

Hayward Promise Neighborhoods Partnership Project Narrative

1. Need for Project

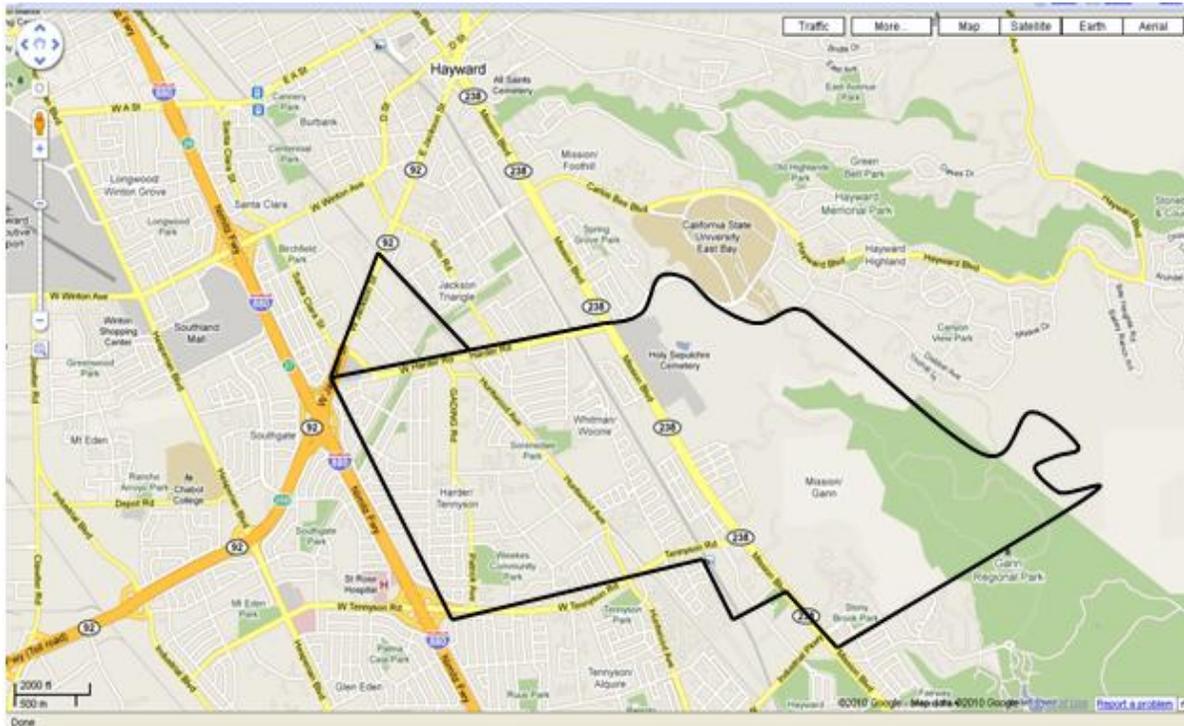
The Hayward Promise Neighborhoods Partnership (HPNP) is comprised of multiple collaborative partners that will serve a neighborhood called Jackson Triangle and the broader South Hayward community in the city of Hayward, California. Hayward is located in Alameda County and lies in the heart of the San Francisco Bay Area. The area faces challenges from low levels of academic achievement, high crime, a high proportion of children living in poverty and a population with poor health, and limited English proficiency. Despite these negative descriptors, the neighborhood and broader South Hayward community shows a desire to learn and refers to itself with pride as the most diverse community, in the most diverse County, in the most diverse State in the country. It is a gateway community for new immigrants wanting to achieve the American Dream and a neighborhood wanting to fully participate in the American economy.

i. Magnitude or severity of the problems and (ii) Description of the geographic area

The South Hayward community, roughly the 94544 zip code includes an estimated 73,259 residents (2000 Census count was 72,984) and covers about 4.5 square miles (Figure 1). The Jackson Triangle neighborhood lies at the northwest corner and is bounded by Jackson, Harder and Huntwood Streets. The community's pride in diversity stems from a no-ethnic-majority population: 39% Hispanic, 26% White, 18% Asian, 10% African-American, and 19% "Other". HUD Income Guidelines designate most of South Hayward and virtually all of the Jackson Triangle as Low-Income Target Areas, meaning 51% or more of the households can be defined as at Low to Extremely Low Income levels. The median household (\$60,689) and family income (\$68,619) for the broader area of Hayward residents is well below that of Alameda County (\$70,079 and \$85,802 respectively) with 36% of children under six years of age living below the poverty line. Students in the Hayward Unified School District (HUSD) schools share these demographic patterns. Schools of focus in South Hayward public schools—Harder Elementary (the Jackson Triangle service area), and Cesar Chavez Middle and Tennyson High Schools (Tennyson service area)—serve 2,900 students. The majority of students are of Hispanic

ethnicity (59% Hispanic, 15% Asian/Filipino, 13% African-American, and 6% White), Spanish-speaking (85%), and low-income (61% qualify for free/reduced lunches). Over one-third (35%) are English Learners.

Figure 1. The HPNP South Hayward Community



Academic Need. Students in Hayward schools generally perform below county and state averages in academic achievement, with HPNP schools in a particular state of distress. Harder is persistently low-achieving and Cesar Chavez and Tennyson are low-achieving as defined by the Promise Neighborhood (PN) grant. On April 28, 2010 the HUSD Board of Education officially adopted intervention models for two HPNP schools. After a series of public input sessions, HUSD adopted a Transformation Model at Tennyson and a Turnaround Model at Harder. Data in the 2009 HUSD Accountability Progress report and the School Accountability Report Cards (SARC), adequate yearly progress (AYP) markers at Harder, Cesar Chavez, and Tennyson point to several areas in which intervention is warranted.

- *Progress Meeting AYP Criteria:* All three schools have failed to meet the AYP criteria set for their particular school. Harder is in Program Improvement Year 5.

- *Participation Rate for State Assessment Tests:* In 2009 Tennyson did not meet AYP participation rate targets for school-wide and for SES students, and did not meet the AYP participation rate in Mathematics for SES students.
- *Graduation:* Although Tennyson met the 2009 AYP graduation requirement through the average two-year change process, its graduation rate is consistently the lowest of the three HUSD comprehensive high schools and lower than district and county averages. Indeed, the graduation rate for Tennyson *declined* from 85% in 2008 to 80% in 2009 (the current AYP target is 83%) while the *dropout rate increased* 5% from 2007-2008 to 19%.

Achievement Gaps for All Students and for Significant Student Sub-Groups. The majority of students at the target schools perform poorly when compared to students in other California schools. Table 1 outlines student proficiency levels for *all* students at each of the sites in the core subjects of English Language Arts (ELA), math and science as compared to schools in Alameda County and the state. In addition, at Tennyson, only 34% of 10th graders scored proficient in ELA on the high-stakes California High School Exit Exam (CAHSEE).

Table 1. Student Achievement #/% at Target Schools (2008-2009)

	Harder Elem.	Cesar Chavez Middle	Tennyson High	HUSD	Alameda County	CA
% ≥ Proficient ELA	126 25%	203 35%	308 27%	5,743 36%	86,959 55%	2,339,537 50%
% ≥ Proficient Math	186 37%	220 38%	120 11%	5,060 32%	76,132 49%	2,095,416 46%
% ≥ Proficient Science	15 14%	124 42%	92 23%	1,507 33%	24,775 54%	700,979 50%

A wide achievement gap for several student sub-groups is also indicative of the HPNP neighborhood. Hispanic/Latino and African-American students, English Learners, and Students with Disabilities have lower test scores than other student groups, and, in the case of

Hispanic/Latino students, higher dropout rates as well. Only 31% of Hispanic/Latino students, 34% of African-American students, 26% of English Learners, and 22% of Students with Disabilities meet statewide targets for proficiency in ELA and only 36% of Hispanic/Latino students, 29% of African-American students, 36% of English Learners, and 22% of Students with Disabilities meet statewide targets for proficiency in Math. Further exacerbating the issue is that parents of HPNP students have low educational attainment compared with parents countywide: only 22% of Harder parents, 14% of Cesar Chavez parents and 15% of Tennyson parents hold college degrees, significantly lower than the 48% county average, underscoring the need for a college-going culture in the community.

Family and Community Support Need - School Climate and Student Engagement Data. School climate and student engagement are major concerns in the target schools. Tennyson has the highest 2008-2009 truancy rate (27%) of the three HUSD comprehensive high schools and the second highest high school suspension rate (11%). Truancy is also high in the HPNP elementary and middle schools, and stands at 89% at Cesar Chavez. Further, the number of suspensions for Harder Elementary jumped 60% from 2006-2007 to 2008-2009. The majority of the suspensions at both Cesar Chavez and Tennyson were for violence or drug-related incidents.

Community Health and Safety. The HPNP community contains a large concentration of residents exhibiting poor health outcomes and high rates of crime and violent crime. The Alameda County Public Health Department (*HUSD 2009 Compilation for School Health Needs Assessment Report*) finds that fitness levels among Hayward children and adults are shockingly low, with 2009 California Fitness Tests results showing 83% of HUSD 9th graders are “physically unfit.” Further, Hayward’s poor health indicators are among the highest in the county with (for example) 45% of HUSD students being overweight compared to 30% countywide. Hayward leads the county in diabetes-related hospitalization and mortality and ranks fourth in heart disease mortality. In addition, asthma rates are higher for Latinos and African Americans than the norm for the county (Alameda County Health Dept, 2005-07). The highest rates of asthma hospitalization (inpatient and emergency) occur in infants and children,

ages 0-4, with rates likely to increase with the construction of the new Russell City power plant 2 miles from the HPNP neighborhood.

