

Memorandum of Understanding

Hayward Promise Neighborhoods Implementation Grant 2011

The Hayward Promise Neighborhoods (HPN) Partnership, based on an extensive community planning process, has developed a Theory of Change and Theory of Action for the Jackson Triangle, gradually scaling up to serve the children and youth in South Hayward. Our HPN Theory of Change is grounded on the premise that the milestones of early development crucially affect the quality of subsequent developmental processes for children and that an action agenda must enlist parents, educators and community leaders in concerted and coordinated efforts to guide child development towards the acquisition of positive and sustainable behaviors. Our developmental emphasis gives rise to a cradle-to-college-to-career framework that builds student and family capacity that improves outcomes by creating a sustainable continuum of seamlessly integrated solutions and supports to help the Jackson Triangle children, families and neighborhood achieve community-driven milestones, as reflected in the HPN vision, mission, and goals:

Vision: All children growing up in the Jackson Triangle 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 postsecondary training and careers.

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

Goals: Every Jackson Triangle child will:

- Be PREPARED for school
- Be SUPPORTED in and out of school
- SUCCEED academically and be ready for meaningful work and/or college

- ENROLL in postsecondary education, including workforce training
- GRADUATE from postsecondary education/training
- ENTER a productive career

The framework, vision, mission and pathway orientation of our goals are illustrated in Figure 1, which shows the project's focus on a continuum of services, supports and community conditions that are coordinated along a pipeline so that Jackson Triangle's youth can develop the academic and personal skills needed at each stage of development and move into a productive career as contributing members of their community. The pipeline is punctuated by specific milestones that correspond with key developmental and institutional transitions in the life of our children. These milestones illustrate how community support and academics work together to produce a thriving community and productive citizens.

HPN's Cradle-to-College-to-Career pipeline draws from Dewey's notion of schools as a nucleus in a community that provides education, support and enrichment for all citizens – a concept that is central to Full Service Community Schools which envisions schools as crucial hubs of support, especially in low-income, under-resourced communities like the Jackson Triangle. At the heart of child and youth development is the family/caregiver. The schools (Pre-K through college) supply a crucial role in community support. Surrounding the educational system is the broader system of support for children and families – including the entire safety net, health care providers, mentors, law enforcement, public transit, and libraries.

Based on our planning work, we are committed to bringing evidence-based strategies to bear on early childhood development, K-12 education reform, academic rigor and relevance, and clearly articulated pathways to college and career for all children and families in the Jackson Triangle to lead to a significant increase in the number and percentage of children who are

Kindergarten ready, academically and socially successful in school, and prepared for college and career success.

We are further committed to transforming persistently low-performing Jackson Triangle neighborhood schools into thriving Full Service Community Schools where children, youth and families can access a wide variety of social and economic supports that will not only help children to succeed but will also help transform their neighborhoods in partnership with the City, the County, and a wide array of community and faith based organizations that are committed to creating a safe, thriving, and economically stable community.

We further commit to the principle that a successful, place-based reform strategy must engage with policy makers and leading institutions to ensure that our work is carefully evaluated, adequately resourced and sustained. Therefore, HPN is also deeply engaged and aligned with the Gateways Cradle to Career Education Workforce Partnership. Gateways is a research-based regional education-workforce partnership working to identify and expand promising programs and innovative ideas that show potential to close the educational performance gap and to address the shortage of skilled employees that threatens regional economic growth and competitiveness. The Gateways partnership is an alliance of counties, education, business, nonprofit, civic and philanthropic organizations. California State University, East Bay (CSUEB) is also the lead convener of Gateways which is funded by Living Cities, working in collaboration with the Coalition of Urban Serving Universities and Strive Partnership, of Cincinnati and Northern Kentucky, and the S.D. Bechtel Jr. Foundation.

These overarching strategies, in combination, form the HPN continuum of solutions. We expect that diligent implementation of these strategies will have a significant impact on the historically “predictable outcomes” for children, youth and families in the Jackson Triangle and

ultimately South Hayward. We propose to reduce school failure and drop out, involvement with the juvenile justice system, obesity and illness, community violence, and a host of other pernicious conditions that disproportionately affect the Jackson Triangle and South Hayward. Conversely, we further propose to improve academic performance, physical health, community and school safety, economic wellbeing and career development for the children and youth in the Jackson Triangle.

