

Project Narrative – Responses to Selection Criteria

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Introduction

The Hayward Promise Neighborhood (HPN) is a collaborative dedicated to addressing widespread poverty in Hayward, California. Eleven years ago, HPN created a cradle-to-career initiative to support families in our city’s Jackson Triangle neighborhood. Led by California State University, East Bay (CSUEB), the HPN was in the first cohort of Promise Neighborhoods Implementation Grant recipients, from 2011-2016. We subsequently expanded the HPN initiative to serve South Hayward, another high-poverty neighborhood, with support from a second Implementation Grant. We are currently in our fifth and final year of this funding.

Hayward Promise Neighborhoods
HPN 1 – Jackson Triangle (2011-2016)
HPN 2 – South Hayward (2018-2023)
HPN 3 – Downtown Hayward (2023-2028)
(proposed)

Our HPN collaborative has built and sustained a pipeline of services and supports for vulnerable families that goes beyond K-12 education by expanding and articulating with early childhood supports for families, preschools, 2- and 4-year post-secondary institutions, vital health and wellness supports, leadership building, and other activities to engage and empower families. The HPN’s two-generation approach gives young people access to a continuum of evidence-based programs that support them to succeed as they move through this pipeline, while equipping parents to promote their children’s and families’ well-being and advancement.

The HPN initiative has moved the needle on key indicators of success while building our collaborative’s collective capacity to continuously improve outcomes for disadvantaged families in Hayward. From 2011 to 2016, we achieved significant increases in the percentage of young people in the Jackson Triangle with medical homes and enrolled in high-quality preschool programs; parents reading to their children and encouraging their children to read; preschool and Kindergarten children’s development and learning; students who were proficient in ELA and Math as they progressed from grade to grade; and students’ sense of safety at school

and in their neighborhood, and access to the Internet at home and school. There was a drop in the student mobility rate, from 31% to 23%, and attendance increased at the target schools, both reflecting more stable home environments. The graduation rate from Hayward High, which serves the Jackson Triangle, improved from 76% of students in the Class of 2012 to 89% of the Class of 2016, while the 4-year cohort dropout rate was cut by nearly two-thirds, from 22% to 8%. During that same time frame, graduating students' enrollment in a college or university in the year after graduation increased from 60% to 66%.

Since expanding the HPN to South Hayward in 2018, we have had to adjust to the COVID-19 pandemic. The South Hayward neighborhood was a COVID-19 outbreak hotspot in spring 2020 and again in the winters of 2020 and 2021. Latinx, who make up 68% of SHPN residents, bore a disproportionate burden of infections, hospitalizations, and deaths from COVID-19.ⁱ Despite the pandemic, which disrupted young people's schooling and academic and social development while severely stressing already-vulnerable families in the SHPN, we have seen significant gains for disadvantaged children and families in the neighborhood.

- From 2017-18 to 2020-21, the mobility rate for students at the SHPN target schools dropped from 25% to nine percent and chronic absenteeism decreased from 19% to 15%.
- The percentage of children feeling safe at school and in the community increased from 67% to 83%.
- Access to broadband internet at home reached a high of 98.5% in 2020-21.
- The longstanding gap in 4-year graduation rates between Latinx students at Tennyson High in the SHPN and their white and Asian counterparts has been closed. By 2020, reversing historical trends, black students at Tennyson graduated at higher rates than all seniors in HUSD (94% to 82%), and outperformed their peers in completing the requirements for admission to California State University and University of California campuses (44% to 25%).

- More young people who have taken part in specific SHPN programs – including academic coaching, credit recovery, career exploration, and dual enrollment – have gone on to college after high school compared to their peers who did not. And from Fall 2017 to Fall 2021, the number of graduates from the initiative’s high schools enrolled in CSUEB, either directly after high school or as transfers after first going to Chabot College, increased from 413 to 561.

These findings from our external evaluation highlight the SHPN initiative’s role in improving young people’s cradle-to-career outcomes.

HPN’s success is built on the commitment, inspiration, and joint effort of our partners and Hayward residents. The HPN has brought together the Hayward Unified School District (HUSD), the City of Hayward, CSUEB and Chabot College (both in Hayward), the Alameda County Public Health Department and Social Services Agency, and many community-based organizations in an unprecedented collective impact collaboration to build a continuum of strategies to strengthen our neighborhoods and support the success of Hayward children and families. We use Results Based Accountability as our evaluative approach to monitor how much our initiative has done, how well we have done it, and measure whether children and families are better off as a result. We actively track and shared our progress on the Department of Education’s indicators for Promise Neighborhoods, using the Clear Impact ED APR Scorecard.

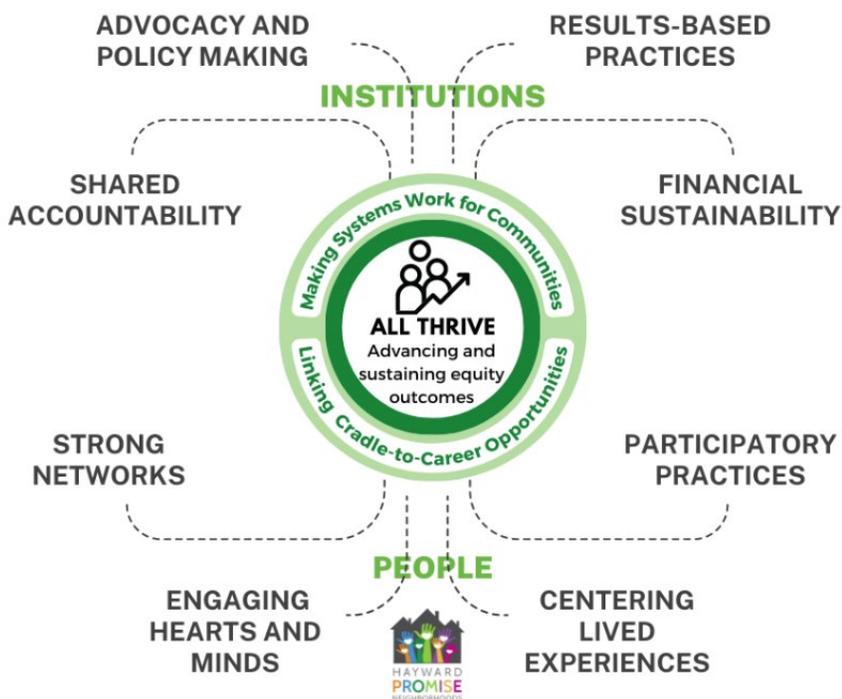
We have built a robust infrastructure to carry this vital work forward. Our Early Learning Network, Cradle-to-Career Education Reform Network, and Neighborhood Health and Empowerment Network each focus on planning, implementing, and monitoring particular segments and supports along the pipeline of solutions for children and their families. The HPN’s 0-16 Implementation Team provides on-the-ground support and guidance for our strategies and programs. Our Executive Leadership Group is responsible for policy decisions, partnerships, strategic direction, funding, and sustainability. Our Community Advisory Board enlists residents and other

local stakeholders to give input into neighborhood needs, assets, and priorities, and inform and influence policy decisions.

This track record and ongoing experience coordinating across agencies and engaging our community has helped us advance systemic change for the benefit of vulnerable Hayward young people and families. In place of longstanding and uncoordinated service silos, our HPN collaborative work has forged points of collaboration and coordination within and across systems – including early childhood education, K12 education, mental health, workforce development, and higher education. Examples of system-change advances we now have in place include making warm handoffs for families in one early childcare program to needed support services, and identifying and targeting families receiving childcare subsidies to beneficial supports; better linking vulnerable K12 students and families to mental health services; and connecting middle and high school students to dual enrollment and other early college experience programs. Moreover, our work to implement data-sharing across agencies as led to more effective services for community members. For example, HUSD’s sharing of student transcripts electronically with Chabot College has allowed it to improve their placement of students in appropriate first-year English and Math classes, and its sharing of student data with CSUEB has allowed the university to better track how Hayward students are doing in college. Our commitment to shared accountability within a Results-Based Accountability framework has also strengthened our collaboration on data-informed continuous program improvements. Overall, collaborating and braiding resources in this way has enabled us to break down service silos, to pool and leverage many county, state, and federal grants and funding streams accessed by our community partners to advance this work coordinate across systems, maximize the use of resources to reduce promote the well-being and success of young people and their families. The figure below depicts are the HPN initiative’s framework for systems change, which can help inform similar efforts in other

high-need communities.

Conditions of Systems Change to Sustain Communities

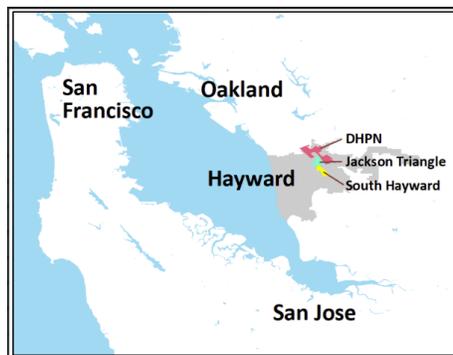


As we sustain key services and continue our progress in improving academic and other vital outcomes for children and families in the HPN, we are now seeking to expand the HPN to a third distressed community in our city. The proposed Downtown Hayward Promise Neighborhood (DHPN) initiative will build on the HPN’s achievements, partnerships, substantial infrastructure, evidence-based solutions, we have collectively developed, and continue to benefit from the lessons our collaborative has learned over the past 11 years. Importantly, as we focus on this new neighborhood, we will prioritize further advancing systems-change on behalf of vulnerable young people, as detailed in this proposal. We are applying for funding under **Absolute Priority 1**—Promise Neighborhoods in Non-Rural and Non-Tribal Communities, and **all three Competitive Preference Priorities**.

(a) Need for the Project

Targeted geographic area and demographics

Hayward, California, population 158,817, is located in Alameda County in the San Francisco Bay Area's East Bay region. We are proposing to expand the Hayward Promise Neighborhood initiative to downtown Hayward and neighboring communities. The map below to the right shows the location of the Downtown Hayward Promise Neighbor-

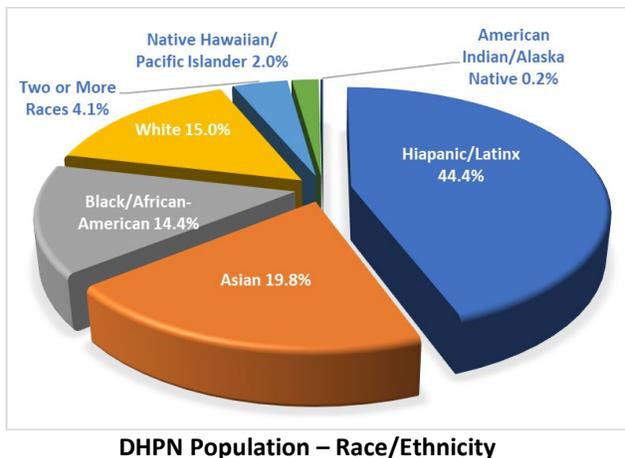


hood (DHPN) in relation to the original and expanded HPN in our larger Bay Area region.

The DHPN is a 2.1 square mile urban area encompassing four census tracts in the 94541, 94542, or 94544 zip codes in Hayward and the Cherryland unincorporated community. Traversed by two main commercial corridors, Mission Boulevard and A Street, it encompasses the city center with its government offices and retail businesses (many of them vacant) and densely-populated neighborhoods with a mixture of small post-war single-family cottages, multi-unit homes, and apartment complexes and newer townhouse developments, corner stores, auto repair shops, churches, and industrial areas. The neighborhood, especially Cherryland and the central downtown area, has been shaped by a history of redlining and displacement of Black and Latinx families in other parts of Hayward and our region, and disinvestment, leading to its current largely non-white population. Home to 20,297 persons, the DHPN is one of the nation's most ethnically diverse communities; 85% of residents are people of color, with Latinx (44%) the largest group. Thirty-six percent of DHPN residents are foreign born, 56% of households speak a language other than English at home; 12% indicate they speak English "less than very well," 59% of them native-Spanish speakers and 30% speakers of Asian or Pacific Islander languages.

Downtown Hayward Promise Neighborhood

The DHPN has a relatively young population including 1,461 children ages 0-4 (7.1% of all neighborhood residents) and a total of 4,575 under 18 (22.5%) – both higher than the corresponding percentages in our city, state, and nation. One-third of the young people live in Cherryland, the most distressed area of the DHPN.



