

# LCF Children & Youth Initiative

INVEST :: COLLABORATE :: IMPACT



*Latino*

COMMUNITY FOUNDATION *La Fundación de la Comunidad Latina*

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The mission of the Latino Community Foundation (LCF) is to advocate for Latinos by promoting engagement and investment that fosters healthy and empowered communities. LCF invests in the Latino community with a focus on families, children and youth. LCF launched the Children and Youth Initiative in 2008 to invest \$1,000,000 over four years in the Latino community.

The LCF Children and Youth Initiative (the Initiative) places children and families at the center of community change; focusing on Latino families to promote health and educational opportunities for children and youth. The goal of the Initiative is to increase the number of Latino children that are healthy and prepared for school in order to increase their future educational and economic success. Through the Initiative, LCF invests in Latino-based organizations\* that serve low-income Latino children ages 0-5, adolescents, and parents to achieve the following outcomes:

- Improve the physical and mental health of Latino children ages 0-5, beginning with pre-natal care.
- Support teen pregnancy prevention and teen parenting programs.
- Increase early learning experience for Latino children ages 0-5 through culturally and linguistically appropriate early childhood enrichment programs.
- Strengthen parent and family engagement that promotes positive child development.

This evaluation report focuses on the findings from the first year of the Initiative from April 2008 to March 2009. During this first year of the Initiative, LCF granted \$170,000 to 10 Latino-based organizations serving low-income Latino families in Alameda, Contra Costa, Marin, San Francisco, and Santa Clara Counties.<sup>1</sup>

In order to provide an objective and systematic analysis of the Initiative, LCF worked with evaluation consultants,

jdCPartnerships, to develop an evaluation framework, collect and analyze data and interpret findings to inform subsequent years of the Initiative.

This report is divided into the following sections:

- 1) Background and Rationale for the Initiative
- 2) Overview of the Initiative and Methodology
- 3) Program Outcomes
- 4) Technical Assistance Outcomes, and concluding with
- 5) Findings, Lessons Learned, Recommendations

The report includes an appendix with more in-depth data that frames the issues being addressed by the Initiative. This report is primarily meant to provide LCF with insight and to inform subsequent years of the Initiative. It is also being shared with external stakeholders because LCF believes it may serve as a learning tool for other grant makers and provide valuable information to the broader community that the organization serves.

LCF would like to thank the following funders who have made the Initiative possible: Citibank Foundation, Kaiser Permanente, Levi Strauss Foundation, PMI, The California Wellness Foundation, The San Francisco Foundation, Union Bank Foundation, United Way of the Bay Area, Wallace Alexander Gerbod Foundation, William and Flora Hewlett Foundation, W.K. Kellogg Foundation/Rockefeller Philanthropy Advisors, Verizon Foundation, Walmart Foundation, and Wells Fargo Foundation. This report was made possible by a grant from the United Way of the Bay Area.

<sup>1</sup> LCF also granted \$2,500 to the Mission Learning Center to support San Francisco's Día de los Niños, Día de los Libros. Día is a community celebration that reaches almost 1,000 participants and emphasizes the importance of advocating literacy for children of all linguistic and cultural backgrounds.

\*LCF defines Latino-based organizations as those whose board, staff and beneficiaries are at least 51% Latino.



## BACKGROUND

### Why Focus on Young Parents with Young Children?

Research demonstrates that the economic, health, and educational outcomes of families deeply affect the ability of children to learn and thrive. Over the next ten years, the Bay Area will see a significant growth in the Latino population, especially among children. Latinos represent twenty-one percent (21 %) of the total population, for a total of 1.4 million residents.<sup>2</sup> Latinos are a young demographic group with a median age of 28; and the greatest growth among children ages 0-5. By 2025, Latinos will make-up 28% of the Bay Area population. Latino children, ages 0-5, by 2025 will constitute 41 % of all children 0-5.

Through a needs assessment of the Latino community in the Bay Area, LCF identified key issues that drive the current economic, health, and educational disparities between Latino and non-Latino families in the Bay Area. First, a large percentage of Latino children live in poverty. Second, Latinos exhibit health disparities, which often impede children's ability to learn and remain in school. And, third, Latino children disproportionately exhibit lower academic performance. Below is a summary of key data to illustrate these points.

### Economic

An important indicator of student achievement is family income. Despite a high rate of labor force participation, most Latinos hold jobs that do not translate into higher incomes.

- The Latino median family income in the Bay Area is \$49,589 versus \$40,951 for African-American, \$77,461 for Asian, and \$91,224 for non-Hispanic White families.<sup>3</sup>

- Ten percent (10%) of Latino families in the San Francisco Bay Area live below the poverty level.<sup>4</sup>
- Approximately one in five (20%) Latino children, ages 0-17, in the region live in poverty compared to 26% of African-American, 7% of Asian and 5% of White children.<sup>5</sup>

### Health

Having positive health outcomes depends on a number of factors, including the ability to obtain basic health care services, which begins with timely access to pre-natal care services. Pre-natal care has been shown to have a significant impact on birth outcomes and an important first step in ensuring children are healthy and ready to learn. Additionally, teen pregnancy prevention is an important element for adolescent and family health.

- According to Children Now, in the Bay Area, close to 78% of pregnant Latinas received pre-natal care in the first trimester, compared to 85% African-American and 95% White pregnant women.<sup>6</sup>
- The teen birth rate for Latinas in the Bay Area is 59.8 per 1,000 births, whereas the birth rate among non-Hispanic White teenagers is 8.1 per 1,000 and among African American teenagers is 35.5 per 1,000.<sup>7</sup>
- In Alameda, Marin, San Francisco and Santa Clara counties, the pregnancy rate for Latina teens is well above 60 per 1,000; nearly five times the rate for Caucasian teens.

2 Association of Bay Area Governments. Projections 2000. Retrieved from <http://www.abag.ca.gov/>

3 U.S. Census, American Community Survey, 2006.

4 U.S. Census, 2000, Summary File 3.

5 Kidsdata.org. Child Poverty in the Bay Area. Retrieved from <http://kidsdata.org>.

6 Children Now. 2007 California County Data Book: Data by Race/Ethnicity. Retrieved from <http://publications.childrennow.org/publications/invest/>

7 Kidsdata.org. Teen Birth Rates by County, 2007.



## Early Education

While most children attend preschool programs that prepare them for academic achievement, Latino children are the least likely of any ethnic/racial group to be enrolled in preschool or kindergarten. In the Bay Area, the enrollment of Latino children in pre-school programs varies greatly.

- In San Francisco County 24% of Latino children are enrolled in pre-school; one of the lowest in the Bay Area.<sup>8</sup>
- Forty percent (40%) of Latino children are enrolled in pre-school programs in Alameda, Contra Costa and Santa Clara counties.<sup>9</sup>
- Seventy-one percent (71%) of Latino children are enrolled in pre-school in Marin County and 61% in San Mateo County.<sup>10</sup>

This lack of school readiness among Latino children may contribute to the reading proficiency levels among Latino students. As of 2008, in the Bay Area, only 24% of Latino children in the third grade scored at or above the 50th percentile on the reading sections of the California Achievement Test (CAT), one of the lowest compared to any other group in the area. In addition, only 5% of Latinos scored at or above the 50th percentile of the advanced level of the CAT reading section, in comparison to 6% of African American, 27% of Asian, and 22% of White third graders.<sup>11</sup> This finding is particularly concerning given that research shows the ability to read proficiently by third grade is a key predictor of academic success later in life.<sup>12</sup>

As the data illustrate, there is an urgent need to focus on young Latino families with young children in order to support solutions that provide economic, health, and educational opportunities for families to succeed and thrive.

The LCF Children and Youth Initiative is an innovative grantmaking platform that is designed to develop partnerships with and invest in Latino-based organizations that are inherently attune to and possess the cultural understanding necessary to serve Latino children and their families.

LCF's approach to funding includes three elements:

- 1) funding for up to four years, assuming satisfactory performance by funded community partner,
- 2) developing a learning community and providing technical assistance, and
- 3) evaluating progress and impact of the Initiative to inform LCF's future work and the field.

### 1. Invest \$1,000,000 in Grants Over Four Years

LCF's goal is to invest in Latino-based organizations that are located in San Francisco, Alameda, Contra Costa, Marin, San Mateo and Santa Clara counties. Latino-based organizations are defined as those whose board, staff and beneficiaries are at least 51% Latino. Funded community partners were provided program-specific grants in year one, which ranged in size from \$12,500 to \$20,000.

### 2. Build a Learning Community Collaborative

Beyond grants, LCF developed a learning cohort among the funded community partners. The intent of the learning community is to share resources and enhance organizational capacity and effectiveness. LCF convenes the funded community partners regularly to identify areas for organizational growth, provide technical assistance, as well as foster collaboration among the cohort. During year one of the Initiative, funded community partners received group trainings and small group consulting hours with evaluation consultants.

<sup>8</sup> Children Now. 2007 California County Data Book: Data by Race/Ethnicity. Retrieved from <http://publications.childrennow.org/publications/invest/>

<sup>9</sup> *ibid*

<sup>10</sup> *ibid*

<sup>11</sup> 2008 California Standardized Testing and Reporting (STAR) Report Retrieved from <http://star.cde.ca.gov/star2008/>.

<sup>12</sup> Third Grade Students Reading At or Above the 50th Percentile on the CAT/6, by Race/Ethnicity: 2008. Kidsdata.org. Retrieved from <http://www.kidsdata.org/topictables/>

## OVERVIEW & METHODOLOGY

### 3. Evaluate and Measuring Impact

Evaluation is a critical component of the Initiative. LCF sought to develop an evaluation framework and plan to identify the impact of the Initiative in the lives of Latino children and their families in the Bay Area. LCF selected the evaluation team, jdcPartnerships, soon after the selection of the funded community partners.

#### ■ Evaluation Framework

In collaboration with evaluation consultants, jdc Partnerships, LCF embarked on the process of designing and implementing an evaluation framework to better understand

- 1) how the funded programs effect Latino children and their families, and
- 2) identify how LCF funds influence Latino-based organizations.

