

Project Narrative

Introduction – Absolute and Competitive Preference Priorities

Hayward Unified School District (HUSD) is applying for funding as the lead agency for the Hayward Full-Service Community Schools (FSCS) Program on behalf of our Hayward Full-Service Community Schools Consortium. Our application meets the Absolute Priority and three of the Competitive Preference Priorities for this grant competition as follows.

ABSOLUTE PRIORITY. The proposed project will serve 12 full-service community schools in HUSD (10 elementary, one middle, and one high school), all classified as Title 1 schools. The schools collectively serve 7,719 students, 73% of whom are economically disadvantaged (ranging from 56% to 90%, depending on the school (see Table 1).

COMPETITIVE PREFERENCE PRIORITY 2 – BROADLY REPRESENTATIVE CONSORTIUM. The Hayward Full-Service Community Schools Collaborative is a broad-based consortium of partners, including key public, private, and higher education stakeholders in the success of Hayward children and families. Our Collaborative incorporates and enlarges the existing Hayward Promise Neighborhoods (HPN) Consortium, which implemented a cradle-to-college-and-career pipeline of services targeting one high-poverty neighborhood in Hayward (the Jackson Triangle) from 2012 to 2016 and expanded to include a second neighborhood (South Hayward) beginning in 2018. Five of the 12 schools to be served by the proposed Hayward FSCS program have been served by the Hayward Promise Neighborhoods initiative. HPN Consortium members who will also play key roles in the Hayward FSCS Program are Hayward Unified School District, the Alameda County Health Care Services Agency, Community Child Care Council (4Cs) of Alameda County, the City of Hayward, Eden Area Regional Occupational Program, Chabot College and California State University, East Bay (both located in Hayward) La Familia, Tiburcio Vasquez

Health Center, Eden Youth and Family Center, East Bay Agency for Children, , and STARS Behavioral Health Group, and Fred Finch Youth Center. Please see the Letter of Agreement included in this grant application, which outlines the roles and commitments of these partners in the Hayward FSCS Collaborative.

The HPN Collaborative has built a robust infrastructure to deploy evidence-based services and “move the dial” on academic, economic, health, and other outcomes for disadvantaged children and families in Hayward. The HPN 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 supports for children and their families. These interdependent networks facilitate regular meetings of program staff and leaders from HPN Consortium member 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 HPN’s Implementation Team, which is inclusive of these three networks, provides on-the-ground support and guidance for our strategies and programs. The HPN Executive Leadership Group (ELG), which includes the presidents of both Chabot College and California State University, East Bay, the HUSD Superintendent, the Mayor of Hayward, CEOs and other officials from Consortium member agencies, is responsible for key policy decisions, managing partnerships, strategic direction, funding, and sustainability of the HPN initiative. The HPN Community Advisory Board (CAB) includes neighborhood residents, HUSD parents, and young adults who review policy initiatives and advise the ELG. This approach helps the community provide guidance to the HPN initiative and enlists other resident stakeholders to give input into neighborhood needs, assets, and priorities, and to effectively inform and influence policy decisions. The HUSD FSCS Collaborative will leverage, build on, and



enlarge this existing HPN Consortium for our project implementation and partnerships at the target schools, strategic planning effort in year 1, and work to ensure the sustainability of our Full-Service Community Schools Program beyond the 5-year grant period.

COMPETITIVE PREFERENCE PRIORITY 3 – HISTORY OF EFFECTIVENESS. Our Collaborative has a track record of implementing a pipeline of services (spanning from prenatal to college and career) and improving outcomes for children in alignment with the Full-Service Community School Program’s goals of ensuring that children are (A) prepared for kindergarten; (B) achieving academically; and (C) safe, healthy, and supported by engaged parents. From 2011 to 2016, through the HPN initiative, our Collaborative achieved significant increases in the following key indicators: the percentage of young children with medical homes (a regular doctor’s office); 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 English Language Arts 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. During this time period, 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 period, there was an increase from 60% to 66% of graduating students enrolling in a college or university in the fall term after graduation.

COMPETITIVE PREFERENCE PRIORITY 4 – EVIDENCE-BASED ACTIVITIES, STRATEGIES, OR



INTERVENTIONS. The Hayward FCSC Program will incorporate the four “pillars” of a community schools’ approach—integrated student supports, expanded learning opportunities, family and community engagement, and collaborative leadership and practice—found to be associated with a range of positive student outcomes,¹ as cited in the 2019 FSCS Application announcement. It incorporates many evidence-based strategies to promote the readiness for Kindergarten, academic success, and college and career readiness of students at the 15 schools included in this initiative. Examples of these evidence-based strategies include: use of Promotoras de Salud (Community Health Workers), High-Quality Preschool programs, Positive Behavioral Interventions & Supports, a Response to Intervention approach, social-emotional learning, mindfulness exercises, Playworks’ structured recess program, increased learning time, after-school tutoring, summer academies, academic case management, credit recovery, Career Technical Education, and dual enrollment programs. We present evidence (“promising” or better) for the effectiveness of multiple strategies included in our pipeline of services in promoting better outcomes in students’ academic achievement and in other spheres in section (b) Project Services and the attached Evidence Form.

Selection Criteria

(a) Project Design

(1) GOALS, OBJECTIVES, AND OUTCOMES OF HAYWARD FULL-SERVICE COMMUNITY SCHOOLS PROGRAM

Goal 1. HUSD will solidify and scale our FSCS model to better integrate and coordinate services for students and families in the district.

- **Objective 1A:** HUSD infrastructure will be strengthened. (Performance Measures: District FSCS Program Coordinator and Community School Coordinators will be hired for 12



schools; Site Leadership Teams and district leaders will engage in a planning and professional development process to build capacity at the school site and district levels to strengthen and sustain this model over time; there will be increased coordination and collaboration at all 12 FSCS sites; new and existing services will be leveraged at FSCS sites to better support students and families in the district.)

1B: HUSD staff will feel supported by the district. (Performance measures: Improved awareness among staff of services and supports available to students and families; increased sense of support and efficacy among staff at FSCS sites.)

Goal 2. Students will enter Kindergarten ready to learn.

Objective 2A: HUSD Community School Coordinators and other HUSD and partner personnel will connect progressively more families to early childhood pipeline services each year of the grant. (Performance measure: Increase the # of families referred to early childhood pipeline services each year.)

2B: HUSD Kindergarteners will demonstrate Kindergarten readiness. (Performance measure: Increase the % of preschoolers who demonstrate at the end of their preschool programs age-appropriate functioning across the multiple domains of early learning.)

2C: HUSD students will be ready to learn when they start Kindergarten. (Performance measures: Increase the % of children in Kindergarten who demonstrate that they are academically ready (on the “Kindergarten Academics” building block) at the beginning of the school year; Increase the % of children in Kindergarten who demonstrate that they are fully ready for Kindergarten at the beginning of the school year.)

Goal 3. HUSD students will succeed academically.

Objective 3A: HUSD FSCS Coordinators will connect progressively more students to



academic support programs each year of the grant. (Performance measure: Increase the # of students referred to academic support programs each year.)

3B: HUSD will promote effective transitions for rising students. (Performance measures: Increase the #/% of “Preschool to Kindergarten” transition documents for incoming Kindergarteners; increase the #/% of families who attend spring orientation for families of rising Kindergarten students; increase the #/% of rising students who participate in summer bridge programs and transition academies.)

3C: HUSD 3rd graders will meet literacy standards. (Performance measures: Increase the % of K-3rd grade students mastering benchmark assessments each year; Increase the % of 3rd grade students meeting or exceeding standards on the CAASPP ELA assessment each year.)

3D: HUSD students will pass Algebra 1 by 9th grade. (Performance measure: increase the % of students passing Algebra 1 by 9th grade each year.)

3E: HUSD students will demonstrate college readiness by 11th grade. (Performance measures: Increase the % of 11th grade students meeting or exceeding standards on the CAASPP ELA assessment each year; increase the % of 11th grade students meeting or exceeding standards on the CAASPP math assessment each year.)

3F: Student subgroups at HUSD will demonstrate improvement at an accelerated rate. (Performance measures: Decrease racial/ethnic achievement gaps on ELA and math assessment results in the district each year; decrease English Language Learner achievement gaps in the district each year; decrease achievement gaps by parental educational attainment in the district each year.)

Goal 4. HUSD students will be safe, healthy and supported by engaged parents.

Objective 4A: HUSD Community School Coordinators will connect progressively more



families to family and community engagement and support services each year of the grant. (Performance measure: Increase the # of families referred to family and community engagement and support services each year.)

4B: HUSD Community School Coordinators will connect progressively more students to in and out of school student support services each year of the grant. (Performance measure: Increase the # of students referred to student support services each year.)

4C: Chronic absenteeism rates will decrease. (Performance measure: The rate of chronic absenteeism at target schools will decrease each year.)

4D: Truancy rates will decrease. (Performance measure: Truancy rates at the target schools will decrease each year.)

4E: HUSD students will have a positive school experience. (Performance measures: Decrease the % of students who report participating in risky behaviors each year; decrease the % of students who report having negative feelings and experiences each year; Increase the % of students who report feeling safe and supported at school each year.)

4F: HUSD families will be satisfied with their schools. (Performance measures: Increased awareness among families of the support services that are available to them; increased levels of school satisfaction among families.)

(2) TARGET POPULATION NEEDS AND PROJECT DESIGN

Hayward Unified School District serves the city of Hayward (population 144,185) and contiguous unincorporated communities in the East Bay region of the San Francisco Bay Area. Hayward has been ranked as most ethno-linguistically diverse city in California, and the third most ethno-linguistically diverse city in the U.S. Forty-one percent of Hayward residents are Hispanic or Latino, 34% white (includes some of the Latino population), 22% Asian, 12% African-American,



5% Pacific Islander, and 2% American Indian or Alaska Native. Forty-two percent of all Hayward residents are foreign-born, and 58% speak a language other than English at home, including 32% of English residents who speak Spanish at home.ⁱⁱ

HUSD includes 30 district-run schools that enroll 22,734 students, of whom 95% are students of color. Latinos account for a growing share of HUSD students, increasing from 41% of all students in 2000 to 64% today. During that same period, whites declined from 20% to 5% of students and African Americans from 17% to 9%. Sixty-eight percent of HUSD students receive free-or-reduced-price meals, far more than the 43% in our county (Alameda) and 59% statewide, 29% are English Learners, and 11% are in Special Education.

The proposed Hayward Full-Service Community Schools Program will target 12 of HUSD's 30 district-run schools (Table 1; those in italics are the South Hayward focus schools in the Hayward Promise Neighborhood initiative). To inform our program design and grant application, our Collaborative assessed the needs of students at the target schools by examining data from a variety of sources. We consulted U.S. Census data, student data from HUSD, the California Department of Education, Chabot College, and California State University, East Bay; findings from the California Healthy Kids Surveys conducted of HUSD students in 2016-17 and a survey of HUSD teachers conducted in 2016. We consulted city reports, community crime data, health department reports, and other secondary data. We also reviewed the Needs Assessment & Segmentation Analysis conducted by the HPN initiative in 2017, which focused on the South Hayward neighborhood and five of the schools included in our proposed program. In addition to data from the above-cited sources, it incorporated findings from a community survey conducted in the summer of 2017 (in English and Spanish) via door-to-door canvassing and at community events and online with the help of our partner agencies, as well as an asset and resource gaps mapping process.



We used meetings and interviews to elicit the perspectives of the Principals of the target schools, HUSD administrators, the HUSD Community School’s Coordinator, community service providers, and other key informants. These data sources are referenced in the following discussion.

Table 1. Profile of HUSD target schools	# of students	Economically disadvantagedⁱⁱⁱ	Students of Color	English Learners
East Avenue Elementary	581	57%	89%	23%
Eden Gardens Elementary	587	56%	95%	26%
Eldridge Elementary	423	82%	98%	35%
Fairview Elementary	567	72%	94%	21%
<i>Glassbrook Elementary</i>	537	88%	99%	67%
Palma Ceia Elementary	557	75%	98%	42%
<i>Ruus Elementary</i>	536	72%	96%	45%
Southgate Elementary	681	54%	94%	30%
Strobridge Elementary	540	76%	93%	37%
<i>Tyrrell Elementary</i>	716	90%	99%	59%
<i>Cesar Chavez Middle</i>	548	84%	98%	34%
<i>Tennyson High</i>	1,446	74%	97%	32%
Totals	7,719	73%	96%	37%
<i>HUSD overall</i>	22,734	68%	95%	29%
<i>Alameda County</i>	228,356	43%	82%	20%
<i>California</i>	6.2+ million	58%	77%	20%

The schools we are targeting serve the greatest preponderance of high-need students and families in HUSD. As shown in Table 1, nearly three of every four students at these schools is economically disadvantaged. As is the case across HUSD, economic disadvantage is more



prevalent among Latino and African-American families than other groups served by these schools. The extremely high cost of housing in our region adds to families' struggles to make ends meet and provide a stable home for their children, and is proven to negatively affect academic achievement.^{iv}

Many students at these schools are from recent immigrant families and some are immigrants themselves; 37% are English Learners, and even higher percentages of their parents have limited English proficiency. Language barriers, along with widespread low educational attainment and busy work schedules, make it difficult for parents to fully support their children's education. Approximately 100 students at the target schools are unaccompanied immigrant youth, typically sent to the U.S. by their families from Central America fleeing poverty and gang violence. Many have had traumatic experiences in their native country as well as on the way to the United States. They have also had their formal education interrupted, and face severe challenges to adapting to new homes and schools, a new dominant language, culture, and way of life.

Given the many challenges facing students and families at the target schools, it is not surprising that students' academic achievement lags far behind that of their peers county- and statewide. As shown in Table 2, a full 66% of 3rd grade students are not meeting standards in reading, a well-known predictor of poor outcomes in school^v and adult life. Moreover, there are significant achievement gaps within our district. For instance, only 31% of Latino students, 29% of African Americans, and 6% of English Learners meet or exceed standards in English Language Arts, compared to 65% of Asian students 45% of white students. In Math, this is the case for 18% of Latinos, 15% of African Americans, and 6% of English Learners, compared to 47% of Asians and 33% of white students. Only 26% of students whose parents are not high school graduates meet or exceed standards in ELA, compared to 49% of children of college graduates.



Table 2. Students Meeting Standards in:^{vi}	Reading, 3rd grade	English Language Arts	Math
East Avenue Elementary	33%	32%	20%
Eden Gardens Elementary	35%	39%	27%
Eldridge Elementary	43%	40%	27%
Fairview Elementary	22%	35%	21%
Glassbrook Elementary	26%	23%	16%
Palma Ceia Elementary	55%	52%	37%
Ruus Elementary	21%	29%	26%
Southgate Elementary	65%	60%	57%
Strobridge Elementary	22%	28%	17%
Tyrrell Elementary	24%	30%	25%
Cesar Chavez Middle	NA	24%	12%
Tennyson High	NA	31%	11%
Totals	34%	35%	24%
HUSD	29%	36%	24%
Alameda County	49%	55%	47%
California	44%	49%	38%

When they reach high school, many HUSD students are not ready for college preparatory classes. Nearly all HUSD students take Algebra 1 in their freshman year. Students need a “C” grade or better in both semesters to pass the course. Alarming, 54% of 9th graders at Tennyson High (one of our

target schools) did not pass 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. Students who don’t pass Algebra 1 – or any other course – as freshmen immediately fall off track for graduation in their senior year. At the start of the 2017-18 school year, 41% of HUSD sophomores had not earned enough credits as freshmen to be on track for graduation in four years. The farther behind in accumulating credits



and developing skills students get, the more discouraged they are likely to be about ever being able to graduate, a slippery slope to dropping out.

At Tennyson High, among the 363 students in the Class of 2018, the 68% graduation rate,

Table 3. High School Outcomes	Graduation rate	Complete A-G courses	Drop-outs	Enroll in college
Tennyson High	68%	39%	20%	62%
<i>HUSD overall</i>	82%	45%	11%	70%
Alameda County	87%	57%	7%	NA
California	83%	50%	10%	NA

and the 20% of students who dropped out, are substantially poorer outcomes than rates for their peers in the district, county, and state (Table

3). In 2017-18, just 39% of Tennyson graduates completed the rigorous “A-G” course requirements for admission to the University of California and California State University systems.^{vii}

A-G completion varies greatly by race/ethnicity, as exemplified by the following rates among Tennyson High graduates: Asian (44%), Filipino (43%), Latino (23%), and African American students (16%) (note: there are two few white students in the class of 2018 at Tennyson for the corresponding data for them to be made publicly available). Among Tennyson students in the class of 2017, 62% enrolled in college during the first year after high school; by comparison, this was the case for 71% of students in the class of 2017 at Mt. Eden High, another HUSD school that serves a lower-need student population.

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. Meeting standards on California State testing in 11th grade is considered a proxy for college readiness. As shown in Table 3, only 31% of 11th graders at Tennyson are meeting standards in English Language Arts



and just 11% are not proficient in Math. Of the 114 Tennyson graduates who enrolled at Chabot College in fall 2017 after graduating that June, 70% needed to take remedial (non-college-credit) classes in English, as did 76% in Math; 53% of students who received both English and Math placement recommendations were placed into below college levels in both subjects. 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 in and graduate from college than those who can go directly into college-level courses.^{viii} Of students in Tennyson’s Class of 2010, 27% had earned a 2-or 4-year college degree as of 2017.

CONTRIBUTORS TO ACADEMIC CHALLENGES FOR STUDENTS AT THE TARGET SCHOOLS

1. Gaps in Kindergarten readiness. Many Hayward children are “behind” in learning when they start Kindergarten. In spring 2018, among 260 children at HUSD preschools who would be enrolling in Kindergarten that fall (most at schools included in this proposal), the percentages shown in Table 4 scored below levels considered to be indicative of Kindergarten readiness on the Desired Results Developmental Profile (DRDP) assessment. An assessment of

Table 4. HUSD students not ready for Kindergarten in specific DRDP domains	
Learning Self-Regulation	19%
Social and Emotional Development	20%
Language Development	23%
Literacy Development	28%
Mathematics	29%
Science	25%

311 HUSD Kindergarten students in 2015-16 (from a sample of students in 19 classrooms at nine schools, seven of which are included in this proposal), using the Kindergarten Observation Form, found that only 53% of Hayward children were ready in the “Kindergarten Academics” building block, compared to 64% countywide. Only 39% were assessed as fully ready for Kindergarten,



Table 5. Low Educational Attainment in Families^x	Parent not a high school graduate	Did not go beyond high school	College graduate
East Avenue Elementary	9%	30%	33%
Eden Gardens Elementary	10%	31%	28%
Eldridge Elementary	13%	38%	22%
Fairview Elementary	17%	27%	17%
Glassbrook Elementary	32%	44%	8%
Palma Ceia Elementary	15%	40%	16%
Ruus Elementary	21%	42%	18%
Southgate Elementary	11%	27%	31%
Strobridge Elementary	14%	38%	17%
Tyrrell Elementary	36%	44%	7%
Cesar Chavez Middle	29%	37%	16%
Tennyson High	30%	38%	14%
<i>HUSD overall</i>	22%	35%	15%

compared to 44% of the children county-wide.^{ix} Students who are not ready for Kindergarten, for whatever reason, are likely to need extra support to be able to meet grade-level standards in literacy and be on track for success in school and in life.