A community survey conducted in 2009 by the South Hayward Neighborhood Collaborative (SoHNC) showed that HPNP residents thought violence was a serious problem, with it often taking place at Tennyson Park - adjacent to Tennyson High School. Fighting and vandalism were the most common forms of violence cited, followed by gang violence and bullying. Sadly, residents reported that the most violence happens to youth under age 25. Their sentiments are confirmed by the high number of juveniles on probation in the HPNP neighborhood (3.01-3.74 per 1,000). Residents identified the primary causes of violence were related to: 1) gangs/turf issues; 2) alcohol use/abuse; 3) drug sales/use; and 4) lack of money or jobs.

iii. Gaps and Weaknesses to be Addressed

Available data indicate several gaps or weaknesses that need to be addressed by the HPNP. During the planning period, existing data and indicators will be augmented, built upon, and analyzed by key stakeholders in forming a Comprehensive Neighborhood Revitalization Plan (CNRP) for strategies and interventions to improve outcomes for Jackson Triangle and South Hayward children and to revitalize the neighborhood. *A priori* examples of academic strategies suggested by these indicators include:

- Focus on improving instruction and student performance in ELA and Math
- Provide extensive support services for English Learners
- Expand college and career readiness activities
- Extend enrichment and student activities in the schools to create a positive and safe school community that is free from gangs, drugs and crime
- Structure activities to promote student engagement and fellowship among and within the diverse groups of students and parents
- Provide on-site family literacy activities
- Increase nutrition and physical fitness awareness

Given South Hayward’s location in the heart of the Bay Area’s thriving biotechnology and information technology hub, it seems natural to link increasing academic success and the neighborhood’s revitalization to community-based service learning and a science, technology, engineering and math (STEM) context for building academic skills. Service learning is growing rapidly nationwide because of its powerful impact on young people and their development. Service learning interweaves students' personal and social growth into their academic and cognitive development. When learning and service are focused on a specific community, such as South Hayward, it can revitalize a neighborhood and create a strong sense of community. When learning and academic skills are placed within a regional context, HPNP students must be prepared to meet the 21st century skill requirements of Bay Area biotech and technology firms. Unfortunately, math and science proficiency levels in HPNP schools are woefully low and lie far below county and state averages (Table 1). In addition, computer availability in HPNP schools (Table 2) suggests that student technological skills might be lagging. These indicators suggest HPNP students will not fare well in the Bay Area economy of the future.

Table 2: Technology Available (2008-09)

	Harder Elem.	Cesar Chavez Middle	Tennyson High	HUSD	Alameda County
# Computers	57	100	443	3,795	51,926
# Students per Computer	12.1	6.3	3.6	5.8	4.1
# Classrooms with Internet	34	35	92	1,041	12,113

Both the school district and community seem poised to move students into the 21st century economy, with an important HUSD goal being to upgrade existing technology. Specific priorities include software to support Harder’s bilingual alternative model, upgrades to Tennyson’s Multimedia Lab so students are exposed to state-of-the-art applications in the field of digital media and multimedia, and specific technologies to enhance learning for students with physical, developmental, and/or learning disabilities in all HPNP schools. These efforts align

with the Eden Youth and Family Center's (an HPNP partner) after-school, drop-in Eden Clubhouse program, which provides access to computer technology and resources to youth to work on projects involving 3D animation, video, robotics, music and graphic design. Efforts also align with and may be augmented by our School2Home HPNP partner, which pledges to incorporate digital literacy and broadband into a comprehensive set of strategies and services to transform the neighborhood and support the local neighborhood schools. In addition, California Emerging Technology Fund (CETF), which houses School2Home, will convene, facilitate and pay for "learning community" meetings and process (for broadband integration into neighborhood transformation) among all of California Promise Neighborhood grantees to help accelerate the deployment and adoption of broadband to unserved and underserved communities and populations.

2. Project Design

i. Building the Continuum

The HPNP is based on the premise that poor school performance can ultimately be traced back to distressed communities, which suggests that school performance is affected by multiple factors that are rooted in economic poverty and social inequality. These socio-economic factors affect experiences, perception of an event, coping skills, social support and an individual's vulnerability to stress, which make individuals more likely to experience multiple adversities that directly affect their behavior and capacity for resilience (Sherrod *et. al.*, (Eds.). *Stress, Risk and Resilience in Children and Adolescents: Processes, Mechanisms and Interventions*. Cambridge University Press, 1996). Toddlers and young children are particularly vulnerable to poverty-induced parental stress because their brain development can be adversely affected. Children with strained bonds of attachment not only experience greater rates of failure in cognitive tasks but also struggle to acquire social emotions such as empathy, compassion, cooperation and patience. These deficits put many children at risk for continuous academic failure and delinquency throughout grade school and high school. While conventional wisdom for many decades identified the achievement gap as a school problem, the persistent disparity between poor and middle class African-American and Hispanic students and White and Asian students suggest

other factors are at work (Robert Evans “Reframing the Achievement Gap”, *Phi Delta Kappan*, May 22, 2005). For example, Black and Hispanic children tend to start school at least a full year behind others in reading, change schools. They also experience a higher rate of parental divorce or abandonment, have significantly lower birth weights and experience more negative attitudes about positive school experiences from peers. As well, low-income students experience a summer regression in academic progress.

We believe that our HPNP can succeed by reframing the relationship between students, schools, parents and the community. The community will no longer be viewed as an external entity where negative forces are held at bay, but rather as intrinsic to the educational process. We subscribe to John Dewey’s conception (in *Democracy and Education*) that schools are the nucleus of the community that educates and provides life experiences for all its citizens. Children are more likely to reach their potential if they receive enriched experiences that build on their capacity to take the initiative and develop a well-defined sense of individual efficacy. In so doing, children view themselves as agents of their own actions that have consequences for other people. Eventually, children are able to attain a level of reflective self-consciousness in which attention, memory and self-regulation play important roles in guiding their behavior.

This framework (our “theory of change”) therefore grounds our theory of action in the premise that the milestones of early development crucially affect the quality of subsequent developmental processes and that an action agenda must enlist parents, educators and community leaders in concerted and coordinated efforts to guide student development towards the acquisition of positive and sustainable behaviors. Our developmental emphasis gives rise to a cradle-to-career framework that builds academic and student, family, and supports to improve outcomes in South Hayward, including the Jackson Triangle, by producing a continuum of seamlessly integrated solutions and supports to help the South Hayward children and neighborhood achieve Partnership-established milestones, as reflected in the HPNP vision, mission, and goals:

Vision: All children growing up in South Hayward will 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 or post-secondary training and career.

Mission: Create a world class system cradle-to-career education and support system to ensure every South Hayward student will succeed in 21st century careers.

Goals: Every South Hayward child will:

- Be prepared for school
- Be supported in and out of school
- Succeed academically
- Be enrolled in post-secondary education, including workforce training
- Graduate from post-secondary education/training and enter a productive career

The framework, vision, mission and pathway orientation of the goals are illustrated in Figure 2, which shows the project's focus on a continuum of services and supports coordinated along a pipeline so that South Hayward's youth can develop the academic skills needed at each stage of development and move into a productive career. Although the milestones are merely illustrative of those the HPNP might identify as indicators of success after the needs assessment, they show how community support and academics work together to produce a thriving community and productive citizens.

HPNP's Cradle to Career pipeline draws from Dewey's notion of schools as a nucleus in a community that provides educated and provided life experiences for all citizens. Figure 3 shows how we envision the school's centrality in the community. At the heart of support is the family/caregiver, with the school and its programs supplying the first layer of community support. Supporting the school's efforts are neighborhood and community programs, which are in turn supported by external (to the neighborhood) stakeholders.