The evaluation framework consists of developing a set of goals and objectives and a theory of change to articulate the intended outcomes of the Initiative.

#### Evaluation Goals/Objectives

The set of objectives defined at the outset of the first year of evaluation activities are at multiple levels in order to

- 1) strengthen the connection between theory and action, intention and impact, and
- 2) support a learning environment, which allows all stakeholders to leverage their knowledge and that of their partners to maximize resources. The objectives include:
  - **Develop a Theory of Change and an Implementation Framework** that articulates the intended impact and relationship between the various components of the Initiative as well as the guiding values and assumptions underlying the effort.

- **Create logic models and evaluation plans** for those organizations funded through the grantmaking strategy.
- **Design an evaluation including: data collection, reporting and a learning and reflection cycle** (the evaluation design) which informs action (and potentially change) and strategic decisions related to all strategies which currently comprise the Initiative.
- **Implement the evaluation** providing relevant and timely information to inform both funded community partners and overall initiative actions and decisions and tracks progress toward identified outcomes.

To accomplish these objectives a common foundation was needed including a shared language, understanding of evaluation terms, concepts and approaches and a fundamental agreement that the evaluation design, implementation and findings would be strongly linked to outcomes and inform improvements to design in service of increased effectiveness.

#### Theory of Change

In summer 2008, LCF and jdcPartnerships began work to refine the articulation of the Initiative's Theory of Change. The Initiative concept paper served as foundation for this work. This development process includes individual reflection and group discussions to articulate the relationships between the Initiative's intended impact and the strategies, guiding values, and assumptions underlying the effort. The dialogue, tensions and clarity that occurs through this process strengthens the sense of community and accountability among those participating. The Theory of Change is an important piece in developing a framework for the evaluation in which the activities and outcomes of funded community partners are aligned with the strategies and intended impact of the Initiative. As such, the Theory of Change served as common frame for funded community partners as they developed their programmatic logic models.

The long-term goal of the Initiative is to develop a framework to support greater investment in targeted services that provide Latino children with the foundation needed to increase their economic, health, and educational opportunities. In order to achieve this long-term goal, LCF's Theory of Change includes funding Latino-based programs that serve young families with young children to improve health, educational, and social indicators.

The Initiative is rooted in a set of principles that guides LCF community grantmaking strategies:

- Investing in the future generation by supporting children and their families will produce the largest return on investment.
- Latino-based community organizations have a wealth of experience and expertise that enables them to provide culturally and linguistically needed services in the Latino community.
- Committing to community change by investing in organizational and individual empowerment as key elements to positive transformation.

To address the current economic, health, and educational issues affecting Latinos in the Bay Area, LCF has developed the following approach:

1) Invest in children ages 0-5, teenagers and parents by funding Latino-based organizations to provide culturally and linguistic appropriate services addressing the following needs:

- Access to pre-natal care services to Latina adults and teenagers.
- Teen pregnancy prevention and parenting programs.
- Early learning enrichment programs for low-income Latino children ages 0-5.
- Parent engagement and educational programs.

2) Provide technical assistance to funded community partners in order to support organizational learning and development.

3) To evaluate the impact of funded programs on Latino children and their families, as well as assess the significance of LCF process in building a learning community among funded partners.

LCF expects that these strategies will yield the following results:

- Improved health outcomes through pre-natal care;
- Increased support for comprehensive programs that prevent primary and secondary unintended pregnancy;
- Increased early educational learning experiences for children 0-5;
- Increased parental engagement in children's learning and understanding of the educational system; and
- Increased capacity of organizational support through a funded-community partner learning community.

LCF expects that these outcomes will ultimately lead to greater investment in programs and services for Latino children that will lead to more children entering school healthy and ready to learn, reducing primary and secondary pregnancy among Latino teens, and strengthened positive bonds between adults and children.

**BAY AREA  
LATINO COMMUNITY TRENDS**

Approximately 20% of pregnant Latinas delay pre-natal care.

Teen birth rates for Latinas are approximately 60 per 1,000 births; a rate higher than any other group in the region.

38% of Latino children ages 3 to 4 are enrolled in preschool, the lowest than any other group in the region.

Only 23% of Latino 3rd graders scored at or above the 50th percentile on the California Achievement Test English reading section, one of the lowest compared to other groups in the region.

Access to pre-natal care improves birth outcomes and ensures children are healthy and ready to learn.

Births to teen mothers can pose greater health and economical challenges for children and their families.

School readiness among children ages 0-5 leads to improved reading skills.

Parental education and support services promote activities that lead to increased school readiness among children.

**STRATEGIES**

**INVEST**

**Support Low-income Latino Families**

- Pre-natal care for Latina adults and teenagers
- Teen pregnancy prevention and parenting
- Early learning enrichment for Latino children ages 0-5
- Parent engagement services

**COLLABORATE**

**Build a Learning Community**

- Provide technical assistance to support organizational learning and development

**EVALUATE**

**Measure Impact**

- Identify the impact of funded programs on Latino children and their families, as well as assess the significance of LCF funding

**SHORT-TERM**

Improve health outcomes through pre-natal care

Increase support for comprehensive programs that prevent primary and secondary unintended teen pregnancy among Latino youth

Increase early educational learning experiences for low-income Latino children ages 0-5

Increase parental engagement among Latino parents in children's learning and understanding of the educational system

Increase learning and collaboration to enhance organizational skills and community impact

**LONG-TERM**

More Latino children enter school healthy and ready to learn

More adolescents stay in school by supporting teen mothers and reducing primary and secondary teen pregnancy

More parents have the skills and resources to fully participate and support their children's learning environment

Increase investment to Latino-community based organizations and strengthen services to Latinos in the Bay Area

## OVERVIEW & METHODOLOGY

### ■ Funded Community Partners

#### Grant Making Process

In order to establish a transparent and accountable grantmaking process, LCF utilized a set of policies and procedures to inform, identify, and invite community organizations to apply for funding. Proposals were carefully reviewed by an external grant review committee consisting of Latino leaders in the community and experts in the issue areas of the Initiative. The LCF Program Committee of the Board of Trustees reviewed the recommendations of the panel of outside experts and recommended funding ten organizations in a resolution approved by the Latino Community Foundation Board of Trustees in February 2008.

#### Funded Community Partners and Grant Purposes

The 2008-2009 LCF Children and Youth Initiative funded community partners consist of a variety of community-based organizations primarily serving the Latino community in five Bay Area counties: Alameda, Contra Costa, Marin, San Francisco, and Santa Clara. These organizations are by and large the first-stop for Latinos seeking services in their communities. Most organizations provide multiple and safety-net services to immigrants, survivors of domestic violence, as well as homeless and those with transitional housing. The following describes the 2008-09 Initiative funded community partners grouped by their primary focus areas in relationship to the strategies in LCF's Initiative Theory of Change.

LCF PROGRAM	FUNDED COMMUNITY PARTNER	GRANT PURPOSE
Health/Parent Engagement	<p><b>Canal Alliance</b></p> <p>Canal Alliance provides strength-based, family-centered case management, skills-building and economic development services to approximately 6,000 families per year in the San Rafael community of Marin County. The mission of Canal Alliance is to develop self-sufficiency and leadership for a healthier community.</p>	To support healthy pregnancies through the Compañeras Program and provide family resources to low-income, immigrant families.
Health	<p><b>Mission Neighborhood Health Center (MNHC)</b></p> <p>MNHC, located in the San Francisco's Mission District, is a comprehensive, community-based health center serving over 11,000 low-income Latino children, adolescents, adults and families in San Francisco. MNHC's mission is to provide high quality, culturally competent primary care services, focusing on the Latino Spanish-speaking population.</p>	To support prenatal health education to at-risk pregnant Latino women.
Teen Pregnancy Prevention and Parenting	<p><b>La Clínica de La Raza</b></p> <p>La Clínica, with clinics in Alameda, Contra Costa and Solano counties, serves over 45,000 people annually, particularly at-risk youth. The mission of La Clínica is to improve the quality of life of the diverse communities they serve by providing culturally appropriate, high quality and accessible health care for all.</p>	To support Clínica Alta Vista's Centering Pregnancy Program for pregnant teens and case management for teen mothers.
Early Learning Enrichment	<p><b>Good Samaritan Family Resource Center</b></p> <p>Good Samaritan, located in the San Francisco Mission District, provides family support, education, and health services to over 2,500 families a year. The mission of Good Samaritan Family Resource Center is to help immigrant families access needed services, develop self-sufficiency, and participate fully as members of the San Francisco community.</p>	To support the school readiness program, Kid's Club, to enhance children's development and ability to attain academic and social success.

## OVERVIEW & METHODOLOGY

LCF PROGRAM	FUNDED COMMUNITY PARTNER	GRANT PURPOSE
Early Learning Enrichment	<b>Learning and Loving Center</b> Learning and Loving Center, located in Morgan Hill, provides education and outreach to over 250 low-income immigrant women and children per year. The Center's mission is to be an agent of change encouraging immigrant women to build relationships among themselves, their families and their community. Through literacy, technology and basic skills education women acquire necessary abilities for further self-development.	To support the School Readiness and Early Literacy Project that provides early childhood and parenting education to Latino children and their parents.
Early Learning Enrichment	<b>Novato School Readiness Program</b> The Novato School Readiness Program is collaboration between the Novato Human Needs Center, Novato Youth Center, and First 5 Marin that serves over 300 families a year. The Novato School Readiness Program's goal is to serve primarily Latino children ages 0-5 and their families to improve all aspects of a child's health including physical, socio-economical, and mental health.	To support the School Readiness Program, Kinder Academy, and prepare children ages 0-5 to enter Kindergarten ready to learn, and provide bilingual parent education workshops to Latino parents.
Parent Engagement	<b>Bay Area Hispano Institute for Advancement, Inc. (BAHIA)</b> BAHIA, located in West Berkeley, serves over 200 low-income Latino families per year in Northern Alameda County. The mission of BAHIA is to provide quality bilingual and multicultural child care to children ages 2 to 10 years of age, particularly serving low-income Latino families.	To support the parent education program of BAHIA/Centro VIDA.
Parent Engagement	<b>Mujeres Unidas y Activas (MUA)</b> Mujeres Unidas y Activas provides early childhood education trainings and mental health services to over 400 immigrant Spanish-speaking children and their parents yearly in Oakland, Richmond and San Francisco. The mission of MUA is to empower and educate Latina immigrant women through mutual support and training to be leaders in their own lives and in their community.	To support the Caring Hands Childcare Training Program and to provide parent education workshops to Latino parents.
Parent Engagement	<b>Somos Mayfair</b> Somos Mayfair, located in San Jose, serves 6,000 families per year focusing on improving the health and well-being of Latino children and their families through family support, community engagement and civic action. The mission of Somos Mayfair is to cultivate the dreams and power of the people of Mayfair through cultural activism, social services and community organizing.	To support the Siembra Family Support Program-peer community educators to provide early childhood and health education case management services to Latino immigrants families with children ages 0-5.
Parent Engagement	<b>The Latina Center</b> The Latina Center is a grassroots organization based in the City of Richmond serving 6,000 families a year. The mission of the Latina Center is to improve the quality of life and health of Latinos by providing personal and leadership development opportunities to Latinas and their families.	To support Primero Nuestros Niños/Our Children First, a program for Latina survivors of family violence with children ages 0-5.

