

Implementation Matrix

Component 1: Children Enter Kindergarten Ready to Succeed in School

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
1.1 Early Childhood Network (ECN)						
CSUEB, 4Cs, HUSD, Chabot, ACOE, First 5, Child Care Providers	Partners in-kind	Year 1-5, bi-monthly meetings	Year 1-5: 957/year	100%	Request: \$188 Match: \$137	Prenatal through 3 rd grade
<p>Program Focus: 4Cs and CSUEB will convene the ECN to focus on <i>policy, resources, and program accountability</i> for HPN early childhood programming and outcomes. The responsibility for improving outcomes for JT children (prenatal – 3rd grade) would rest with ECN which would report to the HPN Management Team and Advisory Board. Due to the broad charge of the ECN we anticipate it will serve all children prenatal through 3rd grade in the JT from Year 1-5. It is probably that this policy role will extend to other parts of South Hayward and impact more children by Year 5, but it is difficult to estimate the numbers of children at this time.</p> <p>Segmentation Analysis: ECE Provider Work Group called for “better networking and clear continuous communication between ECE providers, preschools and K-3 educators...”</p> <p>Assessment: documentation of systems change; semi-annual participant satisfaction surveys.</p> <p>Evidence Base: n/a</p>						
1.2 Parent Promise Academy						
HAS, 4Cs	Adult School – CDE Proposition 98	Year 1-5 three 10-week programs per year in JT	Year 1-5 140/yr[(70 Parents/yr)	16% Yr 1 32% Yr 2 48% Yr 3 64% Yr 4 80% Yr 5	Request: \$964 Match: \$115	JT parents, especially teen parents
<p>Program Focus: 4Cs and HAS will provide Parent Promise Academy for expecting and new parents from the JT, with special emphasis on teen parents. At least 70 families per year will be served, at least 50% Spanish speakers. Topics to include nutrition, child development, child care options, brain development, behavior management, first aid, etc. Program will be a combination of parent education and developing a peer support group for parents. Utilize Raising a Reader strategy. Participation in Ages and Stages Questionnaire and education on developmental milestones. Evaluation will utilize pre-/post-surveys of participants.</p>						

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<p>Segmentation Analysis: Addresses risk factors related to high teen birth rate in JT, low parental education levels, and low rates of Kindergarten readiness as reflected by Kindergarten Observation Form and Teacher Survey on Importance of Readiness Skills. Focus on prenatal to 2 year olds (approximate population of 390/year)</p> <p>Assessment: Pre-/Post-intervention surveys and tests of knowledge and parenting practices. Increase against baseline in Kindergarten readiness as measured by Kindergarten Readiness Scale or other validated scale.</p>						
<p>Evidence Base (Moderate): Research shows that short-term parenting classes such as the HCZ’s Baby College and parent peer support groups help parents create better learning environments for young children.¹ A local evaluation showed “Leveraging opportunities to support parents in receiving information about child’s readiness and to support positive parenting attitudes can have positive effects on children’s readiness.”²</p>						
<p>1.3 Quality Counts Consultation</p>						
4Cs, First 5	First 5	Year 1-5 Two 2 yr cycles begin each year	Yr 1: 80 Yr 2: 160 Yr 3: 160 Yr 4: 160 Yr 5: 160 Yr 1-5 unduplicated 400	Yr 1: 21% Yr 2: 41% Yr 3: 41% Yr 4: 41% Yr 5: 41% Yrs 1-5: 42%	Request: \$1,220 Match: \$194	JT Licensed Family Child Care Providers w average of 8 children per provider.
<p>Program Focus: 4Cs and First 5 will provide evidence-based Quality Counts professional development training and coaching for cohorts of five JT licensed family child care providers – six months of intensive training and coaching followed by 18 months of follow up coaching. Two cohorts will participate each year, with four cohorts engaged by the end of Year 2 and ongoing thereafter. By Year 5 we anticipate serving 50 providers and approximately 400 children (42% of the JT 0-4 population).</p> <p>Segmentation Analysis: Focus group participants (parents and teachers) indicated that children are in child care settings that do not support their development adequately because the providers are underprepared to provide appropriate programming.</p> <p>Assessment: Pre-/Post- analysis of Environmental Rating Scale, Kindergarten Readiness Scale, or other validated instrument of program quality and child preparation for Kindergarten.</p>						
<p>Evidence Base (Moderate): National research underscores that quality child care is contingent upon the special training that caregivers receive in the profession of early childhood development.³ Both formal education levels and recent specialized training in child development have been found quite consistently to be associated with high-quality interactions and children’s development.⁴</p>						

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1.4 Kindergarten Readiness Camps						
First 5 HUSD		Year 1-5: one 6-week program/yr at Harder. Year 2-5: one 4-week program/yr at Park.	Year 1: 18 Year 2: 36 Year 3: 36 Year 4: 36 Year 5: 36 Yrs 1-5: 162	168 need ¹ Yr 1: 11% Yr 2: 22% Yr 3: 22% Yr 4: 22% Yr 5: 22%	Request: \$849 Match: \$0	JT four or five year olds entering Kindergarten w/out prior preschool, special focus on EL and SWD.
<p>Program Focus: First 5 and HUSD will provide evidence-based Kindergarten Readiness Camps for 18 children (Harder) in Year 1 and an additional 18 children (Park) in Year 2. The target population is JT children who do not have prior preschool experience and who have other barriers such as being English learners or having disabilities.</p> <p>Segmentation Analysis: A recent study of Kindergarten Readiness conducted by Alameda County First 5 in our target area found that 43% of kindergarten students did not meet basic expectations on a standardized Kindergarten Observation form. 88% of JT parents' surveys tell us that their young children do not attend preschool or formal licensed childcare because most programs are not affordable. Fifty-three percent are concerned about the quality of care their children receive. If 88% of 192 children entering Kindergarten would qualify, we project a maximum of 169 children eligible.</p> <p>Assessment: Pre-/Post-intervention Kindergarten Readiness Scale or other validated instrument, parent surveys.</p> <p>Evidence Base (Moderate): Evidence shows that Kindergarten Readiness Camps improve readiness among children without prior preschool experience.⁵ A local study indicated that Summer Pre-K students were more ready for school than children with no preschool experience in all areas except Kindergarten Academics.⁶</p>						
1.5 Promotora Outreach						
TVHC HUSD	Kaiser HCSA	Starting in Year 1 there will be 10 Promotoras trained/ yr.	Yr 1: 400 Yr 2: 400 Yr 3: 400 Yr 4: 400 Yr 5: 400 ²	Yr 1: 13% Yr 2: 26% Yr 3: 39% Yr 4: 51% Yr 5: 64%	Request: \$111 Match: \$98	Families with language and other barriers to accessing health care and/or to

¹ Based on an estimate of 192 four year olds in the JT and 88% not receiving formal child care or preschool in Year 1, the demand would be 169 children. We anticipate that our other strategies will reduce the number of students not receiving formal child care in the JT over time. However, for purposes of this analysis we will hold the 88% rate constant over the five years of the grant.

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						providing support for their children's education, especially. 0-4 year olds.
<p>Program Focus: TVHC will provide Promotora training and coaching for 10 JT residents each year of the grant. Stipended Promotoras will be deployed from the Parent Centers at Harder and Park Elementary Schools and over time from the Parent Centers at Winton and Chavez Middle Schools. We anticipate that each Promotora will be in contact in a measurable way with at least 20 families with at least two children each. The Promotoras will have a dual focus – improving medical access for families and increasing parent understanding, engagement and participation in their child(ren)'s schooling and providing advocacy to ensure their needs are met and that they are academically successful.</p> <p>Segmentation Analysis: 1) Approximately 37.5% of the JT residents are language minorities who experience barriers to accessing health care and to supporting their children's education and advocating for their children with the schools; 2) The JT has the highest teen pregnancy rate in Hayward and one of the highest in the county, and 96% of community survey respondents indicated that prevention was a high priority; and 3) Student attendance is low and chronic absenteeism is very high in HUSD schools, suggesting the need to build stronger bridges between schools and families.</p> <p>Assessment: Process indicators such as numbers of Promotoras trained, number of Promotora contacts with parents of children prenatal to four years of age; Outcome Indicators: numbers of parents who access medical care for their children with Promotora assistance, numbers of <i>parents</i> who increase their involvement in their children's education.</p>						
<p>Evidence Base (Moderate): There is ample evidence of the effectiveness of the Promotora model in the public health and disease prevention arena.⁷ There is less evidence that the Promotora model is effective in increasing parent involvement in their children's education. This could be one of the evaluation questions addressed by the HPN local evaluator.</p>						
1.6 Family, Friends and Neighbors						
4Cs, HUSD, HAS	4Cs Private Funds	Starting in Year 1 there will be three 10-week sessions/yr in the JT.	Yr 1: 60 Yr 2: 120 Yr 3: 180 Yr 4: 240 Yr 5: 300	Yr 1: 6% Yr 2: 13% Yr 3: 19% Yr 4: 25% Yr 5: 31%	Request: \$465 Match: \$32	Informal and license exempt caregivers in JT and the children they serve

² Promotoras will be serving families with children of all ages. We anticipate that there are approximately 3,123 children 0-17 in the JT and about 957 of those are under the age of five. By Year 5 we anticipate that we will be serving 64% of the overall child and youth population with this strategy and that this will be the approximate percentage of the 0-4 year olds as well.