2. Low educational attainment and language barriers in

SHPN families. Most parents of students at the target schools have low educational attainment.

The vast majority of students at these schools are would-be first-generation college goers. As

shown in Table 5, at some of the schools,

over 30% of parents are not high school graduates, and up to 80% of parents did not go beyond high school. Many immigrant parents did not go to school beyond 8th grade in their (mostly Latin American) country of origin. Parents who didn't attend school in the U.S. and/or speak English less-than-fluently may face barriers in helping their children with schoolwork, understanding the school system and navigating it on behalf of their children, or connecting their children to school



resources. Other parents dropped out of high school in the U.S. and their negative experiences in school may affect their motivation to be involved in their children’s education. There is a well-documented correlation between parents/guardians with low educational attainment and children who may not be doing as well in school as their peers whose parents are college graduates.^{xi} Parents who did not go to college themselves may be hard-pressed to create a college-going culture in the home.

3. Attendance and disciplinary issues. Fifteen percent of students at the target schools are chronically absent (equivalent to about four students in every classroom), missing at least 10% of school days (Table 6; data from the 2017-18 school year). 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.^{xii} 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 – another risk factor for later dropping out of school.^{xiii}

Table 6. Student Indicators	Attendance	Chronic absence	Truancy	Suspensions	Homeless
East Avenue Elementary	94.87%	14.2%	45%	3.8%	2.2%
Eden Gardens Elementary	94.79%	13.9%	37%	1.6%	2.0%
Eldridge Elementary	96.00%	7.0%	29%	4.2%	1.7%
Fairview Elementary	94.30%	15.1%	51%	2.5%	2.5%
Glassbrook Elementary	95.42%	11.8%	21%	0.0%	4.5%
Palma Ceia Elementary	95.70%	10.0%	31%	0.3%	2.5%
Ruus Elementary	94.81%	13.3%	28%	1.7%	3.4%
Southgate Elementary	95.58%	9.5%	13%	1.1%	2.2%



Strobridge Elementary	94.62%	15.2%	30%	1%	4.3%
Tyrrell Elementary	95.18%	11.5%	31%	1.5%	4.3%
Cesar Chavez Middle	95.58%	11.5%	76%	11.6%	4.6%
Tennyson High	91.30%	27.6%	90%	8.8%	7.2%
Totals		15.0%	46%	4.0%	3.9%
HUSD overall	94.5%	14.1%	46%	4.3%	3%
Alameda County	NA	10.3%	29%	3.3%	NA
California	NA	11.1%	34%	3.5%	NA

Tennyson High has the highest chronic absenteeism rate (27.6%, more than one of every four students) of any school in HUSD. It also has an astronomical truancy rate (90%), defined as students absent or tardy more than 30 minutes without a valid excuse for three or more days during the school year. Cesar Chavez Middle School also has a very high truancy rate (76%). 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 – such as health, mental health, and substance abuse issues, family and housing instability, and issues with transportation – that need to be addressed to help students attend school regularly and have their best chance at succeeding. As noted, housing costs are extremely high in our region in general. Many HUSD families are living in overcrowded conditions. In many cases, some extended families or multiple families are crowded into single family homes or apartments. At the target schools, 3.9% of students (301 students in all) are living in homeless situations. Overcrowded housing or homelessness makes it difficult for students to have a quiet place for schoolwork. 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.^{xiv}

4. 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 15 target schools, a total of 1,081 students were referred to school multidisciplinary Coordination of Services Teams (COST) during the 2017-18 school year, typically for classroom behavior problems, health or mental health concerns, or attendance problems. Ninety 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 about 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.^{xv}

Risky behaviors, coupled with gaps in developmental assets—both associated with poor school engagement, delinquency, and dropout risk—are widespread among HUSD students. As shown in Table 7, findings from a 2016-17 school climate survey show that fewer students feel safe at school, have a strong sense of connection to their school, feel they have a high level of meaningful participation in school or academic motivation as they move from elementary to middle to high school.

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



Table 7. Key indicators of school climate and student well-being, for HUSD students, past year ^{xvi}	Student grade			
	5	7	9	11
Current alcohol or drug use (any lifetime use for 5 th graders)	14%	13%	24%	34%
Have been drunk or high at school	NA	4%	12%	24%
Seen a weapon at school	20%	20%	19%	21%
Been harassed or bullied at school	19%	34%	27%	28%
Been in a fight at school	NA	18%	13%	9%
Experienced chronic sadness/hopelessness	NA	29%	29%	35%
Considered suicide	NA	NA	15%	19%
<i>Widespread lack of key youth development assets</i>				
Feel safe or very safe at school	76%	64%	47%	42%
High level of school connectedness	56%	53%	37%	27%
High meaningful participation in school	25%	14%	9%	10%
High level of academic motivation	47%	44%	28%	24%

should include screening for health and developmental challenges in early childhood, and on-going medical, dental, vision, and mental health screening, preventive care, and treatment. While the Affordable Care Act has increased medical coverage

through the Covered California exchange and expansion of MediCal (California’s Medicaid program), 9% of Hayward residents under age 18 are uninsured or underinsured. Hayward has by far the highest rate of avoidable emergency department visits of any city in Alameda 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.^{xvii}

Among Alameda County cities, Hayward ranks second lowest in the percentage of pregnant women who have prenatal care in their first trimester (81%, compared to 88% county-wide). 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).^{xviii} Latinas have the highest teen birth rates of any racial/ethnic group in the county. Latinos are the most numerous racial/ethnic group served by the target schools, many of which are in South Hayward, one of the county’s teen pregnancy “hot spots.”^{xix}

Another health-related need common in Hayward 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.

Many families served by the target schools have limited access to healthy foods. For example, according to the USDA, two of the three census tracts in the footprint served by the SHPN initiative 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.^{xx} 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.

SUMMARY OF NEEDS. The above discussion highlights the existence of the following needs among large numbers of children attending the target schools and their families:

Academic: (1) *Engage and equip parents to support their children’s healthy development and readiness for Kindergarten as early as possible, including parents whose children are not in*



early learning programs. (2) Strengthen articulation between preschool and Kindergarten to support students KG readiness. (3) Provide academic supports for struggling students during and out of school. (4) Provide extra support for students who are struggling to be proficient in reading by 3rd grade. (5) 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 (6) Credit recovery programs to enable high school students who fail classes to get back on track to graduate. (7) Transition support for students moving to the next educational segment (elementary, middle, high school, college). (8) College and career counseling and college application assistance to students and families. (9) Dual enrollment opportunities to allow students to experience college level academics and prepare for college. (10) Assist students to successfully navigate into and through college.

Student support services: *(1) Actively monitor 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) Strengthen and optimally leverage 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 attending preschool, 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 promotion. (1) 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 healthy foods.

“MADE IN HAYWARD” COMMUNITY SCHOOLS FRAMEWORK. HUSD’s Strategic Plan for 2017-2020, “Made in Hayward,” is based on the belief that our students deserve the best educational experience possible so that they graduate ready for college and/or careers, prepared to be successful once leaving Hayward schools. To address the varied needs of our highly diverse student population, we aim to ensure that our students are “ready to learn” and “learn a lot.” At their core, our efforts to help students succeed are driven by educational equity. Serving such a diverse population means ensuring that we align our resources so that each student gets the necessary support to reach his or her potential, and so that we achieve our Made in Hayward vision.

“Ready to Learn.” In Hayward, we are working toward a Full-Service Community Schools (FSCS) approach to help our students be ready to learn. FSCS is a framework for organizing the resources of a community around student success and well-being. The District works strategically with other public systems (including the City of Hayward, Alameda County Health Care Services Agency, Chabot College, California State University, East Bay) and a host of community partners to create a network of supports that strengthen academic achievement, address barriers to learning, and promote healthy development of youth, families, and community. Through



this approach, we aim to improve school climate, connect more students to caring adults, support students' social-emotional learning, ensure that students have access to supports ranging from academic tutoring to mental health counseling and health care, and strengthen families' capacity to support their child's education and healthy development and advance families' prospects.

"Learning a Lot." Every year in HUSD we have 1,000 hours of instructional time to make a difference in the lives of our students. We strive to use these 1,000 hours to ensure our students are learning the knowledge and skills to be successful beyond Hayward. We do this by striving to academically engage our students in our classrooms. Academic engagement refers to when students (1) take their learning to deeper levels of understanding; (2) are involved in a productive struggle with their work, (3) explain their ideas and form a logical argument to support their position, and (4) justify their answers with evidence from their texts or with models.

As a District, we have challenged our school leaders and staff to consider how to best academically engage our students through our units and lessons. We have focused on supporting staff learning through a Professional Learning Community approach using the Cycle of Inquiry. In these structures, teachers examine and explore myriad ways to support student needs in the classroom -- and throughout the school day. School and teacher leaders work together to answer the difficult questions of how best to support students with learning rigorous aligned content, important skills, and, in many cases, develop their English language proficiency.

EXISTING SERVICES, INFRASTRUCTURE, AND GAPS AND HOW THE HAYWARD FULL-SERVICE COMMUNITY SCHOOLS PROGRAM WILL ADDRESS THEM. In recent years, HUSD has built a strong foundation on which to develop full-service community schools. In collaboration with our partner agencies, we have put in place a broad range of supports and strategies to address the above-detailed needs of children and families in Hayward. Some supports—such as Common Core-



aligned, culturally responsive curriculum and instruction, on-site mental health services for students, after-school academic assistance and enrichment programs, school site staff focused on engaging and supporting families, and our Parent Ambassadors parent leadership development and family engagement program—are ongoing at all of the schools in this proposal. We offer a variety of college and career exploration and readiness supports at our middle and high schools.

While the mix of services and partnerships to support them varies from school to school, each school has developed a Multi-Tiered System of Supports (MTSS) as central to its work to create a safe and positive school climate, better engage students, and address their needs – and thereby help ensure students attend and succeed in school, and graduate prepared for college and careers. The MTSS follows a Response to Intervention model, with three tiers of supports (universal, targeted, and intensive) for students at risk or exhibiting challenges in the academic, attendance, and behavioral and social/emotional spheres. Please see MTSS graphic on page 44.

In 2015, in partnership with Alameda County Center for Healthy Schools and Communities (CHSC), a unit of the County Health Department, HUSD launched our “early adopter” Community School pilot model at five of our highest-need schools as a vehicle to serve students holistically and give all students their best chance at success. CHSC has funded a Health & Wellness Coordinator position in HUSD, who, along with CHSC’s Community Schools Initiatives Coordinator, have engaged cadres of Principals, teachers, and staff from these schools and key community partner agencies in a professional learning community that met every two to three months, and also provided coaching at the school sites. Our focus was on developing a shared understanding of community schools with school staff and partners, and shifting mindsets and practices toward a whole child, collaborative, data-driven continuous improvement approach. Educators have been learning about and implementing best practices in student-centered learning such



as conducting needs assessments, developing an equity lens, building partnership collaboratives, promoting a positive school climate, and partnering with families.

In recent years, HUSD schools have established site-based multidisciplinary Coordination of Services Teams (COST) as a vehicle for school personnel and service providers to collaborate to support vulnerable students by assessing their needs, developing plans to assist them, connecting them with needed interventions, and engaging their families. Most typically, however, responsibility for coordinating the COST has fallen on school Principals, who are hard-pressed to coordinate and fully leverage the internal and external partnerships involved in COSTs—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 has been 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 “siloes” services are not really bridged. School COSTs have struggled 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 COSTs are expected to undertake a continuous improvement process, their members are typically hard pressed to devote sufficient focus to this work.



A grant from the California Department of Education for programs focused on truancy and dropout prevention^{xxi} has allowed HUSD to take a key step forward in strengthening school COSTs by hiring dedicated COST Specialists (known as “Collective Impact Coordinators”) at seven high-need schools. Moreover, we are utilizing funding from the U.S. Department of Education Promise Neighborhoods grant to place COST Specialists at five high-need schools in our South Hayward Promise Neighborhood initiative from 2018 to 2023. These 12 schools are the focus of the Hayward Full-Service Community Schools Program we are proposing in this application.

While the COST and MTSS are crucial resources for providing holistic and individualized support to at-risk students, our schools still struggle with a shortage of resources (California ranks 47th of 50 states in per-pupil spending) to address the needs and ensure the success of our many vulnerable students. School leaders, such as Principals at the 10 elementary schools in this proposal, must assume many roles. They and other educators spend too much time “putting out fires” while hard-pressed to set up responsive student-centered learning systems that equitably align and integrate all resources – instructional, academic support, expanded learning time, support services, family and community engagement – to address our students’ diverse needs. While we have many resources to support students and their families, we need to improve their alignment, integration, and coordination, so that all students who need support receive the appropriate type and quantity of service to ensure we accomplish our goals for young people in Hayward.

At our school sites, there is an urgent need to create a collaborate leadership model – to reduce the principal’s burden of managing the school, multiple initiatives, partnerships, solving problems, and leading data-driven school improvement planning, to focus on his/her role as academic leader, and generally to better enable all stakeholders to coordinate the use of all resources

that students need to succeed.

At the district level, there is a similar need to build the infrastructure to support a Community Schools model – in areas including: (1) collaborating across Educational Services, Student and Family Services, and other departments to integrate academic and non-academic programs and supports; (2) data integration, disaggregation to ensure equity, and data sharing so that HUSD departments, schools, and partners can optimally use data to guide allocation of resources and optimally support individual students; (3) bringing a deeper level of intentionality to district partnership practices; (4) expanding professional development to support community schools’ implementation, and (5) a communications strategy to tell the story of our community schools initiative to the community and garner stakeholder support.

In recent years, HUSD and our partners have demonstrated the passion and collective will to step up, pool resources, innovate, and try a new way of doing things to ensure every student has the opportunity to reach their full potential. In 2018, HUSD’s Superintendent, Dr. Matt Wayne, received the Coalition for Community Schools’ Superintendent Leadership Award (co-presented with AASA, The Schools Superintendent Association), one of 10 leadership awards to “community school leaders who have made explicit that only by working together and focusing on equity will all children learn and thrive.” The award announcement recognized Dr. Wayne’s work “to create deeper learning experiences, focusing on the whole child and meeting the diverse needs of students and families through the community school strategy. His dedication to partnerships has increased graduation rates and lowered chronic absenteeism rates across the district. He also led the charge to pass a Sanctuary Schools resolution.” Our leadership is committed to the Community Schools model, and our district and partners have planted the roots needed for successful, sustainable Community Schools. The proposed Hayward Full-Service Community Schools



(FSCS) Program will enable us to transform how 12 of our district’s 30 schools function, thereby improving the academic success, safety, health, and well-being of thousands of Hayward young people, while strengthening the cross-sector foundation to expand our network of Community Schools district-wide. Key components of the proposed program are:

- Staffing 12 HUSD schools with full-time Community Schools Coordinators to help implement a Full-Service Community Schools model at the schools.
- Augmenting and optimally and equitably leveraging an existing pipeline of services that begins with prenatal/early childhood services to ensure that vulnerable children in our target school communities are *ready to learn*. Pipeline services will build skills and address needs in children and families early on, proactively preventing barriers to learning and other problems from arising later, and getting children ready for Kindergarten, and on track to be proficient in core skills by 3rd grade (a key predictor of success). Services will help students transition successfully from elementary to middle school and middle school to high schools, and help high school students *have a plan for and be ready for college and careers*. Pipeline services will employ a two-generation approach, engaging young people and their parents/caregivers to promote the ambitious outcomes we are committed to achieving.
- Building capacity at the school site and district levels to strengthen and sustain this model over time.

PROJECT DESIGN

HUSD and our partners propose to develop and implement a community schools’ model at the 12 schools identified in the “target population needs” section. To facilitate this transformation, we will staff each of the 12 schools with a full-time Community School Coordinator (CS Coordinator). At each school, the existing COST Specialist (“Collective Impact Coordinator”)



will have their role expanded to serve this function.

Incorporating a CS Coordinator at each school will be instrumental in implementing a shared leadership model and integrating various existing leadership groups. CS Coordinators will join their school’s Site Leadership Team, along with the Principal, designated faculty, Family Engagement Specialist, After-School Program Site Coordinator, Parent Ambassador, and Vice Principal (at middle and high schools). The intent is for Site Leadership Teams to integrate the personnel and functions of other existing groups (School Site Council, School-Based Decision Making Team) and provide a central venue for key stakeholders to take part in decision-making, particularly in establishing goals for the school, developing the yearly Site Improvement Plan (called Single Plan for Student Achievement), staffing decisions, and budget allocations.

At each school, the CS Coordinator will be responsible for coordinating all services for students and families beyond core academic instruction. Overall, their role will be to create structures and systems that integrate and align all academic and non-academic student and family support systems so they are optimally targeted and coordinated to meet students’ and families’ needs. In the process they will help build infrastructure and leverage partnerships to strengthen and sustain this community school model in the school’s ongoing operations. The CS Coordinators’ duties are detailed in Table 9.

Table 9. HUSD Community School Coordinators’ responsibilities	
<i>COST Specialists’ current duties:</i>	<i>Role to be expanded to Community School Coordinator, to include:</i>
<ul style="list-style-type: none"> • Train all school staff so they are familiar with the COST process, its partners and available services. 	<ul style="list-style-type: none"> • Participate on the Site Leadership Team, responsible for defining of school vision as a FSCS, conducting regular data



<ul style="list-style-type: none">• Promote awareness of and referrals to COST by parents.• Receive COST referrals.• Convene COST meetings; reach out to families to inform them about measures recommended for their children and help connect students to interventions.• Support Site Leaders to coordinate, optimally leverage partnerships (internal and external), by helping define the roles of partners on the COST, coordinating and communicating with them, and holding service providers accountable for supporting students.• Train COST members to use student tracking log.• Ensure the standardized use of student data in referrals and for identifying appropriate supports, and in ongoing student tracking, including entering data into the data platform and monitoring data entry by others.• Strengthen linkages between COST and other supports/processes at the site (e.g., SSTs, 504s, Special Education Assessments, etc.).	<p>reviews, problem solving, conducting yearly Community Schools Standards Self-Assessment for the site, and development of yearly School Site Improvement Plan.</p> <ul style="list-style-type: none">• Engage the school community in a needs assessment process to identify barriers to learning, available resources, and gaps, and guide programming that addresses school community needs.• Conduct outreach to students and families about available resources and share how to access them.• Coordinate allocation of space for student and family support services and special events.• Convene a “Triage Team” each month including their school site’s Youth Enrichment Program (the after-school program) Site Coordinator and Family Engagement Specialist to target supports for students and families, using up-to-date student data.• Act as the school’s point person for
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<ul style="list-style-type: none"> • Follow up on referrals – with service providers to monitor whether students/families have accessed services AND with the referral source to monitor impact. • Participate in COST data analysis meetings. • Work with COST to complete the tasks on district COST Checklist, including identifying and working on areas targeted for improvement each year.^{xxii} 	<ul style="list-style-type: none"> • partnerships, liaison to partner staff. • Conduct outreach to engage new partners, access additional resources to address student/family needs. • Develop agreements with partners serving the school community. • Assist the external evaluator via data collection and sharing. • Participate in professional learning communities and other professional development to advance the FSCS work.
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Through their work in conducting needs assessments, developing and coordinating partnerships, accepting student referrals, and facilitating the work of Coordination of Services Teams, the CS Coordinators will enable the schools to optimally leverage services and resources that our district, schools, and partners deploy to address student and family needs in order to enable children to thrive and succeed.

