

California State University, East Bay: Hayward Promise Neighborhood

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Introduction

California State University, East Bay (CSUEB), in Hayward, 30 miles southeast of San Francisco, is the lead institution and convener of the Hayward Promise Neighborhoods (HPN) initiative, a geographically focused partnership that seeks to significantly change the “predictable results” for children in the Jackson Triangle, one of Hayward’s lowest-income and least successful neighborhoods. The university is also the convener of the East Bay regional Gateways Cradle to Career Education and Workforce Partnership, a “collective impact” system change approach modeled after Cincinnati’s Strive Partnership, to substantially change results for low-income children across a three county area with a population of 4.4 million. Both HPN and Gateways are committed to “cradle to career” solutions that demonstrate how evidence-based strategies implemented by cross sector partnerships with transparency, data-driven decision making, and accountability can fundamentally change outcomes for children, youth and communities. CSUEB sees this work as integral to its mission and civic responsibilities and is committed to launching “the work” and scaling up and sustaining what works over time.

Our institutional partners for the HPN effort include but are not limited to: the Hayward Unified School District (HUSD), the City of Hayward (COH), Chabot College (Chabot), the Alameda County Health Care Services Agency (HCSA), the Child Care Coordinating Council of Alameda County (4Cs), First 5 of Alameda County (First 5), Eden Area Regional Occupation Program (Eden ROP), Hayward Area Recreation Department (HARD), Tiburcio Vasquez Health Center (TVHC), La Familia Counseling Services, and Super Stars Literacy (SSL).

Planning Process. During the past year, the HPN partnership has conducted an in-depth community-focused planning process, including parent and community surveys, town hall meetings, work groups on specific areas of inquiry (e.g., education, health, safety, community development), focus groups (teachers, parents, day laborers), and Advisory Board meetings with public participation. Our subcontractor, Hatchuel Tabernik & Associates (HTA), conducted

outreach, surveys and consultation with the local community in English and Spanish to ensure full participation of the primary language groups in the neighborhood. We have also convened many planning sessions with our HPN Management Team, supported by expert consultants. This extensive process has led us to a vision and a plan that is both powerful and actionable.

The Jackson Triangle. The HPN partnership has decided to focus intensely on a neighborhood in South Hayward called the Jackson Triangle (JT). This community is home to 10,662 residents, 957 children ages birth through four, 2,166 school age children and youth, and 1,292 transition age youth (18-24). More than 41% (4,415) of the population is 25 years of age or younger and just under 30% (3,123) is 18 years of age or younger.

Of the 2,166 school age (5-18 years) children and youth living in the JT, approximately 77% (1,674) are enrolled in Hayward Unified School District (HUSD) schools. Seventy percent (1,172 of 1,674) of these children attend one of the six target schools of the HPN Partnership - Harder and Park Elementary, Cesar Chavez and Winton Middle, and Tennyson and Hayward High Schools. The majority of these students are of Hispanic ethnicity (59% Hispanic, 15% Asian/Filipino, 13% African-American, and 6% White), Spanish-speaking (85%), and low-income (61% qualify for free/reduced meals). Over one-third (35%) are English Learners.

Our **implementation plan** calls for a complete continuum of solutions with strong schools at the center – and is based on our local neighborhood assessment and the use of evidence-based strategies that are congruent with the needs and assets of our community. We expect to build on and enhance existing efforts that span the entire age group (prenatal through college/career) from the beginning of our implementation grant. We also plan to gradually scale up our most intensive and innovative efforts over time to serve all students in the JT and partially serve contiguous areas that align with our focal schools’ feeder patterns. We will start with Harder (Harder) and Park Elementary Schools (Park), persistently low-performing schools which have been in Program Improvement (PI) status for more than five years (PI-5+). In year three we

will increase focus on Winton and Chavez Middle Schools (both PI-5+), and in year four we will add Hayward and Tennyson High Schools (Tennyson is currently a SIG school in Transformation). In years one and two, we will focus heavily on implementing early childhood and K-6 strategies and on the transition to middle school. In year three, we will strengthen our middle school strategy and transition to high school. And in year four we will focus intensively on high school rigor and relevance and college and career readiness. Finally, in year five we will solidify our transition to college and career and stabilize the entire continuum of solutions for sustainability. Throughout this process we will be rigorously evaluating program outcomes and adjusting and refining our strategies in a transparent manner to better meet student and family needs and outcomes.

The key and organizing element of our continuum of solutions is transforming the JT schools into *Full Service Community Schools* (FSCS) to ensure that students have both the academic rigor and the holistic support services necessary to combat the adverse impact of poverty, unsafe streets, and lack of access to health, nutrition, and youth developmental assets. A cornerstone of FSCS is support for high levels of parent empowerment and engagement which is directly congruent with our commitment to community voice and engagement. We also propose to directly address safety, health care access, community development and stability, and access to 21st Century technology. FSCS not only serve students enrolled in those schools but also the surrounding neighborhood by improving access to services both at the school and via community support services.



Absolute and Competitive Preference Priorities: We are applying under Absolute Priority 1 and Competitive Priorities 4 (Comprehensive Early Learning Network) and 6 (Arts & Humanities). Competitive Priorities are addressed below.

Competitive Priority 4: Comprehensive Local Early Learning Network

The HPN needs/assets assessment and segmentation analysis identified significant gaps in service for the young children (prenatal through 3rd grade) of the JT. Our early childhood and educational work groups made it clear that there were significant gaps in programming for this age group (e.g., lack of licensed child care, inadequately trained child care providers, lack of subsidized slots). The work groups also established that very little coordination was occurring between the providers in the community and policy makers, between the early childhood providers and the primary elementary school grades, and between health care services and early

childhood providers. In order to bridge these gaps, we determined that a formal Early Learning Network was essential to focus on these issues and to connect with our broader Cradle to Career Education Reform Network (C2CERN).

To meet these gaps HPN formed an Early Learning Network (ELN) during our planning process. The ELN builds on and enhances the regional Gateways Cradle to Career Education and Workforce Partnership's (Gateways) School Readiness Network (SRN). Gateways' SRN consists of 18 members representing business, community-based organizations, preschool service providers, local planning councils, Head Start and First 5 in Alameda, West Contra Costa and Santa Clara Counties. The SRN is currently developing an action plan to reduce early school absenteeism from Pre-K through Kindergarten by increasing parent engagement with the long term goal of improved 3rd grade outcomes in English, reading and mathematics. The HPN ELN creates an essential bridge between this multi-county Network and practice in the the JT.

The HPN ELN is composed of representatives of the Hayward Unified School District (Helen Turner Children's Center, Out of School Time, Special Education, and Hayward Adult School (HAS)); the Community Child Care Council of Alameda County (4Cs), Head Start; Chabot College Early Childhood Development Department; CSUEB College of Education and Allied Studies (CEAS); Alameda County Child Care Planning Council, First 5 Alameda County; Alameda County Office of Education; Tiburcio Vasquez Health Center; Eden Area Regional Occupation Program; Gateways Partnership; and local providers in the JT and South Hayward.

The ELN was intimately involved in developing the early childhood component of the overall Continuum of Solutions which are outlined in Section B1 and in more detail in the Implementation Matrix Strategies 1.1 through 1.9 (Appendix F). See the Continuum of Solutions graphic on page 27 for a summary.

In addition to the programmatic strategies, the ELN will foster and support regular use of State-approved quality measures such as the Desired Results Development Profile, the

Kindergarten Readiness Scale, and the Early Childhood Environment Rating Scale to help programs in the JT to focus on quality and to use outcome data to drive continuous quality improvement. We will also track the development, piloting and gradual roll out of the California Quality Rating and Improvement System over the next few years, keeping local providers informed and engaged as the system develops.

The ELN will promote parent and community awareness of both child care options and opportunities in the community and also awareness of evidence-based best practices promoting attachment, engagement, and learning for young children. It will disseminate parent education information related to language and literacy development, positive interactions, school readiness, Kindergarten registration and the transition to Kindergarten. It will develop strategies to share early learning and transition to school information to the JT and other communities through a range of methods including community outreach workers as described in our Promotora strategy, parent meetings at schools and in the community, pamphlets and other written, materials, and media including websites and public service announcements. It will promote best practices for families and providers and promote linkages and relationships to maximize our children's readiness for school. These outreach and engagement strategies will serve both families with children in the six HPN focal schools as well as those who attend charter schools, home schooling, and private schools who live in the JT.

The ELN will be directly engaged at the state, regional and county levels with existing policy and program quality efforts. ELN will be represented at the California Preschool Instructional Network (state-level), the Gateways Partnership (regional) and the Alameda County Child Care Planning Council (county) by Renee Sutton Herzfeld, the Executive Director of 4Cs and the Project Director of the ELN. Ms. Herzfeld will be responsible for tying these networks together by bringing state and regional initiatives and quality standards to the local ELN partnership, providing technical assistance to ensure that local professional development is up-to-

date with the evolving state and regional policy environment.

Since professional development and program development for early childhood programs are integral to our HPN early learning component, our connection to state, regional and county policies and quality standards will inform our workshops and formal classes for child care providers of all kinds. Under Ms. Herzfeld's leadership, our partners (CSUEB CEAS, Chabot, Eden ROP, HAS, and Helen Turner Children's Center) will be working closely to align and articulate training approaches so that the same standards and evidence-based practices are taught across the board. We will also ensure that JT parents and providers have clear career pathways in ECE should they wish to pursue more training and credentials.

ELN will promote use of digital learning tools, including promoting language and literacy development through working with schools, parent centers, preschools, libraries to give families access to books on tapes and other digital media so families and providers can use these with intentionality. Our partnership with the City, Eden ROP, and the IHEs provides opportunities to utilize the skills of youth trained in digital media to develop materials for young children and for parents – especially addressing the needs of language minority families in this way.

The ELN partners will work together to ensure that children with disabilities and developmental delays will be identified and appropriately served in the early childhood and primary grades, thereby supporting optimal progress for these special needs children. This process will include existing resources such as the 4Cs Inclusion Coordinator as well as new strategies such as training parents and child care providers to use the Ages and Stages Questionnaire (ASQ). The HUSD Program Specialist in charge of HUSD's Laurel Center special needs preschool will participate in the ELN to better integrate district special education assessment and programming with services in the JT and to promote support and inclusion of students with special needs. As the ELN continues to develop, the outcomes of this collaboration

will be shared in ongoing parent engagement meetings held for families of students with special needs in the district. The ELN will promote the collaboration between agencies, service providers, the school district and local resources to ensure that all children including those with special needs and their families have access to quality care and services promoting health, wellness and school readiness.

The ELN will also be closely linked to the HPN Cradle to Career Education Reform Network (C2CERN). C2CERN is a comprehensive network formed to guide and facilitate educational reform across the Cradle to Career continuum. It will be co-chaired by CSUEB's PI, Dr. Carolyn Nelson, Dean of the CEAS, and Dr. Valerie Helgren-Lempesis, Associate Professor of Teacher Education. The ELN and C2CERN groups will have joint meetings at least twice per year to ensure that both groups are fully aware of each group's initiatives, victories, and challenges. One of the first ELN/C2CERN efforts will focus on bridging the chasm between Pre-K and K-3rd programming. ELN/C2CERN will work on strengthening the Kindergarten readiness work, common standards, assessment data utilization, professional development, and curriculum articulation so that child care providers and K-3 teachers are working effectively together to improve student outcomes. (See Organizational Chart Pg 67)

Since ELN and C2CERN are both HPN initiatives, linked with the Gateways Partnership, and all three efforts are under the fiscal and operational management of CSUEB, CSUEB is responsible for implementation of the entire effort from an operational, accountability and fiscal perspective. This is reflected in the overall project organizational chart, as is the central role of the Advisory Board that represents the local community. The organization chart, however, provides an understanding of the "matrix" nature of the operational aspects of HPN. It is clear that no one entity can accomplish the transformative work being proposed, and therefore we have provided a picture of the interdependent and articulated structure of the initiative. This type of collaborative action is integral to any project that is based on collective impact theory, as in

the case of HPN and Gateways.

The Project Director for the ELN is Renee Sutton Herzfeld, Executive Director of the Community Child Care Council of Alameda County (4Cs), a respected, countywide organization responsible for providing resources, referral, technical assistance, training and support for a large number of early childhood programs. Ms Herzfeld holds a master's in Early Childhood Education and a California Child Development Program Director Certificate. She has 25 years experience at 4Cs with increasing responsibility and has been Executive Director since 2006., Ms. Herzfeld has consistently and successfully implemented high quality early childhood programs and coordinated services, policies and evidence-based strategies across a range of programs.

As noted above, the ELN strategies do not live in isolation and we propose to carefully link the ELN and C2CERN so that they are coordinating fully in their policy and capacity building roles in the local community. Drs. Nelson and Helgren-Lempesis will work closely with Ms. Herzfeld to craft common agendas and find common policy initiatives for the ELN/C2CERN collaboration.

Early Learning Network – Child and Family Outcomes. ELN seeks to accomplish a number of child- and family-level outcomes through a variety of systems improvements and direct service programs in the JT. These outcomes can be found below in Section C.3 Objectives 1.1 through 1.4. In addition to child and family goals, ELN has also established the following *system-level goals* for its work in the JT.

Year 1 System Goals:

- 1) The ELN will pilot trainings for child care providers in the JT. (Years 1-2)
- 2) The ELN in collaboration with the Local Child Care Planning Council and the State Contractors Group for Early Childhood Education, Head Start, First 5 of Alameda County, and the California Child Development Administrators Association, will align local policies with

existing and emerging state policies, educational frameworks and best practices. (Years 1-5)

Year 2 System Goals:

1) The ELN will augment outreach and training for preschool and child care providers with special focus on reaching informal caregivers in a culturally competent and non-threatening manner. (Years 2-5)

2) The ELN and Management Team will frame local policies to be approved by City Council, Board of Education and other policy making groups. (Years 2-5))

Year 3 System Goals:

1) The ELN will work closely with CSUEB, Chabot, HUSD, the City, and the early childhood caregiver community to establish local early childhood development goals and policies that reflect best practice research in the field. (Years 3-5)

Year 4 System Goals:

1) The ELN will leverage at least \$200,000 of additional funding from public and private sources to support program elements that have been proven to be effective but cannot be sustained without on-going funding. (Years 4-5)

Year 5 System Goals:

1) ELN/C2CERN will fully implement use of standardized assessment data across systems. (Year 5 and ongoing)

2) The ELN will leverage an additional \$400,000 of funding from public and private sources to support program elements that have been proven to be effective but cannot be sustained without on-going funding. (Year 5)

Early Learning Network - Implementation Strategies. The ELN will include all of the relevant early childhood organizations that serve the JT (see MOU in Appendix C for details) as well as CSUEB, Chabot College, HAS and Eden ROP early childhood experts. Given the dearth of high quality ECE programs in the JT, our early childhood strategies are focused on building

equitable access to family and early childhood supports that enhance child development, health and safety.

See the Implementation Matrix (Appendix F) for a specific description of each program strategy, how it grows from the segmentation analysis, expected outcomes, and the strength of evidence supporting the strategy. The following Table provides a brief list of our strategies and the estimated penetration rate of the strategies over the five year implementation period.

Table 1: JT Service Penetration Rate by Strategy – Early Childhood

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| 1.1 Early Childhood Network (ELN) | n/a | n/a | n/a | n/a | n/a |
| 1.2 Parent Education and Group Support | 16% | 32% | 48% | 64% | 80% |
| 1.3 Quality Counts Consultation | 21% | 41% | 41% | 41% | 41% |
| 1.4 Kindergarten Readiness Camps | 11% | 22% | 22% | 22% | 22% |
| 1.5 Promotora Outreach Model | 13% | 26% | 39% | 51% | 64% |
| 1.6 Family, Friends and Neighbors | 6% | 13% | 19% | 25% | 31% |
| 1.7 Expand Center-Based ECE | 0% | 7% | 7% | 7% | 7% |
| 1.8 Child Care Provider Instruction and Training Program | 13% | 21% | 29% | 38% | 46% |
| 1.9 Home Visitation Program | 21% | 42% | 63% | 84% | 100% |

Our estimated penetration rates vary by strategy. For example our Home Visitation program is staffed and designed so that all 200¹ pregnant women in the JT each year will receive at least one home or hospital visit by a trained nurse. This means we expect to serve 100% of the expectant or perinatal mothers during the first program year, and, assuming that we will continue this level of service, we will have provided home visitation to all of the 0-4 year olds by year five.² In contrast the expansion of the HUSD State Preschool program will add 24 new child care slots to the JT and an additional 16 children will be served through enhanced eligibility (raising the eligibility threshold from 70% to 85% of median income). This program will serve 40 children each year and this constitutes only 7% of three and four year olds in the JT. Based on

¹ U.S. Census data (2010) indicates that there were approximately 200 children born in the JT in the census year and there are approximately 200 children in each age cohort in the JT.

² It is worth noting that some mothers will receive significantly more service than one visit because of high-risk conditions such as developmental delays, postpartum depression, etc.

the breadth of our strategies and the high penetration rate of several of them, we project that 100% of the young children in the JT will be served by at least one of our Early Childhood strategies.

In addition, although more difficult to quantify, we expect that the ELN will impact children and families as it changes policies, advocates for additional services, and tightens collaboration in the JT and South Hayward. Our evaluation strategy (see D2 below) provides a clear description of the qualitative measures we will employ to determine the effectiveness of the collaboration that emanates from the ELN.

Competitive Preference Priority 6: Arts and Humanities

A core theme of the HPN plan is STEAM (Science, Technology, Engineering, Arts, and Math), which references the typical STEM subject areas but very consciously adds Arts to that array of subjects. Our partnership is, of course, very focused on STEM subjects because they are central to students having the 21st Century skills that are so essential in the Bay Area employment market. However, we are equally focused on the centrality of the Arts and Humanities to a 21st century civil society that approaches others with nuanced understanding, compassion and multiculturalism that are so often communicated through the arts. We also understand that music and visual arts are universal media that transcend culture and language barriers that must be overcome as our communities become ever more interconnected and global. Literacy and literature have a central role in human and social development – putting us in touch with our souls as well as our history and our future. For these reasons HPN has incorporated “A” for Arts and Humanities into STEAM.

Given this marriage of the technical with the artistic sensibility, HPN will support STEAM focus in solutions and strategies all along the cradle to career continuum. From early childhood learning through high school and college career pathways, solutions will incorporate and integrate STEAM literacy (including literacy in English language arts and primary language

fluency) so youth of all ages learn to access, understand, incorporate and transfer information in a multi-cultural technology driven world.

HPN has placed a significant emphasis on the Digital Arts which joins technology with creative visual and musical arts. This is one of our strong career technical education pathways, building on the resources of HUSD, HAS, Eden ROP, Chabot College, the City of Hayward and other project partners. For example, high risk Hayward youth are already engaged in the Service Learning and Innovative Civic Engagement Program (SLiCE) which includes youth development approaches and the development of positive civic engagement and building skills by making digital movies that “unpack” local impact issues such as graffiti, drugs, gangs, urban blight, transportation barriers, etc. We propose to expand this program, using City and educational resources to make this type of programming more widely available to JT children/youth in highly rigorous coursework that leads to high school graduation and postsecondary career pathways.

We also plan to dramatically improve our arts and humanities programming in local out of school time (OST) programming for K-12 students. This will certainly include digital arts, but we will also emphasize music, dance, drawing, painting, textile arts, fashion, cooking, poetry, sculpture, and more. Our burgeoning relationship between IHEs and the PreK-12th educational system is a critical opportunity – especially considering the virtually untapped talent pool of college students we will be accessing through the HPN Partnership. We are organizing student service learning opportunities that will provide student volunteers for HUSD classrooms and OST programs – bringing their artistic talents, love of literature and history to life with our students.

Several proposed HPN neighborhood projects also lend themselves to the arts and humanities. We have requested a modest sum of money each year to engage local artists and youth in creating murals in public settings, allowing local residents and youth to create beauty

together, where there has always been blight – bridging suspicion and alienation by a common product. We also will invest in expanding school and community gardens to create spaces of growth and healing that put flowers, fruits and vegetables in the heart of the community, building ownership and pride in the Jackson Triangle. However it is also true that many of our children and youth never venture out of Hayward, have never been to the beach, a museum, a concert, or a university. Through our partnerships we will conduct field trips for parents, children and youth to provide a broader perspective, familiarize residents with resources available nearby, and throw the door open to college.

