and partnerships?  Yes  No  If so, how will they be involved with the sustainability of each project?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

B. How have the services or solutions been integrated into existing programming or other services available within the community?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

C. Have you indentified other funding streams to support the project, or are other sources already being used?  Yes  No  If yes, please list and explain.

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
<table>
<thead>
<tr>
<th>D. Are the constituents / partners involved in the projects implementation?</th>
<th>Yes (explain how)</th>
<th>No (explain)</th>
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<tr>
<th>E. How has the community been apprised of efforts and progress toward desired results during this period?</th>
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<tr>
<th>F. What policy changes have been made as a result of these efforts, or what policy changes are under development?</th>
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### 11. Summary of Visit

<table>
<thead>
<tr>
<th>Is technical assistance or training needed?</th>
<th>Yes (explain)</th>
<th>No (explain)</th>
</tr>
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<tbody>
<tr>
<td>Are corrective actions recommended?</td>
<td>Yes (explain)</td>
<td>No (explain)</td>
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<table>
<thead>
<tr>
<th>Comments and main points addressed during your visit.</th>
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</table>
12. DHA Signature

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date Reviewed</th>
</tr>
</thead>
</table>

13. Partner’s Signature (Required only for official site visit)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date Reviewed</th>
</tr>
</thead>
</table>

14. Reviewed By (Optional)

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Date Reviewed</th>
</tr>
</thead>
</table>

Original of this Monitoring Report Form sent to DHA on: ________________________________
IPC Performance Accountability Flow Chart

Data delivery
Data is delivered to ETO via partner or Internal program staff

Data analysis
Data is analyzed by Research Director (RD) within one week of delivery

Initiation of Internal meeting
Participants meet within one week of data analysis.

Internal Meeting
RD initiates meeting with the following participants:
- Data team
- Project manager (PM)
- PM supervisor

Participants discuss:
- Baseline or trend data
- Development of questions or strategies for external meeting (e.g., what are we doing right, what can we improve,...)

Set action items with internal staff or Initiate external meeting

External Meeting
Project manager (PM) organizes meeting with internal and partner staff.

Participants discuss:
- Baseline or trend data
- Positive or negative results
- Assign tasks and timelines

Establish Monthly Standing Meeting
Team will discuss progress to date on action items.
IPC Population Level Accountability Flow Chart

IPC Wide Meeting

- Participants: Meetings include all partners across the IPC pipeline.
- Purpose: - BAIRT discussion - Discuss alignment across pipeline - Introduce scorecard and responsibilities

Quarterly GPRA Meetings

- EARLY CHILDHOOD
  - GPRA 1
  - GPRA 2
  - GPRA 3
- COMMUNITY
  - GPRA 8
  - GPRA 9
  - GPRA 10
  - GPRA 15
- PARENT ENGAGEMENT
  - GPRA 12
  - GPRA 13
  - GPRA 14
- SCHOOL/ACADEMIC
  - GPRA 4
  - GPRA 5
  - GPRA 6
  - GPRA 11
- COLLEGE AND CAREER
  - GPRA 7

Population-level Accountability Flow Chart
SECTION 4
Family and Community Engagement in a Culture of Results

Establishing a culture of results within the lead agency and across a collaborative of many partners is essential if Promise Neighborhoods are to succeed. It is equally crucial to engage Promise Neighborhoods community members themselves. Building relationships, establishing trust and maintaining open communication with a wide swath of parents, young people and other community members are ways to ensure that they, too, will sustain a commitment to change on behalf of the neighborhoods’ children. Many Promise Neighborhoods are actively communicating with youth, families and the wider community to solicit community feedback, navigate issues related to data sharing and ensure that data is widely and publicly shared so that community stakeholders can track progress toward results.

Family Survey

NAZ distributes and conducts an annual Family Survey to determine, among other things, how best to communicate with families. The survey asks questions about families’ level of engagement and the way in which they want to interact with NAZ staff and partners. This information allows NAZ to customize its approach to community engagement and to maintain open lines of communication with the people it serves. It reinforces the idea that families are active participants in the quest toward achieving results.

