

Project Narrative – Responses to Selection Criteria

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Introduction

The Hayward Promise Neighborhood (HPN) is a collaborative dedicated to addressing widespread poverty in Hayward, California. Six years ago, HPN created a Promise Neighborhood cradle-to-career initiative to support families in our city's Jackson Triangle neighborhood. Led by California State University, East Bay (CSUEB), the HPN was part of the first cohort of U.S. Department of Education Promise Neighborhoods Implementation Grant recipients, from 2011-2016. Our collaborative has built a pipeline that goes beyond K-12 education by expanding and articulating with early childhood supports for families, preschools, 2- and 4-year post-secondary institutions, and adult education, vital health and wellness supports, and other activities to engage and empower families. The HPN incorporates an evidence-based two-generation approach, so that as young people move through this pipeline, they can access a continuum of programs that support them to succeed while equipping parents to promote their children's and families' advancement.

The HPN initiative has "moved the dial" on key indicators of success for young people in the Jackson Triangle while building our collective capacity to continuously improve outcomes for disadvantaged families in Hayward. From 2011 to 2016, we achieved significant increases in the following key indicators: the percentage of young children with medical homes; the number of 3- and 4-year-olds enrolled in high-quality preschool programs; parents reading to their children and encouraging their children to read; preschool and Kindergarten children's age-appropriate development and learning; students who were proficient in ELA and Math as they progressed from grade to grade; students' sense of safety at school and in their neighborhood, and students' access to the Internet at home and school. There was a drop in the student mobility rate, from 31% to 23%, and school attendance increased at the target schools, both of which reflect more stable home environments. Graduation rates from high schools serving the Jackson

Triangle improved substantially. For example, 89% of students in the Class of 2016 at Hayward High graduated compared to 76% in the Class of 2012, while the 4-year cohort dropout rate was cut by nearly two-thirds, from 22% to 8%. During that same time frame, there was an increase from 60% to 66% of graduating students enrolling in a college or university in the fall term after graduation.

The success of HPN as a collective impact initiative is built on the commitment, inspiration, and joint effort of our partners and the Jackson Triangle's families and residents. The HPN has brought together the Hayward Unified School District (HUSD), the City of Hayward, CSUEB and Chabot College (both in Hayward), the Alameda County Public Health Department, and many local community-based organizations in an unprecedented collaboration to build a continuum of strategies to strengthen the neighborhood and support the success of its children and families. We use Results Based Accountability as our evaluative approach and have actively tracked and shared our progress on the Department of Education's indicators for Promise Neighborhoods, using the Clear Impact ED APR Scorecard.

We have built a robust infrastructure to carry this vital work forward. Our Early Learning Network, Cradle-to-Career Education Reform Network, and Neighborhood Health and Empowerment Network each focus on particular segments and supports along the pipeline of solutions for children and their families. These interdependent networks facilitate regular meetings of program staff and leaders from partner agencies to discuss programming, guide engagement and communication with the community, focus partner accountability on data and reflective practice, and highlight emerging research and evidence-based practices. The networks convene as a whole group periodically to monitor the work, strengthen transitions for children and families between segments in the pipeline, and evaluate impact based on data collected. The HPN's 0-16 Implementation Team (IT) provides on-the-ground support and guidance for our strategies and programs. Our Executive Leadership Group (ELG) is responsible for policy decisions, partnerships,

strategic direction, funding, and sustainability. Our Community Advisory Board (CAB) includes local residents, parents, and young adults who review policy initiatives and advise the ELG which includes CAB members as decision makers. This approach helps the community provide guidance to our initiative and enlists other resident stakeholders to give input into neighborhood needs, assets, and priorities, and to effectively inform and influence policy decisions.

As we sustain key solutions beyond the term of our original five-year Promise Neighborhood grant and continue our progress in improving academic and other vital outcomes for children and families in the HPN, we are now seeking to expand the HPN to South Hayward, a distressed community in our city with a larger population and an even higher poverty rate than that of the Jackson Triangle. The proposed South Hayward Promise Neighborhood (SPHN) initiative is the outgrowth of our extensive strategic planning process in 2016-17. The SPHN will build on the HPN's achievements, partnerships, substantial infrastructure, and evidence-based solutions that we have collectively developed. We will also build on other community assets, and continue to benefit from the lessons our collaborative has learned in our work over the past seven years. The primary focus of our planned continuum of programs, services, and supports are improved academic outcomes for children in the SHPN. We are applying under **Absolute Priority 1**—Promise Neighborhoods in Non-Rural and Non-Tribal Communities, and **Competitive Preference Priorities 1**—BCJI Program, **2**—DFC Support Program, and **3**—Evidence-Based Activities, Strategies, or Interventions.

(a) Need for the Project

(a.1) Targeted geographic area and demographics

Hayward, California, population 158,937, is located in the San Francisco Bay Area's East Bay region. We are proposing to expand the Hayward Promise Neighborhood's strategies to the city's South Hayward area. South Hayward is contiguous with the Jackson Triangle, the focus of the

South Hayward Promise Neighborhood

original HPN, as shown on this map.

The South Hayward Promise Neighborhood (SHPN) encompasses three census tracts in the 94544

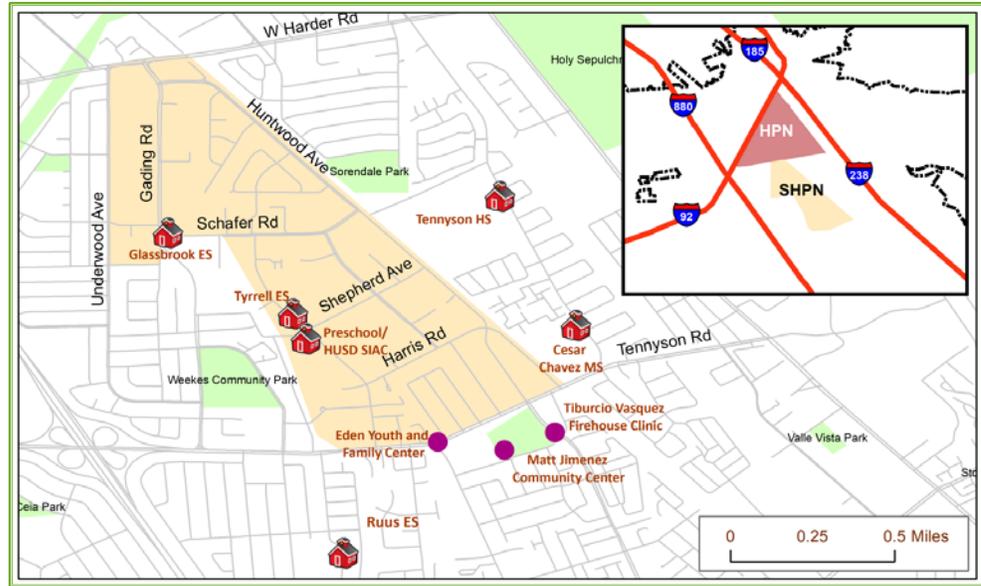


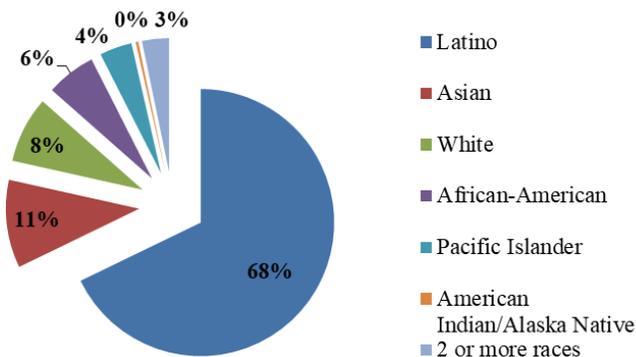
Figure 1 – Map of the SHPN

zip code, bounded by West Harder Road in the north, Huntwood Avenue in the East,

Tennyson Road in the south, and Underwood Avenue and Tyrrell Avenue in the west. Encompassing .6 square miles, it is densely populated, home to 13,394 persons, including 1,440 children ages 0-4 and 3,240 children and youth ages 5-18. The SHPN is a distressed neighborhood with high poverty and crime rates, struggling schools, low-performing students, and widespread indicators of poor health, as detailed in a.2 “Problems to be addressed by the project.”

Once a predominately white neighborhood of single-family homes and apartment buildings built after World War II, the SHPN, like Hayward and the East Bay in general, is now among the

Figure 2. Race/ethnicity of SHPN residents



nation’s most ethnically diverse communities. Its Latino population has increased over the past generation, and today 68% of SHPN residents are Latino. The neighborhood is also home to many families originally from countries across Asia, the Pacific

ic Islands, and the Middle East. Forty-three percent of SHPN residents are foreign born, 57% speak a language other than English at home, and 41% indicate they speak English less than “very well.”

Most of the children living in the SHPN attend one of the following Hayward Unified School District schools: Glassbrook (grades preK-6) and Tyrrell Elementary (K-6), located in the SHPN footprint; Ruus Elementary (grades K-6), several blocks south of the SHPN; and Cesar Chavez Middle School (grades 7-8) and Tennyson High School (grades 9-12), both just east of the SHPN. These are the partner schools in the SHPN initiative, which will serve all 3,825 students who attend these schools. The majority of students in each of the schools are Latino (see Table 2 below) and 44% are English Learners (ELs). The great majority of the ELs’ first language is Spanish, and 20 other home languages are represented among the schools’ families.

The SHPN is also home to several publicly-funded child care centers and preschools: the half-day Shepherd Child Development Program at the HUSD Student Information & Assessment Center, serving children ages 3-7, including classrooms for migrant children and children with disabilities; a part-day Head Start program on the Glassbrook Elementary School campus; and a full-day Early Head Start program adjacent to Ruus Elementary, run by Child Family & Community Services; and the pre-school at the Eden Youth & Family Center, run by Kidango. These programs are provided for free or at a significantly reduced rate to income-eligible families.

The neighborhoods in South Hayward feeding our target schools were the focus of a U.S. Department of Justice Byrne Criminal Justice Innovation (BCJI) Planning grant, led by the City of Hayward from October 2015 to March 2017. The City has been a core HPN partner since the inception of our work with the Jackson Triangle and is a key partner in our proposed expansion to South Hayward. We are including a memorandum of understanding (MOU) between the City of Hayward and CSUEB, confirming that the City has received a BCJI grant and our shared commitment to incorporate the strategies in the “Hayward Attendance Project” which grew out

of the BCJI planning effort (and is the focus of the City's pending BCJI Implementation grant application submitted to the Department of Justice in 2017) and to align resources in the SHPN initiative.

In addition, one of our SHPN partners, Eden Youth & Family Center, which is located in the SHPN, is a recipient of a Drug Free Communities (DFC) Support Program grant. We are including an MOU between Eden Youth & Family Center and CSUEB confirming that EYFC is the recipient of a DFC grant to prevent opioid abuse as one of its areas of focus, and our shared commitment to incorporate these efforts in the SHPN initiative. (Please see our narrative statements regarding Competitive Preference Priorities 1 and 2 near the end of this narrative.)

(a.2) Problems to be addressed by the project

Needs assessment. Our collaborative conducted a comprehensive needs assessment and segmentation analysis of the SHPN; the report of our findings is included as Appendix J. We gathered and examined data on the SHPN community from a variety of sources. We consulted U.S. Census data; student data from HUSD, the California Department of Education, CSUEB, and Chabot College; findings from a 2016-17 school climate survey at the SHPN middle and high schools, and from California Healthy Kids Surveys of HUSD students in 2014 and 2016. We conducted a community survey in the summer of 2017 in English and Spanish via door-to-door canvassing and also at community events and on-line with the help of our partner agencies. We used meetings and interviews to elicit the perspectives of the Principals of the SHPN schools, HUSD administrators, community service providers, the HPN Executive Director, Community Resident Engagement Specialists, and other HPN staff, City of Hayward officials, and other key informants. We engaged SHPN residents, service providers, and SHPN Advisory Board members in an asset and resource gaps mapping process. We consulted city reports, community crime data, health department reports, and other secondary data. These data sources are referenced in the following discussion.

Neighborhood poverty. According to current U.S. Census data, 31% of families with children and 33% of all children under age 18 in the SHPN are living below the federal poverty line. The SHPN has far higher poverty and unemployment levels, along with lower median family income and per capita income, than the original HPN (the Jackson Triangle neighborhood), as well as compared to the city of Hayward as a whole and across California, as shown in Table 1.

| Table 1—Indicators of distress ¹ | | HPN | | Hayward | California |
|--|---------------------------------|-----------------|------------------|----------|------------|
| | | South Hayward | Jackson Triangle | | |
| Mean Family Income | | \$52,461 | \$72,274 | \$88,482 | \$97,665 |
| Per capita income | | \$15,251 | \$21,884 | \$26,405 | \$30,318 |
| Below Federal Poverty Line | Individuals | 27% | 16% | 13% | 16% |
| | Families with children under 18 | 31% | 22% | 19% | 22% |
| | Children under 18 | 33% | 21% | 19% | 23% |
| Unemployment (individuals 16 years and older in the labor force) | | 11.2% | 8.6% | 6.9% | 6.2% |

However, the cost of living in Hayward, the San Francisco Bay Area, and California, is significantly higher than the national cost of living which means the federal poverty rate does not tell the whole picture. Median rent for a two-bedroom apartment in the United States is \$912, whereas it is between \$1,196 and \$1,214 in the SHPN. Hence, a family of four with an annual income of \$24,250 (the federal poverty line) would pay almost 60% of their total income on rent.² The U.S. Department of Housing and Urban Development considers families that pay more than 30% of their income on housing to be cost-burdened, which means they will have difficulty affording necessities such as food, clothing, transportation, and medical care since so much of their income is committed to housing costs.³ In the SHPN, where 85% of the total population live in rental units, 61% of renters in the SHPN are cost burdened, paying more than 30% of their income on rent.⁴ Many families pay much more than 30%, and overall, substantially

more than 33% of children in the SHPN can be considered to be living in poverty. At the same time, the median sales price for single family detached homes in the SHPN over the past year was \$530,000, and \$335,000 for condominiums and townhouses.⁵ Home ownership is well beyond the means of the vast majority of SHPN families.

The housing stock in the SHPN combines well-maintained 2- and 3-bedroom homes and apartments with rundown houses and multi-unit properties. With the skyrocketing of housing costs in recent years, more and more long-time homeowners have turned their homes into rental units, or sold out to buyers who have done the same. Many properties in the SHPN show obvious signs of neglect. There is considerable transiency in the neighborhood, and those vacating rented homes or apartments often illegally dump their furnishings and other belongings at curbsides, creating blight and health and safety issues, and putting a strain on city clean-up resources.

Early learning and Kindergarten readiness. According to 2015 U.S. Census data, there are approximately 1,440 children ages 0 to Kindergarten entry in the SHPN. There is a shortage of affordable center-based or licensed home-based early learning programs in and around the neighborhood. There is one Early Head Start program (adjacent to Ruus Elementary), serving eight students daily, with 68 students on the waitlist. The State Preschools and Head Start preschools in the SHPN (at the HUSD SIAC Center, Glassbrook Elementary, and Eden Youth & Family Center) serve a total of 130 children daily, about one in four of the approximately 526 pre-school-aged children (3- and 4-year olds) in the SHPN. They are fully enrolled. The Head Start Center at Glassbrook, for example, serves 34 children and has 15 on a waitlist. There are also 31 family child care centers in the 94544 zip code; their addresses are private, and it is unknown how many are located in the SHPN, which is only a small part of the zip code.

Many young children in the SHPN do not attend preschool and are cared for by family members or friends during the day. In our summer 2017 community survey (n=161) in the SHPN, only 15% of the 102 respondents with children ages 0-5 said their children participated in

a center- or home-based licensed preschool or childcare program, while 53% said they or another relative were their children's only childcare providers. Forty percent of these respondents said formal childcare and preschool programs were "too expensive" for them; another 20% said such care was not available at the time of day they needed it, while 8% said they lacked transportation to get their children to and from childcare.

Alameda County First 5 oversees the administration and analysis of the Kindergarten Observation Form (KOF) assessment which is used primarily to provide a holistic view of Kindergarten readiness for incoming students and to identify areas where students need extra support. The KOF has demonstrated validity with other readiness measures and strongly correlates with 3rd grade standardized test scores. It is administered every two years to a sample of schools from each district in the County. The most recent data available is for Fall 2015 and did not include the three SHPN elementary schools. However, the data is meant to be a sample of the district and includes 23 classrooms at eight schools representing 29% of the Kindergartens in the district. The KOF measures skills across three building blocks: Self-Regulation, Social Expression, and Kindergarten Academics. Only 53% of Hayward children were found to be ready in the "Kindergarten Academics" building block, compared to 64% countywide. Only 39% were assessed as fully ready for Kindergarten, compared to 44% of the children countywide.⁶

Design implications: It is well documented that high quality early learning and other early childhood supports can help children be ready for Kindergarten and on track for being proficient in reading by 3rd grade (and therefore for long-term educational and career success), and help narrow the achievement gap between low-income children and their more affluent peers. In the early learning sphere, there are needs in the SHPN to: *(1) Engage and equip parents to support their children's healthy development and readiness for Kindergarten starting even before birth. (2) Ensure all families have their health care and other basic needs met, to support children's healthy development. (3) Strengthen existing early childhood programs. (4) Expand screening*

and early intervention for children not meeting developmental benchmarks. (5) Strengthen articulation between preschool and Kindergarten to support students KG readiness.

K-16 education. The SHPN initiative incorporates five target schools (Table 2) located in or near the SHPN footprint. They are all in the Hayward Unified School District and comprise a common feeder pattern: the three elementary schools all feed into the middle school (Cesar Chavez), which feeds into the high school (Tennyson). All of the schools are Title I and high-minority schools, with students of color comprising 96%-99% of their enrollment.

| Table 2. South Hayward PN Target Schools | # of students | Latino | African American | Asian | PI/Filipino | White | Amer Ind/Alaska Native |
|--|---------------|------------|------------------|-----------|-------------|-----------|------------------------|
| Glassbrook Elementary | 556 | 88% | 3% | 4% | 3% | 1% | <1% |
| Tyrrell Elementary | 735 | 84% | 5% | 3% | 6% | 1% | <1% |
| Ruus Elementary | 573 | 60% | 6% | 12% | 13% | 4% | 0% |
| Chavez Middle | 567 | 70% | 7% | 8% | 11% | 3% | <1% |
| Tennyson High | 1,394 | 71% | 6% | 7% | 13% | 3% | <1% |
| Totals | 3,825 | 74% | 6% | 7% | 10% | 2% | <1% |

Seventy-eight percent of all students at the SHPN schools are economically disadvantaged and 44% are English Learners (ELs), including 6% (221 students in all) who are long-term ELs, who have had that designation for at least five years in which they have not been able to qualify for re-designation). Ten percent of students have disabilities (Table 3).

Most students at these schools are struggling to succeed academically (Table 4). 72% of students in grades 3-8 and 11 are not meeting grade level standards in English Language Arts, and 84% are not proficient in Math. At each of the SHPN schools, students collectively are performing below their peers in HUSD overall as well as across the county and state. English Learners at these schools are faring considerably worse on state testing, with only 4% proficient in ELA and 6% proficient in math. Only 6% of African American students are proficient in math.

A full 78% of the 3rd graders at the three SHPN elementary schools are not reading at grade level, a benchmark associated with high risk for dropping out (four times greater risk

| Table 3. Profile of SHPN target schools | # of students | Economically disadvantaged⁷ | English Learners | Special Education |
|--|----------------------|---|-------------------------|--------------------------|
| Glassbrook Elem. | 556 | 83% | 72% | 13% |
| Tyrrell Elementary | 735 | 86% | 60% | 9% |
| Ruus Elementary | 573 | 67% | 45% | 11% |
| Chavez Middle | 567 | 81% | 30% | 9% |
| Tennyson High | 1,394 | 74% | 29% | 10% |
| Totals | 3,825 | 78% | 44% | 10% |
| <i>HUSD overall</i> | 22,922 | 75% | 30% | 11% |
| <i>Alameda County</i> | 226,904 | 44% | 21% | 10% |
| <i>California</i> | 6,000,000+ | 59% | 21% | 12% |

than among California 3rd graders who are proficient in reading)⁹ and other poor outcomes in school and life. Forty-four percent of 3rd graders score at the lowest of the four levels on the state literacy test. Just 10% of target school EL 3rd graders are proficient in reading.

California high school students take state testing in 11th grade (ELA and Math) and in 10th grade (Life Science, while taking Biology). Only about one-third (34%) of Tennyson students are proficient in ELA, fewer than one in six (16%) are proficient in Math, and just 22% of 10th graders score proficient or better in Life Science.

| Table 4. SHPN Student Indicators | Students not meeting standards⁸ | |
|---|---|-------------|
| | <i>ELA</i> | <i>Math</i> |
| Glassbrook Elem. | 80% | 92% |
| Tyrrell Elementary | 73% | 82% |
| Ruus Elementary | 68% | 80% |
| Chavez Middle | 71% | 83% |
| Tennyson High | 66% | 84% |
| Totals | 72% | 84% |
| <i>HUSD overall</i> | 65% | 81% |
| <i>Alameda County</i> | 45% | 54% |
| <i>California</i> | 51% | 63% |

Nearly all HUSD students take Algebra 1 in their freshman year (9th grade). Students need a “C” grade or better in both semesters to pass the course. Alarming, 54% of students at Tenny-

son failed Algebra 1 in 2016-17. Algebra 1 is both a requirement for high school graduation and a gatekeeper to higher level math and science courses. Moreover, students who don't pass Algebra 1 – or any course – as freshman immediately fall off track for graduation in their senior year.

| Table 5. High School Outcomes | Graduation Rate | Complete A-G Courses | Drop-outs |
|--------------------------------------|------------------------|-----------------------------|------------------|
| Tennyson High | 69% | 48% | 19% |
| <i>HUSD overall</i> | 81% | 49% | 14% |
| <i>Alameda County</i> | 86% | 59% | 9% |
| <i>California</i> | 83% | 45% | 10% |

At Tennyson, 69% of students in the Class of 2017 graduated, substantially below rates for their peers in the district, county, and state; the 19% who dropped out is much higher than among these groups (Table 5). That year, 48% of Tennyson graduates completed the rigorous “A-G” course requirements for admission to the University of California and California State University systems.¹⁰ Among Tennyson graduates in the Classes of 2015 and 2016, 63% enrolled in college the first fall after finishing high school. Of all students, including those who did not graduate on time or dropped out, 46% enrolled in college right after high school.

However, graduating from high school, or even fulfilling the A-G requirements and being admitted by a UC or CSU campus, may not mean a student is ready for college-level courses without the need for remediation, or that the student will succeed in college. Scoring proficient on California state testing in 11th grade is considered a proxy for college readiness. As noted earlier, the vast majority of Tennyson students are not proficient in core academic subjects. Of the 100 Tennyson students who enrolled at Chabot College in fall 2016 after graduating that June, 58% needed to take remedial (non-college-credit) classes in English, as did 49% in Math, and 43% in both subjects. Among the 22 Tennyson graduates who enrolled in CSUEB that year, 32% needed remediation in both English and Math. These percentages are substantially higher than those for students from other high schools in HUSD, or in other school districts. It is well documented that students who need remediation are less likely to persist and graduate than those who

can go directly into college level courses.¹¹ Of students in Tennyson’s Class of 2010, 27% had earned a 2-or 4-year college degree as of April 2017. Of Tennyson students who enrolled in CSUEB as freshmen in Fall 2014, 30% were no longer at the school in Fall 2016.¹²

CONTRIBUTORS TO ACADEMIC CHALLENGES FOR SHPN STUDENTS.

1. Attendance and disciplinary issues. About one of every nine students at the SHPN elementary and middle schools is chronically absent (equivalent to over three students in every classroom), missing at least 10% of school days (Table 6). Chronic absenteeism results in lost learning time and is an indicator of poor engagement in school, a barrier to making a successful transition from elementary to middle and middle to high school, and a risk factor for dropping out and other poor lifetime outcomes.¹³ A study by the California Attorney General’s Office found that 83% of students who were chronically absent in Kindergarten and first grade are unable to read at grade level in third grade.¹⁴

| Table 6. SHPN Student Indicators | Attendance | Chronic absence | Truancy | Suspensions | Mobility | Homeless |
|---|-------------------|------------------------|----------------|--------------------|-----------------|-----------------|
| Glassbrook Elementary | 95.7% | 10% | 26% | 1% | 12% | 3% |
| Tyrrell Elementary | 95.6% | 12% | 29% | 2% | 16% | 4% |
| Ruus Elementary | 95.5% | 11% | 30% | 2% | 15% | 1% |
| Chavez Middle | 96.1% | 9% | 80% | 7% | 20% | 6% |
| Tennyson High | 92% | 24% | 89% | 12% | 27% | 6% |
| Totals | 94.4% | 16% | 58% | 6% | 20% | 4% |
| <i>HUSD overall</i> | 94.5% | 15% | 50% | 4% | 20% | 3% |
| <i>Alameda County</i> | NA | NA | 27% | 3% | NA | NA |
| <i>California</i> | NA | NA | 31% | 4% | NA | NA |

Tennyson High has the highest chronic absenteeism rate (24%) of any school in HUSD. It also has an astronomical truancy rate (89%), defined as students absent or tardy more than 30

minutes without a valid excuse three or more days during the school year. Cesar Chavez Middle School also has a very high truancy rate (80%). Research conducted in the City of Hayward-led Byrne Criminal Justice Innovation project (2015-2017) found a correlation between chronic absenteeism and truancy on the one hand, and youth involvement in drug use, crime, victimization, and the juvenile justice system.

Frequent missed school days reflect underlying factors – ranging from health and mental health issues, family and housing instability, and issues with transportation, substance use, gang, and crime involvement – that need to be addressed to help students attend school regularly and have their best chance at succeeding. As noted earlier, housing costs are extremely high in the SHPN and our region in general. Many families in the SHPN are living in overcrowded conditions. In some cases, extended families or multiple families are crowded into single family homes or apartments. Four percent of students (165 in all) at the target schools are living in homeless situations. The aggregate mobility rate for the schools is 20%. Overcrowded housing or homelessness makes it difficult for students to have a quiet place for school work. Evidence indicates that residential mobility is the primary factor prompting children to change schools, which negatively impacts student learning and academic achievement.¹⁵ Moreover, parents who face chronic stress related to residential instability or homelessness are unlikely to be able to prioritize helping their children with their homework or being involved in school activities.¹⁶

2. Social-emotional and behavioral health challenges and other risks. Absenteeism, poor classroom engagement, and academic struggles are often signs that children are wrestling with social-emotional issues. At the five SHPN schools, a total of 591 students were referred to school multidisciplinary Coordination of Services Teams (COST) during the 2016-17 school year, typically for classroom behavior problems, health or mental health concerns, or attendance problems. Eighty three percent of these students were then referred for behavioral health services or social-emotional support. Subsequent assessments reveal that many of these students are suffering from

depressive, anxiety, post-traumatic stress, oppositional defiant, substance abuse, or eating disorders. These disorders are often trauma-related, the sequelae of experiences such as living in poverty; family stress, instability, or violence; immigration-related stressors; bullying or other problems with peers; or other traumatic experiences during childhood. Across HUSD, a recent survey found that

more than one-third of students in grades 7, 9, and 11 had had extended periods of sadness or hopelessness in the past year that interfered with their motivation for daily activities.¹⁸

Risky behaviors, coupled with gaps in developmental assets—both associated with poor

| Table 7. HUSD student risks and assets, past year ¹⁷ | Student grade | | | |
|---|---------------|-----|-----|-----|
| | 5 | 7 | 9 | 11 |
| Current alcohol or drug use | NA | 12% | 24% | 32% |
| Have been drunk or high at school | NA | 4% | 14% | 21% |
| Current gang member | NA | 6% | 5% | 7% |
| Carried a weapon to school | 4% | 7% | 6% | 7% |
| Seen a weapon at school | 28% | 23% | 28% | 20% |
| Been harassed or bullied at school | 21% | 38% | 37% | 30% |
| Been in a fight at school | NA | 17% | 11% | 11% |
| Experienced chronic sadness/hopelessness | NA | 30% | 35% | 36% |
| Considered suicide | NA | NA | 17% | 19% |
| <i>Widespread lack of key youth development assets</i> | | | | |
| Feel safe or very safe at school | 72% | 59% | 45% | 43% |
| High level of school connectedness | 48% | 46% | 31% | 28% |
| High meaningful participation in school | 22% | 13% | 10% | 12% |

school engagement, delinquency, and dropout risk—are widespread among students in Hayward.

As shown in Table 7, fewer students feel safe at school, or have a strong sense of connection to their school, as they move from elementary to middle to high school. In a 2016 school climate survey, 67% of students at Chavez Middle School and 63% at Tennyson High reported feeling safe both at school and traveling to/from school.

Of our county’s 21 cities, Hayward ranks second to Oakland in many crime indicators, in-

cluding rates of homicide and other violent crimes, assault-related emergency department visits, and juvenile arrests.¹⁹ Much of this crime is gang- and drug-related. Six percent of HUSD middle and high school students, about two per classroom, say they are gang members. The Hayward PD reports there are 34 active Latino, Asian, and African American gangs in our city. Youth, especially those with unstable homes or struggling in school, may be vulnerable to the lure of gangs and thereby disengaging from their education.

For more than 30 years, the SHPN community has been a hot spot for crack cocaine and gang activity. Glassbrook and Tyrrell Elementary, less than half a mile apart in the SHPN, are in crime “hot spots” identified by the Hayward PD. In 2016, the HPD documented a total of 735 crime incidents in “buffer areas” around the SHPN schools, with 125 juveniles involved, as suspects, victims, or otherwise. As noted, our City’s BCJI initiative found that students with attendance problems are more likely to be involved in gang, criminal, and drug activity. In our neighborhood survey, SHPN residents with children ranked “less crime and violence” second only to “more affordable housing” as the most important changes they would like to see in the neighborhood, followed by “safe places for children to play,” “more tutoring programs for children,” and “less gang activity.”

3. Low educational attainment and language barriers in SHPN families. Thirty-seven percent of adults in the SHPN have less than a high school education and only 14% have earned a college degree. The vast majority of students at the SHPN schools are would-be first-generation college-goers. Fewer than 15% of their parents are college graduates, and nearly one-third of parents did not finish high school (Table 8). Among immigrant parents, many did not go to school beyond 9th grade in their country of origin. Parents who didn’t attend school in the U.S. and/or speak English less than fluently may face barriers in understanding the school system and navigating it on behalf of their children, or connecting their children to school resources.

There is a well-documented correlation between parents with low educational attainment

and children who may not be doing as well in school as their peers whose parents are college graduates.²⁰ Moreover, children of color and poor children are less likely to have access to guidance counselors, to be encouraged

| Table 8. Low Educational Attainment in HPN school families²¹ | <i>Parent not a high school graduate</i> | <i>Did not go beyond high school</i> | <i>College graduate</i> |
|--|--|--------------------------------------|-------------------------|
| Glassbrook Elem. | 32% | 44% | 8% |
| Tyrrell Elementary | 36% | 44% | 7% |
| Ruus Elementary | 21% | 42% | 18% |
| Chavez Middle | 29% | 37% | 16% |
| Tennyson High | 30% | 38% | 14% |
| <i>HUSD overall</i> | <i>22%</i> | <i>35%</i> | <i>15%</i> |

to apply to college, or have access to information about how to apply for and pay for college.

These are huge barriers to college attendance.²² At the same time, there is substantial evidence that immigrant families with limited educational attainment hold high expectations for their children, and can be strong partners in supporting their children’s educational success and creating a college-going culture at home if provided support to do so.²³ In our neighborhood survey, 80% of respondents with young children (birth-8th grade) said they read to their children three or more times a week; 90% said they encourage their children to read; 78% said their children read to themselves three or more times a week; and 92% of respondents with children in grades 9-12 affirmed that they talked to their children about the importance of college and careers.