Most of the children in the DHPN attend one of the following Hayward Unified School District schools: Elementary (grades TK-6): Burbank, Cherryland, East Avenue, Fairview, Harder. Middle (grades 7-8):

Bret Harte, Winton, Cesar

Chavez. High (grades 9-12):

Hayward, Tennyson, Brenkwitz

Continuation High. **Note:** As

shown on the map, three of these

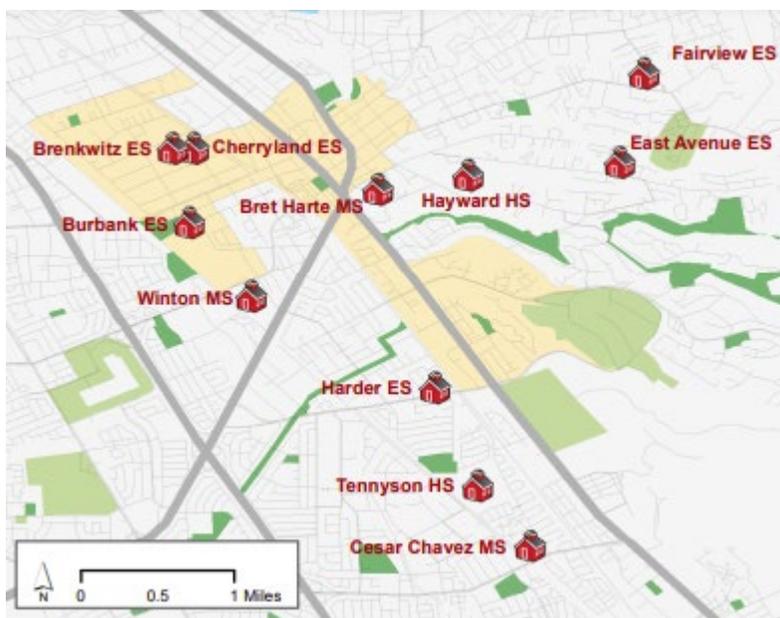
schools are within the DHPN

boundaries. Cesar Chavez Mid-

dle and Tennyson High, both in

South Hayward, have special

programs for newcomer students (who have been in the U.S. for six years or less) from throughout the city, including the downtown Hayward area. These DHPN partner schools serve a total of 7,863 students. (Note: Because of the closing of Strobridge Elementary School this year,



DHPN Target Schools

most of its students will go to one of the DHPN target elementary schools, increasing the number of students served at the schools to approximately 8,300.)

(a.1) Problems to be addressed by the project

NEEDS ASSESSMENT

Our collaborative conducted a comprehensive assessment of the needs and assets of the DHPN community. Key findings are presented below, and our Needs Assessment and Segmentation Analysis report is included in the Other Attachments document we are submitting.

We examined data on the DHPN from the U.S. Census bureau, student data from HUSD, the California Department of Education, CSUEB, and Chabot College; findings from a 2021 school climate survey at the one of the DHPN middle schools and one of its high schools; California Healthy Kids Surveys of HUSD students in 2019-20; California Parent Surveys conducted of school families in 2021-22. We consulted the 2019 and 2021 Alameda County Early Care and Education Needs Assessments and Kindergarten Readiness Policy Recommendations, along with other city and county reports, community crime data, and other secondary data.

We conducted a community survey in the summer of 2022 in English and Spanish. DHPN partner agency staff reached out to their constituents in the DHPN via email and social media to complete the survey electronically. They also engaged neighborhood members to complete the survey in-person, at a Safeway supermarket in Downtown Hayward, a summer camp (run by DHPN partner La Familia), door-to-door visits by Promotores/Community Health Workers (employed by DHPN partner Tiburcio Vasquez Health Center), home visits to clients conducted by the Alameda County Public Health Nursing program, another DHPN partner, and various community events in Downtown Hayward including Hayward Juneteenth Wellness Festival and Chamber of Commerce Downtown Hayward Street Party.

In addition, we used meetings and interviews to elicit the perspectives of HUSD administrators and school leaders, community service providers, the HPN Executive Director, Community Resident Engagement Specialists, other HPN staff and partner agency leaders, City of Hayward officials, and other key informants. We also engaged HPN staff and partners in an asset and resource gaps mapping process.

NEIGHBORHOOD POVERTY

According to current U.S. Census data, 14.6% of all DHPN residents, and 20.3% of children (and 24.4% in one of the four census tracts), are liv-

Table 1—Prevalence of poverty ⁱⁱ	DHPN	Hayward	California	U.S.
Individuals	14.6%	8.8%	11.8%	13.4%
Children under 18	20.3%	9.6%	15.6%	18.5%
Children under 5	13.5%	5.1%	15.6%	20.3%

ing below the federal poverty line. The child poverty rate is more than double Hayward’s overall rate, and higher than in California and nationwide (Table 1). However, if we consider the extremely high cost of living in Hayward and our region, using the federal poverty rate severely underestimates the extent of distress among families. The average rent for an apartment in the United States is \$1,096, whereas in the DHPN it is \$1,885. Over a year, that would amount to \$22,620, 82% of the \$27,750 annual income that marks the federal poverty line for a family of four. The U.S. Department of Housing and Urban Development considers families that pay more than 30% of their income on housing to be rent-burdened, which means they will have difficulty affording necessities such as food, clothing, transportation, and medical care since so much of their income is committed to housing costs. In the DHPN, where 63% of housing units are renter-occupied (well above the 45% in Hayward and across California and 36% nationwide), 58% of renters are rent burdened, and 34% pay at least 50% of their income for rent, a threshold HUD defines as “severely rent burdened.” Most DPHN families struggle to make ends

meet, and far more than 20% of children in the neighborhood can be considered to be living in poverty. At the same time, as of 2020, the median value for housing units in the DHPN was \$613,800, with \$2,638 in median monthly housing costs.ⁱⁱⁱ Since then, home prices have risen; in April 2022, the average sale price for homes in Hayward was \$946,250, 20% higher than a year earlier.^{iv} The city's newest and largest housing development is located in Downtown Hayward with 474 luxury apartment complexes opening in 2022 that are out of reach for working class neighborhood families.^v Owning a home locally is far beyond the means of the vast majority of DHPN families.

EARLY LEARNING AND KINDERGARTEN READINESS

One of the strongest predictors of kindergarten readiness is a child's attendance in high quality early care and education, both of which are correlated with race, ethnicity, and family income.^{vi} As noted, there are 1,540 children ages 0-4 in the DHPN. There is a shortage of affordable early learning programs serving the neighborhood, which the COVID-19 pandemic made worse. There are several publicly-funded preschools in or near the DHPN (which income-eligible children can attend for free): the state preschool programs at Burbank, Fairview, East Avenue, and Faith Ringgold Elementary Schools in Hayward Unified School District, and two Head Start/Early Head Start programs, operated by Kidango and CAPE, Inc. Together they are licensed to serve 248 children ages 3-4 daily, about one of every three of the 730 pre-school-aged children in the DHPN. Some children in the DHPN attend other HUSD state preschools in other parts of Hayward. YMCA Eastbay is planning to open a new Head Start/state-funded preschool, currently in the licensing stage, in Cherryland, two blocks from the DHPN footprint. In addition, 72 families in the DHPN receive subsidies to pay for some or all of the costs at private licensed or license exempt private child care centers in the DHPN, including infant/toddler and

preschool programs. According to the 2021 Alameda County Early Childhood Education Needs Assessment, the DHPN is both a “preschool capacity desert” an “infant/toddler capacity desert.” Throughout Hayward and Cherryland, there is licensed child care and preschool available for only about 20% of children ages birth to four, including subsidized slots for fewer than 10% of children eligible for them. Further, “state and federal income standards on which eligibility for subsidies are based do not reflect the high cost of living” in our county “and limit access for families who need help paying for care.”^{vii} Many three- and four-year-old children in the DHPN do not attend preschool (often because their families earn too much to receive subsidies but not enough to afford preschool) and are cared for by family members or friends during the day. U.S. Census data from 2019 indicate that only 16.6% of all three- to four-year-old children in the DHPN were enrolled in preschool – far fewer than the 21% in Hayward, 24.7% in California, and 25.2% nationwide. In our summer 2022 community survey of DHPN residents (n=375), 35% of respondents identified a need for help accessing childcare or preschool.

One of the many detrimental effects of the COVID-19 pandemic was that it reduced the number of children attending preschool. A shortage of preschool teachers has contributed to this ongoing trend. While we do not know the extent this was the case for children entering the DHPN elementary schools, at the three South Hayward Promise Neighborhood Schools, only 17% of incoming kindergarten children in Fall 2021 had attended some form of preschool education (preschool, pre-Kindergarten, transitional kindergarten) the prior year, just one-third as many as the 52% in incoming kindergarteners at those schools in Fall 2019! Moreover, early childhood education was taught remotely for much of 2020-21, with many young children left unattended by their parents, reducing their participation in sessions and their interaction with teachers and peers; as a result, many children who did attend preschool were still likely to expe-

rience delays in developing kindergarten readiness skills. Only 10.5% of preschool-educated incoming students at the three schools were found to be fully ready for kindergarten that year, based on assessments using the Kindergarten Observation Form.^{viii} This was half as many as the 21.1% of entering KG students in 2018. This drop corresponded with the Covid-19 related reduction in kindergarten students at these schools who had attended preschool.

In addition to needing help accessing childcare, many respondents to our 2022 community survey identified needs for basic needs support, with food (40% of respondents) at the top of the list, followed by rent/mortgage assistance (31%), transportation (29%), utility assistance (27%), help securing permanent housing (25%), healthcare assistance (23%), and infant supplies (21%).

First 5 Alameda County is a DHPN partner that serves children from birth to age 5 and their families throughout Alameda County, including administering childcare subsidies for low-income families. The recommendations summarized below derive from First 5’s 2019 and 2021 Kindergarten Readiness assessments and 2021 Kindergarten Readiness Policy Recommendations for the county.

Table 2. Recommendations to Increase Kindergarten Readiness in Alameda County ^{ix}	
<i>Children and families</i>	<ul style="list-style-type: none"> • Supports for families’ basic needs • Early identification and intervention for children at risk for special needs and those experiencing trauma • Developmental experiences for children in family, friend, and neighbor care • Affordable health, vision, dental, and mental health services for families and children • Programs for families to engage in enriching activities with their children • Engaging and welcoming fathers in prenatal to KG programs and services

Table 2. Recommendations to Increase Kindergarten Readiness in Alameda County^{ix}	
Communities	<ul style="list-style-type: none"> • Policies that build livable communities with neighborhood assets • Programs/services that are affirming and respond to cultural/language needs • Service navigation support, care coordination • Coordination of family support programs, such as via family resource centers • Strengthen place-based strategies and intentional multisector partnerships
Schools	<ul style="list-style-type: none"> • Combine recruitment and training of a diverse early care and education workforce with increased compensation for child care teachers, directors, owner-operators, other staff • Preschool teacher professional development in equity and implicit bias, trauma-informed care, cultural humility, family engagement • Kindergarten transition supports like parent-teacher meetings and school events, and communication and partnerships to facilitate transition • School-based programs that engage families and address basic needs

K-16 EDUCATION

The DHPN initiative incorporates 11 target schools (Table 3), all in the Hayward Unified School District. Five (denoted with an asterisk) are within or just outside the DHPN footprint, and the other six are outside of it (see map above).