Figure 2: Student's Roadmap to Success: Illustrative Milestones

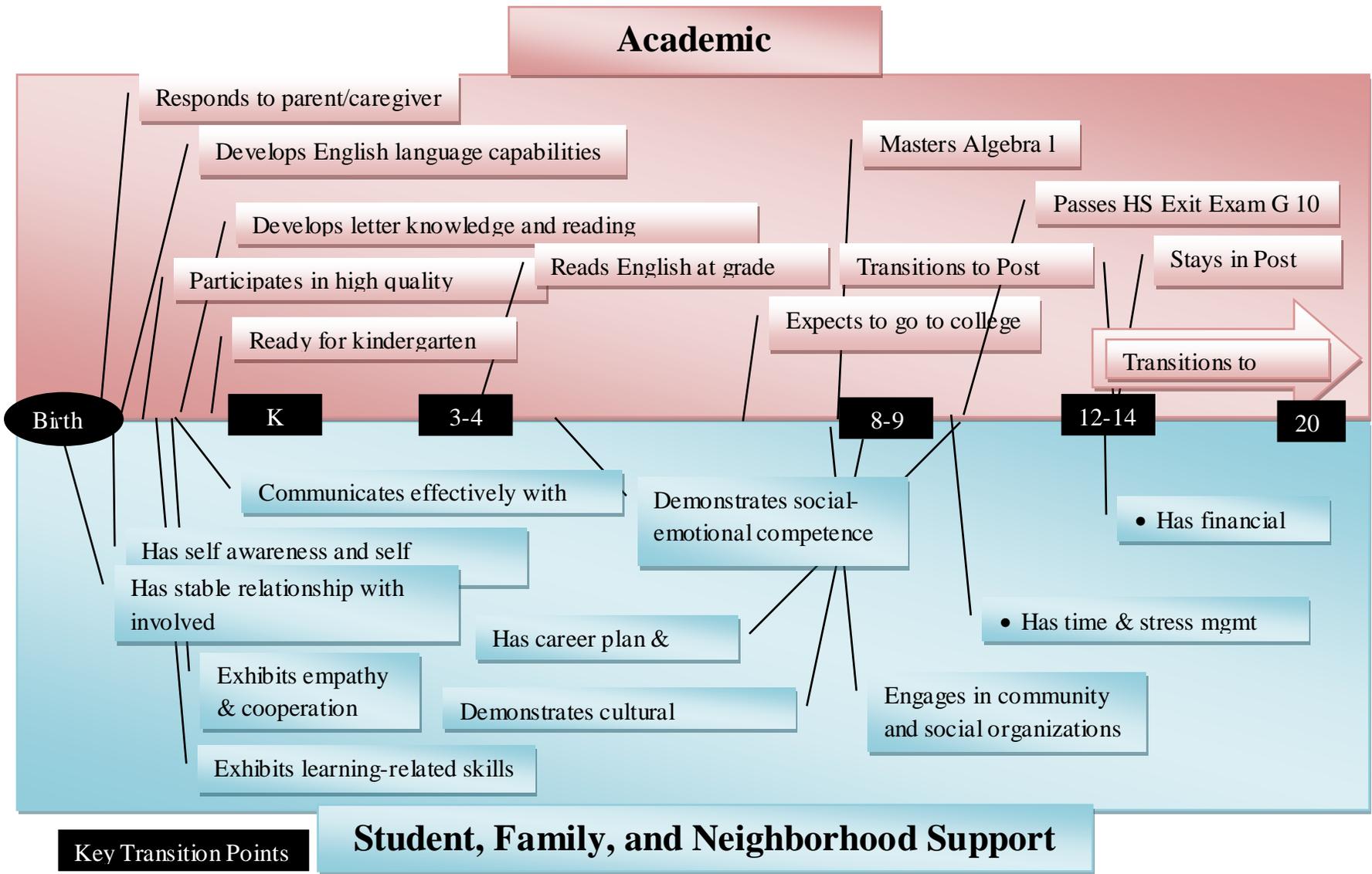
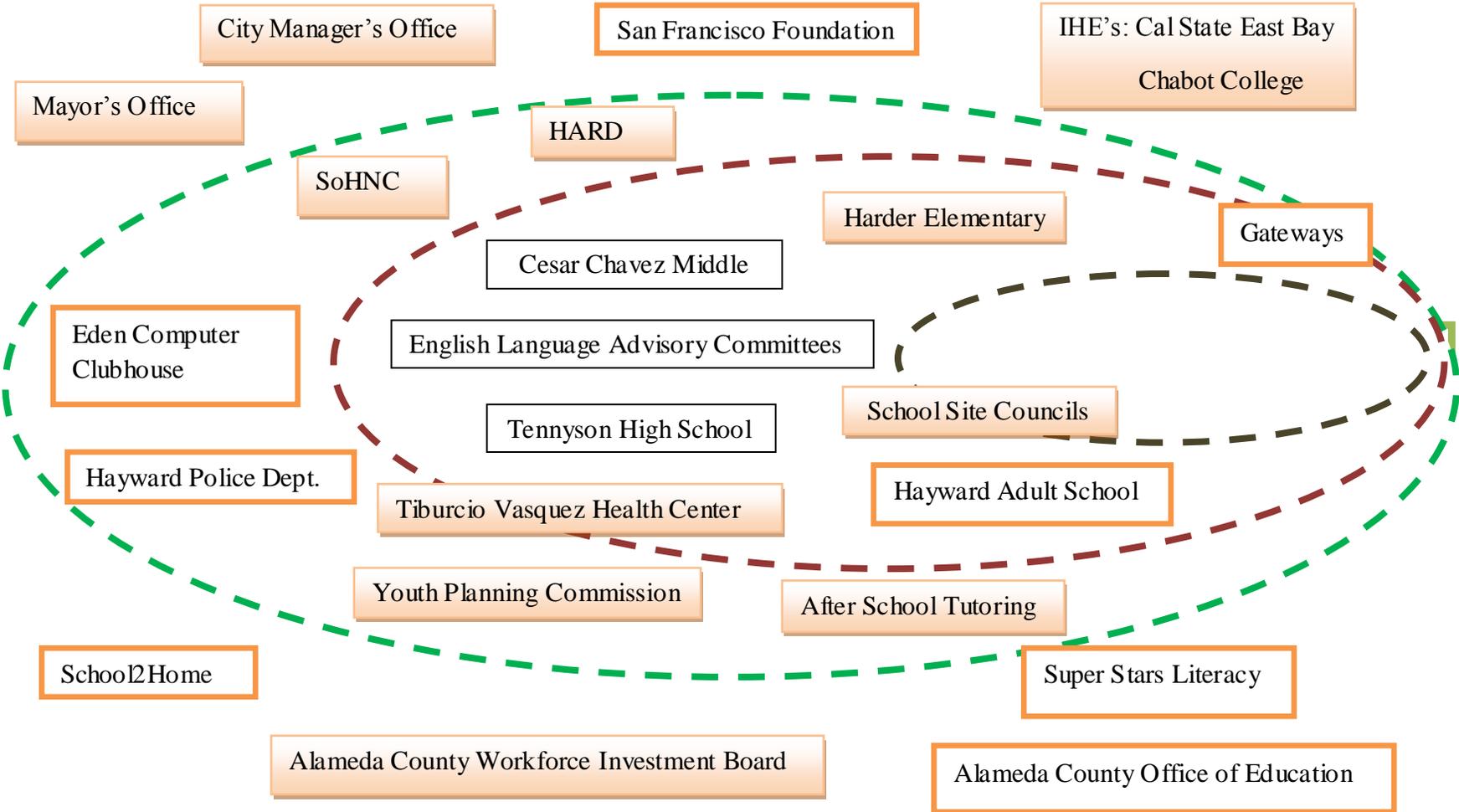


Figure 3: Neighborhood and Community Support for Success



Key:

- Family and Caregiver support
 - School support
 - Community/Neighborhood support
- | | | |
|---|---|------------------------|
| Partners on Advisory Board or Management Team | Partners committed to participate in planning | Participating Partners |
|---|---|------------------------|

ii. Plan to Build the Continuum of Solutions for Significant Improvements

The HPNP will work closely with an Advisory Board to identify a continuum of solutions to improve on these outcomes. The Advisory Board will provide technical assistance to the Management Team (both discussed in Section 5), especially with respect to 1) development and implementation of a needs assessment that will further identify areas in need of targeted solutions, 2) development of a continuum of *evidence based* solutions and 3) development of a Comprehensive Neighborhood Revitalization Plan (CNRP) that focuses on the Jackson Triangle neighborhood for first tier interventions and the broader South Hayward community for second tier interventions.

In developing the CNRP, the Advisory Board will identify task forces comprised of parents, residents, service providers and content experts in the relevant subject areas. It will make specific linkages with the English Language Advisory Committees and parent groups at Harder, Cesar Chavez and Tennyson schools and member organizations of the SoHNC to ensure that HPNP's work is aligned with other efforts in the community. For example, HUSD was recently awarded an AmeriCorps grant expressly designed to develop Parent Centers at every HUSD school. AmeriCorps members will help support the schools by increasing parent engagement and by empowering parents to be more active in their children's education and the governance of their neighborhood schools. Even in advance of implementation, AmeriCorps members at our target schools will play an active role in the HPNP planning process, helping to convene parents, providing childcare and food for meetings and ensuring that all materials and meetings are accessible to all of our major language groups. Further, task force meetings will have Spanish language translators on hand and all recruiting materials and plans will be translated into Spanish. Our heavy emphasis on Spanish translations should ensure participation from that community, especially since our priority in hiring translators will be neighborhood residents. We will stay attuned to the need to translate materials into other languages, will hold all meetings in wheel chair accessible locations, and provide sign language translators, as needed.

The task forces will prepare development plans that (at a minimum) 1) focus on education and youth development, economic revitalization, and safety, 2) address special needs populations (e.g., disabled, English learners, youth reentering the community from juvenile detention), and 3) will be incorporated into the CNRP. Each task force will be charged with mapping out strategies and selecting best practice models for program implementation in the subsequent years. The work of each task force will be supported by Andrea Wilson, the Partnership Manager (PM) from HUSD and Hatchuel Tabernik & Associates (HTA, htaconsulting.com), who will ensure that the task forces have access to currently available local data, that they are aware of, use, and integrate best practice models, and that they address special needs populations.

The *education and development task force* will draw from representatives from California State University East Bay (CSUEB), Chabot Community College (Chabot), HUSD, the Community Child Care Council of Alameda County (4Cs), the Alameda County Workforce Investment Board (ACWIB), Eden Area Regional Occupational Programs (EAROP), and other representative stakeholders, as discussed above. They will prepare an educational and child/youth development plan that 1) designs strategies to improve the outcomes of children and youth in the South Hayward neighborhood, including early childhood education, K-12 education, college going and success, and 2) identifies ways in which partners and programs can help to support program implementation.

In addressing the pressing safety issues for the Jackson Triangle neighborhood and South Hayward community, a safety task force will prepare a development plan in collaboration with school administrators, the Hayward Police Department (HPD), the HUSD after-school staff, the Deputy Sheriffs' Activities League, the Alameda County Youth Reentry Planning Team, and the Public Health Department. There are a wide variety of safety issues that plague the community, so the safety task force will be supported to prioritize these issues and to identify best practice solutions for the priorities we will undertake in the HPNP implementation.

The CNRP will also include an economic conditions development plan that addresses revitalization for the Jackson Triangle neighborhood and South Hayward community. This planning process will draw on the expertise of the partners shown in Figure 3, HTA, CETF School2Home, and other relevant stakeholders to ensure that relevant local data for economic revitalization is available to the task force and that their process is effectively facilitated and inclusive of local residents, parents, and community based organizations with roots in the South Hayward community.

The task forces will report to the Advisory Board. After they have completed their planning process, they will provide the Advisory Board with a plan on their findings and on best practice models that they recommend for the implementation in South Hayward. The Advisory Board will review these recommendations in a “retreat” planning session that will give the group sufficient time to consider 1) the work that has been done by the task forces, 2) the practicality and sustainability of their recommendations and 3) whether the recommendations are based on evidence. This process will also take into consideration how the proposed strategy aligns with other county and city plans – with an emphasis on leveraging existing resources and political/social capital to increase chances for success and sustainability.

It is also important to remember that our primary target school, Harder Elementary, is already implementing the Transformation Change model due to its persistent low-performing status. A new principal, Dr. Hector Garcia, who most recently directed the curriculum and instruction department at the Alameda County Office of Education (ACOE), has been recruited to replace the existing principal. Dr. Garcia will be a key participant in the Advisory Board and his designee and ACOE will sit on the educational and child/youth development task force.