Design implications: SHPN students’ widespread struggles with academic achievement and the contributing challenges point to various needs that must be addressed to enable students to succeed during their K-12 years and beyond. They include:

Academic: (1) Augment K-12 classroom teachers’ capacity for effective instruction in core subjects. (2) Expand academic supports for struggling students during and out of school. (3) Prioritize strengthening ELs’ English skills via evidence-based practices. (4) Link learning to viable career pathways to promote relevant and engaging learning experiences that lead to success in school and promote college and career readiness. Provide: (5) Transition support for

students moving to the next educational segment (middle school, high school, college). (6) Credit recovery programs to enable high school students who fail classes to get back on track to graduate. (7) College and career counseling and college application assistance to students and families. (8) Dual enrollment opportunities to allow students to experience college level academics and prepare for college. (9) Assist students to successfully navigate through college.

Student support services: (1) Actively surveil students for early warning indicators, such as frequent absences, behavioral issues, academic challenges, and signs of exposure to traumatic events. (2) Use Coordination of Services Teams to connect struggling students to needed interventions. (3) Implement Multi-Tiered System of Support at each school to provide a continuum of preventive, targeted, and intensive supports for each student as appropriate, including individualized attendance supports, mental health and substance abuse care, school-based health services, and access to needed community resources. (4) Strengthen school climate and culture, through evidence-based approach such as PBIS and restorative practices.

Family engagement and empowerment: (1) Educate parents to understand the importance of regular school attendance, learning priorities and requirements at each educational level, and how to promote their children's success in school. (2) Develop parents' capacity to advocate for their children and leadership; (3) For struggling students, use case management with warm hand-offs to service providers, to provide the child and family appropriate support. (4) Educate parents on college requirements and help them navigate the college/financial aid application process.

Health indicators. Access to health care is crucial for children to attend, fully engage in, and succeed in school and for families to thrive. This access should begin with prenatal care, and should include screening for health and developmental challenges in early childhood, and ongoing medical, dental, vision, and mental health screening, preventive care, and treatment. While the Affordable Care Act has increased medical coverage through the Covered California ex-

change and expansion of MediCal (California’s Medicaid program), substantial numbers of SHPN children and families remain uninsured or underinsured. According to current Census data, 9% of residents under age 18 are un/underinsured. Hayward has by far the highest rate of avoidable emergency department visits of any city in the county (5,725 per 100,000 residents, compared to 3,653 county-wide). Avoidable visits are defined as visits that could have been more appropriately managed by or referred to a primary care physician in an office or clinic setting. Such visits are disproportionately high among children ages 0-5.²⁴

Among Alameda County cities, Hayward ranks second lowest in the percentage of pregnant women (81%, compared to 88% county-wide) who have prenatal care in their first trimester. Our city has one of the county’s highest teen birth rates (33.5 per 1,000 females ages 15-19, compared to 21.6 county-wide).²⁵ Latinas have the highest teen birth rates of any racial/ethnic group in the county. Latinos are the most numerous racial/ethnic group in the SHPN, which is part of one of the county’s teen pregnancy “hot spots.”²⁶

Another health need common in Hayward and in the SHPN in particular is childhood asthma – which if not managed properly, can affect young children’s physical, cognitive, social, and emotional development. Hayward’s rate of emergency room visits for asthma (759 per 100,000), is the second highest in the county, well above the 543 per 100,000 county-wide.

Young people’s physical fitness levels can be considered, to some degree, a proxy measure for their health status. Poor fitness is, unfortunately and alarmingly, the norm among students at the SHPN schools (Table 9). Only 27% of students tested were assessed as being physically fit. A majority (51%) of students are unfit in body composition, typically meaning they are overweight or obese. Children and youth in Hayward in general have the lowest fitness levels and the highest rates of overweight and obesity in any school district in Alameda County.²⁷ Most students in the SHPN schools do not get enough exercise. HUSD elementary students, for instance, have only 50-60 minutes of physical education classes per week. In a recent survey, just half of

5th graders said they exercise five days a week, while 58% said they were trying to lose weight.²⁸

| Table 9. Student physical fitness²⁹ | Not physically fit | Aerobically unfit | Unfit body composition | Body composition—health risk |
|---|---------------------------|--------------------------|-------------------------------|-------------------------------------|
| Glassbrook Elementary | 84% | 66% | 61% | 28% |
| Tyrrell Elementary | 74% | 56% | 51% | 29% |
| Ruus Elementary | 80% | 34% | 55% | 29% |
| Chavez Middle | 65% | 59% | 49% | 25% |
| Tennyson High | 74% | 66% | 50% | 26% |

SHPN residents have limited access to healthy foods. According to the USDA, two of the SHPN’s three census tracts can be considered “food deserts,” categorized as both “low-income” and “low-access,” with a significant share of residents living more than one-half mile from the nearest supermarket.³⁰ The Chavez Supermarket & Taqueria on Tennyson Road at the south end of the SHPN is the only business resembling a full-service supermarket within the 13,000+ resident SHPN footprint. Many residents rely on convenience stores with a limited selection of healthy foods. In a 2016 school climate survey, just 30% of students at Chavez Middle School, and 22% of Tennyson High students, said they ate at least five servings of fruit and vegetables a day. Twenty eight percent of respondents in our community survey selected “more access to fresh fruits and vegetables” as an important change they would like for the neighborhood.

The trends of overweight and poor fitness continue for adults in the SHPN. In our city overall, 31% of Hayward adults are overweight and 23% are obese, among the highest rates in Alameda County.³¹ Hayward has the highest rates of heart disease, stroke mortality, and hospitalization for heart disease, congestive heart failure, and diabetes, and in preventable hospitalizations for acute and chronic diseases, of any city in the county.³² There are well-known correlations between poor fitness and weight problems and increased risk for diabetes, heart disease, and stroke. Notably, Hayward ranks second in Alameda County, after Oakland, in opioid-related emergency department visits, at 126.8 per 100,000 population, compared to the 107.8 rate county-wide.

South Hayward is one of the city's epicenters of opioid abuse.³³

Design implications: *(1) Provide home visiting nursing services to ensure pregnant/parenting teens have needed health care. (2) Ensure all children and families have access to comprehensive health services. (3) Utilize promotoras and other strategies to provide parenting education and health care access to families with young children. (4) Screen children for developmental delays and provide linkages to appropriate health and other services. (5) Expand children's and families' access to regular physical activities, nutrition education, and healthy foods.*

Family economic advancement and stability. The high poverty rate and very high cost of housing in the SHPN, along with the high student mobility rate and significant number of homeless students, suggest that many, if not most, families in the neighborhood are struggling to make ends meet. As in other high-poverty neighborhoods in our county, high numbers of SHPN parents work in relatively low-paying occupations such as food preparation and serving, office and administrative support, construction, sales, and maintenance.³⁴ Low educational attainment, limited English proficiency, and lack of employment training are common barriers to SHPN adults finding "living wage" employment with potential for advancement. Addressing such barriers is a crucial two-generation strategy for promoting the economic stability that will help families improve their overall well-being and create a home environment more conducive to their children's success in school and college and career preparation.

Design implications: *(1) Connect parents to adult education (e.g., high school diploma or GED acquisition, ESL, vocational ESL, computer literacy, Career Technical Education), employment training, job placement and retention services, and wraparound supports. (2) Align K-12 program, youth training programs, and adult school services with growing high-wage industries in the city and region. (3) Engage and equip neighborhood residents to identify and contribute to community revitalization efforts.*

(a.3) Gaps in services, infrastructure, and opportunities and how the project will address them

Our needs assessment engaged a broad range of stakeholders to inventory the resources that the South Hayward neighborhood can draw upon and to help identify gaps in services and infrastructure. HPN staff and partners, Community Advisory Board members, and neighborhood residents recognized that in addition to the HUSD schools, many service providers are actively serving the community. However, stakeholders agreed that the resources available are not deployed or coordinated so that residents know about and have access to them, and are not reaching deeply enough into the community to serve those most in need. Table 10 below highlights the service gaps in relation to the needs discussed above and the indicators of success Promise Neighborhoods initiatives are designed to promote.

| Table 10 PN Indicator | Gaps in SHPN community | SHPN programs, services, supports to address gaps |
|--------------------------------------|---|--|
| 1. Early learning | Less than 50% of SHPN children go to high-quality preschool. Many families cannot afford preschool. Subsidized slots in short supply. Many children lack access to health care, developmental screening. Parents may not know of the importance of preschool. PreK and K-3 programs not articulated. | Home visiting nurse. Promotoras educate parents, connect them to health care and other resources. Parent Promise Academy. Toddler play/learn groups. Preschool dental, vision services. Augmented services for special needs children. Teacher collaboration to align preK to 3 rd grade educational expectations, instruction. |
| 2.1, 2.2 Proficiency in math and ELA | 84% and 72% of students in SHPN schools not proficient in math and ELA, respectively. Teachers need support to strengthen teaching and learning. Struggling students need tailored interventions in academic, attendance, behavioral spheres. Schools need to better engage and equip parents to support student learning. | Professional development program, planned by Curriculum & Instruction team, to strengthen teaching and learning, align and articulate instruction across PreK-16 continuum. Multi-Tiered System of Supports for struggling students. After school tutoring, enrichment in YEP, YEP+, Homework Support Centers. Career-related programs starting in middle school. Academic case management. Summer bridge programs (elementary to middle, middle to high). |
| 3.1 School at- | 94.4 ADA at SHPN schools, 92.2% at high school. | Attendance education/promotion targeting families. COST |

| Table 10 PN Indicator | Gaps in SHPN community | SHPN programs, services, supports to address gaps |
|--|--|--|
| <p>tendance</p> <p>3.2 Chronic absenteeism</p> | <p>16% of students chronically absent; 24% at high school. Widespread health and mental health problems, housing and family instability, youth involvement in risky behaviors, and other barriers to attendance. Existing behavioral health services at target schools insufficient to meet extensive need.</p> | <p>team referrals. CWA Worker outreach. Attendance check-ins. School based health and mental health services. AOD services. Attendance case management. School Attendance Review Board (SARB). Crisis intervention. District Attorney truancy mediation.</p> |
| <p>4 High school graduation</p> | <p>73% graduation rate and 19% dropout rate at Tenyson High. Many students not ready for high school academics and get off track for graduation by failing classes. In addition to need to strengthen classroom instruction, there are gaps in making students' education engaging and relevant. Whole child supports needed to address non-academic barriers to success in school and graduation.</p> | <p>Strategies focused on improving academic achievement and on addressing attendance, health, mental health, and other factors listed above. Middle to high school bridge program. Career pathways programs and college experiences, starting in middle school. Work-based learning opportunities. Academic case management. Career Technical Education programs. Credit recovery program. College and career coaching. Dual enrollment program.</p> |
| <p>5.1 College enrollment</p> | <p>66% of graduates enroll in college, but the majority not ready for college-level academics.</p> | <p>Career pathway programs, work-based learning. Credit recovery. Dual enrollment. Outreach by college counselors</p> |

| Table 10 PN Indicator | Gaps in SHPN community | SHPN programs, services, supports to address gaps |
|--|---|---|
| 5.2 College degree/certificate earning | 73% of Tennyson graduates do not complete college within six years. Students who need remediation in college are less likely to persist and complete programs. | (from Chabot College and CSUEB) to high school students to orient them on college programs and pathways they can join, provide college and financial aid application and early matriculation assistance. Freshman learning communities and other cohort (e.g., Puente, MESA, Daraja/Umoja, EMOJA, STEP, GANAS, TAPASS) and pathway programs, and student support services at Chabot, CSUEB. |
| 6 Healthy eating | Most of SHPN identified as a food desert with families facing a shortage of easy access to healthy foods. Many depend on convenience stores. | Fresh Food for Families. VCS! AmeriCorps nutrition education for children, families. Summer food programs. Food distribution at HUSD HUB. Tennyson Corridor Project revitalization efforts. |
| 7 Student safety | Students' sense of safety diminishes from elementary to middle, middle to high school. Bullying and fighting are common in SHPN schools. Drug activity and gangs contribute to safety climates in schools, neighborhoods. | PBIS (elementary schools). Restorative culture and restorative justice circles (middle/high school). Teacher PD on SEL, inclusivity/diversity awareness, bullying prevention/intervention skills. Social and life skills groups. Mental health, AOD, gang prevention/intervention services. |

| Table 10 PN Indicator | Gaps in SHPN community | SHPN programs, services, supports to address gaps |
|---|---|--|
| 8 Student mobility | 20% mobility rate at target schools. High cost of housing, economic and other challenges impact family stability. Gaps exist in parents' knowledge of and accessing educational and career development resources and family support services. | 2-generation strategies, including Career Technical Education, GED preparation, other career development and employment linkage programs for adults, and other wrap-around supports for families. |
| 9.1 Family reads to children, encourages reading, children read | No baseline data yet available. Low educational attainment widespread among SHPN families, suggests gaps in family literacy activities. Parents struggling to make ends meet lack time, energy, to read to their children regularly, encourage reading. | Promotoras. Parent Promise Academy. City of Hayward Family Education Program. Family outreach from schools to educate parents about what they can do to support their children's education and success, including family literacy strategies. Parent Ambassador program. |
| 9.2 Parents talk to children about college & careers | No baseline data for this measure yet available. The vast majority of SHPN parents did not attend college. Many lack relevant information. Need support to create college-going culture at home. | Family outreach from schools to educate parents. Parent Ambassador Program. Parent University. College and career coaching for families. |
| SHPN family empowerment | 31% The SHPN neighborhood lack a systematic, coordinated approach to assist families to improve | Family Education Program, Adult School classes, CTE programs, other 2-generation strategies to advance parents' |

| Table 10 PN Indicator | Gaps in SHPN community | SHPN programs, services, supports to address gaps |
|---------------------------|---|---|
| and economic advancement. | their financial stability and economic prospects, through help in areas including accessing educational and career development resources, case management and support services. | academic and career skills and employment prospects. Community Leadership Initiative to engage residents in civic life and community betterment, while building community, resident capacity and leadership. |

LEVERAGING EXISTING RESOURCES

The SHPN will draw on substantial existing resources as we expand the HPN initiative to South Hayward for the proposed collective impact initiative. These resources include CSUEB’s infrastructure and experience as the HPN “backbone” lead agency, as well as our Networks for service providers focused, respectively, on early childhood programs, K-16 education and career solutions, and neighborhood health and empowerment. SHPN partner organizations that are already working in collaboration with the preschools and K-12 schools serving the neighborhood, include CSUEB, the City of Hayward, 4Cs of Alameda County, Eden Area Regional Occupational Program, Chabot College, Tiburcio Vasquez Health Center, La Familia Counseling Services, the Alameda County Public Health Nursing Department, First 5 Alameda, the county’s Center for Healthy Schools and Communities, and Eden Youth & Family Center, among others.

Other resources the SHPN initiative plans to partner with and leverage include: the Alameda County Food Bank (partnering with the school district to provide healthy foods to families); the South Hayward Neighborhood Collaborative, a broad-based group that meets monthly to share different resources available to the community; Glad Tidings church (located within the SHPN, a crucial resource to help meet residents’ needs and build community); the Hayward Area Recreation & Park District’s Matt Jimenez Community Center; the Tiburcio Vasquez Silva Pediatric Clinic and its Firehouse Clinic, a first of its kind health clinic based at a fire station in South Hayward; St. Rose Hospital (located near the SHPN footprint); and Eden Housing, which assists residents to access its affordable housing units in the neighborhood and provides other services to promote housing stability.

While HUSD and other SHPN partners gather extensive data on their service populations, there is a gap in infrastructure for integrating, sharing, and using data to guide services among the multiple agencies that will serve SHPN children and families. We will address this gap with the new SHPN case management data systems (please see (d) Project Management Plan).

Importantly, our proposed expansion of the HPN comes at a time when the City of Hayward is launching a strategic initiative focusing on the Tennyson Corridor, a commercial strip along Tennyson Avenue, which serves and forms the southern border of the SHPN. This revitalization effort includes the City and County investing a new anchor institution for the community, the South Hayward Youth and Family Center, a multi-service hub for SHPN young people and families. The South Hayward Youth and Family Center, under the leadership of La Familia and the Eden Youth and Family Center, will house a number of the SHPN partners, including the aforementioned lead agencies, TVHC Silva Clinic, Kidango Child Care, the City of Hayward, and the Alameda County Office of Education. We will leverage and support the Tennyson Corridor Project by involving SHPN residents in our Community Leadership Initiative, in which residents will have the opportunity to help guide the revitalization that will take place along and near the commercial corridor. This civic engagement opportunity will empower SHPN residents while helping shape the neighborhood's future for the benefit of its children and families.

The SHPN will mobilize, coordinate, and augment these neighborhood assets through an integrated, collective impact effort. We will use a “no wrong door” approach with multiple entry points and service sites, to identify and engage high-need children and families and connect them to supports tailored to their needs. Our two-generation approach will include parallel efforts to support students and promote the skills, capacity, health, and economic stability of their parents/caregivers, beginning in pregnancy, to ensure success for the whole family.

(b) Project Design

(b.1) Plan to implement a complete pipeline of services

The Hayward Promise Neighborhood's proposed expansion to South Hayward is the outgrowth of the HPN's sustainability planning process from 2014-16, years 3-5 of our federal Promise Neighborhoods Implementation Grant funding. That process was undertaken by our Executive

South Hayward Promise Neighborhood

Leadership Group (ELG), comprised of elected officials and executive leaders from all key HPN partners: CSUEB, HUSD, City of Hayward, Chabot College, Alameda County Public Health Department, Eden Area Regional Occupational Program, 4Cs of Alameda County, La Familia Counseling Services, Tiburcio Vasquez Health Center, and Hatchuel Tabernik & Associates. In December 2014 and April 2015, the ELG invited Michael McAfee from the Promise Neighborhoods Institute at PolicyLink and Raj Chawla from the Center for the Study of Social Policy to take part in conversations on sustaining and scaling the HPN work. Throughout 2015 and 2016, the ELG undertook a strategic planning and sustainability planning process. This began with convening discrete listening sessions with the HPN 0-16 Implementation Team (made up of leadership and program directors from partner agencies, and HPN staff), Community Advisory Board, ELG, and the three HPN Networks (Early Learning, Cradle-to-Career Education Reform, and Neighborhood Health & Empowerment). That convening was followed by our “Keeping the Promise Summit” (in May 2016) which brought together our partner agencies, community members, and local leaders, facilitated by the Center for the Study of Social Policy. We then convened a full-day retreat in which the 0-16 Implementation Team and Community Advisory Board members identified solutions (programs and services) they had found to be effective, which ones could be sustained in the future, gaps in programming to address the needs of HPN children and families, and how much funding the participating agencies would need to sustain existing and newly proposed effective solutions. Subsequently, summit participants formed seven Work Groups to continue the planning effort, using the elements identified by the Promise Neighborhoods Institute as critical in achieving the Promise Neighborhoods’ desired results: Community Engagement; Partnerships; Policy, Systems, and Communications; Sustainable Financing; Data Use; Organization and Leadership, and Mission and Vision. Our Cradle-to-Career Education Reform Network (C2CERN) also convened the Principals at the HPN target schools to provide guidance on the programs that have been most successful at their schools and to iden-

tify their top priorities.

Through this planning process we developed a plan for sustaining our work and continuing our progress on the Promise Neighborhoods program indicators in the HPN. This strategic planning process led to a strong commitment among our stakeholders to scale the effort by expanding it to South Hayward, a distressed community in our city adjacent to the HPN (the Jackson Triangle neighborhood). The proposed South Hayward Promise Neighborhood will benefit from the continuum of solutions developed for the HPN and the HPN's infrastructure related to the aforementioned critical elements and the HPN's detailed plans to continue the development of solutions both for the original HPN neighborhood and the new SHPN community (please see (d) Project Management Plan).

To plan the pipeline of services for the SHPN presented in this Promise Neighborhoods grant application, we engaged in a further planning process from May to August 2017. This process has involved our leadership (ELG), 0-16 Implementation Team, three Networks, Community Advisory Board, community members, and the Principals from the SHPN target schools. Key benchmarks in this planning process have been as follows:

- We conducted a needs assessment and segmentation analysis of the SHPN (see report in Appendix J) drawing on numerous data sources, and shared the findings with all of the key SHPN stakeholders.
- We convened a listening session of our Community Advisory Board, to which we invited SHPN residents and other stakeholders to provide input on the most important issues and challenges for families in the SHPN and solutions they would prioritize for the neighborhood.
- We conducted a community survey that incorporated questions about the Promise Neighborhoods program indicators, in which HPN community outreach workers administered the survey to SHPN adult residents at community events and by going door to door. Our partner agencies also assisted with outreach to potential survey respondents.

South Hayward Promise Neighborhood

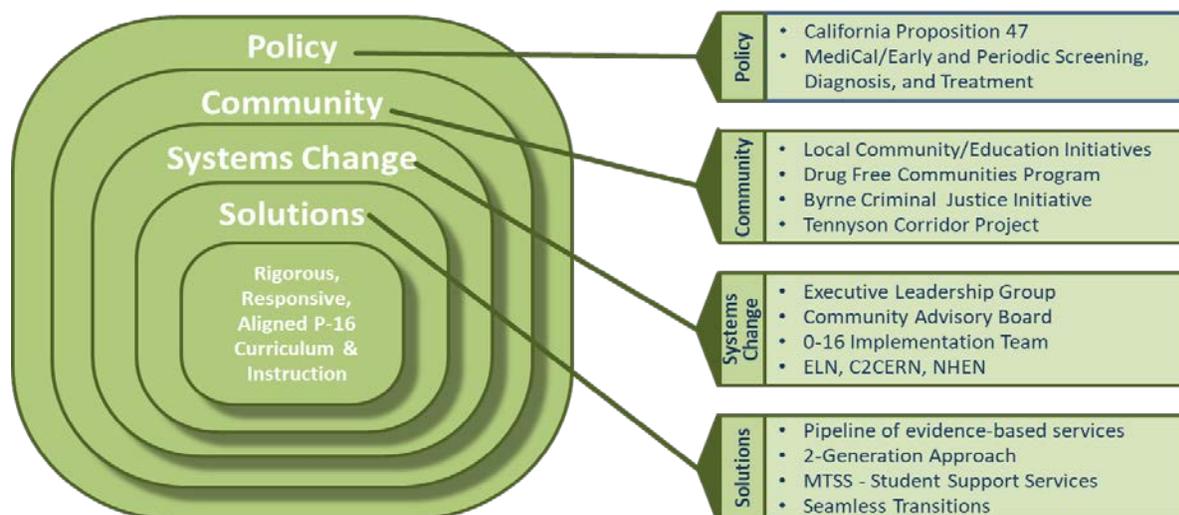
- The ELG revisited and refined the HPN mission, vision, theory of change, and theory of action, in light of lessons we have learned in the HPN initiative, and crafted the Memorandum of Understanding that the key SHPN partners are committed to (included in Appendix D).

- Our 0-16 Implementation Team met several times to discuss the needs of children and families in the SHPN, the goals for our work in the neighborhood for the coming years and additional partners to invite to join the collaborative because they can bring vital resources, such as knowledge of the community, programs or supports, to SHPN children and families.

- Each of our three existing networks – Early Learning Network, C2CERN, and Neighborhood Health & Empowerment Network – met to identify evidenced-based programs, services, and supports addressing community needs and Promise Neighborhoods’ goals and indicators in their respective segments of the pipeline, and to determine year by year service numbers, and craft implementation plans and budgets for their solutions.

- The 0-16 Implementation Team and ELG reviewed the Networks’ plans and prioritized solutions based on importance and expected impact vis-à-vis children’s and families’ needs, supporting evidence, cost effectiveness, and the degree to which they leverage existing resources and are sustainable. The P-16 Team developed a budget for the SHPN for the Promise Neighborhoods grant application, included securing commitments of \$32,706,767 in matching resources over the next five years, which was reviewed, refined, and finalized by the ELG.

Figure 3. SHPN Service Framework



THE SHPN PIPELINE TO COLLEGE AND CAREERS

The SHPN is a collective effort to raise up the community so that all children living in the neighborhood or going to the SHPN schools succeed in their education and are well prepared for college, careers, and life in general. Our initiative will span from the classroom to the community, combining evidence-based approaches to academic instruction tailored to address students’ learning needs, with supports to ensure that children are ready and able to learn once they get to Kindergarten, and at each stage of their education. This continuum of supports and interventions addresses a wide range of needs common in our community, in the social-emotional, health, safety, and economic spheres. They are designed to support children

Mission

South Hayward Promise Neighborhood is a collaborative partnership working to ensure educational success and a safe, healthy, thriving community for all living in Hayward.

Vision

South Hayward Promise Neighborhood will be a national model of commitment to community and collective effort which alleviates intergenerational poverty and creates equity for all in Hayward.

and their parents or caregivers simultaneously, prevent children from “falling through the cracks” at any time during their journey to adulthood, and at the same time building families’ and the overall community’s capacity to thrive in the years ahead while revitalizing the SHPN.

Within this overall approach, some key themes of the SHPN initiative are as follows:

- We give priority to strengthening classroom teaching and learning as the fulcrum of achieving better outcomes for children, through a focus on curricular and instructional strategies, and use of a focused and dynamic Cycle of Inquiry by teachers and leaders in the target schools.
- We will engage educators across the educational grade span in a planning and professional development process to align and articulate curriculum and instruction, to ensure students are well prepared for each next level of their education.
- The SHPN will provide supports to ensure that children are ready for Kindergarten and can transition seamlessly and successfully from PreK to Kindergarten, elementary to middle school, middle to high school, and high school to college.
- We will provide students opportunities to learn about careers starting early in their education, through a spectrum of career awareness, exploration, and career experience learning activities, as a proven strategy to make students’ education relevant, motivate them to succeed in school, and put them on pathways to careers that may or may not include college.
- The SHPN will provide mental health and other support services for children and families, to address barriers to children’s learning and success in school and life.
- We are committed to a two-generation approach – through programs, services, and opportunities that equip parents to optimally support their children’s education and at the same time advance their own skills, careers, and their family’s stability and prospects.
- There will be multiple entry points to the SHPN pipeline, for identifying children and families who need tailored support and linking them to needed resources.
- We will engage in a planning effort during the first year to: (1) ensure the different SNPN

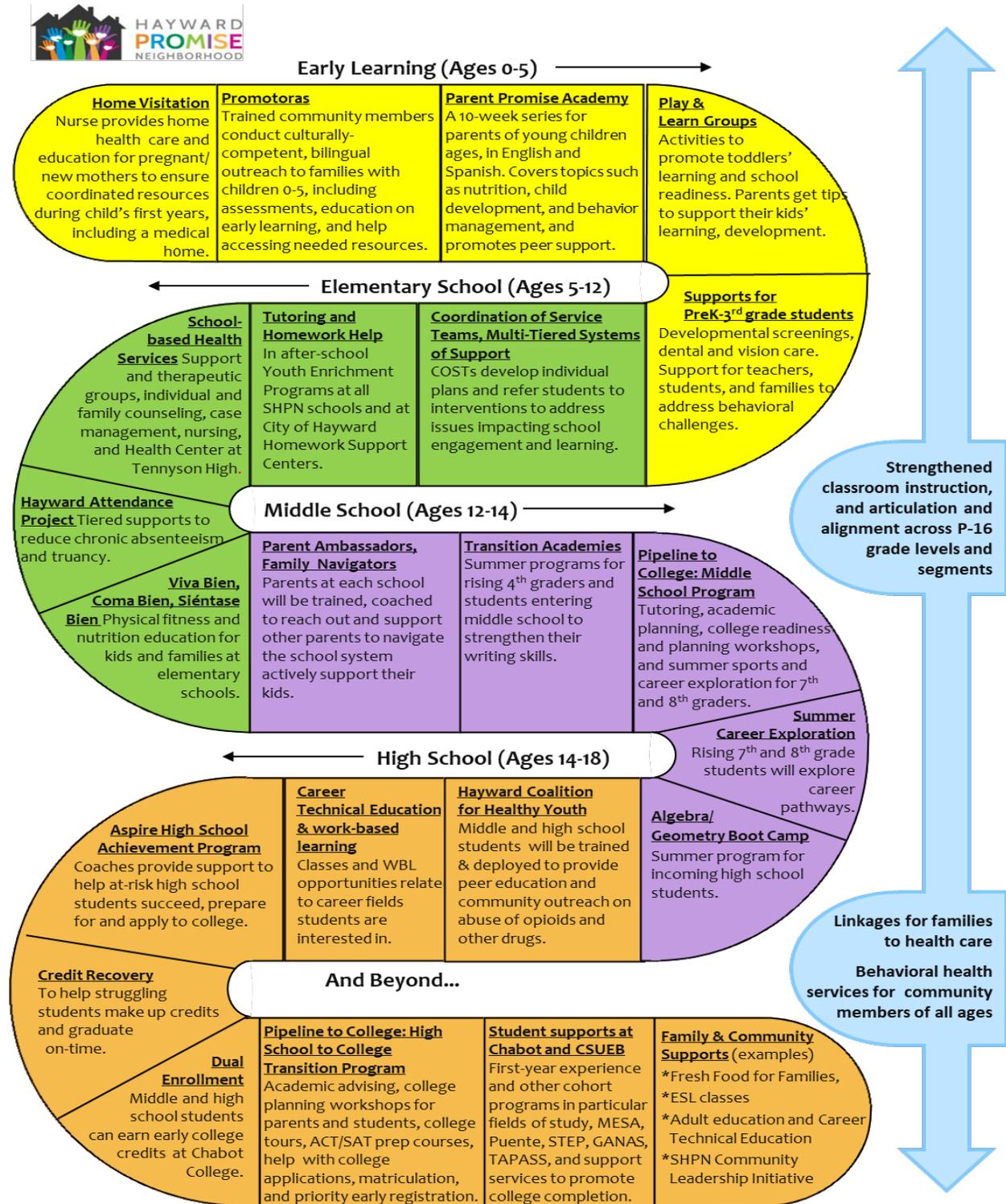
programs, services, and supports spanning school and the community are broken out of silos and integrated seamlessly with each other, and between segments of the pipeline (e.g., from early learning to elementary school); (2) convene a Curriculum & Instruction Articulation and Alignment Leadership Learning Community (AALLC), led by faculty from CSUEB, Chabot College, HUSD, and Eden Area ROP, to design, coordinate, and monitor professional development strategies so that instruction is tailored to address students' most pressing learning needs and gaps in English, math, and other core subjects, and is clearly articulated across the P-16 (preschool through college) continuum; (3) engage teachers and leaders in an intensive professional development program to strengthen classroom instruction; (4) put in place a shared longitudinal case management data system; (5) establish data sharing MOUs with all key partners; (6) train partners in using the data system; (7) obtain parent permissions to share student level data, and family data; (8) begin sharing and reflecting on our programming and data to an unprecedented degree, to ensure programs are being implemented with fidelity and that services are organized around student-level information about the needs and solutions for each child, and to monitor outcomes and guide services and interagency coordination; and (9) carry out the capacity-building measures the HPN strategic planning effort identified in the realms of Data Use as well as Community Engagement; Partnerships; Policy, Systems, and Communications; Sustainable Financing; Data Use; Organization and Leadership

The SHPN partners will share metrics by which to measure and monitor progress and success; share data through our integrated data system; and use case management (and teacher data) to make rapid-time decisions about deploying resources to support students and families. Partners will share accountability for program implementation and outcomes through our collaborative governance structure and Memoranda of Understanding. We will engage our stakeholders in an improvement science approach, with the help of our independent evaluator, to continually use developmental / formative feedback to reflect on our practice and refine our efforts, in order to

better meet the needs of South Hayward children and families.