## ■ Data Collection Process and Procedures

LCF collected the following information:

### • Mid-year Reports and Site Visit

In lieu of a traditional mid-year report, LCF's Executive Director and Program Manager visited each grantee site to see programming in action and talk with staff about services and impact. Each visit was 1.5-2 hours in length and focused on receiving information about specific program strategies, understanding impact of work in the community and getting to know organizational culture. LCF staff developed mid-year reports based on the site visits.

### • Grantee Logic Models and Evaluation Plans

In collaboration with jdcPartnerships, LCF offered every grantee an opportunity to participate in technical assistance training around the development and use of logic models to inform program design, implementation, as well as to inform evaluation design. Building on these experiences, funded community partners were required to submit logic models and related evaluation plans with their request for Year 2 grant submissions. These logic models and evaluation plans are being used to further align measures and indicators across funded community partners in order to best describe and leverage the impact of the initiative.

### • Year-end Reports

The year-end report questions were designed to provide LCF with information about progress toward shared objectives as stated in grantee proposals and grant agreements. The year-end report included both a narrative and financial reporting sections. The narrative asked funded community partners to respond to the following:

#### a) Outcomes and Activities

*Overall, describe the progress you have made in 2008 toward achieving the outcomes and activities stated in your proposal and grant agreement. You may document this progress by completing the Outcomes and Activities Chart. In the chart, please list the actual outcomes you have achieved to date compared to those stated in your proposal and grant agreement, the outcomes you expect to achieve by the end of the grant period, and the targeted long-range outcomes you are trying to achieve*

*through your work. If your work has resulted in any additional outcomes/activities or changes to your originally stated outcome/activities, please include those as well.*

#### b) Organizational Changes

*Describe any major changes that occurred within your organization that impacted the work supported by the LCF grant. How has your organization responded to these changes?*

#### c) Success Stories

*Please share 2-3 success stories that resulted from the work supported by the LCF grant.*

#### d) Lessons Learned

*What lessons, if any, have you learned during the past year as a result of your participation as a grantee of LCF's Children and Youth Initiative? How have these lessons impacted your programmatic work and/or your organization?*

#### e) Grantee Convenings

*Provide any thoughts about your observations participating in the grantee meetings, including any suggestions for subsequent years.*

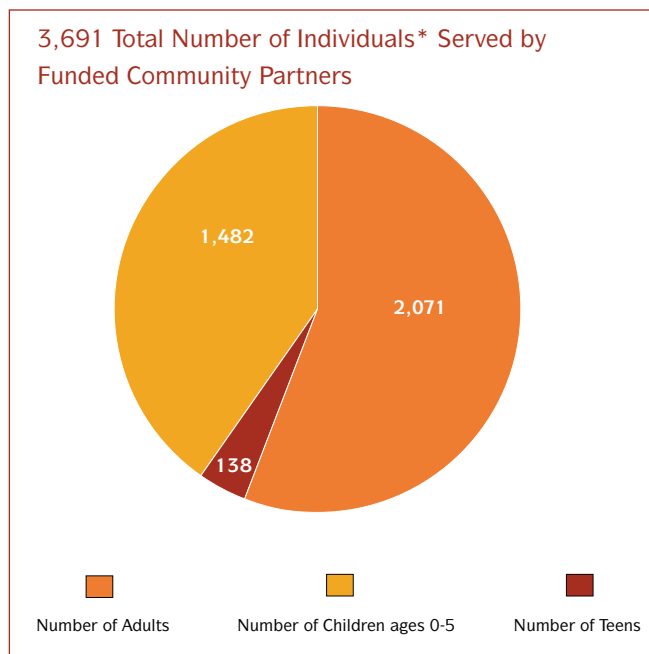
### • Funded Community Partner Survey

An on-line survey was administered to at least one "contact" at each funded community partner's organization. Targeted contacts from the community partners were selected as those that held various leadership positions within the organizations such as Executive Directors, Program and Development Directors to Program Coordinators of the specific funded LCF grant and/or also participated in LCF's learning community activities. The purpose of the survey was to provide LCF with feedback on the impact of the Initiative towards growth and development among grantee organizations. Specifically, the survey asked for feedback on the usefulness of learning community activities, impact on awareness of evaluation tools and concepts, collaboration with other LCF Initiative funded community partners, as well as information about the type of demographic information being collected by funded community partners, vulnerable populations served, and the full spectrum of services they provide including and in addition to their LCF Children and Youth Initiative funded programs.

## ■ Improve Health Outcomes

With funding from the LCF Children and Youth Initiative, the 10 funded community partners provided direct services to a total of 3,691 unduplicated Latino children ages 0-5, their parents and pregnant/parenting teens. All funded community partners reported serving low-income Latino adults and children. In addition, they all reported serving vulnerable populations such as immigrants, survivors of domestic violence, families who are in crisis, homeless and/or at-risk of losing their homes. Funded community partners provided pre-natal care, teen pregnancy prevention/parenting programs, early childhood enrichment, parent engagement, and family advocacy services.

Forty-percent (40%) of the funded community partners utilize peer-based outreach and training programs, with a focus on parent engagement and education as their service delivery model. Many of the organizations combine parent educational services with early childhood enrichment activities, so that both parent and child are simultaneously engaged in their learning and growth.



\*Numbers represent unduplicated individuals

The following section provides specific data and information about the programs funded and services provided to Latino children and families.

### Pre-natal Care

A total of **723 pregnant Latina adults** and teens received pre-natal health and parenting education services. Specifically, pregnant Latinas received the following comprehensive services:

- **585 pregnant Latino women received culturally appropriate pre-natal classes**, which consisted of pregnancy health, nutrition, childbirth, breastfeeding and early child development information.
- Of the 585 Latino pregnant women, **247 received one-on-one individual sessions** and developed action plans to manage their pregnancy and access health services.
- **160 newborns received newborn pediatric services.**

### Pregnancy and Parenting Support among Teens and Young Adults

A total of **138 pregnant teens** received pre-natal education and health services; of these:

- **54 pregnant teens** participated in the **Centering Pregnancy Program**, a group model of prenatal care that focuses on peer/ group experiences with an emphasis on self-care, empowerment and community building designed to improve birth outcomes by engaging teens in self-care and peer support.
- **94 pregnant teens** participated in **childbirth education classes** to discuss childbirth issues as well as to share feelings and expectations around the experience of childbirth.
- **117 pregnant teens** participated in **breastfeeding education and lactation support classes.**
- **128 pregnant teens** received **parenting education information and case management services.** Case managers provided information on child development, discipline techniques, communication and child abuse. Parents also received information about family planning.

## ■ Increase Early Learning Experiences for Children 0-5

### Early Enrichment Services

A total of **1,482 Latino children** received the following early enrichment services:

- **1,230** children ages 0-5 received **early educational opportunities** to enhance learning capacity, which included creative playgroup activities, child enrichment classes, and early childhood developmental assessments.
- **94** participated in Kid's Club, a **drop-in early childhood education program**, where they received help in developing their pre-literacy skills, reducing separation anxiety, and improving social, developmental and cognitive skills.
- **80** attended Kinder Academy, a five-week **pre-kindergarten program**. Children received exposure to school routines, pre-literacy and math activities, and socialization skills.
- **78** children were enrolled in an **early childhood education program** and received 100 hours of culturally appropriate activities including creative movement, music, arts and crafts, and a computer-based pre-school curriculum.

### COMMUNITY PARTNER OUTCOME:

#### LEARNING AND LOVING CENTER

The Learning and Loving Education Center (LLE) utilizes a set of qualified tools to assess children's readiness to enter school such as, the Getting Ready to Read-Transitioning to Kindergarten Toolkit for Early Childhood Educators Screening. Through these assessments, they determine the school readiness of the children they serve, like Roxanna who is preparing to enter kindergarten in fall of 2009. When Roxanna arrived at Learning and Loving Education Center in January 2008, she had neither English or early literacy skills. In the beginning, it was challenging for her to remain in the preschool area or to participate in any learning activities due to her deep attachment to her mother. Over time and little by little, staff worked with Roxanna and her mother increasing both of their comfort levels at the center together and alone. As her comfort and confidence grew, Roxanna began playing with other children and participating in a few of the learning activities. By fall of the same year, she was an active participant in all aspects of LLE programming.

Roxanna now speaks in complete English sentences and can identify the numbers, letters, shapes and colors in English. She can write her full name and all of the pre-literacy letters and numbers. She has developed a love of reading, particularly with her mom. When Roxanna enters preschool this fall, her social, emotional, cognitive and behavioral skills will be on par with her classmates and will provide her with a strong foundation for school success.