SUPPORT FOR COMMUNITY SCHOOLS IMPLEMENTATION. The Hayward FSCS Program Coordinator will provide supervision, coaching, and ongoing support to the site-based CS Coordinators, through regular groups meetings, site visits, and individual contacts as needed. This supervision and professional development are described in (4) Management Plan below.

The CS Coordinators will be part of two professional learning communities:

- (1) CS Coordinators and other members of the target schools’ Site Leadership Teams (SLTs) will be part of a PLC convened and facilitated by the Hayward FSCS Coordinator and the Health & Wellness Consultant and Community Schools Development Coordinator from



Alameda County Center for Healthy Schools and Communities (AC CHSC). They will meet monthly to learn about community schools' best practices, and receive guidance and technical assistance in in site-level implementation, in areas including the COST process, resource and systems mapping, convening a site-level partner collaborative, and utilizing data to guide services and planning.

(2) "Triage Team" members from each site (CS Coordinator, YEP Site Coordinator, and Family Engagement Specialist), in addition to their monthly meetings at their site, will come together as a group every two months, convened by the FSCS Program Coordinator and HUSD Health & Wellness Consultant, to share the experience of their Triage Team, challenges, insights, useful resources, and problem solve.

In addition, the Health & Wellness Consultant and Community School Development Coordinator from AC CHSC will provide coaching and technical assistance to district leadership staff in areas including shared leadership at the site level and other community schools best practices; coordination and alignment between Educational Services and Student & Family Services resources and programs; provision of early warning data to school sites; partnership development and practices; and integrating HUSD and partner data systems to improve identifying of student for referrals, improve student monitoring, and help evaluate the effectiveness of services.

As part of this project, we will also augment the pipeline of services available to support HUSD students' success in school at key junctures of their education. Specifically, we will:

(1) Implement a new summer Buddy Reading Camp where 2nd and 3rd grade students tutor incoming Kindergarten students who have not been to preschool.

(2) Implement a new pre-3rd grade Summer Academy to enable struggling readers to become proficient in reading by 3rd grade.



(3) Expand our summer STEMULATE Academy for rising 9th graders in order to help at-risk students pass Algebra 1 and stay on track for success in higher level STEM courses and graduating with their class.

PIPELINE OF SERVICES IN HAYWARD FULL-SERVICE COMMUNITY SCHOOLS PROGRAM

Table 10 below provides an overview of the existing continuum of services available to the targeted school communities. The pipeline includes strategies to address all of the areas specified in the Full-Service Community Schools Program application guidelines. After the table, we describe each service, along with new services for students we will implement as part of this project. Most of the pipeline services are evidence-based practices HUSD and our partners have implemented because of their proven effectiveness locally, or further afield, in contributing to desired student outcomes. (Please see (b) Project Services for a discussion of the evidence supporting particular program components.)



Table 10. Pipeline of Services for HUSD Full-Service Community Schools – provided by HUSD and partner agencies

	East Avenue	Eden Gardens	El-dridge	Fair-view	Glass-brook	Palma Ceia	Ruus	South-gate	Stro-bridge	Tyr-rell	Cha-vez	Tenny-son
Home Visiting Nurse			X		X	X	X			X		
Promotoras de Salud			X		X	X	X			X		
Preschool with integrated supports	X	X	X	X	X	X	X	X	X	X		
SPARK	X	X	X	X	X	X	X	X	X	X		
Parent Promise Academy					X		X			X		
Navigation, coaching					X		X			X		
Play & Learn Groups					X		X			X		
Parenting classes	X	X	X	X	X	X	X	X	X	X		
Pre-K to 3 rd grade alignment	X	X	X	X	X	X	X	X	X	X		
COST, MTSS	X	X	X	X	X	X	X	X	X	X	X	X
Mindfulness exercises in classrooms, after-school	X	X		X		X		X	X			
Playworks recess program	X	X		X		X		X	X			
Mindful time recess spaces	X	X		X		X		X	X			
YEP afterschool tutoring, enrichment	X	X	X	X	X	X	X	X	X	X	X	X
Homework Centers					X		X			X	X	X
Credit recovery												X
Promise Interns					X		X			X	X	X
Success Coaches												X
Summer Academy (4 th grade)					X		X			X		
Summer Academy (7 th grade)											X	
STEMulate Academy (9 th grade)												X
P2C Middle & High											X	X
Supports at Chabot College, CSUEB												X
Parent Ambassadors	X	X	X	X	X	X	X	X	X	X	X	X
Fam Engagement Specialist	X	X	X	X	X	X	X	X	X	X	X	



Table 10. Pipeline of Services for HUSD Full-Service Community Schools – provided by HUSD and partner agencies

	East Avenue	Eden Gardens	El-dridge	Fair-view	Glass-brook	Palma Ceia	Ruus	South-gate	Stro-bridge	Tyr-rell	Cha-vez	Tenny-son
Parent University	X	X	X	X	X	X	X	X	X	X	X	X
ESL, family literacy classes					X		X			X	X	X
Parent Café												X
Middle college											X	
AVID											X	X
Career exploration											X	
Career pathways												X
CTE classes												X
Work-based learning												X
DAJA												X
Dual enrollment											X	X
Puente											X	X
Computer Clubhouse												X
PBIS	X	X	X	X	X	X	X	X	X	X		
Restorative justice											X	X
Student Ambassador	X	X	X	X	X	X	X	X	X	X	X	X
Mental health services	X	X	X	X	X	X	X	X	X	X	X	X
Fresh Food 4 Families	X	X	X	X	X	X	X	X	X	X	X	X
School health center											X	X
Peer health education												X
Dental care			X		X	X	X			X	X	
Project Eden												X
Unaccompanied immigrant youth support											X	X
Hayward Coalition for Healthy Youth peer navigators and Advisory Council											X	X
YFSB/HPD Youth Diversion Program											X	X



EARLY CHILDHOOD

Early childhood pipeline services that will contribute to children's healthy development and readiness for Kindergarten will incorporate and leverage the work of the Hayward Promise Neighborhood's (HPN) Early Learning Network (ELN), which brings together service providers that serve families with young children.

The *Home Visiting Nursing Program* is an evidence-based project of the Alameda County Public Health Department that deploys a Public Health Nurse (PHN) to South Hayward to conduct home visits for low-income prenatal and postpartum clients, as well as high-risk families with children 0-8 years old. Families will receive the 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, including those based at the HUSD Parent Resource Center Hub, a central location near a number of the target school neighborhoods. 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 include, based on each family's needs, include:

- **for parents:** pre-natal education, post-partum education and support, breastfeeding support, depression screens, encouragement to maintain baby wellness checks;
- **for infants and children:** developmental screenings, referrals for ancillary services such as dental, vision, and specialty care, enrollment in preschool 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.



The *Promotoras de Salud* (Health Promoters) 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, bilingual education and non-clinical assessments to Latino families. The HPN initiative has grown the Promotora role to include education on the importance of early learning. Hayward FSCS Program partner Tiburcio Vasquez Health Center (TVHC) operates the Promotoras de Salud program. Staff will recruit, train, and stipend 10 community members annually to become Promotoras de Salud to support program outreach and engagement. The Promotoras will be trained on 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, street outreach, health fairs, community-based organizations, and tabling at community sites and events. Through this outreach, they will promote the importance of having health insurance and enrolling kids in early learning programs; refer 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 diabetes and cardiovascular disease prevention; and connect families to other HPN services.

Navigation and coaching. The Early Learning Network will deploy an Early Childhood Family Navigator and Success Coach, to support families with young children in the Parent Promise Academy and other South Hayward families with children 0-8 years old. The Family Navigator and Success Coach will connect families to community resources, including health



services, CalFresh (formerly known as the Food Stamp Program), child care, and preschool; support families to access an array of programs and services across the Hayward FSCS Program pipeline; and provide follow-up monitoring and individualized support to address specific family and child needs and goals.

Preschool, with integrated supports. Various state- and federally-funded preschools serve children who will later attend the target schools included in the proposed HUSD FSCS program. Some are state preschools run by HUSD, including preschools co-located on target school campuses (including Fairview Elementary); others are run by the independent providers such as Child Family & Community Services and Kidango that are partners in the HPN initiative. The preschools provide comprehensive early childhood education, health, nutrition, parent involvement, and targeted support services.

Coordination of Services Teams at the preschools conduct assessments of children referred because of difficulties and develop and carry out plans to assist them and their families. The preschools conduct targeted home visits to assess children's needs and conduct developmental and behavioral screenings (using the Ages and Stages Questionnaire (ASQ)); engage in Individualized Education Program and Individual Family Service Plan (IEP/IFSP) planning with families; partner with community agencies to provide dental screening and care for children; provide nutrition education to families; host community building activities for families; assist families to sign up for public benefits, and provide referrals to community resources for children and their families.

The preschools are supported by the "Quality Counts" initiative provided by First 5 Alameda County, a public agency that offers a range of services to children ages 0-5 and their families (predominately low-income). In Quality Counts, First 5 conducts Site Ratings, assists the

preschool sites to develop Quality Improvement Plans, provides training and coaching in areas including promoting children’s social-emotional development and school readiness.

HUSD’s preschools also partner with the Center for the Vulnerable Child at UCSF Benioff Children’s Hospital, Oakland, for its Successful Preschool and Readiness for Kindergarten (SPARK) program. SPARK is designed to support and promote preschool adjustment and kindergarten readiness for children identified by preschool teachers as exhibiting behaviors that interfere with successful school participation and peer relationships. SPARK provides assessment of the child’s behavior, one-on-one child intervention in preschool classrooms, consultations with their teachers, consultation with Coordination of Services Teams to determine how to best to meet the needs of the students and their families, social skills groups, family therapy, parent-teacher classes, parent workshops, and case management for families – supporting children and families through Kindergarten.

Parenting classes. Parents of children at the elementary schools in the Hayward FSCS program will have access to a variety of parenting classes. HUSD’s preschools partner with ***First Chapter*** to offer classes each month to help parents support their children’s early literacy development, presented bilingually (English and Spanish), and with West Ed to offer monthly parenting education through its ***Parent Involvement Preschool Project***. The latter provides parents with strategies and guidance to promote their children’s learning and development in the cognitive, language and literacy, social-emotional, physical development and health domains.

The ***Parent Promise Academy*** (PPA) is a parenting program which will be offered by 4Cs of Alameda County to the South Hayward community in three 10-week sessions during each 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. 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.

The California State University, East Bay Community Counseling Clinic, will offer *Systematic Training for Effective Parenting (STEP)* classes for groups of 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.

The *Play and Learn program* will address the gap for 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 ages 18 months to 4 years old. Two-hour playgroup sessions will be offered at the City of Hayward's Weekes Library in South Hayward at times convenient for the target population. Children will be accompanied by their parents or family, friend, or neighbor caregiver, and engage in developmentally appropriate activities that promote school readiness and early literacy. Parents/caregivers will receive tips and tools to help them do simple activities at home to support each child's learning and development and readiness for Kindergarten. Project staff will be trained in using Kaleidoscope Play and Learn, an evidence-based, facilitated playgroup design.



PK-3rd grade alignment Professional Learning Community. Comprehensive PreK-3rd grade approaches hold to increase children’s Kindergarten readiness and 3rd grade reading proficiency levels, and put children firmly on track for success in school and readiness for college and careers. Our Collaborative is piloting a PreK-3rd grade alignment initiative 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. The PreK to 3rd grade alignment professional learning community (PLC) brings together leaders and teachers from the HUSD and other preschools serving South Hayward with those in the South Hayward elementary schools (Glassbrook, Ruus, Tyrrell). Educators in the PLC are working to design a framework for aligning instructional best practices, assessment, professional development, and family engagement strategies, are central to comprehensive, integrated PreK-3rd grade approaches to improve outcomes for children by the time they reach 3rd grade. Over time, we plan to extend this collaboration and the improvements it yields in policies and practices across the preschools and HUSD elementary schools serving children in Hayward.

New Service: Summer Buddy Reading Camp. We will augment the early childhood segment of pipeline services by offering a new Kindergarten readiness program in the summer to children before they start school. Recruitment efforts will target children who have not attended preschool, and underperforming 2nd and 3rd grade students, who will tutor the younger students, guided and supervised by Kindergarten teachers. The program will be five weeks long, three hours per day, four days per week, serving groups of 20 students per class (10 rising KG students and 10 older reading buddies).



Table 11. School improvement efforts and high-impact practices at Hayward FSCS Program 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
- An emphasis on reading and writing across the curriculum, and on project-based, experiential learning
- Differentiated instruction and interventions for struggling learners
- Educator professional learning communities using a Cycle of Inquiry process
- 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) building at Tennyson High, developed in collaboration by HUSD and CSUEB faculty

School climate and culture strategies and student social-emotional skills development support:

- Teacher, staff, and after-school staff training in promoting students' social-emotional learning, inclusivity/diversity awareness, bullying prevention and intervention skills
- Positive Behavioral Interventions and Supports implementation for elementary schools
- Mindfulness exercises integrated into classroom learning and after-school program activities at elementary schools
- Playworks recess program to support students' social-emotional skills development, fitness, health, and well-being, at elementary schools



- “Mindful time” spaces as recess alternatives for students having difficulties engaging positively with peers, at elementary schools, during and after school
- 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
- Youth Enrichment Program (YEP)—extended learning (before and after-school) academic assistance and enrichment/youth development programs, including Summer Camps and Academies and dual enrollment classes (for Chavez Middle School and Tennyson High School students), and credit recovery classes (Tennyson High)
- On-site health/wellness services (e.g., nursing, counseling, clinical case management, based on student and family needs); school health centers at Chavez Middle and Tennyson High

IN AND OUT OF SCHOOL SUPPORTS

The Hayward FSCS Program will incorporate and build on several ongoing school academic improvement efforts and student support strategies in HUSD in general and the targeted schools in particular (Table 11). In addition to providing excellent school day instruction, the target schools will offer a robust array of services to help students succeed in school and develop assets that help them navigate their childhood safely and effectively. School leaders, teachers, Community School Coordinators, counselors, parents, Family Engagement Specialists, and YEP (extended learning program) Site Coordinators will identify students needing targeted supports, and help engage students and their families in services beyond the classroom.

The ***Coordination of Services Team (COST)*** is an existing structure at each school that

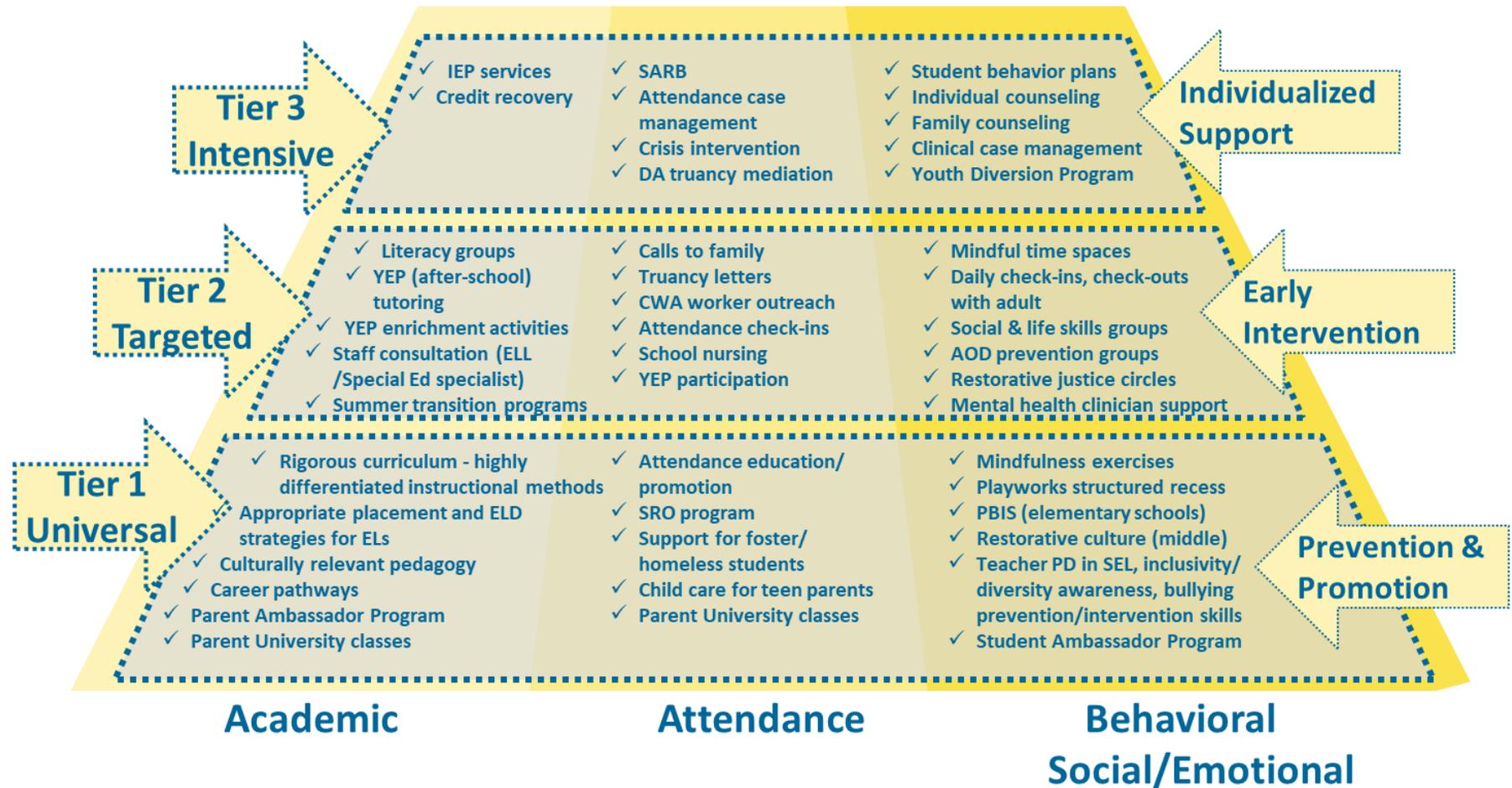


receives referrals of students needing additional support. Most commonly, students are referred for poor attendance, classroom behavior problems, health or mental health concerns, or academic struggles. The COST is the gateway to resources on campus, encompassed by the school's Multi-Tiered System of 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 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. At each of the target schools, the Community School Coordinator will serve as coordinator of the COST.