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<p>Program Focus: 4Cs, in collaboration with HUSD and HAS, will provide the Family, Friends and Neighbors Program (FFN) for informal childcare providers. The goal of the effort is to improve quality among license-exempt providers, a group that is an often neglected but vital part of the overall childcare system. FFN offers three 10-week sessions of a bilingual (English/Spanish) playgroup which FFN providers attend with the children (ages 0-5) for which they are caring. There will be three sessions of the FFN program each year with 7-8 providers and 20-25 children per session. We project that the program will serve 60-75 children per year on an ongoing basis. We also project that the residual effect will be additive as FFN training is retained as common practice by FFN providers over time.</p> <p>Segmentation Analysis: Parent surveys, parent and provider focus groups indicated that many license exempt and informal caregivers provide substandard services due to lack of training, inadequate funding, and overcrowding.</p> <p>Assessment: Pre-/Post-intervention Kindergarten Readiness Scale or other validated instrument, parent surveys.</p>						
<p>Evidence Base (Moderate): Effective FFN work results in social and learning networks (groups that enable FFN caregivers to meet, share ideas and resources and learn from each other in social settings) that strengthen families and communities.⁸</p>						
<p>1.7 Expand Preschool Capacity</p>						
HUSD	CDE Title V First 5	Starting in Year 2 a new preschool will serve 24 students per year at Harder. 16 added slots will serve middle income children	Yr 1: 0 Yr 2: 40 Yr 3: 40 Yr 4: 40 Yr 5: 40	3-5 yr olds: 562 Yr 1: 0% Yr 2: 7% Yr 3: 7% Yr 4: 7% Yr 5: 7%	Request: \$4,864 Match: \$6,305	Low-income JT families & those between 70% - 85% of state median income, with special focus on EL and SWD.
<p>Program Focus: This program will serve 24 low-income children (ages 3-5) from the JT neighborhood, thereby expanding the pool of high quality preschool resources in the JT. In addition to California Department of Education general fund allocations which will fund a new 24-child classroom, HPN funding will be used to allow 16 additional JT families to access the overall State Preschool program who are currently not eligible because their family income is above the 70th percentile of the state median income. We would propose to allow families to access 16 additional slots that would be made available for families whose income places them between 70% and 85% of the state median income.</p> <p>Segmentation Analysis: 88% of JT parents' surveys tell us that their young children do not attend preschool or formal licensed childcare because most programs are not affordable. Many indicated that so-called "middle income" families are denied quality preschool because they are not sufficiently poor and they cannot begin to afford the cost of unsubsidized child care.</p> <p>Assessment: Process indicators will include enrollment, income data, and retention rates. Outcomes would be measured comparing</p>						

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the Kindergarten Readiness Scale against baseline and parent satisfaction using a parent pre-/post-survey.						
Evidence Base (Strong): Ample evidence exists that quality preschool programs positively affect young children’s Kindergarten readiness. “Students who were strong in all domains [of Kindergarten readiness] tended to be older than their peers, they were less likely to be English Learners, <i>and most had attended preschool.</i> ” ⁹ The classic study of the value of high quality preschool programs is of the High/Scope Perry Preschool. ¹⁰						
1.8 Child Care Provider Instruction and Training Program						
COH 4Cs ROP HAS Chabot	COH: Targeted Economic Development Funds	Starting in Year 1 this program will serve 25 JT adults /120 children per year in the JT.	Yr 1: 120 Yr 2: 200 Yr 3: 280 Yr 4: 360 Yr 5: 440	Yr 1: 13% Yr 2: 21% Yr 3: 29% Yr 4: 38% Yr 5: 46%	Request: \$700 Match: \$244	Low-income residents of JT who want to work in child care centers or who want to open licensed child care programs.
Program Focus: The project will recruit and train 25 new family child care providers annually with a combined total capacity of 120 children, including infants, toddlers, preschool and school-age children. This training and certification will allow these providers to obtain state permits that allow graduates to work at state facilities such as Head Start or privately-run centers, Forty-four new or existing family childcare providers who want to open their own home-based child care center will be provided small business instruction each year.						
Segmentation Analysis: Fifty-three percent of parents are concerned about the quality of care their children receive, and 64% were found their care to be inconvenient because it was not available at the times they required for work. A large number (88) of Chabot students who are JT residents declared Early Childhood Development as their major.						
Assessment: Outcome indicators are the number of child care providers who obtain state permits; the number who operate their own family child care programs after training; retention rate over time; and satisfaction with the training program collected by annual surveys of participants and alumna/i.						
Evidence Base (Moderate): “Research indicates that higher levels of education and training can help improve teachers’ interactions with children in ways that positively affect learning. Studies suggest that skilled professionals can more effectively promote and support young children’s cognitive, social and emotional growth when they know how to capitalize on the period of critical early brain development before age five.” ¹¹						
1.9 Home Visitation Program						
First 5	First 5	Starting in Year	Yr 1: 200	Yr 1: 21%	Request: \$916	All expecting and

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HCSA/PHD	MediCal TCM	1 this program will serve 200 expecting mothers/yr	Yr 2: 200 Yr 3: 200 Yr 4: 200 Yr 5: 200	Yr 2: 42% Yr 3: 63% Yr 4: 84% Yr 5: 100%	Match: \$256	new mothers in JT, especially teen mothers and mothers with high risk profiles
<p>Program Focus: Public Health Nursing provides multicultural and multilingual targeted case management, outreach and care coordination for low-income, high-risk families, via family support and home visiting contracts and partnerships with First 5, CHDP and MPCA programs. PHN has a long history of providing intensive family support services to mothers who present at delivery having had no prenatal care, as well as those who give birth to babies with positive toxicology screens. The program would provide at least one hospital or home visit to all 200 pregnant and parenting mothers in the JT. Follow up services will be provided for teen mothers, mothers experiencing post partum depression, mothers with positive toxicology screens, babies with developmental delays, etc.</p> <p>Segmentation Analysis: Public Health data reflects that JT has one of the highest rates of teen pregnancy (68.4/1000) as compared to the county (26.5/1000) and the City of Hayward (46/1000). Only 77.5% of JT mothers received early prenatal care, compared with 88.1% countywide.</p> <p>Assessment: Output measures will include the number, frequency and duration of nurse home visitation for the expecting and new mothers in the JT. Outcome measures will include increase in prenatal care rates for JT mothers compared with baseline and consumer satisfaction based on semi-annual survey of participants.</p>						
<p>Evidence Base (Strong): Research shows strong evidence that intensive prenatal and neonatal home visiting programs improve outcomes for children.¹² A local study found that, “Intensive home-visiting supports for the county’s most vulnerable children boost their readiness for school.”¹³</p>						

Component 2: Elementary and Secondary Students are Proficient in Core Academic Subjects