A. Need for the Project

A1. Magnitude or severity of the problem

Children, youth and families who live in the Jackson Triangle (JT) of South Hayward face enormous obstacles to success, and their current outcomes are among the worst in the San Francisco Bay Area. Census data tells us that local residents are poor, with 18.1% falling below the federal poverty line and 41.6% below 200% of poverty in one of the most expensive areas of the USA. Among families with children, 21.2% live below the poverty line. At the elementary and middle school levels, 78% to 83% of students are enrolled in the Free/Reduced Meals (F/RM) program and at the high school level, enrollment in F/RM is between 58% and 71%.

The HPN Theory of Change begins with the premise that poor educational performance can be attributed to distressed communities that are deeply affected by economic poverty and social inequality. These socio-cultural factors affect experiences, perception of events, coping skills, social support and individuals' vulnerability to stress, which can directly affect their behavior and capacity for resilience.³ The brain development of toddlers and young children, whose brains are in a crucial formative period, is particularly vulnerable to poverty-induced

³ Lonnie R. Sherrod, Robert J. Haggerty, Norman Garmezy and Michael Rutter, (Eds.), *Stress, Risk and Resilience in Children and Adolescents: Processes, Mechanisms and Interventions*. (Cambridge: Cambridge University Press, 1996).

parental stress. Children with strained bonds of attachment experience greater rates of failure in cognitive tasks and struggle to acquire social emotions such as empathy, compassion, cooperation and patience. These deficits put many children at risk of academic failure and delinquency.⁴

While conventional wisdom for many decades identified the achievement gap exclusively as a school problem, the persistent disparity between poor and middle class African American and Hispanic students and White and Asian students suggested other factors are at work as well, including structural disinvestment in low-income schools. Robert Evans⁵ pinpoints several factors that impact school performance among these groups, including that African American and Hispanic children tend to start school at least a full year behind others in reading, change schools more often, experience a higher rate of parental divorce or abandonment, have significantly higher rates of low birth weight and experience more negative attitudes about school from peers. Further, low-income students experience a summer regression in academic progress.

Early Childhood Education. Eighty-eight percent of JT parent survey respondents indicated that their young children do not attend preschool or formal licensed child care because most programs are not affordable, and 69% indicate that they do not have transportation to get their children to licensed care. Fifty-three percent are concerned about the quality of care their children receive, and 64% found their care to be inconvenient because it was not available at the times they required for work. Anecdotally, both parents and providers in focus groups indicate that many parents choose “informal” and unlicensed caregivers who are more affordable and flexible but who are not adequately trained in child development and who often do not follow staff:child ratio guidelines as required by California Community Care Licensing.

⁴ Eric Jensen, *Teaching with Poverty in Mind: What Being Poor does to Kids' Brains and What Schools Can Do About It*, Association for Supervision and Curriculum Development, 2009.

⁵ Robert Evans, “Reframing the Achievement Gap”, *Phi Delta Kappan*, May 22, 2005.

As a result of these and other factors, a recent study of Kindergarten Readiness conducted by Alameda County First 5⁶ in our target area found that 43% of Kindergarten students did not meet basic expectations on the Kindergarten Readiness Scale. A teacher focus group convened during our planning process noted that a quality preschool experience was highly correlated with Kindergarten readiness and, conversely, lack thereof was correlated with many academic and adjustment challenges for young children entering Kindergarten.

“Preschool for all. We have lots of Kindergarteners who have no pre-school. It becomes very hard to identify children who might have an actual learning disability when everyone has to play catch-up and then students with real disabilities fall even further behind.”
-Kindergarten Teacher Focus Group

The disparity between students who have prior preschool experience and those who do not is exacerbated for English Learners who have not been exposed to English prior to their arrival in Kindergarten. More than 54% of JT students identify Spanish as the language spoken at home, and an additional 12% speak another home language than English. Despite multi-lingual outreach, our focus groups identified that many parents do not have access to information about child development, early education, and expectations for Kindergarten.

“[Parents] Do not know how to prepare their kids for Kindergarten. They do not know what steps to take.” *-- Early Childhood Educator Focus Group*

Elementary School (K-12). Both elementary schools serving the JT are persistently low-performing. By the 6th grade only 30% of Harder Elementary School students are proficient or advanced in English language arts and 27% in math. The Harder faculty participated in the HPN planning process with real candor about the problems facing them and their students and with great energy to implement the reforms necessary to change student outcomes.

Table 2. Proficiency on California Standards Test – HPN Target Schools (2010-11 data)

| % Proficient or Advanced | Harder | Park | Chavez | Winton | Hayward | Tennyson | HUSD | Alameda County | CA |
|---------------------------------|---------------|-------------|---------------|---------------|----------------|-----------------|-------------|-----------------------|-----------|
| ELA | 32.6% | 29.5% | 52.9% | 37.7% | 39.9% | 27.7% | 36% | 55% | 50% |

⁶ First 5 is a voter approved initiative to tax cigarettes and to use a portion of those taxes to support counties to invest in early childhood education and health across the state.

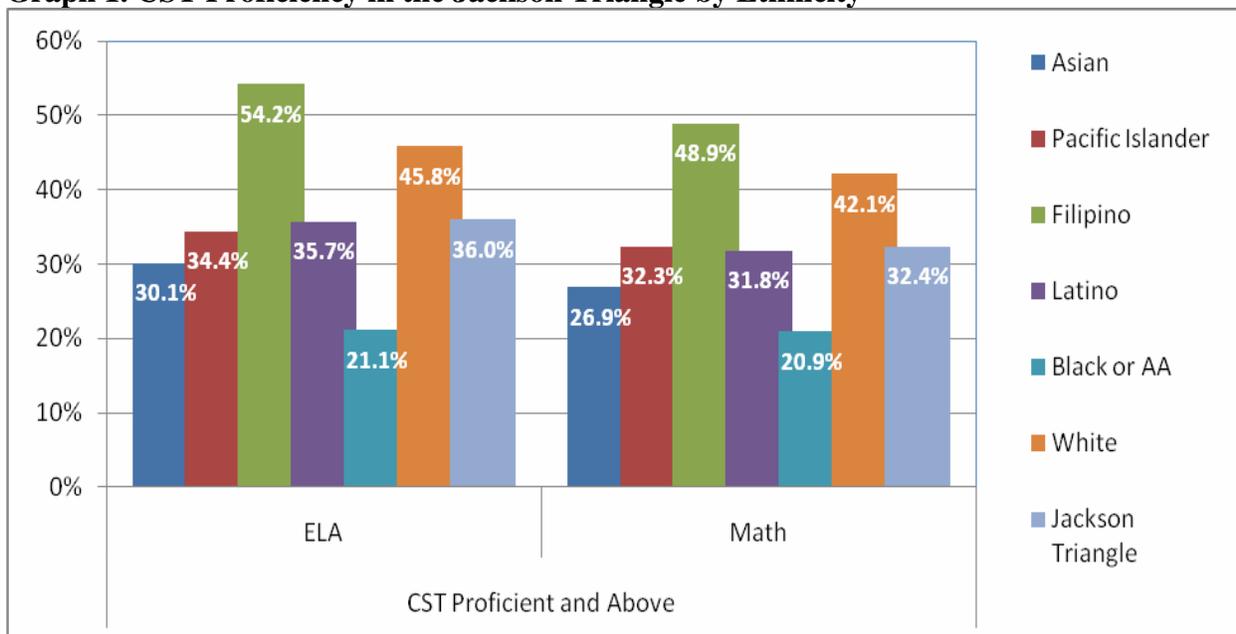
Table 2. Proficiency on California Standards Test – HPN Target Schools (2010-11 data)

| % Proficient or Advanced | Hard-er | Park | Chavez | Winton | Hayward | Tennyson | HUSD | Alameda County | CA |
|--------------------------|---------|-------|--------|--------|------------------|----------|------|----------------|-----|
| Math | 40.7% | 31.8% | 52.9% | 29.2% | 20.9% | 18.3% | 32% | 49% | 46% |
| Science | N/A | N/A | 50% | 31% | 28% ⁷ | 32% | 33% | 54% | 50% |

Table 2 depicts the problematic student outcomes at the HPN target schools which are lagging behind both Alameda County and California as a whole in all subject areas. The data segmentation analysis conducted during the planning period dug deeper into the data for the JT students.

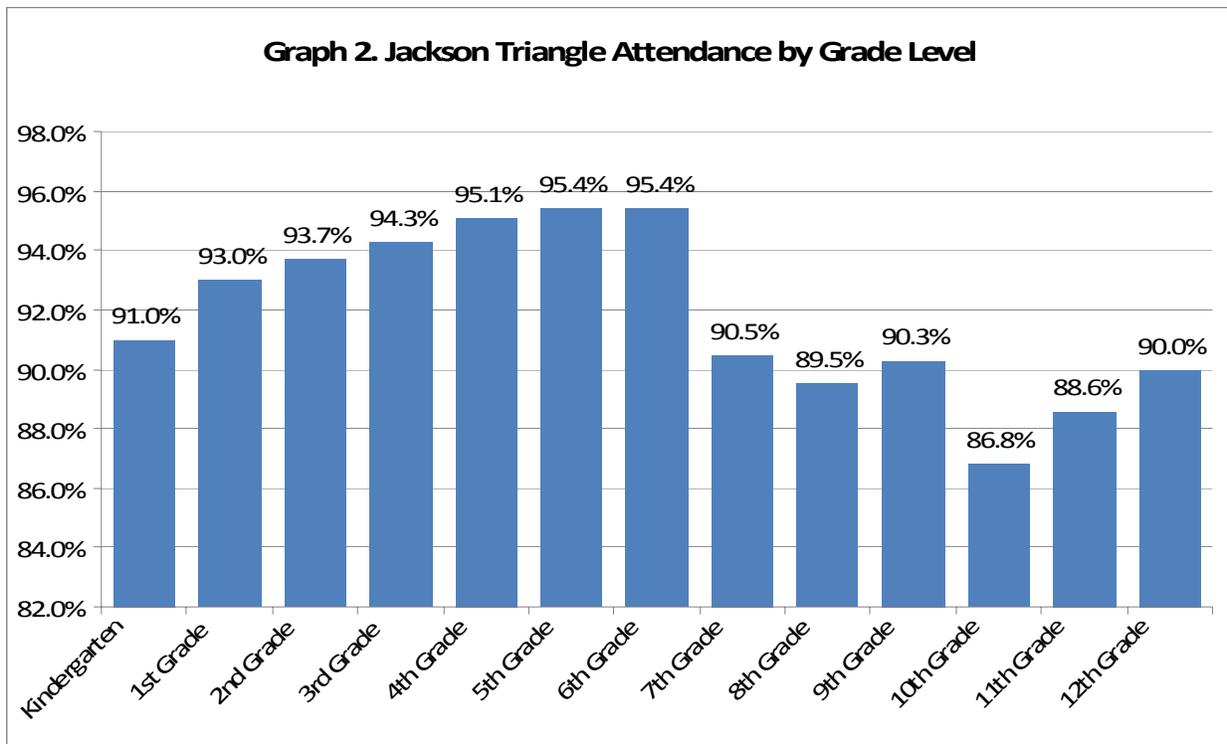
Graph 1 depicts disparities among different ethnic groups in the JT. African American students are proficient in ELA and math less than half as often as Filipino and White students. Latino, Pacific Islander and Asian students also lag at least 10 percentiles below Filipino and White students. Overall, only 36% and 32% of JT students are proficient in ELA and math, respectively, and proficiency rates decline as JT students advance through middle school and into high school.

Graph 1. CST Proficiency in the Jackson Triangle by Ethnicity



⁷ High School Science results are complex and what is reported here is the proficiency of 10th graders on the Life Science examination.

Middle school is a time of dramatic physical, emotional, academic and personal development when children begin to assess whether they find school meaningful and relevant. It is also a time of challenge for children, their families/caregivers, and their teachers. HUSD has maintained 6th grade in elementary school to provide students an additional year of development in that more stable environment. Nonetheless the transition to middle school is widely acknowledged as challenging. One crucial measure of student engagement with school is attendance. Graph 2 below shows a gradually improving attendance rate for JT students during elementary school, reaching a peak at 6th grade at 95.4%. In middle school JT student attendance drops to 90%. Correspondingly, chronic absenteeism (absent more than 10% of enrolled school days) is also a large problem among JT students. Table 3 shows that chronic absenteeism declines to a low of 7.7% in the 6th grade but jumps to 23% in the 7th grade. Chronic absenteeism is highly correlated with school disengagement and eventually dropping out of school.⁸



⁸ *Destination Graduation: Sixth Grade Early Warning Indicators for Baltimore City Schools, Their Prevalence and Impact*, Baltimore Education Research Consortium, Baltimore, Md. February 2011

Table 3. JT Chronic Absenteeism

| Grade | Number (N=1,670) | Percent |
|------------------------|-----------------------------|----------------|
| Kindergarten | 44 | 28.6% |
| 1 st Grade | 36 | 24.0% |
| 2 nd Grade | 22 | 16.9% |
| 3 rd Grade | 22 | 16.3% |
| 4 th Grade | 20 | 12.7% |
| 5 th Grade | 14 | 11.9% |
| 6 th Grade | 11 | 7.7% |
| 7 th Grade | 29 | 23.4% |
| 8 th Grade | 26 | 21.3% |
| 9 th Grade | 35 | 28.9% |
| 10 th Grade | 37 | 32.7% |
| 11 th Grade | 42 | 37.8% |
| 12 th Grade | 28 | 31.5% |
| 13 th Grade | 1 | 33.3% |
| Total | 367 | 22.0% |

In the California High School Exit Exam (CAHSEE), we again see similar disparities in the JT between different ethnic groups, with CAHSEE pass rates among Filipino (85% ELA and 95% math) and White (91% ELA and 82% math) students running 10 to 20 percentiles higher than African American (64% ELA and 63% math) and Latino (75% ELA and 74% math) students. The most dramatic disparity however, is that English Learners (EL) passed the CAHSEE ELA and math tests only 45% and 48% of the time respectively, whereas Redesignated Fluent English

Proficient (RFEP) students passed the same tests 99% and 100% of the time.

JT students have a very low graduation rate.⁹ Of the 92 JT students eligible for graduation in 2009-10, only 57 (62%) actually graduated. Only 33.3% of eligible EL students and 54.5% of eligible English only students graduated. Clearly, special attention must be focused on helping EL students and African American students to succeed in high school.

In order for students to enter the California State University (CSU) or University of California (UC) systems, they must complete the “a-g” sequence of college preparatory courses. District-wide, only 40% of HUSD graduates have completed this sequence,¹⁰ and the two high schools serving JT students are on par with the district – with Hayward High at a 38% completion rate and Tennyson High at 41%. Latinos have the lowest a-g completion rates at slightly more than 30%; only Asians and Filipinos have significantly higher rates at 60% and 58%.

⁹ Graduation rate formulas are based on the NCES definition. Source: California Department of Education.

¹⁰ Data for 2008-09. Source: California Department of Education.

While it is fortunate that graduates have the option of enrolling at Chabot and other community colleges, our data shows that many students who enter community college are not ready for college level work and get locked into a cycle of failure in “basic skills” classes that do not afford them college credit, leading many of them to become “discouraged students” who do not graduate, transfer to a four-year university or obtain vocational certification.

Much needs to be done at the high school level to provide more rigorous and relevant course work, to ensure that all students complete high school with the 21st Century skills required by the modern workforce, and that all are prepared for college or other post-secondary education. However, in our focus group with Harder educators, teachers suggested that creating a “college going culture” has to start in elementary school and needs to be made real for children and their families. The dream of going to college must be kindled in young children and must turn into a plan for college that informs all of their decision about classes and accessing all the support services that are available to encourage college going.

“A lot of the idea of going to college is abstract, they don’t have the exposure early on. Not just college campuses but everything.”

“When I worked at (another district), we took the Kindergarteners to UC Berkeley and not only the kids went, but the parents went as well. And while the kids were doing little activities, the parents got to see that your children too can go to college, even if you don’t have the money – and that was so eye opening for the parents to see, the situation that my kids could go to UC Berkeley.”
– Harder Elementary Teachers

Postsecondary Education and Career. Currently 693 adults from the JT are enrolled in Chabot College (n=594) or CSUEB (n=99). Latino students are underrepresented in local colleges (44% compared to 62% of the neighborhood). Of the 99 students from the JT that attend CSUEB, Asians are overrepresented at CSUEB (34%) compared to the JT (14%), African Americans are slightly underrepresented, and Latinos are less than half (26%) of their JT representation (62%).

A significant number of students from the JT at both Chabot and CSUEB are enrolled in

remedial classes. At Chabot, 10% of all JT students are enrolled in an ESL course, 35% in remedial English and 18% in remedial math. At CSUEB, 49% of the JT students have taken at least one remedial English course and 35% have taken at least one remedial Math course.

Clearly, many JT students did not arrive prepared for the rigor of college coursework.

The lack of basic skills preparedness is an enormous barrier to completion which disproportionately impacts students of color. According to the Community College Research Policy (RP) Group, 70% of California Community College students are placed into developmental math, and only 10% of those starting at the lowest levels successfully make it to college level math. Likewise, only 25% of those at the lowest levels of developmental English eventually succeed in transfer level English.¹¹ According to the RP Group's Center for Student Success, "For many students, the basic skills work becomes an insurmountable barrier to completion of their academic course of study. Colleges' failure to effectively address this has meant that significant proportions of students of color are trapped in the basic skills sequence and have been unable to achieve their educational goals—contributing to a widening achievement and completion gap."

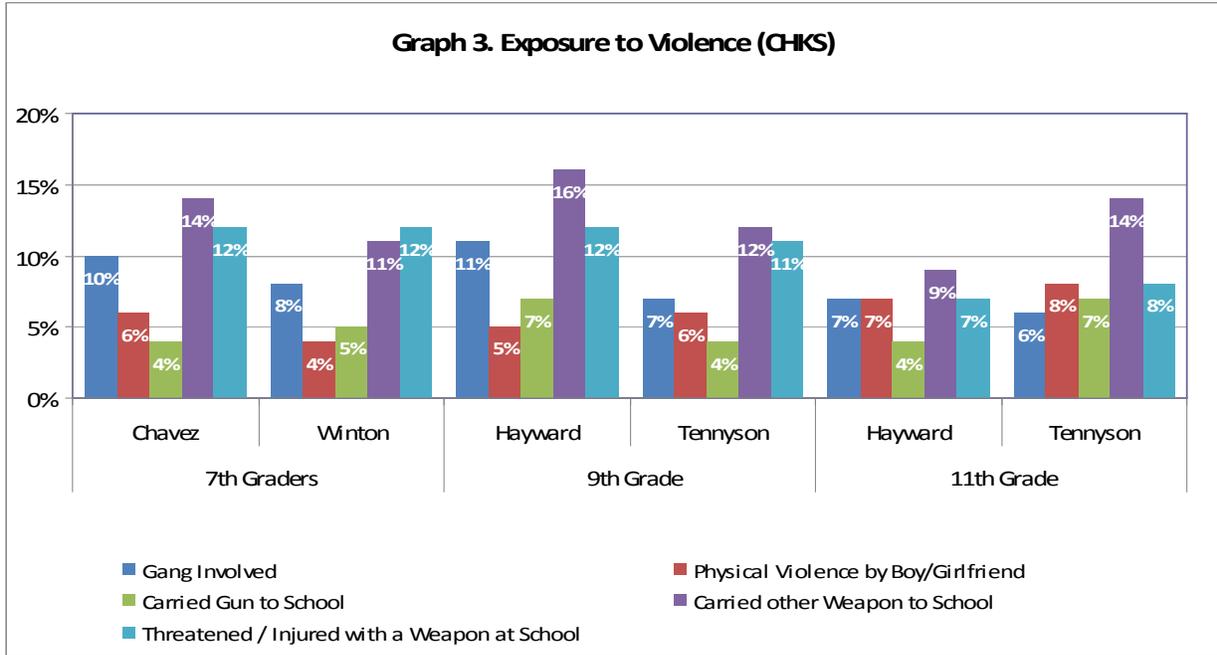
While we do not have persistence data for JT students specifically, we know that, in a two-year period (2008-10), only 13.1% of Chabot JT students transferred to a 4-year university, 4.5% were awarded a certificate and 5.6% received an Associate's Degree – slightly more than 23% of JT students achieving an academic/career benchmark.