Table 3. Downtown Hayward PN Target Schools		# of students	Latinx	African American	Asian	PI/Filipino	White	Amer Ind/Alaska Native
Elementary	Burbank*	812	73%	8%	5%	6%	3%	>1%
	Cherryland*	733	83%	5%	4%	4%	1%	0%
	East Avenue	438	51%	15%	8%	8%	10%	0%
	Fairview	514	73%	11%	2%	3%	8%	0%

Table 3. Downtown Hayward PN Target Schools		# of students	Latinx	African American	Asian	PI/Filipino	White	Amer Ind/Alaska Native
	Harder	517	77%	2%	7%	8%	2%	>1%
Middle	Bret Harte*	552	73%	16%	5%	6%	3%	>1%
	Winton*	512	75%	9%	4%	6%	2%	>1%
	Cesar Chavez	514	77%	4%	6%	9%	2%	>1%
High	Hayward	1,646	67%	12%	4%	8%	5%	>1%
	Tennyson	1,469	75%	6%	8%	8%	2%	>1%
	Brenkwitz*	156	72%	9%	3%	6%	4%	0%
Totals		7,863	71%	9%	5%	7%	4%	<1%

All of these schools are Title I, with students of color comprising at least 90% of their enrollment, and 97% collectively; the great majority are Latinx (71%). Sixty-seven percent of all students at the DHPN schools are economically disadvantaged, defined as either qualifying for federally subsidized free-or-reduced-price meals (the case for 58% of students) or having a parent who did not finish high school, or both. Fifty-eight percent of students at the target schools have a non-English home language. While 27% of students have been re-designated as fluent English proficient, 31% are English Learners (ELs); about half of these students are native-Spanish speakers, with more than 40 other languages represented in our district. Among the ELs at the target schools, 858 are long-term ELs who have had that designation for at least five years in which they have not been able to qualify for re-designation. Among the ELs, 617 are newcomer students who have come to the U.S. in the past six years. They include approximately 200 immigrants, who arrived (including refugees asylees, children of migrant families, and unaccompanied immigrant minors) from Central America, Afghanistan, and Ukraine during the

2021-22 school year. 11.3% of students have disabilities (Table 4). Two of the target schools, Cesar Chavez Middle School and Tennyson High, host special programs for newcomer students from throughout the city, including the DHPN, including 102 students at Cesar Chavez and 301 at Tennyson, in each case about 20% of the school’s students.

Table 4. Profile of DHPN Schools		# of students	Socioeconomically disadvantaged	Students of Color	English Learners	Special Education
Elementary	Burbank	812	64%	97%	35%	9.5%
	Cherryland	733	75%	99%	55%	8.1%
	East Avenue	438	52%	90%	19%	12.3%
	Fairview	514	61%	92%	47%	11.4%
	Harder	517	75%	98%	51%	11.6%
Middle	Bret Harte	552	59%	97%	17%	12.8%
	Winton	512	81%	98%	25%	14.4%
	Cesar Chavez	514	72%	98%	46%	10.5%
High	Hayward	1,646	62%	95%	11%	12.1%
	Tennyson	1,469	73%	98%	41%	12.4%
	Brenkwitz	156	66%	96%	24%	8.5%
Totals		7,863	67%	97%	31%	11.3%

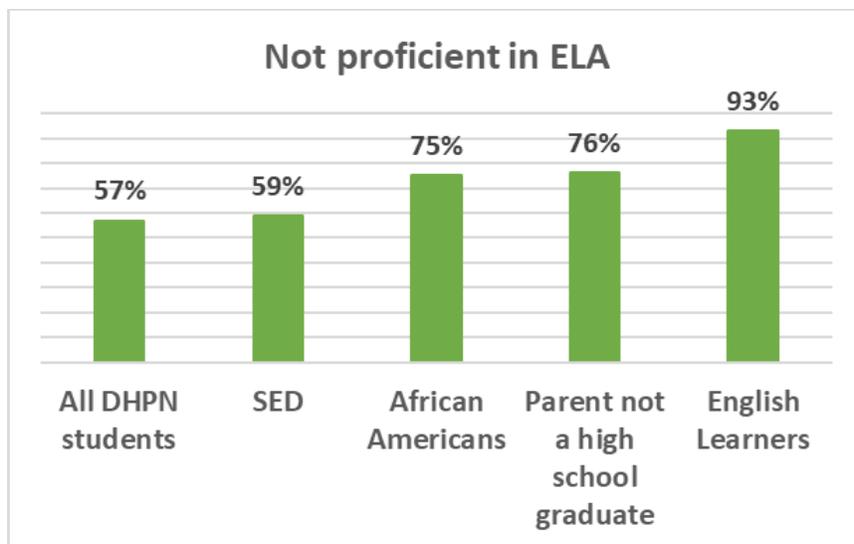
California public school students in grades 3-8 and 11 take the Smarter Balanced Summative Assessments in English Language Arts and Mathematics each year as part of the California Assessment of Student Performance and Progress. More than two of every three (68%) 3rd graders at the five DHPN elementary schools are not reading at grade level, a benchmark associated with high risk for dropping out (four times greater risk than among California 3rd graders who

are proficient in reading)^x and other poor outcomes in school and life. Among all DHPN students tested, 57% are not meeting grade level standards in ELA and 87% are not proficient in Math. At most of the DHPN schools, students collectively are performing below their peers in both ELA and Math in HUSD overall as well as across the county and state (Table 5). Moreover, there are substantial achievement disparities among student groups. As shown in the graph below, English Learners, socioeconomically disadvantaged students (SED), African Americans, and students with a parent who did not graduate from high school are underperforming their peers in ELA. Only 6% of DHPN English Learners are meeting standards in Math, far fewer than the 86% of all students.

Table 5. DHPN Student Academic Indicators		Students not meeting standards ¹	
		ELA	Math
Elementary	Burbank	56%	68%
	Cherryland	73%	80%
	East Avenue	57%	71%
	Fairview	60%	76%
	Harder	78%	87%
Middle	Bret Harte	65%	76%
	Winton	67%	81%
	Cesar Chavez	78%	87%
High	Hayward	49%	82%
	Tennyson	65%	89%
	Brenkwitz	94%	100%
Totals		57%	86%
HUSD overall		63%	75%
Alameda County		36%	49%
California		51%	66%

Note: These test results are from spring 2019, before the COVID-19 pandemic. No state assessments were administered in 2020. In 2020-21, the year of distance learning, only 21% of 5th graders, 7% of 6th graders, 24% of 7th graders, 18% of 8th graders, and 12% of 10th graders, performed at or above proficient on HUSD’s INSPECT local literacy assessment. State testing was resumed in spring 2022. HUSD does not yet have the results. Considering the disruptions in

“normal” schooling and lost learning time students experienced during the pandemic, we believe it is most likely that even fewer students at these schools are currently meeting grade-level standards than in 2019.



Many, if not most, HUSD students are not ready for high school academics. This can be seen in course failing rates among 9th graders (freshmen). During the 2021-22 school year, 61% of 9th graders at Hayward High and 54% at Tennyson High failed at least one course. Students who don't pass a course as freshman immediately fall off track for graduation in the senior year. Moreover, failing in one course in a subject area can leave students unprepared for subsequent courses in that area.

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, in 2021-22, 48% of 9th grade students at Hayward High and 33% at Tennyson failed Algebra 1 at least one semester. Algebra 1 is both a requirement for high school graduation and a gatekeeper to higher level math and science courses, and to students' preparation for further study and careers in STEM fields.

(Note: Brenkwitz is a continuation high school. Its students have not thrived in “mainstream” schools. Most have struggled academically, are in 12th grade, and in the process of recovering credits in order to graduate.)

California high school students take state ELA and Math tests in 11th grade, and some take

the California Science Test in grade 11 or 12. While 51% of 11th graders at Hayward High are proficient in ELA, this is the case for only 35% of their peers at Tennyson High and just 6% at Brenkwitz High. In Math, fewer than one in five students (18%) at Hayward High, one in nine (11%) at Tennyson, and 0% at Brenkwitz are proficient. Just 12% of students at the high schools score proficient or better in Science.

As shown in Table 6, in the Class of 2021, while Hayward High students graduated at higher rates than their peers across HUSD, Alameda County, and California, Tennyson and Brenkwitz students were far less likely than their peers to graduate or to complete the “A-G” course requirements for admission to the University of California and California State University systems.^{xi} More than one of every four students (29%) in Tennyson’s Class of 2021 dropped out of school. 62% of Hayward High graduates, 52% of their counterparts at Tennyson, and 27% of Brenkwitz graduates enrolled in a two- or four-year post-secondary institution in the year after finishing high school. These percentages who go to college are only of students who graduated. The percentages for all students in their class are substantially lower.

Table 6. Class of 2021	Graduated	Dropped Out	Graduates who:				
			Completed A-G requirements	Scored 3+ on 2+ AP exams	Completed a CTE pathway	Earned any college credit	Enrolled in college
Hayward High	91%	7%	51%	15%	25%	2%	62%
Tennyson High	63%	29%	39%	2%	19%	3%	52%
Brenkwitz High	57%	12%	0%	0%	10%	3%	27%
<i>HUSD overall</i>	87%	14%	42%	10%	17%	2%	55%
<i>Alameda County</i>	86%	7%	59%	<i>Not available</i>			71%
<i>California</i>	88%	6%	52%				66%

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 or on track for career success. Meeting standards on California state testing in 11th grade is considered a proxy for college and career readiness. As noted earlier, most students at the DHPN high schools do not meet grade level standards in ELA, and only 15% do so in Math. Although both high schools have career pathway programs,^{xiii} relatively few graduates (25% at Hayward High, 19% at Tennyson) have completed a career technical education pathway, and only a handful of students have taken dual enrollment courses to earn credit during high school.

While college-goers from the DHPN high schools attend a variety of two- and four-year post-secondary institutions, more than half first enroll in Chabot College (a community college) and about 20% enroll in California State University, East Bay (CSUEB) – both located at Hayward. For instance, in Fall 2021, 180 students from the DHPN high schools entered Chabot College, and 81 students enrolled for their first year at CSUEB. About 80% of them are first-generation college-goers.

Data from the two colleges suggest that many graduates from HUSD are not ready for college level classes. Over the past two years, among first-year students from HPN schools:

- Only 32% of those at Chabot College completed a transfer-level English course and 21% completed a transfer-level Math course that year.
- Of those enrolled as freshman at CSUEB:
 - 22% were assessed as needing additional support to succeed in English, and were placed in English classes with an accompanying support course (and some in a summer bridge program as well). Those assessed as ready were more likely to pass freshman English (70% to 50%).
 - 59% of students were assessed as needing additional support in Math. Those assessed as ready were more likely to pass freshman Math (86% to 74%).^{xiii}

Longitudinal data on DHPN students’ performance at CSUEB is encouraging. Table 7 presents outcomes for students from the Hayward High and Tennyson High Class of 2017, including the 82 students who went straight to CSUEB that year and the 65 students who transferred to CSUEB after first going to Chabot College.

Table 7. CSUEB students from DHPN High Schools	Entered as freshmen, 2017 (n=82)	Other first-time freshmen, 2017 (n=1,336)	Transferred from Chabot, 2017 (n=65)	Other transfers, 2017 (n=2,317)
Retained after year 1	82%	76%	92%	81%
Retained after year 2	70%	60%	78%	77%
Retained after year 3	68%	56%	83%	89%
Graduated by year 2			48%	40%
Graduated by year 3			71%	67%
Graduated by year 4	23%	17%	80%	75%

It is notable that these students have achieved better outcomes than their peers (the “other” students in Table 7) in the overall student population at CSUEB. This is encouraging evidence that the HPN’s efforts since 2011 are yielding positive results.

However, in overall terms, most students from the DHPN high schools who have gone on to any college are struggling to graduate on time. Of the students from the Hayward, Tennyson, and Brenkwitz High Classes of 2015, 2016, and 2017 who enrolled in college, only 16% graduated from college within four years and 18% graduated within six years.^{xiv}

The reality that many HUSD grads are not ready for college-level courses, and that this can negatively impact their success in college classes, rate of progress, and college completion, speaks to the importance of efforts to improve students’ academic achievement during their K-12 education. The DHPN initiative can be instrumental in increasing the number of young people who attend, are ready for, and succeed in college and in their careers.

CONTRIBUTORS TO ACADEMIC CHALLENGES FOR DHPN STUDENTS

Socioeconomic disadvantage. The astronomical 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. Many HUSD families are living in overcrowded conditions because of the high cost of housing. In some cases, extended families or multiple families are sharing single family homes or apartments. Overcrowded housing makes it difficult for students to have a quiet place for schoolwork – a challenge exacerbated by the pandemic when children had to “attend” school at home, often “present” only to the extent of being online during classes but able to disengage by turning the video on their electronic device off. In 2021, more than 7% of all students at DHPN schools left their school, and a total of 122 students were known to be living in homeless situations – a situation that can create more severe barriers to doing schoolwork. Evidence indicates that residential mobility is the primary factor prompting

children to change schools, which negatively impacts student learning and academic achievement.

Table 8. Adult Educational Attainment	DHPN	Hayward	California	U.S.
Less than 9 th grade education	10.3%	8.7%	9.2%	5.1%
Not high school graduate	19.9%	16.9%	16.7%	16.7%
Bachelor’s degree or higher	28.2%	27.7%	33.9%	32.1%

Moreover, parents who face chronic stress related to residential instability or homelessness are unlikely to be able to prioritize helping their children with their homework or being involved in school activities.^{xv}

Adults in the DHPN, collectively, have relatively low educational attainment (Table 8). One in five (19.9%) adults ages 25 and older are not high-school graduates, including 10.3% who have less than a 9th grade education. Both rates are higher than for all adults in Hayward, the state, and nation. Th 28.2% of DHPN

adults who have a bachelor's degree or higher is lower than state- and nationwide.