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
2.0 Comprehensive School Reform						
HUSD, CSUEB Chabot and All Partners	SFF HUSD SIG CSUEB Chabot	Yr 1: Harder, Tennyson Yr 2: Park Yr 3: Winton Yr 4: Chavez Yr 5: Hayward	JT Students Yr 1: 570 Yr 2: 755 Yr 3: 930 Yr 4: 951 Yr 5: 1172	JT Students Yr 1: 49% Yr 2: 64% Yr 3: 79% Yr 4: 81% Yr 5: 100%	Request: \$849* Match: \$645 *School-wide strategy	All JT students in the six focus schools
<p>Program Focus: The JT focus schools (except the High Schools³) are in Program Improvement Year 5+. HUSD is currently using the Transformation strategy at Tennyson and the Turnaround strategy at Harder Elementary. These approaches address changing school leadership, the selection of high performing teachers for focus schools, creating intentional data study groups to support data-driven instruction, training and professional coaching to help teacher make better use of student data to improve instruction, creating incentives for high performing teachers to teach in focus schools, and evaluating teachers at least partially based on student performance, and utilizing best-practices in staff professional development. Full Service Community Schools (FSCS) is the overarching framework for HPN’s comprehensive school reform strategy, turning the schools into hubs of services for students, families and local communities. FSCS provide rigorous instruction during the school day and use out of school time effectively to provide academic enrichment and experiential learning that reinforce the school day learning.</p> <p>Segmentation Analysis: School performance data and community input coincide to clearly demonstrate that the six HPN focus schools are failing to educate the majority of their students to the standards required by college and career.</p> <p>Assessment: Process measures include whether all six of the focus schools are implementing the core strategies of a comprehensive school reform model by Year 5. Outcome measures would include the focus schools’ API and AYP results before and after implementing a comprehensive school reform strategy.</p>						
<p>Evidence Base (Moderate): Comprehensive school reform activities are supported by evidence showing that school leadership¹⁴, data-driven instruction,¹⁵ and longitudinal training and coaching professional development strategies^{16 17} to support high quality teachers are all effective strategies for improving students’ educational outcomes. Full Service Community Schools have been shown by over 20 evaluations to produce improved outcomes.¹⁸</p>						
2.1 Job Embedded Teacher Professional Development						
HUSD	Title I	Each school will	JT Students	JT Students	Request: \$878	All children and

³ These high schools would be in PI status if they accepted Title 1 funding. Since they do not receive this federal funding they are exempted from this designation.

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CSUEB ACOE	Title II SIG	receive two years of PD beginning as follows Yr 1: Harder, Tennyson Yr 2: Park Yr 3: Winton Yr 4: Chavez Yr 5: Hayward	Yr 1: 570 Yr 2: 755 Yr 3: 930 Yr 4: 951 Yr 5: 1172	Yr 1: 49% Yr 2: 64% Yr 3: 79% Yr 4: 81% Yr 5: 100%	Match: \$0	youth in JT
<p>Program Focus: HUSD will continue to provide professional development (PD) to support implementation of adopted math (Number Worlds and Algebra Readiness) and English language arts programs (Houghton Mifflin Core materials, Inside & Edge). This PD provides an overview of materials, pedagogy and lesson design. It does not however provide ongoing support and monitoring of implementation. It is the on-site coaching for teachers that affects permanent and sustainable changes in the classroom and the school as a whole. Coaches will include experts in English Language Arts (ELA), Math, and English Language Development (ELD). We anticipate that two-years of intensive coaching will be required to impact all of the teachers in a school and to improve instructional practices across the campus. The coaches will work together to have a synergistic effect on the teachers and the school as a whole. For example, the ELA coach will work with teachers on “academic literacy” that supports math, science, history and all other subjects by helping teachers and students to better understand how to make meaning of technical materials. The coaches will be deployed to the sites and will spend the majority of their time working with teachers in their classrooms, helping to improve instruction and student outcomes as measured by interim assessments and standardized test scores.</p> <p>Segmentation Analysis: All the schools serving JT are below the statewide API expectations and all but the high schools are in Program Improvement, Year 5+.</p> <p>Assessment: Process measures include whether all six of the focus schools are implementing intensive curriculum coaching by Year 5. Outcome measures would include the focus schools’ API and AYP results before and after implementing a job embedded professional development and coaching strategy.</p> <p>Evidence Base (Moderate): Professional development that is longitudinal, data driven and involves learning communities and coaching are proven to be more effective than short term trainings with limited time for practice, peer¹⁹ or coach observation and retraining.^{20,21}</p>						
2.2 Assessment and Services for Special Focus Populations						
HUSD	Special Education funds; LEA MediCal	Two years of PD for ELD and Cultural Competency & two years of School	JT Students Yr 1: 401 Yr 2: 401	JT Students Yr 1: 67% Yr 2: 67%	Request: \$2,439 Match: \$811	All students with special needs in JT

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	Title I Title III	Psychologists (0.5 FTE) Yr 1-4: Harder, Park Yr 3-5: Winton, Chavez, Hayward High	Yr 3: 83 Yr 4: 83 Yr 5: 107	Yr 3: 76% Yr 4: 76% Yr 5: 54%		focus schools
<p>Program Focus: HUSD proposes to address the needs of English Learners, Special Education students, and African American students in particular because their outcomes are significantly lower than other students in the JT area. We, therefore, propose a several evidence-based coaching strategies for teachers at the focus schools serving the JT. Coaches specializing in culturally competent instruction, English language development and AVID strategies will work intensively in each of the six schools for a two year period to change the culture and prevailing practices with reference to the students of concern. The coaches will be responsible for helping teachers implement effective pedagogy, culturally competent and inclusive strategies and regular assessment and differentiated instruction. Furthermore, we propose to fund a half-time psychologist for all six schools – at Harder and Park in years one through four and at Winton, Chavez, and Hayward High in years three through five. Increased time for Psychologists will not only better identify and serve students with disabilities, it will also greatly enhance the efforts of the JT schools to implement Response to Intervention (RTI) and integrate this process and philosophy in daily instruction and school culture - thereby improving the schools’ capacity to assess and serve students appropriately and effectively. We posit that the combination of highly skilled school psychologists who are sensitive to cultural differences, ELD coaches with strong cultural sensitivity, and the AVID and RTI program models will ensure that only SWD will be assessed into Special Education and students with linguistic, cultural and/or behavioral differences will be provided more appropriate teaching strategies in the differentiated classroom.</p> <p>Segmentation Analysis: Student data reflects that EL, SWD and African American students are the lowest performing subgroups in the targeted schools.</p> <p>Assessment: We will measure whether the proposed professional development strategies narrow the achievement gap for EL, SWD and African American students in the focal schools. Measures will include CST scores, CAHSEE pass rates, graduation rates and attendance rates before and after intervention.</p>						
<p>Evidence Base (Moderate): Students of color and EL students are disproportionately referred to Special Education, and culturally responsive teaching has been proven to mitigate this disparity.²² Implementation of alternative teaching strategies such as RTI have been found to require coaching, monitoring and support to have an optimal effect. “those schools with an active site-based person to support the teachers were continuing the program two years after the study was concluded.”^{23 24}</p>						
<p>2.3 Comprehensive Strategy for School Climate and Safety</p>						
HUSD	CalGRIP	Two years of	JT Students	JT Students	Request: \$131*	All students in JT

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COH ACPD HCSA HPD/YFS	Grant HUSD	Restorative Justice PD beginning as follows Yr 1-2: Harder, Park Yr 3-4: Winton, Chavez Yr 5: Hayward	Yr 1-2: 647 Yr 3-4: 196 Yr 5: 221	Yr 1-2: 61% Yr 3-4: 79% Yr 5: 100%	Match: \$230 *School wide Strategy	focus schools, especially students with a history of suspension, juvenile justice involvement, victims of bullying, etc.
<p>Program Focus: HUSD proposes to improve school safety and promote positive school climate at schools serving the Jackson Triangle by integrating the Safe and Inclusive Schools program with restorative justice practices and with gang prevention and intervention strategies provided by the city of Hayward and Alameda County Probation. Implementation of the Safe and Inclusive Schools program will be rolled out over time. We also plan to integrate this work with restorative justice programs that would be developed for older youth in the JT This effort will be mounted in collaboration with HUSD’s Student and Family Services Department, the Alameda County Probation Department, Alameda County Behavioral Health Services, the City of Hayward including the Hayward Police Department’s Youth and Family Services Bureau, and community partners. This strategy will foster safe and supportive school environments so students thrive and are able to focus on academic achievement. The programs would build the capacity of students and adults in the school community to communicate effectively and supportively while simultaneously understanding and internalizing personal and social responsibility. This integration will support positive alternatives for student communication and interaction with peers and adults as well as positive alternative activities to replace delinquent or antisocial behavior. Another aspect of this work is improving the communication between agencies and enhancing our network of supports to better support youth in the juvenile justice system and their transition back to school.</p> <p>Segmentation Analysis: CHKS data and parent/community surveys reflected a high rate of gang involvement among JT youth and a significant problem with bullying, possession of weapons and physical violence on school campuses across the grade span. Students generally consider their schools less safe than their neighborhoods.</p> <p>Assessment: Outcome measures would include suspension and expulsion rates compared to baseline data, biennial CHKS results related to student perceptions of safety at school and in the community, and results of annually administered school climate survey.</p> <p>Evidence Base (Moderate): Research on the use of restorative justice in school settings demonstrates improved reintegration of youth who have violated community trust and the use of more adaptive response to “shaming”.²⁵ Based on a number of studies in five countries, “The vast majority of participants find the experience satisfactory, fair and helpful. In a number of jurisdictions rates of restitution completed have climbed. And offender going through conferencing approaches often have lower levels of reoffending than they did before or than compared with a similar group of offenders who did not go through conferencing.”²⁶</p>						