Based on our needs assessment and segmentation analysis for the Jackson Triangle, the educational systems are not meeting the needs of our target neighborhood across the continuum of birth through college. As we stated earlier, however, this is not exclusively a problem with the educational system, it is also a result of community risks and inequities.

Neighborhood Safety and Infrastructure. Community input into the HPN assessment

¹¹ Center for Student Success, Research and Planning Group, *Environmental Scan: Summary of Key Issues Facing CCCs*. Center for Student Success, Research and Planning Group, 2005

process consistently placed safety concerns high on the list of priorities for children and families. School surveys showed that students felt less safe at school than in their communities. Resident survey responses raised safety as a priority issue as did the residents who participated in the community forum.



Graph 3 is derived from the California Healthy Kids Survey (CHKS) which provides school-level data from 5th, 7th, 9th, and 11th grades. Between 15% and 19% of the students in the 7th and 9th grades of HPN target schools admit to bringing a gun or other weapon to school, and around 10% admit to being gang members. Approximately 12% of respondents were threatened or injured with a weapon at school, and many indicated that they have been physically or verbally harassed at school. As a result many more students indicate that they feel safer in their neighborhood than at school. Over half of the HPN target elementary school students reported being hit or pushed, 71% at Harder and 62% at Park. HPN middle school students had the most prevalent rates of harassment, with a third being in physical fights and a third having had rumors and lies spread about them, sexual comments/jokes made about them or being ridiculed for their looks.

JT adult survey respondents identified Neighborhood/Street Safety and Violence/Crime as the number one neighborhood concern (88 responses, 30% of respondents), followed by education (44 responses) and Gangs and Drugs (42 responses, 15% of respondents).

“My biggest concerns are a lot of gangs in school and streets. It is very dangerous for our children, especially in middle school and high school. They need more supervision in schools and streets.”
Resident Survey Respondent

Juvenile Probation data¹² indicates that Hayward as a whole has a juvenile probation rate of 15.2/1000 which is 42% above the 10.8/1000 countywide rate. During 2009 the Hayward Police Department (HPD) responded to 762 citizen crime reports in the JT alone. That number dropped to 588 in 2010, perhaps in response to the launch of a City-sponsored Neighborhood Council in the JT and a revitalization of the Neighborhood Watch program in the community.

“I think that going late to parks, it’s dangerous for kids and they want to go run and play at the park, at least the one near my house. The park near my house is not safe because I have passed by when kids are smoking marijuana or doing drugs.”

Resident Focus Group

Infrastructure in the JT is limited. With the exception of Harder School there are no public facilities within the JT. There is limited **public transportation** in the JT which is served by only two bus routes, (see map, pg. 45 Assessment Report) and service is infrequent. It is too far to walk to stores with young children or groceries. Residents without access to cars or with limited gas money are the most isolated. The 2010 JT Neighborhood Action Plan prepared in collaboration with the City cited the absence of sidewalks, speeding traffic, and loitering/drug activity in pedestrian areas as some of the issues affecting safety. In focus groups, residents called for increased public transit and safe routes to school.

Hayward has a wealth of **parks and community resources**, but most are inaccessible to residents of the JT because of transportation, time, and safety issues. The library branch in the

¹² Alameda County Probation Department, 2010.

area is perceived by teachers and parents as too far and too dangerous for children on foot. A map (see pg. 46 Assessment Report) shows the parks and community resources in and around the JT. The green belt running through the JT has one small park with basketball courts. The bulk of the greenway is grass areas with a few picnic tables, a bike path but no restrooms. Much of the drug activity referenced above happens in the greenway per input from the focus groups.

Internet access repeatedly surfaced as a barrier for families, in the JT with 27.8% of the community survey respondents lacking access to a computing device connected to high speed internet at their home. Of respondents with children and youth in their household 30.1% said the children and youth did not have access to computing devices and high speed internet at their schools. Most (77.5%) residents said that more technology available and used in schools would help the children and youth in their households. Resident focus group participants stated they had limited computer skills but that access to the internet would give them an opportunity to learn.

Health and Nutrition. JT and South Hayward residents are experiencing serious health challenges, especially with preventable diseases and conditions.

Serious health issues emerged from our analysis. Only 58.8% of uninsured children have a “usual place to go when sick or need health advice.” Only 77.5% of all JT births are preceded by early prenatal care, compared to 88.1% countywide, and the JT teen birth rate is 68.4/1000, more than double the countywide rate of 26.5/1000 and significantly higher than Hayward at 46/1000. The age adjusted rate of hospitalizations for asthma in 94544 stands at 212 per 100,000, 45% above the countywide rate. Diabetes is also a serious issue for JT children and youth , with an age adjusted rate 48% above the countywide rate. Similarly obesity is 51% higher for our target group than for the county as whole. These are conditions that can be prevented or managed more effectively, and JT and 94544 children and youth are not receiving the care needed to avoid unnecessary hospitalizations and emergency room visits.

Food security is another major issue in the JT. Local food pantries run by F/CBOs in the

surrounding 94544 zip code have distributed 352,126 pounds of food during a recent 12 month period. The Food Bank's Helpline made 531 referrals to food banks in the 94544 zip code. Focus groups and HPN work groups raised issues of food security and access, corroborating that transportation was a barrier to accessing affordable supermarkets, and suggesting more USDA food distribution for low-income children during the summer months and more food distribution sites in the JT. There were also suggestions about increasing support for community gardens and school gardens.

In addition, one measure of child and youth health is the number of children who are in the "Healthy Fitness Zone" (HFZ), an overall measure of fitness based on the California Fitness Gram assessment which includes: Aerobic Capacity; Body Composition; Abdominal Strength; Trunk Strength; Upper Body Strength; and Flexibility. Of 226 JT students tested (2009-10) only 26% of them scored in the HFZ.

Economic Revitalization and Workforce Development/Employment. The JT is profoundly affected by its economic conditions. More than 18% of JT residents live below the federal poverty line, and the average *per capita* household income is \$17,749 compared with \$24,803 for Hayward as a whole and \$33,831 countywide.¹³ The average JT family is living on only slightly more than half the income of the same-sized average family in Alameda County. Over 61% of JT households spend more than 30% of their monthly income on rent; 29.5% spend more than 50% of their income on rent. These conditions create enormous family stresses that undermine children's ability to focus on school, go to college and pursue career aspirations. Focus groups indicated that providing informal child care is one of the ways JT residents eke out a living – often providing low-cost care for many children in crowded apartments. While this allows parents to work, often two or more jobs, it does not provide optimal care for their children nor provide the caregivers a living wage.

¹³ 2010 US Census

The current economic meltdown has had a tremendous adverse effect on the JT. Hayward's official unemployment rate is 12.2%, the second highest rate of any city in Alameda County. In our community needs survey, unemployment was the second most frequently cited issue, second only to crime. Young men of color – especially those who are undocumented, under-educated, have language barriers, or who have prior criminal records – are at very high risk for unemployment. Residents' multiple barriers to employment drive "informal" survival strategies that sometimes compromise neighborhood safety and stability.

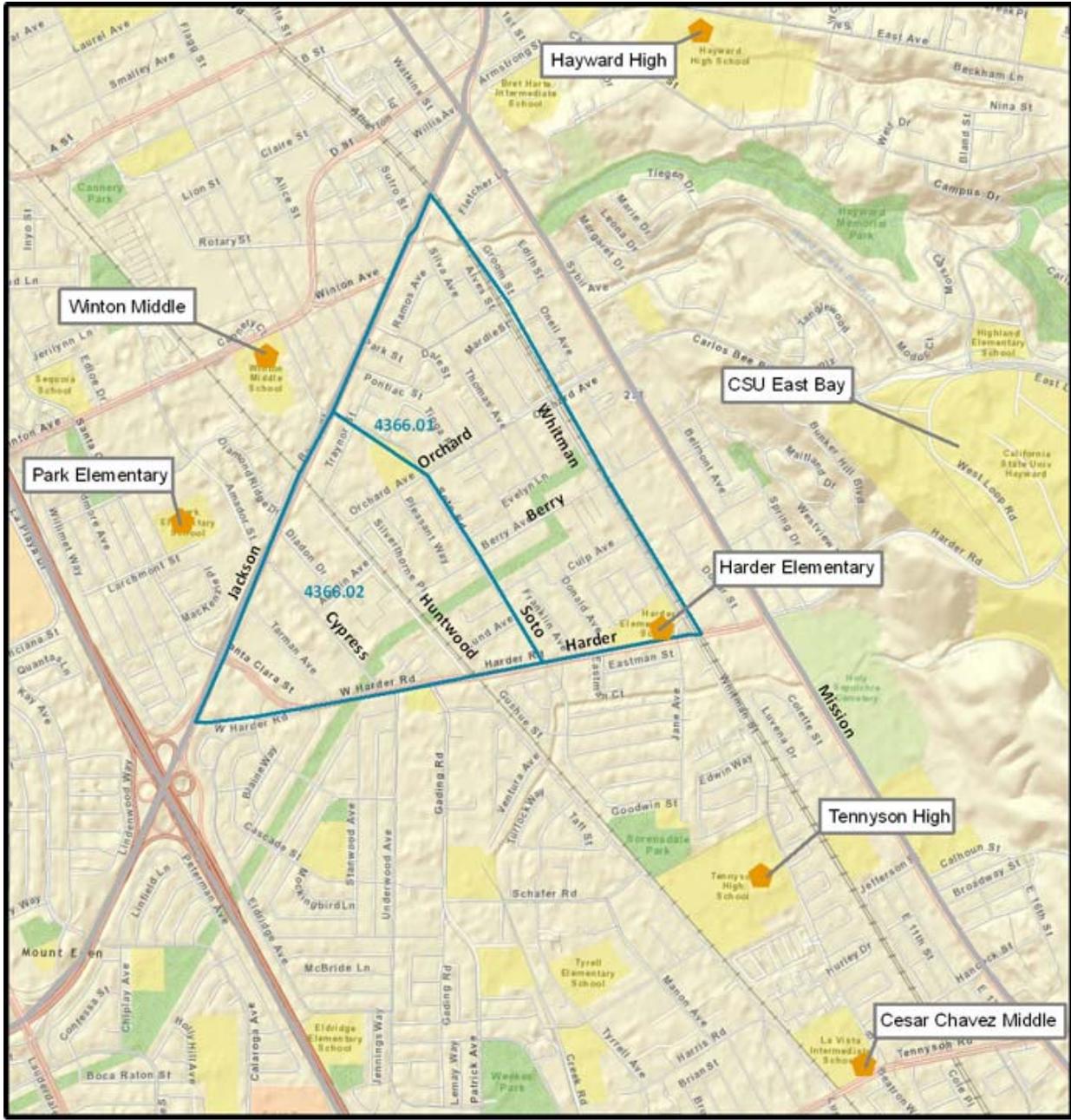
"They [kids] need everything, mainly parental stability...Also [parents] having a good job because if they don't have a good job, the child will only see misery at home."

"The people are not stable...because there is lack of work or opportunities."

Day Laborer Center Focus Group

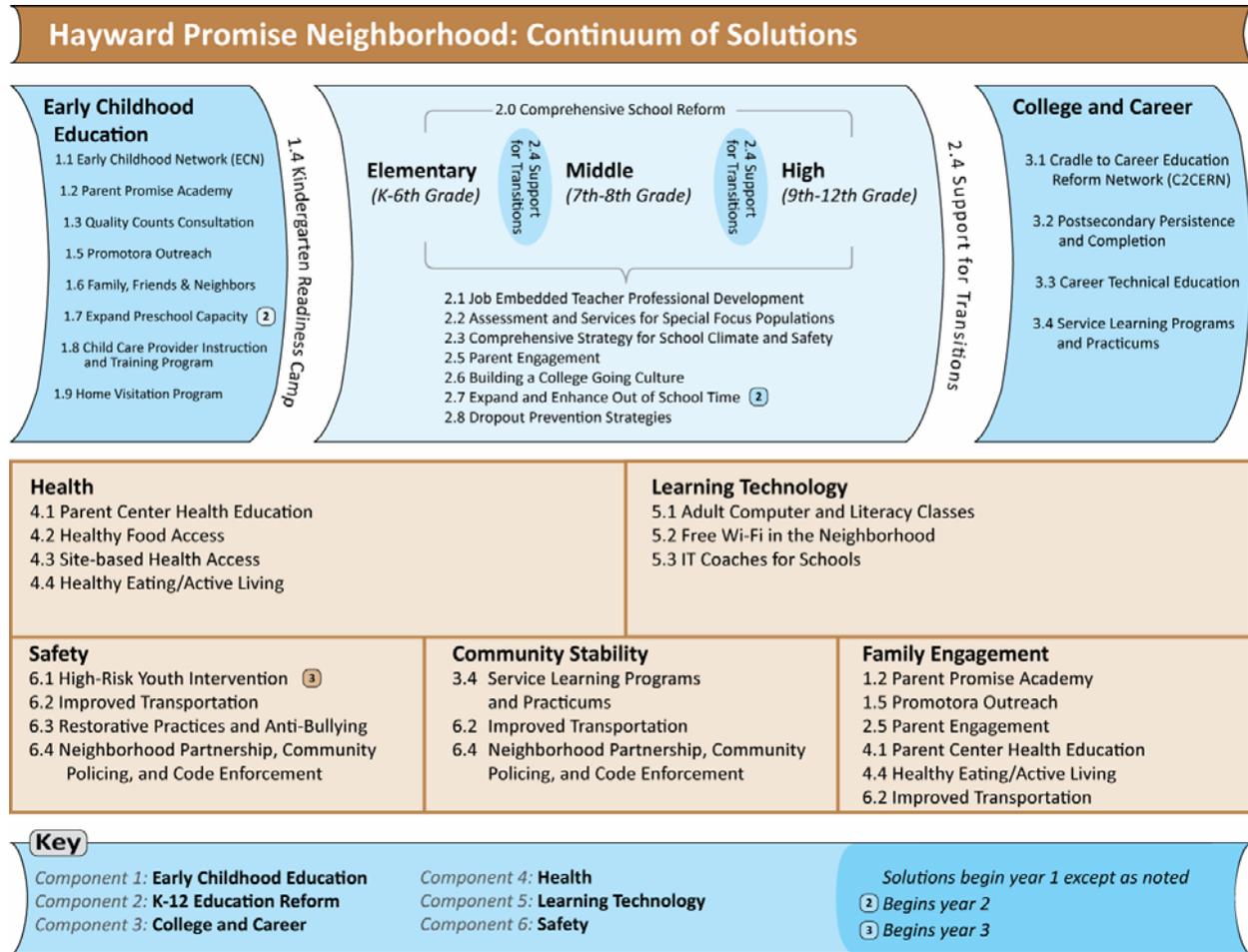
A2. Geographic area description

The Hayward Promise Neighborhood implementation plan is focused on a small neighborhood in South Hayward California called the Jackson Triangle (JT). Located in Alameda County in the East Bay region of the San Francisco Bay Area, the JT is bordered by Jackson Street, Harder Road, and Whitman Street. The area includes two census tracts (4366.01 and 4366.01) which lie within the 94544 zip code. The JT is a low-income, diverse neighborhood with 10,662 residents at the time of the 2010 census. The JT is also a low income community whose families struggle with economic conditions, underfunded schools, and other challenges. At the same time there are a variety of local assets on which to build (see Needs Assessment Report for more detailed maps, pgs. 45-48). CSUEB is less than a mile from the JT which facilitates student and faculty involvement in the neighborhood. Only one of the six HPN target schools, the schools that serve the vast majority of JT children, is actually in the neighborhood (Harder Elementary). Park Elementary and Winton Middle Schools are located within a few blocks of Jackson Street.



B. Quality of Project Design

B.1 Continuum of Solutions



The HPN Continuum of Solutions grew out of a comprehensive community planning process described above. This process involved parent and resident surveys, focus groups, key informant interviews, and a wide array of secondary data (e.g., Census, school district, county health department, and college/university) which were then analyzed using Geographic Information Systems¹⁴ and sophisticated quantitative and qualitative methods to determine the putative state of the children, youth and families in the focal community.

These data were then provided to a series of community work groups and focus groups in

¹⁴ GIS allowed planning consultants to segment secondary data by the specific geographic boundaries of the JT whenever street addresses were available.

a way that “democratized” the data by displaying it in maps, graphs and accessible prose (in English and Spanish). These work groups included both local residents and content experts in the topic areas – e.g., safety, health, education, early childhood development, etc. The work groups provided valuable insights into the data and what the data really mean from a resident and practitioner perspective. The work groups were also charged with identifying solutions for identified issues. All of this input was then brought to a Management Team for review and refinement.

The Management Team was comprised of middle managers and executives from all of the major partners to HPN. This group was very knowledgeable of the existing programs, funding streams and other resources available to HPN. They also provided extremely valuable insights into evidence-based practices that could be utilized to create the Continuum of Solutions. Working with the HPN planning consultants and content experts from higher education, a preliminary Continuum of Solutions was developed and this was reviewed and unanimously approved by the HPN Community Advisory Board (see Section D1 for the composition of the Advisory Board.)

This proposal, the Needs Assessment and Segmentation Analysis (Appendix G), the Implementation Matrix (Appendix F), and the Comprehensive Neighborhood Revitalization Plan (Appendix G) are the four major products of this intensive community process. The HPN Implementation Matrix details the specific educational and family/community support strategies, the roll-out plan for HPN over the projected five years of Promise Neighborhoods funding; the number of students served; the target population; the percent of the JT children/youth served; the cost per child; the relationship to our needs and assets assessment and segmentation analysis; and the evidence basis for the strategies.

The graphic above provides a visual summary of our Continuum of Solutions. We have established strategies across the entire educational continuum from cradle to career with special

focus on the key transitions that children experience as they go through the educational system. But many other community needs emerged from our planning process. Therefore, we have identified a number of supportive components that build the foundation for child and youth success from a community perspective – including health, access to technology, safety, community stability and family engagement.

In combination, we propose that these strategies are comprehensive, evidence-based, and, taken together, will have collective impact on the children of the Jackson Triangle – ultimately ensuring that all children have access to the array of services they need to be healthy and successful. We also propose that they will have a long term impact on the community as a whole – revitalizing it and raising JT residents out of poverty.

School Improvement Strategies. CSUEB’s College of Education and Allied Studies has and will provide leadership and technical assistance in driving school improvement from early childhood through college and career. See the Implementation Matrix (Appendix F) for a specific description of each program strategy, how it grows from the segmentation analysis, expected outcomes and how the strategy is based on moderate or strong evidence when possible.

Early Childhood Education. Based on the dearth of Early Childhood Education (ECE) resources in the JT and the clear priority on ECE that emerged from the planning process, we have established nine strategies in the early childhood arena. We have also established an Early Learning Network (see Competitive Priority #4 above) under the leadership of 4Cs to drive this part of our overall community revitalization strategy.