(i) HIGH-QUALITY EARLY LEARNING PROGRAMS

The SHPN’s continuum of early childhood services will ensure that children ages 0-8, and their families, have appropriate supports and (when needed) tailored interventions, starting in preg-



nancy, for children to be ready for Kindergarten and to thrive in the primary grades.

Home Visiting Nurse. The Home Visiting Nurse Program is an evidence-based project of the Alameda County Public Health Department that deploys a Public Health Nurse (PHN) to a targeted area of Hayward to conduct home visits for low-income prenatal and postpartum clients, as well as high-risk families with children 0-8 years old. SHPN families will receive the dedicated services of a bilingual nurse based on referrals from a variety of sources, including self-referrals, promotoras, word of mouth, health care providers, community partners, community engagement specialists, and outreach workers. Although parents of newborns and pre-K children are the focus of the program, the goal is to serve the entire family to assist with meeting their needs throughout a child's first eight years. The PHN assesses and screens family members across a range of indicators. Services provided, based on each family's needs, include, **for parents:** pre-natal education, post-partum education and support, breastfeeding support, depression screens, encouragement to maintain well baby checks; **for infants and children:** developmental screens, referrals for ancillary services such as dental, vision, and specialty care, enrollment in pre-school programs; **for families:** health education, assistance accessing medical insurance or maintaining active status; linkage to a medical home; and linkages to social and community services. This service will reach up to 60 SHPN children in year 1, 70 in year 2, and 80 in years 3-5.

Promotoras de Salud (Health Promoters). The Health Promoter Model is based on Paulo Freire's concept of empowerment: having people actively participate and take responsibility for their own education while promoting the idea that the community is capable of taking control in health promotion and disease prevention awareness activities. Promotoras traditionally are health promoters who provide culturally-competent and bilingual education and non-clinical assessments to Latino families. HPN has grown the Promotora role to include education on the importance of early learning. SHPN partner Tiburcio Vasquez Health Center (TVHC) program staff will recruit, train, and stipend 15 community members annually to become Promotoras de Salud

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to support program outreach and engagement. The Promotoras will be trained on a variety of skills, including making presentations, communication, working in-groups, facilitating meetings, analyzing health, and action planning. They will be supported to plan and conduct weekly outreach activities in places such as people's homes and apartments, street outreach, health fairs, community-based organizations, community presentations, and tabling at various sites and events. Through this outreach to families, they will reach 900 children ages birth to five years each year. They will promote the importance of having health insurance and enrolling children in early learning programs; connect people to TVHC's Eligibility & Enrollment Program to help them sign up for public benefits and connect to medical homes; provide health advice; conduct health prevention workshops on topics such as healthy eating, physical activity, access to primary health care services, and cardiovascular disease and diabetes prevention; and promote the SHPN initiative and connect families to other SHPN services.

Parent Promise Academy. PPA is a parenting program which will be offered in three 10-week sessions during the school year, in English and Spanish. Parents will attend the classes while their children engage in play and learning activities. PPA utilizes the evidence-based Strengthening Families™ framework which supports the Five Protective factors all families need. It also utilizes the Touchpoints™ Approach, another evidence-based best practices approach for working with families with children 0-8 years. All PPA staff have been trained in both Strengthening Families and Touchpoints. PPA topics include child development, brain development, behavior management, positive communication and discipline, special needs, health and nutrition. Parents will receive support in completing the Ages and Stages Questionnaire and understanding developmental milestones. This program will reach 25-35 families with children ages 0-8 in the first year, and 50-75 families per year in years 2-5.

Navigation and coaching. The SHPN Early Learning Network will deploy a Family Navigator and Success Coach, to support families with young children in the Parent Promise Acade-

my and other SHNP families with children 0-8 years old. The Family Navigator and Success Coach will connect families to community resources, including health services, CalFresh, child care and preschool; support families to access an array of programs and services across the SHPN pipeline; and provide follow-up monitoring and individualized support to address specific family and child needs and goals.

Toddler Play and Learn Groups. There is only one full-day infant/toddler early care and education program serving the SHPN, the Early Head Start program run by Child Family & Community Services, which serves just eight children. The Play & Learn program will address a substantial gap for SHPN families with young children who are not using formal child care or early learning programs. Play and Learn is a bilingual (English-Spanish) playgroup program for children from 18 months to 4 years old. Two-hour playgroup sessions will be offered at the neighborhood Weekes Library at times convenient for the target population. Children will be accompanied by their parents or family, friend, and neighbor caregivers and engage in developmentally appropriate activities that promote school readiness and early literacy. Parents and caregivers will receive tips and tools to help them do simple activities at home to support each child's learning and development. Project staff have been trained in using Kaleidoscope Play and Learn, an evidence-based, facilitated playgroup design. This program will serve 30 children in year 1, 50 in year 2, and 60 of each of years 3-5.

Preschool, with integrated supports. State- and federally-funded preschools in the SHPN (run by HUSD, Child Family & Community Services, and Kidango) provide comprehensive early childhood education, health, nutrition, and parent involvement services. Services include home visits to assess children's needs and conduct developmental and behavioral screenings (using the Ages and Stages Questionnaire (ASQ), Individualized Education Program and Individual Family Service Plan (IEP/IFSP) planning, nutrition education, community building activities for families, mental health support, assistance signing up for public benefits, and referrals to com-

munity resources for children and their families. The preschools are supported by First 5 Alameda County's "Quality Counts" initiative, in which First 5 conducts Site Ratings, assists the sites to develop Quality Improvement Plans, provides training and coaching in areas including promoting children's social-emotional development and school readiness. SHPN will strengthen services provided through these centers as follows:

- Dental services. HUSD and Tiburcio Vasquez Health Center partner to provide dental screening and care at HUSD preschools. We will extend dental services to the other publicly-funded preschools in the SHPN. These services will be a further vehicle to link families to TVHC's Eligibility & Enrollment Program to help them sign up for public benefits and connect to medical homes for primary care.

- Vision screening and services. Ages 3-5 is a critical time for brain development and vision is an important part of proper development. Vision problems are one of the most prevalent disabling conditions among children, impacting their academic achievement. If a vision problem is caught at this age, there is a strong chance of eliminating it altogether, rather than it turning into a larger learning or behavioral issue. Once a child's vision is corrected, they can catch up to their peers academically within weeks.

Prevent Blindness Northern California's "See Well to Learn" program will provide vision screening and services for all 200 children at the three preschool sites each year. This program is unique in not only uncovering vision issues, but also ensuring that underserved children receive the follow-up care they need by bringing the eye doctor to them via the program's Eye Bus. Vision screening will be performed by a certified vision screener at preschool sites, using advanced screening technology. Children who fail the screening will be provided comprehensive eye exams, performed onboard the Eye Bus by a licensed optometrist experienced at working with preschoolers in this setting. If necessary, families will be connected to pediatric ophthalmology partnerships with UCSF, Palo Alto Medical Foundation, and others. Free prescription glasses

will be provided for children who need them, along with follow-up vision checks for children at risk of serious ongoing vision problems. Parents and teachers will receive ongoing support on compliance and treatment. This will include events for children wearing glasses where parents can meet and support each other, while their children can see and play with other children wearing glasses, which normalizes the experience for all.

- Positive behavior coaching. A Positive Behavior Coach will focus on supporting children at the preschools with the types of significant behavioral challenges often seen in these settings, by using direct and consultative services to help children develop necessary social and behavioral skills prior to entering Kindergarten. The program will begin by coaching in HUSD's State Preschool, Migrant Ed, and Special Day Preschool classrooms in the SHPN with the goal of increasing teaching staff's competency in using positive behavioral support techniques consistently in classrooms and introducing general psycho-educational and social-emotional concepts to each of the classrooms. The program will also outreach to parents and families in order to better support students. Over time it will be extended into K-3 classrooms.

The PBS Coach will provide consultation to the teachers of these students and consult with the Coordination of Services Team (COST) to determine how to best to meet the needs of the students and their families. Direct services will be provided to a small caseload of students who are transitioning into Kindergarten, and referrals will be made to outside mental health resources as appropriate. In addition, the PBS Coach will institute open office hours at Tennyson High School for teen parents and their children if they need referrals, counseling, or psychoeducational services.

Counseling and parenting classes for SHPN parents with small children. Several SHPN providers will offer mental health services for adult residents, including those with young children (please see "Family and Community Supports" below). One of these providers, the CSUEB Community Counseling Clinic, will also offer Systematic Training for Effective Parenting

(STEP) classes for groups of SHPN Parents in English and Spanish, including for parents with preschool age (3-5) and school age (6-12) children. This program helps parents learn effective ways to relate to their children from birth through age 12 in areas such as how to communicate with their children effectively, express emotions, listen to their children without judgment, effective ways to discipline their children, and using encouragement to build their children's self-confidence and self-esteem.

PK-3rd grade alignment Professional Learning Community (PLC). The HPN's vision for PreK-3rd grade alignment is to improve the quality and coherence of children's learning opportunities and experiences from the time they enter preschool, extending through elementary school via targeted approaches. Ultimately, comprehensive PreK-3rd grade approaches hold the potential to improve child outcomes, increase their Kindergarten readiness and 3rd grade reading proficiency levels, and put children firmly on track for success in school and readiness for college and careers.

The SHPN's PreK to 3rd grade alignment PLC will bring together leaders and teachers from the HUSD and other preschools serving the neighborhood with those in the SHPN elementary schools. Its purpose will be to strengthen and align instruction across the schools and grade levels, promote coherence in instruction and assessment systems, ensure children have meaningful learning opportunities, and plan and sustain family engagement strategies, all of which are central to comprehensive, integrated PreK-3rd grade approaches. Funding will make possible the enhanced collaboration and contribute to practice/policy changes in various areas (e.g., leadership, professional development, classroom strategies, assessment, data) to support these elements. For the family engagement components, we will leverage HUSD's ongoing partnerships with West Ed for implementation of the Parent Involvement Project and with First Chapter in providing family literacy support in HUSD preschools, which we will expand over time to families of children in Transitional Kindergarten and Kindergarten. (Please see description below of

our planning process and implementation plan for our PreK-16 curriculum alignment project component.)

(ii) EDUCATIONAL IMPROVEMENTS, SCHOOL-COMMUNITY PARTNERSHIPS, AND HOLISTIC SUPPORTS TO PROMOTE ACADEMIC SUCCESS AND PREPARE STUDENTS FOR COLLEGE AND CAREERS

As noted above, the SHPN initiative includes five schools serving the neighborhood: Glassbrook, Tyrrell, and Ruus Elementary Schools, Cesar Chavez Middle School, and Tennyson High School. This initiative will incorporate and build on several ongoing school academic improvement efforts and student support strategies in HUSD in general and these schools in particular (Table 11).

Table 11. School improvement efforts and high-impact practices at SHPN schools

Classroom instruction /academics:

- Curricular/instructional shift to Common Core State Standards in English and Math and Next Generation Science Standards, supported by extensive professional development and coaching
- Teacher capacity building around culturally proficient pedagogy and practices
- Career pathway programs starting in middle school, in partnership with Eden Area Regional Occupational Program, Chabot College, local businesses and community agencies
- Dual and concurrent enrollment programs with Chabot College
- Coherent and aligned plan to maximize coursework and instruction for new HUSD-planned Science Technology Engineering Art & Math (STEAM) buildings, developed in collaboration by HUSD and CSUEB faculty
- Development of the Curriculum & Instruction Articulation and Alignment Leadership Learning Community

School climate and culture:

Table 11. School improvement efforts and high-impact practices at SHPN schools

- Shift to a Full Service Community School Model, with the school serving as a service hub and community center for students and families, with a strong instructional core at the center
- Teacher and staff training in social-emotional learning, inclusivity/diversity awareness, bullying prevention and intervention skills
- Positive Behavioral Interventions and Supports implementation for elementary schools
- Restorative practices implementation in middle and high schools

Student support services:

- Development of a Multi-Tiered System of Supports (MTSS), to ensure students attend and succeed in school, and graduate prepared for college and careers
- Site-based multidisciplinary Coordination of Service Teams to target and coordinate appropriate interventions for high-risk students, leveraging the MTSS
- Before and after-school academic assistance and enrichment programs; AmeriCorps physical activity and nutrition education program for children and families at the elementary schools; credit recovery classes (high school);
- On-site health/wellness services (e.g., nursing, counseling, clinical case management, based on student and family needs); School-based Health Center at Tennyson High

Family engagement strategies:

- Parent Centers at the SHPN schools, where parents can access help navigating the school system and resources to address family needs
- Parent Ambassador program at each school, to build parent capacity, leadership, help link families to needed resources
- Parent University (family engagement classes and activities to educate families, support their academic and resource needs) at the HUSD Hub, near the SHPN

Table 11. School improvement efforts and high-impact practices at SHPN schools

- SHPN Community Resident Engagement Specialists linking schools and community

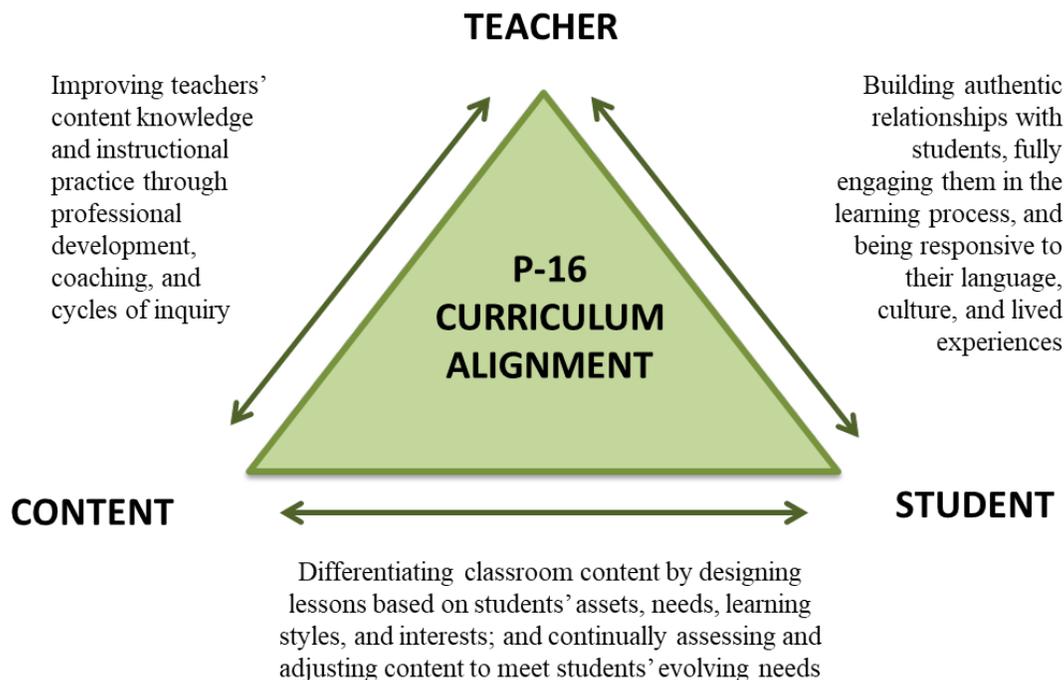
Instructional Core Model

The figure below provides a summative look at the “Instructional Core” for the SHPN initiative. The key touchpoints are the student, the teacher, and the curricular content. The student is directly affected by the quality of teaching and the clarity of the content (what students know and can do). The teacher-student relationship requires building authentic relationships with students, fully engaging them in the learning process, and being responsive to their language, culture, and lived experiences.

Similarly, teachers’ knowledge and facility in teaching core content is a crucial element of the efficacy of a school. We, therefore, are focused on improving teachers’ content knowledge and instructional practice through professional development and cycles of inquiry.

Finally, ensuring student academic performance requires us to differentiate classroom content by designing lessons based on students’ assets, needs, learning styles, and interests, and continually assessing and adjusting content to meet students’ evolving needs.

Figure 5. SHPN Instructional Core Model



STRENGTHENING CLASSROOM INSTRUCTION AND SUPPORTING SEAMLESS TRANSITIONS

At the top of our priorities for the SHPN will be to strengthen classroom instruction across the educational continuum from pre-school to college. The purpose of this work is to ensure that students are proficient in both core academic and crucial social-emotional skills and to help them be ready to succeed in Kindergarten, at each new grade level, and as they progress into middle school, high school, and post-secondary education and/or careers. This strand of the SHPN initiative will focus on improving teachers' content knowledge and instructional practice through professional development, internal coaching, and cycles of inquiry.

Our Cradle to Career Educational Reform Network (C2CERN) will be the hub to link our educational success solutions and outcomes. During our first-year planning phase, the Director of C2CERN will convene the Curriculum and Instruction Articulation and Alignment Leadership Learning Community (AALLC). This community of curriculum experts, instructional leaders,

and key faculty from Chabot College, CSUEB, Eden Area Regional Occupational Program and HUSD will be led and facilitated by representatives from each of the educational institutions.

The AALLC will meet at least quarterly to map and align their curricula in core academic subjects from PreK through postsecondary and adult education. This alignment, with the Common Core State Standards as a framework, includes clarifying expected subject matter competencies in math, ELA, and science across the crucial inflection points (e.g., preK-1st, 6th-7th, 8th-9th, and 12th-postsecondary) in students' instructional trajectories. The AALLC will also identify and implement best practices in education, including but not limited to involvement of students in career pathways, experiential education curricula, and building essential skills (e.g., reading and writing) across the entire curriculum. In addition, the AALLC will allow all relevant stakeholders to be "at the table" and to bring cost effective professional development and coaching that utilizes the inherent expertise already embedded in the four core educational institutions. The AALLC will also lead the implementation of professional development that utilizes "best first instruction" practices in PreK through adult learning. These practices suggest going beyond didactic training to include communities of practice that meet on a regular basis to share successes and challenges, update and identify instructional practices that work so students do not need remediation and interventions, and employ dynamic cycles of inquiry and supportive coaching in the classroom. A critical component throughout both the curricula phase and the instructional phase of this work will be the inclusion of a cultural proficiency and equity lens.

In developing this critical educational strategy, the AALLC will address (1) what needs to be done to ensure that excellent instruction is delivered so that students can fully access the curriculum, meet performance standards, and reach their highest academic potential; (2) common learning needs among SHPN children and youth that are not being adequately met; (3) existing gaps in teacher capacity; (4) interventions for struggling learners, (5) plans for professional learning communities (PLC) that bring instructional leaders and faculty together across grade

spans, to enhance educators' knowledge about what students need to know and do in order to succeed in school and in their careers; (6) strengthen alignment and articulation of instruction, and (7) identify the results achieved, and refine practice accordingly.

Once this planning process is complete, we will embark on an intensive professional development and coaching effort to build the capacity of our educators, across institutions, to make teaching and learning optimally aligned and effective. We anticipate this effort will incorporate the following elements, some of which are new and some are existing.

- A Pre-K 3rd grade alignment PLC that includes instructional leaders and teachers from HUSD local preschools and primary schools and other preschools serving the neighborhood. Its purpose will be to strengthen and align instruction across the schools and grade levels, promote coherence in instruction and assessment systems, ensure children have meaningful learning opportunities, and plan and sustain family engagement strategies, all of which are central to comprehensive, integrated PreK-3rd grade approaches.
- PLCs that bring together HUSD instructional leaders and teachers across the high school feeder pattern. The PLCs will prioritize language arts and math instruction, in order to deepen teacher skills through use of a cycle of inquiry process, and a focus on culturally proficient teaching and other proven methods for fully engaging students in the learning process, including: using an equity lens in the development of lesson plans; project-based and experiential learning; and Response To Intervention (RTI) strategies to impact improved literacy skills and students' social-emotional learning, thereby ensuring that students are ready for the next grade level. The PLCs will also utilize a Full Service Community Schools model to frame our support services such as: family engagement and empowerment; restorative practices; two-generation instruction and economic supports; and access to needed services both within and without the schools themselves.
- Teaming for Effectiveness and Equity in Mathematics (TEEM) is an early math profes-

sional development summit supported by a grant at CSUEB. It provides intense mathematics capacity building for early elementary teachers in HUSD during the summer around the Common Core State Standards in math.

- Building school leaders' and teachers' capacity to promote a positive school climate and culture conducive to student engagement, learning, positive interactions with their peers and adults, and healthy development in and out of the classroom. This will be accomplished through approaches including Positive Behavioral Interventions & Supports model and incorporating a restorative culture in schools. HUSD also plans to engage classified personnel in training to ensure consistent practice in the areas of climate and student engagement strategies.

- Teacher on special assignment positions to support the PLCs and provide coaching of staff to continue to build capacity in areas such as instructional differentiation, grade level and subject matter professional collaboration, and trauma informed support services and behavioral interventions.

- Teams in which secondary and postsecondary faculty and counselors collaborate to increase their familiarity with curriculum and learning expectations for students in the different systems, common learning strengths and weaknesses among students, and to align and articulate instruction and work-based learning opportunities in particular career pathways in high-demand, key regional industry sectors (Engineering/Advanced Manufacturing, Information & Communications Technology, Law and Public Services, and Allied Health) so that SHPN students are ready for college and careers when they graduate.

SUPPORTING SEAMLESS TRANSITIONS

Academic and social transitions are crucial to students' well-being and often have a vital role in students' success. Ensuring that students make these transitions successfully is one of the SHPN initiative's highest priorities. HUSD and other SHPN partners will provide transition programs for students at key junctures, targeting students who most need this support.

It is important to note that, while there are many student support systems listed below, student outcomes remain challenging. It is our contention that these programs need to be aligned and more collaborative so that all students who need support receive the appropriate type and quantity of service to ensure that we accomplish our goals for the children and youth of SHPN.

With grant funding, HUSD will provide summer *Transition Academies* at key junctures:

An *Elementary Transition Academy* for rising 4th graders will focus on strengthening struggling students' writing skills (essays and writing conventions). Each SHPN elementary school will host this Academy four days per week, three hours per day, for 6-8 weeks over the summer, serving 25 students at each school. The Academy will utilize a project-based learning approach in which students publish their writing projects through, for example, multimedia, comic books, or song recordings. There will also be a moviemaking component in which students document their experience in the Academy, as well as weekly field trips.

A *Middle School Transition Academy* for rising 7th graders in the summer after they completing elementary school. The focus will also be on strengthening students' writing skills, which will be crucial as they move to the secondary level. This program will incorporate similar elements as the Transition Academy for rising 4th graders. It will be held at Cesar Chavez Middle and be taught by teachers from the school, to familiarize students with their new school and its faculty, and some of their new classmates. It will be a 6-8 week program for 4 hours a day, 4 days per week, serving 40 students. The SHPN elementary schools will develop lists of students who need support in their writing skills, based on teacher recommendations, and assist with outreach to invite students to participate in the Middle School Transition Academy.

HUSD will also provide an *Algebra/Geometry Boot Camp* for rising 9th graders in the summer after having completed middle school. As noted, high numbers of 9th graders at Tennyson fail Algebra 1, which has consistently been a gatekeeper for students who wish to access higher level math as well as science courses. Cesar Chavez Middle School will develop a list of

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students who would benefit from the Algebra / Geometry Boot Camp for rising 9th graders, based on teacher recommendations, and assist with outreach to invite students to participate. This will be a 6-8 week program over the summer, meeting 6 hours per day, 5 days a week, serving 30 students per year. It will be held at Tennyson High and be taught by teachers from the school, to familiarize students with their new school and its faculty, and some of their new classmates. Students will take Algebra 1 or Geometry using the Cyber High platform, with the goal of students passing Algebra 1 or Geometry by the end of the summer. Students will also take part in project-based STEM activities linked to clubs in Tennyson's after-school program, such as MESA (Math Engineering Science Achievement), Girls Who Code, Listas, Black Girls Code, Makers Space, and Robotics. An intervention component will provide targeted skills assistance as needed by students. In addition, students will take weekly field trips to relevant companies and other STEM programs and learn movie making techniques to document their experience at the camp.

The *Pipeline to College (P2C) Middle to High School Transition program* will build upon Chabot College's TRIO Educational Talent Search program, a U.S. Department of Education-funded program to motivate and support low-income, first generation students to graduate from high school and continue on to a post-secondary school of their choice. We plan to expand services to an additional 50 students for a total of 100 students served each year. Focusing on 7th and 8th grade students at Cesar Chavez Middle School who are "on the cusp" (just below grade-level proficiency in core academic skills), this program collaborates with HUSD and the City of Hayward to provide individual assessments, afterschool tutoring, academic planning, college readiness and planning workshops for parents and students, monitoring students' academic progress, field trips, and a Summer Youth Sports Program. The latter will include an exploratory curriculum centered around Career Exploration with a focus on health, engineering, and digital media careers, which are aligned with Tennyson High School's Communications & Multimedia Academy. In addition, middle school participants will have opportunities to earn college credit,

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through the *Early College Credit dual/concurrent enrollment program*. This program will include Chabot College general education and college success transferable courses (PSCN 25, PSCN 10 & 20) that are needed for graduation and transfer to 4-year institutions. Students will have case managers as they move from middle school to high school, and for those who choose to attend Chabot College. In addition, program staff will support HUSD's Transition Academy and Algebra/Geometry Boot Camp by following-up with students as they transition to the Freshmen Academy at Tennyson High.

The ***P2C High School to College Transition program*** will also build upon Chabot's TRIO Educational Talent Search program, to expand service to an additional 100 students for a total of 200 Tennyson students served each year. Focusing on high school "cusp" students, this program collaborates with HUSD and the City of Hayward to provide academic planning services, college readiness and planning workshops for parents and students, college tours, assistance with financial aid and college applications, ACT/SAT prep courses, monitoring of students' academic progress, and the opportunity to serve as program counselors for the Summer Youth Sports Program for middle school students. A Chabot College Counselor will be assigned to Tennyson to serve as liaison to high school counselors, provide academic advising services and instruction in college success courses. The Counselor will assist Tennyson High students who are interested in attending Chabot in completing all matriculation components (assessment, orientation, student education planning, and registration) and receiving priority early registration. All interested students will be enrolled in April each year at Chabot's Early Registration Day.

As part of the P2C program, Chabot and CSUEB will co-host annual Summer Boot Camps for high school counselors to update them on changes to matriculation processes, assessment changes/requirements, degree/transfer requirements, and other college/CSU requirements.

Student Success Coaches from CSUEB's ***Aspire High School Achievement Program (AH-SAP)***, funded by a grant from AT&T, will support a total of 150 at-risk students from the SHPN,

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at Tennyson as well as at Mt. Eden and Hayward High Schools. (Students from the SHPN who attend these other two high schools will be identified and have priority for participation in AHSAP.) The AHSAP program is a case management model designed to support students to achieve the following goals: improve school attendance, accomplish credit recovery plans, be promoted on time to the next grade level, graduate from high school, and transition successfully to college. The Student Success Coaches will monitor students' academic performance on a continual basis; develop Individual Academic Achievement Plans; collaborate with counselors, teachers, and parents to help students reconnect with school; and connect students to tutors from CSUEB's Service Learning program, the career center, credit recovery offered by HUSD and Eden Area ROP, and other resources. The Coaches will engage students in workshops to guide and motivate them to complete the A-G requirements for CSU or UC admission and prepare for SAT and ACT testing. They will take students on higher education institution tours, link them to career exploration activities, and assist students in preparing college and financial aid applications.

CSUEB's *Farmers to Pioneers (FTP)* program is a cohort pipeline program serving students and parents of students attending Hayward High School. It is designed to help assist prospective first-generation college-goers to prepare for and enroll in a college or university and ultimately succeed in earning a 4-year degree. The program will prioritize serving students at Hayward High who live in the SHPN. Cohorts of students will start FTP in the 10th grade by joining the Education Opportunity Program at CSUEB, building a community of support that will follow them from 10th grade to college at CSUEB or Chabot College. They will receive academic counseling and career assessments; attend weekly workshops at CSUEB, on topics such as study skills, A-G and ACT/SAT requirements, goal setting, exploring career pathways, selecting majors; have weekly Math or English tutoring sessions provided by a college professor; and be

linked to career exploration activities. Students and their parents will participate in field trips, Saturday events, and community service projects.

LINKING LEARNING TO CAREER PATHWAYS

Several SHPN strategies will strengthen the “relevance” of students’ education, stimulate their interest in particular career pathways, and promote their readiness for college and career.

Eden Area ROP will provide hands-on and site-based activities for youth where they can learn about careers while they develop work behaviors and specific work-oriented skills. **Work-based learning** will include a progression of activities from "awareness" to "exploration" to "preparation" to "training." At each level, the quality and intensity of the experience increases.

At Cesar Chavez Middle School, Eden Area ROP will partner with the school’s Advancement Via Individual Determination (AVID) program. AVID focuses on promoting college going among students who are traditionally under-represented in higher education, such as Latinos and African-Americans. Students learn skills and behaviors that promote their academic success and college readiness, such as critical thinking, note taking, time management, literacy and math skills. WBL activities at Chavez will focus on developing students’ career awareness, such as guest speakers discussing particular careers and the importance of college, and field trips to workplaces. Incorporating WBL opportunities will broaden the AVID approach simply from developing students for college to helping prepare students for both college and career.

For Tennyson High students, Eden Area ROP staff will develop new and stronger partnerships with large-scale area businesses to support the CTE and Career Pathway courses. The goal over the five years will be to strengthen and deepen the partnerships to move from simple career awareness activities to deeper, structured partnerships that provide pipelines to well-paying careers. Students will have opportunities to take part in the full spectrum of WBL activities, from interacting with professionals to learn about particular career opportunities, to internships and part-time or summer employment. As both the number and quality of WBL activities increase,

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students will learn from deeper, richer, and increasingly thoughtful activities. This strategy will grow from serving 350 students at Chavez and Tennyson in year 1, to 450 in year 2, 550 in year 3, 600 in year 4, and 650 in year 5.

Eden Area ROP will also provide a *summer career exploration program* for 100 rising 7th and 8th grade students each year. Students will have career exploration opportunities in which they are exposed to four different career pathways via a wheel format in which they complete hands-on projects related to each pathway. This applied learning format not only provides students with exposure to various career opportunities, it also elucidates the importance of how core academic content is used outside of classroom settings.

SHPN partner La Familia will offer Tennyson High students the chance to take part in its **District Attorney's Justice Academy (DAJA)**. DAJA is an ongoing program for high school students ages 16 and up who are interested in pursuing the study of law, justice, social justice, and the courts. It teaches teens about the many facets of the justice system while encouraging critical thought and civic engagement. Students participate over a 6-month period, first in a series of seminars with guest speakers, and subsequently in paid internships in law-related offices. La Familia administers the DAJA program in partnership with the Alameda County District Attorney and in collaboration with law enforcement agencies, law offices, school districts, and other partners. La Familia will recruit, interview, hire, and administer payroll for the youth participants. The program will support students' educational success and broader development, work experience, and career planning. (The DAJA program won the 2013 Achievement Award in the category of Children and Youth by the National Association of Counties, and received the Merit Award in the 2013 California State Association of Counties Challenge Awards Competition.)

Eden Youth & Family Center's Computer Clubhouse program will provide after-school and weekend digital literacy and employment readiness training for students in the upper high school grades linked to career pathways in the high demand Information & Communications

Technology employment sector. Students will engage in technology skills workshops, life skills training, work experience through internships, and have wraparound case management to help them access other resources in the community they may need. In addition, they will have opportunities to exert leadership, by participating on the Hayward Coalition for Healthy Youth's Youth Advisory Council and by serving as Peer Navigators, opportunities through which they will contribute to their community and build self-confidence. EYFC will partner with Tennyson High and other SHPN agencies for referrals/recruitment of youth interested in this program.