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2.4 Support for Transitions						
CSUEB Chabot HUSD 4Cs COH	Student volunteers ASES 21 st CCLC AmeriCorps	Summer Transition Camps PreK-13 th Year 1- 5	100% via curriculum alignment; K: 154; 7 th : 124 9 th : 121; 13 th :89 Via bridge programs: K: 36 ⁴ ; 7 th .; 9 th : 13 th : 89	100% via curriculum alignment; Summer Bridge K: 23% 4 th -6 th : 30% 9 th : 21% 13 th : 100%	Request: \$267 Match: \$315	All JT students entering Kindergarten, 7 th grade, 9 th grade, and college.
<p>Program Focus: HUSD, Chabot, CSUEB, 4Cs, and other key partners have agreed to collaboratively focus on transitions from pre-K to Kindergarten, 6th to 7th, 8th to 9th grades, and from high school to postsecondary education. We propose several strategies that are aligned with the age and needs of the students involved, as follows: 1) Summer Bridge programs are proposed for the pre-k to Kindergarten transition. This 5-week program will focus each year on 36 JT children who have not had a preschool experience prior to Kindergarten; 2) Curriculum articulation will be a consistent practice across all age groups. This is ongoing work that will be accelerated with PN funding; 3) Data sharing between ECE providers and Kindergarten teachers in the JT will be instituted, with parental permission, so that Kindergarten teachers are prepared to meet the needs of incoming students. Transitions within HUSD will be improved by greater internal access to the HUSD data system (data coaching) and focused efforts to ensure that 6th and 8th grade teachers understand the academic expectations of the next grade span by subject matter. HUSD will implement a Summer Bridge Program targeting incoming 9th graders in need of academic intervention. For high school students who have fallen off the graduation track, HUSD will implement a concurrent enrollment program by the Hayward Adult School allowing students to fulfill diploma requirements. Chabot will also provide a comprehensive Summer Bridge Program for 20 JT 12th graders who are entering college. This Summer Bridge Program is comprised of four components: 1) Diagnosis and placement according to Early Assessment Program (EAP) or Accuplacer Math and English Assessments; 2) College readiness curriculum that includes library and research skills workshops; 3) Workshops on choosing careers and majors in partnership with Eden Area ROP; and 4) Math and English skills review to improve placement exam scores. Finally, Chabot and CSUEB will implement the Early Assessment Program as a part of their partnership with HUSD. In this way student readiness for college-level work will be known to both HUSD and the IHEs prior to the beginning of their Senior year, allowing students to adjust their course schedules and allowing counselors, college student volunteers and other supportive partners to help students prepare for the rigors of postsecondary work</p>						

⁴ Based on parents surveys 88% of JT children do not have access to preschool or center-based child care prior to Kindergarten – 88% of 188 population = 165.