In addition, to improving instruction and instructional leadership, we expect to develop a plan for transitioning Jackson Triangle children from preschool to kindergarten, from 3rd to 4th grade, from 8th to 9th grade and from 12th grade to postsecondary education. Developing these critical transitions and providing support for neighborhood children across all five grade spans will be at the core of our planning year focus on education. The needs of special education

students and English learners will be specifically targeted in this planning process to ensure that these vulnerable populations are effectively served. As explained below, a longitudinal data system already exists for the K-12 student population and will be combined with data from external sources to produce a system of information that will be used to highlight problem areas and identify targeted solutions for optimal success.

In addition to academic interventions and outcomes, we will be implementing evidence-based intervention programs for such things as: treatment for exposure to violence and other traumatic events; family engagement; youth development programming; programs to prevent substance use; health care services, and case management to connect high need children and their families to a wide array of services. As a part of the planning process, the Advisory Board and its task forces will be charged with the responsibility of deciding which interventions and prevention strategies will be implemented in South Hayward, with the Partnership Manager and HTA conducting background research on evidence-based approaches that are suitable for the South Hayward neighborhood. We anticipate building on effective practices and programs that are already being implemented in the neighborhood and/or the city or county. Whenever feasible, these services will be provided in the school(s) or the neighborhood by culturally and linguistically competent providers. For example, Tiburcio Vasquez Health Center (TVHC) has a school-based health center on the Tennyson High campus. The health center is linked to the community-based TVHC clinic in Hayward and can, therefore, provide a full range of medical services to low-income residents of the South Hayward neighborhood.

For students and families, we expect to develop a multi-disciplinary team (MDT) approach that is aligned with the Student Service Team process at the neighborhood schools. This best practice approach helps to break down service silos by ensuring that all relevant parties (e.g., teacher, administrator, nurse, counselor, probation officer, advocate, and parents or caregivers) have an opportunity to sit down together to plan interventions for students who are exhibiting risk factors for school failure or problems at home and in the community. This process, however, requires significant planning to deal with human subjects protection, HIPAA

and FERPA confidentiality requirements, parent/student permissions, and access to individual level data across disciplines.

We anticipate, based on prior experience with collaborative approaches and research findings, that a practicable continuum of solutions will be devised during the planning year. We also expect that this continuum will build on existing community assets and enhance or increase the effectiveness of those assets through excellent collaboration. We anticipate that this approach will have positive impacts on the target schools and their feeder patterns to the next stop along the continuum from cradle to career.

iii. Using Data for Managing Program Implementation

The HUSD already has in place the AERIES Student Information System, which provides granular, student-specific data on such things as the state Standardized Testing and Reporting (STAR) tests, student assessments, disciplinary actions, attendance and participation records for after-school programs, special education status, and English Language status. The AERIES database will provide us with longitudinal data on student performance for all students in the South Hayward community that attend HUSD schools. While the HUSD data system is adequate for providing student level data for academic programming, we will need to modify and enhance the system to enable access by the HPNP Management Team and Advisory Board members. For example, community providers may need to access information that is relevant to their work with target groups of students such as those with special needs. Indeed, data systems are generally not accessible in a manner that can inform case management, counseling, health care or other services. Even if the families or youth provide informed consent for sharing their data with other trusted providers, HIPAA/FERPA issues have been investigated by several cross system initiatives (e.g. the Youth Reentry Planning Project), and, while they are technically surmountable, client-specific data sharing remains the exception rather than the rule in Alameda County. We expect that this issue will take some time and resources during the planning phase, but, fortunately, we will be able to build on some of the extant research provided by the National Center for Youth Law. Also, this use of data can be supported by use of a case-specific data

system that is HIPAA/FERPA compliant. We have experience with Efforts to Outcomes™ and CitySpan data systems and expect to explore these and other options during the planning phase so that we can acquire and set up a pilot data system for our HPNP initiative. We will therefore need to work with existing data systems like that at HUSD for consumer-level data for the neighborhood residents, during the planning period. We will also query Census data, the American Community Survey (ACS), the California Department of Finance, and the Association of Bay Area Governments for community wide data and drill down to the zip code level when possible. The Census data will be a decade old and the ACS, while more recent and can be used for the broader South Hayward area, is generally not broken down to the census tract or block group level for use in the Jackson Triangle area.

We hope to overcome some of these issues in the longer term by engaging the Stanford University's John Gardner Center (JGC) as part of the planning process. The JGC will consult with collaborative partners about cross-agency data sharing and use that might occur during the implementation phase of the project. Discussions will focus on the possibility of creating and using a longitudinal data system that links information on individual youth across multiple relevant agencies. The JGC is uniquely qualified to play this role with its Youth Data Archive (YDA) initiative, which links data across schools, public agencies, and community based organizations and works with partners to ask and answer key questions about youth. Participating agencies collectively identify commonly shared questions that no single agency can answer alone. Ultimately, the YDA supports partners to understand the resulting analyses and to make data-driven policy and programmatic decisions to improve outcomes for youth. The YDA is currently active in San Mateo and San Francisco counties. During the planning process JGC representatives will present examples of YDA analyses from other counties, meet one on one with partners (as necessary and appropriate), attend meetings of the HPNP planning sessions (to understand the specific focus of the project), and identify areas where tracking student pathways across multiple settings will provide meaningful data about resource allocation, potential

program interventions and policy development to help develop an effective system of cradle-to-career supports.

iv. Identification and use of indicators during the planning period

The HPNP Management Team is cognizant of many of the academic, family and community support indicators currently used to describe the South Hayward community. Academically, we will monitor and analyze the STAR test results for students who live in the HPNP neighborhood. We will also measure school attendance, dropout rates, CAHSEE pass rates, truancy, disciplinary actions, and variables such as English Learner status, special education involvement, and participation in special support programs. We will also analyze the California Healthy Kids Survey (CHKS) results for the target schools by track the results for 5th graders at Harder, 7th graders at Cesar Chavez, and 9th and 11th graders at Tennyson. Although CHKS cannot be used at the student level, we will use the CHKS to monitor risk factors (e.g., substance use, bullying, gang involvement) and developmental assets (e.g., caring adults, meaningful participation) in HPNP schools. We will also develop baseline data during the planning year for crime statistics such as incidents of domestic violence, homicide, assault, and other criminal behavior in South Hayward. We will also attempt to gather similar neighborhood level data for child abuse and neglect, teen pregnancy, juvenile justice involvement, etc. Indicators that can be used as monitors in early childhood are more problematic. HUSD uses the Desired Results Developmental Profile (DRDP) Instruments for assessing kindergartners and we will use it to assess readiness. The State of California has efforts underway to 1) establish guidelines for the development of a voluntary statewide kindergarten readiness data collection tool and 2) develop a quality rating scale of early childhood education programs. Should these efforts be successful, we will (ultimately) use the State-adopted measure of kindergarten readiness and State-adopted measure of quality preschools (i.e., percentage of children attending a quality preschool).

During the planning period, we anticipate developing parent and student surveys to better identify both strengths/assets and needs in South Hayward. [Note: The HIRE Center, discussed

below, will obtain approval for human subjects research from the CSUEB Institutional Review Board (IRB) by submitting a protocol that covers all survey and assessment tools.] We will provide incentives and encouragement to ensure that we have at least an 80% rate of return for the surveys because it is very important to maximize the feedback to ensure that there is no selection bias due to inadequately representative results. In addition to surveys, which are generally wide but not deep, we will conduct focus groups in multiple languages (e.g., Spanish, Vietnamese, sign language) to provide parents and older students opportunities to provide in-depth feedback regarding community needs and assets. HTA has many years of experience in conducting this type of school/community assessment, and we believe that this approach will bring very useful data to the Advisory Board for policy formation and program development for the implementation period.

All project-level indicators discussed above are in addition to the program-level indicators listed in the Grant Application Package. We are committed to collecting the data for 1) the academic indicators listed in Table 1 (in that package) and using them as both program and project indicators; and 2) the family and community support indicators in Table 2 (in that package) and using them as program and project indicators. We also note that we will align all indicators with the HPNP goals listed on page 9, with each partner along the continuum, in conjunction with the Management Team and Advisory Board selecting key indicators in each goal for reporting on an annual basis to the community. By publically tracking these key indicators over time, the progress of the HPNP can be followed and the indicators can be used to hold its efforts accountable.

v. Commitment to work with National Evaluator

The HPNP will cooperate fully with the national evaluator to ensure the project design and data collection plan allows for a rigorous evaluation. Indeed, the Principal Investigator (PI) has a strong background in program and project evaluation and fully understands the need to establish sound evaluation practices at the outset and to maintain quality data collection throughout the project. She will bear full responsibility for ensuring the HPNP uses the standard methodologies established for all PN sites such that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the PN. She will also 1) ensure

that the national evaluator has access to relevant program and project data sources (e.g., administrative data and program and project indicator data) through Memoranda of Understanding with appropriate entities, 2) develop, in consultation with the national evaluator and once FERPA/HIPAA requirements are met; an evaluation strategy that includes identification of a credible comparison group; and 3) develop, in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for both program participants and the comparison group of non-participants.

v. Examples of Coordination with other Related Efforts

Gateways. The cradle-to-career neighborhood approach adopted by HPNP is designed as an exemplar for the *Gateways Cradle to Career Partnership (Gateways)*. *Gateways* began in Spring 2009 when CSUB became one of four demonstration sites in the country that was funded by Living Cities (www.livingcities.org/), working with the Coalition of Urban Serving Universities (www.usucoalition.org/), to establish universities as anchors of development and opportunity within their region with cross-sector P-20 (Preschool to grade 20) access and success partnerships. *Gateways* coordinates existing networks and programs from 9 K-12 school districts, including HUSD, in 3 Bay Area Counties, community college school districts, county offices of education, corporations, foundations, and community and public sector agencies. *Gateways* builds networks and collects data to use in evidence-based decision making for identifying what works for children at the various points of the education-workforce continuum and is active in the Living Cities established Community of Practice (CoP) for national demonstration sites developing P-20 partnerships.