The vast majority of students at the DHPN schools are would-be first-generation college-goers. Many studies have identified parental education as the single strongest correlate of children's success in school, the number of years they attend school, and their success later in life – with children whose parents have low educational attainment less likely to do well than their peers whose parents are college graduates.^{xvii} Many of the immigrant parents in the DHPN did not go to school beyond 9th grade in their country of origin (Mexico or in Central America, for the great majority). As noted, most of the students at the DHPN schools are from households that speak a language other than English at home. Many of their parents are among the 12% of DHPN adults who have limited English proficiency. Parents who didn't attend school in the U.S. and/or speak English less than fluently may face barriers in understanding the school system and navigating it on behalf of their children, connecting their children to school resources, or creating a college-going culture and mindset at home. In our community survey, 24% of DHPN respondents reported that they had language barriers to accessing resources or fully participating in society. Moreover, children of color and poor children are less likely to have access to guidance counselors, to be encouraged to apply to college, or have access to information about how to apply for and pay for college. These are huge barriers to college attendance.^{xviii}

Also, as noted, there are at least 858 long-term English Learner (LTEL) students at the DHPN target high schools. This number does not include any newcomer students who are English Learners, since they have not been in the U.S. long enough for this designation. While LTEL students are usually orally bilingual, their academic performance lags behind that of their peers, as seen on test results, course grades, and low graduation rates. Common contributing factors to LTELs' academic struggles include limited academic literacy skills in English, and

having had interruptions in their education, due to mobility (when coming to the U.S. and subsequently) and family obligations, and attending multiple schools with different curricula, programs, and supports.^{xix}

At the same time, there is strong evidence that immigrant families with limited educational attainment hold high expectations for their children, and can be strong partners in supporting their children's educational success and creating a college-going culture at home if provided support to do so.^{xx} For example, in our neighborhood survey in the Downtown Hayward Promise Neighborhood this past summer, 55% of respondents with young children (birth-8th grade) said they or other family members read to their children three or more times a week and only 10% said they or their family members never did so, and 68% with children in high school said they or their spouse/partner had provided advice or information to them in the past six months on applying to college other programs after high school.

School attendance, lost learning time, social-emotional and behavioral issues. During the 2021-22 school year, more than half (51.8%) of all students at the DHPN schools, including 81% at Brenkwitz High, were chronically absent, missing at least 10% of school days (Table 9). This was far worse than in past years, largely as a result of students staying home with COVID-19 infections or other pandemic-related factors. Chronic absenteeism results in lost learning time and is an obstacle to keeping up with schoolwork, meeting skills benchmarks, and transitioning successfully between grades and educational segments, and a risk factor for dropping out and other poor lifetime outcomes.^{xxi} 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.^{xxii} Research conducted in the City of Hayward-led Byrne Criminal Justice Innovation project (2015-2017) found a correlation between chronic ab-

senteeism on the one hand, and youth involvement in drug use, crime, victimization, and the juvenile justice system.

Table 9. Risk Indicators		Attendance	Chronically absent	Students sus- pended	Homeless	Mobility*
Elementary	Burbank	87.2%	57.6%	0.8%	2	4.9%
	Cherryland	84.3%	60.8%	0.6%	3	4.6%
	East Avenue	86.4%	53.5%	3.5%	3	11%
	Fairview	84.5%	62.4%	0.5%	10	5%
	Harder	84.7%	59.6%	1.9%	6	8.4%
Middle	Bret Harte	85.9%	51.7%	7.3%	4	4.3%
	Winton	87.7%	44.1%	9.9%	1	3.7%
	Cesar Chavez	89.1%	34.3%	12.9%	10	6.3%
High	Hayward	87.6%	45.3%	4.1%	11	7.2%
	Tennyson	83.1%	50.1%	8.3%	67	9.7%
	Brenkwitz	81.9%	80.9%	0%	5	66.1%
Totals		85.8%	51.8%	5%	1.42%	8.9%

Note: The student mobility rates in Table 9 are from the 2020-21 school year. The rates were likely much higher in 2021-22. We know that at the mobility rate was 23% at the South Hayward Promise Neighborhood schools collectively. This included 21% at Chavez Middle and 28% at Tennyson High (both DHPN schools). However, the official numbers for the other DHPN schools are not yet available.

In HUSD, like across the country, the COVID-19 pandemic has severely disrupted students’ education – dramatically reducing their learning time over the past two years. Many students struggled to engage in learning for the one-year plus of distance learning, even before the

extremely high absenteeism rates in 2021-22. They also missed out on invaluable time socializing with their peers and interacting with supportive teachers and other adults at schools – which hampered their development of social-emotional skills and other assets as they enter adolescence, a key developmental phase. Table 10 presents telling results regarding HUSD parents’ concerns expressed in a survey conducted during the distance learning school year of 2020-21. These realities have further interfered with students’ engagement in learning and contributed to behavioral problems, suspensions, and lost learning time.

Table 10. HUSD parents reporting being concerned about issues related to the pandemic and distance learning	Type of School		
	Elementary	Middle	High
Your child falling behind academically	57%	57%	58%
Your child’s mental well-being	41%	40%	45%
Your child not being able to interact with teachers	44%	45%	45%
Your child not being able to interact with other students	49%	46%	43%
Your child feeling bored or under-stimulated	50%	48%	46%
Your child feeling secure during this period of uncertainty	34%	39%	36%
Your child being on track to graduate from high school	41%	58%	60%

Absenteeism, poor classroom engagement, disciplinary issues, and academic struggles are often signs that children are wrestling with social-emotional issues. At the 11 DHPN schools, a total of 1,697 students (22%, more than one of every five) were referred to school multidisciplinary Coordination of Services Teams (COST) during the 2021-22 school year. Seventy percent of these students were referred to the COST for emotional/mental health issues, behavioral, and family dynamics/home environment issues and were subsequently referred to on-site counseling services. Subsequent assessments revealed that many of these students are suffering from de-

pressive, anxiety, post-traumatic stress, oppositional defiant, substance abuse, or eating disorders. These disorders are often related to trauma, such as living in poverty, family instability, violence; stressors related to COVID-19, from boredom and social isolation during the distance-learning phase to losses of loved ones; immigration-related stressors, bullying or other problems with peers. Most of the other referrals were for academic or behavioral support.

Considering that two-thirds of all students at the target schools are Latinx, and 96% from students of color, it is important to highlight that families of color, particularly Latinx community members in Hayward and other Alameda County communities have borne a disproportionate share of the burden of the COVID-19 pandemic – from job losses to infections, hospitalizations, and deaths. Some of the neighborhoods that feed the target middle schools have been COVID-19 hot spots, with among the highest rates of infections and deaths in our county.^{xxiii}

The pandemic has added to the stress

school families struggle with, in some cases severely, and has had an impact on students' wellbeing and ability to attend school regularly and engage fully in learning.

A recent survey found that more than one-third of all students across grades 5, 7, 9, and 11 in HUSD had had extended periods of sadness or hopelessness in the past year that interfered with their motivation for daily activities, and 18% of students in grades 5, 7, and 9 considered suicide.^{xxiv} Students who experience chronic sadness, and those who have contemplated suicide, have greater risk than their peers who do not of lower school attendance, performance, and connectedness, among other educational, social, and emotional problems. They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems.^{xxv}

Risky behaviors, coupled with gaps in key developmental assets – both associated with poor school engagement, delinquency, and dropout risk – are widespread among students in Hayward. As shown in Table 11, fewer students have high levels of school-related developmental supports (feeling safe at school, having caring adults at school, feeling connected to the school, feeling they meaningfully participate)^{xxvii} as they move from elementary to middle to high school. Recent parent survey results (Table 12) reinforce student reports of widespread behavioral problems at HUSD schools.^{xxviii}

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 include screening for health and developmental challenges in early childhood, and ongoing medical,

dental, vision, and mental health screening, preventive care, and treatment. While the Affordable Care Act has increased medical coverage through the Covered California exchange and expansion of Medi-Cal (California’s

Table 11. HUSD student risks and assets, past year ^{xxvi}	Student grade			
	5	7	9	11
Current alcohol or drug use	5%	13%	22%	32%
Have been drunk or high at school	NA	6%	15%	24%
Seen a weapon at school	5%	18%	14%	19%
Been harassed or bullied at school	35%	38%	28%	27%
Been hit or pushed at school	32%	19%	10%	8%
Experienced chronic sadness/hopelessness	19%	37%	37%	45%
Considered suicide	NA	21%	17%	17%
<i>Widespread lack of key youth development assets</i>				
Feel safe or very safe at school	67%	58%	40%	36%
Caring adults in school	69%	57%	44%	54%
High level of school connectedness	64%	61%	42%	41%
High meaningful participation in school	45%	26%	21%	22%

Medicaid pro-gram), substantial numbers of DHPN children and families remain uninsured or underinsured. According to the California Healthy Places Index, 18% to

Table 12. HUSD parents reporting being concerned about problems at their children’s school	Type of school		
	Elementary	Middle	High
Student alcohol or drug use	30%	40%	44%
Vaping or e-cigarette use	26%	40%	50%
Harassment or bullying	60%	55%	44%
Physical fights	40%	50%	78%
Racial/ethnic conflict among students	30%	40%	44%
Gang-related activity	30%	30%	44%
Weapons possession	36%	30%	22%
Vandalism	28%	55%	44%

27% of DHPN residents, depending on the census tract, are uninsured.^{xxix} Hayward has by far the highest rate of avoidable emergency department visits of any city in the county (5,813 per 100,000 residents, compared to 3,741 county-wide). Avoidable visits are defined as those that could have been more appropriately managed by or referred to a primary care physician in an office or clinic. Such visits are disproportionately high among children ages 0-5.

Another health need common in Hayward and in the DHPN in particular is childhood asthma – which if not managed properly, can affect young children’s physical, cognitive, social, and emotional development. In Cherryland (part of which is in the DHPN footprint), 19.3% of children and teens have asthma, the highest rate of all cities and unincorporated communities in Alameda County. Hayward is close behind at 17.5%, and it has the county’s highest rate of emergency room visits for asthma.

Young people’s physical fitness levels can be considered, to some degree, a proxy measure for their health status. Poor fitness is the norm among students at the DHPN schools (Table 13).

Upwards of 80% of students were assessed as being physically fit. About half were found to be unfit in body composition, typically meaning they are overweight. In fact, in Cherryland, 53% of all teens are overweight or obese, the most among all Alameda County cities and Census-designated places. Hayward, with 48%, is close behind. Hayward and Cherryland also have the county’s highest rates of children who are overweight or obese.^{xxx}

The widespread poor fitness is not surprising considering that most DHPN students do not get enough exercise. HUSD elementary students, for instance, have only 50-60 minutes of physical education classes per week. In recent surveys, just 47% of 5th graders in HUSD said they

exercise for 20 minutes or more at least four days a week, and just one third of middle and high school students said they engage in moderately vigorous exercise five days a week.^{xxxi} At Cesar Chavez Middle School and Tennyson High, only 19% and 13% of students, respectively, reported engaging in daily physical activity over the past week.^{xxxii} Cherryland ranks at the bottom

Table 13. Student Physical Fitness¹		Not Physically Fit	Not Aerobically Fit	Unfit Body Composition
Elementary	Burbank	85%	57%	53%
	Cherryland	81%	34%	53%
	East Avenue	88%	44%	49%
	Fairview	94%	54%	51%
	Harder	80%	29%	39%
Middle	Bret Harte	86%	41%	46%
	Winton	84%	39%	52%
	Cesar Chavez	78%	53%	50%
High	Hayward	91%	66%	48%
	Tennyson	91%	66%	47%
	Brenkwitz	NA	NA	NA

of all places in the county in the percentage of children and teens (10.6%) who engage in regular physical activity.^{xxxiii}

DHPN residents have limited access to healthy foods. According to the USDA, two of the

DHPN’s four census tracts are categorized as both “low-income” and “low-access,” with a significant share of residents living more than one-half mile from the nearest supermarket. Many residents rely on convenience stores with a limited selection of healthy foods. In the 2021-22 school climate surveys cited above, just one of every four students at Chavez Middle School and Tennyson High said they ate at least five servings of fruit and vegetables a day.^{xxxiv} In our community survey, 43% of respondents said they would welcome greater access to healthy foods, 31% expressed an interest in healthy eating classes, and 41% identified a need for food assistance.