## PROGRAM OUTCOMES

### Parent Engagement and Education

A total of 1,486 Latino adults received the following parent education services and family advocacy activities:

- 534 parents participated in **parent education workshops** to build skills in child development and health, family communication, and preparing children for school.
- 43 Latino parents received **child care professional job training skills**.
- 208 parents received **case management support** through a Promotores program. The Promotores (trained community health workers) provided 1,539 referrals, educated parents about preparing their children for school, connected families to education and health programs, and assisted families in navigating the health care system.
- 190 parents received **mental health services** to assist them in stressful situations such as domestic violence, depression and breaking social isolation.
- 522 Latino parents received **safety-net referrals** to food and housing, social services, and health and educational resources

### COMMUNITY PARTNER OUTCOME:

#### THE LATINA CENTER

The Systematic Training for Effective Parenting (STEP) is a research-based model designed to provide caregivers, both male and female with the knowledge, skills and support to negotiate the uncharted territory of parenting. The Latina Center whose client focus is women exposed to domestic violence acquired STEP in Spanish and began to modify and strengthen the curriculum for its use in the communities of Richmond and San Pablo. From the period of June 2008 to December 2008, 62 Latina mothers with children ages 0-5 attended STEP (a class is 12 sessions; six classes were held). 95% of those who participated reported both an increase in their knowledge of child development and their parenting skills. 98% reported increased self-esteem and self-image.

One 23-year-old mother commented, *“I am grateful for this class because my ex-partner used to tell me that I didn’t know how to be a good mother. I used to scream a lot at my little girl, because I didn’t have any idea about how to calm her down. She was very affected by all the abuse that she has experienced in my house. (Because of STEP), I am a new person with new skills and knowledge. Now I actually enjoy being a mother.”*



■ **Building a Learning Community**

As part of the Initiative design, LCF brings funded community partners together to foster a sense of community and to provide opportunities for shared learning. LCF funded community partners attended three grantee-specific convenings: New Grantee Orientation Meeting (April, 2008), the Using Evaluation Seminar (August, 2008), and the Logic Model Technical Assistance Workshop (November, 2008). In addition, organizations had an opportunity to participate in two Community-Conversaciones, a speaker series that brings community members together to address pressing issues in the Latino community, sponsored by LCF: Ensuring Latino Children are Ready for School (September, 2008) and Building Financial Stability in Tough Economic Times (March, 2009).

In April 2009 a survey was administered to all ten initiative community partners intended to provide LCF with feedback on the impact of the technical assistance towards the growth and development among funded community partners. A total of 21 individuals responded to the survey, representing at least one, and more often two, respondents from each of the ten funded community partners.

Survey respondents were asked to rate the usefulness of the convenings on a scale of 1 – to – 5:

1 = Strongly Disagree, 5 = Strongly Agree

Overall, the rating of the convenings, shown in Figure 2, demonstrates that the convenings were relevant and useful. Those surveyed most strongly agreed (4.63) that the convenings reflected topics and issues of importance to the ongoing development of their organization’s programs and services.

Additionally, at least 75% of respondents agreed or strongly agreed with statements regarding the positive impact of participation in the Initiative on their knowledge of evaluation, including specific tools such as logic models and how to use logic models to inform program design, implementation, and evaluation as well as evaluation concepts in general. Relatedly, additional data were gathered about the August 2008 convening, titled “Using Evaluation”. In response to funded community partner’s feedback, the Using Evaluation convening was developed to provide grantee organizations with more evaluation tools and skills for explaining their individual organization’s “story”. On a scale of 1 – to – 4 (1 = Strongly Disagree, 4 = Strongly Agree), the majority of participants strongly agreed (3.75) that the Using Evaluation convening gave them a better understanding of the Initiative evaluation framework and how their organization can contribute. When asked what they liked best about this particular convening, they expressed an appreciation for the explanation of the evaluation tools, the opportunities for small group interaction, the effective facilitation and the overall organization of the convening. As one grantee noted,

*“It might be that the LCF program is special, or maybe we are just at a place and time in the life of our organization that makes us ripe for new growth, but our work on program evaluation has really been taken to a new level in the past year. The evaluation work we’ve done with LCF has been a central part of that same work we are doing for the whole agency. It’s still a work in progress. We still don’t have a finalized agency wide program evaluation strategy in place, but we are much closer, and this work has risen to become one of the top two priorities of the entire organization”.*

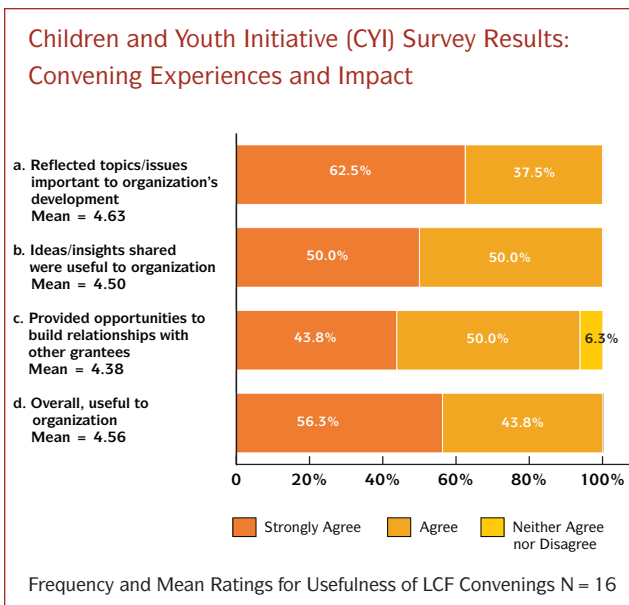


Figure 2

## TECHNICAL ASSISTANCE OUTCOMES

The April, 2009 survey also asked about the ways in which participation in the Initiative provided opportunities to connect with other funded community partners. The majority of respondents (88.9%) found opportunities to collaborate with other funded community partners through informal discussions about programs and services during the convenings. And, nearly three-fourths (72.2%) of funded community partners went a step further and engaged in phone, email and in-person conversations regarding programming and services outside of the convenings. While less frequent, a few funded community partners (approximately 25%) also reported sharing materials related to program/service delivery with one another and/or observing another grantee's programming to inform their organization's practices. In comments on the survey one respondent noted that participating in the initiative "feels like we're part of a larger effort," and another called out the uniqueness of the convenings, saying that LCF is "the only funder that has made such an effort to bring grantees together. It is helpful."

### Overall Impact of Being Part of the LCF Children and Youth Initiative

Respondents used a 1-to-5 scale

1 = Strongly Disagree; 5 = Strongly Agree

to express how being a part of the LCF Children and Youth Initiative has impacted their organization overall. Survey participants most strongly agreed (4.29) that their work with the initiative has increased their effectiveness with regard to programs and services supported by LCF funds. They also saw improvement in their ability to communicate the value of their program to funders (4.07). One Initiative grantee serving newly immigrated women of very low-income relayed that LCF funding and learning community activities allowed her organization to shift their work to focus on children 0-5, find and implement curriculum, and articulate their outcomes in a way that could not have done before. This strategic move was integral in the organization receiving a \$100,000.00 grant from their county's mental health services department. This funding represents a 40% increase in their total budget.

Participants were also asked to discuss their experience with the Latino Community Foundation and how it differed from their experiences with other funders. The key themes that emerged included: an appreciation for the program evaluation support provided by LCF, as well as, many comments about the personable staff. In providing feedback on what they would like to see more of, funded community partners said they liked the opportunities for collaboration with other funded community partners and wanted even more opportunities for networking and chances to expand their evaluation tool kit.

More than 3,600 Latino parents, infants, and children received health, educational and social services by LCF Children and Youth Initiative funded community partners. The number of individuals served exceeded expectations outlined in the organizations' grant agreements by nearly 1,000. As a result, the Initiative funded community partners made progress toward increasing the number of Latino children entering school healthy and ready to learn. In addition, the overall impact of the learning community in the first year was positive in that the topics and information provided were highly relevant and useful for funded community partners. One major focus of these collaborative activities was supporting the evaluation capacity of the Initiative's funded community partners. The impact of these activities, on the funded community partners, positively affected their awareness of evaluation tools and concepts. This facilitates a concerted effort between LCF and funded community partners to effectively measure the long-term goals of the Initiative and its impact in the community.

## ■ **Lessons Learned**

### **A Multi-Faceted Funding Model is Effective**

The Children and Youth Initiative multi-faceted model is still emerging. With a more explicit theory of change, grantee logic models linked to and clearly articulated specific targets, outcomes and quantifiable objectives; it has a strong foundation. The Initiative's commitment to providing funded community partners with technical assistance and training on program design and evaluation, exposing organizations to leaders in the field and to the latest research findings; and providing sustained and expanding funding – demonstrates hallmarks of an initiative soundly rooted in best practices. While time intensive the grantmaking plus technical assistance model has been shown to add value for funded community partners. Though only 16 months old, the Initiative has already had important and deep contribution to the community and has done so by means of a shared focus, a core set of strategies and clear outcomes.

### **Developing Relationships Adds Value**

Funded community partners report that working with the Latino Community Foundation is different from their work with other funders. Funded community partners have expressed gratitude for both the increasing rigor and confidence that LCF has demonstrated in their work with children 0-5 and their families. Organizations have expressed a capacity to grow and demand more of themselves. The evaluation consultants have noted a readiness among the funded community partners to better understand the theory behind their work and how best to increase and document impact, key indicators of progress.

### **Funding a Cohort Adds Depth**

Creating long-term sustainability among community-based organizations should not be based on funding alone, but in promoting and fostering deeper collaborations among organizations based on their strengths, capacity and resources. LCF intentionally funded a cohort of organizations that had many similarities:

- 1) primarily worked in the Latino community,
- 2) provided direct serves to Latino families with young children, and
- 3) represented specific established or emerging neighborhoods in the region.

This intentional funding design led to many similarities among the funded community partners, which in turn led to synergy and coalition-building among the group. Some funded community partners reported having contacted each other to learn more about their services and share resources. The Initiative's learning community has created an opportunity for funded community partners to develop and deepen relations among each other with the anticipation of sustaining the relationships beyond the Initiative. It is expected that in Year 2 of the Initiative changes will influence the cohort of funded community partners as there are 4 more funded community partners this year with a focus on teen pregnancy prevention, which changes the mix of LCF's community partners.