CAREER TECHNICAL EDUCATION AND DUAL ENROLLMENT PROGRAMS

Research shows that students who participate in CTE and dual enrollment courses while in high school are less likely to drop out of high school, more engaged in their education, and more likely to complete their post-secondary educational goals. Tennyson High students will have the opportunity to enroll in various pathway programs, in partnership with Eden Area ROP and Chabot College. These pathways will align with high-growth industries and occupations in our region, including Digital Design, Construction Technology, Careers in Education, Cybersecurity, Dental Assisting, Medical Careers, Culinary Science, Welding, Criminal Justice, First Responders, Auto Refinishing, Automotive Technology and Merchandising. Students in these pathways will learn about specific career opportunities and post-secondary educational requirements necessary to meet their educational goals while developing the skills needed to be successful in the pathway. To strengthen the pathways and support smooth transitions, students will be provided opportunities to interact with businesses via work-based learning activities as well as early college credit options (dual and concurrent enrollment) at Chabot College in alignment with post-secondary pathways in which they are interested.

In collaboration with Chabot College, the after-school Youth Enrichment Program at Tennyson High will offer dual enrollment classes in which students can earn both high school and college credits related to career pathways in science, technology, engineering, math, entrepre-

neurship, and advanced manufacturing. Courses will be taught by Chabot College professors at the high school. The dual enrollment program focuses on supporting first-generation college-goers by introducing students to college requirements and college-level academics, and includes college and financial aid orientation workshops for students and their families. As noted earlier, students at Cesar Chavez Middle School will also have opportunities to earn college credit through dual enrollment at Chabot College.

SUPPORTS FOR STUDENTS AND FAMILIES

In addition to providing excellent school day instruction to children and youth, the SHPN schools will be key service hubs for our initiative. We will utilize their leaders, teachers, and Coordination of Services Teams to identify students needing targeted supports, and to help engage students and their families in SHPN services beyond the classroom.

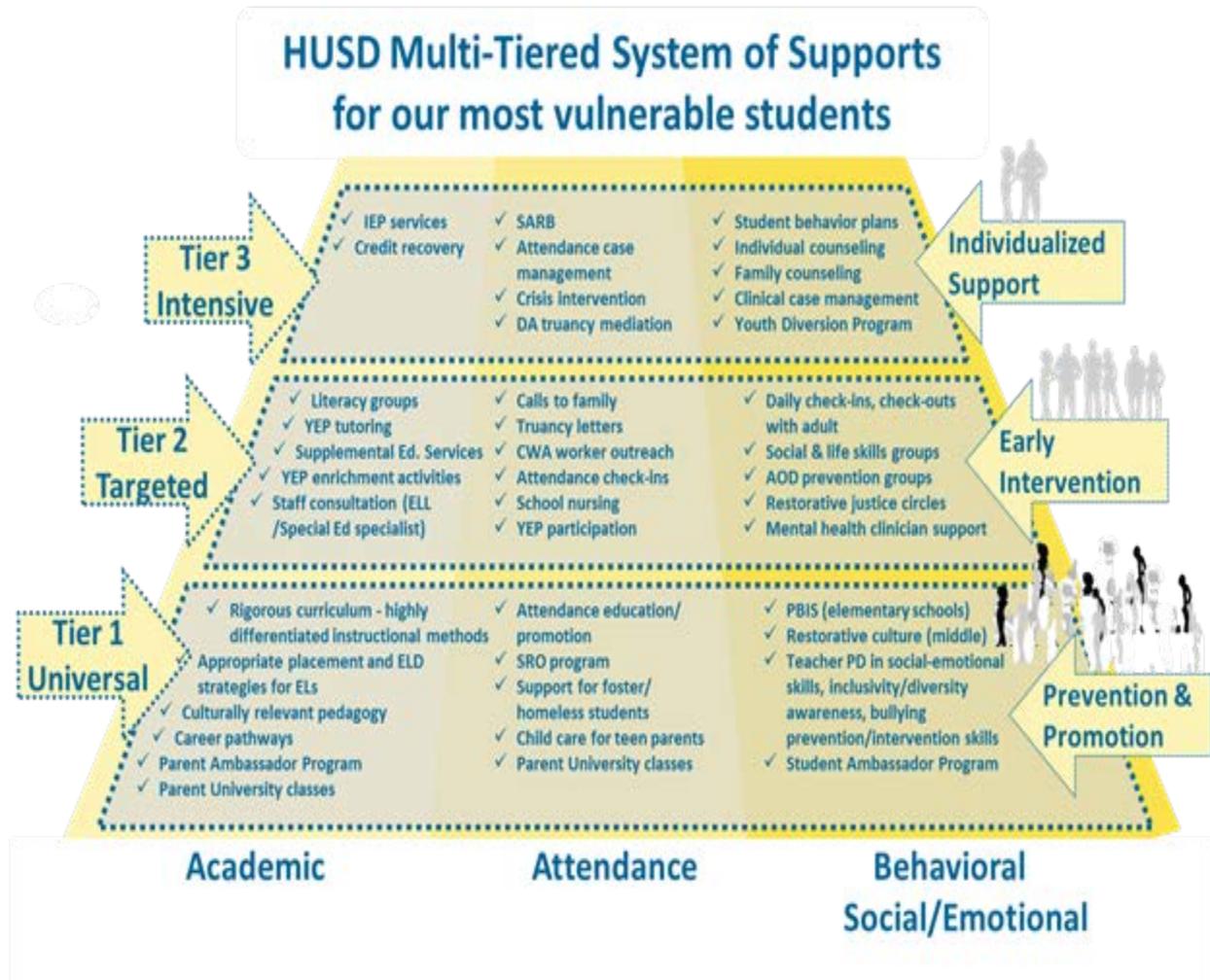
The *Coordination of Services Team (COST)* is an existing structure at each of the SHPN schools that serves as a protocol for referral when students need additional support. Most commonly, students are referred for poor attendance, classroom behavior problems, health or mental health concerns, or academic struggles. The COST is the gateway to resources on campus, encompassed by the school's Multi-Tiered System of Support (see below). It creates a structure for collaborative consultation and cross systems work to address problems students are having in school and any contributing underlying factors. A multidisciplinary team of individuals and SHPN partner agencies providing on-site services meets weekly or biweekly at a set day and time to review referrals and discuss students' strengths and supports needed. The team develops a plan for the student in collaboration with the parent, which may include referrals for appropriate services, and monitoring of interventions to see if they are having the intended impact. Students referred to COST can be considered HUSD's most vulnerable students, those most at-risk of failing and dropping out.

However, there are gaps in the infrastructure needed for the COST at the SHPN schools to

fully leverage the schools' Multi-Tiered System of Supports (see below) on behalf of students and their families. While each school's COST has a designated coordinator, this role typically falls on the Site Administrator, who is hard-pressed to coordinate and fully leverage the internal and external partnerships involved in COST—encouraging teachers and parents to make referrals to COST when appropriate, defining partners' roles, getting them situated at the school, coordinating with them to support students, and maintaining communication. Gaps in this coordination function interfere with effective intervention. Moreover, after a COST develops a plan of action for a student, its members return to their respective spheres, and in many cases there is little or no follow-up to see whether the student and family have accessed the resources recommended for them, or whether the plan of action is having the desired impact in the area(s) for which the student was referred. This is part of the COST coordination or “glue” function, to “connect the dots” between supports prescribed for a student and family, monitor their impact, and inform needed modifications in the intervention marshaled for that student. If there is no consistent attention to this function, a student may or may not receive the prescribed supports, and the “siloed” services are not really bridged. The COST struggle to keep up with the sheer number of high-need students they are charged with intervening on behalf of, case managing, and monitoring. Finally, while COST are expected to undertake a continuous improvement process, at some schools the COST is hard pressed to devote sufficient focus to this work. Our grant budget includes funding for three COST Specialists, to ensure there is adequate staffing to coordinate the COST at the SHPN schools.

HUSD has developed a *Multi-Tiered System of Supports (MTSS)* at each school as central to its work to create a safe and positive school climate, better engage students, and address their needs – to help ensure students attend and succeed in school, and graduate prepared for college and careers. The MTSS follows the “response to intervention” model, with three tiers of supports (universal, targeted, and intensive). The graphic below depicts the MTSS and the supports the

SHPN schools can draw in for students in the academic, attendance, and behavioral spheres, ranging from preventive measures to more intensive, individualized interventions. The SHPN initiative will incorporate and augment these supports for struggling and at-risk students at the target schools.



ACADEMIC SUPPORT

Students who are struggling to meet learning expectations will have priority for on-site academic assistance and academic enrichment programs provided during school and in out-of-school-time programs.

- Tutoring in English Language Arts and Math will be provided after school through HUSD’s YEP+ (Youth Enrichment Program+) at each of the three SHPN elementary schools.

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Certificated HUSD teachers will lead classes for groups of up to 15 students that meet for 90 minutes after school. Students can receive up to 24 hours of free tutoring per year in each core subject. This “Supplemental Educational Services” program is supported by Title I funding.

- Daily homework help and tutoring (along with other academic enrichment and youth development activities) will be offered daily in HUSD’s Youth Enrichment Program (YEP) at each of the five SHPN target schools. These programs are supported by California After School Education & Safety grants (for elementary and middle schools), federal 21st Century Community Learning Centers (elementary and middle) and 21st Century High School ASSETS grants, awarded by the California Department of Education.

- As part of its Family Education Program (FEP), the City of Hayward will establish Homework Supports Centers at two of the SHPN schools and the South Hayward Youth and Family Center, where it will provide tutoring and homework assistance in literacy and math skills to small groups of students four days a week after school. In this collaboration with the Hayward Public Library’s successful Literacy Plus and Homework Support Center programs, tutors will be recruited from CSUEB’s Service Learning programs and Chabot College’s MESA, STEM, and English programs. They will be trained to support K-12th grade students’ academic needs. Bilingual tutoring services will be available at each Homework Support Center. Students will have access to computers and WiFi, and to the Hayward Public Library’s real-time tutoring program, Tutor.com, seven days a week, from 1 pm-10 pm, with their library card. We anticipate that 200 K-12 students will benefit from FEP services per year. (These services will be provided in conjunction with the Family Education Program’s ESL classes for parents; please see below).

- Tutoring and mentoring will provided by CSUEB students who are alumni from the HPN target schools and are recruited to serve as SHPN Service Learning students and placed to work with SHPN students in the following settings: math and English classes during school; classes of the World House Program, for students newly arrived to the district, at Chavez and Tennyson;

the City of Hayward's after-school Homework Support Centers; in the College & Career Center at Tennyson; the FACES for the Future Career Awareness Program through Eden Area ROP; and the Solar Suitcase Project (a partnership with CSUEB to teach middle school students about social impact through hands-on STEM learning). In addition to helping students excel in their core academic subjects, the Service Learning students will help create a college-going culture at target schools, and make students feel comfortable and supported in their schools and within their community. To support this work, the Service Learning students will have training and professional development including: a Jumpstart Weekend-Communication Boot Camp to develop their interpersonal skills, and workshops on: Building Relationships with Children and Youth, Understanding the Behavior of Children & Youth and Strategies for Behavior Management, Cultural Competence and Creating an Inclusive Space, and Strategies for Homework Assistance.

HUSD's after-school YEP at Tennyson high will offer teacher-led, state-standards-aligned *credit recovery courses*, using the Cyber High platform, to help students (referred by school counselors) to make up lost credits, learn course content, and get back on track to graduate

To enable students from Tennyson High who have fallen behind on their graduation requirements to enroll in Career Technical Education (CTE) programs while in high school, SHPN partner Eden Area ROP will provide *credit recovery and case management* to juniors and seniors while they are enrolled in CTE classes (please see below). Students will participate in a pull out independent study model to make up the credits they need while mastering the skills needed to be successful in their career area of interest. All students will receive case management support with regular check-ins regarding attendance, grades, and overall readiness to succeed in school. Any students having issues will be referred to the appropriate SHPN partner for additional services. Eden Area ROP will reserve 60 spaces in its CTE programs for Tennyson students each year, to ensure that students who will benefit from these services have the opportunity to enroll.

SUPPORTS FOR STUDENTS HAVING ATTENDANCE PROBLEMS

As noted, many students at the SHPN schools are chronically absent or truant, losing considerable learning time and in fact at risk of dropping out. The tiered supports in the MTSS at these schools to promote student attendance and address attendance problems incorporate many strategies of the “Hayward Attendance Project” that the City of Hayward and its partners designed through their 2015-2017 Byrne Criminal Justice Innovation program Planning Grant focused on the SHPN schools (please see our statement regarding Competitive Preference Priority 1, at the end of this narrative). Some of these supports and interventions will be allocated by the school COSTs. For instance, students whose attendance problems are health-related may be referred to the district’s School Nursing program, on-site mental health counseling, the school health center at Tennyson High (run by SHPN partner Tiburcio Vasquez Health Center), community-based clinics, or Alameda County Public Health Nursing. Students who are skipping school because they are poorly engaged in learning can be referred to take part in high-interest activities with their peers and caring adults in the after-school Youth Enrichment Program, which can strengthen their sense of connection to the school and motivation to succeed.

Moreover, the SHPN schools and HUSD’s Child Welfare & Attendance (CWA) Office will use a series of progressive steps when students have unexcused or frequent tardies or absences. These efforts recognize the central role parents play in improving attendance. District staff are trained to communicate with parents about the importance of attendance in a supportive way and to give clear reasons why absences matter. The steps include: (1) calls or notes from a school attendance clerk, to try to find out the reason for absenteeism; (2) truancy letters sent in the home language, highlighting the importance of attendance and encouraging the parent to contact the school if there is a need for help to support the child’s attendance; (3) referral to a case manager who will link the student and family to services that support identifying and resolving the issues

that are causing truancy; (4) outreach to the family by CWA Outreach Workers, via phone calls home visits, to work with the family to address the attendance problem; (5) attendance meetings at the school with the CWA Worker and Principal; (6) referrals to the HUSD School Attendance Review Board (SARB), to develop a plan to address attendance problems, in some cases including attendance case management; and (7) referrals to the Alameda County District Attorney for further services.

BEHAVIORAL SUPPORTS FOR AT-RISK STUDENTS

For students experiencing behavioral and social-emotional problems, such as difficulty focusing on learning, disrupting class, defiant behavior, fighting, and being suspended, the SHPN schools' COSTs will leverage interventions in their MTSS to help students have the supports and develop the skills to meet school behavioral expectations and better engage in learning. Some students – including unaccompanied immigrant youth at our schools – have trauma-related symptoms and behaviors that need to be addressed for them to fully engage in their education. Supports offered might include daily check-ins and check-outs with a supportive adult at school; referrals to psycho-educational support groups and therapeutic groups led by on-site clinicians and counselors from partner agencies and HUSD addressing topics such as effective communication skills, anger/stress management, grief support, peaceful conflict resolution, and strengthening decision-making skills; participation in restorative justice circles; on-site mental health services. In the latter, clinicians from community-partner agencies work with students needing services via the following, as appropriate: development of student behavior plans, individual counseling, family counseling, and clinical case management. HUSD's partners for these services will include CSUEB's Community Counseling Clinic, the Alameda County Center for Healthy Schools and Communities, La Familia Counseling Services, Tiburcio Vasquez Health Center, the City of Hayward's Youth & Family Services Bureau, East Bay Agency for Children, STARS, and Oakland Children's Hospital.

A Youth Advisory Council, with most of its membership recruited from Cesar Chavez Middle and Tennyson High School, will be trained and deployed to provide peer-to-peer education to students in grades 7-12 on the harmful effects of substance use and abuse on the teenage brain with an emphasis on the rising misuse of opioids among teens in our community. This strategy is part of the Hayward Coalition for Healthy Youth, an effort led by SHPN partner Eden Youth & Family Center and funded by a SAMHSA Drug Free Communities Support Program grant and other sources. From 15-25 Youth Advisory Council members per year will reach from 100-300 of their peers through this strategy each year.

SUPPORTING COLLEGE RETENTION, DEGREE, AND CERTIFICATE COMPLETION

The majority of Tennyson High graduates who go on to college enroll at Chabot College, followed by a much smaller number at CSUEB. Both colleges are located in Hayward and offer many supports to promote college retention and completion especially for first-generation college-goers, like most Tennyson High alumni. Both schools are Hispanic Serving Institutions (HSI), and CSUEB is also an Asian-American and Native American Pacific Islander Serving Institution (AANAPISI), with particular programs and supports for students from these populations. Both schools have established many programs and resources to assist students to persist in their fields of study and meet their educational goals, including supports tailored for first-generation college-goers and students who enter college under-prepared for college-level academics. For instance, Chabot College has established the Learning Connection, a comprehensive array of student academic support services based upon current research and findings from Chabot's Center for Teaching and Learning and the college's Review Process. Services include a Math Lab, no-cost tutorials, a Writing and Reading Across the Curriculum Center, in-class Learning Assistants, and a Language Center that provides English as a second language and world language learning support. Both schools also have cohort or theme-based programs with tailored supports dedicated to enhancing students' cultural and educational experiences, some of

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them related to particular racial/ethnic groups, such as Puente (Latino) and Umoja/Sankofa (African-American). Students from the SHPN and the SHPN target schools who enroll in Chabot College or CSUEB will have access to the following programs and supports.

First-year experience (FYE) programs at Chabot College and CSUEB promote students' success by engaging and grouping them in particular "pathways" based on their shared interests and academic goals. They are related to career pathways in particular fields of study, such as STEM, Business, Public Service/Law, Health and Community Wellness, Industrial Technology, Art & Digital Media. Students who join an FYE pathway are given a class schedule each semester for their first year at Chabot College or CSUEB, including core math and English sections along with one or two additional courses geared toward the theme of each pathway. Students are guaranteed spots in high-demand core courses for fall and spring semester (which gives them a faster pathway to transfer or graduation), get specialized attention from FYE pathway faculty and counselors, take classes and engage in other activities with a cohort of students with similar interests and goals, while they explore their academic and career interests.

Puente (Bridge) is a first-year experience program for first-generation college students at both Chabot College and CSUEB. Puente students take English classes together each semester, to build confidence in their reading, critical thinking, and writing skills while exploring the Mexican American/Latino experience. They also meet regularly with a dedicated Counselor to explore their career options, develop an academic educational plan (including a plan for transfer to a 4-year university for those at Chabot College), and identify their lifetime goals. Puente students are matched with a mentor from the business or professional community, who share their experiences with students and provide a window into real-life work environments. Puente students at Chabot College have opportunities to visit CSUEB and other California State University campuses and University of California campuses. They can attend Puente student conferences and events at other colleges to meet and network with students and professionals.

MESA (Math Engineering Science Achievement) provides academic development in STEM subjects to educationally disadvantaged college students to help them excel academically, and to help community college students transfer to four-year institutions in calculus-based majors. This support is especially crucial to students who come from low-performing high schools. Students who join MESA take an orientation course where they learn skills to excel as math, science, and engineering majors, and enroll in the same core math and science classes, in which they are taught how to master complex technical ideas and principles through a collaborative approach. They receive individualized academic guidance and develop multi-year plans so they can take courses in the most effective sequence and transfer in a timely manner. They have a space to study and socialize with other MESA students, and are provided counseling, workshops, and (at Chabot) visits to 4-year universities, to assist them in the transfer process, along with career advising, career exposure experiences, links with mentors, and assistance developing work-place skill, preparing for interviews, and finding employment.

Pioneers with Promise is a program at CSUEB for incoming college students from Hayward, most of whom are first generation college-goers from low-income families and underrepresented ethnic/racial populations. Students in this program receive year-round support for their success. They participate in an annual conference and convening; attend retreat (Jumpstart Weekend) designed to build leadership and communication skills; establish mentoring clusters with their peers, upperclassman, and CSUEB alumni; participate in an 8-week online Compassion Skills Training program; are encouraged to engage with campus and community resources well as a variety of experiential career development activities.

At CSUEB, in addition to the aforementioned programs to support college retention and degree attainment for incoming freshmen:

- **STEP (Sophomore Transition Enrichment Program)** is a program for second-year students, supported by a Hispanic Serving Institutions grant from the U.S. Department of Educa-

tion. Students join a cohort in which they take classes together, have access to a dedicated Counselor as well as academic, career, and financial advising programs on campus, faculty and peer mentors, and group social activities.

- **GANAS** (*Gaining Access 'N Academic Success*) is a CSUEB innovative access and retention program that serves newly arrived community college transfer students, a pathway that will be common for SHPN youth who first attend Chabot College. GANAS is open to all students. It provides a supportive environment that focuses on Latina/o and multicultural content. Students participate in a one-year cohort experience paired with intensive counseling and mentoring. Latino/a faculty who are committed to student success teach GANAS courses. As GANAS students continue at CSUEB, they are encouraged to serve as role models and mentor future students, and promote CSUEB as an "Effective and Friendly Hispanic Serving Institution."

- **TAPASS** (*Transfer Asian Pacific American Student Success*) creates a pipeline and a range of supports for high-need Asian/Pacific Islander students who have transferred to CSUEB. Supported by an AANAPISI grant from the U.S. Department of Education, TAPASS students join a learning community with their peers to participate in an intensive summer writing program prior to their first semester, take classes and participate in social and cultural activities together, and have access to intensive college and career advising, peer tutoring, peer mentoring, career readiness workshops, internship placement, and other supports.

As noted earlier, SHPN Service Learning Students from CSUEB, many of them alumni from our target schools, will be placed in SHPN target schools and with SHPN partners to serve as tutors, mentors, and program assistants, to support students to succeed academically, graduate, and be prepared for college and careers. This SHPN program will also serve the dual purpose of promoting college retention and completion. Service Learning students will receive coaching and personal and professional development throughout their experience that will result in transferable skills that promote their success in future careers. The CSUEB Service Learning students are of-

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ten struggling with the costs of attending University. The majority are the first generation to attend college and they come from families who are struggling to make ends meet as well. These students often must work to pay for even the basic necessities. It is important that we provide them with a stipend so they can work in positions that are aligned with their career goals and future success. If we were not able to pay them they would certainly go off campus to find other work. We see this as an equity issue for our students, that in order for them to do this meaningful work they need a boost and the stipend provides that boost.

In addition to their many A.A., transfer degree, and undergraduate degree programs, Chabot College offers 68 certificate programs and CSUEB offers 39 credential and certificate programs, to prepare students for employment in industries for which there is high demand for trained employees in our region's economy. Many of these certificate programs prepare students directly for entry-level employment; some include "stackable" certificates through which students can train for progressively higher-level and better-paying jobs. As described earlier, students in the SHPN will have many opportunities to learn about and explore particular career pathways starting in middle school, and to take Career Technical Education classes in high school. Through the work-based learning, CTE, college and career counseling, and transitions programs, they and their families will learn about particular certificate and credential programs available at Chabot College, CSUEB, and elsewhere in our region. Once they are enrolled, they will have access to a range of supports through the colleges and other SHPN partners to help them complete the programs find and retain viable employment.

It is important to note that, despite these many existing programs, the retention and graduation rates at CSUEB and Chabot College have a long way to go. During the SHPN planning year, our collaborative will do a great deal of work to align curricula, develop a common communications strategy, and interweave existing programs and scale support services up to meet the actual need of our community. We are committed to touching **every** child and youth in our community

over the 5-year grant period and to ensuring that we dramatically reduce the high school dropout rate, improve the graduation rate, successfully transition all students to college and career, and deepen the partnerships between the secondary and postsecondary institutions such that all faculty are aware of and engaged in this critical effort to move the needle on academic success at a population level.

(iii) FAMILY AND COMMUNITY SUPPORTS

ENGAGING PARENTS AND THE COMMUNITY TO ENSURE STUDENTS' EDUCATIONAL SUCCESS AND PROMOTE A SAFE, HEALTHY COMMUNITY

Engaging families is critical to student success, supports a positive school climate, and more broadly, helps promote successful families and a safe and healthy community.

Outreach in the community. Continuing an important component of the Hayward Promise Neighborhood, the SHPN will employ a cadre of three Community Resident Engagement Specialists (CRES), whose work to engage and empower community members, parents, and students will begin their full-scale neighborhood engagement process in the planning year. The CRES team will continue to build and strengthen relationships with the SHPN neighbors through face-to-face and door-to-door encounters, giving out partner informational brochures, consent forms, and general SHPN information. The CRES will convene apartment managers and owners to learn about how they can be supported and in turn can support their tenants. The CRES will play key roles in our Fresh Food For Families and Community Leadership Initiative (see below), and will provide importance assistance in our biennial community surveys. Overall, they will be crucial in engaging and involving community residents in our initiative, in civic engagement, and empowering families.

An example of the relationships we have built with our community members is a project to write and publish a book about successful parenting. The title of the book is *You Are Not Alone: Recipes for Success by Parents for Parents or No Estas Solo: Recetas Para Obtener EXITO, de*

Padres Para Padres. Each chapter touches on education, nutrition, discipline, finances, communication, and motivation as well as stories of improving your life and was written by a different community member, many of them parents in our Promise Neighborhood. It is a book written for anyone wanting to help children, families, and adults. The book was edited by Dr. Lettie Ramirez, a Professor in CSUEB's Teacher Leadership program and published in both Spanish and English. CSUEB and our SHPN partners will continue to involve and engage our community in similar projects with the new neighborhood.

Family and parenting education. SHPN parents will have access to a wide range of supports to enhance their parenting skills and promote their children's success in school. As noted earlier, parent education opportunities will be incorporated in multiple SHPN early childhood services (e.g., Home Visiting Nurse, Promotoras, Parent Promise Academy, Toddler Learn & Play Groups), the CSUEB Community Counseling Center's Training for Effective Parenting. In addition, through its Café Program, SHPN partner Tiburcio Vasquez Health Center will provide parenting groups each week for teen parents at Tennyson High School.

Parent involvement at the SHPN schools. HUSD has implemented several strategies to equip parents to be able navigate through the school system in a way that allows them advocate on behalf of their children, and to build parent leadership at schools and in the community. (1) Each SHPN school has a Parent Center, where parents can access resources, such as assistance navigating the school system, workshops on topics such as exercise and healthy eating, ESL conversation groups, help with basic needs and dealing with crises, and referrals to other needed services in the community. (2) The Parent Ambassador Program, led by SHPN partner La Familia, recruits and provides training, stipends, and support to a parent at each school, to help build the capacity of other parents to play an active role at their children's school, and to help link families to needed health and other resources at the school and in the community. (3) HUSD's Parent University provides family engagement classes and activities to educate families, and

support their academic and resource needs.

To build on these efforts at the SHPN schools, HUSD and other partners plan to recruit, train, and deploy a cadre of school parents to serve as Family Success Coaches/Family Navigators: two for each SHPN elementary and middle school and three for the high school. They will be trained and coached as leaders to reach out to and support other parents to access information around topics such as how to read a report card, how to understand assessments, how to prepare for parent teacher conferences, and how to understand IEPs and Section 504 Plans. In addition, La Familia will employ an SHPN Ambassador to extend the reach of the Parent Ambassador program, specifically to support families that live in the SHPN but whose children attend schools other than the SHPN schools. In addition, we will offer ESL classes to parents at three Homework Support Centers established by the City of Hayward in the SHPN (see details below).

ACCESS TO HEALTH AND MENTAL HEALTH PROMOTION SERVICES

SHPN partners will collaborate to ensure that children and families have **access to vital health care services**. These linkage services will begin with prenatal outreach by the Home Visiting Nurse and Promotoras, who will connect residents to medical insurance enrollment, primary care, and other needed health services at SHPN Tiburcio Vasquez Health Center or other healthcare providers in and around Hayward. COST at each SHPN school provide another option to help address gaps in families' access to insurance and health care.

The cadre of SHPN Community Resident Engagement Specialists will lead a twice-monthly food distribution program, Fresh Food for Families (FFFF). FFFF is an ongoing program of the Hayward Promise Neighborhood, based at the Eden Greenway and the HUSD Family Resource Sub. Community members can receive fresh fruits, vegetables, and healthy dairy options, donated by the Alameda County Community Food Bank and distributed by the CRES and many volunteers from the community. The CRES will publicize FFFF aggressively in the SHPN community, and use it as a community building opportunity to share SHPN current activities and ser-

vices with attendees.

HUSD's Viva Bien, Coma Bien, Siéntase Bien! (*Live Right, Eat Right, Feel Right!*) AmeriCorps program will be integrated into the after-school Youth Enrichment Programs and Parent Centers at the three SHPN elementary schools. This program will engage children and their families in regular ***physical activities and nutrition education*** (including cooking and gardening lessons), to promote healthy habits and good health for the whole family. HUSD will prioritize referring children to this program who are assessed as "at-health-risk" due to being overweight or having poor aerobic fitness. Children will take part in the program's activities each day after school; activities for children and families together will occur at least monthly.

SHPN partners will offer **mental health programs to support young people and families**. Services will be available at the SHPN schools, the CSUEB Community Counseling Center, the Eden Youth & Family Center (to be rebuilt as the South Hayward Youth and Family Center), and other sites in and around the SHPN.

The CSUEB Community Counseling Clinic (CCC) provides a professional clinical training laboratory for Master's Level students, while providing counseling services that contribute to the mental health, and welfare of individuals and families in the community. The CCC will offer counseling services for all ages, ethnic backgrounds, and to clients with variety of counseling needs such as depression, social and personal concerns, anxiety, academic issues, loss, grief, and family conflicts. School Counseling/MFT Trainees and School Psychology/MFT Trainees will offer individual and group counseling, with a strength-based emphasis, using approaches such as Play Therapy, Watch Wait and Wonder, Couples, and Family Therapy.

As noted earlier, school-based behavioral health services will be incorporated in the Multi-Tiered System of Supports for at-risk students at each of the SHPN schools. They are offered in partnership with the Center for Healthy Schools and Communities (a program of the Alameda County Health Care Services Agencies) and local agencies including SHPN partner Tiburcio

Vasquez Health Center, East Bay Agency for Children, STARS, and Children's Hospital Oakland. They include case management services for vulnerable children and families, including referrals to other resources in the community and follow-up support.

SHPN partner La Familia will also provide mental health services for children, youth, and adults in the SHPN, funded through Medical EPSDT, MediCal Administrative Activities, and other public funding streams. The SHPN initiative will incorporate a new La Familia program with the Alameda County Behavioral Health Care Services Agency, funded by a California Board of State and Community Corrections Proposition 47 grant, for individuals from the SHPN who are re-entering the community after incarceration and experiencing a mental health and/or substance use disorder. La Familia will provide community-based services for re-entering transitional-age youth and adults through the multi-disciplinary re-entry team (MRT) model. Services will include psychiatric treatment, mental health and substance abuse treatment, intensive care coordination/case management; housing, employment, and life skills support; and connections to legal services and other community resources. This comprehensive approach will address challenges faced by parents who are returning to the SHPN area without job skills and education, housing, and the ability to reunite with their families in a productive manner, which in turn is crucial for optimal outcomes among their children and youth.

The Hayward Coalition for Healthy Youth, funded through a SAMHSA Drug Free Communities Grant and led by HPN partner Eden Youth & Family Center, will continue to conduct an *outreach campaign to educate parents of 7th to 12th graders on the harmful effects of adolescent substance abuse* with an emphasis on the rising misuse of opioids among teens in our community. This outreach will take place at locations and times convenient to parents in South Hayward, including at established Parent Cafés at the SHPN secondary schools, drug and prevention specialist speaker events, town hall meetings, and annual community-wide summits in

partnership with policy makers, law enforcement, and community based organizations focused on adolescent substance use and/or abuse trends and local conditions.

EDUCATIONAL/EMPLOYMENT PREPARATION

The SHPN partners will directly provide and also leverage considerable local resources to connect SHPN residents to resources that can advance their employment prospects and family stability and well-being.

- The city of Hayward’s Family Education Program will include ***English as a Second Language (ESL) classes for parents***, offered weekly at three Homework Support Centers in the SHPN. ESL classes will assist parents to master their English language and literacy skills, using learner-centered activities including both phonics and whole language approaches, and thereby help them achieve greater cultural integration and employability. The ESL classes will operate on a goal-based tutoring model to strengthen parents’ English skills in order to pass GED and college entrance exams, complete citizenship paperwork and linguistic requirements, write resumes and job applications to increase their incomes and their contribution to the working community in Hayward, and ultimately better support their children with their academics. Each year, at least 50 adult learners will directly benefit from these ESL classes. In addition, the City of Hayward and its Public Library will further support family literacy through its Families for Literacy and Early Learning for Families programs, which include monthly story times and free books.