Data Sharing and Disclosure Agreement

Leaders from EPN and the Choice Neighborhoods initiative formed EastPoint PaCT (Promise and Choice Together) to facilitate joint work on behalf of children and families in San Antonio. Through EastPoint PaCT, they developed a Data Sharing and Disclosure Agreement; this consent form is also used by EPN’s other partners to gain permission from parents and guardians who participate in programs or complete a survey. The document explains the purpose of the agreement, lists entities and partners with whom the data may be shared, describes the ways in which the data will be used and emphasizes that parents’ privacy will be protected. The data agreement also communicates EPN’s commitment to providing quality and effective services, continuous quality improvement and keeping the community informed about findings. This tool helps community members understand why their data are central to the work and how they will be used to improve outcomes for children and families.

Community Infographics

In another one of its efforts to communicate with the broader community, EPN developed an infographic on kindergarten readiness to communicate the importance of early childhood development to parents, caregivers and community members. The infographic describes EPN’s early childhood result, shares data in the form of “fun facts” and highlights the solutions in place to get children ready for kindergarten. Another EPN infographic, focusing on English and math proficiency for elementary through high school students, displays the result, targets and solutions in place to help achieve that result. Sharing this information with the community also reinforces norms of transparency and public accountability.
The Community Infographics included at the end of this section are often printed in both English and Spanish and distributed throughout the community in places where families can access them, such as dental offices, community centers, barber shops, drugstores or hanging over popular streets. They are also useful in discussions with parents, caregivers, school personnel and businesses as they offer a picture of what EPN is doing and how the community is better off because of these efforts.

Community Presentation

IPC leaders also believe that sharing data and information is an effective way to start a conversation with community members. They used the Community Presentation included at the end of this section to engage the community and call all stakeholders to action around achieving early learning results. This community meeting was aimed, in part, to lift up the challenge of identifying children ages 0–5 whose families might benefit from services and resources to help prepare for kindergarten entry. During this event, IPC staff pointed out that working with more children and their families would ultimately impact graduation rates (a high priority for the community).

The meeting was attended by parents, city- and county-elected officials, educators, partners and community residents. Because of this meeting and others like it, IPC partners developed several low-cost and no-cost strategies to identify and to connect families of children ages 0–5 with IPC early childhood services and supports. The meeting attendees identified specific actions to help facilitate these connections. IPC leaders believe this kind of conversation is a first step toward collective impact.

END SECTION

List of Tools
- Family Survey
- Data Sharing & Disclosure Agreement
- Community Infographics
- Community Presentation
NAZ Annual Family Survey: 2015

Thank you so much for participating in NAZ’s Annual Family Survey.

We value your ideas and opinions.
You are helping us to be stronger partners with you.

My current level of communication with NAZ is:
- Too little
- Just right
- Too much

What is your preferred method of communication from NAZ?
- Text message
- Phone Call
- Email
- Drop by my home

How do you prefer to receive reminders regarding your Achievement Plan goals and goal progress?
- Text
- Email
- Phone Call
- Letter/postcard in the mail
- In person visit

How often do you think it is necessary to meet with your Connector in person?
- Multiple times per week
- One time per week
- One time per month
- Once every 3 months
- Twice a year
- Once a year
- Never: I think we can check in by email, phone calls and text

How often do you currently connect with someone from NAZ?
- Multiple times per week
- One time per week
What suggestions do you have for how to improve your communication with NAZ?

What motivates you the most to work on your Achievement Plan? (pick 3)
- Support from my Connector
- Support from my scholar’s Academic Navigator
- Support from other NAZ families
- Seeing my scholar’s grades and test scores improve
- Seeing my scholar’s behavior improve
- Other: 

What is one benefit you have experienced from your partnership with NAZ?