Our early childhood strategies are focused on building more equitable access to families and early childhood supports that enhance child development, health and safety. We have developed comprehensive strategies to improve and expand the early care and education options available to families by supporting quality improvements via:

1. Training formal and informal caregivers to improve quality (Strategies 1.3, 1.4, 1.6, 1.8)

2. Building parent capacity to support child development and health (Strategies 1.2, 1.5, 1.9)
3. Expanding the income eligibility and availability of high quality preschool programs (Strategies 1.3, 1.7, 1.8)
4. Helping child care providers to improve their business skills and develop more high quality family child care programs in the JT (Strategies 1.3, 1.6, 1.8)
5. Providing a summer bridge program from pre-K to Kindergarten to ensure that children are ready for Kindergarten (Strategies 1.1, 1.4)

Table 4. Component 1 – Early Childhood – JT Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| 1.1 Early Learning Network (ELN) | n/a | n/a | n/a | n/a | n/a |
| 1.2 Parent Education and Group Support | 16% | 32% | 48% | 64% | 80% |
| 1.3 Quality Counts Consultation | 21% | 41% | 41% | 41% | 41% |
| 1.4 Kindergarten Readiness Camps | 11% | 22% | 22% | 22% | 22% |
| 1.5 Promotora Outreach Model | 13% | 26% | 39% | 51% | 64% |
| 1.6 Family, Friends and Neighbors | 6% | 13% | 19% | 25% | 31% |
| 1.7 Expand Center-Based ECE | 0% | 7% | 7% | 7% | 7% |
| 1.8 Child Care Provider Instruction and Training Program | 13% | 21% | 29% | 38% | 46% |
| 1.9 Home Visitation Program | 21% | 42% | 63% | 84% | 100% |

Our estimated penetration rates vary by strategy. For example we anticipate that our Home Visitation program will touch all 200 pregnant women each year, a 100% rate with that age group, and in the longer term resulting in a 100% penetration rate of the prenatal through four year olds by the fifth year of implementation. In contrast the expansion of the HUSD State Preschool program will add 24 new child care slots to the JT and an additional 16 children will be served through enhanced eligibility (raising the eligibility threshold from 70% to 85% of median income). This program will serve 40 children each year and this constitutes only 7% of three and four year olds in the JT. Overall, we are confident that 100% of the young children in the JT will be served in aggregate by our Early Childhood strategies. In addition, we expect that the Early Learning Network will impact children and families as it changes policies, advocates

for additional services, and tightens collaboration in the JT and South Hayward.

All of our interventions and programs are focused on building the capacity of parents, child care providers and educators to understand recent research in brain development and to utilize best practices in parenting and education. We are also aware that early identification and intervention for children with developmental delays and other special needs are crucial to helping mitigate these challenges.

It is also important to note that strategy 1.4 directly focuses on the critical transition to Kindergarten. While this strategy will only serve 22% of the 168 children who are entering Kindergarten without prior preschool or center based child care each year, we believe that our other strategies will substantively reduce the number of young children who will approach Kindergarten without high quality pre-K programs, thereby improving penetration.

K-12 Education. We are proposing to build on the existing work of CSUEB in school reform and teacher professional development and on the school reform efforts already underway in HUSD in collaboration with a number of key partners. CSUEB's CEAS will provide technical expertise and leadership for this comprehensive reform effort. CSUEB will also focus its substantial "student and faculty capital" on the JT schools and neighborhood by vastly expanding the service learning, practicum and internship investments at those schools.

Based on our understanding of the magnitude of the work to be done at the HPN target schools, the HPN Partnership has determined that we must develop a **Cradle to Career Education Reform Network (C2CERN)** led by the CSUEB CEAS and including HUSD, the Gateways Partnership, Chabot, Alameda County Office of Education (ACOE), Super Stars Literacy (SSL), Eden ROP, HAS and other groups that are working to improve the educational outcomes of children in the local community. To ensure optimal communication, the C2CERN will have regular joint meetings with the ELN to support Pre-K to 3rd grade articulation, data sharing and transitions. Secondary schools and IHEs will deepen and expand curriculum

articulation, communication, data sharing, dual enrollment, and support for students in transition. We will also reach out to charter schools and private schools in the area to ensure that all JT students and families benefit from the C2CERN efforts.

HUSD has begun the process of comprehensive school reform at our focus schools. In 2009-10 the district began the process by consulting with the school communities of Harder Elementary and Tennyson High (plus others not relevant to this application). This process obtained input from parents, teachers, students and the larger Hayward community. Ultimately, recommendations were made to the School Board and the models were chosen by the Board in public meetings. The Turnaround model was chosen for Harder Elementary which serves a plurality (462/47%) of JT elementary students. Harder is currently one year into the Turnaround school reform process. In 2010-11, Dr. Hector Garcia, previously the Director of Curriculum and Instruction for ACOE, was recruited to take the Principal role at Harder which will be in year two of Turnaround as we begin implementing the HPN effort.

Tennyson High is also currently in the first stages of comprehensive school reform, utilizing the Transformation model and is proceeding apace with the assistance of a state School Improvement Grant (SIG). SIG is providing the embedded staff development, assistance with data driven instruction and incentives for teachers to improve their instructional practices according to plan. The new Principal, Tom Fraser, was selected as the new instructional leader for 2010-11.

HUSD as a district is in PI, year three – as a result of the overall performance deficiency district-wide. HUSD is working diligently to transform its schools into high performing centers of learning for students and communities. In the past two years, the district participated in the District Assistance and Intervention Team (DAIT) process, supported by WestEd. DAIT worked with district leadership (Board of Education and Cabinet-level staff) to ensure that all district priorities and practices are aligned with achieving student academic and developmental goals.

Through DAIT HUSD addressed all the required areas of improvement, namely: governance and leadership; alignment of curriculum, instruction, and assessment; data systems and achievement monitoring; alignment of human and fiscal resources with district goals; meaningful parent and community involvement; and targeted professional development for teachers and administrators.

The other four HPN focus schools address their comprehensive school reform plans through their single plans for student achievement. This application aligns with and enhances the comprehensive school reform efforts already underway at Harder and Tennyson and will integrate and support the reform process at Park, Winton, Chavez and Hayward High. We expect to:

1. Implement a FSCS model gradually across all six schools, engaging comprehensive support services from community partners and CSUEB service learning, practicum and intern students and serving all children and youth in the JT, including those attending other schools (Strategies 2.0, 2.5, 2.7)
2. Job-embedded professional development (coaching) in ELA, math, ELD and use of rapid-time data to inform and differentiate instruction (Strategies 2.1, 2.2)
3. Expand and substantially enhance the current federally and state funded Out of School Time (OST) program, including after school and summer programming with an eye to supporting the key transitions between 6th and 7th grades and between 8th and 9th grades; expand and deepen Science, Technology, Engineering, Art, and Mathematics (STEAM) in the OST program through alliances with CSUEB, Chabot and Eden ROP (Strategies 2.5, 2.8)
4. Increase career technical education (CTE) at the high school and postsecondary levels and augment the regular school day and OST with experiential learning opportunities in STEAM that reinforce and deepen the core curriculum (Strategies 2.1, 2.4, 2.7, 2.8)
5. HUSD has a districtwide commitment to parent engagement spearheaded by AmeriCorps

funded Parent Centers at every school. Building on this existing commitment, HPN proposes to more deeply engage parents in their children’s education and help parents and children to envision a future that includes postsecondary education and training (Strategies 2.5, 2.6)

6. Support successful transitions from high school to postsecondary education and training through effective use of the Early Assessment Program, which provides an accurate assessment of “college readiness” at the end of the 11th grade for all JT high school students, to ensure that 12th graders get the courses, mentoring and academic support they need to enter college without need for remediation (Strategies 2.4, 2.8)
7. Create a “college going culture” in the focal schools and the JT community by infusing the schools with well-trained, screened and supervised college students who act as mentors, tutors and role models for JT children and youth (Strategies 2.7, 2.8, 2.9)
8. Carefully assess and serve English learners and students with disabilities so that they are able to succeed in school (Strategies 2.1, 2.2, 2.5)
9. Make our schools physically and emotionally safe for students (especially students with special needs and those who are affected by bullying) by more fully implementing the Safe and Inclusive Schools model in combination with Restorative Justice principles for violations of community trust by students and adults (Strategies 2.3, 2.6, 2.8)

The following strategies frame the K-12 component of the HPN Continuum of Solutions and will have increasing impact over the five years of the grant as outlined below.

Table 5. Component 2 – K-12 Education – JT Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------|--------|--------|--------|--------|
| 2.0 Comprehensive School Reform | 49% | 64% | 79% | 81% | 100% |
| 2.1 Job Embedded Teacher Professional | 49% | 64% | 79% | 81% | 100% |
| 2.2 Assessment and Services for Special Focus Populations | 67% | 67% | 76% | 76% | 54% |
| 2.3 Comprehensive Strategy for School Climate and Safety | 61% | 61% | 79% | 79% | 100% |
| 2.4 Support Transitions (curriculum alignment) | 100% | 100% | 100% | 100% | 100% |

Table 5. Component 2 – K-12 Education – JT Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|-------------------|--------|--------|--------|
| 2.4 Support Transitions (Summer Bridge) 100 rising 9 th graders Hayward High | 21% | 21% | 21% | 21% | 21% |
| 2.4 Support Transitions (Science Camp 4 th -6 th) 80 Harder and 80 Park | 30% | 30% | 30% | 30% | 30% |
| 2.5 Parent Engagement | 100% | 100% | 100% | 100% | 100% |
| 2.6 Building a College Going Culture | 50% | 75% | 80% | 90% | 100% |
| 2.7 Expand and Enhance Out of School Time | | 21% ¹⁵ | 21% | 21% | 21% |
| 2.8 Dropout Prevention Strategies (7 th – 12 th) | 20% | 40% | 60% | 80% | 100% |

Table 6 below, provides a clear breakdown of the JT enrollment at each of the target schools and our estimated timing for the roll out of our FSCS model by site.

Table 6. Roll Out of Comprehensive School Reform 2.0 and JT Students Affected

| Schools | JT Enrollment | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------|---------------|--------|--------|--------|--------|--------|
| Harder | 462 | 462 | 462 | 462 | 462 | 462 |
| Park | 185 | | 185 | 185 | 185 | 185 |
| Winton | 175 | | | 175 | 175 | 175 |
| Chavez | 21 | | | | 21 | 21 |
| Hayward | 221 | | | | | 221 |
| Tennyson | 108 | 108 | 108 | 108 | 108 | 108 |
| Total | 1172 | 570 | 755 | 930 | 951 | 1172 |
| | | 49% | 64% | 79% | 81% | 100% |

The Full Service Community Schools (FSCS) approach addresses glaring gaps in services and supports for students and families that undermine student success. The lead for FSCS at Harder and Park will be hired by summer 2012 under the Youth Intervention Specialist (YIS) job description and will be the pivotal co-administrator responsible for managing partnerships with service providers, coordinating with IHEs around service learning volunteers, and leveraging funding and resources to support students and families. The Winton YIS will be hired in Year 3.

Clearly, some of these strategies roll out over time, with the elementary schools beginning to receive significant support in years one and two, and the secondary schools more gradually

¹⁵ This percent represents the proportion of all students enrolled in the six focus schools, not the proportion of the JT children and youth. We cannot ethically allocate these resources to JT students only although JT students will be given priority whenever possible.

adding support in later years. This implementation plan reflects several factors: 1) our priority to get assistance to students in their early years of education when the stage is being set for future success; 2) the priority to JT students who are more heavily represented as a percentage of the student body in the two elementary schools; and 3) the need to budget scarce resources by implementing coaching at one grade span until teachers are adequately trained and then moving the coaching resource to the next grade span.

However, some critical elements that require sustained effort over time (e.g., the FSCS Youth Intervention Specialists and OST programming) begin in year one and continue for the funding period at Harder and Park.¹⁶ Substantial numbers of CSUEB and Chabot students will be screened, trained and deployed at the focus schools by September 2012. The number of service learning, practicum and internship students will increase over time as systems are expanded and enhanced to supervise and support this resource.

Special Populations. A core component of our comprehensive reform approach is focused on the needs of EL students in the JT – with 37.6% who are EL, 66% speaking a language other than English at home and only 37.3% testing proficient or advanced on the CST. We are proposing to hire ELD coaches who will work intensively with our target schools to differentiate instruction to meet the needs of EL students. Harder and Park faculty will receive intensive coaching from ELD specialists in the first two years of HPN implementation. These coaches will move on to Winton and Chavez in years three and four, and to Hayward High in year five. The ELD coaches will train teachers to help EL students’ (and indeed all students) to develop academic literacy across the entire range of subject matter (including STEAM) and across all grade levels.

Similarly there are 2,161 students with disabilities (SWDs) in HUSD, approximately 10% of the total enrollment, and there are only 110 assessed SWDs at our target schools, only 6.6% of

¹⁶ Chavez has a very small number of JT students and Tennyson has SIG funding. Therefore, the co-administrator YIS position is not budgeted for these two schools.

the student population. Our segmentation analysis found that many SWDs in the JT are not being properly diagnosed or served due to a shortage of school psychologists to conduct assessments. Our plan calls for us to hire 50% FTE school psychologists for Harder and Park in the spring of 2012 so that these students can be assessed and served in a timely manner. These psychologists will work closely with teachers to ensure that the identified students are provided optimal support in the classroom and via OST programming. The 50% FTE psychologists for Winton and Chavez Middle and Hayward High will be deployed in year three.

Postsecondary Education. Many JT students fail to graduate from high school and many of those who do graduate are not ready for the rigors of college coursework. Therefore, our higher education strategies primarily focus on supporting successful transitions to college and ensuring that students receive the wraparound supports they need to meet their goals for certificates, diploma or transfer.

Our needs assessment makes it clear that no one approach to this issue is going to be successful. Various populations of local students have different needs, including but not limited to: graduates with or without basic skills; high school dropouts; discouraged students returning to higher education; displaced workers who need new skills to get a job; incumbent workers who need new skills to advance or maintain employment; and entrepreneurs (e.g., licensed child care) and who need specific training to be approved by government regulators.

HUSD, HAS, Eden ROP, Chabot, Gateways, and CSUEB. This partnership will be the core of the C2CERN and will work closely together to address the following:

1. CSUEB currently receives the EAP results from the California Department of Education, but historically has not shared those data with HUSD or Chabot. Due to our HPN partnership EAP results will be shared and the high schools, ROP and HAS will guide students much more effectively regarding coursework and other needed supports (Strategy 3.1)

2. HUSD, ROP, HAS, Chabot and CSUEB will continue to: strengthen curriculum alignment; enhance concurrent enrollment agreements; create career pathways via CTE and linked-learning agreements; and provide wraparound support services for students through funding such as TRiO, CTE and PN/ED grants. (Strategies 3.1, 3.3)
3. College mentors, tutors and role models will help high school students with academics and will give them hope and motivation that they too can be successful in college and other postsecondary educational programs. (Strategy 3.4)
4. ROP and HAS have uniquely flexible and pragmatic systems that can support youth and adults who have not graduated from high school and who wish to pursue higher education. The HPN Partnership will build on these resources, their flexibility, non-traditional settings, workplace learning opportunities, and the cultural competency of their staff to engage and support JT youth and adults who wish to pursue their education. (Strategies 3.2, 3.3)
5. CSUEB and Chabot have developed a plan to dramatically increase their impact on the JT by deploying large numbers of students and their faculty supervisors to the neighborhood via service learning projects, practicums, and/or internships – both on school campuses (e.g., nursing, tutoring, mentoring, counseling, etc.) and in the community (e.g., school and community gardening and site improvements, blight abatement, juvenile justice reform, etc.) (Strategies 3.2, 3.4 and supporting many of the other strategies)
6. CSUEB, one of the largest teacher training universities in California, and Chabot will continue their partnership to expand and enhance our teacher pipeline in order to help HUSD meet the challenge of recruiting and retaining teaching staff while engaging current HUSD students in a high demand career. We have collaboratively worked to develop pipelines for STEM teachers and Early Childhood teachers in particular – with

wraparound services to help these students to persist and complete their courses of study. Chabot has provided wraparound student support through TRiO and EOPS services and has helped students to transfer to the CSUEB teaching program as quickly as possible. CSUEB continues to provide wraparound services for those students who need this level of support after they transfer from Chabot. HPN proposes to build on this collaborative foundation and to expand and streamline the teacher pathway program. The HPN plan calls for Chabot and CSUEB students to be involved at HUSD schools, as OST staff, classroom volunteers and student teachers. (Strategies 3.2, 3.4)

Table 7 provides a sketch of the projected service penetration of our efforts with JT high school students and adults who are interested in pursuing postsecondary education.

Table 7. Component 3– Postsecondary Education– JT Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| 3.1 C2CERN Education Reform Network | n/a | n/a | n/a | n/a | n/a |
| 3.2 Postsecondary Persistence and Completion | 100% | 100% | 100% | 100% | 100% |
| 3.3 Career Technical Education | 17% | 17% | 17% | 17% | 17% |
| 3.4 Service Learning programs and practicums | n/a | n/a | n/a | n/a | n/a |

Our key postsecondary strategies are designed to ensure that significant numbers of the JT student population will be affected by HPN. The ongoing effort to better articulate curricula and supports for high school students will strengthen over time and will reach almost all JT students who are enrolled in HUSD high schools. The intensity and availability of these supports will also improve over time as 1) more college students provide support for high school students; 2) EAP data are used by CSUEB, Chabot and HUSD to identify student academic gaps; and 3) curricula are thoughtfully aligned so that high school students are better prepared for college coursework.

The strength of the HPN partnership between CSUEB, Chabot, Eden ROP, HAS and HUSD also shows great promise to dramatically strengthen CTE programming and linked learning programs that help students to identify career pathways that motivate them to pursue postsecondary education and training. These resources will be made available for JT students

who go to schools other than those run by HUSD as well as those students who have dropped out of school. Eden ROP and HAS have programming that is especially adapted to serving and reengaging disconnected youth.

Community and Family Supports. A crucial principle of Full Service Community Schools is that each FSCS becomes a community hub that supports improved access to a wide variety of community and family supports and services and acts as a catalyst for change in the neighborhood by improving safety, health, family stability and giving residents access to 21st Century learning technology. Our HPN strategies align with this principle and build on existing assets in the local community – helping to support collaboration and articulation of services in ways that makes them more powerful and effective in serving the all children from the local community, including those who attend other schools than the HUSD focal schools.

Health. Our key health partners include the CSUEB Departments of Nursing; Kinesiology; Hospitality, Recreation, and Leisure; and Physical Education Teacher Training; Tiburcio Vasquez Health Center; St. Rose Hospital, HPD Youth and Family Services, First 5, and Alameda County HCSA. These providers have agreed to focus their resources and prioritize services for residents of the JT to:

1. Build on existing AmeriCorps funded Parent Centers at each of the schools. HUSD proposes to augment staffing for the Parent Centers, train Promotoras in collaboration with TVHC, leverage nursing practicum students, organize food coops and school/community gardening, and provide information and support for better nutrition and increased exercise among all JT parents and their children. (Strategies 4.1, 4.2, 4.4)
2. Coordinate with St. Rose to ensure that mobile health services are available at our JT elementary schools on a regular basis throughout the year, providing preventative services, assessment, treatment and referral services to improve health care access for all local residents. (Strategies 4.1, 4.3)

3. Leverage CSUEB service learning students to augment the AmeriCorps funded staffing for the OST programs, thereby increasing efforts to educate children and families regarding exercise and nutrition and to provide more opportunities for children to be actively engaged in moderate to vigorous exercise on a daily basis. (Strategy 4.4)

Table 8. Component 4 – Health – JT Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
| 4.1 Parent Center Strategy | 100% | 100% | 100% | 100% | 100% |
| 4.2 Healthy Food Access | 36% | 36% | 36% | 36% | 36% |
| 4.3 Site-based Health Access (St. Rose Mobile Van, Nursing Students) | 32% | 32% | 32% | 32% | 32% |
| 4.4 Healthy Eating and Active Living | 36% | 36% | 36% | 36% | 36% |

Every school in the district has an AmeriCorps member who staffs a dedicated Parent Center that is equipped with a computer connected to the internet and with extensive information and referral materials in English and Spanish for dissemination to parents. We propose to augment the staffing for the JT Parent Centers and make them vital nerve centers for volunteerism, information sharing and parent education – bringing in classes in parenting, early childhood education, nutrition, activism and advocacy, computer literacy, etc.

Our health strategy also builds on Alameda County Office of Education’s (ACOE) Project EAT. This effort educates students during the school day and in the OST program time regarding healthy eating. ACOE has instituted school gardens in all of the focal schools and has integrated experiential learning opportunities into science courses across the grade span.

The CSUEB commitment to service learning will have a marked impact on our health strategy. We will be placing nursing students for their practicum with HUSD nurses assigned to the JT schools. We will also place students from our other departments (see above) to augment the strategy we are calling “Healthy Eating/Active Living” impacting the school day PE classes, recess, health classes, OST programming and the Parent Centers.