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<p>and to set clear goals for college and postsecondary training.</p> <p>Segmentation Analysis: Kindergarten data shows that 43% of JT students are not prepared for Kindergarten. Our data shows a dramatic drop in attendance and CST proficiency as children move into middle school and again as they move into high school. The transition to postsecondary education shows that very few JT students complete a degree or a certificate at Chabot or successfully transfer to CSUEB or other four-year universities.</p> <p>Assessment: Outcome measures will include student Kindergarten readiness measures, maintenance of attendance at middle and high school, persistence through high school, reductions in numbers of incoming Chabot/CSUEB JT students in basic skills coursework.</p> <p>Evidence Base (Promising): Some research has been conducted on the pre-K to Kindergarten transition with findings that outreach, early engagement, early registration and family contact are effective practices.²⁷ Research has also identified ways that the K-12 system can support successful transitions into middle school and into high school.²⁸ While few studies of college transition programs exist, one “national study revealed that participants in transition programs had nearly twice the odds of enrolling in a four-year college as non-participants.”²⁹ However, results are generally mixed because limited accountability for results is maintained in many of the transition programs. “Transition programs need to be viewed not as fix-it strategies, but as part of a comprehensive counseling program and as integral to the process for transforming the American high school.”³⁰</p>						
<p>2.5 Parent Engagement</p>						
HUSD	AmeriCorps	Years 1-5 Harder only	599/462 JT	100% Harder	Request: \$368 Match: \$960	All Harder students, especially JT students
<p>Program Focus: In order to ensure that parents are active partners in their children’s education, HUSD proposes to enhance its existing Parent Centers by expanding staffing at Harder Elementary, providing more information and referrals, and by training Parent Center staff and volunteers to conduct evidence-based Promotora Outreach. Harder and Park teachers will conduct home visits to their students’ families in order to build relationships and to strengthen communications. Teachers will be trained in culturally appropriate outreach strategies and will be provided a small stipend to conduct home visits for all their students.</p> <p>Segmentation Analysis: About 25% of JT adults do not have a high school diploma, 38% have a high school diploma or equivalent, and 37.5% are not fluent in English. Teacher and parent focus groups indicated that parents don’t know how to advocate for their children or how to help them with their studies. Therefore it is up to the schools to reach out in a nonthreatening manner to families and to engage them in a partnership around their children’s education.</p> <p>Assessment: Output measures would include numbers of Promotoras trained, numbers of home visits conducted by Promotoras and</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
<p>teachers, and numbers of parent visits to the Parent Center and school events. Outcome measures include pre-/post-surveys of parents' comfort with being at their children's school, talking with teachers, advocating for their child(ren). Evidence Base (Moderate): Teacher and paraprofessional (Promotora) home visiting programs have been found to be effective on a number of measures via experimental evaluations. However, not all home visiting programs are successful – depending on the nature and frequency of the visits, the training of the visitor, the age of the child and other variables.³¹</p>						
<p>2.6 Building a College Going Culture</p>						
<p>HUSD CSUEB Chabot COH 4Cs</p>	<p>Student volunteers TRiO/ETS CTE funding</p>	<p>Years 1-5 All six focus schools</p>	<p>JT students Harder 462 Park 185 Winton 175 Chavez 21 Hayward 221 Tennyson 108</p>	<p>JT students Y1 50% Y2 75% Y3 80% Y4 90% Y5 100%</p>	<p>Request: \$275 Match: \$1,207</p>	<p>All focus school students, especially JT students</p>
<p>Program Focus: HUSD proposes to utilize the Parent Centers, parent gatherings, and outreach strategies to ensure that parents understand that their children can attend college, even if they are very low-income. Parents will also be informed about the requirements for attending college and how they can help their children be successful students. In addition, CSUEB and Chabot are committed to providing a significant number of student volunteers who will provide a number of functions on the school campuses, including, nursing, tutoring, recreation and physical education, digital media, before and after school leadership, student teaching and even counseling services. Through our IHE partnerships and others with the City and local CBOs students will be provided informal and formal mentoring from college students. Segmentation Analysis: Fifty-five percent of respondents on a recent HPN Community Survey indicated that financial challenges were a primary reason why their children would not be able to attend college, and another 9% indicated that lack of encouragement/culture/understanding was a barrier. Teachers also indicated that going to college was an abstract concept for many children, youth and families because they had never even visited a college or talked with a college student from their own neighborhood or culture. Assessment: Output measures particularly assess the number of CSUEB student volunteers working with students and staff at the focus schools and the quality of their impact on schools and students. Outcome measures include parent and student attitudes and understanding whether it is feasible for low-income JT students to attend college; completion rates of a -g college entrance requirements measured against baseline; college entrance and persistence rates over time measured against baseline. Evidence Base (Promising): Limited research has been done on strategies for creating college going culture and the impact of</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
<p>same on students’ college going and success rates. However, common characteristics of successful programs have been identified as 1) informational outreach; 2) career-based outreach; 3) academic support. A fourth desirable characteristic which is not integrated into the evaluated programs is integrated K-12 reform. Another characteristic of successful programs is “mentoring efforts, such as frequent communication and getting to know students’ family, significantly affect student performance.”³² All of these elements are incorporated in the HPN college going culture strategy.</p>						
<p>2.7 Expand and Enhance Out of School Time</p>						
<p>HUSD CSUEB Chabot COH ACOE</p>	<p>CSUEB volunteers 21st CCLC ASES AmeriCorps SES</p>	<p>Year 2-5 Harder/Park Expand Other focus schools are Enhanced</p>	<p>Harder: 150 Park: 150 Winton: 150 Chavez: 150 Hayward: 280 Tennyson: 280</p>	<p>21% of all students at the schools (cannot ethically allocate resources just to JT students)</p>	<p>Request: \$611 Match: \$797</p>	<p>Students who are enrolled in or attend OST programming</p>
<p>Program Focus: HUSD proposes to expand its OST programming by adding an additional 50 “slots” for children at both Harder and Park schools – allowing students on the waiting list to enroll. The HUSD OST programs known as the Youth Enrichment Program (YEP) will also enhance programming to support STEAM education (Science, Technology, Engineering, Arts and Mathematics). After school, students will learn computer and digital skills with increasing sophistication across the grade spans. At the elementary level, YEP will also provide Summer Science Camp for 50 upper elementary JT students, with special emphasis on those who are transitioning from 6th to 7th grades. At the middle and high schools, students will learn a variety of programs and technology literacy.</p> <p>Technology coaches will work with core day and afterschool staff to integrate technology across the core and extended learning day. CSUEB and Chabot have committed scores of volunteer undergraduate students to work in the OST programs, before and after school, during intersessions and in the summer to support STEAM activities. The City and its CBO partners will provide internship training programs in aviation, health care and digital media for high school students. The City Library will support after school homework help at all six schools – with 10 volunteer tutors per site, a book vending machine, and other resources. HUSD will expand the afternoon busing schedule for Harder and Park so that elementary age students will be able to stay after school for intervention programs and still be safely transported home on a later bus.</p> <p>Segmentation Analysis: Parent Surveys reflected a dearth of affordable options for OST in the JT. In addition, JT teachers expressed concern about the limitations of the current after school program – especially the lack of academic enrichment programming aligned to (but not duplicative of) the school day program.</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
<p>Assessment: A process measure is the “uptake” of the additional/enhanced OST offerings by JT students in particular. Outcome measures include improvements in student CST scores, school day attendance, and pre-/post-survey results regarding self-efficacy and success in school and in social interactions.</p>						
<p>Evidence Base (Promising): Six STEM after school programs have shown promising outcomes for girls on non- or quasi-experimental evaluations nationally.³³ The NSF Sponsored Coalition for Science After School was launched in 2004 with the expressed purpose of furthering STEM education during out-of-school time. While a great deal of interest exists in this intersection of STEM education and OST, there is limited research to date to corroborate the efficacy of this strategy.</p>						
<p>2.8 Dropout Prevention Strategies</p>						
CSUEB Chabot HUSD HAS Eden ROP	CSUEB volunteers TRiO/ETS CTE grants Adult School funding	Year 1-5	JT students Harder 462 Park 185 Winton 175 Chavez 21 Hayward 221 Tennyson 108	JT Students 100% -	Request: \$641 Match: \$856	All students at focal schools, especially those with poor attendance and those from JT
<p>Program Focus: It is our collective belief that dropout prevention begins in preschool and continues through college, and furthermore, it involves connecting students with real world and experiential outlets for their curiosity, dreams, ingenuity, and skills. For this and other reasons we are expanding our OST programming; enhancing high school internship opportunities; providing STEAM programs that utilize experiential learning opportunities (e.g., field trips, summer science camps, school gardens, internships, service learning, college visits); expanding Career Technical Education; wraparound services and tutorial support and mentoring opportunities. Dropout prevention also involves providing opportunities for credit recovery and accelerated learning for students who have fallen behind for a wide variety of reasons.</p> <p>Segmentation Analysis: HUSD data clearly reflects a serious dropout rate at the middle and high school levels. Only 63% of JT Seniors graduated from high school this past year. Persistence rates of JT students enrolled at Chabot are low (74%), and over a recent two-year period only 22% of Chabot JT students graduated with an AA degree, a certificate or transferred to a four-year university.</p> <p>Assessment: Outcome measures would include: CAHSEE pass rates, high school completion rates, graduation rates, attendance K-12, and sense of safety and attachment to school through biennial CHKS results.</p> <p>Evidence Base (Moderate): “Effective programs often used some combination of personal assets and skill building, academic support, family outreach and environmental/organizational change.”³⁴ Research also corroborates our thesis that dropout begins far</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
<p>earlier than high school and may be predictable in pre-K or elementary school. Another research finding is that “[dropout prevention] activities are not up to the task...because the tasks are not basic or intense enough to reform the primary causes identified by educational theories of low student motivation to remain in high school. Reforms are needed to change the atmosphere from the current emphasis on controlling and sorting students to a new emphasis on supporting and caring for individual learners through major modifications in the roles and responsibilities of teachers and students, including services geared toward assisting students with outside problems.”³⁵ Hence, HPN has chosen engaging students in experiential learning opportunities, service learning, and providing them with mentoring, tutoring provided by college students, and creating much stronger linkages to college through linked learning and CTE programming.</p>						

Component 3: Youth and Young Adults will succeed in postsecondary education and career

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
3.1 Cradle to Career Education Reform Network						
CSUEB Chabot Eden ROP HUSD	TRiO EOPS CTE	Year 1-5	n/a	n/a	n/a	All the JT students in K-16 education
<p>Program Focus: CSUEB, Chabot, Eden ROP, and HUSD are fully committed to the Cradle to Career Education Reform Network (C2CERN) and to thorough curriculum articulation and data sharing. In particular, C2CERN will support Science, Technology, Engineering, Arts and Mathematics (STEAM) and teaching literacy across the curriculum horizontally and vertically. This builds on the strong collaboration that has been launched in the past year and will intensify to implement the HPN model.</p> <p>Programmatic Steps: The Early Assessment Program (EAP) allows CSUEB (and through data sharing, Chabot and HUSD) to use the results of the EAP test to inform rising Seniors, their counselors and their teachers in the target high schools about the students’ readiness for college level coursework. The participating IHEs will work with high school staff to ensure that students, who require additional support to get ready for college, get the support they need and/or enroll in the correct classes in their Senior year to enhance their college readiness. CSUEB can provide tutors and mentors to provide concerted focus on JT students in collaboration with HUSD staff. In addition, Chabot will provide, through a TRiO grant, outreach and experiential learning opportunities for JT students at the middle and high school levels. Eden ROP, the City and HAS, in collaboration with Chabot, will also provide more robust Career Technical Education pathways from the K-12 to postsecondary systems – including courses in digital arts, aviation, health care services, and information technology.</p> <p>To ensure that HPN educational strategies are coherent from birth to career, C2CERN and the Early Childhood Network will hold joint meetings twice per year to ensure that information and planning extend across the entire age spectrum</p> <p>Segmentation Analysis: CSUEB and Chabot data indicate that many students from JT are not ready for college level work and languish in the basic skills courses for which they do not earn college credit, often dropping out of school before they complete certificates, degrees, or, in the case of Chabot, transfer to a four-year university.</p> <p>Assessment: Output measures would include curricular agreements and articulation, numbers of college students deployed to tutor/mentor younger students, etc. Outcome measures would include reduction in numbers and percent of JT students who require basic skills courses upon admission to college and persistence/graduation rates at CSUEB and Chabot, especially for JT students.</p> <p>Evidence Base (Moderate): Research shows that implementation of the Early Assessment Program at CSU Sacramento “reduced the average student’s probability of needing remediation at CSU by 6.1 percentage points in English and 4.1 percentage points in mathematics. Rather than discouraging poorly prepared students from applying to Sacramento State, EAP appears to lead students</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
to increase their academic preparation while still in high school.” ³⁶						
3.2 Postsecondary Persistence and Completion						
CSUEB Chabot Eden ROP	TRiO EOPS	Year 1-5	CSUEB & Chabot = 693	100% JT students	Request: \$784 Match: \$257	All students entering CSUEB or Chabot from HUSD, especially the JT students
<p>Program Focus: Federal TRiO funding currently supports Chabot’s ASPIRE and EXCEL Programs for low-income, disabled and first-generation college students – with EXCEL focusing on EL students. These programs provide case management, financial aid and financial literacy services in a cohort model with a structured first-year experience and individualized follow-up in years 2-5. These services will be continued through at least 2014 when the funding will need to be renewed, and it will be more focused on JT students than it has been in the past. Chabot proposes to augment these successful programs by implementing a Summer Bridge Program to strengthen the transition from high school to college for JT students, providing: 1) diagnostic math and English assessments; 2) college readiness curriculum that includes library and research skills workshops; 3) workshops on choosing careers and majors in partnership with Eden Area ROP; 4) math and English skills review to improve placement exam scores.⁵ Chabot also proposes to extend the cohort-based support for JT students to a second year, organized around academic majors, thereby leveraging TRiO and EOPS funding and the existing infrastructure for first-year students, and 5) service learning when implemented thoughtfully and integrated into the school curriculum is an extremely effective strategy in meeting the many developmental needs of all students.</p> <p>Segmentation Analysis: Chabot data reflect low-success rates among JT students enrolled in community college, with particular challenges for first and second-year students, especially those who have entered college with basic skill deficits. In addition, JT students, who are served by the Chabot TRiO ETS (7th-12th grades) program, are not being served by the TRiO ASPIRE program because ASPIRE requires higher math and English placement scores for admission.</p> <p>Assessment: Output measures would assess the number and proportion of Chabot JT students who access TRiO programming compared to baseline. Outcome measures would include change in enrollment in college level coursework, course persistence, and graduation/transfer rates for JT students compared to baseline.</p> <p>Evidence Base (Moderate): One of the key HPN strategies for the postsecondary student is service learning which has been shown to be an effective strategy to reduce dropout.³⁷</p>						