## FINDINGS

### ■ Recommendations

#### **Create Greater Opportunities for Further Support and Strengthening of Model and Impact**

All evaluation designs should evolve with program maturity and implementation. There are already indicators of this evolution. Funded community partners have requested technical assistance in the areas of

- 1) refining their specific evaluation tools,
- 2) exploring the use of best and promising practice models,
- 3) developing analysis frameworks for both quantitative and qualitative data and in some cases
- 4) engaging in curriculum development.

For Fiscal Year 2009-2010, jdcPartnerships will design and conduct a series of three 3-hour technical assistance (TA) sessions in which up to four funded community partners per session will participate. It is our experience and the feedback from the funded community partners that smaller more focused gatherings allow for individual community partner's attention and provides an opportunity for strengthened relationships. Each session will have different but clear learning objectives and related materials. This builds on the successful logic models sessions from Year 1. It is anticipated that much more will be learned in Year 2 of the Initiative as LCF is implementing a more rigorous evaluation framework.

#### **Deepen Understanding of Program Impact and Ability to Communicate Organizational Accomplishments**

Overall, The Initiative funded community partners succeeded in meeting or exceeding targets defined in their grant agreements. It is critical to note that the essential value of these efforts rests on how participants benefited from these programs. LCF community partners have the need to institute a process in which to effectively articulate how their models of service play in the transformation of the families and the communities they serve. This

analysis sheds light on the critical and difficult task at hand of measuring the immediate and long-term impact of both the Initiative and the funded community partners have. Thus, providing the tools to further maximize positive outcomes for participants, LCF should continue with efforts to engage funded community partners in opportunities to learn about best practices and evidence-based models/programs. These efforts will support funded community partners to explore the benefits of implementing these strategies and measuring progress in their programs. Funded community partners' ability to obtain funding beyond the Initiative can also be enhanced as they become more facile in articulating the ways in which their work aligns with these strategies.

In moving forward, there are opportunities to continue to strengthen these learning community activities to promote increased connections between funded community partners that can be continued outside of the convenings. Additionally, funded community partners have indicated that while the first year's activities strengthened their awareness of evaluation concepts and tools, support towards increasing the use and rigor of evaluation tools and measures can continue to build capacity among funded community partners. Increased evaluation capacity can also impact the extent to which funded community partners are able to attract funding from other sources. Maximizing organizational capacity among the funded community partners can lead to enhance service provision in the community with models that can measure success and long-term impact.

### ■ Bay Area Latino Demographics

The Initiative focuses on the economic, health, and educational outcomes of children and their parents because research demonstrates that these indicators deeply affect the ability of children to thrive. Below is a summary of key data to paint a picture of the community LCF's work impacts.

#### Demographics

In the San Francisco Bay Area Latinos represent twenty-one percent (21%) of the total population.<sup>13</sup>

Latinos represent a very young demographic group with a median age of 28; with the greatest growth among very young children, ages 0-5.

- Thirty-two percent (32%) of the 1.5 million children ages 0-18 living in the region are Latino.
- It is projected that by 2020, Latino children will represent 36% of the population.
- In 2007, there were approximately 161,000 Latino children 0-5 who live in the Greater Bay Area.<sup>14</sup>

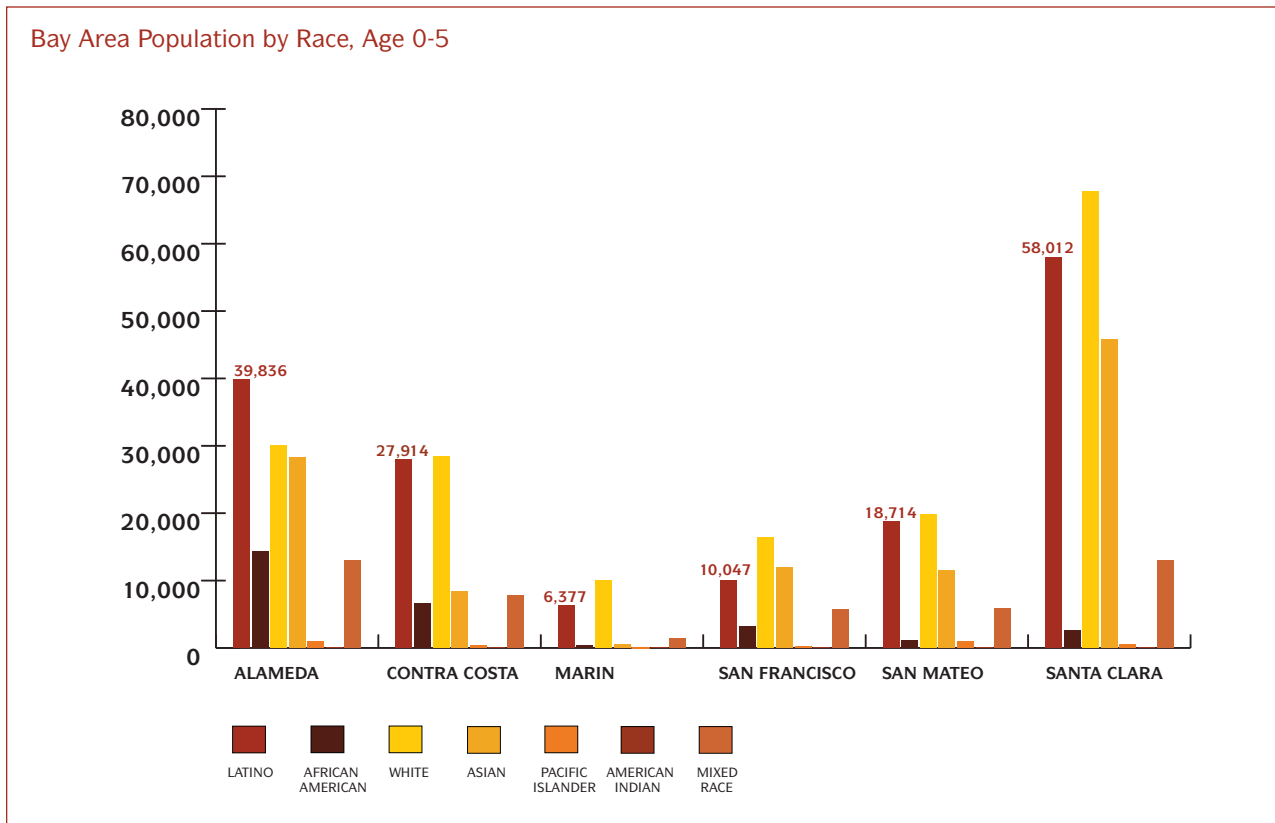


Figure 1 California Department of Finance, 2007.

13 Association of Bay Area Governments. Projections 2000. Retrieved from <http://www.abag.ca.gov/>

14 California Department of Finance. Population Projections by Race/Ethnicity, Gender and Age for California and its Counties 2000-2050. Retrieved from <http://www.dof.ca.gov/research/demographic/reports/projections/p-3/>

## APPENDIX

### Economic

An important indicator of student achievement is family income. Despite a high rate of labor force participation, most Latinos hold jobs that do not translate into higher incomes.

- The Latino median family income in the Bay Area is \$49,589 versus \$91,224 for non-Hispanic Whites, \$77,461 for Asian/Pacific Islanders, and \$40,951 for African-Americans<sup>15</sup>
- Sixty-four percent (64%) of Bay Area Latinos ages 16 and older were in the labor force, compared with 68% of non-Hispanic Whites, 64% of Asian/Pacific Islanders, and 61% of African Americans.<sup>16</sup>

- Ten percent (10%) of Latino families in the San Francisco Bay Area live below the poverty level.<sup>17</sup>
- One in five Latino children, ages 0-17, in the region lives in poverty.

### Health

Research suggests that children living in poverty often lack adequate nutrition and access to healthcare services.<sup>18</sup> Latinos continue to be one of the largest uninsured groups in the region and the State. Thirty four percent of the state's uninsured are Latino, compared to 13 percent White, 18 percent Asian, and 15 percent African American.<sup>19</sup>

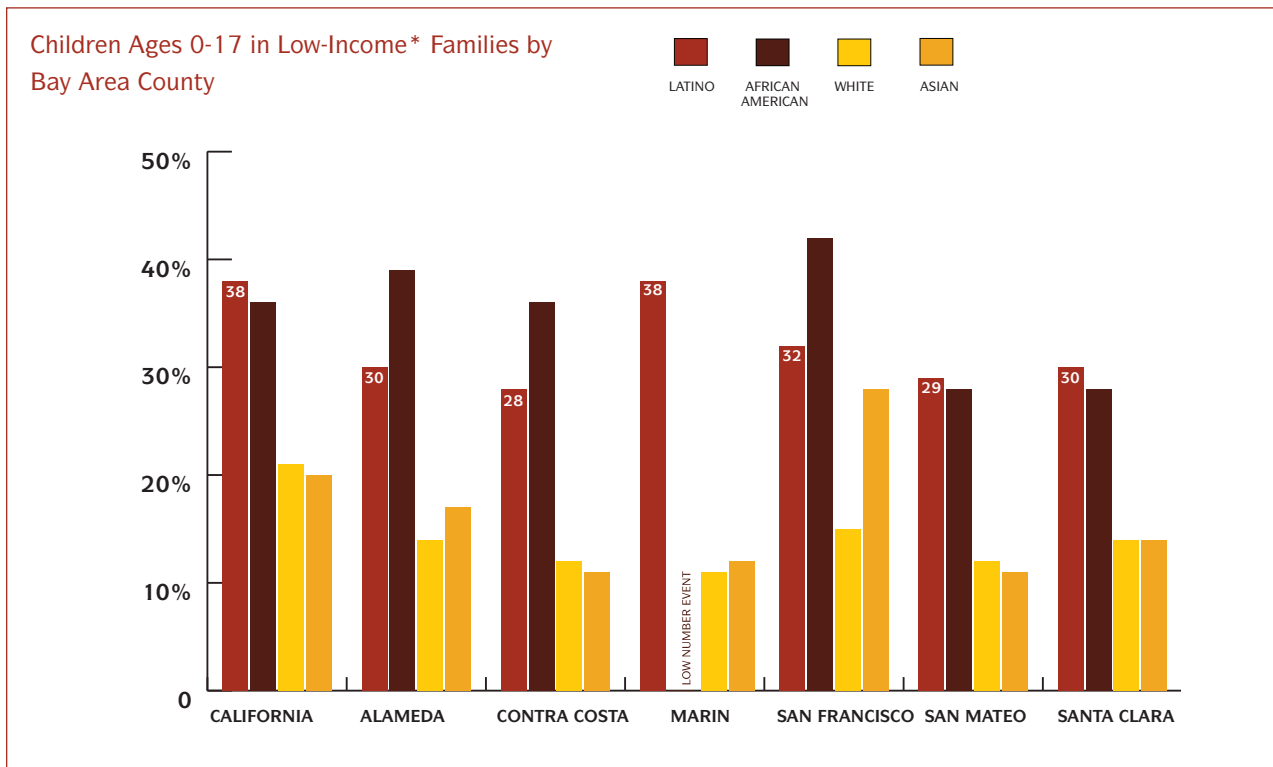


Figure 2 U.S. Census Bureau, 2005-2007 American Community Survey. Retrieved from <http://factfinder.census.gov/>

\*Families are considered low-income if they earn less than \$42,400 for a family of four; \$35,200 for a family of three per year according to the National Center for Children in Poverty (<http://www.nccp.org>) Basics Facts about Low-income Children: Birth to age 18.