Each HUSD school has developed a *Multi-Tiered System of Supports (MTSS)* as central to their 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, intensive). The graphic below depicts the MTSS and the supports the target schools can draw in for students in the academic, attendance, and behavioral spheres, ranging from preventive measures to more intensive, individualized interventions. The Hayward FSCS Program will incorporate most or all of these supports for struggling and at-risk students at the target schools.



HUSD Multi-Tiered System of Supports for our most vulnerable students





ACADEMIC SUPPORT

Students at the target schools who are struggling to meet learning expectations will have priority for on-site academic assistance and academic enrichment programs provided during school and in extended learning (before and after school) programs.

- ***Daily homework help, tutoring, and skills intervention*** (along with other academic enrichment and youth development activities) will be offered daily in HUSD's Youth Enrichment Program (YEP) at all of the 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. The YEP utilizes the SuccessMaker adaptive, computer-based Literacy and Math intervention programs for students in grades K-8 who are struggling with their core academic skills. Regular formative assessments adapt instruction to students' skill levels and provide feedback to help program staff and teachers target areas where students need help.

- The City of Hayward runs ***Homework Supports Centers*** at five of the target schools, providing 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 are recruited from California State University, East Bay's (CSUEB) Service Learning programs and Chabot College's MESA, STEM, and English programs. They are trained to support K-12th grade students' academic needs. Bilingual tutoring services are 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. (These



services will be provided in conjunction with the Family Education Program’s ESL classes for parents; please see below).

- ***Tutoring and mentoring*** will be provided by CSUEB students who are alumni from the target schools and are recruited to engage in service learning by serving as “Promise Interns” and placed to work with students in the following settings in South Hayward: math and English classes during school; classes of the World House Program, for students newly arrived to HUSD, at Chavez Middle School and Tennyson High; the City of Hayward’s after-school Homework Support Centers; in the College & Career Center at Tennyson High; 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 Promise Interns 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, they 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) make up lost credits, learn course content, and get back on track to graduate with their class.

To enable students who have fallen behind on their graduation requirements to enroll in



Career Technical Education (CTE) programs while in high school, Hayward FSCS Program partner Eden Area Regional Occupational Program (EAROP) 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 partner for additional services.

Student Success Coaches from CSUEB will support at-risk students at Tennyson High School. This intervention utilizes 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 Coaches will monitor students' academic performance on a continual basis; develop Individual Academic Achievement Plans with them; 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 EAROP, and other resources. The Student Success 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.

SUPPORTS FOR STUDENTS HAVING ATTENDANCE PROBLEMS

As noted, many students at the target 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 centers at Cesar Chavez Middle School and Tennyson High (run by 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 target 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 clerks, 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.

SOCIAL, HEALTH, NUTRITION, AND MENTAL HEALTH SUPPORTS FOR STUDENTS

HUSD has rolled out a **Positive Behavioral Interventions & Supports (PBIS)** model at our elementary schools. PBIS is an evidence-based framework for creating and sustaining safe and effective schools by promoting cooperative student behavior and students' social-emotional learning. School stakeholders collaborate to define and establish school-wide behavior expectations and routines; provide for systematic supervision in all school settings; put in place reinforcement systems to acknowledge desired behavior; define a hierarchy of consequences; implement strategies to promote students' social and emotional learning; and use these strategies consistently school-wide. We have rolled out PBIS in four cohorts of elementary schools. Each cohort has had successive planning, training, and implementation years, with training provided by Santa Clara County Office of Education and HUSD PBIS Coaches. The last cohort is currently in their implementation year. (Note: PBIS is itself a 3-tier continuum of behavioral supports, which incorporates the Tier 2 and Tier 3 behavioral interventions detailed earlier.)

HUSD is utilizing California Department of Education funding from the Title IV Student and Support and Academic Enrichment (SSAE) Grant Program^{xxiii} to integrate *mindfulness* exercises into classroom learning and on-site after-school programs (Youth Enrichment Program, or YEP) at target elementary schools, to help students calm down, reduce their stress, and be ready to learn, and reduce classroom disruptions. Teachers and after-school Program Leaders have received training to teach mindfulness exercises (meditation, mindful breathing, and other



techniques) to their students and lead the exercises, using the Mindful Schools^{xxiv} K-12 curricula. Mindfulness exercises will be an ongoing feature of instruction, conducted at the start of each school day and at other times, such as after recess and lunch periods and after-school. A cadre of 15 4th-6th grade students at each school will also learn how to co-facilitate the mindfulness exercises. The use of mindfulness will comprise a fundamental improvement to the schools' culture.

HUSD is also using SSAE funding to integrate the *Playworks recess program* into recess and lunch periods and the YEP at target elementary schools. The Playworks recess program is designed to create a playground culture where all kids are included and have the opportunity to play and students have opportunities for leadership. Children enjoy fun, interesting, challenging games (such as tag, kickball, jump rope, and team-building activities) that incorporate moderate to strenuous physical activity and play alongside adult role models and student leaders. In the process they develop social and emotional skills such as communication, teamwork, and problem solving, build community. The program is designed to enable all kids to leave the playground happy, fully recharged, and return to the classroom ready to learn and strengthen the overall school climate and culture. At each school, Noon Supervisors and YEP Program Leaders will lead the Playworks' approach, and a "mindful team" of 4th-6th graders will be trained to serve as student leaders in the program.

HUSD has been working to develop a **restorative culture** at our middle and high schools, including those in the Hayward FSCS Program, in order to promote a positive school climate and reduce use of punitive disciplinary measures. The district Restorative Practice Coordinator assisted schools to develop site teams to hold the work of creating a restorative culture. She has trained and coached teams to help them learn and implement restorative practices, which incorporate particular practices in the classroom and use of restorative circles in order to respond to



conflicts, repair harms, and reintegrate students who have had fights or other serious conflicts with their peers.

HUSD's Student Ambassador Program is another strategy we use to promote a positive school climate and students' meaningful participation in and sense of connection to their school. Each school identifies a student who receives training and participates on the Superintendent's Advisory Council and their school's Student Leadership Council, and helps to plan a student-led Action Research project for the site each year.

BEHAVIORAL/MENTAL HEALTH 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 target 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 be able to fully engage in their education. Supports offered might include: **daily check-ins and check-outs** with a supportive adult at school; **“mindful time” spaces** during recess, lunch periods, and after school, for students who are having difficulty engaging with their peers during these times, led by trained school and after school staff, who work with students to develop their social-emotional skills; 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**; and **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 on-site mental health services include the Alameda County Center for Healthy Schools and Communities, La Familia, City of Hayward Youth & Family Services Bureau, East Bay Agency for Children, STARS Behavioral Health Group, Fred Finch Youth Center, and Children's Hospital Oakland (the latter for services at our preschools).

Students with health-related concerns may be referred to **the district's School Nursing program**. Families may be referred (by COST, Family Engagement Specialists, site-based mental health providers) for health services provide by community-based clinics or Alameda County Public Health Nursing. Cesar Chavez Middle School and Tennyson High have **on-site school health centers** (operated by Hayward-based partner Tiburcio Vasquez Health Center). Services available at the school health centers include first aid, physical examinations, sports physicals, vaccines, pregnancy tests, STI tests and treatment, reproductive health counseling, Plan B and birth control prescriptions, and mental health counseling. The Tennyson Health Center also coordinates an after-school **peer health education program** in which 10-15 students each year learn about and are deployed to educate their fellow students on health issues that affect young people. These topics include sexual and reproductive health, body image, gender and sexuality, and healthy relationships.

Project Eden is an alcohol and drug use prevention program in which students at Cesar Chavez Middle School participate in psychoeducational support groups. Students are referred by faculty, staff, parents or themselves for education and counseling on issues such as the negative effects of using alcohol and other drugs, communication skills, conflict resolution, decision making, goal setting, and anger management.



In response to the increase in the number of unaccompanied immigrant youth in Hayward locally, Alameda County Health Care Services Agency as expanded school-based/-linked services in and around schools to address the social, emotional, and physical health needs of these youth. In Hayward, *supports for unaccompanied immigrant youth* are available district-wide but focused at schools with programs for newcomers to the United States, which include Cesar Chavez Middle School and Tennyson High. HUSD and partner agencies La Familia, Tiburcio Vasquez Health Centers, and Soccer Without Borders, provide these youth and their sponsors linkage to legal services, benefits enrollment, mental and physical health care, recreational programs (soccer), and academic support.

The **Hayward Coalition for Healthy Youth** offers youth at the target middle and high schools opportunities to serve on its Youth Advisory Council and serve as Peer Navigators, to conduct community outreach to educate youth and adults about opioid and other substance abuse and promotion their prevention.

TRANSITION SUPPORT

Academic and social transitions are crucial to students' well-being and often have a vital role in their success. Ensuring that students make these transitions successfully is a high priority of the Hayward FSCS Program. HUSD and our partners will provide transition programs for students at key junctures, targeting students who most need this support.

To promote effective transitions from preschool to Kindergarten, HUSD's preschools provides a "Preschool to Kindergarten" transition document to the Principals at each elementary school for each child who will be in their incoming Kindergarten class. The document is a snapshot of the child's development and includes information helpful for their Kindergarten teacher to best support them in the transition, inform their placement in learning groups, and address



their social and emotional needs. It includes notes from their parents with information they would like their incoming teacher to know about their child.

The HUSD elementary schools will host spring orientations for the families of rising Kindergarten students, parents/caregivers can visit the school, learn about the program, receive tips on how they can support their children's success, meet KG teachers and see classrooms. As noted earlier, we plan to implement a new Kindergarten Readiness Summer Reading Buddy Camp targeted at children who have not attended preschool.

New program: A pre-3rd grade Summer Academy will focus on enabling struggling readers to become proficient in reading by 3rd grade. This program will be offered at five of the target schools for six weeks, three hours a day, four days per week. It will be taught by teachers at those schools, and reach 20 rising 3rd graders at each one (100 students in all each year), whom we will recruit in collaboration with teachers and COST at the target schools. The program will combine teacher-led instruction and individualized help with use of the SuccessMaker adaptive Reading skill intervention platform utilized in our extended learning program.

A Summer Academy for rising 4th graders will focus on strengthening struggling students' writing skills (essays and writing conventions). Glassbrook, Ruus, and Tyrrell Elementary Schools will host this Academy for 4th graders four days per week, four hours per day, for six weeks over the summer, serving 25 students at each school. The Academy utilizes a project-based learning approach in which students publish their writing projects through, for example, multimedia, comic books, or song recordings. There is also a moviemaking component in which students document their experience in the Academy, as well as weekly field trips.

A Summer Academy will be offered for rising 7th graders in the summer after they complete elementary school. The focus will be on strengthening students' writing skills, which will be



crucial as they move to the secondary level. This program incorporates similar elements as the Summer Academy for rising 4th graders. It is a six-week program for three hours a day, 4 days per week, that serves 40 students, at Cesar Chavez Middle, taught by teachers from the school, to familiarize students with their new school and its faculty, and some of their new classmates. Target 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 Summer Academy for rising 7th graders.

HUSD will provide our *STEMulate Academy* for rising 9th graders, in the summer before they start high school. As noted, high numbers of 9th graders at the target high schools fail Algebra 1, which has 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 students who would benefit from the STEMulate Academy, based on teacher recommendations, and assist with outreach to invite students to participate. This will be a six-week program over the summer, meeting six hours per day, five days a week. ***We will utilize FSCS grant funding to expand this program from serving 30 students to 60 students each summer.*** The program 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 the school's extended learning programs, 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* is part of 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. This program will serve up to 100 students 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 on 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, 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 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*, also part of Chabot’s TRIO Educational Talent Search program, will serve up to 200 students at the target high schools each year. Focusing on high school “on-the-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 serve as liaison to high school counselors, provide academic advising services and instruction in college success courses. The Counselor will assist high school 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 College'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.

Both higher-education partners in the Hayward FSCS Program, Chabot College and California State University, East Bay, will offer various types of support to students from the target high schools who enroll at their campuses. Each one has *1st year experience cohort programs* in particular fields of study, in which students participate together in summer orientation/bridge programs, take classes together, have faculty mentors, and access to tutoring and a range of support services available on campus and through community partnerships. *MESA* (Math Engineering Science Achievement) is another support program for new students at the two colleges, which prioritizes helping educationally disadvantaged students. 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. They have a space to study and socialize with other MESA students, and are provided



counseling, workshops, and visits to Chabot College and 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 skills, preparing for interviews, and finding employment.

POSTSECONDARY AND WORKFORCE READINESS SUPPORT

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

The **Advancement Via Individual Determination (AVID)** program focuses on promoting college going among students who are traditionally under-represented in higher education, such as Latinos and African-Americans. Students take special classes or class modules where they learn skills and behaviors that promote their academic success and college readiness, such as critical thinking, note taking, time management, literacy and math skills. AVID is an existing program at the Cesar Chavez Middle School and Tennyson High.

Students at these schools will have opportunities to take part in **work-based learning** (WBL), which 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.

In partnership with the middle and high school AVID programs, EAROP will provide hands-on and site-based activities for students where they can learn about careers while they develop work behaviors and specific work-oriented skills.

WBL activities at Chavez Middle School 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.

EAROP 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.

High school students will have the opportunity to enroll in *career pathway programs* and *Career Technical Education (CTE) classes* aligned with high-growth industries in our region. Tennyson High offers a Biomedical career pathway and a Community Multimedia pathway program. Students at these schools can take CTE courses through EAROP in fields such as Arts, Media and Entertainment; Building, Trades and Construction, Business and Finance, Education, Child Development and Family Services, Information and Communication Technologies, Health Science and Medical Terminology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Marketing, Sales and Service, Public Service, and Transportation. In these courses, students will learn about specific career opportunities and post-secondary educational requirements while developing the skills needed to succeed in the pathway.

As part of these career pathways and CTE programs, students will also be offered 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 that provide pipelines to well-paying careers. As both the number and quality of WBL activities increase, students will learn from deeper, richer, and increasingly thoughtful activities.

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, entrepreneurship, and advanced manufacturing. Courses will be taught by Chabot College professors at the high schools. 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.

HUSD community partner La Familia will offer high school 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.)

Puente, part of the national Puente Project started at Chabot College in Hayward (a partner in the proposed Hayward FSCS Program), has helped tens of thousands of educationally underrepresented students go to college, earn college degrees, and return to the community as leaders and mentors. Similarly, the **Early Academic Outreach Program (EAOP)**, a program of the University of California, Berkeley (located in our East Bay region), helps students prepare for



college. Both programs operate at Tennyson High. Students there and their parents will be able to receive focused academic counseling, college advising, and mentoring, have opportunities to visit colleges in our region, and assistance applying for college and financial aid.

COMMUNITY-BASED SUPPORT FOR STUDENTS

HUSD community partner **Eden Youth & Family Center (EYFC)**, in South Hayward, will engage students who attend or have attended Tennyson High in activities to promote their success in postsecondary education and the workforce, and to enlist them in leadership roles in the community. EYFC's **Computer Clubhouse** will provide after-school and weekend digital literacy and employment readiness training for youth 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.

Youth at (or formerly enrolled at) Chavez Middle School and Tennyson High will have opportunities to exert leadership by participating on the **Hayward Coalition for Healthy Youth's (HCHY) Youth Advisory Council** (coordinated by EYFC) and serving as Peer Navigators, who conduct outreach to educate youth and adults about opioid and other substance abuse and promotion their prevention – roles through which they will contribute to their community and build self-confidence. HCHY is funded by a Drug Free Communities Support Program grant from the Substance Abuse & Mental Health Administration. EYFC will partner Tennyson High and other partner agencies for referrals/recruitment of youth interested in this effort.

JUVENILE CRIME PREVENTION AND REHABILITATION

HUSD's schools partner with the Hayward Police Department's Youth & Family Service



Bureau to refer students as appropriate, to the **Hayward PD's Youth Diversion Program**. Students whose behavioral problems rise to the level of minor crimes (as determined by the School Resource Officer at their school) may be referred to this program, which provides an alternative to formal processing in the juvenile justice system. Eligible youth and their families have a minimum of at least five sessions of Diversion Counseling, along with, for some youth and families, Petty Theft Workshops, and community service assignments and other learning tasks for the youth. Utilizing principals of restorative of justice, the Youth Diversion Program's focus is to help youth repair the harm caused by criminal behavior and create opportunities for them to take responsibility for their actions, learn from their mistakes, and make better decisions in the future.

FAMILY AND COMMUNITY ENGAGEMENT AND SUPPORT

The Hayward FSCS Program will incorporate and leverage various family and community engagement and support strategies.

As detailed earlier, outreach to families with children ages 0-5 who will eventually attend the schools included in this program will include Nurse Home Visiting, Promotoras, navigation and coaching classes, and parenting classes, designed to build parents' capacity to support their children's education and success and to connect families to resources that address their needs.

Each school has a **Parent Center**, where parents can access help navigating the school system and resources to address family needs. Each school in this proposal has a **full-time Family Engagement Specialist** on staff. They are responsible for communicating with parents about school events and activities; communicating with parents whose children are having difficulties in school; following up with families when children are frequently absent; helping coordinate events for families, such as workshops and student performances and celebrations; recruiting family members to volunteer in a range of roles and activities at the school (during the school



day and in the after-school program), and connecting families to needed community resources. They will participate on the Site Leadership Team and COST, meet regularly as a Triage Team with the CS Coordinator and YEP Site Coordinator to triage service linkages for students and families, and to help coordinate the work of outside partners at the school.

HUSD also has a **Parent Ambassador program**, in which each school site has a designated parent volunteer serving as Parent Ambassador who receives training to conduct outreach to school families, and who will support and extend the Family Engagement Liaison's work. Each school's Parent Ambassador will build the capacity of other parents to play an active role at their children's school, help the school engage families in site-based decision making, and help link families to needed health and other resources at the school and in the community.

HUSD's **Parent University** hosts a range of workshops, classes (e.g., ESL, college classes in collaboration with Chabot College) and other activities for adults and families (Celebrating Arts in Our Schools and Community Day, Science Fair and Family Technology Awareness Day) to educate and engage families and help address their needs. It is housed at the HUSD Parent Resource Center Hub. HUSD's Family Engagement Specialists and Parent Ambassadors and outreach staff from our partner agencies will promote Parent University offerings in our school communities and assist families to take advantage of them.

The City of Hayward will provide ***English as a Second Language classes, and activities to promote family literacy***, for parents, at its Homework Centers at five of the target schools (Glassbrook, Tyrrell, Ruus, Cesar Chavez, Tennyson), in conjunction with its after-school academic support for students.

Parent Café is a supportive place for Spanish speaking parents and caregivers at Tennyson High School, coordinated by partner Tiburcio Vasquez Health Center, that meets weekly to

discuss parenting, health, legal, community and school system related topics. The goal of the group is to increase parents'/caregivers' learning and knowledge base to gain confidence in the community and plan activities to increase parent involvement and address parent needs and concerns.