City's Neighborhood Partnership Program Strategy. In January of 2008 the Hayward City Council adopted the Hayward City Council Priorities and the Hayward Neighborhood Services Initiative, both of which were based on community input provided to members of the City Council and staff. The Hayward Neighborhood Partnership Strategic Plan, a direct extension of these official directives, describes the neighborhood-focused strategic approach used to strengthen the connection between the City and Hayward residents, local businesses,

faith and community-based services organizations and other local public agencies including: the HUSD, the Hayward Area Recreation and Park District (HARD), Chabot, and CSUEB.

Objectives of the Neighborhood Partnership Strategy are to 1) provide opportunities for Hayward constituents to better inform City and other public officials about the issues that are important to them; 2) better inform constituents about the resources available from, and the limitations of, the City; and 3) develop opportunities for constituents and the City to form partnerships designed to improve the livability of Hayward neighborhoods, and the community-at-large. The Strategy has three components:

The first City-initiated (**Phase I**) neighborhood meeting at Harder Elementary School on June 7, 2010 drew over 50 neighborhood stakeholders from the Jackson Triangle area. A neighborhood Action Plan listing has been developed to address over 45 neighborhood issues and concerns that were raised, including such topics as: school and neighborhood safety, the need for structured and safe after-school programs and services for neighborhood children, traffic concerns, community appearance issues, and a desire to establish more of a “community atmosphere”. The neighborhood is now transitioning to *neighborhood-initiated* **Phase II** neighborhood improvement projects and activities using a number of City neighborhood-focused programs and services. Both neighborhood organizing efforts will serve as a basis for the further developing student & family-focused need assessments aimed at developing systemic change that will improve student (and family) academic/social skills utilizing a neighborhood wrap-around support model. During Phase II the transition from City-led action to neighborhood-initiated civic engagement is facilitated and supported through a variety of neighborhood-focused City programs and services to help neighborhood leaders develop and sustain effective organizations that improve neighborhoods and increase the overall civic engagement of, and quality of life for Hayward residents. During **Phase III**, neighborhood partnerships will be expanded and sustained by 1) increasing opportunities for limited and non-English speaking community members (as well as other community members facing cultural and/or physical barriers) to participate in neighborhood and community improvement projects, events, and

activities as well as in public decision-making processes; and 2) creating and supporting opportunities for neighborhood stakeholders to network with and learn from one another.

City of Hayward Strategic Planning. In concert with the Promise Neighborhoods planning grant, the City of Hayward will also undertake a strategic planning process (beginning July 2010 through June 2011) involving the Hayward Human Services and Citizen Advisory Commissions. This planning process is designed to align the future allocation of City (General Fund) Social Services Grant funds, and federally allocated Community Development Block Grant (CDBG) funds, to directly support academic excellence in Hayward, along with other related City Council priorities. A total of \$400,000 in Hayward Social Services Funding, and approximately \$1.3M in federal CDBG funds, will be allocated in FY 2011 - 2012 to local nonprofit and public agencies that meet the adopted criterion to be developed during the forthcoming strategic planning year.

3. Project Services

i. Solutions Based on Best Available Evidence

During the planning period, we will use available data and relevant data searches to help establish the need for a more robust, client-specific system and for the appropriate human subjects protections, as discussed above. Still, we anticipate that available data and best practice literatures will be useful during the planning periods to help determine whether the HPNP-identified interventions might affect change at the target schools and neighborhood. We anticipate continuing using PN-mandated indicators, archival longitudinal data and conducting surveys and focus groups until a client-specific data system is implemented. Once interventions are implemented we will gather and analyze data regarding the efficacy of the specific interventions. These data will be analyzed locally and provided to the Management Team and Advisory Board to inform policy formation. We are firmly committed to using client-specific data to measure service effectiveness—individually and in combination. Such data will allow us, during implementation, to determine if PN services have a bearing on student or family outcomes. These data will drive decision making at multiple levels: 1) at the clinical service level

whereby the nurse or counselor can determine whether a specific intervention is working; 2) at the collaborative service level, where the Management Team can determine whether the mix of services are effective; and 3) at the collaborative level, where the Advisory Board can determine whether the project and/or specific programmatic elements are having the desired impact.

We provide the following scenario as an example of how data might be used to identify problems and solutions. We know that dropout rates have increased and graduation rates have decreased at Tennyson High School. Upon digging into the data, we might also see an increasing rate of disengagement at Cesar Chavez Middle School among Latino males despite a plethora of academic and support programs in elementary and middle schools that are targeted at this group. We then might notice that the largest spike in high school dropout rates is among Latinos and that, even though some of the support programs in place have been identified as best-practice for Latinos in other schools with similar demographics, our data suggest they are not having the same level of success at Harder Elementary or Chavez Middle school. Because one of the HPNP partners, the Alameda County Office of Education, is a State of California designated regional lead for No Child Left Behind Program Improvement in support services, it would be called upon to use the lenses of teacher and program improvement and examine processes to provide appropriate professional development to improve program outcomes. Such technical assistance might effectively and efficiently improve existing processes and outcomes at multiple stages

ii. Expected Improvements in Academic Achievements

The HPNP is committed to transforming the Jackson Triangle neighborhood and South Hayward community into a neighborhood with public schools that produce students graduating with high academic achievements. Because the Management Team includes two Institutions of Higher Education and the Eden Area ROP, we can easily adopt college- and career-ready standards, assessments, and practices to determine if students from Tennyson High or out-of-school youth bring to college or the workplace the academic skills needed for success because all three institutions assess youth for readiness when they enroll and all have academic or workplace competencies for graduation. We will use the percentage of students from Tennyson High in

remediation at CSUEB and Chabot as an indicator of the school's success to meet post secondary academic standards. Research has shown that students needing remediation in either English or math are far less likely to graduate than those coming to the university with college-level academic skills. We will therefore use results of the Early Assessment Program (EAP), which is administered to all 11th grade Tennyson High students, as an indicator of academic achievement. This program is a collaborative effort of the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU) and was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school. We will consider students as achieving academically if their score indicates they are ready for college-level coursework. Should Tennyson High students not meet this standard, we will reexamine data indicators to determine where students fall off the continuum toward success, examine existing programs in place that might have addressed the identified drop off point, and determine what interventions might be adopted to keep the student moving toward success. All analysis will be disaggregated, as discussed below, so that segments of students that might have an increased probability of needing interventions or a refocus of instructional strategies can be identified.

iii. Use of Needs Assessment and Segmentation Analysis

HTA will conduct a segmentation analysis of the data collected during the planning process using both quantitative and qualitative methods. We will study a wide variety of indicators such as academic performance, disciplinary actions, English Learner status, academic goals, and parental involvement by variables such as age, gender, race/ethnicity, parental education levels, and other environmental factors. This analysis will allow us to assess national concerns such as disproportionate racial/ethnic involvement in disciplinary actions, the achievement gap and gender gaps in STEM education. Analyses will be reported to the Advisory Board and Management Team and will be the basis for policy deliberations, program recommendations, and strategy formation.

4. Project Personnel

i. Work with HUSD schools: Experience and Lessons Learned

The Partnership Manager (called Project Director in the guidelines), Ms. Andrea Wilson, has worked in HUSD at the district level, site level and in the field serving the Hayward community. Over her 14 year HUSD career, she has worked as a coordinator to plan, organize, and coordinate district-wide overall grant management of various academic/social intervention and prevention programs for 32 schools. Her work with the HPNP schools is extensive. She has been responsible for the after school programs at Tennyson High and Cesar Chavez Middle schools, and worked with parents and community members to create parent centers at both sites and at Harder Elementary school. She has worked closely with various local community agencies in the area to access services for the school sites for multiple grants varying from parent empowerment training at Cesar Chavez, secondary level gang awareness and education presentations, family education/childcare services at Tennyson, safe and drug free schools, tobacco use prevention education, mental health counseling services for all three sites, and an early childhood education/school readiness services at Harder. Andrea has extensive experience collaborating with various local agencies to generate community support and bring additional services to each site including: working with Tiburcio Vasquez Health Center on Tennyson's campus to provide mental health, healthcare, and nutrition services; Alameda County's First Five summer bridge program for incoming Kindergarten students that had no prior access to preschool or childcare, work with Alameda County Health Care Services Agency to provide services at all the sites, and work with the University of California to provide a summer Algebra academy to 8th graders at Cesar Chavez.

ii. Serve Neighborhood and Residents

For over four years, Dr. Nan Maxwell, the HPNP PI from CSUEB, worked closely with the SoHNC on two separate projects: the US HUD Community Outreach Partnership Center (COPC) and the Rockefeller-funded Marketing Plan for Glad Tidings Community (Educational) Campus. The COPC project focused in three areas: 1) *Engaging Employers in South Hayward-*

which helped bridge the gap between the work skill sets of South Hayward residents and the needs of employers; 2) *Youth Development and Education*-which developed strategies for reducing youth barriers to education by developing, for example, mentoring and tutoring programs; and 3) *Support Services*-which engaged university faculty, students and South Hayward residents in activities that created strategies for access in critical services to South Hayward residents, trained SoHNC leaders on data interpretation, and engaged family advocates in career development. Dr. Maxwell's work on the Rockefeller-funded project focused on creating a Marketing Plan for Glad Tidings Community (Educational) Campus in South Hayward and a Child Care Business Plan for the Institute for Success located in South Hayward.

iii. Data Driven Decision Making

The HPNP will be a project of the CSUEB's HIRE Center (www.HIRE.csueastbay.edu), whose mission is to "to conduct and facilitate high quality research and evaluation leading to effective changes in public policies and programs that build human capital." During its 16 years, it has collected, analyzed, and presented data so that organizations, policy makers, and program heads can make effective evidence-based decisions and has build indicators for organizations to use to gauge success. Examples of a few salient efforts are summarized below:

- Evaluating the Oakland Unified School District career academies based upon their attaining benchmarked standards.
- Participating in a randomized trial and independently evaluated in quasi-experimental studies the effectiveness of a problem-based high school economics curriculum.
- Estimating the return on investment (ROI) for Professional Science Masters programs.
- Surveying about 1,400 after school care providers throughout California to determine the size, composition, and characteristics after the school care workforce and program characteristics.
- Developing developed business and economics indicators for the City of Hayward to track its relative economic performance and describe the overtime changes that occur.
- Dr. Maxwell serves as the data manager for the *Gateways* Partnership, which is informed by precise data about system performance and program performance.