⁵ <http://3csn.org/developmental-sequences/spotlight-chaffey-college/>

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
3.3 Career Technical Education						
Chabot Eden ROP HUSD	CCCCO CTE Perkins	Year 1-5	100/yr	17% JT students	Request: \$1,087 Match: \$356	JT high school students with CTE interest
<p>Course Focus: Eden ROP (ROP) and Chabot propose to enhance the Career Technical Education offerings for JT high schools with particular emphasis on Digital Media, Allied Health and STEM programming in the areas of Health, Dental, Emergency Management Services, Computer Technologies, and Criminal Justice/Forensic Science. Promise Neighborhoods funding will increase access to ROP CTE offerings by providing them during OST at the ROP Center which will be more accessible to the JT via the proposed Shuttle bus. Students will understand the skill and competency requirements for various career options and will have at least introductory skills to pursue career pathways. Students will be provided guidance in choosing a career path, including the nature of the jobs available, salary expectations, working conditions, future outlook, employment rates, and educational requirements. Many of these courses are articulated with Chabot courses which allow JT students who complete these introductory courses to receive college credit and continue their education in their chosen pathway via Chabot CTE programs.</p> <p>Segmentation Analysis: Teachers cited limited articulation between high school and college course offerings. Chabot data reflect that students who have a declared major upon entering college have a much higher chance of completion than those without a declared major. Persistence rates among JT students are very low, especially for those who begin college in Basic Skills programming.</p> <p>Assessment: Output measures would include course enrollment rates, especially considering JT student enrollment. Outcome measures would include course completion, rates of declared majors among CTE students enrolling in Chabot and CSUEB, and persistence and graduation rates in college.</p> <p>Evidence Base (Promising): Preliminary findings from an experimental design research study of CTE implementation indicate that students in the treatment schools were taking courses with a “higher level of academic rigor.”³⁸</p>						
3.4 Service learning programs and practicums						
CSUEB	Student volunteers; CSUEB Service Learning Office Faculty Supervisors; General fund	Year 1-5 700-1200 frosh provide 7 hrs/ea of comty service Year 3-5 1500-2000 upper class students will	2,166 JT school aged students	100% JT school age students by Year 5	Request: \$915 Match: \$1,087	Service Learning Benefit to IHE students; and to All JT students

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
		provide 20 practicum hours/yr in JT or focus schools.				
<p>Program Focus: This program element provides benefit to both the college student volunteers who are gaining valuable service learning and practicum experience and to the K-12 students of the JT focal schools. The service learning experiences are likely to solidify the attachment of the college students to their academic pursuits, and they are able to act as important role models for the younger students as tutors, mentors and volunteers in classrooms and the OST program. The college students will also bring a wide variety of talents and interests to the K-12 schools and students – e.g., sports, music, art, dance, science, and many other areas of study that will enrich the K-12 students’ experiences at school. We also expect this infusion of college students to help build a “college going culture” at the K-12 schools.</p> <p>Segmentation Analysis: Our segmentation analysis indicated that the majority of JT parents (63.4%) do not have a college degree and many (24.9%) do not have a high school diploma. This makes it difficult for parents to consider that their children can go to college and, more importantly to understand the steps required to go to college.</p> <p>Assessment: Output measures will include the number of college students volunteering in the JT schools and neighborhood and the number of hours of volunteer time they provide. Outcome measures will include increases in the proportion of JT students who aspire to go to college and who talk with their parents about college frequently.</p> <p>Evidence Base (Promising): Mentoring programs are most effective when they are sustained over time, generally at least a year. They have a positive impact on attendance at school, attitude toward school and college going rates. It appears from the research literature that only longer term volunteers should be encouraged to engage in mentoring while those with more limited time commitments should stick with tutoring and athletic coaching or other activities that do not require an intense personal commitment.^{39 40}</p>						