The trends of limited physical activity, overweight, and poor fitness continue for adults in the DHPN. 22% of adults in Hayward, and 24% in Cherryland, report being sedentary – among Alameda County’s highest rates. 28% of Hayward adults are obese, the case for 32% of adults in Cherryland, the most in the county. Hayward has the county’s highest rate of obesity-related hospitalizations – 583.6 per 100,000, compared to 367.3 per 100,000 countywide. There are well-known correlations between poor fitness and weight problems and increased risk for diabetes, heart disease, and stroke. Hayward in general, and Cherryland in particular, have the county’s highest rates of diabetes; hospitalization for diabetes, hypertension, coronary heart disease, congestive heart failure, and stroke, and preventable hospitalizations for acute and chronic diseases. Hayward ranks first in the county in substance abuse related emergency department visits, second after Oakland in opioid-related ED visits, and first in severe mental illness related hospitalizations.^{xxxv,xxxvi}

FAMILY ECONOMIC ADVANCEMENT AND STABILITY

The high poverty rate and very high cost of housing in the DHPN, along with the high student mobility rate and significant number of homeless students, suggest that many, if not most, families in the neighborhood are struggling to make ends meet. As noted, many respondents to

our 2022 community survey identified needs for basic needs support, with food (40% of respondents) at the top of the list, followed by rent/mortgage assistance (29%), transportation (29%), utility assistance (26%), help securing permanent housing (23%), access to childcare (23%), healthcare assistance (22%), counseling/mental health support (21%), access to technology/Wifi (20%), and infant supplies (19%).

As in other high-poverty and low-educational attainment neighborhoods in our county, high numbers of DHPN parents work in lower-paying occupations such as food preparation and serving, office and administrative support, construction, sales, and maintenance.^{xxxvii} Low educational attainment, limited English proficiency, credentials from native countries not honored in the U.S., and lack of employment training are common barriers to DHPN adults finding living wage employment with potential for advancement. In our community survey, 39% of respondents expressed an interest in adult or career education opportunities, 25% in reading/literacy programs, 34% an interest in computer classes, and 26% identified a need for job supports.

Addressing such barriers is a crucial two-generation strategy for promoting the economic stability that will help families improve their well-being and create a home environment conducive to their children's success in school and college and career preparation.

(a.2) Gaps in services, infrastructure, and opportunities and how the project will address them

To plan our proposed expansion to the DHPN and plan the pipeline of services for that neighborhood, we engaged in a planning process from May to September 2022. We began by compiling the Needs Assessment & Segmentation Analysis of the DHPN (see report Other Attachments) drawing on numerous data sources, and shared the findings with all key DHPN stakeholders. One of those sources was a community survey we conducted, that incorporated questions about DHPN community members needs and priorities for their children and families,

supports and opportunities they would welcome, and challenges, and some of the Promise Neighborhood program indicators.

Our needs assessment engaged a broad range of stakeholders to help identify gaps in services and infrastructure and inventory the resources the downtown Hayward neighborhood can draw upon. In addition to HUSD's preschools and K-12 schools, many service providers, are actively serving the DHPN. However, stakeholders agreed that the resources available are not deployed or coordinated so that residents know about and have access to them, and are not reaching deeply enough into the community to serve those most in need.

Our HPN leadership, three networks – Early Learning (ELG), College to Career Education (C2CERN), and Neighborhood Health & Empowerment (NEHN) – and 0-16 Implementation Team carefully reviewed our needs assessment data and the input from neighborhood stakeholders. We convened a series of meetings with each one of these networks and teams, as well as with our Executive Leadership Group, in which we engaged in lengthy discussions regarding the effectiveness of the solutions deployed for the South Hayward Promise Neighborhood at each segment of our service pipeline, existing resources they leverage, their applicability to the realities of the DHPN community, lessons learned from the SHPN initiative, gaps in existing needed supports for children and families in the DHPN, and other evidence-based programs, strategies, and local service providers that can help address those needs and enable young people and families to thrive.

Table 14 below highlights the indicators of success Promise Neighborhoods initiatives are designed to promote, relevant current outcomes for young people highlighted earlier and related service gaps in the DHPN, and summarizes our proposed continuum of supports to address them to help the neighborhood's historically underserved young people and families thrive.

Table 14 Indicator	Gaps in DHPN community	DHPN services and supports to address gaps
1. Kindergarten readiness	<p>Very low numbers of DHPN children go to high-quality preschool. Many families cannot afford it. Subsidized slots are in short supply. Families could benefit from engaging in enriching activities with their children.</p> <p>Many families need help meeting basic needs and access to affordable health care services.</p> <p>Children lack access to developmental and mental health screening and intervention.</p>	<p><i>Supporting children to be ready for kindergarten</i></p> <ul style="list-style-type: none"> • Services that educate parents, connect them to services and resources, and provide service navigation support (Home Visitation Nurse, Promotores, Community Health Workers), Family Navigator/Success Coach, Parent Promise Academy, Toddler Play & Learn Groups, Family Resource Center and Mobile Unit) • Adverse Childhood Experiences screenings • Preschool with integrated supports, including dental, vision services; SPARK Behavioral Support for preK-K children and educators, early screening and intervention for children at risk for special needs and those experiencing trauma • Subsidies to expand access to childcare • Coaching, supports for early childhood education providers • Early Childhood Educator teacher training

<p>2.1, 2.2 Pro- ficiency in Math and ELA</p>	<p>68% of 3rd graders at target schools not reading at grade level. 86% and 57% of students in grades 3-11 not proficient in Math and ELA, respectively. Lower proficiency rates for some groups: English Learners, socioeconomically disadvantaged, students whose parents did not graduate high school, African Americans. More than 50% of 9th graders at target high schools failing at least one course. Lost learning time during pandemic has hampered academic skill development. Teachers need support to strengthen teaching and learning. Struggling students need tailored interventions in academic, attendance, behavioral spheres. Schools need to better engage and equip parents to support their children’s learning.</p>	<p><i>Promoting effective teaching, learning, and young people’s academic skill proficiency</i></p> <ul style="list-style-type: none"> • Adoption of evidence-based core curricula and inclusive instructional materials. Comprehensive professional development to strengthen teaching and learning via use of evidence-based practices. Integration of social-emotional learning in classroom instruction • Community school approach, with integrated services for vulnerable students triaged through Coordination of Services Teams, and collaborative school leadership. Supports include academic support and enrichment activities in expanded learning programs, Student Success Coaching, Academic Case Management, credit recovery program • Transition support (summer academies for rising 7th-9th graders) • Targeted support for English Learners/newcomers (World House programs at Chavez Middle and Tennyson High)
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		<ul style="list-style-type: none"> • Career pathway and youth employment programs (Career academies, Career Technical Education with work-based learning, Summer Youth & Sports Program) • Dual enrollment and other early college experience programs (Pipeline to College, TRIO Educational Talent Search)
<p>3.1, 3.2 School attendance, chronic absenteeism</p>	<p>85.8 ADA at DHPN schools, 51.8% chronic absenteeism. Widespread social-emotional and mental health problems, housing and family instability, COVID-19 related, and other barriers to attendance.</p>	<p><i>Improving school attendance, engagement, and learning</i></p> <ul style="list-style-type: none"> • Attendance education/promotion targeting families. Child Welfare & Attendance Worker outreach. Coordination of Services Teams. School-based health and mental health services. Parent Ambassador Program. Parent/youth prevention/coping skills program
<p>4 High school graduation</p>	<p>63% graduation rate and 29% dropout rate at Tennyson High, 57% and 12% at Brenkwitz, 9% and 7% at Hayward High. Many students not ready for high school academics and get off track for graduation by failing classes. Need to strengthen classroom instruction,</p>	<p><i>Improving academic achievement and college and career readiness</i></p> <ul style="list-style-type: none"> • Academic skills support: Promise Interns, career pathways programs, Academic Case Management, English Learner/ newcomer supports, credit recovery, CTE and work-based learning, Transition to Jobs/Tech Education, dual enrollment program and other

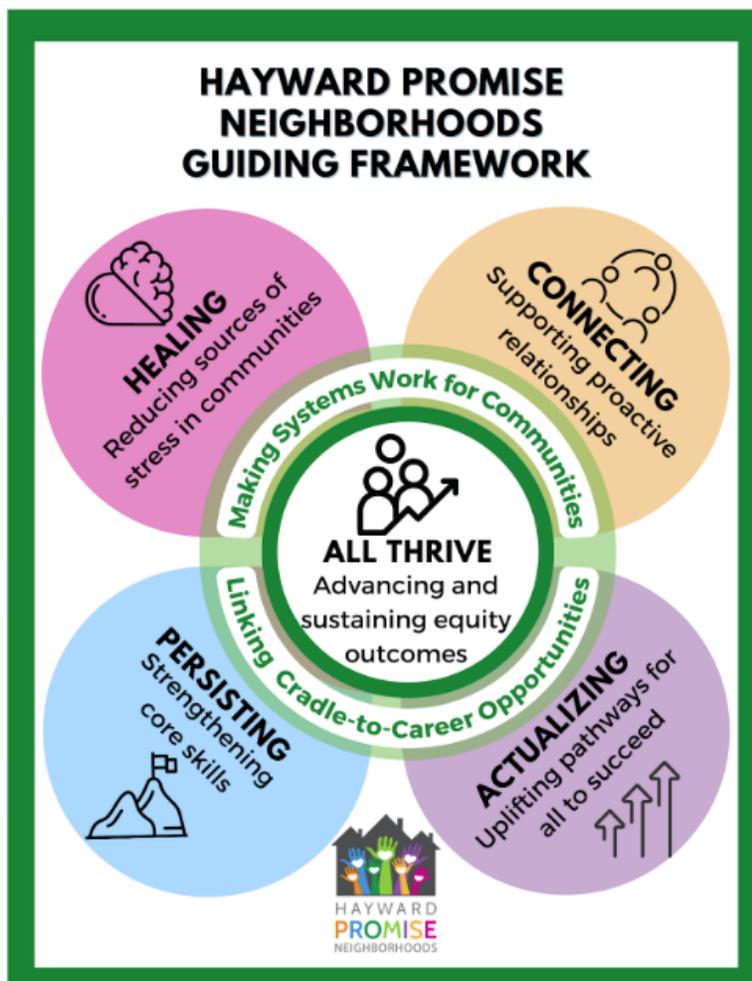
	<p>and make students’ education engaging and relevant. Whole child supports needed to address non-academic barriers to success in school and graduation.</p>	<p>college experiences, starting in middle school.</p>
<p>5.1, 5.2 College degree, certificate, or credential</p>	<p>62% of Hayward High graduates, 52% of Tennyson graduates, and 27% of Brenkwitz graduates enrolled in college the year after graduating, but many not ready for college-level academics. 19% of college goers from Hayward High, 12% of those from Tennyson, and 2% of college goers from Brenkwitz graduate from college in four years. Many adults in DHPN have low educational attainment and/or limited English language skills and need for further education, training.</p>	<p><i>Promoting and facilitating college-going and success in post-secondary education</i></p> <ul style="list-style-type: none"> • Student Success Coaching. Promise Interns and College Corps. Bridge to College, Pipeline to College, TRIO Educational Talent Search programs. Outreach support from college counselors • FAFSA completion assistance • Cohort and pathway programs and student support services at Chabot and CSUEB • Outreach Specialist – Adult Pipeline • Adult career training programs at EAROP, Hayward Adult School, City of Hayward, Chabot College • ECE and Teacher Preparation Programs

<p>6 Students eat healthy</p>	<p>No baseline for DHPN children’s fruit/vegetable consumption. Parts of DHPN identified as low food access area with shortage of easy access to healthy foods. Many families depend on convenience stores. Many need food support.</p>	<p><i>Promoting healthy children and families</i></p> <ul style="list-style-type: none"> • Home Visitation Nurse. Fresh Food for Families. • Family Resource Center and mobile unit to facilitate access to food and other basic needs support.
<p>7 Student safety</p>	<p>Students’ sense of safety diminishes from elementary to middle, middle to high school. Bullying and fighting are common in DHPN schools. Drug activity contributes to safety concerns in schools, neighborhoods.</p>	<p><i>Ensuring young people are safe and supported</i></p> <ul style="list-style-type: none"> • Teacher professional development on SEL, anti-bias/anti-racism, inclusivity/diversity awareness • SEL curriculum integrated into classroom instruction. • Restorative practices • Family prevention, coping skills, substance awareness program • Behavioral support, social/life skills groups, mental health services, community/healing circles for students, families • Partnerships with apartment complexes and City of Hayward renter/landlord services
<p>8 Student</p>	<p>8.9% mobility rate at target schools (in 2020-</p>	<p><i>Supporting families’ stability and economic security</i></p>