<sup>15</sup> U.S. Census 2006.

<sup>16</sup> U.S. Census, 2000, Summary 3 File <sup>15</sup> U.S. Census 2006.

<sup>17</sup> U.S. Census, 2000, Summary 3 File

<sup>18</sup> *ibid.*

<sup>19</sup> Brown, R; Lavarreda, S; et al. The State of Health Insurance in California: Findings from the 2005 California Health Interview Survey. UCLA Center for Health Policy Research. July 2007.

This lack of health insurance can lead to inadequate or delayed care and ultimately poor health outcomes. In particular, Latinos delay pre-natal care, which has been shown to have a significant positive impact on birth outcomes and an important first step in ensuring children are healthy and ready to learn.

- Twenty percent (20%) of Latino children are uninsured in Alameda and Contra Costa Counties.<sup>20</sup>

### Pregnancy and Parenting among Teens and Young Adults

Births to teen mothers, in particular, is an area that deserves further investment as it poses greater challenges for children in these families.

In the Bay Area, Latinas have one of the highest teen pregnancy rates compared to other ethnic/racial groups.

- The teen birth rate for Latinas in the Bay Area is 59.8 per 1,000 births, whereas the birth rate among non-Hispanic white teenagers is at 8.1 per 1,000, African American teenagers at 35.5 per 1,000 and Asian teenagers at 5.1 per 1,000<sup>21</sup>
- In Alameda, Marin, San Francisco and Santa Clara counties, the pregnancy rate for Latina teens is well above 60 per 1,000; nearly five times the rate for Caucasian teens there.<sup>22</sup>

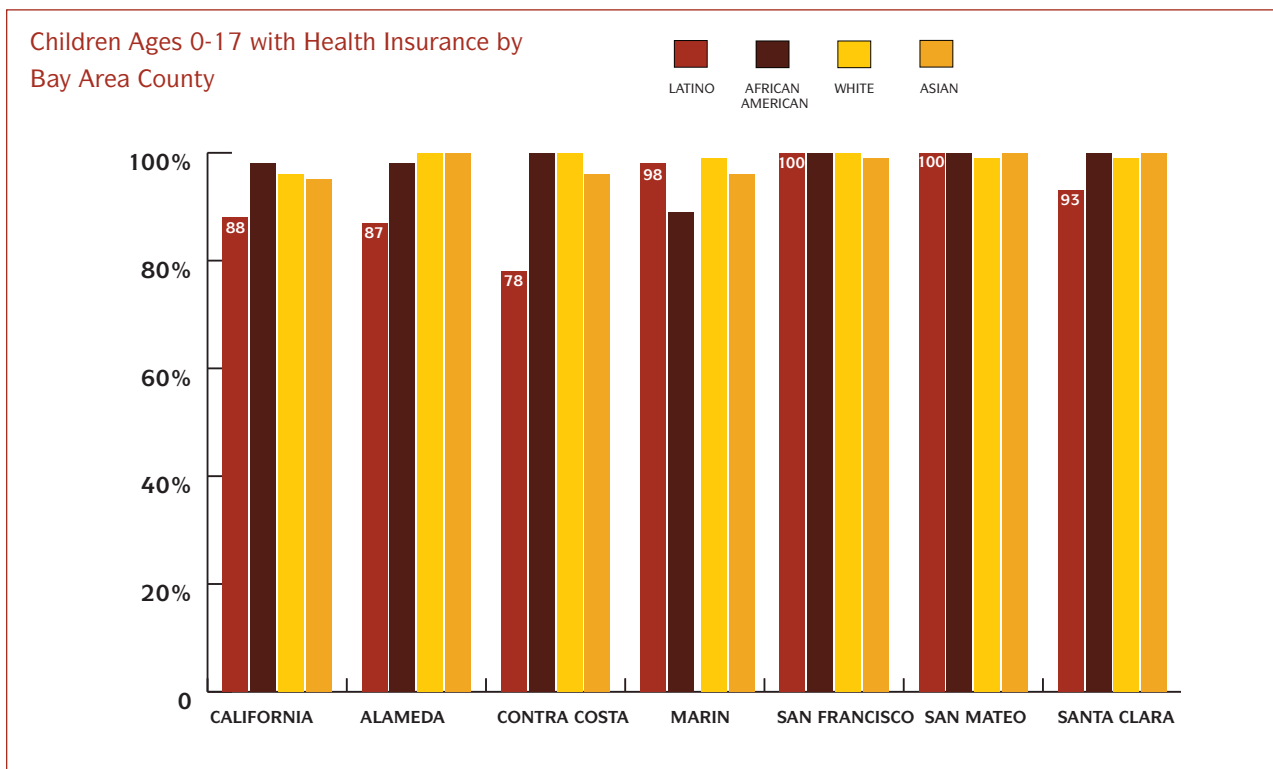


Figure 3 California County Data by Race/Ethnicity. Children Now. 2007. Retrieved from <http://publications.childrennow.org/publications/invest>

20 2007 California County Data by Race/Ethnicity. Children Now. 2007. Retrieved from <http://publications.childrennow.org/publications/invest/>

21 2007 California County Data by Race/Ethnicity. Children Now. 2007. Retrieved from <http://publications.childrennow.org/publications/invest/> 22 *ibid.*

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### Mothers with Early Prenatal Care, by Bay Area County

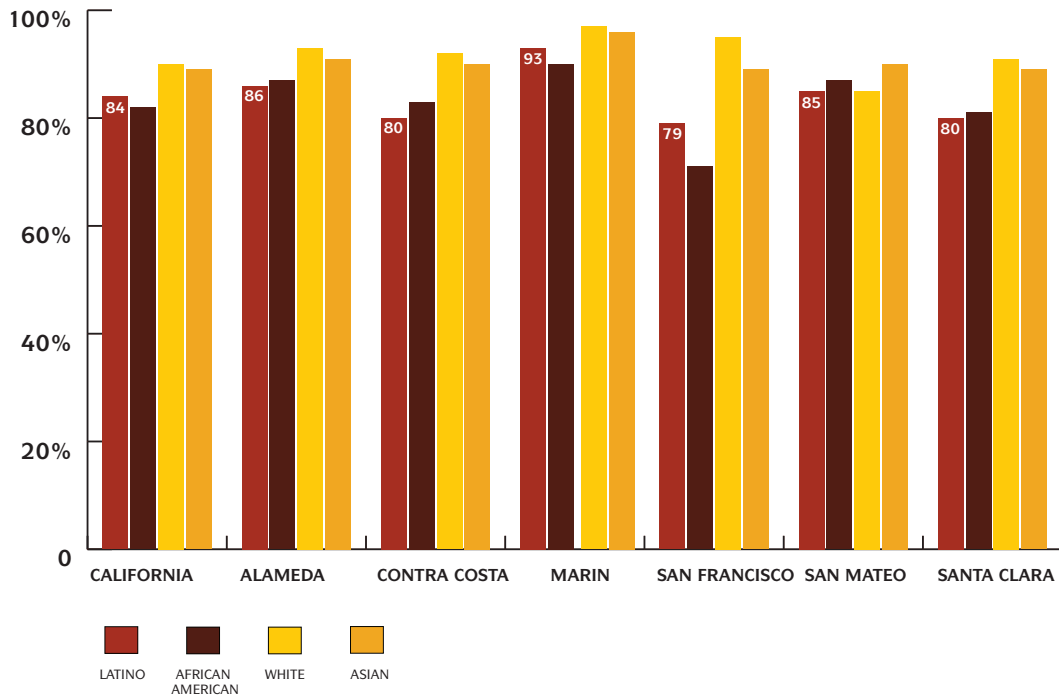


Figure 4 Data from County Data Book 2007 [www.childrennow.org](http://www.childrennow.org)

### Parent Education

Parents' educational status also has a direct impact on the educational success of young children. Parental education, particularly maternal education, is strongly linked to a child's cognitive development and academic performance.<sup>23</sup>

- In California, only 57% of Latinos over the age of 25 have earned a high school diploma, compared to 93% of non-Hispanic Whites.<sup>24</sup>
- In California, less than 50% of Latino children, ages 0-5, have a mother with a high school diploma.<sup>25</sup>

- According to a national survey, forty-two percent (42%) of Latino parents read to their pre-school aged children, compared to 64% of White parents.<sup>26</sup>

### Early Education

While most children attend preschool programs that prepare them for academic success, Latino children are the least likely of any ethnic/racial group to be enrolled in preschool or kindergarten. In the Bay Area, the enrollment of Latino children in pre-school programs varies greatly.

<sup>23</sup> Magnuson, K. et. Al. Increases in Maternal Education and Young Children's Language Skills Merrill-Palmer Quarterly - Volume 55, Number 3, July 2009, pp. 319-350

<sup>24</sup> U.S. Census Bureau, 2000, Summary File 3

<sup>25</sup> California Department of Education, Educational Demographics 2005-2006.