Fresh Food for Families (FFFF) is an ongoing program of the Hayward Promise Neighborhood initiative, based at the Eden Greenway in South Hayward and the HUSD Family Resource Hub. Twice per week, community members can receive fresh fruits, vegetables, and healthy dairy options, donated by the Alameda County Community Food Bank and distributed by the HPN's Community Resident Engagement Specialists (CRES) and many volunteers from the community. The CRES, school Family Engagement Specialists, and partner organizations will publicize FFFF aggressively in the target schools and communities, and use FFFF days as community building opportunities, to promote other resources in the community, and to recruit volunteers for community activities for the benefit of children and families.

DATA SYSTEMS. The Hayward FSCS Program will also leverage our ongoing work in **integrating data systems** both in HUSD internally, and across our collaborative through the Hayward Promise Neighborhood initiative, in order to optimally target and coordinate services for students and families, monitor outcomes, and continuously improve our efforts. HUSD is in process of integrating data from multiple data systems into an effective integrated platform housing all student data accessible to district administrators, school leaders, CS Coordinators, and other staff as needed. The HPN partners are developing a shared data system and agreements to guide data sharing. These systems will help Site Leadership Teams, COST, Triage Teams, district administrators, and partners better allocate our use of resources to optimally support student attendance, health and wellness, engagement, learning, and success in school.

(b)Project Services

(1) LIKELIHOOD SERVICES WILL LEAD TO IMPROVED ACADEMIC ACHIEVEMENT AND OTHER POSITIVE OUTCOMES FOR STUDENTS. Please see our *Logic Model for the Hayward Full-Service Community School Program* on the next page.

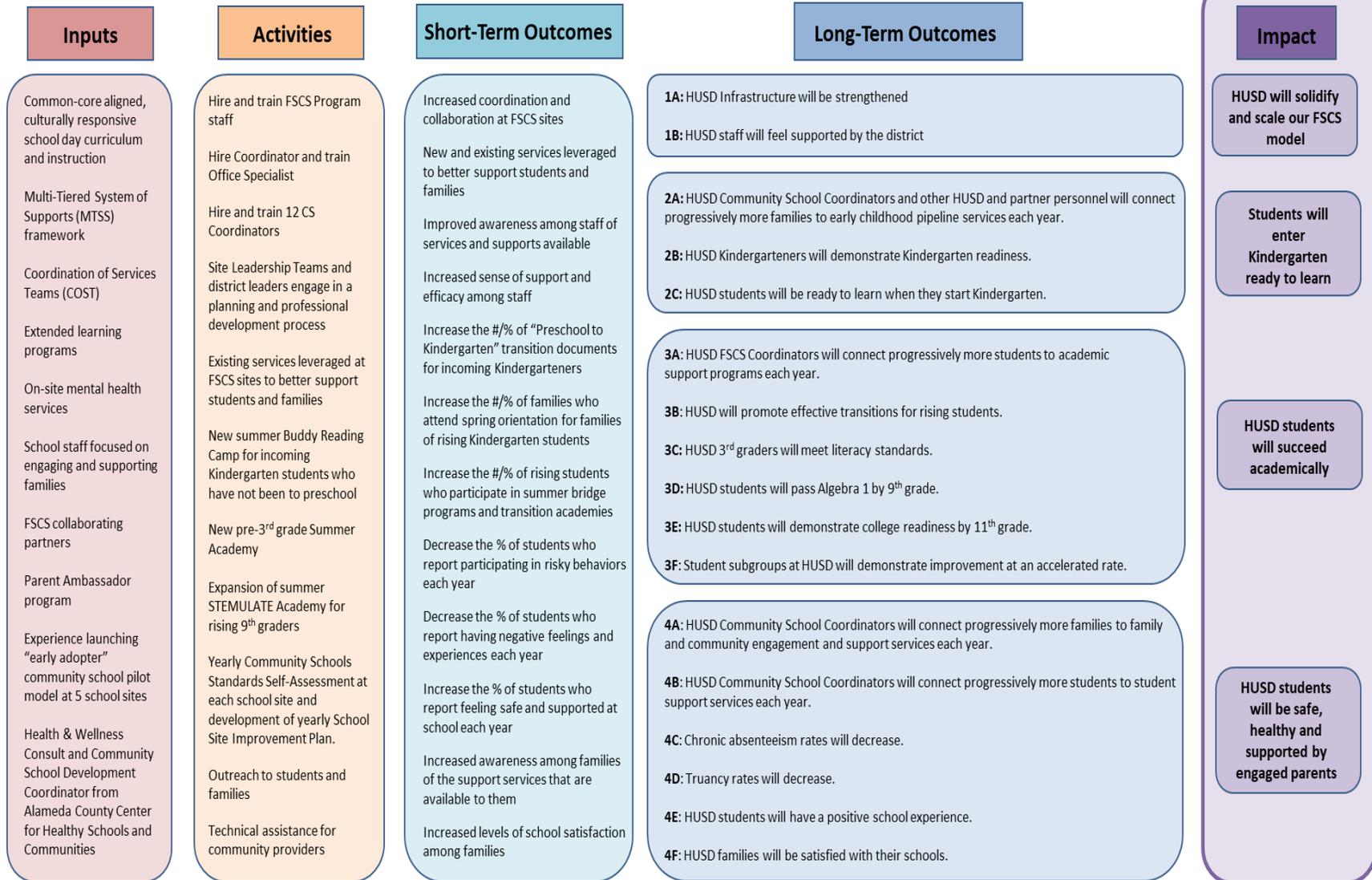
The overall purpose of HUSD’s commitment to a Community Schools model that leverages a pipeline of services is to improve educational outcomes for students. Our proposed Hayward FSCS Program and service pipeline incorporate the “four features, or pillars” of a community school model—integrated student supports; expanded learning time and opportunities; family and community engagement; and collaborative leadership and practice”—that, as noted in the Notice Inviting Applications for this grant, are “associated with a range of positive student outcomes,” and as Maier et al. report, lead to “improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools.”^{xxv}

We will determine whether we are successful in improving academic achievement at the target schools by monitoring students’ performance on state testing, district benchmark assessments, and class grades, especially at the key intervals of 3rd graders’ literacy skills, 9th graders’ rates of passing Algebra 1, and 11th grade students’ English Language Arts (ELA) and Mathematics proficiency (a measure of college readiness); and whether students from groups (Latinos, African-Americans, English Learners, students whose parents have low educational attainment) who are underachieving in relation to their peers are showing greater achievement gains in all of these areas, while narrowing extant achievement gaps.

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\



HUSD Full-Service Community Schools Program Logic Model



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.

We will monitor and document CAASPP results in all 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. However, 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. We will also look at changes in mean scaled scores for students as an aggregate at the target schools, and for the aforementioned student groups, to be able to determine whether students are making gains in academic skills that do not reach the threshold of moving to a higher Level on the CAASP assessments. We will also monitor 3rd grade students' performance on district-administered literacy benchmark assessments to



determine our degree of progress in enabling more students to be proficient in reading by 3rd grade.

In monitoring and evaluating the effectiveness of our community school model, we will also look at intermediary indicators of whether our target schools are meeting students' needs and, over time, more students are "ready to learn" and able to "learn a lot" – thereby potentially contributing to improved academic achievement.. These indicators include whether more students and families are being connected to appropriate pipeline services, including academic support programs; the readiness for Kindergarten of students entering the target schools; whether fewer students are chronically absent and truant, and whether more students feel and supported at school and fewer students are having negative experiences and participating in risky behaviors.

To support our focus on improving educational outcomes for young people, we will devote considerable resources to strengthening teaching and learning at the target schools (including preschools). These resources begin with our Home Visiting Nursing, Promotoras, and parent education 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. A pre-K-3rd grade PLC of instructional leaders and teachers from the preschools and primary schools serving 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. As noted, we plan to augment our pipeline of early childhood to 3rd grade services by implementing a summer Buddy Reading Camp for rising Kindergarteners who have not attended preschool, and a Summer Academy for rising 3rd graders who are struggling with reading proficiency. All of these elements are central to comprehensive,



integrated preK-to-3rd grade approaches that ensure students are proficient in reading by 3rd grade. 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; integrating social-emotional learning in classroom instruction; project-based and experiential learning; and differentiated instruction and Response to Intervention strategies to positively impact students' literacy, math, as well as non-social-emotional skills that are so vital to success in school and in life.

The Full-Service Community Schools model we are proposing to implement 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 target school will convene a multi-disciplinary Coordination of Services Team as a vehicle to quickly identify students who need extra support, based on academic, attendance, behavioral, or health problems. Each school will offer and utilize a Multi-Tiered System of Supports (MTSS) that incorporates preventive strategies and 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, including tutoring, credit recovery, and academic case management programs.

To address underlying social-emotional problems that are common among young people at our schools and that can hamper their engagement in the classroom and learning, the schools' MTSS includes supports such as enriching extended learning programs that promote students' connections with their peers, caring adults, and school, and their motivation to succeed in school; support groups focusing on building students social-emotional and life skills; restorative



approaches to reintegrating students who have had serious conflicts with their peers; and 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.^{xxvi} 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. We are confident these strategies incorporated in the schools' MTSS will help us to achieve our outcome targets for increasing students' sense of safety at school and of being meaningfully connected to their school and reducing chronic absenteeism that hampers students' ability to succeed in school.

Another high-priority strategy of our FSCS pipeline is to provide academic support at key transition points for the students who need them most. These include our summer Reading Buddy Camp for rising Kindergarten students who have not attended preschool; Summer Academies for rising 3rd and 4th graders and students transitioning to middle school; and our STEMulate Academy for students transitioning to high school. These intensive academic programs in the summer are designed to help students be ready academically for the next level of their education. In addition, through career exploration activities, including work-based learning opportunities,



students at the target schools 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 our pipeline proven to promote academic success. 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. In addition, our Pipeline to College programs will assist many students at the target schools, starting as early as middle school, with their college awareness, readiness, and matriculation.

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 Engagement Specialists to help parents navigate the school system on behalf of their families; ESL and family literacy classes for parents; and outreach to build parents’ awareness of college, career pathways and requirements, and assist with their children’s college and financial aid planning and applications.

Many of the strategies incorporated in the Hayward FSCS Program (listed below, along with supporting evidence) meet the definition of “promising evidence” provided in the Notice Inviting Applications for the Full-Service Community Schools Program.

Note: Please see the Evidence Form included in this application for supporting evidence for particular program strategies.

Strategy: Nurse Home Visiting Program



Evidence: A study of 7,710 children assessed at kindergarten entry and again at third grade found that participation in a home visitation program predicted children's readiness and third grade achievement and narrowed the achievement gap at kindergarten entry for low-income children compared to their more affluent peers.^{xxvii} In a randomized controlled trial of 743 women, nurse-visited children between 2 and 4.5 years of age were more likely to have been enrolled in formal out-of-home care, demonstrated higher intellectually functioning and vocabulary scores, and had fewer behavioral problem.^{xxviii} In addition, the Nurse Home Visiting Program is similar to the Nurse-Family Partnership, which is designated as an evidence-based early childhood home visitation model by the U.S. Department of Health and Human Services.^{xxix}

Strategy: Promotoras de Salud (Community Health Workers)

Evidence: An integrative review of literature on Community Health Worker (CHW) effectiveness found that CHWs primarily serve low-income, underserved women and children and are most effective in the area of increasing access to care. A smaller number of studies, including randomized controlled trials, document positive outcomes for mothers and children in areas related to behavior change, health outcomes, and knowledge changes.^{xxx} For instance, a study of 223 Latino families (320 individual family members) found that the Promotora model improved heart healthy behaviors, promoted referrals and screenings, and enhanced information sharing beyond the immediate family.^{xxxi} A randomized controlled trial of 223 women aged 35-64 years, predominantly with low income and less and or equal to an 8th-grade education found that a Promotora-led lifestyle behavior intervention program significantly improved dietary habits, waist circumference, and physical activity.^{xxxii}

Strategy: Toddler Play and Learn Groups

Evidence: A meta-analysis of 93 controlled outcome studies found that play therapy has



statistically significant beneficial effects on children’s behavior, social adjustment, and personal-ity.^{xxxiii} Additionally, interviews and focus groups conducted with 39 mothers found that moth-ers' groups and playgroups provided participants opportunities to learn about parenting, to build a supportive network, and to forge friendships. Overall, participants felt more connected to their community through this experience.^{xxxiv}

Strategy: Parent Promise Academy, which utilizes the evidence-based Strengthening Families Program™ and Touchpoints™ Approach

Evidence: A quasi-experimental, 5-year statewide study of the Strengthening Families Pro-gram (SFP), with over 1,600 high-risk families, found that the average effect sizes for both the Parenting and Family Cluster scores range from a high Cohen's $d = .77$ for SFP 6–11 years to ef-fect size of $d = .67$ for SFP 3–5. The largest effect sizes were for SFP 6–11 in Family Communi-cation and Family Strengths and Resilience ($d = .76$ for both), Family Organization ($d = .75$), Pa-ternal Supervision ($d = .73$), Parenting Efficacy ($d = .70$), and Positive Parenting ($d = .67$).^{xxxv}

The Touchpoints Program, developed by T. Berry Brazelton, is based on the concept of building and strengthening relationships between parents and providers at key “touch points,” or critical periods of child development. A study by Percy et al (2001) found that the Touchpoints model increased parenting self-confidence for adolescent parents.^{xxxvi}

Strategy: High Quality Preschool

Evidence: A comparison study of 1,038 children in 15 school districts found that participat-ing in preschool led to better kindergarten readiness and improved literacy and math skills in 5th grade.^{xxxvii} A study of more than 1,400 participants in Chicago’s Child-Parent Center Education Program, a publicly-funded preschool, found that participants had 29% higher high school gradu-ation compared to non-participants. Research also shows these programs improve outcomes well



into adulthood.^{xxxviii} This research is supported by the High/Scope Perry Preschool Project, a study assessing whether high-quality, active learning preschool programs can provide short- and long-term benefits to children living in poverty and at risk of school failure. For over three decades the study followed 123 African-American families living in Ypsilanti, Michigan in the 1960s. Program outcomes include: Only 15% of the program group was placed into special education compared with 34% of the control group. Each year from age 7 to 14, the mean achievement test scores of the program group were significantly higher than the control group. The program group had higher grade point averages than the control group. 71% of the program group graduated from high school compared to just 54% of the control group. The program group had lower misconduct and serious misconduct at ages 15 and 19, a lower incidence of fighting and violent behavior, and fewer police contacts. At age 27, the program group had significantly higher earnings, rates of home ownership, and levels of schooling, as well as fewer arrests and social service interventions, than the control group.^{xxxix}

Strategy: Project-based Learning, an emphasis of instructional practices in HUSD classrooms, after-school programs, and summer programs, and EAROP career exploration activities

Evidence: Strobel & van Barneveld (2009) conducted a comprehensive meta-synthesis of existing meta-analysis studies of project-based learning. Four research databases were searched for studies between 1992 and 2009, resulting in 25 records. Eight meta-analyses found that project-based learning resulted in better skill development, student satisfaction, retention, and teacher satisfaction than traditional learning models.^{xl}

Strategy: Positive Behavioral Interventions and Supports (PBIS), a school-wide approach to promote a safe school climate and positive outcomes for students

Evidence: A randomized controlled trial examining 11,738 students in grades K-5 found



that PBIS has statistically significant positive effects in improving concentration, increasing pro-social behaviors, and reducing disruptive behaviors. This study meets WWC standards without reservations.^{xli}

Strategy: Social-Emotional Learning, an area of ongoing professional development for HUSD teachers and after-school program staff

Evidence: Findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students showed that compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentage-point gain in achievement.^{xlii}

Strategy: Mindfulness integrated into classrooms and after-school programs.

Evidence: A randomized-controlled study of the Mindful Schools curriculum which target schools in HUSD utilize, involving a predominately Latino English Learner student target population (similar to HUSD's), found that a relatively low dosage (15 sessions) led to significant improvements in students' paying attention, participating in class, and showing care for others.^{xliii} Another study found that the Mindful Schools curriculum reduced depressive symptoms among minority children.^{xliv}

Strategy: Structured recess using the Playworks program, integrated into recess and lunch periods at the target schools.

Evidence: Studies have shown that at schools that have adopted the Playworks program, students are more attentive in class; teachers less time transitioning from recess to learning activities^{xlv}; there is substantially less conflict on the playground, bullying and exclusionary behavior^{xlvi}; that the program offers opportunities for student engagement, conflict resolution, pro-



social skill development, and emotional and physical safety, changes linked to improved overall school climate students^{xlvi}; and that program participation is associated with better attendance and decreased chronic absenteeism.^{xlvi}

Strategy: After-School Tutoring (for students through HUSD’s YEP and City of Hayward Homework Support Centers)

Evidence: Rothman and Henderson (2011) used a pre-post, nonequivalent control group design: students who had scored in the near-passing range on either the language arts (LA) or math (MA) component of a standardized test were recruited to receive tutoring in either LA or MA, depending on which topic they lacked proficiency. 43 students agreed to participate. Results show that students tutored in English Language Arts (n=23) and Math (n=20) significantly outperformed a matched control group (p =.02 for LA; p =.04 for MA). This study meets What Works Clearinghouse group design standards with reservations.^{xlix} Randomized controlled trials of the use of SuccessMaker (which our YEP utilizes for students struggling in literacy and/or math skills) have found that students in grades 3 and 7, and Latino students in those grades, using SuccessMaker substantially outgained their peers not using SuccessMaker.^l

Strategy: Increased Learning Time (for students through HUSD’s YEP and City of Hayward Homework Support Centers and EAROP summer program)

Evidence: A meta-analytic review of 30 studies that all **meet WWC group design standards either with or without reservations** found that increased learning time improved literacy and math achievement when instruction was provided by certificated teachers. Some programs improved student social-emotional skills. Increased learning time improved the literacy achievement of students performing below standards and the social-emotional skills of students with attention deficit/hyperactivity disorder.^{li}



A 5-year evaluation of the impact of HUSD's Youth Enrichment Program from 2013 to 2018, which serves 36% of all HUSD students, operates at all of the schools we are targeting, and includes daily academic support, documented a dose response trend in which the longer students participate in YEP, the more likely they are to achieve proficiency in English Language Arts and Mathematics. Whereas 35% of students who participated regularly in the program for one year met or exceeded ELA proficiency standards (based on state testing), this was the case for 38% of students who were in the program for three years, and 45% of those who participated for five years. The latter figure substantially exceeds the 38% of non-YEP participants in HUSD who meet or exceed standards. In Math, with proficiency rates increasing from 23% among one-year participants, to 34% of five-year participants (compared to 26% of HUSD students who had not participated in YEP). In addition, participation in YEP is associated with higher and statistically significant higher proficiency rates in ELA and Math among HUSD's African-American students, compared to their non-participating African-American peers. Participation in YEP is also associated with better school attendance and higher graduation rates. For example, during the 2017-2018 school year:

School Attendance. YEP participants attended school 93% of school days, compared to 90% among non-participants. Among African-American students, YEP participants had 90% attendance, compared to 87% for non-participants. Among English Learners, YEP participants had 94% attendance, compared to 91% for non-participants. Among students in Special Education programs, YEP participants had 91% attendance, compared to 86% for non-participants.