HPN Theory of Action

To accomplish the HPN Theory of Change, the HPN Partnership has developed a Theory of Action that will implement the following approaches to achieve the community's desired outcomes.

1. Early childhood education and Kindergarten readiness will be enhanced by:
 - Augmenting the number of children who are enrolled in high quality preschool programs, with special emphasis on serving underrepresented populations
 - Improving the quality of unlicensed and license-exempt childcare by training the providers and helping them to better address the developmental needs of the children in their care
 - Using standardized assessment measures to determine whether young children are progressing developmentally and ready for Kindergarten
 - Using child-specific data to drive program improvement at the program and system levels
 - Providing evidence-based early intervention services for children who are not developing appropriately or who have diagnosed disabilities and other barriers to learning
 - Building alliances between preschool/childcare programs and the K-12 system to ensure

that all children are prepared for Kindergarten

- Supporting a comprehensive Early Learning Network that focuses its collective energy on implementing evidence-based approaches to support children from prenatal through third grade.
 - Supporting parents to understand early childhood development so that can be more impactful in guiding their children to successful entry in kindergarten.
2. The physical and mental wellbeing of children, youth and families will be improved by:
- Increasing access to a health care home
 - Mitigating barriers to health and health care
 - Expanding access to high quality foods, especially for low-income children and families
 - Enhancing the physical fitness of children and their families through physical education and physical activity programs in schools and in the community
 - Enhancing neighborhood safety so that children and families are not subjected to harassment or violence in their schools, their homes or their communities
3. Children and youth will be well educated and successful in school because:
- Their families will understand the expectations of the K-16 educational systems and will know how to effectively navigate these systems and advocate for their children
 - Children and youth will be provided high quality, rigorous education by highly qualified teachers who are culturally competent and who are well trained, supported and supervised by expert instructional leaders
 - Teachers, children and parents will have access to rapid-time data that informs instruction and immediate assistance for students who are struggling
 - Extended learning time will include before and after school, weekend and intersession

opportunities that augment and enrich the school program with a wide variety of experiential learning and enrichment opportunities

- Children who are English learners and/or who have disabilities will be provided effective, evidence-based services that are delivered in an accountable, data-driven manner
- Effective supports will be provided for all children at critical transition periods such as entering Kindergarten and matriculation to middle school, high school and college
- All students will have access to 21st Century learning tools

4. Youth and families will be prepared for employment and career because:

- Parents who experience barriers to employment and/or advancement will be provided educational and career supports and training in 21st Century workplace skills that enable them to compete successfully for high demand and highly compensated jobs
- Youth who are underprepared for college and career will be provided intensive support to successfully graduate from school and/or achieve their college and career goals
- Older youth and adults will be provided training and opportunities to start and succeed in business, thereby creating jobs and investing in the prosperity of the community

Partners to HPN are committed to our overall Theory of Change and actively contribute to at least one of the key activities that comprise our Theory of Action. Furthermore, HPN partners are committed to working in collaboration with other organizations and community residents, and they agree to be accountable for results as measured by HPN and program data.

Governing Structure

Hayward Promise Neighborhoods is a project of California State University, East Bay (CSUEB). As such, CSUEB, its Administration and its Board of Governors will be responsible for fiduciary management of the grant awarded by the U.S. Department of Education and for all required

fiscal and programmatic reporting. However, policy formation for the HPN initiative will be delegated to a community Advisory Board which is representative of the Jackson Triangle and surrounding areas of South Hayward. The HPN Advisory Board is comprised of the Mayor, Superintendent of Schools, local parents and students, Principals, Directors of community based organizations that service the JT neighborhood, the County Office of Education, and the County Health Care Services Agency, among others.

A Management Team has been formed that is responsible for operational implementation of the plan, selecting and monitoring the local evaluation, and addressing policy barriers to implementation. The Management Team may form work groups and action teams from time to time to ensure that particular issues are addressed and problems are solved.

All subcontracts will be managed by CSUEB in a transparent manner which allows the Management Team and the Advisory Board to hold subcontractors, including those on the Management Team, accountable for programmatic performance. The Management Team and the Advisory Board will operate under guidelines that avoid conflict of interest and that require interested parties to recuse themselves when matters of personal or agency interest are under discussion or decision.