<p>mobility</p>	<p>21; likely significantly higher in 2021-22). High cost of housing, economic and other challenges impact family stability. Literacy and language barriers to family members accessing educational and career development resources and family support services.</p>	<ul style="list-style-type: none"> • 2-generation strategies, including Family Resource Center and mobile unit to facilitate access to basic needs resources; ESL/literacy, GED preparation, Career Technical Education, college certificate and other programs • Small Business Development Center • Community Leadership Initiative
<p>9.1 Family and community members support learning</p>	<p>55% of respondents to survey with children ages birth-to-8 report reading to their children 3+ times a week. Low educational attainment and limited English proficiency widespread among DHPN families. Parents struggling to make ends meet lack time, energy, to read to their children regularly, encourage reading.</p>	<p><i>Equipping parents to support their children’s success in school</i></p> <ul style="list-style-type: none"> • Home Visitation Nurse. Parent Promise Academy. Toddler Play & Learn Groups. Words for Lunch • City of Hayward Family Education Program, including ESL/Literacy • Family outreach from schools to educate parents about what they can do to support their children’s education and success. Parent Ambassador program
<p>9.2 Parents talk to children about</p>	<p>68% of respondents to survey with children in high school said they had provided advice</p>	<p><i>Advancing a college going culture at home</i></p> <ul style="list-style-type: none"> • Pipeline to College • Family prevention, coping skills program

<p>college & careers</p>	<p>or information to them on applying to college or other programs after high school in past six months. The vast majority of DHPN parents did not attend college. Many lack relevant information. Need support to create college-going culture at home.</p>	<ul style="list-style-type: none"> • Family outreach from schools to educate parents • African American and newcomer family engagement programs • Student Success Coaches and CSUEB family outreach initiatives targeting families
<p>10 Students have access to 21st century learning tools</p>	<p>26% of DHPN survey respondents report lacking access to high-speed internet Wifi at home.</p>	<p><i>Students have computing devices, high-speed Internet access</i></p> <ul style="list-style-type: none"> • Promotores • After-school expanded learning programs • Tech Education Program • Hayward Family Education Program • Family Resource Center and mobile unit

The figure to the right depicts the framework we have used to plan our cradle-to-career pipeline of services. It is guided by Harvard University Center on the Developing Child’s *Three Principles to Improve Outcomes for Children and Families*. These principles consider how adverse experiences children have early in life, and the environments in which they have them, can have lasting effects on the body and lifelong out-



comes—combined with knowledge about the types of support and protective factors needed to enable vulnerable children and families to thrive, and the core capabilities adults need to thrive as parents and in the workplace.^{xxxviii} Each discrete strategy or solution within our pipeline of services for the DHPN community will help bring one or more of these supports to young people and families. The design of our pipeline emphasizes a two-generational approach to economic mobility to create college and career pathways for all DHPN residents. It foregrounds promoting equity and racial justice – with an eye toward changing the way service systems collaborate and coordinate their efforts to promote equity and racial justice.

(b) Project Services

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

From the inception of our Hayward Promise Neighborhood initiative, the focus of our work has been to address decades of inequity and unequal access to early childhood services, quality education, and postsecondary and career opportunities. These conditions have left many young people and adults in the DHPN with socioeconomic disadvantages and limited skills and resources to escape poverty. Recognizing these barriers, we will infuse equitable access and responsive services throughout the cradle-to-career pipeline to engage all students, families, and residents fully in the DHPN initiative. Specific strategies will be tailored to ensure that young people and families from particular high-need groups have full access to and optimally benefit from the initiative's services and supports.

FAMILY AND COMMUNITY OUTREACH AND ENGAGEMENT

The DHPN initiative will deploy numerous culturally and linguistically responsive outreach and engagement strategies to ensure families are aware of and fully accessing and benefiting from our cradle-to-career pipeline of services. The organizations providing the services all have a longstanding presence working with traditionally underrepresented groups in our community (e.g., Latinx, African-Americans, immigrants, limited English speakers). They intentionally hire staff who are representative 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; Hayward Unified School District and other 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 all targeted constituencies.

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Services will be coordinated and promoted through a new DHPN Family Resource Center (FRC) we will open at the Hayward Library in downtown Hayward, and a satellite mobile TechMobile/FRC that we will deploy as part of this initiative. The FRC will serve as a hub for DHPN partner agencies, where they will assist families and coordinate family referrals to needed community services and assist families in navigating services and other resources. The TechMobile/FRC will reach into the DHPN community, making regular visits to neighborhood sites such as parks and shopping center parking lots, to bring resources (e.g., vaccinations, computer devices and Internet access, financial literacy workshops, job fairs) to where people are. From our experience this outreach will help to build trust among community members and maximize their access to and utilization of community resources, particularly in immigrant communities and others who have had negative experiences with public service systems.

Each one of the DHPN's early childhood and early learning programs will prioritize ensuring equal access to and treatment of families and children from groups that may have barriers to fully accessing and benefiting from services. These include:

Nurse Home Visiting Program. A bilingual Public Health Nurse from the Alameda County Public Health Department with experience and training in reaching vulnerable populations will provide community-based services via home visits, including case management and health care services to prenatal and postpartum parents and high-risk families with children 0-8 years old.

Promotores de Salud (Community Health Workers). A team of trained bilingual Promotores will provide bilingual, multiculturally-competent education and non-clinical assessments to Latinx and other families. The Promotores will also provide families with information and support for accessing early learning programs, health care, social services, and other supports available in the community. They will conduct this outreach at people's homes, supermarkets, and

other sites in the community.

Our bilingual *Parent Promise Academy* and *Toddler Play and Learn groups* will teach parents about early child development and strengthen the parent-child relationship and attachment. Both will help address the substantial gap for DHPN families with young children who are not in formal child care or early learning programs. They will also serve as portals and connectors to other DHPN early childhood services.

Childcare subsidies. We will maximize the number of families who cannot afford to send their young children to available child care or preschool services by identifying families who are eligible for subsidies but do not yet receive them, and assist them to navigate the application process and enroll their children in childcare/preschool programs supported by the subsidies.

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 DHPN pipeline; and provide follow-up monitoring and individualized support to address specific family and child needs and goals.

EDUCATIONAL EQUITY AND INCLUSION

Hayward Unified School District provides equitable access to all students, faculty and other staff, and family members regardless of age, race, sex, religion, national origin, disability, economic background, or sexual orientation. HUSD has extensive experience and multiple policies and procedures for making its services responsive to the community's diversity. HUSD hires staff who are representative of the ethnic/cultural/linguistic and socioeconomic backgrounds of its students and families. Many of the district's staff throughout its programs, from preschool to high school, are bilingual, most frequently in English and Spanish; others are representative of the other most numerous racial/ethnic/linguistic groups served by its schools, including speakers

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of Tagalog, Vietnamese, Cantonese, and Farsi.

To guide HUSD’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, HUSD 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. HUSD’s academic vision and framework for teaching and learning align with its commitment to anti-racist, anti-bias education. Across all subject areas, it emphasizes deeper learning approaches, culturally relevant pedagogy that uses students’ cultural and linguistic backgrounds and life experiences as resources to support learning, and an instructional lens of equity, access, and inclusion. Principals and School Site Teams set yearly goals for student achievement aligned with HUSD’s focus on equity and documented in their Single School Plan for Student Achievement. School 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 re-sources. 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; differentiated instruction; and strategies that fully engage students with diverse interests, learning styles, and needs.

Specific efforts to ensure equity and full access to educational programs and school-linked services for traditionally underserved groups will include the following.

Students with special needs. HUSD early learning programs and K-12 schools accept all eligible children in HUSD's boundaries. If a student presents with special needs, the school will collaborate with Special Education Teams to develop a plan of support which can range from in-class general education support to assessment for Special Education eligibility. Special Education team members to support children and families may include the Assessment Team members (School Psychologist, Speech and Language Pathologists, Special Education Teachers, and other specialists as needed); inclusion specialists, paraeducators, specialists including Speech and Language Pathologists, Occupational Therapists, Physical Therapists, and School Nurses.

HUSD stands at the forefront of California schools, leading the movement toward ever-increasing inclusive practice in early learning settings. Special Education supports available for early learning students include: home visits to assess children's needs and conduct developmental and behavioral screenings; development of Individualized Education Programs (IEP) for students who are suspected of/or identified as having a disability that impacts participation in typical preschool activities; and embedded inclusion supports and services designated in individual children's IEPs, assessment. Since 2020, when HUSD was awarded an Inclusive Early Education Expansion Program (IEEEP) grant from the California Department of Education, it has expanded its inclusive practice in early learning settings. These practices include:

- Facility upgrades to HUSD preschool classrooms to ensure each is an environment that is most conducive to inclusive practice.
- Adaptive equipment, ensuring each classroom is prepared to best support all children.
- New accessible playground facilities and Sensory Room space at three HUSD Early Learning sites that create additional inclusion opportunities, designating interactive outdoor and

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indoor spaces for students with disabilities and general education students to play and learn together.

- Creation of dedicated Special Education classes at two of the state-funded preschools in the DHPN (co-located on the Burbank and Fairview Elementary School campuses).

- As part of the IEEEP grant, HUSD convened an Early Learning Coaching, Consultation, and Education Workgroup, to create a “Guide to Supporting Inclusive Practice with Coaching and Consultation”^{xxxix} in HUSD and partner early learning programs. Its purpose is to help improve and expand inclusive education for all young children.

- All team members working with preschool- aged children, including teaching staff, specialists, administrators, family engagement specialists, community partners, are offered professional development opportunities so they have full awareness of inclusion opportunities and benefits, allowing these professionals to best serve children as well as guide families as they make preschool decisions.

- A full-time professional development teacher on special assignment (a “Preschool Inclusion Coach”) hired to lead embedded professional development and support all aspects of project implementation within classrooms, including working directly with partners and internal staff responsible for enrolling students into the preschool program and supporting classroom teachers to support inclusion.

- Coaching and consultation provided to the early learning educators is based on the Teaching Pyramid Model. This model is designed to promote social-emotional competence in young children, and is rooted in equity and culturally sensitive practices.

- Early learning settings have are also provided with early childhood mental health consultation. HUSD contracts with the SPARK (Successful Preschool Adjustment and Readiness for

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Kindergarten) program at UCSF Benioff Children's Hospital in Oakland to provide early learning mental health consultation to its pre-school, transitional kindergarten, and kindergarten programs. SPARK staff provide in-class professional development and coaching support to early childhood educators working with students requiring early behavioral intervention support. They will also consult with school Coordination of Services Teams to determine how to best to meet the needs of the students and their families, such as via referrals to outside mental health resources as appropriate.

Three of the DHPN schools (East Avenue and Fairview Elementary and Hayward High) are part of HUSD's Comprehensive Coordinated Early Intervening Services (CCEIS) program for students identified as needing or at risk of needing Special Education support because of disabilities or other health impairments (SPED/OHI), through an Individuals with Disabilities Education Act of 2004, Part B Grant from the California Department of Education. The program prioritizes serving African-American students, who are three times as likely to qualify as SPED/OHI than students from all other racial/ethnic groups in HUSD. Based on a root cause analysis of this disproportionality, the schools have hired Behavioral Specialists to provide individual counseling and social skills group support for students referred to the school Coordination of Services Team for issues including chronic absenteeism, academic struggles, and suspensions, as well classroom support for their teachers, consultation with other school intervention staff, and communication with the students' families. The program has been serving approximately 40 students per year.

HUSD's extended-day Youth Enrichment Program (YEP), which operates at all of the DHPN schools and is a key venue for struggling students to access tutoring and other academic supports and enrichment activities, is open to all students. It is a great place for students with disabilities to receive specialized support and to connect with their peers in a non-academic setting.

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HUSD will proactively recruit and encourage Special Education students to participate in the YEP at the target schools. Program staff receive training to help them work effectively with Special Education students. 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.