- The Hayward Center for Education and Careers (Adult School), which is part of HUSD, will provide an array of ***basic skills and career development classes and certificate programs*** for SHPN adults. These include the school’s high school diploma program, GED preparation program (in English and Spanish), Adult Basic Education classes, ESL and vocational ESL, workplace skills training, and Career Technical Education programs, in computer applications, computer repair, advanced tech/entrepreneurship, and Optometric Assistant).

- SHPN partner Eden Area ROP will provide **industry-recognized training and certification programs** to SHPN adults in Clinical Medical Assisting, Dental Assisting, Registered Dental Assisting, Distribution Center/Warehouse Operations & Forklift Certification, Introduction to Electrical, and Welding/Metal Fabrication. In addition, with the help of funding from this grant, Eden ROP will provide an *electrical training program*, to one cohort of 20 students in year one, and two cohorts of 20 students each in years 2-5. This program will help prepare people for employment as Electrical and Electronics Repairers, identified as one of the fastest growing occupations in the East Bay region. SHPN residents will be able to take the class at no charge. Students who participate in the class will earn their electrical trainee card at the conclusion of the course, their OSHA certification, and CPR certification. Students will be provided with everything they need to be successful in the program: a tool belt with the necessary tools and NEC codebook. All of these certifications and materials are required to work in the field. Providing SHPN residents these materials free of charge will eliminate financial barriers to participation in the program. The program will provide additional supports to students to ensure their success based on individual needs, such as support for their English language development support, high school diploma completion, and obtaining citizenship.

CIVIC ENGAGEMENT AND NEIGHBORHOOD EMPOWERMENT

In addition to building family capacity and leadership through the Parent Ambassador Program and Family Success/Family Navigator Coaching focused on families served by the SHPN schools, the SHPN will launch a Community Leadership Initiative (SHPN-CLI), as follows.

From the inception of the Hayward Promise Neighborhood we have embedded equity as a driving force of our work. In the HPN's earliest days our community reached out to us to engage and support them as citizens working together to make a difference in their neighborhood. They want their community to thrive economically and socially and they want to be recognized for their strengths and abilities to make that happen.

As promised in the SHPN vision, we will scale up our work to the SHPN and carry that driving force with us. We will stand side by side with our community members to co-create, co-organize, and co-deliver the SHPN-CLI. This initiative will provide civic engagement leadership and learning opportunities to the neighborhood's residents so they may effectively influence the decision-making that will make a positive difference to the prosperity and vitality of their community – and in the process help remove institutional barriers and change systems that will then allow the community's vision to be actualized.

The Director of the SHPN's Neighborhood Health and Empowerment Network and our Community Resident Engagement Specialists will lead the recruitment of 25 community members to take part in the SHPN-CLI cohort each year. They will then engage the SHPN-CLI participants in a multi-phase "train-the-trainer" program. Cohort participants will take part in 10 workshop/experiential activity sessions that they co-create and co-design to develop community voice and leadership that will influence and strengthen community systems to reflect and honor that voice. They will conduct research, engage in outreach to connect to and mobilize their community, participate in public meetings and other democratic processes, present data, influence key decision makers, and search out and develop talent among SHPN residents based on the community's strengths. As part of this work the SHPN-CLI cohorts will design, fund, and carry out projects in the neighborhood, some of which will support the City's Tennyson Corridor Project in the coming years. Cohort members will receive stipends for taking part in the program, and each cohort will have the opportunity to distribute micro grants in support of its work to strengthen the SHPN.

South Hayward Promise Neighborhood 2017

Early Learning

Cradle 2 Career Educational Reform

Solutions by Result, Indicator (GPRA) and Network

Neighborhood Health and Empower-

| Results | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | |
|---|---|-----|-----|-----|-----|---|-----|-----|---|----|---|-----|-----|----|
| GPRA/Indicator | 1 | 2.1 | 2.2 | 3.1 | 3.2 | 4 | 5.1 | 5.2 | 6 | 7 | 8 | 9.1 | 9.2 | 10 |
| 1. Adult Career Tech. Education - EAROP | | | | | | | | | | | | | | |
| 2. After School Academic Enrichment - HUSD | | | | | | | | | | | | | | |
| 3. Business Engagement MS, HS - EAROP | | | | | | | | | | | | | | |
| 4. Case Management, Credit Recovery - EAROP | | | | | | | | | | | | | | |
| 5. Community Counseling Center - CSUEB | | | | | | | | | | | | | | |
| 6. Community Leadership Initiative – CSUEB, COH | | | | | | | | | | | | | | |
| 7. Coordination of Services Teams - HUSD | | | | | | | | | | | | | | |
| 8. Credit Recovery - HUSD | | | | | | | | | | | | | | |
| 9. C&I Articulation Alignment Leadership and Learning Community – Chabot Co., CSUEB, HUSD | | | | | | | | | | | | | | |
| 10. Dual Enrollment – Chabot College, HUSD | | | | | | | | | | | | | | |
| 11. Elementary to MS Transition Program - HUSD | | | | | | | | | | | | | | |
| 12. English Learner UIM Supports – HUSD, La Familia | | | | | | | | | | | | | | |
| 13. Farmers to Pioneers – CSUEB, EOP, | | | | | | | | | | | | | | |
| 14. Family Education Program - COH | | | | | | | | | | | | | | |
| 15. Family/Community Engagement - HUSD | | | | | | | | | | | | | | |
| 16. Family/Community Engagement – La Familia | | | | | | | | | | | | | | |
| 17. Family/Community Engagement –SHPN/CRES | | | | | | | | | | | | | | |
| 18. Family Success Coach – 4Cs | | | | | | | | | | | | | | |
| 19. Fresh Food for Families – SHPN/CRES | | | | | | | | | | | | | | |
| 20. Hayward Coalition for Healthy Youth - EYFC | | | | | | | | | | | | | | |
| 21. Health Screening and Follow Up - HUSD | | | | | | | | | | | | | | |
| 22. Health Fitness Education - HUSD | | | | | | | | | | | | | | |
| 23. Home Visitation Nurse - ACPHN | | | | | | | | | | | | | | |

South Hayward Promise Neighborhood

| Results | 1 | 2 | | 3 | | 4 | 5 | | 6 | 7 | 8 | 9 | | 10 |
|---|---|-----|-----|-----|-----|---|-----|-----|---|---|---|-----|-----|----|
| GPRA/Indicator | 1 | 2.1 | 2.2 | 3.1 | 3.2 | 4 | 5.1 | 5.2 | 6 | 7 | 8 | 9.1 | 9.2 | 10 |
| 24. Mental Health Services – HUSD, La Familia | | | | | | | | | | | | | | |
| 25. MS & HS Career Exploration - EAROP | | | | | | | | | | | | | | |
| 26. MS to HS Transition Program – Chabot,HUSD | | | | | | | | | | | | | | |
| 27. Parent Promise Academy – 4Cs | | | | | | | | | | | | | | |
| 28. Pipeline to College – Chabot, HUSD | | | | | | | | | | | | | | |
| 29. Promotoras - TVHC | | | | | | | | | | | | | | |
| 30. Quality Counts Initiative – First 5 | | | | | | | | | | | | | | |
| 31. Service Learning - CSUEB | | | | | | | | | | | | | | |
| 32. Student Success Coaches – CSUEB, ATT | | | | | | | | | | | | | | |
| 33. Support of Behaviorist for PreK - HUSD | | | | | | | | | | | | | | |
| 34. Parent Centers: HUSD | | | | | | | | | | | | | | |
| 35. Transition to Jobs and/or Tech Ed - EYFC | | | | | | | | | | | | | | |
| 36. Viva Bien, Coma Bien - HUSD | | | | | | | | | | | | | | |



RESULTS and INDICATORS/GPRAs (GOVERNMENT PERFORMANCE AND RESULTS ACT)

Early Learning Network

Cradle to Career Educational Reform Network

Neighborhood Health and Empowerment Network

| EDUCATIONAL RESULTS | INDICATORS/GPRAs |
|--|--|
| 1. Children enter kindergarten ready to succeed in school. | 1. #,% of 3 year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures. |
| 2. Students are proficient in core academic subjects. | 2. #,% of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3 rd – 8 th grades) and once in high school. |
| 3. Students successfully transition from middle school grades to high school. | 3.1 Attendance rates of students in grades 6 through 9. 3.2 Chronic absenteeism rates in grades 6 through 9. |
| 4. Youth graduate from high school. | 4. High school graduation rate. |
| 5. High school graduates obtain a postsecondary degree, certification or credential. | 5.1 #, % of Promise Neighborhood students who enroll in a post-secondary institution 5.2 #, % who graduate from a 2 or 4 year institution or earn a vocational certificate. |

South Hayward Promise Neighborhood

| FAMILY AND COMMUNITY SUPPORT RESULTS | INDICATORS/GPRAs |
|---|--|
| 6. Students are healthy. | 6. #,% of children who eat five or more servings of fruits and vegetables daily |
| 7. Students feel safe at school and in their community. | 7. #, % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment. |
| 8. Students live in stable communities. | 8. Student mobility rate. |
| 9. Families and community members support learning in Promise Neighborhood schools. | 9.1 From birth to 8 th grade the #,% of parents or family members who report that they read to their child, encourage their child to read or the child reads to her/himself 3 or more times/wk. |
| 9. Families and community members support learning in Promise Neighborhood schools. | 9.2 #, % of families who report talking about the importance of college and career to their students in grade 9 through 12. |
| 10. Students have access to 21 st century learning tools. | 10. #, % of students who have school and home access to broadband internet and a connected computing device. |

(b.2) Project evaluation plan

Evaluation plan. The SHPN initiative has elected to engage a local evaluator, Hatchuel Tabernik & Associates (HTA), to design and implement a collaborative formative and outcome evaluation incorporating a results-based accountability (RBA) approach, and to work with SHPN staff, the national evaluator and the U.S. Department of Education to provide all required GPRA data to meet federal reporting requirements for the Promise Neighborhoods program. In addition, we and HTA intend to implement the following local formative and outcome evaluation which will assess the initiative's performance in relation to:

1. Level of fidelity to the proposed program model;
2. Identification of program barriers and delays, if any, and how they were overcome;
3. Implementation successes and lessons learned;
4. Assessment of our population impact as measured by the Promise Neighborhoods Program GPRA population indicators, and our program impact as measured by locally determined program indicators, as detailed in Table 12, and
5. Identifying key mediating factors that facilitated expected (and unexpected) outcomes.

For the formative evaluation, HTA will collect and analyze SHPN program documents, meeting minutes and agendas; compile SHPN case management, service delivery and similar process/output data; and conduct personal interviews and focus groups with key program stakeholders (i.e., IT members, key collaborative partners, and program beneficiaries). The qualitative data will be analyzed to capture the experience of all partners during implementation, especially as it relates to using data for decision making, learning, continuous improvement and accountability. The quantitative data will be analyzed to assess the level of fidelity to the proposed program model and identify potential barriers or delays affecting implementation. As part of a continuous program improvement process, a community of practice with the evaluator, SHPN leaders, partners, staff and community will regularly review and discuss the formative data on a regu-

lar (potentially quarterly) basis.

For the outcome evaluation, HTA will collect annual student-level academic and school engagement data from the HUSD research department; work with principals at SHPN schools to administer an annual school climate survey to their students; work closely with the HUSD research department to collect third-party data from the National Student Clearinghouse (NSC) and from Chabot-Las Positas Community College District regarding postsecondary degrees, certifications, and credentials of HUSD students graduating from SHPN schools; and conduct a biennial community survey of SHPN residents. The quantitative data will be analyzed to assess SHPN population level impacts pertaining to GPRA performance indicators as well as locally defined program indicators. As with the formative evaluation results, these outcome evaluation results will be shared with the Community of Practice (COP; described in more detail in Section D) for discussion and action on a semi-annual basis in both data reports and data presentations.

Table 12 on the next pages summarizes the annual data collection plan for the GPRA indicators listed in Table 1 of the Notice Inviting Applications for fiscal year 2017 for the Promise Neighborhoods Program and for additional SHPN program-level indicators. Following the table, each data source is described in greater detail in terms of how the data will be collected, analyzed, and used as program and project indicators.

| Table12. SHPN Indicators by Data Sources with yearly targets | | | | | | | |
|---|-------------------------------|----------|---------------|--------|--------|--------|--------|
| Indicator Summary | Data Source | Baseline | Year 1 target | Year 2 | Year 3 | Year 4 | Year 5 |
| GPRA 1. Children’s age-appropriate functioning (grade K) | Administrative data from HUSD | 39% | 41% | 45% | 50% | 55% | 60% |
| GPRA 2.1. Proficiency in English language arts (grades 3-12) | | 28% | 30% | 34% | 37% | 40% | 45% |
| GPRA 2.2. Proficiency in mathematics (grades 3-12) | | 16% | 20% | 24% | 29% | 35% | 40% |
| GPRA 3.1. Attendance rates (grades 6-9) | | 95.3% | 95.5% | 95.8% | 96% | 96.2% | 96.4% |
| GPRA 3.2. Chronic absenteeism (grades 6-9) | | 12.4% | 11.4% | 10% | 8% | 6% | 4% |
| GPRA 4. Cohort gradua- | | 69% | 71% | 74% | 78% | 82% | 86% |

| Table 12. SHPN Indicators by Data Sources with yearly targets | | | | | | | |
|---|--|----------|---------------|--------|--------|--------|--------|
| Indicator Summary | Data Source | Baseline | Year 1 target | Year 2 | Year 3 | Year 4 | Year 5 |
| tion rate (4-year) | | | | | | | |
| GPRA 5.1. Enrollment in post-secondary education | Third party data from National Student | 63% | 64% | 67% | 70% | 73% | 77% |
| GPRA 5.2. Graduates from post-secondary education with degree or certificate | Clearinghouse, and local community college districts | 27% | 29% | 31% | 35% | 39% | 43% |
| GPRA 6. Children who consume 5+ servings of fruit/vegetables daily | School climate survey administered to K-12 students at | 27% | 29% | 32% | 36% | 40% | 45% |
| GPRA 7. Children who feel safe at school and traveling to/from school | SHPN schools | 65% | 68% | 72% | 76% | 80% | 84% |
| GPRA 8. Student mobili- | Administrative data | 20% | 19% | 18% | 17% | 15% | 13% |

| Table 12. SHPN Indicators by Data Sources with yearly targets | | | | | | | |
|---|---|---------------|--|--------|--------|--------|--------|
| Indicator Summary | Data Source | Baseline | Year 1 target | Year 2 | Year 3 | Year 4 | Year 5 |
| ty rate | from HUSD | | | | | | |
| GPRA 9.1. Family members who read to or encourage their children to read, or report their children read to themselves, 3x/week | Neighborhood survey administered biennially (years 1, 3, and 5) to SHPN residents | Not Available | Establish baselines via Community Survey | +3% | +3% | +4% | +4% |
| GPRA 9.2. Family members who report talking about importance of college/career (9 th -12 th grade) | | Not Available | Establish baseline via Community Survey | +2% | +3% | +3% | +4% |
| GPRA 10. Students with access to broadband inter- | School climate survey administered to | 91% | 92% | 93% | 94% | 95% | 96% |

| Table 12. SHPN Indicators by Data Sources with yearly targets | | | | | | | |
|---|---|---------------|--|--------|--------|--------|--------|
| Indicator Summary | Data Source | Baseline | Year 1 target | Year 2 | Year 3 | Year 4 | Year 5 |
| net and connected computing device at school and home | K-12 students at SHPN schools | | | | | | |
| Program Indicator 1. Implementation progress (i.e., outputs, service units of delivery) | Case management and service delivery data; Review of program documents, meeting minutes, etc. | Not Available | Meet program implementation milestones | | | | |
| Program Indicator 2. Algebra pass rates (grades 9-10) | Administrative data from HUSD | 46% | 49% | 54% | 60% | 66% | 75% |
| Program Indicator 3. College visits and tours (grades 7-12) | School climate survey administered to K-12 students at | Not Available | Establish baselines | +3% | +4% | +5% | +5% |

| Table12. SHPN Indicators by Data Sources with yearly targets | | | | | | | |
|---|--------------------|-----------------|----------------------|---------------|---------------|---------------|---------------|
| Indicator Summary | Data Source | Baseline | Year 1 target | Year 2 | Year 3 | Year 4 | Year 5 |
| | SHPN schools | | | | | | |

Administrative data from HUSD. HTA will collect administrative data from HUSD regarding *GPRAs 1-4*, and *8*, and other locally determined research questions for children living in the neighborhood and/or attending target SHPN early learning programs and schools. The indicators that can be accessed through HUSD administrative data include age-appropriate functioning (grades Pre-K and K), proficiency in state English language arts and math assessments (grades 3-8 and 11), successful transitions (middle to high school and high school graduation), school day attendance, chronic absenteeism, and student mobility rates. HTA will work closely with the data teams representing the HUSD schools to ensure that Pre-Kindergarten and Kindergarten teachers complete the Kindergarten Observation Form (KOF; used to assess age-appropriate functioning and Kindergarten readiness)³⁵ thoughtfully and in a timely manner. Additional student demographic data (i.e., gender, race/ethnicity, age, and/or grade level) will be also collected.

Individual- and school-level administrative data will be reviewed and analyzed at least annually with the primary objective of measuring annual progress on relevant indicators for children living in the SHPN and/or attending SHPN schools and to support further learning and targeting of resources by the SHPN partners and stakeholders.

Statistical analyses (i.e., frequencies, means, chi-squares, t-tests, ANOVAs, etc.) will be conducted on the administrative and survey data, describing the overall results and drilling down to look at patterns among key demographic subgroups. These data and similar data from a comparison group will be further analyzed to help establish differential outcomes between the two conditions.

School Climate Survey. The SHPN School Climate Survey will collect data regarding *GPRAs 6, 7, and 10*, and other SHPN program-level indicators from children attending targeted SHPN schools and comparison schools. These GPRA indicators are related to diet, feelings of safety to, from and at school, and access to broadband internet and connected computing devices. Most of the survey items will be those recommended previously by Urban Institute in its Promise

Neighborhood guidance document, and based on nationally validated surveys.

Administration and analysis of an age-appropriate school climate survey will be conducted annually at the target SHPN schools with an 80% response rate. Based on each school principal's preference, either a hard-copy or online version of the School Climate Survey will be administered to all students in the targeted schools. A brief explanation on how and when to administer the survey will be provided to the principals and/or administrative staff in charge of each school's data collection, who in turn will be responsible for ensuring that teachers understand how and when to administer the surveys. The survey will be distributed to the schools on October 1st with a two-week expected turn around. Surveys will, at a minimum, be in English and Spanish. HTA will monitor data collection and trouble-shoot with principals and school staff as needed.

After the school climate surveys are distributed, HTA, and the HUSD data team, will follow up with the high school principals and/or work with school representatives to ensure that the surveys are administered as requested and provide technical support as needed.

HTA will analyze the data to monitor progress of annual benchmarks to support further learning and targeting of resources by the SHPN partners and stakeholders. Statistical analyses will be conducted for each year of the survey, describing the survey responses and drilling down to analyze patterns among populations of interest. School-level data will be provided to each principal to help with data-driven programming at each school.

Neighborhood Survey. The SHPN Neighborhood Survey will gather information regarding *GPRA 9* as well as SHPN program-level indicators and general baseline data from households within the SHPN footprint. The GPRA indicators informed by the Neighborhood Survey will be related to family support for education and careers, reading to children, encouraging children to read, whether children read regularly, talking about college and career with teenagers. We will also be seeking information on enrollment in early learning settings, and other indicators for

which reliable secondary data is unavailable.

SHPN partners will prioritize SHPN program level outcomes to be included in the survey. This prioritization process will occur in the Community of Practice workshops facilitated by CSUEB in its role as the backbone agency. Many of the survey items will be those recommended by Urban Institute in their guidance document. It is expected that a set of additional questions will be added at the request of partner networks and the evaluator.

The neighborhood survey will be 1) administered biennially starting in Year 1, to a random sample of households in the SHPN; 2) focused and efficient in order to obtain at least an 80% response rate; and 3) survey responses will be analyzed to establish baseline and progress benchmarks for relevant indicators for children who live within the SHPN footprint and/or attend the SHPN schools.

In the first, third, and fifth year of the grant period, HTA will administer the neighborhood survey to randomly selected households using a single stage probability sampling strategy. HTA will begin by acquiring a complete list of all physical residential addresses in the SHPN from the City of Hayward. From this list of addresses, HTA will randomly select 1,056 residents based on the 2010 Census count of the total household population in the SHPN ($n=3,303$) and adjusted for an expected non-response rate (20%), average household size (4.01), and permissible margin of error (0.10).

The neighborhood surveys will be interviewer-administered door-to-door by surveyors recruited from South Hayward and the surrounding area. Surveyors will interview adult residents who answer the door at randomly selected households in the SHPN. The survey will be administered in either English or Spanish, depending on the respondent's preference. (For other non-English, non-Spanish monolingual speakers in the community, all reasonable efforts will be taken to find a surveyor who speaks their language.) Survey data will be collected on all children and teenagers in each household by interviewing adult respondents. All adults, including those

with no children or teenagers living in the home, will be asked demographic and additional questions relevant to the neighborhood and the SHPN mission. HTA will provide thorough training to the surveyors prior to deploying them in the neighborhood. To ensure safety and effective surveying, HTA will ensure that there are supervisors at a central location, available person and/or phone to troubleshoot problems that may arise.

HTA expects that the survey will be administered over a six-week period in August-September between the hours of 9:30 am and 4 pm Mondays through Saturdays, with some Sundays over the time period. Over the six-week period and depending on the day of the week, 10-20 teams of two surveyors each will spread across the neighborhood and visit the randomly selected households as assigned. Team members will conduct up to six call-backs at different times of the day for households when no one is at home. Team members will schedule call-back times with household members who indicate they want to complete the survey but are unable to do so at that specific time. All of these efforts will be utilized to increase the response rate. A specially trained team of surveyors will conduct these callbacks.

For each year the community survey is conducted, HTA will work closely with the SHPN Community Resident Engagement Specialist (CRES) team to increase awareness of and promote participation in the neighborhood survey before and during the survey collection. Mailings, automated calls, and outreach at events will all be used to build resident awareness of and receptivity to the survey. The CRES team will play a vital role by talking with apartment managers to ensure that surveyors have access to gated apartment complexes in the neighborhood. The CRES team will also provide SHPN-branded incentives (e.g., hats, t-shirts, and/or shopping bags) for surveyors to distribute to survey respondents. In addition, the majority of the surveyors will be recruited from the SHPN and will be compensated for their work in accordance with local labor laws.

Statistical analyses will be conducted for each year of the survey, describing the survey re-

sponses and drilling down to review the results of various subgroups within that data. HTA will construct normalized sampling weights and apply them to the data prior to analysis. Weighting will allow us to adjust our survey results so that the surveyed sample will accurately reflect the SHPN population as a whole. The sampling weights will be uniquely calculated for each survey year as they are dependent on population size. Results on the GPRA indicators and SHPN program-level measures will be calculated using normalized sampling weight methodology.

Third party data on college enrollments and graduations. Third party data from National Student Clearinghouse and a local community college district (Chabot-Las Positas CCD) will provide the required data needed to measure *GPRA 5* and other locally determined research questions for students who have graduated from the target SHPN high school. *GPRA 5* is broken into two components related to rates of: a) enrollment in college and b) graduation from college or university and/or earning industry-recognized certificates or credentials. Most of the survey items will be those recommended by Urban Institute in its Promise Neighborhood guidance document, and based on nationally validated surveys.

While the National Student Clearinghouse (NSC) is a reliably third party data source for collecting data on postsecondary enrollments, graduations and degrees awarded, HTA has found that the data is often incomplete for students attending local community colleges or vocational schools. The data is incomplete simply because the community colleges are unable to provide data to NSC in a timely manner. Chabot College has been identified as a particularly important community college as it has been reported that up to 50% of SHPN graduates attend Chabot College in their first year following graduation. Therefore we intend to supplement (and verify) NSC data by collecting enrollment and graduation data for SHPN graduates directly from the Institutional Research departments at Chabot and Las Positas Colleges. Statistical analyses will be conducted for each year, describing the results and drilling down and looking at subgroups within the data.

Case management data. HTA will collect annual case management data from the Salesforce data system managed by CSUEB regarding all appropriate *GPRAs*, other SHPN program-level indicators, demographics, and services provided to all individuals and families enrolled in SHPN services. (Selection and use of the Salesforce data system to track longitudinal case management is described in greater detail in the Project Management Plan, Section D.2.) In addition, HTA and CSUEB will collect individual-level data via the Salesforce data system on the number, percentage, frequency, and duration of Hayward children and youth participating in PreK-16 education, social service and health programs both within and outside the SHPN. Analysis of individual-level case management and service data will be conducted quarterly and annually. Quarterly to provide rapidly-reported data to the Community of Practice on progress towards indicators on program enrollments, service delivery, etc., and annually to establish annual progress information on relevant indicators for children living in South Hayward and/or attending SHPN schools. These data will also support further learning and targeting of resources by the SHPN partners and stakeholders. HTA will conduct statistical analyses (i.e., frequencies, means, chi-squares, t-tests, ANOVAs, etc.) on this case management data, and the resulting reports will describe the results at multiple levels (initiative, organization, program) and by demographic subgroups of interest. These findings will be provided to the SHPN Executive Leadership Group, the partners, and the public.

Formative implementation data. HTA will conduct personal interviews and focus groups with key informants (SHPN staff and partners and program beneficiaries) and review program documents and budgets with the goals of 1) documenting the implementation of the SHPN continuum of solutions, 2) describing best practices utilized, 3) identifying barriers and how they were overcome, 4) understanding the role that formal and informal partnerships play in achieving program outcomes, 5) recognizing other key factors that may mediate expected (and unexpected) outcomes, and 6) reporting on lessons learned that could be shared with the field. These forma-

tive data will also be analyzed to capture the experience of all partners during implementation, especially as it relates to using data for decision making, learning, continuous improvement, and accountability.

HTA's analysis and reporting will pay special attention to information derived from sub-groups, especially typically underserved residents (e.g., youth of color, immigrants, unaccompanied minors, low-income and disabled). SHPN will share these results in regular COP meetings, through quarterly rapid response reports, posting on the SHPN website, evaluation workgroup meetings, data presentation events, Community Advisory Board meetings, SHPN partner websites, and other media as appropriate. These resources will support our capacity to engage in continuous program and organizational improvement and to strengthen, sustain, and scale up collaborative solutions that meet the needs of SHPN children, families and neighborhoods.

This social learning process will be organized as a COP which will involve all members of the partnership (service providers, managers, leadership) in a series of workshops framed around a series of generative questions, such as: What are we trying to achieve in our own organizations and together as SHPN partners? How do we know we are making progress towards these individual and collective goals? What are some of our most inspiring successes, our most significant barriers, and areas for improvement? What promising practices are emerging that can be shared and scaled up across the SHPN? What action steps and resources are needed to implement these changes? The collective answers to these questions will be documented in concise and accessible formats and provided to the implementing partners to guide improvements in their services and to SHPN leadership to help guide mid-course corrections in the initiative as a whole.

Comparison group data. We and HTA will work closely with the national evaluator to identify a credible comparison group and develop a local plan for collecting valid data from that comparison group. We presume that the national evaluator will have developed a comprehensive yet practical research design for comparing Promise Neighborhoods to “business-as-usual”

neighborhoods that meets What Works Clearinghouse (WWC) design standards so that the time dedicated to data collection can ultimately lead to evidence of rigor and interest for practitioners, researchers and policymakers. We are committed to collecting administrative and third-party data on the designated comparison group of non-participants, especially if the comparison group consists of students served by HUSD. If the comparison group is served by HUSD, HTA would also be able to administer school climate surveys to those children, and possibly the community survey could be administered to parents/guardians of those children, although we would be unable to match the rigor of the SHPN community survey provided the extensive costs and labor required. Once the comparison group is identified and data is collected, HTA can produce and submit de-identified data files to the national evaluator on an annual basis in accordance with their data requirements and applicable privacy requirements.

Evaluator experience and expertise. The HTA team has two decades of experience working with place-based initiatives, including California Healthy Start, Promise Neighborhoods, Full Service Community Schools, the Byrne Criminal Justice Innovation program, SAMHSA Drug Free Communities programs and other revitalization initiatives. HTA is a full service, independent consulting firm that works over time with low-income communities by providing needs/asset assessments; community planning; strategic/business planning; grant and technical writing; and program evaluation. This approach allows HTA to involve their clients in “improvement science” whereby ongoing rapid response cycles of inquiry help to inform continuous quality improvement, typically benefiting from participant and provider feedback regarding what is working, what is not, and what we might do about it. Some examples of HTA’s recent evaluation work include:

- Evaluation of the Hayward Promise Neighborhood (HPN) initiative from 2011 to 2016.

This evaluation provided comprehensive support for the HPN initiative, including but not limited to: partner orientation/training regarding data requirements; capacity building; selection and ori-

enting data managers; compliance reporting; developmental evaluation; and a variety of online and hard-copy reporting. In this process, HTA led the survey processes (school climate and neighborhood-wide, randomized, door-to-door surveys); supported and trained SHPN staff and partners to utilize the longitudinal case management system; supported Promise Scorecard™ deployment; a wide array of federal reporting including restricted use data files, ad hoc reports, and annual progress reports; and local formative evaluation reporting. HTA's capacity to address all of the compliance reporting for Promise Neighborhoods grantees is well established, as well as its ability to address other local research questions.

➤ Evaluation of a multi-site “Thrive” program initiative across more than 50 sites in the Campfire National organization. HTA evaluators have worked closely with Campfire leadership to develop an internal evaluation framework designed to measure youth development outcomes across the country. Derived from the Thrive Foundation's youth development model, this framework is used to measure empathy, inclusiveness, confidence, conflict resolution and life skills. It also measures growth mindset because it is at the core of evidence-based principles of youth development. HTA has gathered data via retrospective surveys designed for different age groups of children and for staff self-reflection. It has also conducted focus groups with youth and staff to get more granular information about the results we are measuring and our methodology. HTA created dashboards for all of the councils and an annual outcomes report for Campfire National.

➤ Evaluation of the Byrne Criminal Justice Initiative (BCJI) in the Ashland/Cherryland community, an unincorporated, low-income community adjacent to Hayward and Oakland. BCJI is a place-based strategy and is part of the Neighborhood Revitalization Initiative aligned with Promise Neighborhoods, Promise Zones, Choice Neighborhoods, and Hope VI. The BCJI is led by the Alameda County Sheriff's Office (ACSO) and is focused on building positive relationships between the ACSO and the local community. It also focuses on community building efforts

in the neighborhood, including: youth soccer leagues that engage children, youth, parents, the Deputy Sheriffs' Activities League; neighborhood street parties; creative place-making; civic engagement; use of the REACH Youth Center; support for local businesses; and encouraging entrepreneurship in the neighborhood. HTA is helping the ACSO to measure the impact of this wide array of strategies using a collective impact and Results Based Accountability framework.

HTA has substantial experience with federal reporting requirements across a wide array of federal departments, including the Departments of Education, Labor, Justice, Health & Human Services, and the Centers for Disease Control, and Office of Minority Health. In addition to having the requisite technical skills to meet the often challenging and changing demands of these funders, HTA also has the proven ability to communicate with stakeholders of all kinds in local communities. The HTA team brings cultural humility, linguistic capacity, and an understanding of race, class, and historical oppression to evaluative work in communities. HTA believes that solutions to local challenges should largely be met by locally determined strategies, led by the community itself. As evaluators HTA believes in democratizing data by making it readily accessible to the community being served – using principles of adult learning and multiple learning styles to make evaluation findings clear and practical. HTA uses graphic facilitation and data visualization techniques to ensure that information is colorful, appealing and accurate.