Graduation. 93% of YEP participants graduated with their class, compared to 86% of non-participants. This was the case for 95% of African-American participants, compared to 79% of African-American non-participants, and 73% of English Learner participants, compared to 64%



of EL non-participants.^{lii}

Strategy: Academic Case Management, to be provided to struggling students by EAROP and CSUEB Student Success Coaches

Evidence: An evaluation of a school-based inter-professional case management model found that it led to a decrease in school absences, fewer conduct referrals, and better class grades. This evaluation did not have a comparison group or experimental research design.^{liii} A more recent case study looked at academic case manager intervention programs implemented in three urban middle schools. Case studies over three years involving three cohorts (N = ~1600) indicate case management strategies made a significant difference in suspending rapid performance declines in case-managed student groups.^{liv}

Strategy: STEMULATE Academy to support students' readiness for Algebra I, and other summer academic support programs

Evidence: In a randomized controlled trial, researchers found that the Elevate Math summer program significantly improved math achievement and algebra readiness among participating grade 7 students. The program improved the math achievement of the treatment group compared with the control group across several metrics. The Elevate Math summer program also had a positive, statistically significant effect on algebra readiness.^{lv}

Strategy: Credit Recovery Program

Evidence: HUSD's internal research has shown that our YEP (after school) credit recovery program increases student graduation. 94% of the 485 students served in the credit recovery program at three YEP high school sites during the 2015-16 school year graduated on-time, compared to 69% of students overall. A study by Trujillo (2013) examined the effectiveness of a summer school credit recovery program for a sample of students that failed one or more classes



in their first year of high school. Students were more likely to graduate from high school if they participated in the summer school program than if they did not. Increased participation also increased the likelihood of graduation.^{lvi}

Strategy: Dual enrollment

Evidence: According to a What Works Clearinghouse Intervention Report, dual enrollment programs have positive effects on students' academic achievement in high school and high school achievement, and on students' college access, enrollment, credit accumulation, and degree attainment.^{lvii}

Strategy: Linked Learning (e.g., career pathways programs, work-based learning activities)

Evidence: In a mixed method evaluation in which six years of student data from nine school districts was collected, students in certified linked learning pathways were found to be more likely to graduate from high school; less likely to drop out; earn, on average, more credits and better college readiness outcomes compared with similar peers in traditional high school programs.^{lviii}

Strategy: Career and Technical Education

Evidence: Two studies examined longitudinal samples of students. In the first, the odds of dropping out declined as the proportion of the high school experience invested in CTE courses increased. In terms of transition to postsecondary, more students reported having a post-high school plan than their comparison school counterparts at two of the three study schools.^{lix} In the second, 8,948 youth over several years examining youth surveys and parent interviews. Findings indicate that for students at the modal age or younger for high school entry age, some CTE in combination with core academic courses, may decrease the risk of dropout.^{lx}



STRATEGIES TO ENSURE EQUAL ACCESS AND TREATMENT. The Hayward FSCS Program will build on and extend HUSD’s ongoing focus on equity. Over the past two years, HUSD has been engaged in developing and carrying out an Equity Action Plan in which we are committed to *doing what it takes for all students to succeed in school*. As was the case when HUSD and our collaborating partners began to work with the Jackson Triangle neighborhood and the schools serving it in our Hayward Promise Neighborhoods initiative, the focus of our work has been to address decades of inequity and unequal access to quality education and postsecondary and career opportunities. These conditions left many young people in Hayward with substandard education and their families with limited skills and economic resources to escape poverty. Recognizing these barriers, we will infuse equitable access and responsive services throughout our pipeline to equitably engage and support all students and families at the target schools.

Educational equity. HUSD is committed to providing 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 and growing experience and multiple policies and procedures for making our programming responsive to the community’s diversity. We hire staff who reflect the ethnic/cultural/linguistic backgrounds of the students with whom we work. Many of the district’s staff working in the regular school day, as well as school-based after-school programs, are bilingual 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.

To guide our district’s ongoing “Equity for All” initiative and School Board-approved Equity Action Plan, equity in HUSD is defined as ***common and consistent systems, policies, and practices that interrupt and eliminate the predictability of racial, socioeconomic, and linguistic***

disparities in the social emotional and academic outcomes of students. As part of this initiative, our district and school leaders, teachers and staff have participated in study sessions to review data on inequitable outcomes, discuss what is not working for students from particular groups, and strategize on what it takes to ensure that all students succeed. Principals and School Site Teams set yearly goals for student achievement aligned with our focus on equity and documented in their Single School Plan for Student Achievement. Our leaders, teachers, and staff have received and will continue to have extensive professional development and opportunities for reflective practice in various areas to ensure equity and access to all programs, services, and resources. These include institutionalized racism; examination of biases, attitudes, values, and beliefs related to race/ethnicity and other differences; culturally and linguistically responsive pedagogy; using an equity lens when crafting lessons and instructional strategies; incorporating social-emotional learning in classroom instruction; strategies that fully engage students with diverse interests, learning styles, and needs; seeking out opportunities to elicit the “community voice” of our underserved students and families; and data-driven planning of curriculum and instruction and for informing measures in and out of the classroom to promote each student’s success.

Project staff for the Hayward FSCS Program will bring together Community School Coordinators, school leaders, and other members of Site Leadership Teams in a professional learning community which will support our focus on ensuring equitable access to services at the target schools. Team members will be instrumental in equity-focused reflection and planning at their schools. Teachers, school staff, and community partners will work with the school COSTs to quickly assess and identify students who need additional support based on their academic, social-emotional, behavioral, attendance, or health needs. The COSTs will use their school’s MTSS to



link students to preventive, targeted, or intensive services based on their individual needs.

HUSD's Youth Enrichment Program (YEP) operates after school at all of the target schools (as well as before school at the elementary schools) and will be a key venue for struggling students to access tutoring and other academic supports and enrichment activities. The YEP is open to students of all racial/ethnic groups and abilities. Program Leaders (line staff) at each school, and many Site Coordinators, 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 connect with their peers in a non-academic setting. HUSD proactively recruits 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.

Family outreach and engagement. Multiple culturally and linguistically responsive outreach and engagement strategies will help ensure children and families are fully accessing and engaged in services, starting in the early childhood sphere. The organizations providing the services all have a longstanding presence working with traditionally underrepresented groups in our community (e.g., Latinos, African-Americans, immigrants, limited English speakers). They intentionally hire staff who are reflective of these groups and provide training and coaching of staff to ensure services are accessible and responsive to community members from diverse groups.



Each service will be provided bilingually (in English and Spanish) to families in target school communities; HUSD and partner agencies will conduct outreach in other non-English languages as needed. Services will incorporate culturally responsive approaches to maximize accessibility and benefits for targeted constituencies including African-American, Latino, immigrant, and Asian families. As detailed earlier:

A Public Health Nurse from the county 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.

A 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 Hayward FSCS Program pipeline; and provide follow-up monitoring and individualized support to address specific family and child needs and goals.

Promotoras de Salud will provide outreach, information, and encouragement to parents in the target school communities to encourage them to enroll their children in preschool and get involved with their children's schooling. They will also provide families information and support for accessing health care, social services, and other supports available in the community.

Parents of children who attend HUSD's preschools and elementary schools included in the Hayward FSCS program will have access to a variety of parenting classes, presented bilingually, focusing on parenting strategies to promote their children's learning and development in the cognitive, language and literacy, social-emotional, physical development and health domains, and strengthen the parent-child bond.

Each target school has a Parent Center, where parents can access help navigating the school system and resources to address family needs. Each target school has a half-time Family

Engagement Specialist on staff, responsible for conducting outreach to families to engage them in supporting their children’s education and taking part in school activities. They typically are bilingual and receive training in multiculturally competent outreach strategies.

HUSD’s Parent Ambassador Program will engage and train parent leaders at the target 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.

Monitoring disparate impact. Hayward FSCS Program staff will monitor access to and success in the various pipeline services by race, ethnicity, socioeconomic status, second-language learners, gender identity, sexual orientation, national origin, disability, age, and other variables. Program staff and staff from HUSD’s Assessment, Research, & Evaluation unit will collaborate with our external evaluator to disaggregate all service and performance metrics by demographic variables so we can identify and craft measures with which to immediately respond to any unintended differential access or impacts.

(2) COLLABORATING PARTNERS. The proposed Hayward FSCS Program brings together many partners that have worked together on similar collective impact efforts, including the Hayward Promise Neighborhood initiative, and who are committed to the success and well-being of Hayward children and families. Our partnership’s diverse membership represents a broad collaboration, including the local educational agency (Hayward Unified School District); city and county government agencies (Alameda County Health Care Services Agency and City of Hayward); the local Regional Occupational Program (Eden Area ROP); Hayward-based institutions of higher education Chabot College (a public community college) and California State University, East Bay; and local non-profit organizations with extensive experience working in collaboration with other local agencies and the community (4Cs of Alameda County, La Familia,



Tiburcio Vasquez Health Center, Eden Youth & Family Center, East Bay Agency for Children, Fred Finch Youth Center, and STARS Behavioral Health Group) to support Hayward children and families. All of these partners are contributing substantial resources to this collaborative program, including programmatic resources, extensive experience working in and around the target neighborhood, strong relationships with our target populations, knowledge of the school communities' needs, assets, and other resources, and multiculturally responsive services.

As detailed in the Letter of Agreement included in this application, HUSD is the lead agency and applicant for Full-Service Community Schools Program grant funding. All of the collaborating partners are committed to working to ensure the academic success, safety, health, and well-being if all children attending the target schools, through a series of collective commitments:

- delivering services and contributing resources as described in the grant application;
- reducing service silos, pooling resources, eliminating service duplication, and strengthening collective capacity to more effectively serve children and families and achieve the desired outcomes detailed in our project narrative;
- building and integrating a 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 sharing data on the project's implementation, services, students and families served, and outcomes;
- sharing accountability for outcomes for students at the targeted HUSD schools;
- helping identify and engage additional partners that can address HUSD children's and families' needs and advance our collective work;



- working with the designated evaluator, including providing access to all relevant program and project data sources, and submitting data as requested by the Department of Ed;
- participating in the strategic planning process during year 1 of the grant period, and
- working together to identify and access resources to sustain and scale the Hayward Full-Service Community Schools Program beyond the federal grant period.

Table 12 summarizes each collaborating partners’ programmatic responsibilities and some of the matching resources being contributed to the proposed Hayward FSCS Program.

Table 12 -- Hayward FSCS Program Collaborating Partners	Services and Other Resources Provided
HUSD	<p>Hayward FSCS Program leadership, grant management, subcontracting with and liaising with evaluator, reporting to grantor.</p> <p>Employ project staff. Educational programs and support services at HUSD preschool and schools. Matching resources contributed to program include: time of the Director of Student & Parent Support Programs and Associate Superintendent for Student and Family Services for project oversight and participating in planning and capacity building effort; school-based Coordination of Services Teams; extended learning Youth Enrichment Program, and other components of Multi-Tiered System of Supports; school-based Family Engagement Specialists to provide family outreach; transition/academic support programs for rising Kindergarten, 3rd, 5th, 5th, 7th, and 9th graders; and rising 9th graders, and career pathway programs, for the benefits of students and families at the FSCS Program’s target HUSD schools; and the</p>



Table 12 -- Hayward FSCS Program Collaborating Partners	Services and Other Resources Provided
	time of School Principals and other SLT Members, as well as Directors of Curriculum & Instruction, Child Welfare & Attendance, and other district leaders, in planning, professional development, and capacity building activities.
Alameda County Health Care Services Agency	The agency’s Center for Healthy Schools and Communities providing funding for district Health & Wellness Coordinator, and Community Schools Development Coordinator, to provide implementation support and technical assistance for implementation of Community Schools model and strategic planning effort; staffing and funding for school-based mental health services; funding for school-based health centers and support services for unaccompanied immigrant youth. Public Health Nursing Department to provide Nurse Home Visiting Program for low-income pre-natal and post-partum families.
Tiburcio Vasquez Health Center	To provide Promotoras de Salud program. Operate school-based health centers at Chavez Middle School and Tennyson High, peer health education and Parent Café at Tennyson.
Community Child Care Council (4Cs) of Alameda County	Operate the Parent Promise Academy, Play Family Navigator and Success Coaching, and Play and Learn Groups to support families and children’s Kindergarten readiness during the early childhood years.
California State University, East Bay (CSUEB)	Provide Student Success Coaches to support at-risk high school students, CSUEB Promise Interns (students) to tutor, mentor and



Table 12 -- Hayward FSCS Program Collaborating Partners	Services and Other Resources Provided
	<p>provide other supports for students at target schools, CSUEB Community Counseling Clinic students to provide counseling services and STEP Parenting classes for students and families, food distribution through Fresh Food for Families program, and CSUEB Community Resident Engagement Specialists to build leadership capacity and community activism through the Community Leadership Initiative.</p>
Eden Area Regional Occupation Program	<p>Provide summer career exploration program for middle school students. CTE classes and work-based learning activities for high school students, adults. Credit recovery and case management programs for high school students.</p>
Chabot College	<p>Provide dual enrollment programming to students at the target middle and high schools; Pipeline to College transition and college preparation programs for middle and high school students; and supports for students entering Chabot College, including First Year Experience programs, Puente, MESA, and tutoring and support services through the campus Learning Connection.</p>
City of Hayward	<p>Provide the Family Education Program, which includes academic tutoring for students and English as a Second Language classes for families, at selected school sites.</p>
La Familia	<p>Coordinate HUSD’s Parent Ambassador Program; provide mental health services for students and families at Chavez Middle School and Tennyson High School; engage students at Tennyson</p>



Table 12 -- Hayward FSCS Program Collaborating Partners	Services and Other Resources Provided
	High in District Attorney Justice Academy career exploration program; and engage families through our community health education program.
East Bay Agency for Children	Provide on-site mental health services for children and families at Glassbrook and Tyrrell Elementary Schools, and support families through Connecting Kids to Coverage service at the HUSD Hub.
STARS Behavioral Health Group	Provide on-site mental health services for children and families at Ruus Elementary School.
Fred Finch Youth Center	Provide on-site mental health services for children and families at Eden Gardens and Fairview Elementary Schools.

(c) Adequacy of Resources

(1) PARTNER COMMITMENTS TO PROJECT IMPLEMENTATION AND SUCCESS. HUSD and our collaborating agencies are strongly positioned to implement a community schools model with a robust continuum of pipeline services at the 12 HUSD schools in this proposal as well as at many preschools and neighborhoods that feed into them, and the local institutions of higher education many HUSD students will attend. The proposed program will incorporate and build on multiple initiatives, staffing, and services already underway at these schools and in their neighborhoods. The Community School Coordinators that will be instrumental in our program are already working at the target schools as COST Specialists, or “Collective Impact Coordinators.” School leadership and other staff at five of the schools have been engaged in the professional learning community focused on building the foundation for implementation of an FSCS model. The pipeline



of services our program will leverage includes all eight pipeline domains identified in the Notice Inviting Applications, in some or all of the target school communities. As detailed in this narrative, they range from public health nursing, Promotoras de Salud, parenting education, and high-quality preschools with integrated supports for children and families, to extended learning and summer bridge/transition programs, to school-based mental health and other health services, to a robust array of supports for middle and high school students to help them prepare for college and careers, to juvenile crime prevention and rehabilitation programs.

The requested \$2,474,179 in grant funding will leverage at least \$30,777,104 in program staffing and pipeline services resources over five years. The resources being leveraged amount to over 1200% of the grant request.

As detailed in the Letter of Agreement included in this application, HUSD will contribute \$3,807,153 per year in matching resources to the Hayward FSCS Program. These resources are as follows: \$1,335,096 per year in California After School Education & Safety program grant monies from the California Department of Education (CDE) for our after-school Youth Enrichment Program (YEP) at all of the target schools except the high school, and \$1,419,839 per year in 21st Century Community Learning Centers and 21st Century High School Assets grant funding from CDE for the YEP at nine of the 12 target schools; \$360,000 per year for the salaries and benefits of Family Engagement Specialists at each school, funded by district General Funds at eight schools and U.S. Department of Education Promise Neighborhoods program funding (sub-contracted through California State University, East Bay) at four schools; \$660,342 per year in grant funding from the California Learning Communities for School Success Program (from CDE) for our COST Specialists (whose role we are expanding to serve as Community School Coordinators at their schools). All of these resources being leveraged are part of the pipeline of

services incorporated in our program. HUSD's match also includes \$31,877 per year in salaries and benefits for the time our Assistant Superintendent for Student Services and the Director of Student & Parent Support Services will support this project via planning work, program oversight, staff supervision, collaboration with other HUSD leadership staff in professional development and data analysis meetings.

Collaborating partner Alameda County Health Care Services Agency (ACHCSA) will provide \$2,427,948 per year in resources for pipeline services, professional development, and other support for the Hayward FSCS Program, as documented in its Letter of Agreement. Its Center for Healthy Schools and Communities (CHSC) and Behavioral Health Care Services Agency, through the county's School-Based Behavioral Health Initiative and Our Kids Our Families partnership, will fund staff at 8 of the target schools; these licensed mental health clinicians will provide social-emotional and mental health support services to students, consultation to teachers, and case management and crisis assistance for families. ACHCSA CHSC will also provide funding for: school-based health services at Tennyson High, supportive services for unaccompanied immigrant youth attending Cesar Chavez Middle School and Tennyson High, and the HUSD Parent Ambassador program. In addition, CHSC will provide funding for the district Health & Wellness Coordinator, along with assistance with planning and implementation consultation around implementation of a Community Schools model. The Health & Wellness Coordinator will co-lead our professional learning community for Site Leadership Teams along with HCSA's Community Schools Development Coordinator. Both will also provide technical assistance and coaching to HUSD leadership staff to support implementation of the FSCS model. HCSA's Public Health Nursing Department will provide its Nurse Home Visiting Program for low-income pre-natal and post-partum families in South Hayward. The Health Department's contributions to



our program derive from funding streams including County Measure A, MediCal EPSDT and MAA, TMSF, and the Promise Neighborhoods grant for the South Hayward Promise Neighborhood.

Earlier we detailed services each collaborating agency will contribute to our pipeline, and the other ways they will take contribute (e.g., to service coordination, data tracking and sharing, and working toward the pipeline's long-term sustainability) – which are noted in the letter they have signed reflecting their commitment to this program during and after the 5-year grant period.

(2) REASONABLENESS OF COSTS. We are requesting \$2,474,179 in grant funding over five years – an average of \$494,936 per year. Sixty-five percent of this funding will be allocated for project staffing (the Program Coordinator, Community Schools Coordinators, and Office Specialist). We are also allocating 14% of grant funding for pipeline services for students (pre-Kindergarten Buddy Reading Camp, pre-3rd grade Summer Academy, and pre-9th grade STEMU-LATE Academy.) Another 8% will be allocated for time spent in planning and professional development by Site Leadership Team members and district leadership. Therefore, the great share of grant funding will directly support FSCS implementation at the 12 school sites – the key service site for Hayward students. The next largest allocations are to engage an external evaluator (5%) and for indirect costs (5.5%).