English Language Learners and newcomers. To accelerate their development of English Language proficiency, literacy, and academic language proficiency and ability to fully access all classroom curricula, English Learners receive focused support, including one-on-one and/or small group instruction, provided by English Language Specialists. In the secondary grades, they have opportunities to take elective classes in areas of high interest, which promote their academic language acquisition. Both Chavez Middle School and Tennyson High have World House Programs for English Learner newcomer students, including unaccompanied immigrant youth, to support their transition to our school system and community and enable them to succeed in school. As part of the DHPN initiative, HUSD will hire a Newcomer Service Coordinator, an English Language Learner Specialist, and a Counselor, to support World House students by providing English language instruction and intervention, collaborating with teachers and other school staff to target supports available at the schools for these students, and providing case management services and linkages for the students and their host families to community resources they may need.

HUSD will also prioritize enrolling English Learners in its school-based extended-day Youth Enrichment Program at the DHPN schools. Many of the Site Coordinators and Program Leaders (line staff) at each school are fluent in Spanish, to ensure programming is accessible to students with limited English proficiency. Staff receive training to build their multicultural

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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.

African-American students. The DHPN will work across educational systems to support linkages and resources to ensure African American students have pathways to postsecondary and career opportunities. The African American Student Achievement Initiative (AASAI) is an HUSD initiative focused on closing the opportunity gap, training school personnel on culturally responsive pedagogy and positive school climate, and engaging families. CSUEB's Student Success and Sankofa Scholars program and Chabot's Umoja program will outreach to the AASAI and African American families to collaborate around admissions, mentorship, and financial aid advising services across systems.

Students with social-emotional and behavioral challenges. As noted, HUSD contracts with the SPARK (Successful Preschool Adjustment and Readiness for Kindergarten) program at UCSF Benioff Children's Hospital in Oakland to provide early learning mental health consultation to its pre-school, transitional kindergarten, and kindergarten programs.

At its K-12 schools, HUSD will provide a variety of supports for students experiencing social-emotional or behavioral difficulties, to assist them to reduce the stress they are experiencing and fully engage in learning. School-based Social-Emotional Counselors will support vulnerable students individually and in small groups, and facilitate restorative justice circles. On-site clinicians from community-based organizations will provide counseling and other mental health services to students, case management for their families as needed, and consultation with teachers and other school staff.

Parents. Each K-12 school has a Family Engagement Specialist on staff, responsible for

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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 each school 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.

Parents of children who attend HUSD's preschools and K-12 schools serving the DHPN 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.

COLLEGE ACCESS AND SUCCESS AND ADULT EDUCATIONAL AND WORKFORCE DEVELOPMENT SUPPORTS

Several DHPN pipeline services will help to optimize all DHPN young people's access to, inclusion, and success in higher education programs, with a priority on assisting students from historically underserved groups and prospective first-generation collegegoers. They will be led by personnel with training and experience that equip them to effectively support students from the many backgrounds represented in HUSD.

- ***Pipeline to College Middle to High School Transition program***
- ***Student Success Coaching*** for high school students
- ***Bridge to College dual enrollment program***
- ***Affinity-group support programs at Chabot College and/or CSUEB***, including first-year experience programs, Puente, EOP, MESA, TRIO ASPIRE, Umoja, Guardian Scholars, EXCEL,

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GANAS, PIAA, Sankofa Scholars, and Renaissance Scholars.

Several DHPN pipeline services are geared toward and will prioritize assisting and equipping disadvantaged adult community members to be able to support their children's education and success and advance their own and their family's prospects. They include:

- ***Adult Career Technical Education***

- ***City of Hayward Family Education Program***, including English as a Second Language, English conversation circles, a citizenship course, and the Literacy Plus (high school diploma and career certificate) program

- ***CSUEB Small Business Development Center***

All of these programs are described in detail in the (c) Project Design, below.

DHPN Community Leadership Initiative (DHPN-CLI). Members of the DHPN Community Resident Engagement Specialists (CRES) Team are residents of the city of Hayward and trained to engage families in a linguistically and culturally competent manner to help them access and take full advantage of a wide variety of services, and to empower parents to advocate for their children to support their success in school and the community. From our work in the Jackson Triangle and South Hayward over the last 10 years, we have found that our CRES Team is highly effective at breaking down barriers to participation by going door-to-door and building trust and rapport with residents in the neighborhood. The Team's relentless outreach has helped us reach and engage more of the lowest income and hardest-to-reach children and families in the HPN initiative. The CRES Team will work with our school and other community partners to raise community awareness of the DHPN and identify and connect hard-to-reach children and families to appropriate services and supports. The Team will also document families' barriers to

accessing services and share their findings with DHPN leadership so that outreach and engagement strategies can be refined over time. In addition, the CRES Team will lead the DHPN Community Leadership Initiative (DHPN-CLI). This initiative involves recruiting cohorts of community members to take part in a multi-phase training program, to design and lead activities and projects in the DHPN, and recruit and train other community members to contribute to this work. The DHPN-CLI will be a key vehicle for engaging community members equitably and in shaping our collaborative work for the benefit of the neighborhood's young people and families.

MONITORING DISPARATE IMPACT

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

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

The primary focus of the DHPN pipeline of programs, services, and supports is to improve educational outcomes for young people. Many of these strategies have been shown to contribute to or be associated with improved academic achievement, or to other positive outcomes that indirectly promote improved achievement in young people. Below we present evidence for specific pipeline solutions' effectiveness in improving academic achievement or mediating factors.

EARLY CHILDHOOD STRATEGIES

Our initiative's supports begin with our Home Visiting Nursing, Promotora, and other programs 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.

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.^{xi} 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.^{xii} 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.^{xiii}

Strategy: Promotores 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, dietary habits, physical activity, health outcomes, and knowledge changes.^{xliii}

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 Program (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 effect 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 ($d = .75$), Parental Supervision ($d = .73$), Parenting Efficacy ($d = .70$), and Positive Parenting ($d = .67$).^{xliv}

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.^{xlv}

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 personality.^{xlvi} Additionally, interviews and focus groups conducted with 39 mothers found that mothers’ 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.^{xlvii}

Strategy: High Quality Preschool

First 5 Alameda County, one of the DHPN partners, conducts Kindergarten Readiness Assessment to track the extent to which children across our county are ready to thrive in school when they start kindergarten, and to inform policy and practice. It has found that, since the 2015 Alameda County Kindergarten Readiness Assessment, formal early childhood education (ECE) has been a leading factor in predicting kindergarten readiness. Its 2019 study points to the particular importance of ECE for Latinx and African-American children; all other things held equal, participation in ECE by children from these groups significantly narrowed readiness gaps.^{xlviii} Key priorities of our initiative will be to maximize the number of DHPN children who enroll in preschool, and to strengthen the quality of the DHPN’s preschool programs.

Evidence: A comparison study of 1,038 children in 15 school districts found that participating in preschool led to better kindergarten readiness and improved literacy and math skills in 5th grade.^{xlix} 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 graduation compared to non-participants. Research also shows these programs improve outcomes well into adulthood.¹ 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.^{li}

Moreover, as part of the state of California’s commitment to implementing universal preschool, HUSD is expanding its Transitional Kindergarten (TK) programs for four year old children. Several of the DHPN target elementary schools (Burbank, Cherryland, and Fairview) now have TK programs, which will promote their students’ readiness for kindergarten.

K-12 EDUCATION STRATEGIES

Strengthening teaching and learning is a key focus of the DHPN initiative. Professional development and coaching will support teachers to effectively utilize various evidence-based strategies in the classroom. Evidence for key instructional strategies to be utilized at the DHPN in improving students' academic achievement is presented below.

Strategy: Phonological and phonemic awareness training

As detailed in the Project Design section below, HUSD has launched a new Literacy Initiative in the current (2022-23) school year supported by a new K-12 Literacy Plan and the adoption of new evidence-based literacy curricula. For its elementary schools, including the DHPN elementary schools, it has adopted the Benchmark Advance/Benchmark Adelante (for K-6) and Benchmark Phonics/Taller de Foneticas (K-2) curricula. Its Literacy Plan, and these curricula, emphasize for classroom instruction in the early elementary grades: (1) Intentional, systemic phonemic awareness instruction; (s) Explicitly and systematically teaching the secrets of how to crack the written code, and (3) Creating opportunities for children to “pull apart” the phonemes in high-priority words and match each one to the grapheme(s) that represent them. These are evidence-based practices that, combined with the phonological awareness training students will have in preschool and transitional kindergarten, put children on track to be proficient in reading by the 3rd grade, which is correlated with success throughout one's education and adult life.

Evidence: Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of reading. In a What Works Clearinghouse Intervention Report on Phonological Awareness Training, in which four studies reviewed met the WWC evidence standards and two studies met the evidence standards with reservations, phonological awareness training was found to have positive effects on children's phonological processing, with this practice rated as having Tier 3 promising evidence.^{lii} An analysis of 3rd grade students' reading proficiency,

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conducted with the support of the Regional Educational Laboratory – Appalachia (REL AP) researchers, showed associations between students’ phonological awareness in 1st grade and their 3rd grade reading proficiency.^{liii}

Strategy: Culturally responsive pedagogy

Evidence: While most studies of culturally responsive pedagogy lack a comparison group, three studies using experimental or quasi-experimental methods have found some positive outcomes including improvements in student academic achievement and classroom behavioral management.^{liv}

Strategy: Project-based learning

Evidence: A study on existing meta-analyses of project-based learning resulted in better skill development, student satisfaction, retention, and teacher satisfaction than traditional learning models.^{lv}

Strategy: Reading Apprenticeship

Evidence: Multiple studies^{lvi} have shown that this curriculum and approach leads to benefits for students including significant improvements in standardized test scores, grade point average in core academic classes, literacy in science classes, and identities as readers, problem-solvers, and independent learners. In one randomized controlled trial conducted in 24 schools with 48 teachers and 964 9th grade biology students, students in the treatment group were an average of 1.5 years ahead of control group students in their comprehension of science information from multiple texts. Based on these findings, Reading Apprenticeship meets ESSA’s “strong” evidence rating criteria.

Strategy: Full-Service Community School approach

The DHPN schools are in the process of implementing a full-service community school

model, which will incorporate the four “pillars” of a community schools’ approach: integrated student supports, expanded and enriched learning time, active family and community engagement, and collaborative leadership and practices to support high-quality teaching. These four pillars have been found to be associated with a range of positive student outcomes and are supported by the Science of Learning and Development Alliance,^{lvii} as cited in the U.S. Department of Education’s announcement for its 2022 Full Service Community School (FSCS) grant competition. The FSCS models at the DHPN target schools incorporate many specific evidence-based strategies to promote better outcomes in students’ academic achievement and other spheres, as detailed below.

Strategy: Coordination of Services Team (COST), at each of the DHPN schools

Evidence: Research supports our use of COSTs as a school-based strategy for coordinating student engagement, learning, health, and wellness supports. A 2019 evaluation of COSTs in 18 Alameda County LEAs found that they: (1) provide a process for implementing CDE’s MTSS framework at schools; (2) expand teachers’ capacity to support students who have academic and behavioral challenges; (3) provide schools tools to proactively identify students with academic, mental health, or other social-emotional needs and coordinate needed support for students and their families, and (4) enable administrators to make timely, data-driven resource decisions. Further, HUSD’s COST model incorporates elements found to be key to the COST’s effectiveness: a strong COST coordinator who is provided the time and resources to facilitate COST convenings; participation of school leaders in the COST; regular meetings with a standard agenda and case conferencing format; engaging families and teachers to ensure students are supported; and tracking data on students to ensure they are connected to services and to follow up with additional support as needed.^{lviii}

Strategy: Multi-Tiered System of Supports (MTSS)

Evidence: Numerous studies have found that tiered systems of support can result in positive outcomes for students including sustained academic performance, reduced behavior problems, reduced inappropriate referrals to special education, and improved graduation rates.^{lix} The MTSS model utilizes a Response to Intervention framework—an approach supported by research on the positive impact of an “Integrated Student Supports” (ISS) approach to address both academic and non-academic barriers to at-risk students’ success. Evidence from 11 rigorous evaluations indicates that ISS can contribute to student academic progress as measured by increases in achievement, decreases in grade retention, increases in reading, ELA, and math achievement, and decreases in dropouts. Moreover, as a student-centered approach, ISS is firmly grounded in the research on child and youth development and on the varied factors that promote educational success.^{lx} MTSS is a type of Response-to-Intervention (RTI) model, and there has been evidence of successful district-wide implementations of RTI models across the nation.^{lxi} Some of these implementations show an increase in academic achievement and a decrease in special education referrals.^{lxii}

Strategy: Attendance-promotion strategies

Evidence: Our project incorporates several strategies recommended in the California Attorney General’s 2016 report on the truancy and absenteeism crisis.^{lxiii} They include (a) communicating positively and supportively with parents about why regular attendance matters; (b) using a tiered approach to improve student attendance, and (c) providing behavioral support rather than punitive approaches to student discipline. HUSD utilizes the Attention to Attendance (A2A) platform to help track student attendance. A2A can produce easily accessible reports, including early warning reports on at-risk students, and reports on truancy, frequent excused absences, and

chronic absenteeism, by district, grade, school, and key student subgroups. A study of the districts that adopted use of the A2A attendance tracking and notification system found that over a three-year period, the districts reduced chronic absenteeism by 50%, truancy by 27%, and excessive excused absences by 30%, greatly increasing students' learning time and generating the corresponding added ADA revenues for these districts.^{lxiv}

Strategy: Increased Learning Time (via HUSD's Youth Enrichment Program, or YEP)

Evidence: A meta-analytic review of 30 studies that all meet What Works Clearinghouse group design standards either with or without reservations, provided strong evidence of effectiveness of the role of increased learning time in improving literacy and math achievement when instruction. 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.^{lxv}

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 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. For example, during the 2017-2018 school year, 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.