Component 4: All students and their families are healthy

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
4.1 Parent Center Health Education						
HUSD TVHC	AmeriCorps – Corp. for National Service MediCal MAA, EPSDT, TCM	Year 1-5 1FTE Parent Center Coordinator at Harder, 6 AmeriCorps members at focus schools, and 10 Promotoras/yr staffing the Parent Centers at focus schools 120 CSUEB nurse practicum students	JT unique school age students 1,533 over five years	JT Students 100%	Request: \$145 Match: \$197	Families and students with unmet medical and academic support needs in JT
<p>Program Focus: HUSD, in partnership with Tiburcio Vasquez Health Center, will provide Promotora training for 10 parent Promotoras who will be based at the Parent Centers and deployed to reach out to families in the JT – addressing issues such as health referrals, navigating HUSD systems, and advocating for their children in an effective manner. HUSD further proposes to enhance the staffing at the Harder “flagship” Parent Center by adding a 1.0 FTE Parent Center Coordinator who will work with the AmeriCorps member, the Promotoras and other community resources that are deployed to the site. The other five Parent Centers serving the JT will include the AmeriCorps member and Promotoras and other deployed resources. In this way the Harder site, being the only school actually physically located in the JT, will be the most accessible location for parents and other residents of the neighborhood. However, the full time Parent Center Coordinator will ensure that information is disseminated to the other Parent Centers.</p> <p>Segmentation Analysis: Public Health data show that JT families access early prenatal care only 77.5% of the time as compared to 88.1% in the county as a whole and 80.8% in Hayward as a whole. Teen birthrates are high in the JT and 19% of JT survey respondents indicated that their children did not have access to a medical home and used the emergency room as their only source of medical care. In addition to these medical issues, our parent surveys indicate that many parents do not feel confident in their interactions with their children’s schools because of language barriers and discomfort with governmental systems in general.</p> <p>Assessment: Output measures would include parent “traffic” in the Parent Centers at the focus schools and the volume of parent information, workshops, and referrals produced by the Parent Centers. Outcome measures would include parent satisfaction surveys on the Parent Centers and the Promotora strategy in particular.</p> <p>Evidence Base: (Moderate) A study by the Central Valley Health Policy Institute showed that use of Promotores, community</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
<p>health workers, improved appropriate healthcare access and utilization for low-income Latinos.⁴¹ An evaluation of a program entitled Salud para Todos (“Health for all”) provides a moderate evidence base supporting the effectiveness of promotoras as a strategy for improving health management in Latino communities.⁴²</p>						
<p>4.2 Healthy Food Access</p>						
<p>HUSD ACOE CSUEB</p>	<p>Network for a Healthy California – CA Department of Public Health; USDA F/RM; Alameda County Food Bank</p>	<p>Year 1-5</p>	<p>600 JT students/yr</p>	<p>36% JT students each year</p>	<p>Request: \$26 Match: \$442</p>	<p>Families and students with unmet nutritional and food security issues</p>
<p>Program Focus: HUSD proposes that the Parent Centers provide an additional effort to ensure that children, youth and their families are receiving sufficient high quality food to eliminate hunger from the JT. Our strategies to accomplish this goal are: 1) enhance and expand the school and community gardens in the JT; 2) utilize the Parent Center staff to expand information and referral to food banks, pantries, and distribution centers in the local community (e.g., South Hayward Parish, Eden Youth and Family Center, etc.); 3) optimize the use of public transit and the proposed local shuttle service to ensure that low-income families without automobiles can obtain high quality affordable food from supermarkets and or food distribution centers; and 4) use CSUEB student volunteers to enhance and expand the gardening program at the target schools.</p> <p>Segmentation Analysis: Although our parent survey results seem anomalous on food security needs in the JT, our focus group with early childhood providers and CHKS results point out a challenge. Child care providers indicated that many parents depend on the provider to feed their children because they do not have adequate food for them otherwise. Based on student self-report in the CHKS, between 40% and 50% of teenagers do not eat breakfast before coming to school. Of the 1,107 referrals to food banks in Hayward, 529 (48%) were to programs in the 94544 zip code which contains the JT.</p> <p>Assessment: Output measures would include garden hours provided by volunteers from CSUEB and other partners, numbers of food bank referrals, numbers of JT residents using the shuttle bus for grocery shopping, etc. Outcome measures would be measures of nutritional improvement in the JT measured by parent surveys and the biennial CKHS.</p> <p>Evidence Base (Moderate): “Preschool and school aged children who experience chronic hunger have higher levels of anxiety, depression and behavior problems than children with no hunger. Furthermore, the lack of a nutritious diet is a well-known risk factor for diabetes, hypertension and heart failure.”⁴³ For the past decade federal expenditures on food subsidies for low-income children and families has grown each year and has doubled since 2004, reflecting the challenges in the US economy and the</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
number of food insecure families in the nation. ⁴⁴						
4.3 Site-based Health Access						
St. Rose Hospital HUSD TVHC	MediCal Health Families	Year 1-5 St. Rose medical van will visit Harder and Park 6 x per year. CSUEB nurse practicum students will be assigned to focus schools	320 JT elementary students/yr	32% JT elementary students	Request: 0 Match: \$6,694	Children and families with unmet medical needs and/or transportation or other barriers to access
<p>Program Focus: St. Rose Hospital is located in Hayward and serves a large proportion of low-income and uninsured residents of the JT and its surrounding area. In order to ensure better health care access, St. Rose developed a mobile medical van that provides diagnostic outreach to various community locations. St. Rose has made a commitment to deploy the mobile van to both Harder and Park Schools, six times per year to ensure that the JT community has ready access to these services.</p> <p>Segmentation Analysis: Parent and community surveys identified transportation as a crucial barrier to children, youth and families accessing a variety of services, including health care.</p> <p>Assessment: Output measures would assess the number of children, youth and family members accessing the St. Rose mobile van each visit and each year. Outcome measures would include student absence rates from school and parent satisfaction with the services provided by the mobile van.</p> <p>Evidence Base (Moderate): “Mobile health clinics provide an alternative portal into the healthcare system for the medically disenfranchised, that is, people who are underinsured, uninsured or who are otherwise outside of mainstream healthcare due to issues of trust, language, immigration status or simply location. Mobile health clinics as providers of last resort are an essential component of the healthcare safety net providing prevention, screening, and appropriate triage into mainstream services...Based on service data provided by the Family Van for 2008...the calculated return on investment of the Family Van was 36:1.”⁴⁵</p>						
4.4 Healthy Eating/ Active Living						
HUSD CSUEB practicum HPD	AmeriCorps CalGRIP	Year 1-5 CSUEB recreation and physical education majors deployed to focus	600 JT students/yr	36% JT students	Request: \$24 Match: \$629	Resources will focus on students who are enrolled in the OST programs at the K-8 level and on attracting

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
		schools HPD Rookie Ball Program				high school students who are not engaged in competitive sports
<p>Program Focus: HUSD, in partnership with CSUEB proposes to increase physical activity for children and youth in the JT target schools by augmenting the OST program offerings (via and OST AmeriCorps member who is responsible for organizing CSUEB Physical Education student volunteers on site). Similarly, another AmeriCorps member is assigned to each Parent Center and is responsible for supporting parent exercise and nutrition – another way to support child and youth health outcomes as well as those of the entire family. Gardening at school sites and in the community will also be supported by the CSUEB volunteers – providing support for fitness through both exercise and nutritious eating habits. The Hayward Police Department (HPD) has committed to engaging elementary age JT children in “rookie ball” which is an opportunity to build positive relationships with the police and to support students’ physical fitness.</p> <p>Segmentation Analysis: Physical fitness among JT students is currently compromised by high rates of obesity, poor access to nutritious food, lack of regular exercise, and limited physical education.</p> <p>Assessment: Output measures would include numbers of students engaged in physical activity in OST compared to baseline. Outcomes would include the number of JT students in the HFZ compared to baseline.</p> <p>Evidence Base: Suggestive. Kaiser Permanente is completing a multi year, multi site evaluation of its Community Health Initiative which includes Healthy Eating Active Living strategies. Early outcomes show strong penetration of the initiative with many individuals affected.</p> <p>Evidence Base (moderate): <i>Obesity Review</i> provides a meta analysis of research on obesity prevention practices: “A lack of programming to address the particular needs of subgroups of children and youth emerged in this review. Although immigrants new to developed countries may be more vulnerable to the obesogenic environment, no programs were identified that specifically targeted their potentially specialized needs (e.g., different food supply in a new country)...schools were found to be a critical setting for programming where health status indicators, such as body composition, chronic disease risk factors and fitness can all be positively impacted. Engagement in physical activity emerged as a critical intervention in obesity prevention and reduction programs.”⁴⁶</p>						

Component 5: All Students have access to 21st Century Learning Tools

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
5.1 Adult Computer and Literacy Classes						
HAS	CBET – Prop 98 General Fund	Year 1-5 Bilingual computer literacy classes for three six week program cycles and English tutoring at the Harder Parent Centers.	N/A	N/A	N/A	CBET provides computer literacy services for parents; effect on children is indirect but profound
<p>Program Focus: Hayward Adult School (HAS) proposes to provide bilingual computer literacy classes at the Harder computer lab from 7pm to 9pm two nights per week. This class would serve 30 adults per class over three six-week program cycles. Child care would be provided. The basic computer literacy class can be modified to a computer employment preparation class as needed in the future. HAS will also provide Community-Based English Tutoring (CBET) through the Harder Parent Center. This program is designed to assist parents and other community members to build their English language skills and, in turn, these adult students commit to assisting other members of the community with their English skills as well.</p> <p>Segmentation Analysis: JT resident and parent surveys and focus groups reflected a strong interest and need for both computer literacy and general literacy classes in the JT. This need was strongly corroborated by a focus group at the Day Laborer Center and by a Community Workgroup at Harder Elementary.</p> <p>Assessment: Output measures would include enrollment and persistence in HAS courses and English tutoring. Outcomes would include pre-/post-intervention skill levels measured by standardized assessments</p> <p>Evidence Base: There is limited rigorous evidence that the adult education system is effective in meeting the objectives of the learners, businesses, community colleges or the adult schools themselves. This does not mean that there is no benefit, but the research has not been conducted in a rigorous manner to date. Our local evaluation could contribute to this body of knowledge if this function was prioritized.</p>						
5.2 Free Wi-Fi in the Neighborhood						
COH	City of Hayward –	Free WiFi will roll out to the target schools	JT students Harder 462	JT Students Yr 1: 39%	Request: \$48	All residents of the JT and