The Hayward FSCS Program will have a very broad reach – serving 12 of HUSD's 30 schools. The 12 K-12 schools in this proposal currently serve a total of 7,719 students. The Full-Service Community School approach we are putting into place is a schoolwide model that, leveraging a pipeline of services, will benefit all students at the school in one way or another; grant funding amounts to an average cost of ***\$64.12 per student per year***. This does not include the children who are younger than kindergarten age, such as those in HUSD preschools on the target



school campuses, who will benefit from our program’s pipeline of services. Nor does it include the parents and other family members who will benefit directly from the two-generation components of our pipeline of services. Moreover, it does not include the benefits that will accrue to students and families over the long-term through the lasting capacity our schools and partners build to continue the FSCS model beyond the grant period, or the strategic planning we undertake in year 1, which will help guide us in scaling up this model beyond the initial target schools.

As detailed in our goals and objectives, we anticipate that the Hayward FSCS Program will lead to significant gains in terms of children and families accessing needed academic and other support services, children being ready for kindergarten, students feeling safe at school and having fewer negative feelings and experiences at school, families feeling satisfied with their children’s schools, reducing chronic absenteeism and truancy from school, 3rd graders meeting standards in reading, 9th graders passing Algebra, and 11th grade students being proficient in core skills and ready for college. At the same time, we will be building capacity in families to effectively support their children’s healthy development and learning. We will also be building capacity in our district, at our schools, and in our broad-based collaboration, to sustain and scale the FSCS model, thereby creating lasting infrastructure to address students’ holistic needs and promote their success in school and in life.

Sustaining services after the grant period. As noted, our grant request of \$2,474,179 will leverage at least \$30,777,104 in program staffing and pipeline services resources. Over 90% of our initiative will be funded independent of this federal grant, with a wealth of pipeline services funded through a diverse range of district funds, grants, funding streams, and other sources. Important components of the pipeline that will be funded, and sustained, independent of this grant include early childhood supports for families, school-wide strategies for creating a positive



school climate and culture, school-based behavioral health and health services, extended learning programs, and various transition and college and career preparation programs for HUSD students. These substantial leveraged resources will provide a strong foundation for sustaining the FSCS model and pipeline of services beyond the grant period. Moreover, a good deal of our effort will be allocated to professional development and capacity building, to enable us to implement and institutionalize an effective FSCS model and sustain it in future years without further funding, or at a substantially lower cost. Examples of use of Full-Service Community Schools Program grant funding for initial investments that will serve the initiative over the long-term include our allocations for professional development, coaching, and technical assistance for Site Leadership Team members and district leaders, and for the independent program evaluation.

Beyond the grant period, the most important FSCS grant-funded program components which will need to be sustained through other resources are the Community School Coordinator positions and the summer academic support pipeline services. We have identified potential funding sources to help sustain these key components of the FSCS model and our service pipeline.

The target schools in HUSD have priority access to Local Control Funding Formula (LCFF) monies 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 LCFF funding to school-based initiatives are governed by the Local Control Accountability Plan which is developed by central district administration and schools every year based on input from our school communities, with an eye to continuing and scaling up what works and discontinuing programs that do not improve outcomes. Because the Hayward FSCS Program is an evidence-based, data-driven effort, with a rigorous, independent evaluation to be conducted, we anticipate that we will be able to demonstrate the impact of

the FSCS model and the role of the CS Coordinators and make a case to HUSD to use LCFF funding to sustain at least a portion of the CS Coordinator positions. In addition, HUSD plans to apply for a new round of three-year grants for these positions through the California Learning Communities for School Success Program in 2020, which is currently funding a portion of these positions through the 2019-2020 school year. LCFF funding is also a potential funding stream to sustain the summer academic support services for which we are proposing to allocate FSCS grant funding.

HUSD has a strong track record of implementing and sustaining new initiatives for the benefit of our students, in collaboration with our partners (ACHSA Center for Healthy Schools and Communities, Eden Area ROP, Chabot College, California State University, East Bay, and others) – including our district-wide Youth Enrichment Program, credit recovery and dual enrollment programs, health and mental health supports for students, and parent engagement efforts.

Utilizing both process and outcome data, we anticipate informing elected officials, city and county departments, the press, and other stakeholders of our program's impact on students and on areas in which improvement is still needed. The Hayward FSCS Program team will work closely with 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 FSCS service pipeline will build capacity in Hayward 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 pipeline, and our partners will be able to reallocate resources to support the highest-priority and highest-impact services.

(d) Management Plan

Hayward Unified School District, and our Student & Family Services Department specifically, have extensive experience implementing, expanding, and sustaining complex grant-funded projects and managing and properly reporting on state and federal grants. For instance, for many years we have been managing over \$6 million per year in multi-year state and federally-funded after-school program grants (California After School Education and Safety, 21st Century Community Learning Centers and 21st Century High School Assets), which we have used to develop comprehensive extended learning programs that operates at all HUSD schools. We are also currently managing a three-year, \$1.75 million grant from the California Department of Education (Learning Communities for School Success grant) to help us strengthen Coordination of Service Teams at seven of the schools included in this proposal. Through the latter, and federal Promise Neighborhoods Implementation Grant funding subcontracted to us by California State University, East Bay, we have staffed all 12 target schools with the COST Specialists whose positions we are now proposing to augment so they can assume the functions of Community Schools Coordinators. They are already part of the school staff at their schools, coordinating existing Coordination of Services Teams, and integrated into the school communities. The schools provide office space for the Community Schools Coordinators and have agreements for partner agencies to share facilities to provide services on-site, including confidential space for behavioral health and other health services, and use of classrooms for dual enrollment and other programs.

(1) STAFFING/STRUCTURE. A full-time Hayward FCSC Program Coordinator will work under the supervision of HUSD Director of Student & Parent Support Services, Christy



Gerren, who is supervised by Associate Superintendent for Student & Family Services Chien Wu-Fernandez. Ms. Gerren will dedicate .10 FTE to this program during year 1 and .05 FTE in subsequent years. Ms. Wu-Fernandez will dedicate .05 FTE to this program during year 1 and .03 FTE in subsequent years. She too will co-convene and facilitate the CLC in year 1. Both will provide program and staff oversight, collaborate with other district leaders to help integrate academic with non-academic supports and in data analysis meetings, and help broker and coordinate partnerships for the benefit of students and families.

We will hire an individual to serve as full-time **FSCS Program Coordinator**. Required qualifications for this position include a Bachelor's degree plus three years of experience or a Master's degree plus one year of experience coordinating a complex referral, support, and service delivery system, supervising and training staff, and working with students and families in an educational or mental health setting, Stationed at the HUSD Parent Resource HUB with other Student and Parent Support Services staff, the PC will supervise, coordinate, and support the 12 Community School Coordinators. She/he will facilitate monthly meetings with them for debriefing, problem solving, data reviews, and to inform project improvements; support Site Leadership Teams and COSTs; help coordinate community partnerships; support development of FSCS infrastructure districtwide, including better integration of Educational Services and Student & Family Services efforts. She/he will co-convene professional learning communities of Site Leadership Team members and of the CS Coordinators, YEP Site Coordinators, and Family Engagement Specialists, in collaboration with the district Health & Wellness Consultant from ACHCSA CHSC. She/he will work with other program staff to conduct the district level Community Schools Standards Self-Assessment each year. The FSCS Coordinator will also coordinate data collection for project monitoring, evaluation, and reporting purposes; monitor expenditure of

grant funds to ensure they reflect the approved budget; maintain required documentation of project services, activities, accomplishments, and program records; liaise with and support the evaluator; and collaborate with the evaluator to compile mandatory reports to the Department of Education.

Each of the 12 target schools will have a full-time Community School Coordinator, stationed at the school. HUSD and each school will ensure the CS Coordinators have office space on the school campuses, and access to appropriate equipment including computers with Internet access, phones, and photocopiers. The CS Coordinators will join the Site Leadership Teams (SLT) at their schools. Their job responsibilities are detailed in Table 9 on pages 28-30 of this narrative. Qualifications for this position include college training in or at least three years of prior work experience as a counselor, case manager, social worker, or a related field serving historically underserved populations.

The CS Coordinators will meet monthly as a professional learning community, facilitated by the FSCS Program Coordinator. They will debrief how things are going in their work; discuss problems that arise, and problem solve, and discuss issues such as their collaboration with school leaders, teachers, and other site staff; functioning of the COST process; ensuring whole school visibility of the COST process and the partners and services available, and appropriate student referrals; collaborating with partner agencies; use of the COST data tracking system; and conducting follow-up on referrals with service providers and teachers and other referral sources. The PC will also visit the target school sites regularly and provide ongoing coaching and support to CS Coordinators individually. At the site level, the CS Coordinators will convene a Triage Team with their site-based YEP Site Coordinator and Family Engagement Specialist in order to optimally triage available supports for specific students and families needing them.



HUSD's Health and Wellness Consultant, Kate Graves, and the Community School Development Coordinator, Jamie Harris, both from Alameda County Center for Healthy Schools and Communities (AC CHSC), will provide professional development and technical assistance to support implementation of the Hayward FSCS Program. Ms. Graves' work for HUSD is funded by AC CHSC; grant monies will fund 100 hours a year of Ms. Harris' time each year. They will collaborate with the FSCS Program Coordinator to convene a professional learning community for the CS Coordinators, their site leaders, and other selected Site Leadership Team members. The PLC will meet periodically (for a total of 16 hours in each of years 1 and 2, 12 hours in each of years 3 and 4, six hours in year 5), to come to a shared understanding of what a community school is and how to operationalize this model, and to address community schools best practices, including shared leadership practices; conducting needs assessments; creating alignment between site-based goals and the community schools framework; integration of academic and other services; integrating community partners and their accountability into the school community and the COST process; resource and system mapping; use of data from COST to improve student monitoring, evaluation of student outcomes and COST efforts, and inform resource allocation and development of new partnerships.

The district Health & Wellness Consultant will also co-facilitate, with the FSCS Program Coordinator, another professional learning community of the CS Coordinators, YEP Site Coordinators, and Family Engagement Specialists, which will meet every two months to share their experiences, discuss best practices and challenges, and problem solve.

In addition, the district Health & Wellness Consultant and Community Schools Development Coordinator will convene collaborative planning and technical assistance sessions (20 hours of such sessions in each of years 1-3) in which district leaders including the Associate



Superintendent for Student & Family Services, Director of Curriculum & Instruction, Director of Child Welfare & Attendance, and others collaboratively plan to integrate academic and non-academic programs and supports for students, utilize data to support this work, inform district partnership practices, and develop and deploy a communications strategy to tell the story of our community schools initiative to the community and garner stakeholder support. The district Health & Wellness Consultant will also be responsible for managing the ongoing implementation of CHSC-funded school health services (including mental health services, school-based health centers), provide ongoing technical assistance for HUSD staff and all partners involved in these services; and support district staff in school climate strategizing and implementing the PBIS and Restorative Justice initiatives.

Ms. Graves and Ms. Harris are well qualified for their role in this program. Ms. Graves, who has an M.S.W. from Hunter College, has more than 20 years of post-Masters' experience in social work and education. Much of her professional career has been in program design, development, and implementation of school-based and -linked services, with a focus on school and community health and wellness partnerships serving underserved communities. Ms. Harris, who has an M.A. in Education from Harvard University, has helped plan, led, and provided training and technical assistance for community school initiatives in disadvantaged communities in San Francisco, Oakland, Hayward, and other Bay Area cities. (Please see their resumes, included in this application.)

Family Engagement Specialists on staff half-time during the school year at each of the target schools will support the FSCS Program. They will conduct outreach to parents about school events, activities, and resources available; communicate with parents whose children are having difficulties in school; follow up with families when children are frequently absent; help



coordinate events for families, such as workshops and student performances and celebrations; recruit family members to volunteer in a range of roles and activities at the school (during the school day and in the after-school program), and connect families to needed community resources. They will participate on the Site Leadership Team, Coordination of Services Team, and Triage Team, support the CS Coordinator’s work in liaising with and coordinating the work of outside partners at the school. Their positions are funded through HUSD General Funds.

(2) WORKPLAN AND TIMELINE

Table 13. Hayward FSCS Program Implementation Plan		
Key Tasks and Timeline		
Target date	Task/Deliverable	Responsible Party
August 2019	Hayward FSCS Program Coordinator hired	SPSP Director
August 2019	External evaluator contracted	SPSP Director
Fall 2019, ongoing	Ongoing pipeline services continue (COST, mental health, YEP, transition supports, college/career readiness, family engagement, early childhood services, etc.) including outreach, recruitment to students, families for all services	HUSD FSCS Collaborative partners
Fall 2019, ongoing	Outreach to students and families at target schools about available resources and how to access them	CS Coordinators, FE Specialists
September 2019,	CS Coordinators join Site Leadership Teams (SLT) at target schools for regular meetings and work	FSCS Coordinator, school Principals



Table 13. Hayward FSCS Program Implementation Plan

Key Tasks and Timeline		
Target date	Task/Deliverable	Responsible Party
ongoing		
Sept. 2019, ongoing	FSCS Coordinator convenes the 12 CS Coordinators for professional learning community (PLC) each month	FSCS Coordinator
September 2019, monthly, years 1-3	FSCS Coordinator and HCSA Consultants convene meetings of district leadership for collaborative planning, technical assistance, data reviews, development and deployment of communications strategy, to support effective implementation of the FSCS model	FSCS Coordinator, HUSD H&W C, CSDC
October 31, 2019	Evaluator develops program evaluation plan and data collection work plan and timeline, including service data to be collected, along with protocols for key stakeholder interviews, focus groups	HTA, FSCS Coordinator
September 2019, ongoing	Monthly Triage Team meetings (of Collective Impact Coordinators, YEP Site Leaders, and Family Engagement Specialists) at target school sites	CS Coordinators
October 2019, every two months	CS Coordinators and other designated SLT members from target schools participate in PLC to advance community schools implementation	HUSD H&W C, CSDC, FSCS Coordinator, Principals
November 2019, every	Triage Team members from target schools participate in PLC to share best practices and problem solve	FSCS Coordinator



Table 13. Hayward FSCS Program Implementation Plan

Key Tasks and Timeline		
Target date	Task/Deliverable	Responsible Party
two months		
October 2019 to February 2020	Conduct needs assessments at target school sites	CS Coordinators
Spring 2020 (?), yearly	Program staff attend national Full-Service Community Schools conference, as scheduled by Dept. of Education	SPSP Director, FSCS Coordinator
Spring 2020, yearly	Schools administer California Healthy Kids Surveys	SPSP Director, Principals
May 2020, yearly	Site Leadership Teams develop Single Plan for Student Achievement (School Improvement Plan) for their school for the next year, incorporating data from site needs assessment, regular ongoing data reviews, PLC learnings	Principals
May 2020, yearly	Conduct key informant interviews, focus groups, and parent surveys for program evaluation	HTA, CS Coordinators
May 2020, yearly	Conduct Community Schools Standards Self-Assessment at site and district levels, to inform improvements	FSCS Coordinator, CS Coordinators
Sept.-Oct. 2020, yearly	Provide required reporting to Department of Education	FSCS Coordinator
October 2020, each October	Prepare year-end local evaluation report and distribute to Hayward FSCS Program Team and PLCs for discussion and to inform improvements in policy, practice	HTA



Table 13. Hayward FSCS Program Implementation Plan

Key Tasks and Timeline

Target date	Task/Deliverable	Responsible Party
February 2022, 2024	Revisit and update needs assessments at target schools	CS Coordinators
April 2024	Develop Sustainability Plan for Hayward FSCS Program continuation and expansion	AS SFS, SPSP Director, FSCS Coordinator
November 2024	Prepare final 5-year local evaluation report for Hayward FSCS Program; distribute to local stakeholders, Department of Education, other interested educators	HTA, AS SFS, SPSP Director,

SPSP Director = HUSD Director of Student & Parent Support Services
 FSCS Coordinator = Hayward Full-Service Community Schools Program Coordinator
 CS Coordinators = Site-based Community School Coordinators
 HTA = Evaluator Hatchuel Tabernik & Associates
 AS SFS = Associate Superintendent for Student & Family Services
 HUSD H&W C = Health & Wellness Consultant, from Center for Healthy Schools & Communities, Alameda County Health Care Services Agency
 CSDC = Community Schools Development Coordinator, Center for Healthy Schools & Communities, Alameda County Health Care Services Agency
 FE Specialists = Family Engagement Specialists

(e) Project Evaluation

The key components of the Hayward Full-Service Community Schools program are as follows:



1. Build a team of full-time site-level Community Schools Coordinators (for school’s community support point person, enhanced site leadership and data-informed planning, etc.) plus one district-level FSCS Project Coordinator (to provide supervision, coaching, and support) to better integrate and coordinate student and family support services.
2. Conduct a district-level planning process to build 12 full-service community schools.
3. Leverage a comprehensive two-generation pipeline of new and existing services.
4. Implement new summer programs to promote children’s Kindergarten readiness and proficiency in Reading by 3rd grade, and expand our STEMULATE Academy for rising 9th graders to help students pass Algebra 1 and be on track for higher level STEM courses and on-time graduation.

As illustrated in our program logic model (page 66), it is theorized that the integration, coordination, and leveraging of a two-generation pipeline of resources will gradually lead to improvements in kindergarten readiness, academic achievement, and a more positive school experience for both students and families. With this in mind, we developed goals, objectives, and performance measures for the program, summarized in Table 15 along with an identification of the data sources to be utilized. Specific, incremental targets for our performance measures will be set during the first program year as part of a collaborative planning process involving the evaluator, the Health & Wellness Consultant from the Alameda County Center for Healthy Schools & Communities, and the Community Schools Coordinators. Most of the data sources identified are already being collected within the district and will be available for review during the planning process to ensure that targets are set as part of a meaningful, data-informed, decision-making process.