iv. Generating Community Support

The HIRE Center was created to bring people and institutions together by researching and evaluating programs and policies designed to further employment and educational opportunities. It actively works to create meaningful partnerships with businesses, nonprofit organizations, government agencies, communities and educational institutions to achieve the goal of making the best use of resources to generate human capital and has had the opportunity to learn several lessons about working in communities and building partnerships:

- *Time, Trust, and Flexibility.* Solid partnerships are grounded in trust, flexibility and commitment. Each partner must build trust, be flexible enough to integrate the partners' culture into their own, and acknowledge structural differences.
- *The right people.* A little goes a long way with the right people in place. A lot goes nowhere with the wrong people in place.
- *Organizations are not homogeneous.* Organizations are often a host of sometimes loosely connected entities, despite a general organizational culture. Finding the strengths and resources within an organization and matching them is instrumental to forward progress.
- *Turning process into action is hard work.* Far too frequently, partnerships are defined by process: how many meetings were held and who was present. Although seat time in meetings is necessary for building partnerships, it cannot substitute for *achieving* common goals.

v. Securing Funding Streams

In 2009-10, the CSUEB Office of Research and Sponsored Programs (ORSP) facilitated the submittal of over 120 proposals with a total value of over \$40 million and has been awarded over \$25 million in the 2009-10 fiscal year. ORSP will facilitate identification of future funding streams that will support and leverage resources for the HPNP project. Awards to CSUEB are managed by the California State University East Bay Foundation (CSUEBF), a nonprofit [501(c)(3)] organization. The CSUEBF is a nonprofit public benefit corporation that provides, augments and manages funding for educational-related services at CSUEB not otherwise available through or funded by the state university system from federal, state, local, and private

sources. These funds, their use, distribution, and overall custodianship are governed by an eleven member Board of Directors drawn from the faculty, students, community, and administration. The CSUEBF provides the University with the administrative resources and guidance necessary for responsible management and stewardship of award funds provided by CSUEB's sponsors. Program support resources include Human Resources, Purchasing & Accounts Payable, Accounting, and Accounts Receivable

5. Management Plan

The HPNP will construct a continuum of integrated programs that will improve the developmental and educational outcomes of students from cradle through college to career. Attaining these goals will require the implementation of a management system that will facilitate the close and continuous interaction and collaboration of all community participants. To achieve these goals, the Management Team will work closely with the Advisory Board to prioritize elements of the work plan and implement mechanisms of accountability for the results. These decisions will be based on a comprehensive needs assessment of academic, parental and community support indicators to pursue targeted interventions in South Hayward.

i. Roles, Responsibilities, Structure, Timelines, and Milestones

The Management Team contains 9 members: the HPNP PI, Partnership Manager (PM), and 7 liaisons, with at least one representative from each part of the continuum (early childhood, K-12, workforce training, community college, and university) as illustrated in Figure 3. All members will leverage fiscal resources and pursue additional funding from within and outside their organizations to "scale up" successful project efforts. Table 3 details each Team member's role and responsibility in the project and Table 4 details the financial and programmatic commitment each member organization is contributing to HPNP.

Figure 4 shows how the Management team is structured. The PI will guide the HPNP by providing its vision, leadership, assurance of quality through evidenced-based decision making and compliance. She will provide fiscal and administrative oversight, leadership and grant compliance; interface with partners to planning goals; work with National Evaluation Team to

Table 3: Management Team Members Roles and Responsibilities

Entity	Individual	Role	Key Responsibilities
CSUEB	Nan Maxwell	PI	<ul style="list-style-type: none"> • Provide grant oversight and leadership • Interface with partners to further stated goals • Leverage fiscal resources • Work with National Evaluation Team to ensure compliance • Participate in the Living Cities P-20 and PN Community of Practice (CoPs) • Ensure fiscal and administrative compliance • Communicate grant’s progress internal and external stakeholders • Facilitate Management Team meetings • Work closely with Partnership Manager to guide grant implementation • Ensure data-driven, standards-based practices are used in HPNP
HUSD	Andrea Wilson	Partnership Manager (Project Director in PN terms)	<ul style="list-style-type: none"> • Undertake day-to-day coordination of grant activities • Work closely with the PI to ensure that program activities are implemented • Communicate with partners to plan team meetings. • Work closely with HTA to ensure development of needs assessment and plan • Provide support to and facilitate the Advisory Board • Ensure data-driven, standards-based practices are used in HPNP • Participate in the PN CoP

Entity	Individual	Role	Key Responsibilities
<i>Note: all Liaisons will be responsible for ensuring data-driven, standards-based practices are used in HPNP</i>			
City of Hayward	David Korth	Liaison City	<ul style="list-style-type: none"> • Ensure City programs help build a continuum of solutions to the HPNP neighborhood • Participate in the PN CoP
City of Hayward	Sean Reinhart	Liaison Literacy	<ul style="list-style-type: none"> • Ensure Literacy programs help build a continuum of solutions to the HPNP neighborhood
4C's	Renee Herzfeld	Liaison EC	<ul style="list-style-type: none"> • Ensure Early Childhood programs help build a continuum of solutions to the HPNP • Participate in the PN CoP
HUSD	Chien Fernandez	Liaison HUSD	<ul style="list-style-type: none"> • Ensure HUSD programs help build a continuum of solutions to the HPNP neighborhood • Participate in the PN CoP
Eden Area ROP	Irene Fujii	Liaison ROP	<ul style="list-style-type: none"> • Ensure ROP builds a continuum of solutions to the HPNP neighborhood • Participate in the PN CoP
Chabot	Tram VoKumamoto	Liaison Chabot	<ul style="list-style-type: none"> • Ensure Chabot programs help build a continuum of solutions to the HPNP neighborhood • Participate in the PN CoP
CSUEB	Julie Glass	Liaison CSUEB	<ul style="list-style-type: none"> • Ensure CSUEB programs help build a continuum of solutions to the HPNP neighborhood • Participate in the PN CoP

Table 4: Financial and Programmatic Commitment of Partners

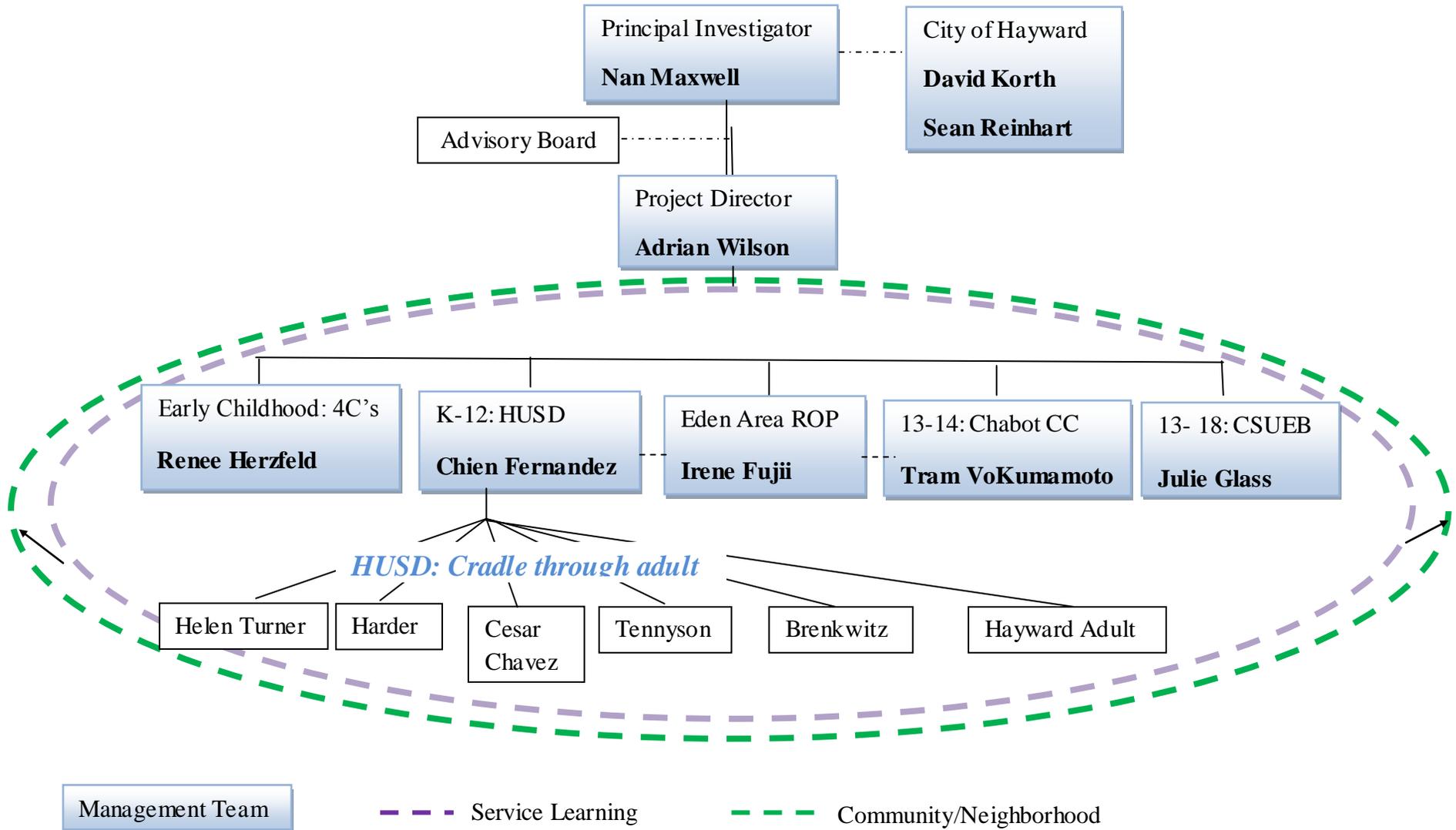
All partners in the Hayward Promise Neighborhood Partnership (HPNP) agree to work with South Hayward residents, community based organizations, service providers, and government agencies to develop a plan to implement a continuum of seamlessly integrated solutions and supports to revitalize the South Hayward neighborhood and help all its children achieve academic and workplace success.