In addition to the aforementioned competencies, HTA will leverage its extensive experience with the process of negotiating data MOUs and shared use of confidential, individual-level data to inform program improvement and to assist case managers and other direct service staff to access real-time data on a need-to-know basis. HTA's data team is familiar with K-12 educational student information systems and other public agency data systems.

(b.3) Theory supporting the proposed project

Theory of Change

The SHPN is a collective impact approach based on the premise that when communities pool their resources, align their services, collaborate, and build their capacity, they can effectively address the community's complex socioeconomic and educational challenges. SHPN is committed to supporting ongoing reform work across the cradle-to-career continuum, including early childhood, K-12 and postsecondary institutions. We believe effective change is rooted in inclusiveness and participatory decision-making that involves a broad range of stakeholders banding together, breaking down "silos," and developing cross-agency solutions for children and families. SHPN believes change must be shaped by the community's residents and build upon the neighborhood's strengths, including its cultural and linguistic diversity, and various community assets.

Using a cradle-to-career framework, SHPN ensures that families have access to a well-integrated pipeline of evidence-based programs, services, and supports to prepare children for college and careers. Critical needs in South Hayward include increasing access to early childhood programs, improving children's Kindergarten readiness, strengthening K-16 classroom learning, and supporting students at key transition points between educational segments, while also addressing risk factors at home and in the community, such as exposure to violence and trauma that directly affect student engagement in school, academic achievement, graduation rates, and college and career readiness and success

Particularly important in effective change efforts is simultaneously focusing on the well-being of two-generations. SHPN believes that children achieve better academic and life outcomes when (along with supports for their success in and out of school), their parents or caregivers have access to health care, education, job training, and other resources to support their well-being, family stability, and self-sufficiency and help them navigate effectively on behalf of their children and families.

SHPN programs and services will be evaluated using a Results Based Accountability framework that will inform future programming and practices. SHPN will democratize our performance data which will be transparent to providers, the community, and other stakeholders for reflection and input.

Theory of Action

Accomplishing the SHPN Theory of Action is dependent on residents' access to high-quality early childhood programs and K-12 student- and family-centered systems that are data driven. Our Theory of Action is predicated on: strong partnerships between public schools, colleges and universities, families, and community organizations; and programs and other supports that are collectively braided together to promote residents' health and well-being, economic opportunities, and stable families and communities. Below are the SHPN's approaches to achieve our community's desired outcomes.

- High-quality early learning programs (including preschool for all children) that implement evidence-based approaches to support children from prenatal through third grade.
- Universal and periodic developmental and social emotional screening, starting at birth, to identify children in need of additional support, connect them to appropriate intervention, and to assess how they are progressing.
- High-quality education through rigorous, responsive, aligned P-16 curriculum and instruction.
- Support for teachers, staff and instructional leaders to utilize best practice methods for improving instruction and raising student achievement.
- A continuum of evidence-based strategies for children at every stage of the cradle-to-career pipeline, including transitions support at key inflection points (pre-K to Kindergarten, elementary to middle school, middle to high school, and high school to college).

- A Full Service Community Schools model, organized around a strong academic core, in which partners provide integrated services and supports for children and families.
- A focus on creating a positive school climate that promotes students' development of social-emotional skills and other youth development assets that underlie their success in school.
- A Multi-Tiered System of Supports at each school in which students are connected to interventions tailored to their particular academic and social-emotional needs.
- Access to culturally and linguistically responsive and effective health and mental health services.
- Career pathway programs starting in middle school that make students aware of career options, help motivate them to succeed in school, and help them follow a successful pathway to careers.
- College readiness and support programs to increase students' readiness for, retention in, and completion of college.
- Strong partnerships with the business sector to provide work-based learning and career opportunities for adults and youth.
- A two-generation approach to help parents support their children's education, navigate school and other service systems, lift families out of poverty, and increase their self-sufficiency and overall well-being.
- Housing stabilization to reduce mobility rates and the detrimental effects this can have on family well-being and student achievement.
- Culturally-responsive community engagement, linkages to needed resources, and leadership development led by promotoras who reside in South Hayward and other local outreach specialists.

By building and sustaining these integrated systems and supports, SHPN will ensure that all South Hayward children are safe, healthy, and successful in school, college, and careers, and that their families have the resources and economic opportunities they need to thrive.

A shared web-based case management and longitudinal data system will be a key component of SHPN's work. The data systems will enable us to track crucial regarding our progress toward desired outcomes for individual children and adults in the SHPN. The data system will also help to measure collective impact at the community (population) level, in key domains including academics, health, behavior and other indicators. Within the limits of HIPAA and FERPA regulations, service providers will be able to monitor how their partner agencies are supporting each child and family, how they are progressing, and identify opportunities to strengthen the coordination, alignment, and effectiveness of services for that particular child and family.

Please see the SHPN Logic Model in Appendix G.

(c) Project Services

(c.1.) Strategies to ensure equal access and treatment

From the inception of our collaborative's Hayward Promise Neighborhood initiative, we have embedded equity as a driving force of our work. As was the case when we began to work with Hayward's Jackson Triangle neighborhood, the focus of our work was to address decades of inequity and unequal access to quality education and postsecondary and career opportunities.

These conditions have left many young people and adults in the South Hayward neighborhood with substandard education and limited skills and economic resources to escape poverty. Recognizing these barriers, SHPN will infuse equitable access and responsive services throughout the 0-16 pipeline to engage all students, families, and residents fully in the SHPN initiative:

Community involvement. Placed-based community change initiatives are most effective when local residents have a genuine voice in the planning and implementation. SHPN has begun

to build the capacity of South Hayward residents to shape change by involving them in planning for this grant application through a Community Advisory Board (CAB). The CAB, consisting of 30 local residents, used its on-the-ground knowledge to identify community needs and assets and helped SHPN leadership conceptualize the project and pipeline of services. The CAB will meet quarterly throughout the Promise Neighborhoods grant period and advise the Executive Leadership Group and 0-16 Implementation Team.

Community Resident Engagement Specialists (CRES). CRES Team members are residents of the city of Hayward and trained to engage families in a linguistically and culturally competent manner to help them access and take full advantage of a wide variety of services, and to empower parents to advocate for their children to support their success in school and the community. From our work in the Jackson Triangle over the last six years, we have found that our CRES Team is highly effective at breaking down barriers to participation by going door-to-door and building trust and rapport with residents in the neighborhood. Through the Team's relentless outreach, we have linked and engaged more of the lowest income and hardest-to-reach children and families to the HPN initiative.

SHPN CRES Team members, bilingual and English and Spanish, surveyed 161 South Hayward residents throughout the month of August 2017 by going door-to-door and attending local neighborhood events to learn more about South Hayward families' needs and the barriers to accessing education, health, recreation, and other community services. The Team also provided residents information about the SHPN initiative and how they can get involved in the SHPN in various capacities. The CRES Team will continue to work with our school and other community partners to raise community awareness of the SHPN and identify and connect hard-to-reach children and families to appropriate services and supports. The Team will also document families' barriers to accessing services and share their findings with SHPN leadership so that outreach and engagement strategies can be refined over time.

In addition, the CRES Team will be instrumental in the SHPN Community Leadership Initiative. It will recruit community members for the SHPN-CLI cohort each year, lead the multi-phase training program, work with the SHPN-CLI cadres to design and lead activities and projects in the SHPN, and to recruit and train other community members to contribute to this work. The SHPN-CLI will be a key vehicle for engaging community members equitably in the SHPN and in shaping our collaborative work for the benefit of the neighborhood's young people and families.

Family outreach and engagement. SHPN will deploy numerous culturally and linguistically responsive outreach and engagement strategies to ensure children and families are fully accessing and engaged in the initiative.

Promotoras will provide outreach, information, and encouragement to other parents to get involved with their children's school. Promotoras also provide families with information and support for accessing health care, social services, and other supports that are available in the community. They will reach out to all families in the SHPN, whether or not their children attend HUSD schools. A Public Health Nurse from the Alameda County Public Health Department will provide community-based services including case management and health care services to prenatal and postpartum parents, as well as high-risk families with children 0-8 years old.

The bilingual Parent Promise Academy and Toddler Play and Learn groups are provided in the community and designed to teach parents about early child development and strengthen the parent-child relationship and attachment.

HUSD will hire two Behavioral Specialists to support children with behavioral problems (e.g., school refusal/chronic absenteeism, acting out behavior) and their families from Pre-K to 3rd grade, so they stay engaged in school. They will provide consultation with classroom teachers to better equip the teachers to work effectively with children exhibiting common behavioral problems that interfere with their learning and can disrupt the classroom environment.

HUSD's Parent Ambassador Program will engage and train parent leaders at the target SHPN schools to build the capacity of other parents to play an active role at their children's school, and to help link families to needed health and other resources at the school and in the community. The SHPN augments this work by deploying a cadre of school parents to serve as Family Success Coaches/Family Navigators, two for each SHPN elementary and middle school and three for the high school. They will be trained and coached to conduct outreach to and support other parents to navigate the school system effectively on behalf of their children and families. In addition, an SHPN Ambassador will extend the reach of the Parent Ambassador program, specifically to support families that live in the SHPN but whose children attend schools other than the SHPN schools.

Educational equity. HUSD provides equitable access to all students, faculty and other staff, and family members regardless of age, race, sex, religion, national origin, disability, economic background, or sexual orientation. HUSD has extensive experience and multiple policies and procedures for making our programming responsive to the community's diversity. HUSD hires staff who reflect the ethnic/cultural/linguistic backgrounds of the students with whom we work. Many of the district's staff are bilingual (most frequently in English and Spanish), and others are representative of the other most numerous racial/ethnic/linguistic groups served by our schools, including speakers of Tagalog, Vietnamese, Cantonese, and Farsi. Staff for this project will include an ELL specialist and bilingual Community Liaison who will support students with interrupted education and unaccompanied immigrant minors, academically, socially-emotionally, and with access to needed supports. HUSD will also hire a full-time Licensed Vocational Nurse (LVN) to address health issues that may be barriers to full access.

HUSD along with Chabot College, CSUEB, and Eden Area ROP will develop professional learning communities (PLCs) that bring together instructional leaders and teachers across the SHPN schools to ensure equitable access and treatment. The PLCs will coordinate curriculum

alignment across the early childhood and K-16 systems and strengthen the instructional core, using an equity lens when crafting lessons and programs/ strategies (see “Strengthening Classroom Instruction” above). To do this, HUSD will prioritize teacher professional development around culturally relevant pedagogy and strategies that fully engage students with diverse interests, learning styles, and needs. School staff and teachers will work with COST teams to quickly assess and identify students who need additional support based on their academic, social-emotional, behavioral, attendance, or health needs. And COST teams will use their school’s MTSS to link students to preventative, targeted, or intensive services based on the severity of their needs.

HUSD’s Youth Enrichment Program (YEP), which operates after school at all of the SHPN schools and will be a key venue for struggling students to access tutoring and other academic supports and enrichment activities, is open to students of all racial/ethnic groups and abilities. Program Leaders (line staff) at each school are fluent in Spanish, to ensure programming is accessible to students with limited English proficiency. Staff receive training to build their multicultural awareness and competence, ensuring programming is culturally appropriate. Bilingual staff are on hand to communicate with parents about the program and their children’s progress during pickup time.

Moreover, HUSD believes extended-day programs are great places for students with disabilities to receive specialized support and to connect with their peers in a non-academic setting. HUSD proactively recruit Special Education students to participate in the YEP. Program staff receive training to help them work effectively with Special Education students, as well as English Learners. For any special need student interested in the program, YEP will work with their program specialist and IEP team to determine which aspects of the program will be most appropriate and beneficial.

Monitoring disparate impact. SHPN will monitor access to and success in the various

SHPN services by race, ethnicity, socioeconomic status, gender identity, sexual orientation, national origin, disability, second-language learners, and age, as well as other demographic variables. Throughout the grant period, the SHPN Director of Data, Evaluation, and Alignment will collaborate with our external evaluator to disaggregate all performance metrics by demographic variables so we can identify and craft measures with which to immediately respond to any unintended differential access or impacts.

(c.2.) Likelihood the project will lead to improved academic achievement

The SHPN will determine whether we are successful in improving academic achievement in the neighborhood by monitoring students' performance on state testing in English Language Arts and Mathematics. We will also look at student pass rates in Algebra 1 in 9th and 10th grade as a local program measure and an indicator of improved achievement. In addition, we will consider the degree to which students enter postsecondary education without the need for remediation, and whether students are retained and succeeding in higher education.

Students in California are administered state testing in grades 3-8 and 11, using the California Assessment of Student Performance & Progress (CAASPP) system. The CAASPP incorporates the Smarter Balanced Consortium (SBAC) assessments in ELA and Mathematics, which are aligned with the rigorous academic standards of the Common Core State Standards, along with various standards-based assessments in science and alternate assessments in ELA and Math.

The ELA and Mathematics tests are comprised of two parts: a computer adaptive test and a performance task. Student results are categorized in one of four levels: standard not met (Level 1), standard nearly met (Level 2), standard met (Level 3), and standard exceeded (Level 4). Area Achievement Level Descriptors in key areas (e.g., in ELA, in reading, writing, listening, and research/inquiry) provide a more detailed look at students' performance on the overall assessment.

The SHPN will monitor and document students' CAASPP results in all of the grade levels

tested, looking at aggregate along with subgroup data (e.g., economic status, English-Language Fluency, Ethnicity/Race, disability status, gender, and parent education level). We will also track scores in each grade-level cohort to gauge students' degree of progress as they move from one grade level to the next: e.g., how 4th graders do on the tests in 5th grade compared to the prior year, and then in 6th grade, and so on. We will be especially interested in student results at the following junctures: (1) in English Language Arts in 3rd grade, to see our progress in enabling 3rd graders to be proficient in reading, a key indicator of whether they are on track academically as they advance in their education (2) in Math in 8th grade, a measure of their readiness for Algebra 1 in high school, a gatekeeper to higher-level math courses and on-time graduation, and (3) in ELA and Math in 11th grade, since scoring at Level 3 (standard met) on CAASPP testing in 11th grade is considered a proxy for readiness for college.

The primary focus of the SHPN pipeline of programs, services, and supports is to improve educational outcomes for young people. We will devote considerable resources to strengthening teaching and learning in the SHPN. These resources begin with our Home Visiting Nursing and Promotora programs and other supports for families with young children, to help ensure that children are healthy and ready to learn from the beginning of their education, and that parents/caregivers have tools to support their children's education.

The SHPN Curriculum & Instruction Articulation and Alignment Leadership Learning Community will bring together educators from HUSD, CSUEB, Chabot College, and Eden Area Regional Occupational Program to plan our strategies for strengthening classroom instruction across the educational curriculum, from pre-school through college, including aligning and articulating curriculum and instruction from grade level to grade level and across educational segments. School leaders and teachers will then carry out the professional development plan devised by the AALLC, using evidence-based approaches to strengthen teaching and learning, such as the use of educator professional learning communities (PLC), instructional coaching, and a ro-

bust cycle of inquiry process.

For instance, a pre-K-3rd grade PLC of instructional leaders and teachers from the pre-schools and primary schools serving the SHPN will work to strengthen and align instruction across the schools and grade levels, promote coherence in instruction and assessment systems, ensure children have meaningful learning opportunities, and plan and implement family engagement strategies. All of these elements are central to comprehensive, integrated preK-to-3rd grade approaches that ensure students are proficient in reading by 3rd grade. Other PLCs will bring together instructional leaders and teachers in the SHPN's elementary and middle schools, middle and high schools, and high school and post-secondary institutions, to strengthen and align curriculum and instruction across grade levels and educational segments.

Professional development and coaching will support teachers to effectively utilize various evidence-based strategies in the classroom, including culturally relevant instructional materials and pedagogy; use of an equity lens in the development of lesson plans; project-based and experiential learning; differentiated instruction and Response to Intervention strategies to positively impact students' literacy and math skills as well as social-emotional learning.

Along with our primary focus on strengthening classroom instruction, the SHPN initiative incorporates a "Full Service Community Schools" model, which combines a strong instructional core with holistic supports for students that help address and remove barriers to their readiness to learn and full engagement in their education. Each SHPN school will convene a multi-disciplinary Coordination of Services Team as a vehicle to quickly identify students who need extra help, based on academic, attendance, behavioral, or health problems. Each school will offer and utilize a Multi-Tiered System of Supports (MTSS) that responds to individual student needs. Incorporating a "Response to Intervention" model with universal, targeted, and intensive supports to be provided as appropriate to individual students, the MTSS will include, for example, extensive resources for and access to academic supports for students, in and out of school, in-

cluding tutoring, credit recovery, and academic case management programs.

To address any underlying social-emotional problems that are common among young people in our neighborhood and that can hamper their engagement in the classroom and learning, the schools' MTSS includes a range of supports, including: support groups focusing on building students social-emotional and life skills; enriching after-school programs that promote students' connections with their peers, caring adults, and school, and their motivation to succeed in school; restorative approaches to reintegrating students who have had serious conflicts with their peers; and more intensive mental health services, such as individual and family counseling and case management. These supports are informed by research regarding trauma and the impact of adverse childhood experiences on brain development, behavior, and academic achievement.³⁶ Children who have routinely lived in situations of instability and stress (e.g., transiency, homelessness, family conflict, ambient community violence, immigration-related experiences) carry these traumas as a part of their daily experience and are often unable to focus in school, fall behind academically, and act out their stress and sense of being overwhelmed. Social emotional learning (SEL), restorative practices, and trauma-informed mental health services are strategies that allow children and youth to understand their emotions, share their feelings with caring adults, and access emotional supports, thereby lessening their underlying stress and enabling them to better engage in learning. SEL also provides a positive and common framework for school staff and parents/ caregivers to use when dealing with their children's behavior and emotional states.

Another high-priority strategy of the SHPN pipeline is to provide academic support at key transition points for the students who need them most. Examples include the SHPN's Transition Academies for rising 4th graders and students transitioning to middle school, and Algebra/ Geometry Boot Camp, for students transitioning to high school. These intensive academic programs are designed to help students be ready academically for the next level of their education. In addi-

tion, through career exploration activities, including work-based learning opportunities, SHPN students will better understand the relevance of their academic learning, develop career interests, and be more motivated to do well in school. Career Technical Education and dual enrollment are other elements of the SHPN pipeline proven to promote academic success.

Finally, our “two generation” approach will support students both directly, and indirectly by engaging and supporting their parents/caregivers who will provide continuity throughout young people’s journey along the pipeline to college and careers. Strategies for engaging parents include promotoras, parenting education for groups of parents at different stages of their children’s education; the HUSD Parent Centers, Parent Ambassador Program, and the use of Family Navigators to help parents navigate the school system on behalf of their families; outreach to build parents’ awareness of college and career pathways and requirements, and assist with their children’s college and financial aid applications; and the SHPN’s adult education and CTE programs for parents.

Please see Appendix G: Evidence and Logic Model, which presents evidence for the effectiveness of many of the strategies in the SHPN continuum in promoting academic achievement.

(c.3) Partnerships, alignment of visions, theories of action and change, and system for shared accountability

The SHPN has brought together many partners that have worked together on similar collective impact efforts in the region, including the Hayward Promise Neighborhood initiative, and who are committed to the success and well-being of South Hayward children and families. Our partnership’s diverse membership represents a broad collaboration across city and county government agencies (City of Hayward, Alameda County Health Care Services Agency); the local educational agency (Hayward Unified School District); the local Regional Occupational Program (Eden Area ROP); the Hayward-based community college (Chabot College) and university (California State University, East Bay) and its Community Counseling Clinic; non-profit organiza-

tions with extensive experience working in collaboration with other local agencies and the community (4Cs of Alameda County, La Familia Counseling Service, Tiburcio Vasquez Health Center, and Eden Youth & Family Center). All of the core SHPN partners are contributing substantial resources to this collective impact effort, including programmatic resources, extensive experience working in and around the target neighborhood, strong relationships with SHPN residents, and knowledge of the communities' needs, assets, and other resources.

The SHPN partner agencies have entered into a Memorandum of Understanding (MOU) to collaborate in this initiative. The MOU (please see Appendix C) states the SHPN collaborative's common vision and mission, and the SHPN Theory of Change and Theory of Action, which were developed by our Executive Leadership Group, Community Advisory Board, and 0-16 Implementation Team as part of the HPN's strategic planning process in 2016, and refined during our planning of the SHPN initiative described in this application.

The SHPN MOU details the governance and decision-making structure for the SHPN, with CSUEB as the backbone agency, with specific stated roles and responsibilities. Please see information about the initiative's governance (d) Project Management Plan, below, for

The MOU further establishes the collective commitments of the key SHPN partner agencies, which comprise a robust system for shared accountability. These include:

- Supporting the overall design of SHPN as a member of the 0-16 Implementation Team;
- Participating in one or more of our three networks' work, based on where the agency's services fit in the pipeline of solutions, including attending regular network meetings;
- Delivering services and contributing resources as described in the grant application and letters of agreement;
- Reducing service silos, pooling resources, and strengthening collective capacity to more effectively serve children and families and achieve the desired results;

- Cultivating a person-centered, family-friendly, and culturally-inclusive pipeline of services that spans home, school, and community contexts;
- Genuinely engaging children and families as drivers of change and continuous improvement;
- Tracking and reporting data through the SHPN longitudinal data system.
- Sharing accountability for outcomes for SHPN children and families.
- Building organizational and collective capacity to achieve the desired outcomes.
- Helping identify and engage additional partners that can address SHPN children's and families' needs and advance our collective work.
- Working with evaluators, including providing access to all relevant program and project data sources, and submitting data as requested by the Department of Education.
- Institutionalize personnel and resources to that the SHPN initiative can continue and become self-sustaining in the years beyond the federal grant period.

Finally, each partner outlines in the MOU how its vision, mission, theories of change and action are aligned with those of the SHPN; the programmatic commitments they are making to the SHPN; and the matching resources they will contribute to the SHPN's implementation over the next five years. The Chief Executive of each key SHPN partner has signed the MOU, thereby making a commitment to our initiative's governance structure, collective responsibilities, and to providing the programming and financial contributions stated in the MOU.

(d) Project Management Plan

(d1) Adequacy of management plan to achieve project objectives on time and within budget

CSUEB will serve as the lead applicant and backbone agency for the SHPN initiative. As part of the first cohort of Promise Neighborhoods implementation grantees (2011-2016), CSUEB

has the requisite experience and infrastructure to lead this collective impact initiative which we anticipate launching in January 2018.

GOVERNANCE STRUCTURE

The SHPN initiative will be overseen and guided by the **SHPN Executive Leadership Group (ELG)**, led by CSUEB President, Dr. Leroy Morishita. The ELG is comprised of leaders who can speak on behalf of their organizations, including the Mayor and the City Manager of the city of Hayward, the Hayward Unified School District Superintendent, the President of Chabot College, the Eden Area Regional Occupational Program Superintendent, the Executive Director of the Community Child Care Council (4Cs), and a number of Chief Executive Officers and Executive Directors of other public and nonprofit partners. The ELG meets quarterly and is responsible for ensuring this initiative is carried out as planned and according to the established timeline, by: overseeing the project's implementation and evaluation; democratizing performance data so that they are transparent to service providers, neighborhood residents, and other stakeholders; reviewing data, and facilitating conversations around results, solutions, partnerships and their modification and improvement; and making strategic decisions.

SHPN's **0-16 Implementation Team (IT)** brings together backbone agency staff and leaders and program managers of our collaborating agencies, to meet monthly to monitor and help coordinate implementation, provide on-the-ground support for programs and services, problem solve, and refine strategies based on the evolving needs of the community and the efficacy of solutions. To ensure community voice in the governance of the SHPN, the IT is advised by a 30-member **Community Advisory Board (CAB)**, composed of South Hayward residents, parents, teachers, students, faith-based organization representatives, service providers, and other South Hayward stakeholders, that meets quarterly to discuss evolving neighborhood needs and priorities, as well as the appropriateness and effectiveness of solutions and programming, review program data and evaluation findings, and advise on partnerships, service coordination, resource

allocations, and policy/advocacy issues. More than one-third of Advisory Board members are representative of the geographic area to be served, based on the definitions in the Notice Inviting Applications (please see list of Advisory Board members in Appendix K).

SHPN is designed to strengthen community capacity and spearhead systems change by bringing public and private stakeholders and residents into the problem solving process together. To that end, SHPN has developed three interconnected networks that target various systems in the cradle-to-career pipeline and are each the locus of much of the programmatic collaboration. (1) The **Early Learning Network (ELN)**, led by Renee Herzfeld, Executive Director of the 4Cs, focuses on health access and education for children from prenatal to age eight. 2) The **Cradle-to-Career Education Reform Network (C2CERN)**, led by Dr. Alan Young, an employee of the backbone agency (CSUEB), focuses on educational best practices, empowerment and reform across the preK-16 continuum. (3) The **Neighborhood Health and Empowerment Network (NHEN)**, led by David Korth, Neighborhood Services Manager for the City of Hayward, is aimed at increasing health, well-being, empowerment, and access to technology for community residents, parents, and children.

MANAGEMENT TEAM

Dr. Carolyn Nelson, Dean of CSUEB's College of Education and Allied Studies, will serve as the project's **Principal Investigator**, providing grant oversight and leadership to ensure fiscal and administrative compliance and fidelity to evidence-based solutions used throughout the SHPN pipeline. Dr. Nelson is a member of the Executive Leadership Group and 0-16 Implementation Team and will interface with SHPN partners and community members to guide grant implementation and further the initiative's goals.

The full-time **SHPN Executive Director**, Melinda Hall, has served as the ED for the Hayward Promise Neighborhood initiative since 2011 and is a member of the California Affinity Group, a state-wide Community of Practice supported by the U.S. Department of Education,

Jobs for the Future, and Performance Excellence Partners where Promise Zone designees and finalists share tools and resources, participate in training, share lessons learned with peer communities, and support one another's work. Ms. Hall will provide day-to-day management for the SHPN initiative and be responsible for coordination and communication between the different pipeline sectors and staff of the SHPN collaborating agencies – e.g., early childhood, K-12, higher education, health, employment, community outreach, data management, etc. Ms. Hall will monitor Promise Neighborhoods grant funds; oversee partner work plans and budgets; and work to ensure the initiative's sustainability beyond the five year grant period. Additional responsibilities for the Executive Director will include:

- Convening monthly 0-16 Implementation Team meetings, biweekly Network Directors meetings; and quarterly Community Advisory Board (CAB) meetings;
- Managing and overseeing the initiative's planning and implementation to ensure a seamless delivery of services
- Ensuring compliance with all grant reporting requirements;
- Collaborating with the Director of Data, Evaluation, and Alignment and independent evaluator to oversee data collection and present results to the ELG, 0-16 Implementation Team, and CAB;
- Developing strategic communications plans to keep this initiative prominently before the public and build public and political will for the SHPN;
- Staying abreast of local, state, and federal policy developments;
- Identifying existing and emerging resources that can be leveraged to support and sustain the program.

A full-time **Director of Data, Evaluation, and Alignment**, Jerry Chang, will provide leadership for the SHPN Data Team in setting up the SHPN longitudinal case management data system, and in collecting, analyzing, and using data to inform the development, implementation,

and continuous improvement of the cradle-to-career pipeline and targeting of interventions and solutions effectively. He will collaborate with the SHPN partners and program leads to evaluate agency data needs in order to design, plan, and implement the shared SHPN longitudinal case management data system, and other systems, and to ensure that data gathered and measured are relevant and informing the interventions and activities being implemented. Mr. Chang will lead the development of processes, procedures, and best practices for data gathering and analysis in alignment with federal guidelines and programmatic needs. He will collaborate with the external evaluator in designing evaluation plans as necessary and to support work for national Promise Neighborhoods initiatives relating to data collection and evaluation. He will supervise the Data Team members, including the Database Administration, Data Coordinator, and data personnel at partner sites. He will share data, reporting progress and providing analysis of all reports by the Data Team, to staff, partners, funders, participants, and other stakeholders.

A full-time **Database Administrator** will coordinate activities and administer database systems and tools for the collaborative in collecting, analyzing, and using data to inform the development, implementation, and continuous improvement of the cradle-to-career pipeline and targeting of interventions and solutions effectively. He/she will be lead administrator of database and information systems (including but not limited to Salesforce, the Promise Scorecard, Exponent Case Management, LiveImpact, MPOWR, Captricity, Smartsheets, Airtable, Google Suite). The Database Administrator will configure databases to ensure the accuracy and integrity of data; train individuals at CSUEB and SHPN partner agencies in correct use of the data systems; carry out batch uploads to maintain up-to-date data in database systems and serve as the main data source for HPN; manage entry of all SHPN data into the separate data systems, ensuring quality of data as well as compliance with all necessary confidentiality regulations, and oversee 10 partners' data for accuracy and appropriateness. The Database Administrator will also develop and update all protocols and training manuals related to database systems and tools. He/she

will manage and coordinate the gathering of large data sets from a variety of sources with capacity to organize and analyze for quarterly reporting, while ensuring quality, timeliness and compliance;

A full-time **Budget and Contracts Manager** will be responsible for the day-to-day fiscal operations for the SHPN to include: requisitions, travel claims, check requests, purchase orders, and invoices; analysis of budget data, and making accurate projections; maintain current, up-to-date budget spreadsheets; produce regular and ad hoc statistical reports regarding budgets; respond to inquiries about the SHPN regarding budgets, policies, and procedures; and manage and monitor annual partner contracts. This position will also collect fiscal and other data from SHPN partners regarding matching funds and gifts-in-kind for reporting to University personnel as well as the U.S. Department of Education (ED). Utilizing the CSU CMS Finance Reporting and Data Warehouse, the Budget and Contracts Manager will collect and analyze all fiscal records on a regular basis. In carrying out these duties, he/she will interact with a wide range of campus personnel, liaisons with program partners throughout the city of Hayward, and ED.

DIRECT SERVICES TEAM

The SHPN initiative will be supported by three Network Directors, working under the Executive Director, who will support effective solutions and mutual accountability by examining solution-specific data and helping to make connections between solutions and outcomes.

The **Early Learning Network (ELN) Director, Renee Herzfeld**, from 4Cs of Alameda County, will oversee the implementation of the SHPN Early Learning Network solutions and work to strengthen connections between the early learning system and the K-12 system. The **Cradle-to-Career Education Reform Network (C2CERN) Director, Dr. Alan Young**, from CSUEB, will oversee SHPN solutions that are expected to contribute to the academic success of students from preschool through college to career. It will be the hub for our Curriculum and Instruction Articulation and Alignment Leadership Learning Community (AALLC)'s work, which

Dr. Young will convene. The **Neighborhood Health and Empowerment Network (NHEN) Director**, David Korth, from the City of Hayward, will oversee the SHPN solutions and outcomes related to health, wellness, family support services, community empowerment, and civic engagement.

Our local education agency partner, Hayward Unified School District, will employ a full-time SHPN Director through this grant who will help plan, coordinate, and implement the continuum of school-based solutions described in the Project Design section of this application. HUSD's SHPN Director will work closely with the PI, Executive Director, and Network Directors to develop P-16 curriculum alignment, promote high-quality instruction through professional development and cycles of inquiry, and strengthen the pipeline of services for students and families.

Three full-time **Community Resident Engagement Specialists (CRES)** employed by CSUEB will engage families in a culturally proficient and linguistically appropriate manner to help them access and take full advantage of SHPN services, and to empower parents to advocate for their children to support their success in school and the community. They will be responsible for recruiting SHPN residents to take part in our Community Leadership Initiative, help design and provide the training for the cohorts, and collaborate with them in their community outreach and civic improvement activities. The CRES will work with our school and community partners to identify and connect the hardest-to-reach and hardest-to-engage children and families with the initiative. The CRES are residents of the city of Hayward and reflect the population of the South Hayward population.