Which parts of the NAZ Ecosystem have you found most helpful? (choose 3)
- Support from my Connector
- Support from my scholar’s Academic Navigator
- Early Childhood Navigation and/or Early Childhood Scholarship support
- Housing Support
- Career/ Finance Support
- Behavioral Health Support
- Other: 

What have you found challenging in working with NAZ?
How do you think NAZ could do a better job of partnering with you?
Your Choices about Sharing Your Family’s Data/Information with PaCT

EastPoint PaCT (“Promise and Choice Together”) is a group of agencies working to make sure that eastside families have good schools, safe and long-term housing, good jobs and careers, quality health care, and a safe neighborhood. The work that became PaCT began in 2012 and will go on until at least 2017. PaCT organizations include Eastside Promise Neighborhood and Wheatley Choice Neighborhood and their partner agencies, like Goodwill, SAHA Jobs Plus, Urban Strategies, Family Service Association, several child care providers, and many agencies with after-school and summer programs. You can get a full list of all the PaCT agencies from the agency working with your family, or here on the web: http://nowdata.cinow.info/communityviewer/.

All of these PaCT agencies are trying to work together to provide good services for the whole family. The other goal is to make it easier for families to enroll in and use services from several agencies without having to do all the paperwork for each agency.

It is much easier for PaCT agencies to give good care and take less of the family’s time if the agencies can share information with each other. Agencies who are working with your family often would like to be able to use a single copy of the information you always have to put down on the intake forms you fill out, like your name, date of birth, sex, race/ethnicity, and address. It helps to know which agencies your family is working with. And it also helps to know what your family needs from PaCT and whether you’re moving toward the future you want for your family.

Also, PaCT agencies and the agencies that fund PaCT – like the US Department of Education and HUD – are trying to find out whether what PaCT is doing is working. If things aren’t working, PaCT needs to know that so it can improve. PaCT and its funders can do that work without using information that identifies your family. PaCT can take things like name, address, and date of birth out of the information shared. PaCT can also look at information about many families together, without looking at any single family or person.

It is totally your choice whether PaCT agencies and funders share your child’s and your information with each other. Nobody but you – or the person you select to make the choice for you – will be able to make these choices without your permission. **You are not required to consent to sharing information. If you decide to not allow the sharing of your information or that of your child, it “will not” in any way affect services to be provided.**

No matter what choices you make, PaCT will never give or sell your information to anyone who is not working to improve San Antonio’s schools, housing, jobs, and neighborhoods. No one will use your information to try to sell you something. Your information will be held in a computer database called CommunityViewer. The database has very strong protections around it.

This is the form you use to make your choices. You can change your choice at any time by calling the Eastside Promise Neighborhood staff Sebastian Schreiner at 210-352-7142. If you don’t want to contact Eastside Promise Neighborhood for any reason, any PaCT agency can work with you to change your choices.
Choice #1 – let PaCT use the person’s data to run group reports

These group reports tell PaCT things like how many kids graduate from high school, or how many children enter kindergarten ready to learn. In a group report like that, PaCT can’t see who these children are, just how many there are. The reports are used to plan and improve PaCT’s work.

Choice #2 – let PaCT agencies see the data of the person they’re working with

This choice would let PaCT agency staff working with you and your family see your individual information to help PaCT and your family make decisions make decisions about what services are needed and what goals to set. Some examples of PaCT agencies and staff are a school, a day care center, a job training agency, a financial counselor, or a case manager. The staff person can see data that tells who the person is, like name, date of birth, and address. Depending on what you allow, other things the staff person might see would be program, school, or day care registration information, attendance, grades and report cards, classes taken, whether a child passed the STAAR or other test, and if the child got detention or was suspended. If you allow it, the staff person might see other data like whether the person has health insurance, safe housing, or a stable job.

This form allows you to choose to give all PaCT agencies permission to share with each other any information that would help them provide you or your family with better services. If you only want to give permission to some PaCT agencies, or only for some kinds of information, you can do that when you visit a PaCT agency for a service. The employee working with the person above might ask permission to see some or all of the person’s data. For example, a school counselor might ask permission to see the person’s grades and attendance. A financial counselor might ask permission to see how the person is doing with getting a GED and a good job. You can make your choice then. If you say no, you won’t be denied services.