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
	General Fund	Yr 1: Harder, Yr 2: Park Yr 3: Winton Yr 4: Chavez Yr 5: Hayward & Tennyson	Park 185 Winton 175 Chavez 21 Hayward 221 Tennyson 108	Yr 2-5: 100%	Match: \$91	eventually South Hayward
<p>Project Focus: The City of Hayward proposes to roll out free Wi-Fi at our target schools over the five year funding period. Harder will be deployed in year one, followed by Park, Winton, Chavez, Hayward and Tennyson. In this process all homes in the JT will have Wi-Fi access by the end of year two.</p> <p>Segmentation Analysis: Parent and community surveys and focus groups indicated a need for Internet access so that parents can communicate with the schools and for basic job search and other employment requirements.</p> <p>Assessment: Outcome measures would include numbers/percent of JT students whose homes have computing devices that have access to the Internet and increase in volume of WiFi utilization over time.</p> <p>Evidence Base (Promising): “Broadband access is increasingly a prerequisite of social and economic inclusion, and low-income communities know it. Demand for broadband in these communities is growing, even as the economic crisis undermines family and community resources to support Internet use.”⁴⁷</p>						
5.3 IT Coaches for Schools						
HUSD	HUSD	Yr 1-5 1 FTE Information Technology Coach will work with Harder and Park and move to Winton, Chavez, and Hayward High in subsequent years.	JT students Yr 1-2 Harder & Park: 647 Yr 3-4 Winton & Chavez: 196 Yr 5 Hayward & Tennyson: 329	JT students Yr 1-2 55% Yr 3-4 17% Yr 5 28%	Request: \$366 Match: \$	Increases effective use of technology for all students in focus schools, special attention to JT students.
<p>Program Focus: HUSD proposes to expand the use of technology in the targeted schools over the five-year grant period by substantively improving teachers’ use of technology as an instructional tool and as a way of using rapid-time student data to inform instruction. An Information Technology Coach will begin with Harder and Park in year one and then move to Winton, Chavez and Hayward High in subsequent years. The goal of this process is to imbue the faculty in all of the JT schools with knowledge regarding the use of technology in the classroom (e.g., optimizing the use of Smart Boards, helping students to learn computer applications, use of the internet for research, etc.). An equally important goal is to help teachers make more effective use of real</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/Child	Target Population
<p>time assessment data to drive differentiated instruction, re-teaching and intervention classes as needed.</p> <p>Segmentation Analysis: The majority of JT students are not proficient in ELA or math. However, 20-30% of the JT students are proficient or advanced in these subjects. Clearly, one academic strategy is not sufficient in a classroom with students ranging across a wide array of skills. Students are at different levels of English fluency, and there is a high rate of mobility (20-30%) among students at our target schools. All of these factors pose real challenges for teachers, and technology can help to mitigate these issues by helping teachers with assessment and computer assisted instruction.</p> <p>Assessment: Outcome measures include teacher use of technology to support data-driven instruction judged by use of online resources and teacher pre-/post-surveys.</p> <p>Evidence Base (Moderate): The Center for Learning Technologies in Urban Schools has been working to create and adopt standards and project-based science curricula in a large systemic effort. This work is showing promise via a descriptive study.⁴⁸ Recent qualitative research indicates that teachers integrate technology into the classroom much more effectively and consistently when they are provided coaching/mentoring after training than if they receive training alone.⁴⁹</p>						

Component 6: Children, youth and families in the JT and South Hayward will feel safe in their homes, schools and neighborhood.

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
6.1 High-Risk Youth Intervention						
COH, HUSD, SSA, Probation	CA EDD COH	Year 1-5 (EDD funding sunsets Year 2)	JT 7 th Grade – 24 yr olds Total = 1,885/yr Served/Yr 3-5: 189/yr x 3 yrs = 566	Yrs 3-5 10%	Request: \$986 Match: \$507	High-risk youth ages 14-24 in HPN schools or not attending school
<p>Program Focus: HPN partnership will continue and enhance the current Hayward Positive Alternatives for Youth (HPAY) program funded by CalGRIP through the Employment Development Department. HPAY provides assessment; training, culturally competent case management; support services; job readiness and career exploration; tutoring and credit recovery; youth development and service learning. Enhancement includes the involvement of the CSUEB School of Criminal Justice Administration interns and service learning students and broader utilization of restorative justice practices with this population.</p> <p>Segmentation Analysis: Over 15% of young people in the JT are under Probation or Parole supervision; hundreds more are at high risk of involvement in the juvenile justice system as assessed by a number of factors: chronic absenteeism, parent incarceration, poverty, and poor academic performance.</p> <p>Assessment: Retention/reentry in secondary school; literacy/numeracy gains; attainment of diploma, GED, and/or certificate; placement in postsecondary education/training.</p> <p>Evidence Base (Moderate): Case management is an effective strategy for diversion of juvenile offenders and intensive case management with wraparound is effective for more seriously involved youth.⁵⁰ Truancy monitoring and prevention is another strategy that has been proven effective in reducing juvenile justice involvement and recidivism.⁵¹ This strategy also aligns with the Restorative Justice approach that is being implemented in the Alameda County Probation Department and in HUSD.⁵²</p>						
6.2 Improved Transportation						
AC Transit COH		Year 1-5	JT children and youth 0-24 4,415	Yrs 1-5 30%	Request: \$376 Match: \$50	All JT residents
<p>Program Focus: COH proposes to expand public transit options for the JT by providing a shuttle bus 20 hours per week to transport JT residents on a fixed route that stops at community locations that are otherwise inaccessible to residents without automobiles (e.g., TVHC, the Eden ROP, St. Rose Hospital, Safeway and other vital links for health, education, jobs, and food</p>						

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
security) Segmentation Analysis: Resident surveys and focus groups identified transportation as a barrier to safely accessing resources such as recreation, food, health care, and education. Assessment: Numbers of shuttle runs, hours shuttle is in operation, numbers of passengers, resident satisfaction survey Evidence Base: n/a						
6.3 Restorative Practices and Anti-Bullying						
HUSD CSUEB Crim HPD/YFS ACPD.	HUSD General Fund	Year 1-5	JT students Harder 462 Park 185 Winton 175 Chavez 21 Hayward 221 Total 1,064	100%	Request: \$0 Match: \$107	K-12 students
Program Focus: Discipline in the schools will shift from punishment and isolation to restorative practices that treat transgressions as violations of community trust. This ties in with Alameda County Probation’s incorporation of restorative justice throughout the juvenile justice system. Research has shown that bullying, intimidation, harassment and violence can be positively affected by these alternative strategies which are based on youth development principles Segmentation Analysis: Almost one-third of middle school students and substantial numbers of students at all levels reported that they felt less safe at school than in the neighborhood due to bullying, intimidation, harassment, and violence at school . Assessment: Suspension and expulsion rates; school climate survey; numbers of restorative justice circles implemented. Evidence Base (Moderate): There is a significant body of literature that supports restorative justice approaches for all youth who are capable of participating in this process. ⁵³						
6.4 Neighborhood Partnership, Community Policing and Code Enforcement						
COH	COH	Community Service Officer Years 1-5 Code Enforcement Officer: Years 3-5	JT children and youth 0-24 4,415	100%	Request: \$297 Match: \$423	All JT residents, especially children and youth

Partners	Funding Sources	Implementation Schedule	Number of Children Served	Percent of Children Served	Cost/ Child	Target Population
<p>Program Focus: The City of Hayward plans to assign a Community Services Officer (Yrs 1-5) and a Code Enforcement Officer (Yrs 3-5) to focus specifically on the JT. These officers will become community problem solving officers, working closely with citizens to reduce crime, unsafe conditions and blight.</p> <p>Segmentation Analysis: JT adult survey respondents identified Neighborhood/Street Safety and Violence/Crime as the number one concern (88 responses, 30% of respondents). Gangs and Drugs (42 responses, 15% of respondents) were also cited as a serious concern.</p> <p>Assessment: Citations for blight, resident safety survey, crime reports, number of Neighborhood Partnership meetings/yr.</p> <p>Evidence Base (Strong): Community Policing is an established practice with strong evidence.⁵⁴ “Crime Prevention through Environmental Design has emerged worldwide as one of the most promising and currently effective approaches to reducing opportunities for crime...proper design and effective use of the built environment can reduce the fear and incidence of crime and thereby improve the overall quality of life.”⁵⁵</p>						

¹ Eighty-one percent of Harlem Children’s Zone Baby College parents reported reading more frequently to their children. <http://www.hcz.org/programs/early-childhood>, accessed 8/31/2011

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