LESSONS LEARNED AND STRATEGIES TO DEVELOP MANAGEMENT CAPACITIES

Lessons learned from our work implementing the Hayward Promise Neighborhood initiative, from 2011 to 2016, are highly relevant for this project, as they will inform SHPN capacity

building efforts. Following are key learnings from HPN and our strategies to continue to build capacity in these areas.

Organization and Leadership – Deepen organization and leadership capacity. To build leadership capacity throughout the South Hayward community, SHPN leaders (Executive Leadership Group, Community Advisory Board, nonprofit Executive Directors, etc.) will infuse results-based leadership skills into partner organizations and ensure leadership development opportunities are broadly available and attended. We are especially interested in equipping and engaging our Community Advisor Board members to exert a progressively more important role in decision-making for the SHPN initiative. In addition, SHPN leadership will ensure all partner organizations and residents have the knowledge and skills to manage efforts toward a common set of indicators and results.

Engagement – Ensure neighborhood residents are leaders, owners, and contributors to the achievement of better results. We will expand our resident leadership pipeline and increase Community Advisory Board participation to ensure more residents have the skills and access needed to contribute to and make decisions for the success of the initiative.

Partnerships – Create strategic and accountable partnerships with school and other organizational stakeholders. We will use the network structure, described above, to review current partnerships and determine who else needs to be at the table to fill service gaps and meet objectives set by the collaborative and the community. Partners will also provide data-driven services and engage in a process of regularly reviewing their progress and how well they are communicating with other SHPN partners. This will be established by creating clear agreement up front around outcomes, benchmarks, timelines, blended programming, and expectations for a Promise Neighborhoods grantee.

Policy and Systems – Address policy and regulatory issues that support or impede the achievement of better results. We will develop and implement a policy advocacy agenda that

promotes equity, systems change, and alignment of funding to support the SHPN cradle-to-career continuum. As we build capacity in our collaborative structures and individual partners engage in policy, systems change, and communications work, we envision local, state, and national policymakers looking to our model to inform the development of new policies and funding allocations.

Financing – Develop financing strategies to align, target, and attract resources. We will develop a braided funding structure (public and private sources) to support and sustain the SHPN through and beyond the five year grant period. The Executive Leadership Group will create a well-defined process with guiding principles around how we seek funds both as individual partners and as a collaborative, and engage in the community in setting budget priorities.

Data Use – Collect, analyze, and use data for learning, accountability, and creating a culture of results. We will ensure that individual and disaggregated performance population data is being routinely used by SHPN partners to continuously improve solutions and ensure targets are met. CSUEB will transfer their data from the last six years to a newly purchased integrated case management data system that links data across agencies and incorporates child development/early learning data (e.g., State-funded preschools and other pre-K programs) with the larger K-12 longitudinal and postsecondary data systems so we can better monitor trends in participant outcomes and program quality. *The new longitudinal data system is expected to be fully operational by June 2018.*

Table 13. SHPN Implementation Plan – Key Task and Timeline

| Table 13. SHPN Implementation Plan – Key Task and Timeline | | |
|---|--|--------------------------|
| Please see list of personnel abbreviations below | | |
| Target date | Task/Deliverable | Responsible Party |
| January 2018 ongoing | Ongoing pipeline services continue: e.g., PreK-16 instruction, COST and MTSS supports in HUSD, YEP at HUSD schools, credit recovery, dual enrollment, CTE, DAJA, EYFC Computer Clubhouse, CSUD-HUSD Aspire High School Achievement Program, CSUEB Com- | SHPN partners |

Table 13. SHPN Implementation Plan – Key Task and Timeline

| Please see list of personnel abbreviations below | | |
|---|--|---|
| Target date | Task/Deliverable | Responsible Party |
| | Community Counseling Clinic, CSUEB Service Learning Program | |
| January 2018 | CSUEB, HUSD, and Chabot College hire new staff for SHPN initiative | SHPN E.D., HUSD DSS, Chabot College administration, |
| January 2018, quarterly | Convene ELG | CSUEB President |
| January 2018, quarterly | Convene Community Advisory Board | SHPN, E.D. |
| January 2018, ongoing | Convene IT, monthly | SHPN E.D. |
| January 2018, ongoing | Convene ELN, C2CERN, NHEN meetings, monthly | SLN-D, C2CERN-D, NHEN-D |
| January 2018, ongoing | Convene biweekly Network Directors meetings | SHPN E.D. |
| January 2018, ongoing | Form Curriculum & Instruction Articulation and Alignment Leadership Learning Community and begin to convene regular meetings to plan professional development and coaching program | SHPN E.D., PI, ELD-D, HUSD DSS, Chabot PC, Eden ROP Super |
| Jan.-March 2018 | Establish Data Team; develop detailed evaluation plan, including data collection timeline and tools, and IRB approvals | SHPN E.D., DDEA, HUSD DSS, HTA |
| Jan.-June 2018 | Purchase, build out, and pilot test shared longitudinal case management data system; develop dashboards/report templates | SHPN E.D., DDEA, DA |
| Feb.-April, 2018, 2020, 2022 | Design instrument and process for community survey; recruit and train surveyors | HTA, NHEN-D, CRES |
| Quarterly starting April | Partners and evaluator convene Community of Practice to share and discuss program data as part of Results | SHPN E.D., DDEA, HTA |

Table 13. SHPN Implementation Plan – Key Task and Timeline

| Please see list of personnel abbreviations below | | |
|---|--|---------------------------------------|
| Target date | Task/Deliverable | Responsible Party |
| 2018 | Based Accountability, Continuous Program Improvement processes | |
| May-June 2018, 2020, 2022 | Administer community survey | HTA, NHEN-D, CRES |
| Jan.-Aug, 2018, ongoing | Eden Area ROP expands business and other community partnerships to be able to offer a spectrum of work-based learning opportunities to middle/high school students | Eden ROP Supe |
| By May 2018, and each year | HUSD plans Transition Academies and Math/Geometry Boot Camp and recruits student participants | HUSD SHPN-D |
| By June 2018, and each year | Chabot College and HUSD collaborate to recruit students for P2C (middle and high school) programs | Chabot PC, HUSD SHPN-D |
| By June 2018, and each year | Eden Area ROP and HUSD collaborate to recruit students for summer career exploration program | Eden Supe, HUSD SHPN-D |
| By June 2018 | Partner agencies establish data sharing MOUs | All key partners |
| By July 2018, yearly | Develop SHPN-CLI outreach and training program; recruit participants for yearly cohort; begin program | NHEN-D, CRES |
| June-August, 2018, yearly | Hold Transition Academies, Algebra/Geometry Boot Camp, P2C middle school Summer Youth Sports Program, Eden ROP summer career exploration program | HUSD SHPN-D, Chabot PC, Eden ROP Supe |
| July 2018, ongoing | Implement other SHPN programming: Nurse Home Visiting, Promotoras, Parent Promise Academy, Toddler Play & Learn Groups, CSUEB Service Learning, Adult CTE, etc. | All partners |
| July-Sept., 2018 | Train SHPN partner staff in use of shared longitudinal case management data system; system goes “live” in September. | DDEA, DA, all partners |
| July-August 2018, yearly | Recruit and train Family Success Coaches/Family Navigators, to begin outreach in September | HUSD SHPN-D |

Table 13. SHPN Implementation Plan – Key Task and Timeline

| Please see list of personnel abbreviations below | | |
|---|--|--|
| Target date | Task/Deliverable | Responsible Party |
| By August, 2018 | Develop school climate survey | HTA, SHPN E.D., HUSD SHPN-D |
| August 2018, ongoing | Curriculum and Instruction Articulation and Alignment Group launches PLCs and coaching program to strengthen curriculum & instruction, articulate, and align curriculum across PreK-16 | C2CERN-D, HUSD SHPN-D, Chabot PC, Eden ROP Supe |
| August 2018, ongoing | Integrate supports (dental, vision services; positive behavior coaching) into preschools | HUSD CDP-D, |
| September 2018, ongoing | City of Hayward continues Homework Support Centers at SHPN sites and begins offering tutoring, adult ESL programs | COH-ESM |
| Sept.-May, yearly | P2C middle and high school programming; Eden ROP middle and high school WBL and CTE/career pathway courses | Chabot PC; Eden ROP Supe |
| Oct.-Nov., yearly | Conduct school climate survey at SHPN schools | HUSD SHPN-D, HTA |
| Every six months | CSUEB submits required reports to Department of Education; | SHPN E.D., BCM, HTA |
| February 2019, and yearly | Evaluator writes local evaluation report, for dissemination to stakeholders. Final report written in February 2023 | HTA, SHPN E.D. |
| April-July, 2019 | Curriculum & Instruction Articulation and Alignment Leadership Learning Community studies progress and refines PD and coaching program for year 2 | SHPN E.D., PI, ELD-D, HUSD DSS, Chabot PC, Eden ROP Supe |
| August 2019, ongoing | Educator PLCs and coaches continue work to strengthen curriculum & instruction, articulate and align curriculum across PreK-16 | C2CERN-D, HUSD SHPN-D, Chabot PC, Eden ROP Supe |
| January 2021 to December 2022 | ELG and Implementation Teams and Community Advisory Board engage in data-driven strategic and sustainability planning effort. | ELG, IT, and CAB |

| Table 13. SHPN Implementation Plan – Key Task and Timeline | | |
|---|------------------|-------------------|
| Please see list of personnel abbreviations below | | |
| Target date | Task/Deliverable | Responsible Party |
| <p>SHPN E.D. = SHPN Executive Director PI = Principal Investigator HUSD DSS = Director of Student Services HUSD SHPN-D = HUSD SHPN Director Chabot PC = Chabot College SHPN Project Coordinator Eden ROP Supe = Eden Area ROP Superintendent ELG = Executive Leadership Group IT = 0-16 Implementation Team CAB = Community Advisory Board ELN-D = Early Learning Network Director C2CERN-D = Cradle to Career Education Reform Network Director) NHEN-D = Neighborhood Health and Empowerment Network Director HUSD CDP-D = HUSD Director of Child Development Programs COH-ESM = City of Hayward Education Services Manager CRES = Community Resident Engagement Specialists DDEA = Director of Data, Evaluation, and Alignment\DA=Database Administrator BCM = Budget and Contracts Manager HTA = External Evaluator</p> | | |

Please see our detailed **Implementation Plans** for each solution in the SHPN pipeline, in **Appendix F**.

(d2) Data collection, data system, and use of data for continuous improvement and accountability

Collecting, analyzing, and using data for decision-making, learning and continuous improvement. SHPN and HTA are deeply committed to a data-driven decision making process at the system, population, program, and individual levels – meaning that we intend to “move the needle” in a way that improves:

1. System outcomes that target the efficacy of the overall initiative by bringing a diverse group of partners to improve their collaboration, efficiency, transparency, and accountability for results;
2. Population-level outcomes such as readiness for Kindergarten, proficiency in core academic subjects, attendance rates, high school graduation rates, and college success across the neighborhood and target schools;
3. Program outputs and outcomes that can be attributed to the effects of programs and programmatic collaboration;
4. Use of individual case management data and data systems to identify individual students' needs and assets on a real time basis; these data/systems also support cross program data sharing and collaboration to support specific children, youth, and their families; and
5. Development of a Community of Practice that includes youth, parents, PreK to 16 school faculty and staff, community service providers, parents, and youth – using data to inform policymaking, resource allocation, and programming.

SHPN is building on a pre-existing deep Promise Neighborhood collaboration with a wide array of large and small organizations, working across disciplines and cultures to move the needle on the current 10 results and 15 indicators identified by the early rounds of the Promise Neighborhoods initiative, and on several other results that are locally defined (e.g., Algebra pass rates in grades 9 and 10). Most of the SHPN partnership has experience with program data collection and compliance reporting to funders, and as we move into a new neighborhood, some of our new partners may not have this experience and will require technical assistance and support to get up to speed. The CSUEB and the HTA data teams will be responsible for orienting and coaching new partners.

Since collecting and storing individual-level data across service sectors raises issues of human subject protections, we will be convening the CSUEB IRB to ensure that we as a partner-

ship are cognizant and compliant with these protections – including FERPA/HIPAA regulations, interagency data sharing agreements, parent and older youth permissions, data compatibility, and use of unique identifiers across the enterprise. Another challenge is to manage data-informed decision making in a collaborative environment. This requires transparency, thoughtfulness, and a firm focus on the Vision, Mission, and goals of the initiative. It also requires a “growth mindset” from the providers who need to make changes based on results and feedback from consumers and partners. The SHPN initiative as a whole has been tackling this conundrum for the past five years, and additional work remains to be done to create a truly seamless robust data system. CSUEB and the partners have benefited by participating in national technical assistance from the U.S. Department of Education, the Urban Institute, the Center for the Study of Social Policy (CSSP), and the Promise Neighborhood Institute at PolicyLink. As noted above, HTA has in-depth experience working with other Neighborhood Revitalization Initiative site evaluations and national Promise Neighborhoods technical assistance and guidance. HTA will bring its experience to the initiative and provide as needed training and technical assistance to the data management process as follows:

- Begin early. The SHPN initiative is in the midst of vetting, acquisition, and building out a comprehensive longitudinal data system using Salesforce software. SHPN has decided to migrate from Social Solutions Efforts to Outcome (ETO) to this more flexible and user-friendly data system and will do so within the first six months of the planning year. In the interim, baseline data and program activity information will be stored in other secure data systems (encrypted MS ACCESS and Excel) until the comprehensive system is fully deployed. We will also upload the past five years of data into the new system using a batch upload process. This will allow us to maintain and update information on our first neighborhood (the Jackson Triangle) while adding new data for the second neighborhood
- On a parallel track, data MOUs, consent forms, and other legal and human subjects reviews

will build on existing protocols and be completed during that same six month timeframe.

SHPN will convene partner agency data personnel and the Westat and CSSP technical assistance teams to discuss data sharing, federal reporting requirements, etc. An SHPN data team will be formed under the leadership of CSUEB, as the backbone agency, the HTA evaluation team, and the other partners. As a condition of all SHPN funding, all partners will participate in the data team, work to develop and implement data sharing agreements, and commit to implementation of these agreements in a timely manner.

- The data team will convene trainings for all partner agencies to ensure they are apprised of data storage and transmission requirements, timing, and data quality assurance practices; these trainings are likely to include components lead by the national evaluator, Westat, and the Center for the Study of Social Policy (CSSP), which are charged with guiding grantees regarding evaluation, data management, and federal reporting.
- Another strategy to ensure cooperation and compliance with data collection, cleaning, and transmission expectations is to be sure that useable, meaningful reports are provided to diverse constituents in a timely manner - e.g., community members, principals, program coordinators, case managers, and partner leadership and data staff, the Community Advisory Board, and the Executive Leadership Group.
- HTA and CSUEB will develop and facilitate a cross-disciplinary community of practice (COP) that will create a safe environment for the SHPN implementation partners and SHPN management to use “rapid cycle quality improvement” to ensure that programs and system strategies are reviewed frequently and to reflect upon the data to identify successes, challenges, questions, and opportunities for improvement generated through the evaluation. (See below for more information regarding the COP.)

SHPN longitudinal case management data system. To support our COP, it is absolutely essential that SHPN has a longitudinal case management data system that can accommodate data

from multiple agencies across the birth to college and career continuum. Such a system must have the capacity for end users (e.g., teachers, counselors, school leaders, health professionals, and parents) to have access to the system in a way that is compliant with FERPA and HIPAA regulations. The system will also need the capacity to upload student-level data in batch files from other data systems, such as those used by Hayward Unified School District, CSUEB, Chabot College, Eden Area Regional Occupation Program, and La Familia Counseling Services. In addition, this system will need to manage interagency referrals in compliance with FERPA/HIPAA and provide for individual consent by participating youth and families. Data Managers and end users will have the ability to run aggregate reports and/or access individual student data. Teachers and parents will have the ability to monitor the status of children, youth, and families based on their need to know, the age of the children, and data use permissions granted. We intend to track and monitor student-level data points such as school day attendance, chronic absenteeism, state or district assessment test scores, course grades, disciplinary actions (e.g., suspensions, expulsions), and credit accumulation toward graduation. Parents would have access only to their own children's data, whereas a teacher would have permission to access data for their own classroom students. This case management data system will also provide multi-year capacity to be used as a longitudinal data system for purposes of evaluation of outcomes, outputs, and service dosage over time.

To achieve these objectives and SHPN's vision of equitable outcomes for all children and families in South Hayward and beyond, the backbone organization (CSUEB) has taken primary responsibility for investigating existing systems that have demonstrated effectiveness in other multiagency, multi-systemic place-based collective impact efforts across the country. As noted above, SHPN has decided to acquire and build out Salesforce, a cloud-based customer relationship management (CRM) application, which will be developed into a longitudinal case management system for this project and deployed during the first six months of the planning phase. We

will ensure that all partners' information technology staff are engaged in this process so that they can provide guidance regarding system configuration, security, and end user experience in order to meet the needs of all of the partner agencies. We have considered several options and have determined that Salesforce is the most effective solution for our data management needs. One of the deciding factors was to ensure that the system meets HIPAA and FERPA guidelines and has the capacity to facilitate inter- and intra-agency referrals and data sharing. In the next month, the SHPN Implementation Team (IT) will review the recommendations of the CSUEB data team and recommend the acquisition of the Salesforce system to the Executive Leadership Group (ELG). This recommendation is predicated on our assessment that the Salesforce system is the most cost-effective option for SHPN and best adapted to individual entry of case management data, batch uploads or data bridging to legacy systems, and customized reporting by program, by solution, and across the enterprise over time.

Once SHPN has secured Salesforce as its longitudinal case management system, we will need to build it out to address the inputs, outputs, and outcomes of each solution; facilitate data entry and uploading by each partner; produce custom reports quickly and easily; and store service, dosage, demographic, and eligibility data over time. The cost of the build-out and ongoing licensing costs per user will be considered part of the planning process in the first two years of the grant period.

Once the case management system is properly built out (with the input of partners and end users such as case managers, teachers, principals, health care providers, district/agency data staff, and other service providers), all SHPN providers and staff will be engaged and trained in order to ensure accurate and timely use of the system. Many SHPN partners do not have modern case management data systems and work with a patchwork quilt of hard copy files, Excel spreadsheets, and legacy systems that may be useful for informing state, county, and city funders, but not the providers themselves. Public agencies often work with legacy systems built on platforms

that are 20-30 years old and that cannot communicate with newer systems and are often maintained by a few technical support staff who are the only people who know how to use the system. So with an eye to the long game, SHPN has and will invest in dialogue with the partners' leaders, their tech support staff, and end users as we build out the Salesforce case management system and as we implement it across SHPN.

A crucial aspect of establishing an effective case management system is data sharing and referral processes. These begin at intake when parents and older youth sign permissions to share data. We anticipate that data sharing permissions will be collected when families or older youth access services such as home visiting nursing, counseling, case management, internships, and job placements. As in previous years, educational institutions will obtain consent to share individual data when students are enrolled on an annual basis. Depending on the permission granted by parents and youth, various agencies who are working with the same children and families may be able to share confidential information to better coordinate services. These data will be shared more broadly as a de-identified individual level data set with the national technical assistance provider (Westat) via a restricted use data file (RUDF). Also, HTA will be provided with de-identified individual-level data for evaluation purposes; moreover, these data will be aggregated in any reports to protect the identities of program participants.

Cross-disciplinary community of practice (COP). As noted above, in order to ensure that this robust case management system and other data sources are fully utilized by the service delivery partners and managers, SHPN will utilize a Community of Practice (COP) approach. The COP will ensure that evaluation is treated as a continuous and collective learning process, not only as a compliance requirement. This cyclical process will involve: (1) developing an evaluation design that answers locally-relevant research questions by reporting on relevant results and indicators; (2) creating user-friendly and rapid cycle reports for SHPN practitioners (e.g., principals, coordinators, case managers, administrators, and data staff); (3) conducting interactive data

workshops where implementing partners review output, fidelity of implementation, and results; and (4) supporting each other to address common challenges and share and leverage evidence-based and promising practices.

To provide user-friendly, accessible, and timely access to the evaluation data, SHPN will use the Clear Impact ED APR Scorecard™ developed by the Results Leadership Group specifically for Promise Neighborhoods across the country. Scorecard™ has been developed to help communities to answer the three Results-Based Accountability questions: “What did you do? How well did you do it? Is anyone better off?” These simple questions drive all of our work at the service level, at the system level, and the policy level. So, for example, we would query whether a tutoring program is serving the number of children proposed; whether the services are high-quality and whether students/teachers/parents value them; and whether tutored students are improving their academic performance in the classroom. Or at the systems level, we might look at a professional development program for teachers across the district and ask the same questions – all leading up to better instruction and outcomes for all children in the target schools.

Brief but meaningful rapid response data reports will be provided by CSUEB and HTA to our ELG, 0-16 Implementation Team, Networks, and Community Advisory Board and the community as a whole at least a quarterly basis so that midcourse corrections can be made to acknowledge superior performance and to help get projects back on track, revise strategies, and enhance practices that need improvement. This approach will support SHPN’s commitment to “democratize” our outcome data by encouraging parents, students, community residents, partners, and policymakers to access information quickly enough to make a difference in program implementation. It also drives accountability for results across the whole SHPN initiative. Done correctly, this strategy promotes excellence by using “improvement science”³⁷ to assess what works, what does not, and what should and can be changed. By making performance metrics transparent, the COP will allow the SHPN leadership to assess what corrective actions are need-

ed, and if changes in strategy and/or partners are required, to ensure that the SHPN meets our bold goals.

Reporting Plan. On an annual basis, HTA will work with the SHPN data team to compile and report the findings on *GPRAs 1-10* (10 program-level results and 13 indicators), and any other required data to the Department of Education in annual performance reports and any ad-hoc reports as requested by the Department. In addition, HTA will create an individual-level restricted use data file from the case management data for the national evaluation. All sharing of individual level data will be subject to human subjects protections as outlined by the CSUEB IRB.

HTA will produce regular formative feedback to the SHPN Executive Leadership Group, 0-16 Implementation Team, and program staff, the Community Advisory Board, and other stakeholders to ensure that our many aligned solutions are achieving their process and outcome objectives. Data will be available on an ongoing basis to support the COP, designed for continuous program improvement. The Clear Impact Scorecard will be updated and released in summary form on a monthly basis, and in HTA's quarterly rapid response briefs to ensure that stakeholders can monitor program activities and progress.

The key data partners (CSUEB, HUSD, and HTA) all have experience using rapid time data to inform program improvement and time sensitive interventions for children and families. This experience will be important as we design and build out the central case management system for SHPN, and it will be critical to the accountability for fidelity of implementation, outputs, results and indicators.

(e) Adequacy of Resources

(e1) Project costs are reasonable

The SHPN is requesting \$29,827,627 in Promise Neighborhoods grant funding over five years.

In Year 1, 56% of our request (\$3,321,159 of \$5,921,282 total) is allocated toward planning activities and costs. These costs include substantial time commitments by the “backbone” agency staff at CSUEB and agency and program directors at our partner agencies, who will help to plan much of our programming to be launched by the second half of Year 1 (summer 2018), plan for service coordination, and data sharing, and meet regularly as part of our IT and Networks to coordinate and monitor implementation, review data, problem solve, and refine our work. They also cover the participation by project personnel in the Curriculum & Instruction Articulation and Alignment Leadership Learning Community, and extensive allocations of hourly pay for professional development and coaching for school leaders and faculty to strengthen classroom instruction and articulate and align curriculum and instruction across grades Pre-K to 16, and for professional development experts and coaches. Further planning-related costs include expenditures for software for our integrated longitudinal case management system, data system consulting and data specialist staffing; for the Community Survey and School Climate Survey in year 1 to establish baselines on particular indicators and gather extensive community input to inform and help us refine our implementation plan, and for our project evaluation to further help us plan for and improve ongoing programming. In Year 2, 43% of our request (\$2,612,603 of \$5,991,437 total) is for similar planning activities and costs. Please see our budget narrative for particular line items that will contribute to our planning efforts during the first two years of the grant period.

The largest share of grant funding (\$10,199,186) is allocated to Hayward Unified School District, the key service site for most of the children and youth in the SHPN, and the partner through which we can engage the largest number of families. Our SHPN target schools in HUSD will serve 3,825 students each year, and we will reach SHPN children who go to other schools and their families through various programs and partnerships, such as the district’s credit recovery and dual enrollment programs and the transition programs implemented by CSUEB and Chabot College, and partner agencies’ behavioral health programs. HUSD will hire a full-time

SHPN Director and a full-time data system specialist, which we have found are necessary expenditures for the coordination and data gathering, management, and sharing needed for a large-scale multi-agency collaborative effort in which HUSD is the principal service provider, carrying out multiple program elements and solutions simultaneously. Approximately 40% of HUSD's expenditures will be for planning costs, including professional development and coaching, which will build long-term capacity in the district to improve outcomes for children. Sixty percent of grant funding allocated to HUSD will cover direct services to students and their families. This \$1.2 million per year will be used to serve a minimum of 4,000 students directly, and some very intensively. This amounts to an average cost of \$300 per student per year. At the same time, HUSD is contributing extensive resources to this initiative (\$16,276,594 over five years); the great bulk of this matching funding derives from in-kind services and supports for its students and their families.

The next largest share of grant funding (approximately \$7 million) is allocated to CSUEB, for "backbone agency" staffing. In our experience leading the Hayward Promise Neighborhood since 2011, this backbone staffing structure is essential for leading a large-scale collective impact initiative. It includes staff for overall initiative leadership and coordination, partnership management, leadership of the Data Team and much of the SHPN's data work and coordination, budget and contracts management, reporting to and accountability with funders, the SHPN Community Resident Engagement Specialists, and for indirect/ administrative costs, as well as for the direct service programs CSUEB will implement.

Each of the eight other key SHPN partners are receiving allocations ranging from \$604,000 to \$1,999,000 over five years, to contribute intensively to the planning activities during the first two years of the grant period and implement direct services to SHPN children and families- Partner services will typically start in the second half of year 1 at the beginning of the first full school year in July 2018. These partners are committed to being an integral part of our ongoing

collaboration to coordinate, monitor, refine, sustain, and scale up our initiative. Each partner agency is contributing substantial matching resource to this initiative, as detailed below and in our budget narrative.

By year three of the grant period, we plan to be serving at least 60% of the children and families in the SHPN in some way. This will include at least 1,000 children ages 0-4 who are in early learning programs in the neighborhood or whose parents participate in activities to support their children's early learning and Kindergarten readiness. We also plan to serve at least 5,000 children and youth in the target HUSD schools, and we plan to serve approximately 500 young people from the SHPN who have graduated and gone on to college at Chabot College or CSUEB. If we divide the year three grant request of \$5,953,409 by 6,500 children and youth, the average cost would amount to \$869 per child. We also, however, expect to serve approximately 1,500 parents of school-age children or other adult residents of the SHPN who are touched by the initiative in one way or another, such as through Fresh Food for Families, the Viva Bien, Coma Bien, Siéntase Bien family physical fitness and nutrition education program, CTE programs at Eden Area ROP, the City of Hayward's Family Education Program,, and other outreach programs conducted by SHPN Family Navigators, our CRES Team, Hayward Coalition for Healthy Youth, our Community Leadership Initiative, and other programs provided by partner agencies at the South Hayward Youth and Family Center. By year five of the grant period, we anticipate serving all children and youth in the neighborhood in some way.

As detailed in our year-by-year targets for the Promise Neighborhoods program indicators (as well as our local program measure focusing on high school students passing Algebra 1), we are anticipating making large improvements over five years in terms of students achieving grade level proficiency in core academic subjects, graduating from high school, and enrolling in college without need for remediation, among other positive outcomes. At the same time, we will be building capacity within our preschools, K-12 schools, postsecondary institutions, and other

partner agencies to effectively serve the community, while enabling families to effectively support their children’s healthy development and learning and to ensure their family’s advancement and wellbeing – in the process building a safer, healthier, more vibrant and self-sufficient community.

(e2) Project sustainability; partner commitments and support

As noted, our grant request of \$29,827,627 will leverage \$32,706,767 in matching funds (a 111% match) committed by the SHPN partners. Over half of our initiative will be funded independent of the federal grant.

The budget narrative, the Memorandum of Understanding, and Letters of Agreement included in this application spell out the contributions that many SHPN partners are making via in-kind resources for planning, direct services, and program management. As described in section e3 below, these matching funds derive from local, state, federal, foundation, nonprofit agencies, and other sources. Some examples are included in Table 14:

| Table 14 | Service Provided | Dollar Amount |
|--------------|--|---------------|
| CSUEB | Initiative leadership/Principal Investigator; grant management, compliance monitoring, reporting; leadership of C2CERN; Community Counseling Clinic services for SHPN residents of all ages (mental health, parenting education); tutoring and other support for students through Service Learning program; community outreach and civic engagement; cohort programs and support services for SHPN students who enroll in CSUEB. | \$6,628,052 |
| HUSD | Teacher release time for professional development; PD coaches; EL specialist to support EL students/ unaccompanied | \$16,276,594 |

| Table 14 | Service Provided | Dollar Amount |
|------------------------------|---|---------------|
| | <p>minors; Translation services for family outreach; Comprehensive after-school programs at all SHPN schools, with snacks and supper; After-school physical fitness and nutrition education program for students, families, at elementary schools; COST team coordination; Dual enrollment programming for middle/high school students; Child Welfare & Attendance outreach workers to address chronic absenteeism, truancy; Attention to Attendance attendance monitoring and notification system; Parent Ambassador Program; Parent University.</p> | |
| Chabot College | <p>Program planning/supervisory costs; TRIO/ETS/CTE programming; Summer Career Exploration; unrealized indirect costs</p> | \$1,538,741 |
| Eden Area ROP | <p>Program planning/supervisory costs; Work Based learning; Career Technical Education; Electrical occupations training; Summer programs; Teacher professional development</p> | \$2,813,987 |
| City of Hayward | <p>Program planning/supervisory costs; Family Education Program, including Homework Support Centers, Adult ASL, and information technology for the program; Math/ science tutorial program</p> | \$1,039,067 |
| 4Cs of Alameda County | <p>Early Learning Network supervision; Program planning/supervision</p> | \$372,735 |
| Alameda County Public | <p>Program planning/supervisory costs. Indirect/administrative costs.</p> | \$167,540 |

| Table 14 | Service Provided | Dollar Amount |
|---------------------------------------|---|---------------------|
| Health Nursing Dept. | | |
| La Familia | Program planning/supervisory costs; Employment services for reentry; Peer support services; Furniture & communications | \$1,918,579 |
| Tiburcio Vasquez Health Center | Program planning/supervisory costs; Community empowerment; Services for pregnant teens; Medical case management | \$1,316,458 |
| Eden Youth & Family Center | Program planning/supervisory costs; Case management for youth; Community outreach re opioids and other substances; Peer-to-peer navigation; Youth Advisory Council events | \$635,014 |
| Total Matching Funds | | \$32,706,767 |

These substantial leveraged resources will provide a strong foundation for sustaining the SHPN beyond the federal grant period. Moreover, much of the grant funding will be allocated to planning functions and to building our partners’ and collaborative’s capacity so that we can institutionalize elements of the initiative and sustain them in future years without further funding, or at a substantially lower cost. Examples of use of Promise Neighborhoods grant funding for initial investments that will serve the initiative over the long-term include: our purchase of software for the SHPN’s longitudinal case management system, our establishment of data-sharing agreements and procedures, and training to equip partners to use the system; much of our investment in professional development to align and articulate curriculum and instruction across the grade levels and educational segments, and to strengthen teaching and learning across grades PreK-16; and a large portion of the costs of the independent program evaluation.