<sup>26</sup> Harvard Family Research Project, Research Digest, "Young Latino Infants and Families: Parental Involvement Implications from a Recent National Study", June 2007. Retrieved from <http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/infants>

Teen Birth Rates per 1,000 Births, Ages 15-19,  
by Bay Area County

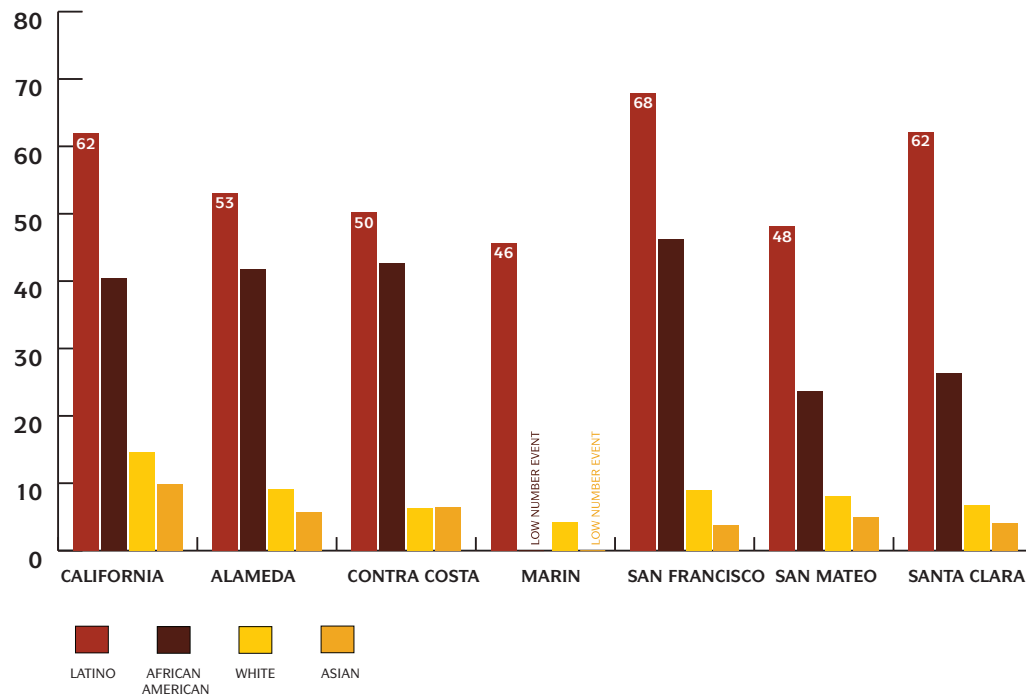


Figure 5 www.Kidsdata.org, 2007

- In San Francisco County, 24% of Latino Children are enrolled in pre-school; one of the lowest in the Bay Area.<sup>27</sup>
- Forty percent (40%) of Latino children are enrolled in pre-school programs in Alameda, Contra Costa and Santa Clara counties.<sup>28</sup>
- Seventy-one percent (71%) of Latino children are enrolled in pre-school in Marin County and 61% in San Mateo County.

Research findings from First 5 California's 2004 Kindergarten Entry Profile (KEP) assessment found that:

- 1) children's health, preschool participation, family literacy and parental concerns are all linked to children's outcomes and
- 2) parental education and support services promote activities that lead to increased school readiness.<sup>29</sup>

27 Harvard Family Research Project, Research Digest, "Young Latino Infants and Families: Parental Involvement Implications from a Recent National Study", June 2007. Retrieved from <http://www.gse.harvard.edu/hfrp/projects/fine/resources/digest/infants>  
 28 Children Now. 2007 California County Data Book: Data by Race/Ethnicity. Retrieved from <http://publications.childrennow.org/publications/invest/>

29 Shari Golan, Donna Spiker, and Carl Sumi, "Family Support Services Promote School Readiness," Harvard Family Research Project, Harvard Graduate School of Education (December 2005): 1.

## APPENDIX

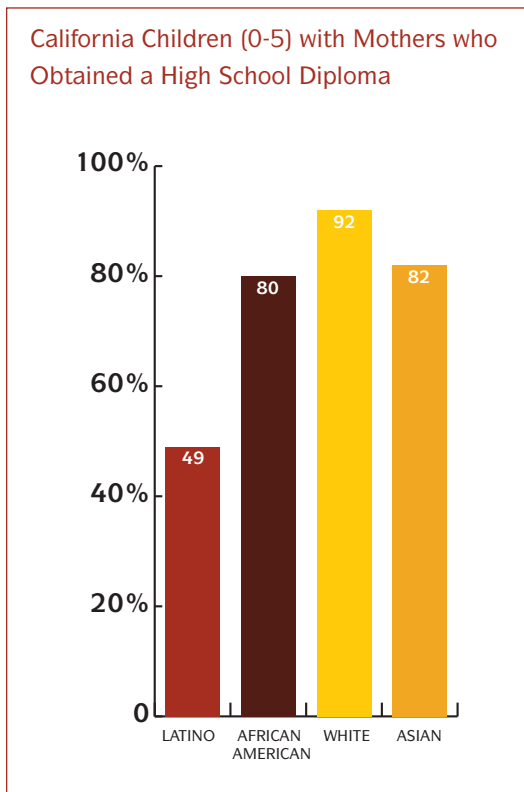


Figure 6 Data Obtained from Reed, D. Public Policy Institute of California. California Counts: Population Trends and Profiles Vol. 6, No. 3 February 2005.

The lack of school readiness among Latino children may contribute to the lack of reading proficiency among third graders. As of 2008, only 24% of Latino children in the third grade scored at or above the 50th percentile on the reading sections of the California Achievement Test, and only 5% of Latinos scored at the advanced level in comparison to 6% African-American, 27% of Asian and 22% of White third graders.<sup>30</sup> In the Bay Area, the reading levels of third grade Latino students reflects that of the state.

<sup>30</sup> 2008 California Standardized Testing and Reporting (STAR) Report. Retrieved from <http://star.cde.ca.gov/star2008/>

### High School and College Outcomes

The indicators mentioned above have a direct effect on school outcomes. According to the Public Policy Institute of California, by 2025 California state employment will reach almost 20 million jobs, a 30% increase from 2005. This employment growth will shift away from manufacturing jobs to service-related employment that will increase demand for college-educated workers. Currently, the majority of Latino youth in the Bay Area are not prepared to for and do not attend college:

- Twenty-five percent (25%) of Latinos drop out of high school in the Bay Area.
- Twenty-five percent (25%) of Latino high school graduates meet state level college entrance requirements, compared to 22% for African-American, 50% for White and 70% for Asian American students.<sup>31</sup>
- In the Bay Area, 21% of Latino men and 28% of Latinas were enrolled in a four-year college.<sup>32</sup>

<sup>31</sup> Children Now. 2007 California County Data Book: Data by Race/Ethnicity.

<sup>32</sup> Population Attending College Report. California Postsecondary Education Commission. Retrieved from <http://www.cpec.ca.gov/Student-Data/AttendReport>. 2008