Learning Technology. The HPN strategies to ensure access to 21st Century learning tools for children, youth and families build on the existing commitment of HUSD to provide a Parent

Portal on the district website through Zangle Parent Connect which allows parents to get real time information about student grades, attendance, homework, etc. The district is also working to ensure that teachers have access to quick-time data on their students' academic performance through the district Online Assessment Reporting System (OARS). HUSD schools are also deploying other new technologies (e.g., SMART Boards, mobile computer labs, etc.). However, there are barriers to effective and universal use of these technologies.

1. While many JT parents report having computers at home, many do not have access to the Internet. The City of Hayward has committed to rolling out free Wi-Fi at Harder and Park that is sufficiently robust to cover at least the entire JT. The middle and high school sites will also receive Wi-Fi which will help to ensure coverage for much of South Hayward. This coverage will roll out one site at a time over the five-year grant period. The Parent Centers will train parents on using Zangle so that parents will be motivated to use it regularly to stay abreast of their children's progress in school. HAS will offer its successful Technology Literacy course for parents and residents at Harder's computer lab and ultimately at the Parent Centers as equipment becomes available. (Strategies 5.1, 5.2)
2. To increase the use of Zangle and OARS, we propose to have an Information Technology Coach who will begin with Harder and Park and shift to the middle schools and high school to build teacher use of technology. The use of OARS also figures into the new spirit of accountability and transparency as teachers begin to be evaluated based on student performance. Greater teacher facility with new technologies will support student learning in the classroom and will encourage parent engagement with their children's education. (Strategy 5.3)

Table 9. Component 5 – 21st Century Learning Technology – Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------|--------|--------|--------|--------|
| 5.1 Adult Computer and Literacy Classes | n/a | n/a | n/a | n/a | n/a |
| 5.2 Free Wi-Fi in the JT Neighborhood | 49% | 100% | 100% | 100% | 100% |
| 5.3 IT Coaches – JT students affected | 55% | 55% | 17% | 17% | 28% |

While the Wi-Fi will be gradually deployed over the five-year period, we expect to have the entire JT neighborhood covered by the second year of the project – thereby providing internet access to all local residents with a Wi-Fi computing device. We also anticipate serving 90 adults per year through the HAS computer classes at the Harder campus.

The IT Coaches strategy is a crucial strategy to advance the use of technology for communication with parents, accountability for results and differentiating instruction to address the wide range of skills in virtually every classroom in HUSD.

Safety. During the needs and assets assessment process, many parents and residents cited grave concerns about gangs and crime in the JT. Students indicated that their schools are less safe even than their neighborhood. Once again we have chosen to build on and enhance existing strategies and programs to address the safety concerns of our community and our students.

1. The existing OJJDP-funded Hayward Positive Alternatives for Youth (HPAY) program provides prevention through intervention via evidence-based programs for high risk youth. We propose to extend that successful program in year three when the OJJDP funding ends. The program utilizes the Botvin Life Skills Training for prevention and early intervention and MDTs for intervention. (Strategies 6.1, 6.3)
2. HUSD is committed to fundamentally shifting its approach to discipline in the focal schools, utilizing restorative practices that treat violations of community trust in a healing manner. We expect this to positively affect school climate and to reduce the numbers of suspensions and expulsions in the focal schools. (Strategies 6.1, 6.3)

3. The City is engaged in a Neighborhood Partnership strategy that empowers communities to work more closely with the City to make their neighborhood safer, less blighted, and more conducive to outdoor fitness and food security activities (e.g., walking, gardening, biking). The City proposes to deploy a Community Services Officer and a Code Enforcement Officer to focus specifically on the JT. These officers will become community problem solving officers, working closely with citizens to reduce crime and blight. (Strategies 6.1, 6.3, 6.4)
4. The City proposes to expand public transit options for the JT by providing a shuttle bus 20 hours per week to transport JT residents on a route that stops at community locations that are otherwise inaccessible to residents without cars (e.g., TVHC, Eden ROP, St. Rose Hospital, Safeway and other vital links for health, education, jobs, and food security) (Strategy 6.2)

Table 10. Component 6 – Safety – Service Penetration Rate by Strategy

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-------------------|--------|--------|--------|--------|
| 6.1 High Risk Youth Intervention | 20% | 25% | 30% | 40% | 50% |
| 6.2 Improve Transportation | 100% | 100% | 100% | 100% | 100% |
| 6.3 Restorative Practices and Anti-Bullying | 55% | 72% | 100% | 100% | 100% |
| 6.4 Neighborhood Partnership, Community Policing and Code Enforcement | 50% ¹⁷ | 50% | 100% | 100% | 100% |

The HPN safety strategies are designed to fill gaps in the current infrastructure that supports safety in the JT. These are direct responses to our needs assessment – e.g, students feel unsafe at school, parents are concerned about gang activity in the parks, and residents expressed concern about blight and lack of adequate transportation in the neighborhood.

Community Stability. Our community stability component builds on a number of previously identified strategies, including improved transportation (Strategy 6.2), Neighborhood Partnership and Community Policing (Strategy 6.4) and CSUEB and Chabot service learning

¹⁷ While not everyone will have direct contact with the two officers in the JT, we anticipate that the changes in the JT will have some impact on everyone who lives there, reducing anxiety and increasing a sense of safety and wellbeing for all. However, the Code Enforcement Officer will not be deployed until year three, hence we have suggested that we would achieve only 50% of our optimal impact on the neighborhood in years one and two.

projects that reduce blight and make the neighborhood more livable (Strategy 3.4). These strategies have been detailed previously in our description of other components in the Continuum of Solutions. We are also proposing some small but meaningful projects, such as community gardening and murals to create public pride and involvement in the neighborhood. We are proposing to help JT residents to open licensed family child care programs, thereby creating deeper ties to the community and economic stability for families. Many adult education courses will be offered in the neighborhood or on the proposed transportation route to help develop residents' skills in English, computer operation, business and other vocational skills. And we also believe that strong FSCS will motivate families to put down roots in the JT when their children receive excellent education and support.

Family Engagement. Our Family Engagement Component activities have already been timelined in other sections of the Continuum. However, we list this separately because positive relationships between the educational systems and JT families are of great concern to the community, school staff, community agencies and parents. Family engagement supports will include:

1. Parent Promise Academy (“baby college”) to help expecting and parenting families to learn about nutrition, health, child development, Kindergarten readiness and to get ongoing support in their parenting process. (Strategies 1.2, .15)
2. The Parent Center Promotora model whereby parents are trained to become Promotoras who provide outreach, information and encouragement to other parents to get involved with their children’s schools in a wide variety of ways. Promotoras also provide information and support with accessing health care, social services and other supports that are available in the community. The Promotoras will reach out to all families in the JT whether their children

attend HUSD schools or not. (Strategies 1.2, 1.5, 2.5)

3. Our overall plan includes expanded, affordable child care for children from three years to Kindergarten, high quality OST programs, health care access both by improved transportation and by mobile clinics, and on-site classes and supports. We expect to dramatically improve the “customer service” aspect of the schools as they morph into FSCS. (Strategies 2.0, 2.3, 2.7, 4.1, 4.2, 4.3, 5.1, 5.2, 6.3)

B2. Summary Implementation Plan

A detailed HPN Implementation Matrix and Comprehensive Neighborhood Revitalization Plan are provided in Appendices F and G. Our partnership brings together expertise and resources to establish a Continuum of Solutions from prenatal care to college and career, as outlined above. The HPN Implementation Matrix details the roll-out plan for HPN over the projected five years of Promise Neighborhoods funding; the number of students served; the target population; the percent of the JT children/youth served; the cost per child; the relationship to our needs and assets assessment and segmentation analysis; and the evidence basis for the strategies.

In summary, however, it is important to acknowledge the central role of **Full Service Community School** in our efforts to fundamentally change children’s outcomes in the JT while helping to stabilize the community and improve the economic and health conditions of its residents. FSCS are customized by their very nature to the local conditions facing the school and its neighborhood. The extensive needs and assets assessment (described in detail above) has directly informed our programmatic plans which have been unanimously approved by our Advisory Board. All our partners have rallied around the FSCS approach while providing extensive in-kind support for the specific parts of the HPN plan that align with their expertise and resources. The schools have enthusiastically embraced the FSCS approach and see it building on current assets such as the Parent Centers, the Tennyson High SIG grant and

community resources such as the St. Rose Mobile Health Van, Tiburcio Vasquez Health Center, and the HPD Child, Youth and Family Services Bureau. Our Theory of Change includes the following principle:

“We are 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.”

Our **Cradle to Career Education Reform Network** (which is fully aligned with our Early Learning Network) brings together the educational expertise of higher education, the K-12 system and the early childhood system to concentrate on place-based reform in and around the JT. Several of our schools have already begun using the Transformation and Turnaround school reform strategies, and all six K-12 schools will utilize best practices to help teachers to provide rigorous and relevant instruction with a strong emphasis on STEAM and on academic literacy vertically and horizontally across the curriculum. Among these best practices is job-embedded professional development with a strong emphasis on coaching for teachers to help them incorporate stronger pedagogy, including differentiating instruction based on rapid time data.

In addition to supporting stronger K-12 classroom instruction, the C2CERN is also committed to strengthening the articulation between different levels of the educational system – especially the nexus between pre-K and Kindergarten, 6th to 7th and 8th to 9th grades, and from high school to postsecondary education. These were identified as critical systemic weaknesses by our segmentation analysis, and our planning revealed several pragmatic “fixes” for these challenges, including but not limited to: 1) training early childhood providers to be aware of and to use measures of development (Ages and Stages Questionnaire) and Kindergarten Readiness (Kindergarten Readiness Scale) to improve child care practice; 2) improving data sharing and communication between all levels of the educational system (e.g., Early Assessment Program

results at the 12th grade to IHE interface); 3) summer bridge programs at key transition times to prepare under-prepared and/or struggling students for the next stage of their educational trajectory; 4) imbedding STEAM and academic literacy strategies into the school day and OST programming; and 5) dramatically increasing the engagement of caring adults in the schools (via expanded CSUEB and Chabot service learning practicums and internships and strengthening schools' Parent Centers) to create a "college going culture" in all the focal schools.

Beyond HPN's educational focus, we also have a strong commitment to neighborhood solutions that address safety, access to services (e.g., health care and transportation), food security and economic wellbeing. Our proposed strategies include: 1) problem solving community policing and neighborhood partnership; 2) supplemental transportation that makes health, education, and high quality affordable food accessible; 3) community and school-based gardens; and 4) substantially improved communication with JT residents and parents regarding resources that are already available and underutilized (e.g., St. Rose Health Van, TVHC clinic, career enhancing HAS and ROP adult classes).

We posit that these strategies will leverage many resources (e.g., college student volunteers, existing health resources, HUSD training resources and facilities, City services and nonprofit partners) that are sustainable and/or will effect systemic change. As noted above, more extensive details are available in the Implementation Matrix (Appendix F).

B3. Existing neighborhood assets and programs

While the JT has been neglected over many years, there are program assets and efforts extant in the community upon which we propose to build as follows:

1) School-based Parent Centers, staffed on a part time basis by federally funded AmeriCorps members, have begun to affect parent engagement through outreach and by providing information about resources in the community. In response to a Board of Education policy, each of our focal schools has set aside a room as a Parent Center and AmeriCorps

members have been recruited from the community to lead parent engagement efforts and to increase “healthy eating and active living” to counteract the obesity and diabetes epidemic in the community.

2) The City has invested general fund resources in a Neighborhood Partnership Initiative citywide. HPN proposes to augment that effort by helping the JT community to create an active Neighborhood Partnership Council that will meet more regularly, be more representative of the community, engage with Community Service and Code Enforcement Officers, and support the existing local Neighborhood Crime Watch effort.

3) A number of citywide and countywide initiatives are using evidence-based strategies to partially meet community needs (e.g., Home Visitation for pregnant and parenting women; community counseling programs for children, youth and families; and restorative justice programs in the juvenile justice system). HPN proposes to leverage this expertise and focus these successful programs on the JT.

4) Chabot College has recently received a new five-year federal TRiO Talent Search grant which provides support for students from middle school through transfer to four-year universities. Chabot has had TRiO grants for the past decade and has achieved success supporting college going and college success among students across a wide swath of Southern Alameda County. However, as a key partner to HPN, Chabot will commit more intensive services to the focal secondary schools in the next five years.

5) Alameda County Health Care Services Agency (HCSA) supports school based health centers (currently at Tennyson High) and community counseling programs for children, youth and families; we will build on those services and the Medicaid funding that supports them. HCSA has made a commitment of more than \$1.4 million over the next five years to support

programming focused on the JT and the focal schools. We anticipate that this commitment is really only a baseline amount of support and that, as our FSCS work ramps up, HCSA will be a key partner in scaling our services to touch all JT children and, over time, South Hayward as well. HCSA is also a key partner in the data sharing process with HUSD, CSUEB, Chabot and our other service partners. It has already developed data sharing agreements with other constituent communities that will provide a template for a similar agreement for HPN.

6) The South Hayward Neighborhood Collaborative (SHNC) has, for the past 25 years, brought the larger South Hayward neighborhood together to plan and implement programs that meet local needs – including youth development, gang prevention, health care, affordable housing, innovative child welfare, and technology access programs. The SHNC has been an active participant on the Advisory Board and a key communication link to the broader community.

7) Specific faith-based organizations focus their resources in the South Hayward area, including but not limited to Glad Tidings Church of God in Christ and the South Hayward Parish. These organizations understand the necessity of joining their spiritual ministry with a social ministry that lifts local residents out of poverty and that supports healing among residents who are affected by crime, domestic violence, substance abuse, and mental health challenges. They operate food pantries. Glad Tidings manages an extensive low-income housing program.

8) Several local nonprofit organizations have served the South Hayward community for many years. **Eden Youth and Family Center** operates a multi-service campus which includes youth development and gang prevention programs, a health and dental clinic operated by St. Rose Hospital, a comprehensive early childhood development program for 0-5 year olds, and an Intel sponsored Clubhouse with state-of-the-art technology and instruction that are used by

students during out of school time. **La Familia Counseling Services** has provided culturally and linguistically informed mental health and substance abuse counseling, school based prevention services, and gang intervention programming for many years. **Tiburcio Vasquez Health Center** has for many years operated a school based health center at Tennyson High School and a federally qualified health center in the South Hayward community. HPN proposes to make better use of these resources for the JT community by enhancing transportation, publicizing the availability of some of these services, and collaborating closely to share data, referrals and a focus on the JT.

9) A nascent school and community garden effort, growing from ACOE's Project EAT and local community leadership, will provide an element of our food security and nutritional improvement strategies. Each focal school has a school garden and there is a community garden in the JT greenbelt.

10) CSUEB has consistently placed a modest number of student teachers, social work interns, and practicum students at schools and community agencies in South Hayward and the JT. CSUEB and HUSD have collaborated on educational reform initiatives in the past.

11) Regional efforts also have direct bearing on the HPN strategy, such as: a) The Gateways Partnership; b) Substantial reform of the juvenile justice system in Alameda County, including alternatives to detention (e.g., court community schools, evening reporting centers, alternatives to detention for violations of probation and failure to appear warrants, and restorative justice practices); c) A growing movement of school-based health centers in middle schools and high schools; and d) Regional technical assistance efforts to implement Full Service Community Schools on a district-wide basis, funded by the San Francisco Foundation. Despite these resources and programs, these systems have always operated in isolation, not realizing their full

potential for changing outcomes for JT and South Hayward children, youth and families. HPN marks the first time that the entire community has come together in a coherent way to focus its resources with sufficient intensity to effect a transformative change in this community.

B4. Annual Goals for Improving Systems

Year 1 System Goals

1. The HPN Management Team and Advisory Board will implement an effective communication strategy to introduce the HPN Implementation Plan to neighborhood residents, schools, and community representatives. (Years 1-5)
2. The ELN will pilot trainings for child care providers in the JT. (Years 1-2)
3. The ELN, in collaboration with the Local Child Care Planning Council, the State Contractors Group for Early Childhood Education, Head Start, First 5 Alameda County, and the California Child Development Administrators Association, will align local policies with existing and emerging state policies, frameworks and best practices. (Years 1-5)
4. C2CERN will convene independently and in collaboration with ELN to identify opportunities and barriers to implementation and to forge common systemic methods to facilitate system improvement. (Years 1-5)
5. Early Assessment Program (EAP) student-level data will be shared between CSUEB, Chabot and HUSD to provide granular information regarding college readiness of rising 12th graders. A common strategy will support students who wish to attend college and who are not considered ready, based on their EAP results. (Years 1-5)
6. HPN will implement Efforts to Outcomes™ as a longitudinal, client-level data system for HPN initiatives in the JT and South Hayward (Years 1-5)
7. Formative evaluation of the HPN partnership will: a) develop baseline data for objectives without prior baseline; b) finalize assessment instruments; c) gather follow up data for strategies with baselines already in place; d) monitor data collection and sharing protocols

and follow up; e) report output and fidelity of implementation data to CSUEB PI, HPN Management Team and Advisory Board, and C2CERN; f) produce annual reports for federal reporting; and g) collaborate with the national evaluator. (Years 1-5)

Year 2 System Goals

1. ELN will augment outreach and training for preschool and child care providers with special attention to reaching informal caregivers in a culturally competent and nonthreatening manner. (Years 2-5)
2. CSUEB via C2CERN will bring all local educational institutions together to align all educational reforms with best practices and state/ federal policy. (Years 2-5)
3. The entire educational continuum will prioritize and resource crucial transition points in the educational system. (Years 2-5)
4. The ELN and the Management Team will frame local policies to be approved by City Council, Board of Education and other policy making groups (Years 2-5)
5. HPN will add other providers and schools sites to the ETO system (Years 2-5)
6. Continue formative evaluation and reporting (ongoing)

Year 3 System Goals

1. ELN will work closely with CSUEB, Chabot, HUSD, the City, and the early childhood caregiver community to establish local early childhood development goals and policies that reflect best practice research in the field. (Years 3-5)
2. The C2CERN will develop policies regarding curriculum articulation and support services for struggling students. (Years 3-5)
3. FSCS will be a formally established as a common policy initiative for HUSD, CSUEB, Chabot, 4Cs, HCSA and the City. (Years 3-5)
4. At least three significant new resources will be added to HPN schools (e.g. school-based health service, adult education and social enterprises – valuation - \$500k/year). (Year 3)

5. Continue formative evaluation and reporting (ongoing)

Year 4 System Goals

1. At least three significant new resources will be added to HPN schools (valuation - \$1m/year)
(Year 4)
2. C2CERN will pilot standardized assessment data across systems (Years 4-5)
3. Continue formative evaluation and reporting (ongoing)

Year 5 System Goals

1. ELN/C2CERN will implement use of standardized assessment data across systems. (Year 5)
2. At least three significant new resources will be added to HPN schools (valuation - \$2m/year)
(Year 5)
3. Conduct a five-year summative evaluation that comprehensively reports on systems change and impact of HPN on children, youth and families in the JT and the surrounding South Hayward communities. (Year 5)

Identify policy barriers; how they will be overcome, state system improvement strategies. We anticipate a number of policy barriers affecting full implementation of the HPN plan. Below are some of the more challenging policy barriers and our potential solutions.

1. The California state budget crisis is negatively affecting many programs and funding streams that are central to HPN implementation. The impact on child care and early childhood programs is particularly acute. However, HPN is using the opportunity to focus our resources intensively on one high need community with the express intention of proving that intensive intervention can transform a community in a sustainable manner, thereby yielding large societal benefits over time. Our partners are committed to this strategy and are willing to redeploy scarce resources to the JT to clearly establish that real transformative community work is possible.

The impact on the K-12 budget is somewhat more anomalous. Although there are severe cutbacks system-wide, there have been particular areas that have been relatively unaffected while

other components have been deeply cut. For example, in our situation, HAS and ROP have moved from having legislatively protected annual funding allocations to having their funding made “flexible” so that LEAs can reallocate this funding to other general fund expenses. Since HAS and ROP are so integral to our efforts to bridge between high school and postsecondary education and to our efforts to improve child care in the JT, we have chosen to invest PN funding in these strategies, again with the express purpose of proving that these service “work” so that local policy makers will help preserve funding for these vital programs.