Choice #3 – let PaCT funders have the person’s data

To help them see whether PaCT is working, the US Department of Education (US DOE), other funders, and organizations that work for them would like to have data about the families PaCT has served. Some funders may ask permission to see some or all of the person’s data. Some don’t want or need to know who you are. So PaCT will “de-identify” the data – remove anything that tells who the person is. Here’s how a CommunityViewer record might look:

John Smith, 6/11/2001, Male, African-American, 8th Grade, Passed STAAR, 90% attendance

Here’s what that same person’s record would look like when PaCT removes identifying information and sends it to US DOE:

ID8131, 2001, Male, African-American, 8th Grade, Passed STAAR, 90% attendance

FERPA Law on Student Data

The Family Educational Rights and Privacy Act (FERPA) law gives you power to control whether your child’s protected education information is released or shared by your child’s school district. When you make the choices below and signing the form, you are using your rights under FERPA law and PaCT’s own rules.
PaCT Information Sharing Agreement

Your Name: ____________________________

The data-sharing choices below apply to the person named below for the period 2012-2017:

Last Name: ____________________________
First Name: ____________________________
Maiden or Mother’s Last Name: ____________________________
Sex: □ Male □ Female
Date of Birth: ________ / _______ / ________
Last 4 SSN: ____________
-OR-
Student ID: ________ ________ (if student)
Last 4 Texas ID: ____________
School District: ____________________________

☐ This person is me ☐ I am this person’s parent or guardian ☐ I am this person’s legal proxy

Choice #1 – let PaCT use the person’s data to run group reports

PaCT agencies will share and include this person’s data in group reports unless you tell us not to.

☐ Yes, it’s okay if this person’s data is shared to go into group reports.
☐ No, I do NOT want my child’s data to be shared to go into group reports.

Choice #2 – let PaCT agencies see the data of the person they’re working with

PaCT agencies will NOT show the person’s identified data to anyone without getting your permission.

☐ Yes, it’s okay for any PaCT agency to share any of this person’s data (other than health data) with another PaCT agency working with that person.
☐ No, I do NOT want PaCT agencies to be able to see other PaCT agencies’ private information about this person.

Choice #3 – let PaCT funders have the person’s data

PaCT agencies will NOT share the person’s de-identified data with funders without your permission.

☐ Yes, PaCT may share this person’s identified data with PaCT funders or organizations (i.e. the Annie E Casey Foundation)
☐ Yes, after PaCT removes any data that tells who the person is, it’s okay for PaCT to share this person’s “de-identified” data with PaCT funders and organizations working for them.
☐ No, I do NOT want this person’s “de-identified” data shared with PaCT funders or organizations working for them.

(continued on the next page)

Your Choices about Your Private Information and Your Signature
Please read and sign below.

By signing this PaCT Data Sharing Agreement, I am saying that:

- A PaCT staff member or parent volunteer has **reviewed this form with me and explained my rights** to restrict the sharing of my child’s or my private information.
- I understand my three choices above, and **the boxes checked are my free choices**.
- I understand that I don’t have to sign this agreement. I understand that **even if I don’t sign it, the person named above can still get any PaCT services** he or she is eligible for.
- I understand that I **can change these choices at any time**. I do that by contacting Eastside Promise Neighborhood or one of the PaCT agencies working with my family.
- I **do have the legal authority to make choices** for the person(s) named above.

All third parties that are authorized by this Consent Agreement to receive personally identifiable information will receive a written explanation from Eastside Promise Neighborhood regarding their obligation not to disclose this information without your prior written consent.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
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<tbody>
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</table>

| For PaCT Use Only |
|-------------------|--------|
|                   |        |

<table>
<thead>
<tr>
<th>Agency collecting this PaCT Info Sharing Agreement</th>
<th>Date</th>
<th>Staff initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency recording these choices in CommunityViewer</th>
<th>Date</th>
<th>Staff initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How recorded in CommunityViewer:</th>
<th>Keyed in</th>
<th>Scanned in</th>
</tr>
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<tbody>
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</tbody>
</table>
Get Ready. Get set. GO!

What are our goals for Early Childhood Development?

That children birth to 5 are developing mentally, emotionally, physically, and socially so that they are well prepared to start Kindergarten ready to learn!

35% 40% 45% 50% 55%

2013 2014 2015 2016 2017

90% of a child's critical brain development happens by age 5

What are we doing to reach our goals?