The CSUEB Principal Investigator and Co-Principal Investigator will staff the Advisory Board and lead the Management Team. They will be responsible as liaisons between the fiscal and contract departments of CSUEB and all subcontractors. They will also be charged with problem solving on a day-to-day basis for HPN, maintaining positive community relations, ensuring that a communication plan is developed and implemented, and bringing issues that require collaborative solutions or greater authority to the Management Team and the Advisory Board as necessary to ensure the smooth implementation of the HPN plan.

APPLICANT: California State University, Easy Bay Foundation, Inc.

As the applicant organization to the Hayward Promise Neighborhoods Collaborative, **California**

State University East Bay (CSUEB) is committed to the vision, mission and goals of HPN.

California State University East Bay further warrants that our organizational **VISION,**

THEORY OF CHANGE, and THEORY OF ACTION are aligned with the core principles of

HPN, as follows:

<p>Vision: CSUEB’s mission is to provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.</p> <p>CSUEB’s vision is to be known for:</p> <ul style="list-style-type: none">• Outstanding academic programs, recognized for their excellence• Curricula that foster active student participation through applied learning, research, and community service• High academic standards along with services and support that ensure each student the opportunity for success• A learning-centered experience where teaching is lively and engaging and individual differences are appreciated• Dedication to open-minded inquiry, especially with regard to major social and global issues• A welcoming campus atmosphere that is responsive to the unique needs of its campus community• An inclusive campus community where students, faculty, and staff from vastly different backgrounds collaborate—creating and sustaining a vibrant learning community• An array of activities that promote students’ enjoyment and well-being	<p>HPN Alignment: CSUEB’s mission and vision are aligned with the HPN vision in that both seek to create effective schools and strong systems of family and community support so that youth and children successfully transition to and graduate from college or postsecondary training.... which leads to productive careers, economic vitality, and neighborhood revitalization. CSUEB values engagement in the civic, cultural and economic life of the communities it serves—locally, regionally, and globally The symbiotic relationship between successful schools and a successful local economy, and thus a successful community is highly valued by CSUEB. CSUEB is committed to the HPN vision for all students and will focus even greater efforts on serving the HPN area.</p>
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<ul style="list-style-type: none"> • Graduates who are innovative and effective problem solvers, skilled in organizing and expressing their ideas • Engagement in and essential contributions to the civic, cultural, and economic well-being of its region and communities 	
<p>CSUEB Theory Change:</p> <ul style="list-style-type: none"> • Given CSUEB’s diverse student population and recognizing that learning is a lifelong journey, CSUEB is committed to meeting the varied needs and interests of our students, preparing them to succeed in their education, progress in the workplace, and engagement in the civic and cultural life of both their local and global economy. CSUEB theory of change gives rise to a cradle-to-college-to-career framework that builds student and family capacity that improves outcomes by creating a sustainable, comprehensive continuum of seamlessly integrated solutions and wrap-around supports for the Jackson Triangle children, families, and neighborhood. 	<p>HPN Alignment:</p> <ul style="list-style-type: none"> • CSUEB serves as an educational leader, contributing its resources to the intellectual, cultural, physical, and economic vitality of the region. • CSUEB is a statewide leader in educational innovation and participates in collaborative planning locally and statewide to shape policy and support the sustainability of programs that make a difference in the lives of children, youth, and families. • As a distinguished university of the CSU and pride of the East Bay, CSUEB is enabling students of all backgrounds to discover, develop, and realize their full personal and professional potential. • Fundamental to our mission is our role of regional stewardship. CSUEB 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. • CSUEB is not just geographically located in the East Bay, we are imbedded in the community we serve. We view ourselves as an Urban serving comprehensive regional university. • With its deep and long-standing regional connections, California State University, East Bay, is actively re-envisioning and re-engineering the university for new roles as catalysts for economic growth and social change. • As opposed to research universities, regional