2. MediCal (Medicaid) policy does not support health services to undocumented individuals. With a substantial undocumented population in the JT, there are barriers to providing needed behavioral health and health services outside of emergency rooms. To mitigate these barriers, we propose to utilize charitable contributions via our key providers (e.g., Tiburcio Vasquez Health Center, HPD’s Youth and Family Service Bureau, HCSA and other providers) to ensure that services are made available to all in need, regardless of MediCal eligibility.

3. Data Sharing Barriers. Alameda County has a long and partially successful history of data sharing. Until recently this data sharing was conducted under a judicial order to county departments. However, that order has recently lapsed and the HCSA has begun work with Youth Law Center to develop a countywide data sharing policy. Given the policy vacuum at the moment, we will take a conservative approach to data sharing by requesting parent permission (and in the case of older teens, minor consent) to share data with specific agencies on a “need to know” basis. This allows families and teens to give informed consent that their confidential data can be shared with other organizations and individuals who are providing direct services, referrals and evaluation services. While this consent will be secured at the time of intake to all services provided by HPN partners, we understand the need to clearly differentiate this consent from other standard intake forms and the human subjects requirements for absence of coercion and the use and storage of confidential data for evaluation purposes. Our selection of Efforts to

Outcomes™ software helps to facilitate the confidentiality and appropriate sharing of data since the application is HIPAA/FERPA compliant and has built in referral mechanisms that filter data sharing on a need to know basis.

Participation in State Improvement Systems. *Early Childhood.* As noted above, our ELN is directly connected with the California Preschool Instruction Network and the Gateways Partnership's School Readiness Network. This will allow ELN to stay up to date on the implementation of the *California Preschool Learning Foundation* by the CDE Early Childhood Division. We further propose to use State approved quality measures such as the Desired Results Development Profile, the Kindergarten Readiness Scale and the Early Childhood Environment Rating Scale to help programs in the JT to focus on quality and to use outcome data to drive continuous quality improvement. We will also track the development, piloting and gradual roll out of the California Quality Rating and Improvement System over the next few years, keeping the local providers informed and engaged as the system develops. All of the local providers will be tied into the ELN and thereby focus on improving the quality and quantity of developmentally appropriate child care in the neighborhood.

K-12 Education. HUSD is a PI-3 district and has been involved in the District Assistance and Intervention Team (DAIT) process, supported by WestEd. DAIT worked with district leadership (Board of Education and Cabinet-level staff) to ensure that all district priorities and practices are aligned with achieving student academic and developmental goals.

HUSD is working with its collective bargaining unit to incorporate student outcomes as one of several measures in the process of teacher evaluation in alignment with the statewide effort to align California with the Race to the Top criteria. HUSD also participates regularly in regional technical assistance efforts that align with state standards and improvement strategies. For example, ACOE operates the Afterschool Region 4 Office which meets regularly with districts across the seven county region to share best practices and policy formation in the OST arena –

including both state and federally funded program elements.

Higher Education. CSUEB is a WASC accredited university, and the College of Education and Allied Studies (CEAS) is involved in state and national accreditation processes as follows. The National Council for Accreditation of Teacher Education utilizes a continuous quality improvement model of accreditation, and CEAS has achieved exemplary status on that review process. The measures of success include the performance data of CEAS graduates. At the state level, CEAS is also accredited by the California Commission on Teacher Credentialing.

Participation in community of practice. CSUEB and the HPN partnership have already been active participants in the Promise Neighborhood community of practice. We have found this national collaborative and collegial forum to be incredibly useful and commit to active participation in the future. The HPN partnership has been asked to participate in piloting the Promise Scorecard Data System by the Promise Neighborhood Institute as a result of our engagement with the Promise Neighborhoods communities of practice. In addition we are committed to the implementation of two local communities of practice here in Alameda County – the Early Learning Network (ELN) and the Cradle to Career Educational Reform Network (C2CERN). We are also participating in the regional Gateways Partnership where participating LEAs, IHEs, local government and business have come together to support educational reform and best practices across a three county area. These networks will be led by content experts from CSUEB and expert practitioners to ensure attention to best practices, emerging methods, state and local policy environments, and local realities on the ground.

Program coordination to leverage resources and address interrelated needs. Because our overall system is fragmented by funding and policy specific to age groups of children, special needs groups, particular economic groups and a variety of other silos, we have forged a cross-system partnership in HPN. There are many examples that illustrate the necessity of leveraging resources and cross walking programs to meet our goals.

One example is how we help children and youth to be ready for and to succeed in college. Historically, colleges have received students from our community and bemoaned their lack of preparation. Our IHEs have historically reached out to high schools to see if they can help by better articulating courses, by training staff at the secondary level or other strategies focused on the high schools. These efforts, while well intended, have not gotten the job done. Large numbers of HUSD (and JT) students continue to struggle as they enter college. What we realized through our HPN planning process is that this problem must be dealt with at a systems level, across the entire age span. Therefore, we are enhancing our current infrastructure to build the capacity needed to infuse all of the JT schools and the neighborhood with large numbers of college service learning students to work as tutors, mentors, recreation workers, and gardening instructors and also providing community support in specific areas of expertise (e.g., nursing, criminal justice, social work, etc.). A variety of other programmatic strategies also address the college going culture issue. We are creating a summer bridge program for JT students entering Chabot and CSUEB. We are increasing the number and quality of Career Technical Education programs available to JT high school students – including those involved in the Juvenile Justice System. We are enhancing Educational Talent Search programs in middle and high schools to familiarize JT students with college and career options. We are reaching out to JT families from preschool through high school to let them know that their child can go to college. We are creating a full court press around postsecondary education for all JT students – whether that means a Ph.D. or a vocational certification for a high wage, high demand job.

Our HPN Partnership has and will leverage resources from a wide array of public and private sources. CSUEB is leveraging existing staffing that supports the current Service Learning program to create a much more robust system focused on the JT and South Hayward. The CSUEB Office of University Advancement is enthusiastically supporting the HPN effort and has committed its resources to raise additional private contributions from individuals, foundations

and corporations. The CSUEB Office of Research and Special Programs is also committed to supporting our governmental funding strategies and to provide grants management and reporting. Chabot is leveraging its federal TRiO grant to support Talent Search activities in JT and South Hayward schools. We are leveraging substantial resources from each of our partners – especially HUSD, the City, Eden ROP, Tiburcio Vasquez Health Center and the Alameda County Health Care Services Agency. These commitments are documented in the attached MOUs and Letters of Commitment, in the budget and budget narrative, and Table 12, Leveraged Funding Sources.

C. Quality of Project Services

C1. Needs Assessment and Segmentation Analysis Determine Solutions

The attached Implementation Matrix (Appendix F) explains our program strategies in more detail, details how the needs assessment and segmentation analysis were used to pinpoint solutions that most directly addressed critical needs, and provides outcomes, numbers and percent of neighborhood children and youth served, and cost per child, including administrative costs. In Section B (Program Design) above we detailed the goals and strategies the HPN Partnership proposes to implement in the Jackson Triangle neighborhood, gradually scaling up to include areas of South Hayward, and our Implementation Matrix contains further details. However, we believe it would be helpful to summarize the quality of activities undertaken, how we plan to scale up the effort, and the student-level outcomes we expect.

We are beginning our most intensive work with HPN **Early Childhood Strategies** because our segmentation analysis found that there is an almost complete lack of high quality licensed child care and no preschool programs in the JT. A high teen birth rate and low utilization of prenatal care by JT residents also raised concerns. Therefore, we have opted to implement a Home Visitation Program for all 200 expecting and neonatal mothers in the JT; dramatically improve the quality of formal and informal child care in the neighborhood though

culturally competent professional development; open a new full year State Preschool program on the Harder campus; and provide 16 subsidized slots throughout the local system for moderate income families. All programs will utilize standardized instruments to collect child development data and to assess program quality, and these data will be utilized for continuous quality improvement. Finally, all of our providers and educational leaders will be united into an Early Learning Network for the neighborhood to encourage collaboration, quality and alignment with state standards and preparation for admission to Kindergarten with all the necessary skills to be successful.

Our **Cradle to Career Educational Reform Network** is focused on implementation of evidence-based education reform efforts across the entire continuum from birth through college and career. A key focus is on the six schools that serve the vast majority of JT school age children from Kindergarten through 12th grade. In addition to current implementation of the Turnaround and Transformation models at two of these schools, we propose to roll out the Full Service Community Schools approach at all six schools. This strategy builds on the existing commitment of HUSD to the development of Parent Centers that build culturally competent bridges to the community and engage parents in their children's education.

Through our partnership with CSUEB we will build teacher and school leader capacity to implement a STEAM (STEM + Arts) framework, supported by an academic literacy strategy that runs vertically and horizontally across the curriculum. Teachers will receive job-embedded professional development that deploys expert coaches in ELD, ELA, math and use of technology and data to drive instruction. Careful attention will be paid to key transitions (e.g., into middle and high school) using summer bridge programs in science and math.

Creating a "college going culture" is at the heart of our effort. CSUEB will place scores of service learning practicum and internship students at the focal schools so that they can bring arts, tutoring, nursing, physical education, mentoring, and other skills as well as their energy,

diversity and enthusiasm for learning to the children and youth of the JT.

Through this combination of strategies (and other wraparound supports) we expect to see the JT graduation and college-going rate increase dramatically and JT students succeed in postsecondary education and training.

The **HPN Postsecondary Strategy** is designed to dramatically expand the use of the Early Assessment Program (EAP) to provide support and programming for 12th graders who intend to go to college but are not judged ready for college based on EAP results. CSUEB, Chabot, HUSD, Eden ROP, HAS and the City will work closely together to ensure that high school students get the preparation they need to be ready on the EAP, and, when that is not the case, to get the mentoring, counseling, tutoring assistance they need to get on track for college. CSUEB and Chabot will continue to provide clear career pathways for students in partnership with the K-12 system and wraparound services to ensure that students from JT are successful in college.

Finally, HPN also has a **community strategy** that acknowledges the role of poverty, inequity, health disparities, and differential access on the entire community and especially on the educational outcomes of our children and youth. Therefore, HPN has also engaged the Hayward Police Department/Child, Youth and Family Services Bureau, Hayward Area Recreation Department, La Familia, Alameda County Office of Education and the Health Care Services Agency to address issues such as community safety, code enforcement, food security, internet access, transportation, and health care access. These foundational supports will begin in year one and scale up over time, touching all JT residents by the end of the five-year funding period.

HPN's Management Team developed the Continuum of Solutions under the leadership of Dr. Rodearmel (CSUEB – Co-PI) and Mr. Kevy (HUSD – Project Director) over a series of bi-weekly meetings that spanned an extensive community planning process. Management Team findings were regularly reported to the Advisory Board and reviewed and discussed by a number

of work groups that brought together residents, parents, teachers and content experts in the areas of education, health, safety, and economic development. Preliminary data were presented to these groups for discussion and reflection – leading to prioritization of the most pressing needs and most viable solutions – building on what exists, while understanding that what exists has not yet achieved our hoped for results in the JT. All participants were painfully aware that it is foolish to continue doing the same thing that has always been done in the hopes that there will be a different outcome “this time.” All proponents of specific strategies to meet priority needs were asked to reflect carefully and to research the evidence base before proposing a practice.

It also became clear to the Management Team that individual strategies may be best practices, but lack of teamwork and collaboration between organizations and between their staff members can undermine even the most effective strategies. The HPN planning process was instrumental in building much closer working relationships, trust, data sharing, and joint fund development approaches that will benefit HPN as we move into the implementation phase.

Example of Synergy. Based on the finding that most JT children receive informal child care that does not prepare them adequately for Kindergarten, First 5 and HUSD propose to provide evidence-based Kindergarten Readiness Camps for JT children as well as intensive training in early childhood development for informal providers. Camps will take place all five years of the grant, but we project that, as local child care providers receive better training to provide quality developmental services to all the children in their care, the Camps will serve a larger proportion of the ever diminishing cohort of “unprepared” children. This is only one example synergy between the solutions found in the Implementation Matrix.

Our Management Team worked with outside planning consultants to identify and describe **indicators** that would clearly demonstrate whether the proposed solutions were having the desired effect. For example, HUSD students currently report that their schools are significantly less safe than their neighborhoods due to bullying and violence on campus. We propose to

implement coherent approaches to reduce violence and bullying (Safe & Inclusive Schools, restorative practices, and a college going culture) and we expect to see fewer suspensions and a greater sense of safety on the CHKS biennial survey and on school climate surveys conducted annually.

The Implementation Matrix (Appendix F) provides a description of each strategy in the Continuum of Solutions and summarizes the findings from the Segmentation Analysis that led HPN to select the particular solution being proposed.

C2. Evidence-base for Proposed Solutions

HPN's Management Team and our topic-specific work groups have conducted an extensive review of literature that addresses the issues raised by our needs assessment process. In some instances, important groundwork has been laid by the Gateways Partnership, which focused on STEM education, teacher professional development in math, school readiness, parent education, early childhood development, and articulating transitions from pre-K to Kindergarten up through high school to college. For example, one key finding from Gateways was that math-related talk by preschool teachers dramatically increases preschoolers' mathematical knowledge (Klibanoff et al, 2006). Instruction based on this finding will be incorporated into training for informal child care providers. The research bases for proposed solutions can be found in the Implementation Matrix (Appendix F)

C3. Education Indicators

Goal 1: Children enter Kindergarten ready to succeed in school.

Objective 1.1 The proportion of JT children (ages 0-5) with a medical home will increase annually, with a baseline of 50% (479) and increasing by 15% per year until 88% (838) of children have a medical home by Year Five. (Data Source: JT Parent Surveys)

Objective 1.2 The proportion of JT children (ages 3-5) who are Kindergarten ready will increase annually, with a baseline of 43% (86) and increasing by 12% per year until 68% (135)

are considered Kindergarten ready by Year Five. (Data Source: Kindergarten Readiness Scale)

Objective 1.3 The proportion of JT children (ages 0-5) who participate in licensed center-based or home-based early learning settings will increase annually, with a baseline of 18% (172) and increasing by 30% per year until 51% (491) are in licensed early learning settings by Year Five. (Data Source: JT Parent Surveys & Community Care Licensing Records)

Objective 1.4. 70% of parents (923) of children ages 0 to 6 will have knowledge of early childhood development and be engaged in their children’s pre-K and Kindergarten schools. (Data Source: JT Parent Surveys)

Goal 2: Elementary and secondary students are proficient in core academic subjects.

Objective 2.1 The proportion of JT students (Grades 2-11) who are proficient or advanced on California State mathematics and reading assessments will increase annually, with a baseline of 36% (361) and increasing by 15% per year until 63% (631) are proficient or advanced by Year Five. (Data Source: CST math and English language arts proficiency levels and scores)

Objective 2.2 Average suspension rates for JT elementary school students (Grades K-5) will decrease by 20% per year from a baseline of 6.8% (92) to 2.2% (30) by Year Five. (Data

Table 11. Student Attendance

| Attendance | 6th | 7th | 8th | 9th | 10th |
|---------------|---------------------|-------|-------|-------|-------|
| JT enrollment | 143 | 124 | 122 | 121 | 113 |
| Baseline | 95.4% | 90.5% | 89.5% | 90.3% | 86.8% |
| Year 1 | 95.9% | 91.9% | 91.3% | 91.7% | 89.0% |
| Year 2 | 96.4% | 93.2% | 93.1% | 93.0% | 91.2% |
| Year 3 | 96.8% | 94.6% | 95.0% | 94.4% | 93.5% |
| Year 4 | 97.0% ¹⁸ | 96.1% | 96.9% | 95.8% | 95.8% |
| Year 5 | 97.0% | 97.0% | 97.0% | 97.0% | 97.0% |
| Year 1 ADA | 136 | 112 | 109 | 109 | 98 |
| Year 2 ADA | 137 | 114 | 111 | 111 | 101 |
| Year 3 ADA | 138 | 116 | 114 | 113 | 103 |
| Year 4 ADA | 138 | 117 | 116 | 114 | 106 |
| Year 5 ADA | 139 | 119 | 118 | 116 | 108 |

Source: HUSD suspension records)

Objective 2.3 Average school-day attendance rates of JT students in 6th, 7th, 8th, and 9th grades will reach 97% of school days attended by Year Five.

¹⁸ The target ADA is 97%.

Growth is projected on an annual basis below. (Data Source: HUSD attendance records)

Objective 2.4. In Year One, 35% (300) of JT students in grades K-8 will regularly attend a high-quality OST programs with a STEAM focus; this percentage will increase by 10 % annually, reaching 52% (440) by Year 5. (Data Source: HUSD OST attendance records)

Objective 2.5. The percent of JT students in grades 5-11 who are proficient or advanced on California State science assessments will increase annually, with a baseline of 35% (224) and increasing by 20% per year until 72% (462) are proficient or advanced by Year Five. (Data Source: CST science proficiency levels and scores)

Objective 2.6. The proportion of JT students in the 12th grade who graduate with a regular high school diploma will increase annually, from a baseline of 62% (57) and increasing by 10% per year until 91%;¹⁹ (100) JT students²⁰ will graduate with a regular high school diploma by Year Five. (Data Source: HUSD graduation records)

Goal 3: Youth & Young Adults will succeed in postsecondary education and career.

Objective 3.1 The proportion of JT high school graduates who obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remedial math or English courses will increase annually, from a baseline of 23% and increasing by 25% per year until 56% obtain postsecondary certification or degrees without need for remedial coursework by Year Five. (Data Source: Chabot Office of Institutional Research data, Student clearinghouse data, and JT Student Alumni surveys)

Family and Community Support Indicators and Results

Goal 4: Students and their families are healthier.

Objective 4.1 The proportion of JT elementary and secondary school children (grades K-12) who report participating in at least 60 minutes of moderate to vigorous physical activity daily

¹⁹ We also project an increase in the number of JT students who reach 12th grade due to reductions in dropouts in the neighborhood.

²⁰ Our local evaluation will also track that the graduation rate among African Americans and EL students is increasing more rapidly than the class as a whole.

will increase annually, from a baseline of 30% (650) improving by 15% per year until 60% (1,307) achieve the objective by Year Five. (Data Source: JT Parent surveys; JT Student surveys)

Objective 4.2 The proportion of JT elementary and secondary school students (grades 5, 7, & 9) who meet the Healthy Fitness Zone requirements for at least 5 of the 6 fitness areas will increase annually, from a baseline of 47% (106) improving by 10% per year until 65% (147) of students achieve the objective by Year Five. (Data Source: Annual CA Physical Test data)

Goal 5: All students have access to 21st Century learning tools

Objective 5.1 By Year 5, at least 90% (1,950) of JT students (grades K-12) will have school and/or home access to broadband internet and a connected computing device for 100% of the day. (Data Sources: JT Parent surveys; School technology surveys)

Goal 6: Students are safe at school and live in stable communities

Objective 6.1: The proportion of JT elementary and secondary school students (grades K-12) who report feeling safe at school, in their community and traveling to and from school will increase annually, from a baseline of 45% until 60% of students feel safe by Year Five. (Data Sources: Bi-annual CHKS survey; Safe and Inclusive Schools school climate inventory)

Objective 6.2: The JT student mobility rate will decline by an average of 15% per year from a baseline of 23% to 12% by Year Five. (Indicator: HUSD attendance data)

Objective 6.3: The juvenile probation supervision rate of JT adolescents and teens (ages 15-17) will decrease annually, from 15.2 (per 1,000 youth), decreasing by 15% per year to 7.8 (per 1,000 youth) by Year Five. (Data Source: Alameda County Juvenile Probation data)

Goal 7: Families and community members support learning in HPN schools

Objective 7.1 By Year Five, at least 80% (765) of parents/caregivers will report reading to their child (ages 0-4) three or more times a week. (Data Source: JT Parent surveys)

Objective 7.2 By Year Five, at least 80% of parents/caregivers will report encouraging their child (grades K -8) to read books outside of school. (Data Source: JT Parent surveys)

Objective 7.3 By Year Five, at least 80% of parents/caregivers will report talking with their adolescent/teen (grades 9-12) about the importance of college and career. (Data Source: JT Parent surveys)

The **evaluation plan** for HPN is described in section D2 below. It incorporates these program outcomes, the system outcomes, and a discussion of data collection processes.