Table 14. Hayward FSCS Program Goals and Objectives	Performance Measures	Data Sources
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<p>Goal 1. HUSD will solidify and scale its FSCS model to better integrate and coordinate services for students and families in the district.</p>		
<p>1A. HUSD infrastructure will be strengthened</p>	<ul style="list-style-type: none"> • A district-wide planning process will be implemented • FSCS Coordinators will be hired for 12 schools • There will be increased coordination and collaboration at all 12 FSCS sites • New and existing services will be leveraged at FSCS sites to better support students and families in the district 	<ul style="list-style-type: none"> • Program documents • Staff interviews/ focus groups conducted by the evaluator, yearly • Service Excellence Survey from HUSD, yearly
<p>1B. HUSD staff feel supported by the district</p>	<ul style="list-style-type: none"> • Improved awareness among staff of services and supports available to students and families • Increased sense of support and efficacy among staff at FSCS sites 	<ul style="list-style-type: none"> • Staff interviews/ focus groups conducted by the evaluator, yearly • Service Excellence Survey from HUSD, yearly
<p>Goal 2. Students will enter kindergarten ready to learn.</p>		
<p>2A. HUSD FSCS Coordinators will connect families to early childhood</p>	<ul style="list-style-type: none"> • Increase the # of families referred to early childhood pipeline services each year. 	<ul style="list-style-type: none"> • HUSD integrated data systems, semi-annually



pipeline services.		
2B. HUSD pre-schoolers will demonstrate kindergarten readiness.	<ul style="list-style-type: none"> Increase the % of preschoolers who demonstrate at the end of their preschool programs age-appropriate functioning across the multiple domains of early learning. 	<ul style="list-style-type: none"> Desired Results Developmental Profile (DRDP) assessments from HUSD, yearly
2C. HUSD students will be ready to learn when they start Kindergarten.	<ul style="list-style-type: none"> Increase the % of children in Kindergarten who demonstrate they are academically ready for Kindergarten (on the “Kindergarten Academics” building block) at the beginning of the school year. Increase the % of children in Kindergarten who demonstrate they are fully ready for Kindergarten at the beginning of the school year. 	<ul style="list-style-type: none"> Kindergarten Observation Forms (KOF) data from HUSD, yearly
Goal 3. HUSD students will succeed academically.		
3A. HUSD Community School Coordinators will connect students to academic support programs.	<ul style="list-style-type: none"> Increase # of students referred to academic support programs each year. 	<ul style="list-style-type: none"> HUSD integrated data systems, semi-annually
3B. HUSD will promote effective transitions for rising	<ul style="list-style-type: none"> Increase the #/% of rising students (e.g., pre-schoolers, 3rd graders, 4th graders, 9th graders) who participate in summer Transition 	<ul style="list-style-type: none"> HUSD integrated data systems, semi-annually



students.	Academies and programs.	
3C. HUSD 3 rd graders will meet literacy standards	<ul style="list-style-type: none"> • Increase the % of K-3rd grade students mastering benchmark assessments each year. • Increase % of 3rd grade students meeting or exceeding standards on the ELA CAASPP assessment each year. 	<ul style="list-style-type: none"> • K-3rd Grade Literacy Benchmark assessments from HUSD, yearly • CAASP ELA test results from HUSD, yearly
3D. HUSD students will pass Algebra 1 by 9 th grade	<ul style="list-style-type: none"> • Increase % of students passing Algebra I by 9th grade each year. 	<ul style="list-style-type: none"> • 7th-9th grade quarter and semester math grades from HUSD, quarterly
3E. HUSD students will demonstrate college readiness by 11 th grade.	<ul style="list-style-type: none"> • Increase % of 11th grade students meeting or exceeding standards on the ELA CAASPP assessment each year. • Increase % of 11th grade students meeting or exceeding standards on the Math CAASPP assessment each year. 	<ul style="list-style-type: none"> • CAASPP ELA and Math data from HUSD, yearly



<p>3F. Student sub-groups at HUSD will demonstrate improvement at an accelerated rate</p>	<ul style="list-style-type: none"> • Decrease racial/ethnic achievement gaps in the district each year. • Decrease achievement gaps for English Language Learners in the district each year. • Decrease achievement gaps by parental educational attainment in the district each year. 	<ul style="list-style-type: none"> • Disaggregated data (race, ELL status, parents' educational attainment) from the above sources
<p>Goal 4. HUSD students will be safe, healthy and supported by engaged parents</p>		
<p>4A. CS Coordinators will connect families to family and community engagement and support services.</p>	<ul style="list-style-type: none"> • Increase the # of families referred to family and community engagement and support services each year. 	<ul style="list-style-type: none"> • HUSD integrated data systems, semi-annually
<p>4B. CS Coordinators will connect students to in and out of school student support services.</p>	<ul style="list-style-type: none"> • Increase the # of students referred to student support services each year. 	<ul style="list-style-type: none"> • HUSD integrated data systems, semi-annually
<p>4C. Chronic absenteeism rates will decrease.</p>	<ul style="list-style-type: none"> • The rate of chronic absenteeism will decrease each year. 	<ul style="list-style-type: none"> • School day attendance from HUSD, yearly
<p>4D. Truancy rates will decrease.</p>	<ul style="list-style-type: none"> • Truancy rates will decrease each year. 	<ul style="list-style-type: none"> • School day attendance from HUSD,



		yearly
4E. HUSD students will have a positive school experience	<ul style="list-style-type: none"> • Decrease the % of students who report participating in risky behaviors each year. • Decrease the % of students who report having negative feelings and experiences each year. • Increase the % of students who report feeling safe and supported at school each year. 	<ul style="list-style-type: none"> • California Healthy Kids Survey data from HUSD, yearly • Student focus groups, yearly
4F. HUSD families will be satisfied with their schools	<ul style="list-style-type: none"> • Increased awareness among families of the support services that are available to them. • Increased levels of school satisfaction among families 	<ul style="list-style-type: none"> • Parent focus groups conducted by the evaluator, yearly • Annual Family Satisfaction Survey from HUSD, yearly

(1) EVALUATION METHODOLOGY:

For the Hayward FSCS Program we will engage a local evaluator, Hatchuel Tabernik & Associates (HTA), to design and implement a collaborative local formative and summative evaluation, and work with program staff to collect all performance data to meet federal reporting requirements for the Full-Service Community Schools Program.

The HTA team has two decades of experience working with school-linked, collective impact initiatives, including California Healthy Start, Promise Neighborhoods, Full-Service Community Schools, and SAMHSA Drug Free Communities Support programs. They have been the evaluators for the Hayward Promise Neighborhood initiative since 2011 and have evaluated many HUSD programs including our after-school Youth Enrichment Program and our current “Collective Impact for Student Success” initiative through which we have deployed COST Coordinators

at seven of the schools in this application, and which is funded by a California Learning Communities for School Success Program grant from the California Department of Education. This work has provided HTA with extensive knowledge of HUSD's district and community context, and experience working with our collaborating partners. HTA has substantial experience with federal reporting requirements across a wide array of federal departments. HTA also has the proven ability to communicate with stakeholders of all kinds in local communities.

HTA will conduct a rigorous evaluation that takes into account the development of the Hayward FSCS program from the beginning to the end of the grant period. This strategy will provide both a *formative* assessment of the implementation process and a *summative* analysis of program performance vis-à-vis the goals and objectives detailed above on pages 4-7 of this narrative.

HTA proposes a continuous improvement approach that incorporates mixed methods to evaluate the program and uses findings to inform decision-making and programmatic change.

The *formative evaluation* will examine program implementation, focusing on the quality of program implementation and fidelity to the program logic model to understand mediating variables and to facilitate replication and sustainability. It will be designed to answer the following research questions:

RQ1: How well did the program adhere to its key components over the course of implementation?

RQ2: What strategies did program coordinators use to leverage the pipeline of new and existing resources, and to what extent were partnerships built and utilized?

RQ3: What strategies did program coordinators use to effectively support and engage students and families?

RQ4: To what degree was school capacity advanced to address student and family needs?



The *summative evaluation* will study whether the program achieved its stated goals and objectives and assess the impact of the Hayward FSCS Program on student outcomes such as kindergarten readiness and academic achievement. It will be designed to answer the following research questions:

RQ5: To what degree is the program achieving its stated benchmarks?

RQ6: Are there differential outcomes on student achievement (i.e., race, ethnicity, ELL, parents' education levels)?

RQ7: To what extent does student participation in Hayward FSCS services contribute to improved student outcomes (e.g., academic performance, school day attendance) in contrast to students not participating in Hayward FSCS services?

(2) USE OF OBJECTIVE PERFORMANCE MEASURES, QUANTITATIVE AND QUALITATIVE

DATA:

Formative evaluation: HTA will review the following data to monitor and assess program implementation and to provide formative feedback (RQ1-4): 1) *Program documents* (e.g., meeting schedules, agendas and minutes, logs of professional development, documentation of special events and workshops for students and families, strategic planning documents, partnership agreements, sustainability plans, etc.) collected from Community School Coordinators on an ongoing basis; 2) *Service referral and delivery data* from Hayward's integrated data systems to monitor which services are being utilized and to what extent; 3) *Stakeholder surveys* including HUSD's annual Service Excellence Survey (administered to staff and community members) and the Family Satisfaction Survey (administered to families) to examine stakeholder awareness and perception of, recommendations for, and satisfaction with program services; 4) *Stakeholder interviews and/or focus groups* conducted by HTA annually with key program stakeholders (e.g., CS



Coordinators, Principals, program managers at partner agencies, program beneficiaries) to address implementation challenges/barriers, successes, satisfaction with services and activities, and lessons learned/areas for improvement; and 5) *Community Schools Standards Self-Assessments*, administered to multiple stakeholders (e.g., principals, parents, educators, partners, Coordinators, etc.) representing different roles within the community as is recommended by the Coalition for Community Schools, administered by FSCS Coordinators at each site annually. Results will be analyzed on both the district and school level to explore progress of each site as they develop along the continuum of standards.

Quantitative data, such as close-ended questions from surveys, will be imported into IBM SPSS (v24) and analyzed descriptively. Qualitative data collected from open-ended questions and interviews/focus groups will be transcribed and imported into ATLAS.ti, a qualitative data management and analysis software package. Grounded theory, or constant comparative analysis, as described by Strauss and Corbin (1998), will be utilized. In an initial data reduction approach, respondents' comments will be reviewed and assigned categories of meaning (open coding). Then, these categories along with quantitative data results will be reviewed for causal linkages and non-causal relationships related to the central phenomenon (axial coding), which will allow the researcher to develop a "story" that connects the categories (selective coding) and finally, posit hypotheses or theoretical propositions. As part of a continuous program improvement process the evaluator and FSCS staff will review and discuss these qualitative and quantitative analyses on a regular (potentially quarterly) basis.

Summative evaluation: To address program outcomes and progress toward stated benchmarks (RQ5-6), HTA will review the following data: 1) *Service referral and delivery data* from Hayward's integrated data systems to see if progressively more program referrals are being



made and services being utilized, as planned; 2) *Student data* from the HUSD Assessment, Research & Evaluation Department including school day attendance, 7th-9th grade quarterly math grades, and demographics (e.g., race/ethnicity, ELL status, parent's highest level of education). These data are all part of standard district data collection, and will be used to monitor both academic and behavioral progress, and to enable us to explore any differential outcomes for specific subgroups of students; 3) *Surveys*, also from the HUSD Assessment, Research & Evaluation Department, including the California Healthy Kids Survey, the Family Satisfaction Survey, and the Service Excellence Survey, all administered annually at HUSD, to see if there are improvements in staff awareness of services and sense of support and efficacy, parent awareness of services and satisfaction with the school environment, and students' experience with school; 4) *Student tests/assessments* from the HUSD Assessment, Research & Evaluation Department including the Desired Results Developmental Profile, Kindergarten Observation Forms, K-3rd Grade Literacy Benchmark assessments, and CAASPP ELA and Math test results, all of which are currently administered at HUSD, to explore academic outcomes for students as a whole, and by subgroup; and 5) *Stakeholder interviews and/or focus groups* to be conducted by HTA annually with key program stakeholders (e.g., staff, parents, students) to further address awareness of services, sense of support and satisfaction, and school experience.

As with the process evaluation, quantitative data, such as student data, test/assessment scores, and close-ended questions from surveys, will be imported into IBM SPSS (v24) for statistical analyses (i.e., frequencies, means, chi-squares, t-tests, etc.) to describe the overall results and trends over time, and to drill down to look at patterns among key demographic subgroups. Qualitative data collected from open-ended questions, interviews, and/or focus groups will be

transcribed and imported into ATLAS.ti, for coding and analysis. As part of the continuous program improvement process these analyses will be reviewed with FSCS staff on a regular basis.

To address RQ7, HTA will employ in the final year a Quasi-Experimental Design (QED) and sampling plan that will meet the Every Student Succeeds Act (ESSA) Tier 2 criteria for evidence. This will be used to assess Hayward FSCS student outcomes in comparison to students at schools not served by the program, either within the district or at a similar neighboring school district. Comparison schools will be selected for comparable geography, demographics, and similar student achievement metrics. HTA will conduct a baseline equivalence analysis to ensure that both groups have comparable initial demographic characteristics and achievement matching on academic assessment data, gender, SES, ELL rates, and ethnicity.

HTA will utilize a quasi-experimental nonequivalent group design with equating, which is as rigorous a design that is possible within the constraints of conducting research in a school-based setting. Confirmatory analysis will compare the student outcomes identified in our performance measures of Hayward FSCS schools to those of comparison schools. All of the matched students will be included in an ordinary least squares (OLS) regression model with the same variables as covariates used in the matching process. HTA will utilize the OLS regression model to calculate the average differences between target and comparison students, after controlling for the covariates included in the model to estimate the impact of the program. HTA will calculate effect sizes using Cohen's d with the pooled standard deviation.

Because this component of the evaluation will take place in the final year, there will be ample time to identify comparison schools utilizing both data from the HUSD Assessment, Research & Evaluation Department and publicly available data from the California Department of Education, and to establish data sharing agreements as needed. Since the majority of our



outcome data is already being collected by the district, and is standard for most neighboring districts as well, comparison data will be readily available for our study.

(3) TIMELINE FOR DATA COLLECTION AND REPORTING:

Table 15 on pages 106-110 summarizes the annual data collection plan for our program objectives with the data sources to be utilized.

HUSD and our collaborating partners are proposing a September 2019 start data for this program. At this time data from the 2018-19 school year (e.g., service referral and utilization data from HUSD's integrated data systems, student data, test/assessment scores, surveys, etc.) will be collected from the HUSD Assessment & Evaluation Department. Because HTA has a long history of collaboration and an established data sharing agreement with the district, there are no anticipated challenges associated with secondary data collection. HTA will convene a meeting and/or participate in one of the early PLC meetings with the CS Coordinators to review this data collectively and establish targets for our program performance measures by December 2019. These meetings will continue on a regular (perhaps quarterly) basis for the remainder of the grant period as part of an ongoing cycle of inquiry in which we examine interim program data and annual reports, in order to guide program improvement at the program level. School-level data will be provided to each Site Leadership Team to support data-driven programming at each school.

Much of the data collection in the first year will be used largely for formative purposes. It will be used to set baselines for our program objectives – deriving from 2019-20 school year data collected quarterly, as available (e.g., service referrals and utilization data, student data, test/assessment scores, surveys, etc.), with the majority expected at the end of the school year. The evaluator will collect program documents from the CS Coordinators and program leadership on an ongoing basis from the start of the program, and will design the protocols for key stakeholder

interviews and/or focus groups to be conducted annually starting in May 2020. In subsequent years the same schedule for data collection will be followed.

By September/October of each year (starting in year 2), HTA will prepare an annual report documenting: (1) program implementation steps and progress in relation to the plan detailed in this application; (2) notable successes; (3) barriers or other challenges that arise, and measures taken to address them; (4) program performance on our goals and objectives; and (5) recommendations for program improvement for the following year.

The evaluator will prepare a final report within two months after the end of the grant period, documenting the program's implementation, impact, and lessons learned. We anticipate distributing this report to various constituencies – at the school site and district level in HUSD, to our school communities and collaborating partners, to other educators, to the Department of Education, and to potential supporters of our ongoing work—in order to inform ongoing FSCS implementation, highlight best practices, and inform and guide replication of the Full-Service Community School model at other schools and districts.

ⁱ Maier, A., Daniel, J., Oakles, J., & Lam., L. (2017). Community Schools as an Equitable School Improvement Strategy: A Review of the Evidence. Learning Policy Institute, December 2017.

ⁱⁱ U.S. Census Bureau. 2012-2016 American Community Survey 5-Year Estimates.

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

^{iv} Cost of Living Can Affect Test Scores: Poor Students More Likely to Struggle in High-Cost Areas, Bernice Yeung, *Huffington Post*, August 21, 2012.



^v For example, 3rd graders in California who are not meeting standards in reading are four times more likely to eventually drop out of school than students who were meeting standards in reading in 3rd grade. In School + On Track Truancy Report 2015. (2015). California Attorney General's 2015 Report on California's Elementary School Truancy & Absenteeism Crisis.

^{vi} Based on results from the spring 2018 administration of the California Assessment of Student Performance and Progress, the state's assessment system for students in grades 3-8 and 11.

^{vii} 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").

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

^{ix} Applied Survey Research. Kindergarten Readiness 2017. Findings from the Fall Assessment in Alameda County. 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.

^x LEA Demographic Characteristics. 2013 Growth API Report. HUSD. CDE DataQuest.

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

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

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



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- ^{xiv} 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.
- ^{xv} California Healthy Kids Survey. Hayward Unified, Elementary & Secondary. 2015-16.
- ^{xvi} California Healthy Kids Survey. Hayward Unified, Elementary & Secondary. 2016-17.
- ^{xvii} Alameda County Department of Public Health (2014). Alameda County Health Data Profile.
- ^{xviii} Alameda County Department of Public Health (2014). Alameda County Health Data Profile.
- ^{xix} California Department of Public Health. Teen Births in California. A Resource for Planning and Policy.
- ^{xx} 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>
- ^{xxi} Known as the California Learning Communities for School Success Program, this funding source derives from Proposition 47, the Safe Neighborhoods and Schools Act, which reinvests money saved through the state’s criminal justice realignment in prevention and support programs to reduce truancy and dropouts in K-12 schools.
- ^{xxii} As part of our districtwide implementation and continuous improvement of the COST strategy, at each HUSD school, the COST lead is responsible for completing a succession of tasks each year, including, by October 15, setting up the COST schedule, tracker, distribution list, team agreements, completing the COST rubric and identifying two areas for improvement for the year and related action steps; by February 15, submitting mid-year COST referral numbers to the district COST lead in Student & Family Services, revisiting COST goals and action steps, sharing mid-year COST data and themes at school staff meetings and eliciting staff feedback; and by mid-June, completing the end of year COST rubric and survey, including referral numbers for the year.



xxiii Authorized under Title IV, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015.

xxiv Bay Area-based Mindful Schools is one of the key players in the growing movement to integrate mindfulness into the everyday learning environment of K-12 classrooms. It has trained 25,000+ educators, parents, and mental health professionals who work with young people, in 100 countries, who have reached over 2 million children worldwide.

xxv Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community Schools as an Equitable School Improvement Strategy: A Review of the Evidence. Learning Policy Institute. December 2017.

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

xxvii Pfannenstiel J, Zigler E. (2007). The Parents as Teachers program: its impact on school readiness and later school achievement. http://www.parentsasteachers.org/images/stories/documents/Executive20Summary_of_K_Readiness.pdf

xxviii Olds, D. L., Kitzman, H., Cole, R., et al.(2004). Effects of nurse home-visiting on maternal life course and child development: age 6 follow-up results of a randomized trial. *Pediatrics*, 114(6), 1550-1559.

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xxxi Balcázar, H., Alvarado, M., Luna Hollen, M., Gonzalez-Cruz, Y., Pedregón, V. (2005). Evaluation of Salud Para Su Corazón (Health for Your Heart)—National Council of La Raza Promotora Outreach Program. *Evaluation*, 2(3), 04_0130.



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