For Children 3 to 5 Years Old

Head Start, Pre-K, and high quality childcare centers

Skills for Parents or Caregivers

Improve curriculum & instruction

Family, Friend, or Neighbor Care

Kinder Prep Academy

Did you know?

Children who are ready for Kindergarten are usually learning well by 3rd grade.

Children who are learning well by 3rd grade are more likely to graduate high school and go on to college!

We’re putting our heart into it.
Our goal – To increase the percent of students at or above grade level in English and Math.

How will we reach our Goals?

**Intense STEM Focus**

**Curriculum & Instruction**

**Tutoring & Academic Enrichment**

Eastside Promise Neighborhood students will be at or above grade level in **English** by 2017. And will be at or above grade level in **Math**.

We’re putting our heart into it.
Indianola Early Childhood: Starting With the End in Mind

HIGHSCHOOL GRADUATION RATE, 2013

One third of Indianola high school seniors DO NOT graduate each year.

32% 68%

Source: Indianola School District, 2013
Proficiency levels remain below 50% in math and reading.

Source: Indianola School District, MCT2 scores Spring 2013

New 3rd grade reading gate could leave two thirds of students behind.

Source: Indianola School District, MCT2 scores Spring 2013
25% of incoming Kindergarteners are considered “ready”.

Source: Indianola School District, NWEA Measure of Academic Performance Scores at kindergarten entry

Children without formal early learning setting do not arrive at Kindergarten ready to learn.

Source: Indianola School District, NWEA Measure of Academic Performance Scores at kindergarten entry
Almost one-third of Indianola children do not attend an early childcare learning program.

IPC EARLY CHILDHOOD PROGRAMMING, UPDATED MAY 2014

IPC currently serves 79% of all young children in Indianola.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Currently Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagination Library (Indianola)</td>
<td>555</td>
</tr>
<tr>
<td>Parents as Teachers</td>
<td>125</td>
</tr>
<tr>
<td>SPARK</td>
<td>148</td>
</tr>
<tr>
<td>Small World</td>
<td>82</td>
</tr>
<tr>
<td>Promise School</td>
<td>124</td>
</tr>
<tr>
<td>LINKS</td>
<td>rolling out</td>
</tr>
<tr>
<td>Total Program Enrollment</td>
<td>1034</td>
</tr>
<tr>
<td>Unique Participants Across All Programs</td>
<td>864</td>
</tr>
</tbody>
</table>

Source: IPC Neighborhood Survey 2013
Call to Action!
Conclusion

The Promise Neighborhoods communities are working hard to transform the lives of low-income children and families in defined neighborhoods in many ways, all undergirded by a strong, sustained focus on achieving defined results and indicators that represent a new approach to ensuring that children succeed. The examples, tools and links to guidance documents included in this guidebook are a sample of the resources that site leaders developed in the first years of Promise Neighborhoods and are continuing to use to increase the likelihood that they will achieve their desired results.

Promise Neighborhoods communities have taken on a formidable task. They created a complete pipeline of programs for children from birth through college graduation and they enfolded that pipeline in a wide-ranging net of supports for families. They identified partner targets and performance measures, incorporated these into action plans and created a data feedback loop to help lead agency managers improve and refine program offerings. And finally, they are working to bring their solutions to scale so they can see visible progress for a large number of children living in poverty.

While such ambitious community-wide initiatives clearly are long-term endeavors, Promise Neighborhoods implementation sites used their first few years to set up policies, procedures and an infrastructure that position them to make solid progress on their goals. With a clear focus on results and disciplined management of the initiative, leaders will be able to scale their work and sustain progress over time.
Endnotes


2 The 12 Promise Neighborhoods implementation sites are Berea College Promise Neighborhood, Boston Promise Initiative, Buffalo Promise Neighborhood, Chula Vista Promise Neighborhood, DC Promise Neighborhood Initiative, East Lubbock Promise Neighborhood, Eastside Promise Neighborhood, Hayward Promise Neighborhood, Indianola Promise Community, Los Angeles Promise Neighborhood, Mission Promise Neighborhood, and Northside Achievement Zone.