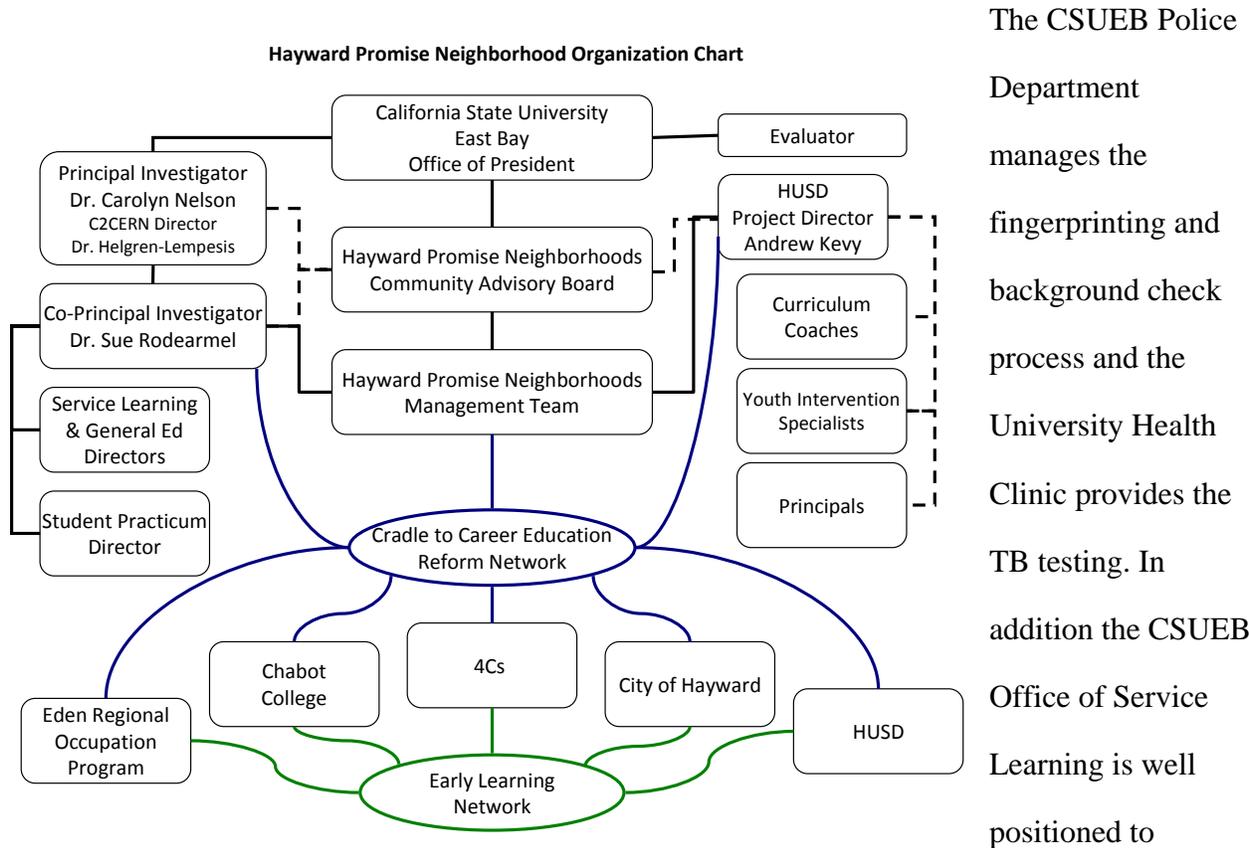
D. Quality of the Management Plan

D1. Working with Neighborhood and Residents, the LEA, Federal, State and Local Government Leaders, and Other Service Providers

HPN Management Team, Governance Structure, and Decision-Making Process.

Hayward Promise Neighborhood is a thoroughly collaborative effort that will be facilitated and led by CSUEB. The Principal Investigator (PI), Dr. Carolyn Nelson, Dean of the College of Education and Allied Studies has many years of experience teaching elementary and middle school science and is an acknowledged expert in multicultural and inclusive educational practices. The Co-PI is Dr. Sue Rodearmel who has successfully led the HPN planning process for the past year. Dr. Rodearmel is an Assistant Professor of Exercise Physiology in the Department of Kinesiology at CSUEB and a specialist in the areas of obesity prevention and nutrition. Dr. Valerie Helgren-Lempesis, Associate Professor of Teacher Education, will be the C2CERN Director. Drs. Nelson, Rodearmel and Helgren-Lempesis will work closely with Dr. Rajnesh Prasad, Director, Office of Research and Sponsored Programs; Dr. Linda Dobb, Interim Associate Provost for Academic Affairs; Mr Michael Tomasello, Exec Director, University Advancement; and the CSUEB Contracts and Fiscal Departments which have extensive experience with grants management and reporting. This internal team is responsible for oversight, project management, partnership development, fund development, and accountability and reporting. In addition, HPN will closely coordinate our local, geographically defined

strategies with the regional Gateways Partnership which is also led by CSUEB. Dr. Emily Brizendine, Gateways Executive Director, will provide technical assistance and consultation as HPN begins implementation. It is also important to note that our service learning, practicum and internship strategy is very labor intensive for CSUEB and for HUSD which will be receiving a larger volume of placements. Fortunately we are building on an existing system of screening.



The CSUEB Police Department manages the fingerprinting and background check process and the University Health Clinic provides the TB testing. In addition the CSUEB Office of Service Learning is well positioned to

provide the human resource functions to ensure that placements are appropriate and that the receiving schools and community organizations are capable of managing the students being placed. We have thoughtfully added staffing at both CSUEB and HUSD to facilitate the added volume of placements. Dr. Mary D’Alleva, the Director of CSUEB’s Community Service Learning and Dr. Sally Murphy, Director of CSUEB’s General Education Program will work in concert to effectively roll out and scale up the existing systems at CSUEB. Comparably, Andrew Key is an experienced student placement administrator at HUSD and will be responsible for

scaling the K-12 system of supports and supervision.

Although all partners have submitted formal Letters of Commitment and Memoranda of Understanding, we anticipate that all partnership agreements will be formalized as contracts with clearly defined responsibilities and deliverables, especially if federal funding is being allocated and/or if matching contributions must be tracked and reported to verify our 100% match obligation. The PI and the CSUEB Contracts Department will have ultimate responsibility for monitoring deliverables and managing contracts with any and all partners.

Because of the central role of Hayward Unified School District in the HPN design, Mr. Kevy will be the Project Director for HPN implementation. Mr. Kevy has filled this role during the planning process and has intimate knowledge of the HUSD policy framework and the most effective approaches to ensure that project work moves forward on budget and on schedule. He will be responsible for shepherding the educational reform initiatives, both within the district and across the thresholds from early childhood to Kindergarten and from high school to college.

The HPN Management Team is comprised of a diverse team of experienced managers with deep and longstanding connection to the JT community and has immediate access to policy makers at HUSD, the City, First 5, the Child Care Coordinating Council, Eden ROP, Chabot College, and, of course CSUEB. (See Management Team Resumes, Appendix B). Because many of our strategies are interdependent and involve leveraging resources and strategies, sharing facilities, etc., we intend to maintain the effective Management Team that evolved during the HPN planning period. This Team will also be essential to facilitate our data sharing strategies and to modify programs and practices based on our outcome data and evaluation findings. We anticipate that the Management Team will meet at least monthly to address implementation issues and to help remove organizational barriers. It will also bear responsibility to conduct its business with transparency and to monitor deliverables and program outcomes. The PI, Co-PI and Project Director (HUSD) will regularly report HPN progress and barriers to the Management

Team which will be responsible for helping to find solutions to challenges facing the project. The external evaluator will provide quarterly updates on both process and outcome indicators to flag any performance issues for Management Team deliberation and action.

The HPN Community Advisory Board (see Organizational Chart above) has been another essential element to our successful planning process and will maintain its role for the implementation process. The Advisory Board will continue to include: the Mayor; the Superintendent of Schools; the Police Chief; a Youth Commissioner, the President of Chabot College; the Student Body President of Chabot College; the South Hayward Neighborhood Collaborative; the County Public Health Department; the Alameda County Work Investment Board; the Principal of Harder Elementary; a Director of Tiburcio Vasquez Health Center; the Principal from Hayward Adult School; a Director from Hayward Area Recreation Department; the CSUEB Dean of the College of Education and Allied Studies; a Bishop from a local faith-based organization; local residents; and several Jackson Triangle parents, representing elementary, middle and high schools serving JT students. The composition of the Advisory Board is a crucial element of our strong linkage with local government leaders who are represented on the Board and we will consistently maintain at least one third of the Advisory Board membership being representative of the JT community as specified by the Promise Neighborhoods RFP.

The Advisory Board will meet at least quarterly to monitor the project's overall adherence to its timeline and to HPN outputs and outcomes reported by the PI and the local evaluator. The Advisory Board will also be presented with policy level barriers to effective program implementation and with resource gaps. HPN will engage these policy makers and community leaders in a transparent dialogue to identify solutions for these challenges when possible.

The Management Team and Advisory Board have agreed to use a modified consensus approach to decision making. Motions are framed, moved and seconded by the membership of

the decision making body. Discussion ensues, followed by a “straw poll” using the gradients of agreement model (thumbs up for assent, sideways for willing to “go along” with reservations, and down to “block” adoption of the resolution). If there is not unanimous assent, individuals explain their concerns and the group works to answer or address them. Concerns are written down for the record, and a second poll is taken. If there are still any blocking votes, discussion may continue to determine whether consensus can be reached. If it appears that consensus is not possible and at least two straw polls plus discussion have been conducted and a small minority of the participants is blocking action, a simple majority vote may be taken to move the action forward. However, it is important to note that voting will only be employed if absolutely necessary and if a substantially unanimous “voice” would not be lost in the process (e.g., parents, residents, youth, etc.). We believe this process is important because it encourages real dialogue and allows minority voices to be heard in a respectful manner.

Lessons Learned. The HPN partnership faced the need to make an adjustment moving from “presentation mode” when dealing with the Advisory Board to “listening mode.” This is not surprising since there is a great deal of information to present about the overall PN philosophy, history, grant requirements, etc. However, it was critically important to structure the Advisory Board meetings with real opportunities for input from the Board in order to maintain their buy in to the process.

One challenge that arose in working with the neighborhood was finding an effective way to engage residents who were not official members of the Advisory Board in the dialogue. One of the early Advisory Board meetings did not allow enough time for community input to the meeting. This was resolved by shortening the presentation element of meetings, thereby allowing for the Advisory Board to have its input. We also provided index cards for residents (and Advisory Board) to write down thoughts, questions and comments, which could then be addressed between presentations or during the public comment part of the meeting. This reduced

some frustration among the public that resulted from feeling that their input would not be heard.

Another issue that arose was based on the narrow focus of HPN to the Jackson Triangle, since many residents felt that all of South Hayward was in dire need of assistance. This led to very useful discussions of the process of testing our approach in a very narrowly defined area and then gradually scaling up to serve the feeder pattern schools surrounding the JT. This also alleviated some concerns of the public and acknowledged the needs of the entire community.

Another challenge was getting buy in from extremely busy target school teachers and administrators. These educators are likely to abandon any process that does not show real promise to make their work easier or more effective. Fortunately, the educational Work Group was structured so that the opinions and ideas of the school personnel were sought after and incorporated in the resulting plan along with the opinions of parents and other key stakeholders.

The structure of our Management Team was crucial in obtaining cross-system collaboration and structural changes to support evidence based approaches and avoid duplication of effort. Frank conversations allowed the Team to determine who was best positioned to implement a particular program element, with an eye to expertise, matching funds and credibility with the consumer.

In addition, during the planning process HPN forged and enhanced relationships with other governmental entities, including: Senator Barbara Boxer, Senator Diane Feinstein, Congressman Mike Honda, Congressman Pete Stark, Congressman Jerry McNerney, California Treasurer Bill Lockyer, State Senator Ellen Corbett, State Senator Loni Hancock, Assemblymember Mary Hayashi, County Supervisor Nadya Lockyer, the California Superintendent of Education Tom Torlakson, Chairperson of the Hayward Chamber of Commerce, Teresa Swartz, Kaiser Permanente Community Benefit Manager Sylvia Jimenez, and Dean Stephen Shortell of the University of California School of Public Health. As noted, both the ELN and C2CERN networks are tied to state and regional policy leadership groups, and we expect to be active

players in these efforts through our designated Management Team representatives.

D2. Data Systems for Decision-making and Accountability

The HPN partnership includes HTA as a subcontractor with extensive experience in data collection and analysis. Our PI and Co-PI are experts in building evidence-based, real-world solutions, such as teacher professional development for success in high-needs schools. Other members of the Management Team bring their experience in using local and national data for regional planning and program planning, development and improvement.

For example, HUSD, under the leadership of Superintendent Duran, has dramatically expanded the use of student performance data to drive instruction and professional development. For HPN we have proposed engaging an Information Technology Coach for our focal schools so that teachers and instructional leaders make much more effective use of rapid time data to differentiate instruction and to prioritize students for special support programs during the school day and through the out-of-school-time programs as well. We are also working to make student data much more accessible to parents through the Zangle system.

As noted above, we are working with Alameda County Health Care Services Agency to develop data sharing MOUs with HCSA, the Social Services Agency (SSA), the Probation Department (ACPD) and with relevant CBOs. These MOUs are designed to permit the use of student-level data with “proxy identifiers” that can be matched across systems for evaluation purposes. In addition, student-level data will also be made available across systems when children are being served by way of multi-disciplinary teams (MDTs) and/or there are proper permissions obtained to permit information sharing between professionals and agencies within the legal guidelines of HIPAA and FERPA. These MOUs have been thoroughly reviewed by County Counsel and are moving toward implementation in Alameda County.

We are at the beginning stages of deploying the ETO longitudinal database for individual level data on program participants and the entire datasets of our key partners, using unique

identifiers that can be matched across systems and over time. (See explanation below)

Finally, we have worked and will continue to work with consultants from Hatchuel Tabernik & Associates (HTA), who have informed our planning process with sophisticated data gathering and analysis and who will provide us with evaluation expertise going forward. Our evaluators will be commissioned with providing regular reports by program, by strategy and in aggregate so that continuous improvement can be implemented. The evaluation outcomes will be regularly presented to the PI and Project Director, the Management Team and the Advisory Board – allowing HPN to celebrate successes and problem solve when we are not achieving our proposed outcomes. (See Evaluation, pp. 78-84)

If specific strategies in our Continuum are not achieving their output and/or outcome targets, the evaluator will first inform the PI/Project Director and try to understand the circumstances of the problem (e.g., staffing issues, changes in public policy, etc.). If remedies are readily available, providers should implement them and the evaluation will look for improved outcomes. If, however, the issues are intractable, the performance problem will be brought to the Management Team for deliberation and recommendations. Ultimately, the CSUEB leadership team will need to modify or terminate the contract if performance issues persist.

As participants in national and regional “communities of practice” we will be driven to analyze our data in sophisticated ways to ensure the reliability of our findings and the authenticity of our conclusions. We will also participate in communities of practice regionally (Gateways Partnership) and locally (C2CERN and ELN). These local collaborations will be structured by the HPN PI, Dr. Nelson, Dr. Helgren-Lempesis, and Ms. Herzfeld in such a way that transparency and accountability for results will be the first priority.

One crucial next step for the HPN Partnership is to enhance our **data communications strategies** – specifically our ability to communicate data to various constituencies in a coherent and compelling manner. Having data is one thing, but how it is communicated can either be

helpful or cause confusion and distress in an audience – whether they are teachers, policy makers or local residents. We will collaborate with HTA to develop GIS maps that powerfully communicate what is going on in the neighborhood, showing trends over time as services roll out and children are positively affected. We will also display data using other graphic approaches that show baseline and follow up data in visually interesting ways. We will engage “youth evaluators” trained in digital storytelling to ensure that JT students, parents and other residents have an opportunity to “tell the truth” about data that may otherwise be misleading – interviewing program participants to get the real story about programs’ impact on children, youth and families.

As illustrated by the attached *Assessment and Data Segmentation Report*, HPN has collected a great deal of baseline data at the neighborhood and school levels, including archival data from HUSD, CSUEB, Chabot, Public Health, First 5, and Probation. We also collected information from parents, residents, teachers, child care providers, and health care professionals through surveys, focus groups, a community forum and Work Groups. These data and information have been analyzed and reviewed to ensure their accuracy since they are being used to drive policy decisions. For example, our parent survey indicated that virtually all JT students exercise for an hour per day and eat five servings of fruits and vegetables per day. Yet we also noted that only a small percent of these same children are considered to be in the Healthy Fitness Zone (based on state-wide FitnessGram testing), that Hayward has the highest obesity rate in the county, and that half of the teenagers surveyed indicate they do not eat breakfast. An HUSD administrator clarified that students do have mandatory physical education and recess periods each day, so it is possible that this time is being considered exercise, which may not be universally the case. In any event, based on objective outcome measures such as the HFZ results and student self-report data, we concluded that JT children’s fitness and nutritional needs are not being adequately met at this time. We expect to monitor this issue during implementation via the

Fitnessgram and CHKS results to see if our suspicions are correct.

We expect to continue this process throughout the five year funding period, building systems for data collection and analysis that can be sustained into the future.

As noted above, CSUEB's HIRE Center has completed an extensive procurement process on behalf of CSUEB, Gateways and HPN to evaluate longitudinal databases that could be used for both projects. The HIRE Center was uniquely qualified to conduct this assessment since, for the past 16 years, it has collected, analyzed and presented data so that organizations, policy makers, and program leaders can make effective evidence-based decisions. That process led to the selection of Efforts to Outcomes™ software as the HPN longitudinal database. ETO is designed to measure results on a wide variety of indicators at the individual "participant" level and to allow significant flexibility for the local administrator to customize and modify the application to capture new data, use new instruments, and report new findings without substantial expense or coding required. ETO can also upload client-specific data from other applications (e.g., the HUSD AERIES database). We are also pleased that the HIRE Center will manage ETO on behalf of HPN. We have budgeted for a full time database manager/analyst to ensure that ETO is being used at its fullest capacity and monitoring that all partners are following through with their data collection obligations on a real time basis.

ETO is the software application in use by HCZ and is also in use or has been selected by other Promise Neighborhoods sites in California and nationally. We are working together with other PN grantees to determine if a collaborative approach will allow us to share the implementation costs for our ETO setup and training.

As noted above, we are working with HCSA to establish protocols to obtain participant-level data without violating HIPAA or FERPA rules. We are developing data sharing agreements to implement common enrollment and parental permission forms which will be used by all of the partners to the HPN collaboration. Parents (and older youth) will be asked to authorize

information sharing with other partners on a need-to-know basis and to utilize outcome data for the national and local evaluation. In the instance that a child or youth is being served by a multidisciplinary team (MDT) information sharing would be authorized by formal agreement with parents or older youth. We anticipate that some parents and youth will decline to have their information shared, at least initially, but we expect this will not be a significant problem that undermines evaluation efforts. All research, data collection and data sharing strategies will be reviewed by the CSUEB Institutional Review Board at least annually to ensure human subjects protections.

Evaluation

1: Evaluation plan methodology, data collection, control or comparison groups. We propose a rigorous, multi-method, multi-year evaluation that considers the developmental stage of the HPN initiative. Our evaluation strategy will address three research goals: 1) describe the implementation of the model to facilitate replication and examine sustainability; 2) evaluate the impact of the program on student and numerically significant student sub-group academic outcomes; and 3) assess the impact of the program on neighborhood conditions. We present research questions (RQs) and data collection and analysis activities associated with each goal.

Evaluation Goal 1: Describe HPN program implementation

RQ1. What are the key components defining the HPN model (e.g., communities of practice, summer bridge programs, STEAM programming, cradle to career collaboration)?

RQ2. What is the level of collaboration within the HPN partner network? Is the HPN network fully realizing the advantages of working together?