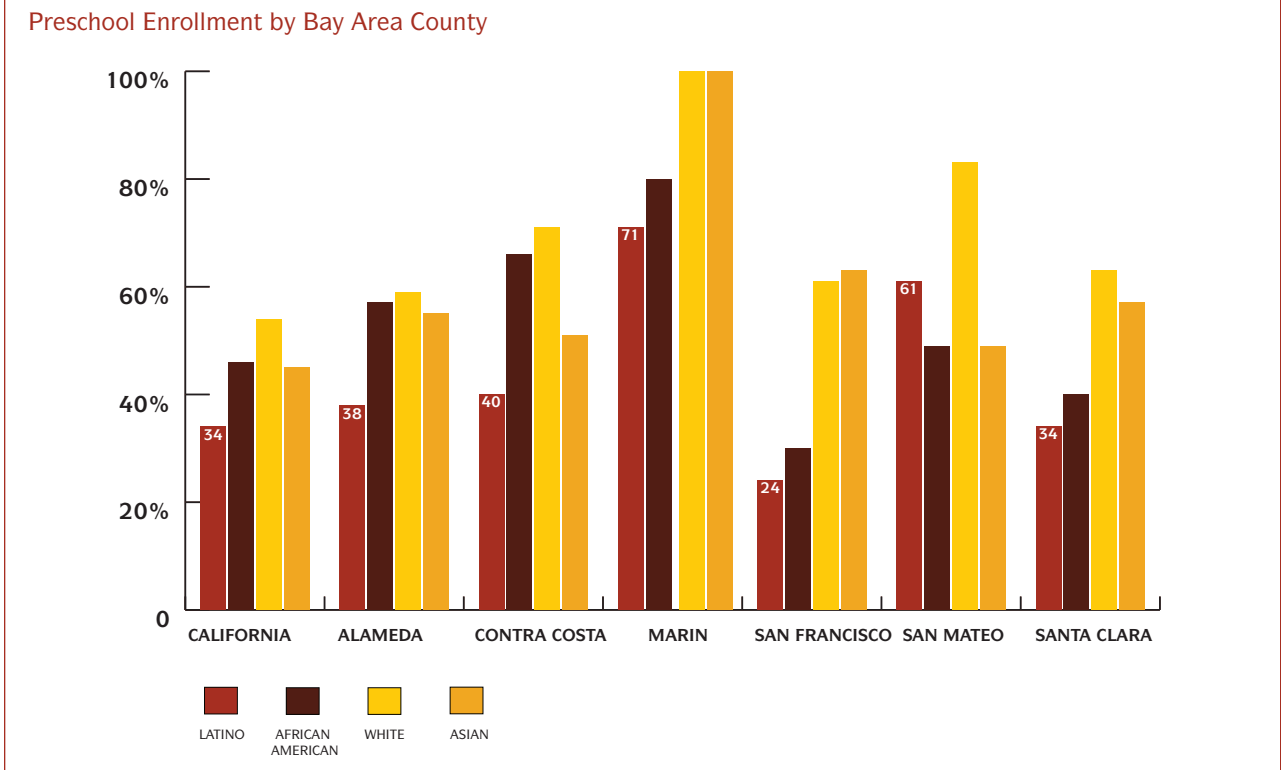


Figure 7 County Data by Race/Ethnicity. www.ChildrenNow.org, 2007

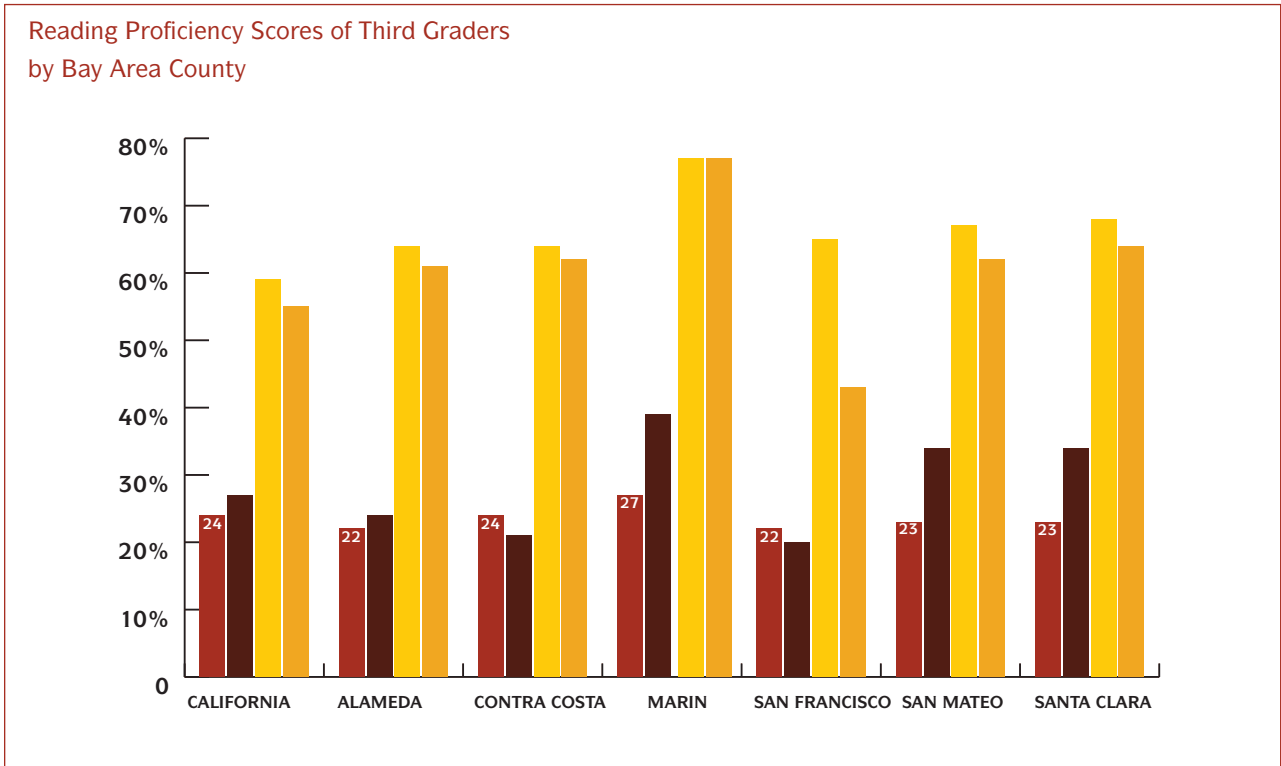


Figure 8 County Data by Race/Ethnicity www.ChildrenNow.org, 2007

# APPENDIX

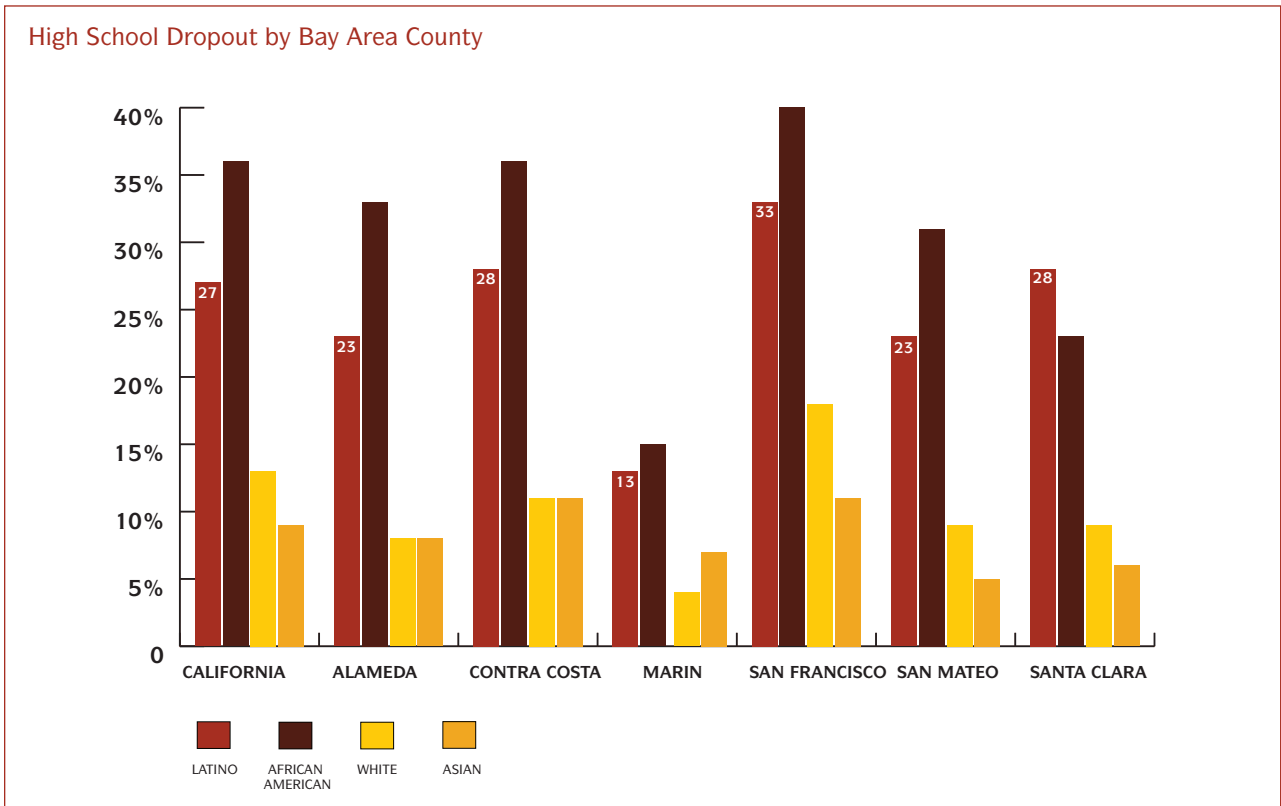


Figure 9 www.Kidsdata.org, 2007

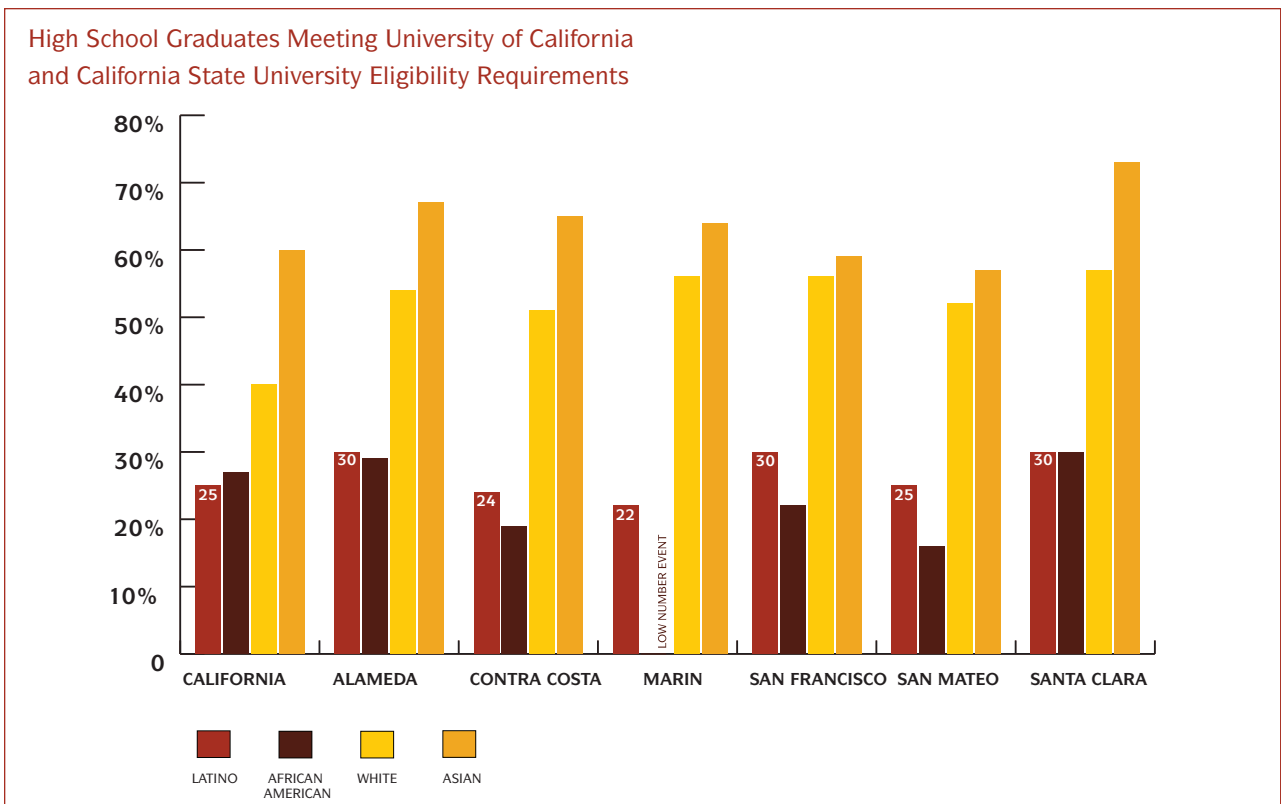


Figure 10 www.Kidsdata.org, 2007

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