Our partnerships with 4Cs of Alameda County, HUSD’s State Preschool program, First 5

Alameda County, and other early preschool providers (Child Family & Community Services and Kidango) leverage a variety of early childhood programs that are funded by the public educational system, Temporary Aid for Needy Families, the federal Early Head Start and Head Start programs, and parent fees on a sliding scale. These and other supports are integrally engaged in the SHPN's Early Learning Network which works to expand and sustain quality early childhood (birth through 3rd grade) services of all kinds in the SHPN footprint and beyond. Since these services are largely durably funded, SHPN will take the approach of utilizing Promise Neighborhoods grant funding to improve the quality of programs by supporting teacher training and collaboration to align and articulate curriculum, instruction, and assessments between the PreK programs and primary education. This work will build long-term capacity in the SHPN preschools and elementary schools.

HUSD is historically a low-performing school district. In recent years it has implemented a broad range of school improvement strategies and measures to help improve outcomes among its students. Much of this work has derived from investments in student support services which the Promise Neighborhoods grant funding will leverage. For instance, the work of the Coordination of Services Teams at the SHPN schools is ongoing and largely supported through other resources. The district and each school have built Multi-Tiered System of Supports which our initiative will draw on to support struggling students and their families. For instance:

- HUSD has invested in *school-wide strategies for creating a positive school climate and culture*, including the Positive Behavioral Interventions & Supports model in its elementary schools, and a focus on creating a restorative culture in its middle and high schools. Its investments in staff and teacher training to implement these approaches will help to institutionalize them at the SHPN schools, independent of grant funding.

- HUSD will utilize matching funding to deploy Outreach Workers from its Child Attendance & Welfare Office to work reach out to and support students and families, and implement

other *attendance-promotion strategies*, to help address the high rates of student chronic absenteeism and truancy. This work is sustainable because school districts receive per-student allocations from the state only when students are in attendance. Improving attendance incentivizes districts to support proven attendance strategies financially. We anticipate that the SHPN's successful attendance strategies will continue to be funded by the HUSD once PN funding sunsets.

- Using other funding streams, HUSD will offer *out-of-school-time programming* – a combination of before and after school and summer programs that provide a wide variety of essential services – such as tutorial support, homework help, enrichment programming, sports and recreation, nutrition, youth development and experiential learning opportunities that help students to build their skills in a hands on approach. These services are provided through HUSD's Youth Enrichment Program (YEP) at each of the SHPN schools, which also include credit recovery programs to help students make up credits for classes they have not passed, and get back on track for on-time graduation, and dual/concurrent enrollment programs, in which students in secondary schools can take college-level classes and earn college credits. In addition to supporting academic achievement, out-of-school-time programs also helps to keep children and youth safe, well-nourished, and physically fit. Sources of leveraged funding for the out-of-school-time supports for SHPN include California After School Education and Safety program grants for the SHPN elementary and middle schools; and federal 21st Century Community Learning Centers grants for all of the SHPN schools. We anticipate these funding streams – and the invaluable programs they support – will be sustainable beyond the grant period.

The Promise Neighborhoods grant will also leverage the Pipeline to College *college and career preparation programs* for at-risk HUSD middle and high school students provided by Chabot College during the school year and summer; funded by a TRIO Academic Talent Search grant from the U.S. Department of Education; CSUEB's *Farmers to Pioneers* program, to identify a cohort of students in 10th grade and build a community of support to follow them from 10th

grade to college at CSUEB or Chabot, funded by the California State University Office of the Chancellor; CSUEB's *Aspire High School Achievement Program*, funded by a grant from AT&T, which supports at-risk students to improve their school attendance, accomplish credit recovery plans, be promoted on time to the next grade level, graduate from high school, and transition successfully to college; and *Career Technical Education programs* and *work-based learning opportunities* for students provided by SHPN partner Eden Area ROP.

While we are fortunate to be able to leverage the above-detailed programs and funding streams, one of our key strategies to remedy the challenge of widespread under-achievement among SHPN students is appropriate *professional development (PD) and coaching* for certificated and classified staff. If approved, this Promise Neighborhoods grant will fund a significant amount of PD to help schools implement evidence-based curricula, instructional practices, and social-emotional/ behavioral supports, and to align and articulate instruction not only from Pre-K to 3rd grade, but across other grade levels, from elementary and middle school, and from middle school to our post-secondary institutions. During the five-year grant period there will be significant investments in PD and coaching for instructional leaders and faculty serving the SHPN, including workshops, teacher collaboration in professional learning communities and cycles of inquiry, and especially classroom-based internal coaching by experienced professionals. We anticipate this type of intensive PD will have a long-term impact on teaching and learning in the target schools and post-secondary institutions. We will use a trainer-of-trainers approach to ensure that every school has an institutional memory of best practices and that new faculty/staff will be provided with intensive induction through collaboration and PD. In this way, the professional development will be institutionalized at the target schools, without requiring continued large infusions of funding to sustain them.

Trauma-informed *behavioral health services* is another pressing need in the SHPN. Many of our students have experienced adverse childhood experiences, including exposure to poverty,

violence, family instability and breakup, and other severe stressors; some are unaccompanied minors who have experienced violence, loss, and dislocation before and as part of their immigration experience. As a result of our partnership with Alameda County Health Care Services Agency (HCSA) and its Center for Healthy Schools and Communities, Tiburcio Vasquez Health Center, La Familia Counseling Services, Eden Youth and Family Center, and the CSUEB Community Counseling Center, we are able to leverage both public and private funding to serve the behavioral health needs of the entire community. Public funds for behavioral health services are largely limited to children and families who are MediCal (Medicaid) eligible and funded through the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) and other MediCal funding streams. However, due to our collaborative commitment to serve all children who need it, our partners have developed increased capacity to serve uninsured and underinsured populations, including undocumented populations with culturally and linguistically appropriate trauma-informed services. We also make use of trainees and interns from CSUEB and other local Psychology and Social Work departments. We will be working with the Alameda County Behavioral Health Care Services department to ensure that we are maximizing federal financial participation through MediCal – by, for example, increasing collaboration between La Familia and the CSUEB Community Counseling Center so that the Center is billing MediCal whenever feasible.

Health and wellness is another crucial area of concern for the SHPN community. We have challenges with poor fitness and nutrition, obesity, diabetes, hypertension, teen pregnancy, substance use, and a variety of other ailments that disproportionately affect low-income communities of color. In order to address these health issues, again we reach out to our partners, including TVHC, the ACHCSA, and Eden Youth and Family Center. TVHC's School Based Health Center at Tennyson High School provides a variety of prevention and intervention services in a confidential youth friendly environment. Again these services are provided through leveraged Medicaid funding, philanthropy, a Drug Free Communities grant, among others, and are therefore sus-

tainable beyond the grant period. In addition, at the SHPN elementary schools, the YEP after-school programs include an integrated physical fitness and nutrition education program (Viva Bien, Coma Bien, Siéntase Bien!) for children and their families, to address the widespread poor fitness and unhealthy eating habits in the community, which is funded by an AmeriCorps grant and other sustainable resources.

Beyond the grant period, we will need to identify resources to sustain some of the backbone as well as service infrastructure for the SHPN. We have already identified several potential funding sources to help sustain these and other crucial aspects of the SHPN initiative in the years ahead.

Importantly, lead agency CSUEB is highly committed to helping sustain the SHPN initiative. It has demonstrated its commitment by sustaining the staffing infrastructure and Service Learning program for the Hayward Promise Neighborhood (in the Jackson Triangle neighborhood) in 2017, after our final year of the 5-year Promise Neighborhoods Implementation Grant in 2016. This investment has amounted to \$491,903 from CSUEB from January to June of this year, and we anticipate it will cover a similar amount over the second half of 2017. CSUEB will lead our work to plan for the SHPN's long-term sustainability and is committed to investing substantially in this effort on an ongoing basis, for the benefit of children and families in Hayward.

The SHPN HUSD target schools have priority access to Local Control Funding Formula (LCFF) resources from the California Department of Education due to the high proportion of students who are eligible for the federal Free/Reduced Price Meals Program, are English Learners, in foster care and/or are homeless. Allocations of funding to school-based initiatives are governed by the Local Control Accountability Plan which is developed by each school every three years based on input from the entire school community, with an eye to continuing and scaling up what works and discontinuing programs that do not improve outcomes. Because SHPN is a data-driven effort, we anticipate that the successful school-based strategies will be identified

and a case will be made to HUSD to use LCFF funding to sustain these programs.

The *City of Hayward* has for many years provided services to the community, including its Youth and Family Services Bureau that provides behavioral health services in some HUSD schools, and works with youth who are referred by police, parents, and self-referral in order to obtain behavioral health services and family supports. The City also leverages its library facilities to support children with afterschool tutoring, access to books and technology, and parent education services. The City is proposing to expand these afterschool programs to three sites in the SHPN, building on its existing infrastructure to recruit and train volunteers, supervise them and provide both children and adults with literacy, math, ESL, and career oriented services. The City is also the lead agency for a Department of Justice Byrne Criminal Justice Innovation (*BCJI*) planning grant focusing on the SHPN and is the applicant for a BCJI implementation grant that is currently pending; many of the strategies in its proposed “Hayward Attendance Project” are incorporated in our initiative. Finally, the City has had a longstanding commitment to community engagement and empowerment. It will continue to allocate staff to support the Neighborhood Health and Empowerment Network which engages families and children in civic affairs and is growing the next generation of leaders in Hayward. These activities have been sustained over the years, and we anticipate that they will continue service to children, youth, and families in the SHPN in the foreseeable future.

Based on both process and outcome data, we anticipate informing the press, elected officials, city and county departments, and other stakeholders of our impact on the community and the areas in which improvement is still needed. SHPN will work closely with HTA, our external evaluator, to ensure that accurate data is being collected, analyzed, and shared with the entire community in an accessible manner. Having a third party evaluator lends credence to our data and enhances our ability to document our impact, market our efforts to potential supports that share our commitment to children and families, and access future funding to sustain and scale

what works.

Finally, over time, our cradle-to-career pipeline will build capacity in SHPN families and the community. By ensuring that, from birth onward, larger numbers of children get and stay on track for success in school and beyond, there will be a reduced need for the comprehensive supports included in the SHPN pipeline, and our partners will be able to reallocate resources to support the highest-priority and highest-impact solutions.

(e3) Existing neighborhood assets and programs supported by federal, state, local, and private funds that will be used to implement pipeline services

As noted, the Promise Neighborhoods grant, amounting to \$29,827,627 over five years, will leverage \$32,706,767 in matching resources already committed by the SHPN partners. Of these matching resources, \$4,799,244 derives from federal sources, \$17,625,625 from state sources, \$6,724,421 from local sources; \$3,557,477 of the match comes from private sources, which is 12% of the grant request, exceeding the required 10%. Table 15 identifies the programs and assets that will be incorporated in the SHPN pipeline, and the specific federal, state, local, and private funding sources our partners will use to provide them. Our budget narrative provides details on the funding amounts from particular sources.

| Table 15 | Programs | Funding source | Funder category |
|-----------------|--|---|------------------------|
| CSUEB | Community Counseling Clinic | California State University Office of the Chancellor | State |
| | SHPN Service Learning Program, Farmers to Pioneers, Aspire High School Achievement, and Pioneers to Promise programs | AT&T | Private |
| | | California State University Office of the Chancellor | State |
| | | U.S. Dept. of Education Hispanic Serving Institutions grant | Federal |

| Table 15 | Programs | Funding source | Funder category |
|-------------|---|---|-----------------|
| | SHPN Community Leadership Initiative | City of Hayward | Local |
| HUSD | Youth Enrichment Program at SHPN elementary schools | California Dept. of Education (CDE) After School Education & Safety and 21 st Century Community Learning Center grants | State |
| | Youth Enrichment Program at Cesar Chavez Middle School | CDE 21 st Century Community Learning Center grant | State |
| | Youth Enrichment Program at Tennyson High School | CDE 21 st Century High School ASSETS grant | State |
| | Snack and summer program in Youth Enrichment Program, all 5 SHPN schools | Federal school snacks/meals programs, U.S. Department of Agriculture | Federal |
| | YEP+ (tutoring) program at the 3 elementary schools | Title 1, U.S. Department of Education | Federal |
| | Viva Bien, Coma Bien, Siéntase Bien AmeriCorps Program | Corporation for National & Community Service | Federal |
| | HUSD Coordination of Service Teams | CDE Proposition 47 grant | State |
| | Dual enrollment programming in partnership with Chabot College | District General Fund from CDE | State |
| | Child Welfare & Attendance Office Outreach Workers – part of Hayward Attendance Project | District General Fund from CDE | State |
| | Attention to Attendance data and notifi- | District General | State |

| Table 15 | Programs | Funding source | Funder category |
|------------------------------|--|---|------------------------|
| | cation system – part of Hayward Attendance Project | Fund from CDE | |
| | HUSD Parent Ambassador Program | District General Fund from CDE | State |
| | West Ed Parent Involvement Project | Private funder | Private |
| | First Chapter Family Literacy Project | First Chapter | Private |
| | U.C. Berkeley Partnerships for professional development and collaborative planning | District General Fund from CDE | State |
| Chabot College | Pipeline to College Programs (middle and high school) | U.S. Department of Education Talent Search Program grant | Federal |
| | CTE/Early College Credit Program | California Community College Chancellor’s Office | State |
| Eden Area ROP | Work-based Learning / Career exploration | Local businesses | Private |
| | | Local school districts | Local |
| | High School CTE program | Local school districts | Local |
| | Adult CTE program | Local school districts | Local |
| City of Hayward | Family Education Program | City funds | Local |
| 4Cs of Alameda County | Toddler Play & Learn Program | Private Foundation | Private |
| | Parent Promise Academy | Private Foundation | Private |
| La Familia | Proposition 47 Diversion and Reentry Program | Alameda County Behavioral Health Care Services (subcontracting state- | Local |

| Table 15 | Programs | Funding source | Funder category |
|---------------------------------------|---|--|-------------------------------------|
| | | funded services) | |
| Tiburcio Vasquez Health Center | Promotoras de Salud | Alameda County Public Health Department and Measure A funding | Local |
| Eden Youth & Family Center | Hayward Coalition for Healthy Youth (Youth Advisory Council conducting awareness campaigns on use of opioid and other substances) | Substance Abuse & Mental Health Administration Drug Free Communities Support Program grant Kaiser Permanente Foundation Alameda County Probation Department Community Capacity Funds grant | Federal Private Local |

The SHPN collaborative will draw substantial existing resources as we expand the HPN initiative to South Hayward. These resources include CSUEB’s infrastructure and experience as the HPN “backbone” lead agency, as well as our Networks for service providers focused, respectively, on early childhood programs, K-16 education and career solutions, and neighborhood health and empowerment.

In addition to the in-kind matching resources they are contributing, each of the SHPN core partners brings to this initiative their programmatic expertise, knowledge of and experience working with the South Hayward community and other similar disadvantaged communities, and ongoing experience collaborating with our partnership to implement and coordinate services for the benefit of young people and families.

We would like to highlight other local programs and assets the SHPN initiative will incorpo-

rate and leverage.

First 5 Alameda County is a county agency that supports the HUSD Child Development Centers (preschools), Head Start Centers, private centers, and family child care homes serving the SHPN, through Quality Counts (Alameda County's Quality Rating and Improvement System). This work entails doing Site Ratings and supporting sites to develop Quality Improvement Plans, and providing Coaching, training incentives, grants for instructional materials. First 5 also provides training to site staff to promote the social-emotional development and school readiness of young children birth to age 5, using resources provide by the national Center on the Social and Emotional Foundations for Early Learning (CSEFEL). In addition, First 5 convenes a broad range of monthly and more intensive learning communities that focus on all aspects of early childhood and family support. SHPN partners 4Cs of Alameda County and Tiburcio Vasquez Health Center have participated in these trainings. First 5 has also trained the Hayward Park & Recreation District (HARD) and Hayward Public Library on K-Readiness services for families with children not in preschool. This has led to HARD's parent education program at Weekes Community Center (in Weekes Park just west of the SHPN) and the Library's "Aprende y Juega en Español" educational playgroups at its Weekes Branch adjacent to the park. Our collaborative has worked with First 5 Alameda, leveraging these resources for the benefit of families in the Hayward Promise Neighborhood initiative focused on the Jackson Triangle. First 5 will participate in the SHPN Early Learning Network and 0-16 Implementation Team, and we will continue to leverage its Quality Counts and other programs on behalf of the SHPN, as detailed in its Letter of Agreement.

The Center for Healthy Schools and Communities (CHSC) is a program of the Alameda County Health Care Services Agency (AHCSA) that has worked for over 20 years with schools, community partners, youth, families and policymakers to build school health initiatives that create equitable conditions for health and learning. In 2009, CHSC adopted Full Service Communi-

ty Schools as the comprehensive strategy to transform public schools into center of community that, through partnerships and a holistic approach, can ensure the success and wellbeing of all children in school and in life. HUSD partners extensively with CHSC to provide school-based health and mental health services, build a Full Service Community Schools framework in its schools, and implement its Coordination of Service Teams. The SHPN will leverage extensive resources provided by CHSC, for behavioral health services at all of the SHPN schools, the School-Based Health Center at Tennyson High, as well as alcohol and other drug prevention services, as detailed in the Letter of Agreement from ACHSA.

The Eden Youth & Family Center (EYFC), located within the SHPN footprint at 680 Tennyson Road, is both a key SHPN partner and a service site for SHPN young people and families. SHPN partners that provide services there include the EYFC, La Familia, Tiburcio Vasquez Health Center, and the Kidango preschool is also located on the site. As part of its Tennyson Corridor Project, the City of Hayward and its partners, Alameda County and the Hayward Area Recreation and Parks District, are investing in rebuilding the center to replace the outdated EYFC facilities. La Familia and EYFC have been selected to collaborate in managing the new South Hayward Youth and Family Center. La Familia has secured a large capital grant from the Wayne & Gladys Valley Foundation to help fund the project. As part of the SHPN initiative, the City of Hayward plans to open one of its Homework Support Centers at EYFC. This will augment services provided there by our other partners, and at adjacent sites including Matt Jimenez Community Center and the Firehouse Clinic, operated by Tiburcio Vasquez Health Center.

Other community assets the SHPN initiative plans to partner with and leverage include: the Alameda County Food Bank (partners with HUSD to provide healthy foods to families); the South Hayward Neighborhood Collaborative, a broad-based group that meets monthly to share different resources available to the community; Glad Tidings church (located within the SHPN, a crucial resource to help meet residents' needs and build community); St. Rose Hospital (located

near the SHPN footprint); and Eden Housing, which assists residents to access its affordable housing units in the neighborhood and provides other services to promote housing stability.

Finally, Hayward, as a finalist for a Promise Zone designation in 2016, has become an active partner of the California Affinity Group Exchange supported by the U.S. Department of Education's Place-Based Initiatives Pilot Team in collaboration with Jobs for the Future and Performance Excellence Partners. Hayward Promise Neighborhood hosted the inaugural meeting of this affinity group in July of this year at CSUEB. Six Promise Zones and three P3 communities came together for a day and a half to create structured, customized support and leverage peer learning to influence the critical work of Promise Zones at the local, regional, and state level. The purpose of this meeting was (1) to provide an opportunity for peer sharing and networking among members and deepen the understanding of each other's work; (2) address shared priority issues like aligning multiple initiatives and the effective use of data to align within and across initiatives; (3) identify best practices, lessons learned, and take-aways from the group that can be applied to enhance each initiative, and to share tools and leverage resources; (4) identify areas of alignment among the California place-based initiatives; (5) mapping multiple local, state, and federal initiatives to see how to leverage them; and (6) mapping the "moving trains" of coalitions, initiatives, agendas, and objectives to identify strategies for leveraging resources, sharing knowledge, and avoiding redundancy. Additionally, the Urban Institute provided a presentation on how to take the data work to the next level in order to strengthen our narratives about the impact of our work. Affinity Group members also had the opportunity to visit two HPN sites that were providing summer programming for middle school students to keep them engaged and give them a variety of authentic career exploration activities. The California Affinity Group network is continuing to connect and learn through webinars such as the Measure of America and Fiscal Mapping. This group will be an ongoing venue for the SHPN collaborative to share our experi-

ences and learn from our peers, and build our collective capacity to support young people and their families in the SHPN and other distressed communities in Hayward.

Absolute Priority—Promise Neighborhoods in Non-Rural and Non-Tribal Communities

The SHPN will focus on a distressed community in the city of Hayward, an urban area in Alameda County, located in the East Bay Region of the San Francisco Bay Area. The SHPN can be considered an urban, inner city community, and therefore we are applying under the Non-Rural, Non-Tribal Communities Absolute Priority.

Competitive Preference Priority 1—Byrne Criminal Justice Innovation Program

The neighborhoods in South Hayward that are in the SHPN footprint and that feed the SHNP target schools were the focus of a U.S. Department of Justice Byrne Criminal Justice Innovation (BCJI) Planning grant, led by the City of Hayward, from October 2015 to March 2017. The BCJI planning effort, which involved a diverse coalition of partners including the Hayward Police Department, Hayward Unified School District, community organizations, county agencies, local churches, and school parents, found a correlation between chronic absenteeism and truancy and juvenile involvement in drug, disorder, property, violent, and domestic crime, and victimization, in neighborhoods near the SHPN target schools. The planning effort led to the development of the “Hayward Attendance Project,” which is the focus of the City of Hayward’s pending BCJI Implementation grant application submitted to the Department of Justice in February 2017.

The City of Hayward is a core partner in the SHPN initiative. Among its other roles, it coordinates the SHPN Community Health and Empowerment Network. As detailed in the attached signed MOU, the City of Hayward is committed to coordinating the implementation of the Hayward Attendance Project with CSUEB, HUSD, and the other SHPN partners, even if the City’s BCJI Implementation grant application is not successful. Core elements of the Hayward Attendance Project, including a variety of tiered interventions (universal, targeted, and intensive), will be provided for students with attendance problems at the SHPN target schools, as part of the

school's Multi-Tiered System of Supports, as described in our grant proposal. These strategies are designed to improve student attendance, engagement in school, learning, and academic success. SHPN will also incorporate and leverage other resources provided by the Hayward Police Department's Youth & Family Services Bureau, including tutoring for youth, ESL classes for adults, family counseling, case management, and crisis intervention for the families of high-risk children, the assignment of School Resources Officers at the SHPN target schools, and the Bureau's Youth Diversion Program, for the benefit of children and families in the SHPN.

Please see the Memorandum of Understanding between the City of Hayward and CSUEB regarding the alignment of the BCJI strategies and resources with the SHPN initiative.

Competitive Preference Priority 2—Drug Free Communities Support Program

Overdose deaths have become the leading cause of injury deaths in the United States, surpassing deaths from automobiles and guns.³⁸ Fueling the rise in overdose deaths is the misuse of prescription drugs and use of heroin and fentanyl, a popular drug among young adults that is significantly more potent than morphine. The opioid epidemic deeply afflicts the city of Hayward. Hayward ranks second in Alameda County in opioid-related emergency department visits, at 126.8 per 100,000 residents, compared to the 107.8 rate county-wide. Public health officials have identified South Hayward as the city's epicenter of opioid abuse.

The SHPN project meets **Competitive Preference Priority 2**, as our partner Eden Youth and Family Center (EYFC) is a recipient of a Drug-Free Communities Support Program known as the Hayward Coalition for Healthy Youth (HCHY). HCHY, a broad based coalition including the City, HUSD, county health department, and many other local partners, has been committed to developing and publicizing safe prescribing practices and saturating the South Hayward community and schools with opioid misuse/dependency education, with the goal of reducing the number of youth abusing opioids and opioid overdoses and deaths in South Hayward.

The SHPN initiative will incorporate the Hayward Coalition for Healthy Youth’s outreach at SHPN middle and high schools (Cesar Chavez and Tennyson) to recruit students for its 20-member Youth Advisory Council (YAC), a group dedicated to addressing substance use/abuse in the community by deploying culturally relevant and age-appropriate behavioral modification strategies. Currently, over 80% of YAC members attend Tennyson High School. The Hayward Coalition for Healthy Youth’s will also expand parent education through handbooks, presentations, training, and local events that aim to change behavior and social norms around substance use and abuse. Adults living in South Hayward will be trained by EYFC as Promotoras with a focus on opioid use/misuse so that they have the knowledge and skills to perform outreach and education in their neighborhoods. EYFC has found that this peer-to-peer intervention is effective at quickly spreading knowledge and prevention messages.

Please see the Memorandum of Understanding between EYFC and CSUEB regarding the incorporation of EYCF’s Drug Free Communities Support Program grant activities in the SHPN initiative.

Competitive Preference Priority 3—Evidence-Based Activities, Strategies, or Interventions

In planning our initiative, SHPN partners conducted an exhaustive review of the literature to help us develop a cradle-to-career continuum based on the best available research and evidence. Our solutions derive from best practices for improving educational outcomes from birth to adulthood and supporting the well-being of the whole family system to achieve these desired results. To research and determine the level of evidence supporting each solution, we used the What Works Clearinghouse, CASEL Safe and Sound, California Evidence-Based Clearinghouse for Child Welfare, and other databases and academic journals. Appendix G provides information on these solutions, including a summary of the strategy or intervention to be provided, the evidence rating, and at least one citation supporting the evidence rating. At least nine of our solutions are

supported by Strong Evidence: Home visitation, developmental screening, high-quality child-care/ preschool, Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), project-based learning, increased learning time, Math/Geometry Boot Camp to support student transitions, and dual enrollment.

¹ U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates, DP03: Selected Economic Characteristics and S1701: Poverty Status in the Past 12 Months.

² U.S. Census. American Community Survey 2015 Five Year Estimates (B25070. Gross Rent as a Percentage of Household Income) by Tract.

³ https://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/affordablehousing/

⁴ U.S. Census. American Community Survey 2015 Five Year Estimates (B25031. Median Gross Rent by Bedroom) by Tract

⁵ Data from Bay East Association of REALTORS. (August 2015).

⁶ Applied Survey Research. Results of the 2015 Fall Assessment School Readiness in Alameda County: District Report, Hayward Unified.

http://www.first5alameda.org/files/reports_docs/Hayward_2015_SRA_District_Rpt.pdf.

Fully ready is defined as an average score within the Kindergarten Academics, Self-Regulation, and Social Expression building blocks between 3.25 and 4.00 on a scale of 4.00.

⁷ Percentage of students who receive free-and-reduced-price meals through the National School Lunch Program, a proxy for families living on low incomes or in poverty

⁸ Results from the 2016 Smarter Balanced Assessment System tests in English Language Arts/Literacy and Mathematics administered each year to students in grades 3-8 and 11 for the California Assessment of Student Performance and Progress (CAASPP) state testing. CAASP

evaluates student learning on the Common Core State Standards in ELA and Math that emphasize analytical thinking, problem solving, and communications skills.

⁹ In School + On Track Truancy Report 2015. (2015). California Attorney General's 2015 Report on California's Elementary School Truancy & Absenteeism Crisis.

¹⁰ The A-G subject requirements are as follows: taking and earning at least a "C" grade in 2 years of history/social science courses ("a"), 4 years of college-preparatory English ("b"), 3 years of college-preparatory mathematics ("c"), 2 years of laboratory science ("d"), 2 years of a language other than English ("e"), 1 year of visual/performing arts ("f"), and 1 additional year from one of the a-f content areas ("g").

¹¹ Long, B.T. (2014). Addressing the Academic Barriers to Higher Education in Policies to Address Poverty in America, The Hamilton Project – Brookings Institution.

¹² National Student Clearinghouse. Student Tracker Demographics Report. Tennyson High School, Hayward Unified School District. Class of 2010 Students who Earned a College Degree.

¹³ Balfanz, R., Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization.

¹⁴ In School + On Track Truancy Report 2015. (2015). California Attorney General's 2015 Report on California's Elementary School Truancy & Absenteeism Crisis.

¹⁵ Voight A, Shinn M, Nation M. (December 2012). The Longitudinal Effects of Residential Mobility on the Academic Achievement of Urban Elementary and Middle School Students, Educational Researcher, 385-392

¹⁶ Cunningham M, Harwood R, Hall S., (2010). Residential instability and the McKinney Vento Homeless Children and Education Program: What We Know, Plus Gaps in Research. Washington, DC: The Urban Institute.

¹⁷ California Healthy Kids Survey. Hayward Unified, Elementary & Secondary. 2015-16.

¹⁸ California Healthy Kids Survey. Hayward Unified, Elementary & Secondary. 2015-16.

¹⁹ Alameda County Department of Public Health (2014). Alameda County Health Data Profile, 2014.

²⁰ Choy, S. (2001). Students Whose Parents Did Not Go to College: Postsecondary Access, Persistence, and Attainment. Findings from the Condition of Education.

²¹ California Department of Education. Dataquest. Accountability Progress Reporting. www.cde.ca.gov/ta/ac/ap/

²² Corwin, Z.B., et al. (2004). School counsel how appropriate guidance affects educational equity. *Urban Education* 39.4: 442-457; George-Jackson, C., Gast, M.J. (2015). Addressing information gaps: Disparities in financial awareness and preparedness on the road to college. *Journal of Student Financial Aid* 44.3: 3; Grodsky, E., Jones, MT. (2007). Real and imagined barriers to college entry: Perceptions of cost. *Social Science Research* 36.2: 745-766

²³ Glick JE, White MJ. (2004). Post-secondary school participation of immigrant and native youth: The role of familial resources and educational expectations. *Social Science Research* 33.2: 272-299; Goldenberg C. (2001). Cause or effect? A longitudinal study of immigrant Latino parents' aspirations and expectations, and their children's school performance. *American Educational Research Journal* 38.3: 547-582; Liou D, et al. (2009). Unveiling the promise of community cultural wealth to sustaining Latina/o students' college-going information networks." *Educational Studies* 45.6: 534-555

²⁴ Alameda County Department of Public Health (2014). Alameda County Health Data Profile.

²⁵ Alameda County Department of Public Health (2014). Alameda County Health Data Profile.

²⁶ California Department of Public Health. Teen Births in California. A Resource for Planning and Policy.

²⁷ Alameda County Department of Public Health (2014). Alameda County Health Data Profile.

²⁸ California Healthy Kids Survey. Hayward Unified Elementary 2013-14 Main Report.

²⁹ 2014-15 California Physical Fitness Test results. California Dept. of Education. In California public schools, the Fitnessgram test administered yearly measures student physical fitness in six specific areas: aerobic capacity, body composition, abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility. Students are considered fit if they score in the “healthy fitness zone” in all six areas. Body composition is calculated based on body mass index; students not found to be in the healthy fitness zone are typically considered overweight or obese.

³⁰ United States Department of Agriculture, Economic Research Service. Food Access Research Atlas. <https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>

³¹ ChangeLabSolutions. (May 2014). The Health and Economic Impacts of Obesity in Alameda County.

³² Alameda County Department of Public Health (2014). Alameda County Health Data Profile.

³³ Alameda County Public Health Department. (2016). Opioids in Alameda County.

³⁴ Alameda County Public Health Department. (2014). Alameda County Health Data Profile.

³⁵ The KOF (2011) is a 2-page instrument developed by Applied Survey Research and used extensively to assess children’s preparation for kindergarten on 24 items within the domains of Self-Care & Motor Skills, Self-Regulation, Social Expression, and K Academics.

³⁶ Shonkoff J.P., et al, The lifelong effects of early childhood adversity and toxic stress. *Pediatrics* 129.1 (2012): e343-e246

³⁷ *Improvement Science Research Network (ISRN)* (date). Retrieved from

<http://www.improvementscienceresearch.net>

³⁸ U.S. Department of Justice, Drug Enforcement Administration. 2015 National Drug Threat Assessment Summary. Retrieved from

<https://www.dea.gov/docs/2015%20NDTA%20Report.pdf>