To this end we commit to:

- Participate in a PN CoP
- Use data indicators and evidence-based decision making in identifying resources for South Hayward
- Complete the following financial and programmatic commitments.

Partner	Financial Commitment (Match)	Programmatic Commitment
CSUEB	10% time Maxwell (PI), 10% time Glass, 5% time Brizendine (Gateways), 8% time Dalton (\$33,517)	<ul style="list-style-type: none"> • Link Service Learning opportunities to South Hayward • Link HPNP to the Gateways Partnership
HUSD	10% time Chien Fernandez (\$10,807)	<ul style="list-style-type: none"> • Link Service Learning opportunities to South Hayward
City of Hayward	5% David Korth, 3% Sean Reinhart, 1% mayor (\$25,470)	<ul style="list-style-type: none"> • Link HPNP to the City's Neighborhood Partnership Strategies
Chabot	10% time Dean Tram Vo-Kumamoto (\$15,420)	<ul style="list-style-type: none"> • Link Service Learning opportunities to South Hayward
4 C's	20 hours of Resource and Referral services (\$26,000)	<ul style="list-style-type: none"> • Provide early childhood services to South Hayward children
Eden ROP	300 hours of services (\$26,400) and 5% of the Superintendent's time (\$9,000) for total of \$35,400	<ul style="list-style-type: none"> • Provide Services to South Hayward youth

Figure 4: Management Team Structure: Showing Commitment to Building Community and Academic and Career Success from Cradle to Career



ensure compliance; participate in all Community of Practices; ensure fiscal and administrative compliance; communicate grant's progress internal and external stakeholders; facilitate Management Team meetings; and work closely with the PM to guide grant implementation and ensure data-driven, standards-based practices are used in HPNP. PM will bear responsibility for the day-to-day coordination of grant activities; communicate with partners to plan team meetings; work closely with HTA to ensure development of needs assessment and plan; provide support to and facilitate the Advisory Board meetings. Together, they will ensure that HPNP activities are implemented in a timely, effective, and efficient manner. Each liaison at partner organizations will coordinate data gathering and planning activities for their organization and ensure that the programs and resources from their institution are aligned with the overall HPNP plan. He/she will have knowledge of the effectiveness of the major programs and initiatives operating in the HPNP neighborhood and frequently communicate Management Team and Advisory Board recommendations and actions to organization members and constituencies.

All Management Team members will participate in the PN CoP to help ensure that the plans developed are targeted towards building integrated, seamless solutions that are data-driven, evidence-based, and the result of input from a wide variety of stakeholders and thoughtful discussion. The Management Team has set an aggressive timeline to ensure that activities and plans are completed during the planning grant year. To achieve its goals, it will meet at least once a month for two hours, problem-solve as issues arise, and adhere to the timeline in Table 5.

Finally, the Management Team will strive to achieve the milestones outlined below to mark progress.

First Quarter (October through December 2010)

- Solidify its working relationship with the Advisory Board Develop and approve common operating procedures to break down organizational barriers
- Structure needs assessment

Table 5: HPNP Planning Year Timeline

Partner	O	N	D	J	F	M	A	M	J	J	A	S
Management Team Meetings	■	■	■	■	■	■	■	■	■	■	■	■
Advisory Board Meetings		■			■			■			■	
Compile Data Indicators	■	■										
Construct Survey Instruments		■	■	■								
Field Survey Instruments				■	■	■						
Assemble Task Forces				■								
Conducts Needs Assessments				■	■	■						
Compile Best Practices						■	■					
Develop Plans							■	■	■			
Obtain Feedback on Plans										■		
Develop Implementation Strategies											■	■

Second Quarter (January through March 2011)

- Complete data collection
- Conduct initial rounds of community meetings for problem solving

Third Quarter (April through June 2011)

- Finalize Needs Assessment
- Initiate discussions about the plan
- Build sustainability

Fourth Quarter (July 2011 to September 2011)

- Finalize the Plan, including an analysis of how the project will be scaled up to include adjacent neighborhoods and schools.

ii. Partners' Alignment with HPNP

Each partner's vision must coincide with the HPNP theory of change and its activities must align with the actions for the partnership to be a success. While HPNP builds upon several previously established relationships and collaborative projects, each partner recognizes the need for improving the coordination and integration of efforts to more effectively respond to the needs of the community. Each partner already plays a crucial, albeit independent, role in the cradle-to-career continuum of services in the HPNP neighborhood, and thusly, are natural partners for planning a more effective and targeted continuum of solutions.

CSUEB offers applied programs that respond to local needs, emphasizes workforce preparation, and offers a commitment to providing higher education that is broadly accessible. Its President Mohammad Qayoumi regards the university's role of regional stewardship as fundamental to the CSUEB mission. The University actively reaches into the community to serve traditionally underrepresented groups, and partners closely with business, industry, government, education, and other community organizations to ensure its students learn by solving real-world problems and graduate fully prepared with the most relevant and sought-after skills, knowledge, and degrees. In embracing its role to prepare students for the local workforce through a new academic plan, it sought input from Bay Area industries in 7 workforce roundtables in Fall 2007. One of the roundtables contained Hayward business and Education leaders so as provide the Hayward community with a strong voice and to solidify the bridge with the local community. It continues its activism with Hayward schools and community with, for example, its presence on the City of Hayward Economic Development Commission and Small Business Loan Committee and its professional development in HPNP schools in STEM areas. CSUEB actively subscribes to the developmental approach to learning articulated by the HPNP theory of change. It is actively engaged in enhancing STEM education at every stage of the continuum from K-12 through the Masters level. Successful STEM and general K-12 educational initiatives include several inter-segmental collaborative projects with K-12 districts, community colleges and local

county agencies where CSUEB professors and students work not only to bring their practical expertise to affect positive change, but carry back the knowledge of the present realities that our K-12 and community college educators are facing on a daily basis.

HUSD is committed to transforming the schools in the HPNP area in the spirit of community schools. As discussed in Section 1, it is planning several significant educational reform initiatives at HPNP schools. These reform efforts are aimed at improving educational outcomes, improving the quality of teaching and learning, and expanding the focus on a college-going culture and preparing students for the 21st century workplace. HUSD is firmly committed to breaking down silos and drawing on community partners for support. Examples abound: 1) Its teacher professional development (focused on both core subjects and English Learner strategies) in HPNP schools will use the Alameda County Collaborative for Learning and Instruction in Mathematics (ACCLAIM) partnership [ACOE, CSUEB, and Chabot] to provide Summer Institutes and school-year Saturday sessions on math content and lesson design for K-12 teachers; 2) A select group of Tennyson teachers attend the Reading Apprenticeship Leadership Institute, a trainer-of-trainers experience that prepares school/district teams to lead Reading Apprenticeship training in their school/district. 3) An ongoing partnership with CSUEB provides up-to-date college preparatory training for English teachers to prepare students for college level writing (Expository Reading and Writing Course). 4) Dual enrollment programs exist with both CSUEB and Chabot and Advanced Placement coursework at CSUEB or online.

Chabot College is a public, comprehensive Hispanic-serving community college serving over 15,000 students and offering a wide array of instructional programs. 21% of all new students come from HUSD high schools, with 35% from Tennyson. Its recent Strategic Plan focuses on building awareness and access, student success, community partnerships and leadership/innovation, consistent with HPNP of grounding schools in communities. In 2011-12, it will embark upon a new Educational Master Plan to set a vision and strategic direction for the next 10 years. The HPNP planning and implementation activities will directly influence the development of this plan. Even today, several initiatives center on initiating active support for

improving college readiness in HPNP schools. 1) *Educational Talent Search* is provides staffing support, workshops and outreach to Cesar Chavez and Tennyson (and other HUSD middle and high schools) to promote a college-going culture. Consistent with the continuum presented in Figure 1, the program starts in the middle school and continues through high school. 2) *Financial Aid Workshops for Students and Parents* are held several times per year in English and Spanish and include three types of informational sessions. 3) *Café Program* at Tennyson High School serves parents of EL students by educating immigrant parents about the U.S. educational system, which has led many to become Chabot students themselves and help build that family support illustrated in Figure 2. 4) *East Bay Teacher Pathway Initiative* establishes a teaching career pathway through postsecondary instruction, student and academic support services and employment in local afterschool programs in HUSD schools. 5) *East Bay Community Collaborative Tech Prep Consortium* is a federal and state supported effort to provide break down the silos between high schools, ROP and community colleges to refine career ladders to better meet student needs. All schools involved use the CalPASS data system to track project outcomes such as transfer to postsecondary institutions and job attainment.

The City of Hayward's services play a critical role in nurturing the overall health of South Hayward. Its safety, library, after school and planning services are crucial to the HPNP effort. These services cannot be planned in isolation. The City is particularly in favor of activities designed to breakdown the silos between and within the many public and private partners currently involved with youth development programs (ranging from pre-school to post secondary education and job training programs). Planning, sharing and implementing a common vision across agencies will produce the most beneficial results with the least duplication of efforts. Increased attention to students' preparation in science and math is of particular interest with changes in the local economy and job market that increasingly demand such skills. The HPNP project addresses directly one or more of the Hayward City Council's Priorities, including School Safety Partnerships, the Neighborhood Partnership Program Strategy, and the efforts of the Keep Hayward Clean and Green Task Force.

Eden Area ROP has provided career and technical job training for adults and youth 16 years of age and older since 1971. Although all California ROP's are designed to create a career educational delivery system to serve all students Eden Area ROP focuses its efforts on assisting area high schools, including Tennyson, in offering rigorous, challenging career technical education coursework that is integrated with academic education to prepare students for both higher education and the workplace. To break down silos between high schools and the ROP, it offers its programs at Tennyson, helps students to pass the CAHSEE, and works diligently with Tennyson's administrative and counseling staff to develop strategies and programs to help students meet graduation requirements. Instructional staff meet regularly to identify and enhance state academic standards throughout its programs; and to reinforcement academics in ROP courses. Eden Area ROP has worked diligently to help students pass the transition barrier from high school to post-secondary education and is firmly committed to maintaining high academic and workplace standards with the focus on integrating academic and career technical preparation.