	<p>universities distinguish themselves with applied programs that respond to local needs, an emphasis on workforce preparation, and a commitment to providing higher education that is broadly accessible. We actively reach out into our community to serve traditionally under represented groups</p> <ul style="list-style-type: none"> • Three broad over arching goals in CSUEB’s role of Regional Stewardship are: <ul style="list-style-type: none"> ○ To make contributions towards enhancing economic vitality of the region ○ Addressing the ever-changing workforce development needs of the region ○ Working with our cities and community partners to solve economic and social challenges
<p>CSUEB’s Theory of Action:</p> <ul style="list-style-type: none"> • Based upon successful research-based efforts at CSUEB and in the HPN, CSUEB uses existing structures to enhance and strengthen targeted strategies for the HPN. 	<p>HPN Alignment:</p> <ul style="list-style-type: none"> • CSUEB will team-lead and participate actively in the HPN Early Learning Network, Comprehensive School Reform Network, and K-16 Education Reform Network as a means to increase the capacity of organizations focused on achieving results for children and youth in the HPN. • CSUEB will provide student service learning that will serve the diverse array of identified needs of the neighborhood across the cradle-to-college-to-career continuum with an overarching goal of creating a college-going culture. • CSUEB will implement evidence-based programming to ensure that HPN is successful in meeting the needs of our community and in developing a model that is worthy of recognition. • Actively participate in and align/integrate efforts with the Gateways Cradle to Career Education Workforce Partnership to best serve the HPN and broader Hayward community.

	<ul style="list-style-type: none"> • Commit to seeking and leveraging new and existing funding to sustain, expand and institutionalize successful HPN strategies. • Oversee and manage the longitudinal data tracking system for all HPN partners that will be used to drive data-informed decision making across time and sustain and scale up proven effective solutions.
<p>Existing CSUEB Activities:</p> <ul style="list-style-type: none"> • CSUEB student service learning programs, including the freshman learning communities program that has been designated a “national model” for innovative programs by the Lumina Foundation and Syracuse University. • CSUEB student teacher placement in HPN schools 	<p>HPN Alignment:</p> <p>CSUEB students and faculty from a diverse array of academic disciplines will participate in service learning projects, research, programs, internships, practicums, and student teacher placements specifically focused on the Jackson Triangle HPN that will serve the diverse array of identified needs of the neighborhood across the cradle-to-college-to career continuum with an overarching goal of creating a college-going culture.</p> <p>Through service learning courses, students take an active role in their education while gaining the tools necessary to empower them to make a difference in their communities. Service learning offers a type of experiential learning that integrates academic content with meaningful community activities in a manner that enriches the learning process, encourages civic engagement, promotes lifelong learning, and fosters healthy community partnerships.</p> <p>The Service Learning Program at Cal State East Bay works to fulfill the civic mission of the University by sponsoring activities that promote student leadership and awareness of community issues. Students engaged in service learning activities gain experience that exposes them to a variety of career options building those skills necessary to be successful participants in a democratic society: the ability to think critically, solve problems, work as part of a team, and be respectful to diversity. The Service Learning Program works as a resource for students,</p>

<ul style="list-style-type: none"> • Outreach, recruitment, access, retention, and graduation support programs for historically low-income, first generation college, and educationally underserved students; including programs such as EOP, Upward Bound, EXCEL/TRIO, Super Sunday, Education Summit, Early Assessment Program, Early Start Program, Renaissance Scholars Program, and McNair Scholars Program. • Educational services focused on preparing students to be 21st Century learners who are successful in and graduate from college. 	<p>faculty, and community agencies seeking to engage in and reap the benefits of a community-university partnership.</p> <ul style="list-style-type: none"> • CSUEB will increase focus and resources to expand on the existing initiatives in order to better serve the HPN. • CSUEB will increase focus and resources to expand on the existing initiatives in order to better serve the HPN.
<p>Financial Commitment:</p> <p>The estimated monetary value of CSUEB's participation in this project is \$8, 396,056.00 during the five year grant period. Of this amount, \$ 4,282,953.00 is from private CSUEB student service learning volunteer hours (private match).</p>	
<p>Programmatic Commitment: CSUEB will:</p> <ul style="list-style-type: none"> • Lead and participate actively in the HPN project. • Lead and participate actively on the HPN Advisory Board. • Lead and participate actively on the HPN Management Team. • Provide data and assist in collecting surveys for evaluation purposes. • Implement evidence-based programming to ensure that HPN is successful in meeting the needs of our community and in developing a model that is worthy of recognition. • Assist in Community Outreach for the HPN project. • Actively participate in and align/integrate efforts with the Gateways Cradle to Career Education Workforce Partnership to best serve the HPN and broader Hayward community. 	

- Commit to seeking and leveraging new and existing funding to sustain, expand and institutionalize successful HPN strategies.
- Oversee and manage the longitudinal data tracking system that will be used to drive data-informed decision making over time.

Signature

Dr. James L.J. Houpis

Print Name

Date

Provost and Vice President, Academic
Affairs

Title