RQ3. How replicable and sustainable is the HPN model?

RQ4. Are students, parents, community residents, HPN network members, and other key stakeholders satisfied with and value HPN activities?

To address RQ1-RQ4, we will develop an evaluation framework based on HPN's Theory

of Action. We will review the following data to describe the program implementation and partner collaboration:

- Document review (e.g., meeting minutes, agendas, course schedules, curricula, brochures and policy documentation)
- Budget documents on annual operational costs of grant-funded/non-grant-funded activities
- Service utilization records (e.g., outreach/recruitment records, program enrollment documents, service learning records)

We will administer annual parent, age-appropriate student surveys and alumni surveys (for students who have graduated during the program) and conduct key stakeholder interviews with Advisory Board, Management Team, and other HPN network members. The student, alumni, and parent surveys will assess overall satisfaction with program activities, perception of value added from program activities, and solicit suggestions for improvement. Interview topics will include: impressions of the program, barriers/challenges, progress/engagement, areas for improvement, best practices utilized, policy and practice changes as a result of HPN activities, operational costs of HPN and other activities, perception of value added from network collaboration, program sustainability, number and quality of joint-projects and joint-proposals undertaken by members of the HPN network, and general satisfaction with program activities.

Descriptive analyses (e.g., frequencies, means, etc.) will be conducted on quantitative data. Qualitative data, collected from open-ended questions and focus groups, will be transcribed and imported into ATLAS.ti, a qualitative data management and analysis software package. Grounded theory, or constant comparative analysis, as described by Strauss and Corbin (1998) will be utilized. In an initial data reduction approach, respondents' comments will be reviewed and assigned categories of meaning (open coding). Then, these categories will be reviewed for

causal linkages and non-causal relationships related to the central phenomenon (axial coding), which will allow the researcher to develop a “story” that connects the categories (selective coding) and finally posit hypotheses or theoretical propositions.

Evaluation Goal 2: Evaluate impact of HPN initiative on academic success

RQ5. What is the impact of HPN model on student outcomes over time?

RQ6. What is the impact of HPN model on numerically significant student sub-groups’ outcomes over time? (e.g., English Learners (EL), students with disabilities (SWD) and African American students)?

To address RQ5 and 6, we will use a quasi-experimental design that employs a propensity score approach, matching JT students with another group of students from a comparable neighborhood that is outside of the HPN service zone on baseline demographic and academic performance variables taken at the similar times in the students’ school trajectory. (The propensity score will be calculated from a logistic regression equation using as many baseline measures as are expected to play a role in the selection process.²¹)

Both groups of students will be tracked for five years. Student outcome data collected for both groups from the local school district, the local community college, and CSUEB will include: Desired Results Development Profile (preschool); Kindergarten Readiness Scale (Kindergarten); CST scores (2nd-11th grade); attendance rates (K-12th grade); CAHSEE scores (10th-12th grade); Early Assessment Program results (11th grade); College Placement Test results (pre-college); high school graduation and equivalent rates; postsecondary diplomas/certifications received; transfers into four-year colleges (or other two-year colleges).

The following baseline student data will be collected from the local school district and the

²¹ Shadish, William, Cook, Thomas, and Donald Campbell. 2002. *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin Company.

local community college: demographics (age, race/ethnicity, gender); background educational data (e.g., EL, Special Education, 504, etc.); background family data (e.g., household income level, parents' highest education level, etc.)

In the analyses, we will conduct independent *t*-tests (for continuous dependent variables) and chi-squares (for categorical dependent variables) to assess initial group differences between the two groups on demographic and outcome measures. Then, we will conduct analyses of covariance (ANCOVA) to predict multi-year outcome measures, controlling for the baseline outcome measures and any other relevant covariates highlighted in the tests of group differences. A dummy variable representing assignment in either group will be included in each model. In addition, models with dummy variables representing each numerically significant student subgroup will be run. Outcome variables will be regressed onto the baseline outcome measure and a dose variable measuring the amount of HPN special services received. The dose analysis will focus only on JT students, unless comparable data can be easily collected for the comparison group.

To further provide depth of understanding for RQ5 and 6, we will conduct annual parent, student, and student alumni surveys. The student and student alumni surveys will assess satisfaction with program activities as well as their perception of the program's impact on their academic and professional development. For students who have left school before graduation, we will reach out to conduct exit interviews to explore their reasons for leaving and what the HPN program could have done to change their decision. Descriptive analyses (e.g., frequencies, means, etc.) will be conducted on quantitative data. Qualitative data collected from open-ended questions and focus groups will be analyzed in the process as described earlier.

To better understand RQ 6, we will conduct cohort-based focus groups with students from

the numerically significant sub-groups addressing such themes as: satisfaction with and participation in HPN activities, attachment to school, their general school experience, intent and steps taken to attend college, sense of safety in school, interest in pursuing career pathways, barriers/challenges for students with special needs, and areas for improvement. This qualitative data will be analyzed in the process as described earlier

Evaluation Goal 3: Assess the impact of the initiative on neighborhood outcomes

RQ7. What is the impact of HPN model on neighborhood outcomes over time?

To address RQ7, we will use a quasi-experimental design that employs an interrupted time-series design to compare neighborhood outcomes before and after HPN services begin.

Outcome neighborhood-level data collected for both time periods will include:

- Suspension and expulsion rates for JT youth and adolescents and/or students attending schools within JT geographically defined area
- Juvenile probation rate data for JT adolescents
- Self-reported crime victimization rate data within the JT neighborhood
- Percent of JT residents with school, work, and/or home access to broadband internet and a connected computing devices for 100% of the day

Since time-series data are typically auto-correlated, ordinary statistics such as t-tests cannot be used. Thus to the extent possible, we will collect as many observations (i.e. years) as possible, especially in the time period before HPN services began, and attempt to identify any error in the data and periodicity effects that may influence the final interpretation of the results.

To further address RQ7, we will rely on both parent and community surveys with JT residents to assess the unique contribution of HPN on neighborhood changes. These surveys will address: direct impact of HPN on families, perceived changes in neighborhood conditions

attributed to HPN, and other unintended effects attributed to HPN.

In addition to addressing the seven research questions, the evaluator will be responsible for reporting the required GPRA data to the US Department of Education. These data are outlined above in the program goals and objectives (pp.64-68). These required data generally report the number and percentage of neighborhood children and youth of various age groups who meet specified benchmarks. These data will be collected from the participating partners and reported in aggregate based on individual-level data. Additional uni-variate analyses (e.g., frequencies, means, etc.) and bi-variate analyses (e.g. cross-tabulations, t-tests, and ANOVAs) may be conducted with this data to the extent possible.

The evaluator will also assess the systems change goals (pp. 53-55), such as changes in policy, practice and institutional behavior, that have occurred as a result of HPN. These will largely be qualitative measures that are derived from key informant interviews, focus groups and surveys from institutional leaders, staff, parents, youth and other groups that have intimate knowledge of the policy environment and the impact of policy on children, youth and families. Qualitative analyses will be conducted utilizing Atlas.ti and grounded theory methodology.

Ensuring program progress towards goals, and achieving intended outcomes.

Employing a *continuous improvement-based approach*²² to data reporting, the evaluator will provide regular feedback and analysis of the program's progress towards implementation fidelity, intended outcomes, and required GPRA measures to the project leads. This will allow the Management Team and PI to adapt and/or adjust program activities as needed. Both qualitative and quantitative analyses will be conducted and presented to the HPN Director, PI,

²² We will utilize the Strive Six Sigma approach to continuous improvement with the following stages: Project Initiation; Define problems, objectives & partners; Measure against a baseline; Analyze to identify major causes and factors contributing to performance and outcomes; Improve by identifying and implementing improvements; and Continuously Improve by monitoring and maintaining improvements.

the Management Team and the Advisory Board on a quarterly basis to ensure continual program improvement. Also, the evaluator will produce four annual progress reports and a final summative report in the fifth year. Annual progress reports will describe the program implementation, detail yearly outcomes, and make recommendations for improvement. The final report will summarize the findings for the entire grant period.

D3. Creating Formal and Informal Partnerships

Alignment of Theory of Change and Theory of Action. As outlined in the attached MOU and Letters of Commitment, the HPN partners have carefully thought about the alignment of the HPN Theory of Change (TOC) and Theories of Action (TOA) and how their work fits into the HPN strategies and outcomes.

Partnerships and Accountability. Besides these formal partnerships that are formulated into MOUs, Letters of Commitment and, ultimately, contracts, there are informal partnerships that have already begun. For example, several partners (the City, Chabot, HAS and HUSD) have an interest in providing a Digital Arts course of study that spans the secondary and postsecondary grade levels. This informal team is already discussing how to articulate their various efforts, sharing resources, and looking to see whether different approaches are more effective for particular subpopulations.

Throughout the HPN planning process many interdependent and informal efforts were necessary to achieve our planning objectives. The CSUEB PI and the HUSD Program Director worked very closely together to identify timelines and deliverables and to remind partners of their obligations. They also worked closely with the HTA planning consultants to organize the planning process. However, it must be said that the Management Team met quite regularly (at least bi-weekly) and all parties held each other accountable for the expected results. We expect that the same collegial dynamic will apply to the implementation process even though we anticipate that there will be challenges as programs begin with the many coordination and

articulation problems inherent in developing a complex endeavor of this nature.

We will also be adding the common data collection requirement and regular data reports (quarterly) and local evaluation reports (quarterly) to ensure that program elements are being implemented with fidelity. These reports will come to the Management Team and the Advisory Board on a regular basis – thereby helping to ensure accountability for results.

If for some reason these systems are insufficient to reinforce accountability to HPN results, CSUEB will rely on enforcement of the contractual obligations of all subcontractors. The CSUEB Finance and Contracts Departments manage many state and federal grants and contracts and take this responsibility very seriously. Subcontractors (partners) will be held to their deliverables and timelines. Contracts can be amended to account for unforeseen circumstances, but all such amendments will be fully disclosed to our assigned ED program officer.

Full Service Community Schools. Programmatically, the FSCS approach is a key component of school reform and neighborhood engagement for HPN. Community Schools are, by their very nature, collaborative approaches that rely on both formal and informal collaboration and partnerships. The school Principal and their Youth Intervention Specialist, co-administrator, must form a very tight working team with mutual respect and mutual accountability.

There are also agencies that deliver services on the FSCS site, most often based on a formal contractual agreement or an MOU. However, there will be informal partnerships that arise (e.g., between the community services police officer and the Principal based on trust and mutual respect). Parents will volunteer to take on responsibilities at their children's schools. And we anticipate that many CSUEB students will continue their relationships with the JT schools long after their internships or community service requirements are fulfilled. HPN will work to nurture these informal relationships that build longstanding bonds between the FSCS and the greater Hayward community. Even with informal partnerships, we will be obligated to properly screen volunteers and to ensure they provide accurate data to track their contributions to the HPN

effort.

ELN and C2CERN. The HPN Early Learning Network and the Cradle to Career Education Reform Network have been developed to formalize the partnerships that tie the HPN educational and child and youth development strategies together. These networks will align the work being done in the field with state and regional policy formation and best practices. The ELN/C2CERN partners will disseminate HPN findings to the field to support replication when warranted.

D4. Integrated Funding Streams

The HPN Implementation Plan calls for a number of strategies that integrate funding streams from various public and private sources in the neighborhood into the continuum of solutions. Table 12 provides a few of the most important collaborative uses of leveraged resources.

Table 12. Leveraged Funding Sources

| Strategy | Funding Streams |
|---|---|
| Component 1: Early Childhood Strategies | |
| 1.1 Early Childhood Network | <ul style="list-style-type: none"> • HUSD: General Fund • 4Cs of Alameda Co: General Fund • First 5 of Alameda Co: General Fund • CSUEB: General Fund |
| 1.2 Parent Education and Group Support | <ul style="list-style-type: none"> • HUSD: Adult School Funding (California Dept of Education) (CDE) • 4Cs of Alameda Co: General Fund |
| 1.3 Quality Counts Consultation | <ul style="list-style-type: none"> • 4Cs of Alameda Co: General Fund |
| 1.4 Kindergarten Readiness Camps | <ul style="list-style-type: none"> • First 5 Alameda County (Tobacco Tax Fund) |
| 1.5 Promotora Outreach Model | <ul style="list-style-type: none"> • Tiburcio Vasquez Health Center: Promotoras Institute Kasier Permanente • Tiburcio Vasquez Health Center: Community Health Education Fund |
| 1.6 Family, Friends and Neighbors | <ul style="list-style-type: none"> • 4Cs of Alameda Co: General Fund |
| 1.7 Expand Center-Based ECE | <ul style="list-style-type: none"> • State Preschool /CDE (Title V) |
| 1.8 Child Care Provider Instruction and Training Program | <ul style="list-style-type: none"> • City of Hayward: CDBG Grant (Targeted Economic Development) |
| 1.9 Home Visitation Program | <ul style="list-style-type: none"> • First 5 Alameda County: Tobacco Tax Fund |
| Component 2: Elementary and Secondary Students are Proficient in Core Academic | |

Table 12. Leveraged Funding Sources

| Strategy | Funding Streams |
|--|---|
| Subjects | |
| 2.0 Comprehensive School Reform (FSCS) | <ul style="list-style-type: none"> • HUSD: San Francisco Foundation grant • HUSD: School Improvement Grant • HUSD: General Funds • CSUEB: General Fund |
| 2.1 Job Embedded Teacher Professional Development | <ul style="list-style-type: none"> • HUSD: School Improvement Grant • HUSD: US Department of Education (Title I) • HUSD: US Department of Education (Title II) • HUSD: Economic Impact Aid |
| 2.2 Curriculum Coaching for Special Focus Populations (Assessment and Services for Students with Disabilities) | <ul style="list-style-type: none"> • HUSD: Special Education Funding • HUSD: US Department of Education (Title I) • HUSD: Economic Impact Aid |
| 2.3 Comprehensive Strategy for School Climate and Safety | <ul style="list-style-type: none"> • HUSD: CalGRIP Grant • HUSD: General Fund • HUSD: Economic Impact Aid • City of Hayward: General Fund |
| 2.4 Support for Transitions | <ul style="list-style-type: none"> • HUSD: 21st Century CLC Grant • HUSD: After School Education & Safety • HUSD: AmeriCorps Grant • HUSD: First 5 Alameda County Grant • HUSD: School Improvement Grant • HUSD: Elementary and Secondary Counseling Grant • State Preschool/CDE (Title V) • Chabot: Private Sources |
| 2.5 Parent Engagement Strategies | <ul style="list-style-type: none"> • HUSD: AmeriCorps Grant • HUSD: 21st Century CLC Grant • HUSD: CDE ASES Grant • HUSD: First 5 Tobacco Tax Funding • HUSD: State Preschool/CDE (Title V) • City of Hayward: General Fund |
| 2.6 Building a College Going Culture | <ul style="list-style-type: none"> • HUSD: General Fund • HUSD: AmeriCorps Grant • CSUEB: Student Volunteers • Chabot: TRiO Grant |
| 2.7 Expand and Enhance Out of School Time | <ul style="list-style-type: none"> • HUSD: 21st Century CLC Grant • HUSD: After School Education and Safety • HUSD: AmeriCorps Grant • HUSD: Supplemental Education Services • HUSD: Supplemental Intervention Funds |

Table 12. Leveraged Funding Sources

| Strategy | Funding Streams |
|---|--|
| | <ul style="list-style-type: none"> • HUSD: School Improvement Grant • City of Hayward: Volunteer Tutors • City of Hayward: General Fund • Chabot: City of Hayward Public Education-Government contract • Chabot: General Fund |
| 2.8 Dropout Prevention Strategies | <ul style="list-style-type: none"> • HUSD: General Fund • HUSD: Elementary and Secondary Grant • HUSD: School Improvement Grant • HUSD: Adult School • HUSD: 21st Century CLC Grant • Chabot: TRiO Grant |
| Component 3: Youth and Young Adults will succeed in postsecondary education and career | |
| 3.1 Education Reform Network | <ul style="list-style-type: none"> • HUSD: General Fund • Chabot: TRiO Grant • Chabot: California Community Colleges Chancellor’s Office CTE funding • Chabot Federal Perkins funding • CSUEB: General Fund |
| 3.2 Postsecondary Persistence and Completion | <ul style="list-style-type: none"> • Chabot: TRiO Grant • Chabot: EOPS (California Community Colleges Chancellor’s Office) |
| 3.3 Career Technical Education | <ul style="list-style-type: none"> • HUSD: Perkins Grant • HUSD: School Improvement Grant • Chabot: California Community Colleges Chancellor’s Office CTE funding • Chabot: Federal Perkins funding • Eden Area ROP: General Fund |
| 3.4 CSUEB service learning programs and practicums | <ul style="list-style-type: none"> • CSUEB: General Funds, Faculty Supervisors • CSUEB: Service Learning Office |
| Component 4: All students and their families are healthy | |
| 4.1 Parent Center Strategy | <ul style="list-style-type: none"> • HUSD: AmeriCorps |
| 4.2 Healthy Food Access | <ul style="list-style-type: none"> • HUSD: School Lunch Program – USDA • City of Hayward: General Fund |
| 4.3 Site-Based Health Access | <ul style="list-style-type: none"> • HUSD: Tobacco Use Prevention Grant • Alameda County Health Care Services • HUSD: Early Mental Health Initiative Grant |
| 4.4 Healthy Eating/Active Living | <ul style="list-style-type: none"> • HUSD: ACOE Project EAT • CSUEB Student Volunteers |
| Component 5: All students have access to 21st Century Learning Tools | |
| 5.1 Adult Computer and Literacy Classes | <ul style="list-style-type: none"> • HUSD: CBET – Prop 98 General Fund • City of Hayward: General Fund |

Table 12. Leveraged Funding Sources

| Strategy | Funding Streams |
|--|---|
| 5.2 Free Wi-Fi in the Neighborhood | <ul style="list-style-type: none"> • City of Hayward: General Fund |
| 5.3 IT Coaches | <ul style="list-style-type: none"> • No Match |
| <p>Component 6: Children, youth and families in the JT and South Hayward will feel safe in their homes, schools and neighborhood.</p> | |
| 6.1 Intervention for High-Risk Youth | <ul style="list-style-type: none"> • HUSD: OJJDP – US Department of Justice • Alameda County Health Care Services: MediCal/EPSDT for counseling • City of Hayward: General Fund • City of Hayward: CalGRIP Grant (CA EDD) |
| 6.2 Transportation | <ul style="list-style-type: none"> • City of Hayward: General Fund |
| 6.3 Restorative Practices and Anti-Bullying | <ul style="list-style-type: none"> • HUSD General Fund |
| 6.4 Neighborhood Partnership and Community Policing | <ul style="list-style-type: none"> • City of Hayward: General Fund (Neighborhood Partnerships Program and Crime Free Multi-Housing Program) • CSUEB: Student Volunteers |

This extensive list of resources reflects the deep commitment of the Hayward community to substantial and dramatic investment in the Jackson Triangle. Our Hayward Promise Neighborhoods Partnership, has used our planning year to build a powerful resolve to make a significant difference in the lives of more than 4,000 children and 10,000 residents of this community. We are redirecting resources, focusing our attention, and absolutely committing ourselves to this goal, with or without a Promise Neighborhoods Implementation Grant. We understand the difficulty of the task – especially working as a citywide partnership of disparate agencies with different missions. However, we have talked deeply with each other and we have aligned our Theories of Change and Action. We share a common Vision for the Jackson Triangle and ultimately for all of South Hayward. We have each dug deep to find existing resources in a time of great hardship in California. CSUEB and Chabot have committed their fund development talent to raise additional funding. We are mobilizing faculty and students at CSUEB and Chabot to provide enormous amounts of human capital to support children, youth and families in the Jackson Triangle. Our school district is taking courageous action to reform its underperforming schools. And all of our other partners are also showing their commitment to this effort in substantive ways. We will most certainly make mistakes as we mount this effort, but we are

committed to measuring our results, learning from our mistakes, and changing our strategies until we get it right. This is a long-term commitment that has the power to transform our schools and our neighborhood. Please invest in this comprehensive approach to achieve fundamental community change that can be a model for other communities and universities across the country.