4C's of Alameda County develops and coordinates resources to strengthen families and children. Its vision coincides with the HPNP vision of change by articulating the idea of encompassing children and supporting their growth and development so that they enter kindergarten prepared to succeed; of ensuring early care and education environments that support their growth, and supporting the economic sustainability of the families which support them and the professional child care community that serves them. Central to their goal is ensuring the community maximizes the early years of child development prior to entering elementary school and strengthening families and children. Its headquarters has served Hayward community since 1972 by offering 1) Resource and Referral to assist parents in identifying and finding the most appropriate child care for their children; 2) Child Health and Nutrition program to ensure nutritious meals for children in family child care settings; and 3) CalWORKs Child Care Payments program to support parents in paying for child care while they engage in activities that will allow them to work and sustain their families.

iii. Diversity of Perspectives

The 17-member Advisory Board will be staffed by the PM and with HTA. Its composition follows from the vision of multiple communities outlined in Figure 2 and the developmental approach to change outlined in Figure 1. The board will meet 4 times per year for at least 2 hours, with youth, parents and residents paid a stipend for participation. Table 6 details its composition, which includes 6 HPNP residents and 3 public officials. Resident and community organizations also have a voice in HPNP via the SoHNC and Neighborhood Partnership Program as the PI and PM will participate in meetings to report on the progress of HPNP and to obtain feedback on its processes. The SoHNC emerged in the 1990's from community organizing and resident activism and is a group of dedicated residents, working with community based organizations, faith leaders, public agencies, and local government to improve the quality of life in South Hayward for families and children. Its structure reflects the dedication of residents to community improvement through 1) services developed and provided by residents; 2) commitment to support development of new community leaders, and 3) partnerships with other groups and organizations. The SoHNC builds communication among agencies serving South Hayward, enhances their ability to implement collaborative projects, builds political and economic support for the neighborhood, and provides a portal into organizations that provide programs for community stability.

Table 6: Advisory Board Composition

	Name	Resident	Public Official
Early Childhood	<ul style="list-style-type: none"> Vincent Cheng, R&R Manager, Steering Committee Member Local Planning Council (4C's) and Area rep. to State Contractors Group for CDE Child Dev. Pgms. 		Yes
Youth	<ul style="list-style-type: none"> Dulce Andrade, Hayward Youth Commission President, Associated Students Chabot (not yet elected) 	Yes	
Parents	<ul style="list-style-type: none"> School Site Councils, Harder, Cesar Chavez, Tennyson 	Yes (3)	
K-12	<ul style="list-style-type: none"> Hector Garcia, Principal Harder Elementary 		
Workforce Development	<ul style="list-style-type: none"> Rosario Flores, workforce development specialist, Alameda County WIB Ana W. Solomon, Principal Hayward Adult School 		
Community Based Org.	<ul style="list-style-type: none"> Paul Frumkin, SoHNC and President HUSD School Board Betty DeForest, SoHNC and South Hayward Parish 	Yes Yes	Yes
Health and Fitness	<ul style="list-style-type: none"> Tammy Lee, Community Epidemiologist with CAPE (Public Health) Lori Baptista, Govt. Relations and Heath Policy, Tiburcio Vasquez Health Ctr. Kerrilyn Ely, Recreation Supervisor, HARD 		
City of Hayward	<ul style="list-style-type: none"> Mike Sweeny, Mayor 		Yes
Higher Education	<ul style="list-style-type: none"> Tram VoKumamoto, Dean, Chabot and HPNP Mgmt. Team, ex officio Nan Maxwell, CSUEB, HPNP Mgmt. Team and HPNP PI, ex officio 		

iv. Continued Support for Sustainability and Scale Up

CSUEB is firmly committed to developing continuums of services. They are a part of the national Living Cities P-20 CoP, founded the *Gateways* partnership, as section 2.v describes, and have built P-20 partnerships in STEM areas into its current capital campaign. Its commitment to HPNP reflects its P-20 focus. Indeed, all Management Team organizations display a strong commitment to HPNP by obligating \$176,397 (about 59% of the nearly \$300,000 HPNP partners have pledged) of their own resources to ensure its success. This same commitment extends to sustaining and scaling up the HPNP model. Currently the HPNP has committed to a 4-phased scale up plan, with HPNP concentrating intensive implementation efforts Phase I and playing an advisory role in Phases II through IV. In **Phase I**, the model will expand from the Jackson Triangle neighborhood (Harder Elementary) into the broader South Hayward area (Cesar Chavez and Tennyson areas). In **Phase II**, we will expand efforts to neighborhoods with other poor performing Hayward elementary and secondary schools. In **Phase III**, we will expand into neighborhoods with school districts that are part of the *Gateways* partnership. Antioch Unified School District has already expressed an interest in adopting the HPNP model in its community. Currently CSUEB and the *Gateways* partnerships has close ties to pipeline efforts in this area (e.g., San Jose 2020, County Office of Education, Franklin-McKinley), which will facilitate expansion. In **Phase IV**, the HPNP will work to expand the model throughout California and the Nation. For success in this phase, we will build from participation in CoPs (currently the Living Cities P-20 CoP, the PN CoP, and CETF convened CoP). Although we will be actively advocating for the model throughout Phase I and II, our networks for sustaining and scaling up will be far greater than these 3 CoPs.

Because successful programs in South Hayward might not succeed in other neighborhoods, we will need different strategies and practices for structuring coordination of services across the continuum once silos are broken down. In the HPNP, and neighborhoods to which we will expand, we will identify which types of programs would most enhance and support academic success through a needs analysis and evaluate which programs would most

enhance the neighborhood using cost effectiveness models (i.e., #successful outcomes divided by start up and operating costs). While cost effectiveness estimations can be quite elaborate, our analysis will simply focus on past program costs (including start up in a new neighborhood) and successful outcomes across programs of a single type (e.g., after school tutoring).

6. Significance

i. Long-Term Systems Change

The HPNP is committed to breaking down the silos that surround our institutions and building a seamless continuum of services that support academic skill building. It subscribes to the notion of a community school with an economically vibrant community supporting its children from cradle to career. HPNP partners are poised to engage in the long-term system change necessary to achieve such a vision. Indeed, HPNP's structure is specifically designed to break down silos and improve communication and coordination to build the continuum in at least three ways. 1) HPNP Management Team represents organizations serving residents from cradle through career. Each team member will view data and strategies from a different point on the continuum, which will help generate discussions that focus on the pipeline as a whole. 2) The HPNP PI and PM are housed in different institutions and bring complementary backgrounds to managing the team. The PI is located in higher education and brings a focus on academic and workplace skill development while the PM is located in K-12 and brings a social services background to the project. 3) The HPNP is structured with three types of partner support. The Management Team will provide leadership and the vision, the Advisory Board will bring a diversity of perspectives that include the community and parents, and the supporting partners (those that have pledged support during the planning) will ensure open discussion and debate throughout the process. The result will be wide-spread community involvement representing a diverse set of lenses by which to view challenges and solutions. Of course, systems change often requires cultural and institutional changes for existing structures generally are grounded in policies and procedures that protect the status quo. We will work hard to seek waivers and

exceptions to existing regulations and requirements that might impede our progress, break down in-the-box thinking, and turn existing challenges into supportive structures and environments.

ii. Build Local Capacity to Improve Outcomes

The piecemeal way in which our current organizations operate impedes academic success and fails to support many South Hayward children. Schools currently operate in isolation from organizations that can help support their students or build stronger support in their families and neighborhoods. The result has been, for many South Hayward children, disengagement from academics, an inability to cope in society, and unsuccessful employment. Breaking down silos to coordinate resources across organizations will improve academic and workplace outcomes, however, it is but the first step to improving outcomes, in that new structures must be built that help families, communities, and organizations to provide the support needed for academic success for all. By using data and evidence based decision making in selecting new strategies and by engaging a diverse set of stakeholders in reviewing both data and strategies, the South Hayward community will be able to increase its capacity to improve outcomes for all.

iii. Promising New Strategies

Building a seamless continuum of integrated solutions and supports is a promising new strategy. Improved coordination among players along the pipeline shown in Figure 1 will result in more efficient service delivery in academic and support systems and allow organizations to offer more cost-effective services. While existing community-based service learning efforts to increase academic skills, motivate students, and revitalize the South Hayward community will jump start the HPNP efforts to place schools at the center of a community-based learning environment, it will take a long-term effort to change a system to focus on building supports and academics from birth by blending services of neighborhood organizations. The effort will be worth the work, for improved outcomes from a more efficient, coordinated service delivery that better meets the needs of our children and revitalizes our neighborhoods will benefit all.

iv. Sustain and Replicate Model in Variety of Settings

Planning for and implementing the HPNP will, by itself, direct attention to cradle to

career support systems that build academic skills. Our hope, however, is to tap into and leverage other networks so as to leverage visibility and identify best practices. The CDE has established a P-16 Council (www.cde.ca.gov/eo/in/pc/). This statewide assembly of education, business, and community leaders is charged with 1) developing strategies to better coordinate, integrate, and improve education for preschool through college students, 2) examining ways to improve student achievement at all levels and 3) link preschool, elementary, middle, high school, and higher education to create a comprehensive, integrated system of student learning. Both HUSD and CSUEB (as the lead agency) are partners in the *Gateways* cradle-to-career partnership, which views HPNP as an exemplar that the other 8 districts can adapt as a model for building community-based pipelines of service delivery. As one of four demonstration sites in the country, *Gateways* is a charter member of the Living Cities-sponsored P-20 CoP, which we plan to use to display the successful HPNP exemplar and expand the model nationally. Participation in the all CoPs (P-20 partnership, PN, and CETF) will provide a network to help track information about funding to sustain and scale up HPNP. Further, the funding databases that are carefully monitored by the CSUEB ORSP will help identify appropriate funding opportunities for expanding and sustaining the HPNP efforts.