Students who participate regularly in YEP are also more likely to graduate from high school on time than their peers. From 2013 to 2018, 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.

Strategy: Social-Emotional Learning (SEL), an area of ongoing professional development for HUSD teachers and after-school program staff, to be augmented with the use of a new SEL curriculum (Sown to Grow) to be implemented in classroom instruction

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.^{lxvi}

Studies of the use of the Sown to Grow SEL program which HUSD plans to integrate into

classroom instruction at DHPN schools has shown that it may yield important benefits for students. In one study, students using the program's academic check-in reported statistically significant improvements in growth mindset, empowerment, and academic behaviors, compared to a control group that declined on all three metrics.^{lxvii} Another study of the program's impact at a K-8 school in our Bay Area region with a racially/ethnically diverse student population showed higher end-of-semester grade averages in core subjects compared to non-participants (3.93 vs. 3.91).

Strategy: Restorative practices (being implemented in DHPN secondary schools)

Evidence: In a 2016 review of the literature on restorative justice, researchers found "All the empirical studies we reviewed report a decrease in exclusionary discipline and harmful behavior (e.g., violence) after implementing some type of restorative justice program." Further, findings across studies suggested that RJ improves school climate and attendance, while some studies suggesting improvements in graduation rates and grade point averages.^{lxix} A study of the Oakland Unified School District found that in middle schools implementing restorative justice, chronic absenteeism dropped by 24%; schools not implementing the program had a 62.3% increase during the same period.^{lxx}

Strategy: School-based mental health services

Evidence: The continuum of mental health services (psychoeducational support groups, trauma-informed individual and family counseling, case management, in-class support, crisis intervention, and mental health consultation with school staff) HUSD provides at its schools, in collaboration with community agencies, is essential to improving students' physical and psychological safety, social-emotional and life skills, and academic performance.^{lxxi}

Strategy: Familia Adelante prevention and coping skills program, to be offered at the

DHPN secondary schools by DHPN partner Eden Youth and Family Center

Evidence: The 12-week Familia Adelante program for at-risk youth and their parents/guardians has been studied extensively. It was initially tested with middle-school-aged youth with behavioral problems in a Southern California community. Participating youth improved in their self-esteem, school performance, and overall conduct, as reported by parents. More recent studies have shown that participants gained greater knowledge and improved their communication regarding the harm of substance use and other risk areas, including sexual behavior and HIV.^{lxxii}

Strategy: Summer Academies

Evidence: There is strong evidence of effectiveness for a summer bridge program (like our schools' STEMulate Summer Pre-Algebra Academy), that focuses on accelerating students' math skills and supporting students successful transition to middle school. A randomized controlled trial of the Elevate Math utilized in STEMulate found that it significantly improved math achievement and algebra readiness among 349 participating 7th grade students at eight middle schools in six California school districts. The program improved the math achievement of the treatment group compared with the control group across several metrics. The program also had a positive, statistically significant effect on algebra readiness.^{lxxiii} As detailed in a What Works Clearinghouse review of this study, the study met WWC standards without reservations and the positive finding showed Tier 3 promising evidence of effectiveness.^{lxxiv}

Strategy: Academic Case Management, to be provided to struggling students by Eden Area Regional Occupational Program 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.^{lxxv} 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.^{lxxvi}

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.^{lxxvii}

Strategy: Dual enrollment programs, to be available to students at DHPN middle and high schools

Evidence: Based on five studies meeting What Works Clearinghouse group design standards, dual enrollment programs were found to have positive effects on students' attendance in high school (Tier 2 promising evidence), general academic achievement in high school (Tier 1 strong evidence), staying in school (Tier 3 promising evidence), completing high school (Tier 1 strong evidence), college readiness (Tier 3 promising evidence), and college enrollment (Tier 1 strong evidence).^{lxxviii}

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.^{lxxix} 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.^{lxxx}

(b.3) Collaborating partners to maximize project effectiveness

The DHPN has brought together many partners that have worked together on similar collective impact efforts in the region, including the ongoing Hayward Promise Neighborhood initiative, and are committed to the success and well-being of Hayward children and families. Our partnership’s membership represents a broad collaboration across city and county government agencies (City of Hayward, Alameda County Health Care Services Agency, Hayward Area Recreation & Parks District, First 5 Alameda County); the local educational agency (Hayward Unified School District) and Regional Occupational Program (Eden Area ROP); the Hayward-based community college (Chabot College) and university (California State University, East Bay) and its Community Counseling Clinic; non-profit organizations with extensive experience working in the community, in collaboration with other local agencies (4Cs of Alameda County, La Familia Counseling Service, Tiburcio Vasquez Health Center, Eden Youth & Family Center, and Alameda County Deputy Sheriffs’ Activity League). All of the DHPN partners will contribute substantial resources to this collective impact effort, including programmatic resources, staffing, ex-

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tensive experience in and around the target neighborhood, strong relationships with DHPN residents, and knowledge of the communities' needs and assets, and funding from multiple sources.

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

The DHPN MOU details the governance and decision-making structure for the DHPN, with CSUEB as the backbone agency, with specific stated roles and responsibilities. Please see information about the initiative's governance in (d) Project Management Plan, below. The MOU further establishes the collective commitments of the key DHPN partner agencies, which comprise a robust system for shared resources and accountability. These include:

- Supporting the overall design of DHPN as a member of the 0-16 Implementation Team;
- Participating in one or more of our three networks' work, based on where the agency's services fit in the pipeline of solutions, including attending regular network meetings;
- Delivering services and contributing resources as described in this grant application and letters of agreement included in the application;
- Reducing service silos, pooling resources, and strengthening collective capacity to more effectively serve children and families and achieve the desired results;
- Cultivating a person-centered, family-friendly, and culturally-inclusive pipeline of services that spans home, school, and community contexts;

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- Genuinely engaging children and families as drivers of change and continuous improvement;
- Tracking and reporting data through the DHPN longitudinal shared data system.
- Sharing accountability for outcomes for DHPN children and families.
- Engaging in a data-driven continuous quality improvement process.
- Building organizational and collective capacity to achieve the desired outcomes.
- Helping identify and engage additional partners that can address DHPN young people's and families' needs and advance our collective work.
- Working with evaluators, including providing access to all relevant program and project data sources, and submitting data as requested by the Department of Education.
- Institutionalize personnel and resources to that the DHPN initiative can continue and become self-sustaining in the years beyond the federal grant period.

Each partner outlines in the MOU how its vision, mission, and theory of change are aligned with those of the DHPN; the programmatic commitments they will make to the DHPN; and the matching resources they will contribute to the DHPN's implementation over the next five years. The Chief Executive of each key partner has signed the MOU, making a commitment to our initiative's governance structure, collective responsibilities, and to providing the programming and financial contributions stated in the MOU, to help maximize the initiative's effectiveness. Each partner has also prepared a Letter of Agreement included in this application detailing how they will participate in the DHPN initiative, the services they will provide, the grant funding they anticipate receiving, and the value of the matching resources they will provide.

(c) Project Design

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

The DHPN is a collective effort to raise up the community so that all children living in the neighborhood or going to the Downtown Hayward schools succeed in their education and are well prepared for college, careers, and life in general. Our initiative will span from the home to the classroom to the community, combining supports to ensure that children are ready and able to learn once they get to Kindergarten, with evidence-based approaches to academic instruction tailored to address students' learning needs and extracurricular supports at each stage of their education. This continuum of supports and interventions braids funding streams and coordinates resources addresses a wide range of common needs in our community, in the educational, social-emotional, health, and economic spheres. They comprise a "two-generation strategy" designed to support children and their parents or caregivers simultaneously, prevent children from "falling through the cracks" at any time during their journey to adulthood, providing needed supports for young people and families, and at the same time building families' and the overall community's capacity to thrive in the years ahead while revitalizing the DHPN. Within this overall approach, some key themes of the SHPN initiative are as follows:

- The DHPN will provide a range of early childhood supports to ensure that children are ready for Kindergarten and can transition seamlessly and successfully from preschool to Kindergarten, elementary to middle school, middle to high school, and high school to college.
- We will prioritize strengthening classroom teaching and learning as the fulcrum of achieving better outcomes for children.

Mission

The Hayward Promise Neighborhoods is a collaborative partnership working to ensure educational success and a safe, healthy, thriving community for ALL Hayward residents.

Vision

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

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- Teachers and other educators at the target schools will engage in a comprehensive professional development process to advance their teaching practices and align and articulate curriculum and instruction, to ensure students are well prepared for each next level of their education.

- The target schools will advance their development of a full-service service community schools model, incorporating the four pillars of community schools (integrated support services, expanded learning programs, family and community leadership, and collaborative leaderships and practice to support high-quality teaching).

- The DHPN will provide mental health and other support services for children and families, to address barriers to children's learning and success in school and life.

- Starting in middle school, students will have opportunities to learn about careers starting early in their education, through a spectrum of career awareness, exploration, and career experience learning activities, as a proven strategy to make students' education relevant, motivate them to succeed in school, and put them on pathways to careers that may or may not include college.

- We are committed to a two-generation approach to economic mobility – through programs, services, and opportunities that equip parents to optimally support their children's education and at the same time advance their own skills, careers, and their family's stability and prospects.

- There will be multiple entry points to the DHPN pipeline, for identifying children and families who need tailored support and linking them to needed resources.

- A new Family Resource Center (FRC) and mobile FRC unit will coordinate family referrals to needed community resources and assist families to navigate services and other resources.

We will engage in a planning effort during the first year to: (1) plan and implement new solutions, including establishing the FRC at the City of Hayward Library, others; (2) forge new

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collaborative linkages between service providers and systems (e.g., the City of Hayward's Family Education Program, the Hayward Center for Education and Careers, and Chabot College) to optimize family members' access to key community programs; (3) engage teachers and school leaders in an intensive professional development program to strengthen classroom instruction and school climate initiatives; (4) build out the community school models at the schools that have are not as advanced in this work as other DHPN schools; (5) establish data sharing MOUs with new partners, train them in using the HPN data system, and obtain parent permissions to share student level data, and family data; (6) ensure the different DHPN programs, services, and supports spanning home, school, and the community are integrated seamlessly with each other, and between segments of the pipeline; (7) share and reflect on our programming and data to an unprecedented degree, to ensure programs are being implemented with fidelity and services are organized around student-level information about the needs and solutions for each child, and to monitor outcomes and guide services and interagency coordination.

Downtown Hayward Promise Neighborhood Coordinating Opportunities from Cradle-to-Career



Early Learning (Ages 0-5)

- Home Visitation Nurse
- Family and Community Emergency Supports
- Promotoras de Salud /Community Health Navigator
- Adverse Experience Screening
- Pre-K and TK Early Learning Programs
- Early Literacy Programming (Tandem)
- Parent Promise Academy
- Toddler Play & Learn Groups
- SPARK Behavioral Support (PreK/TK/K)
- Childcare subsidies
- Private Childcare Provider Support
- Speech Language and Hard of Hearing Services

Kindergarten to High School (5-18)

- Community Schools
- New Literacy Plan
- Climate Empowerment Leadership Initiative
- English Learner /Newcomer Supports
- Child Welfare and Attendance Supports
- YEP Before/Afterschool and Summer Academic Enrichment
- Tutoring and Homework Support
- Credit Recovery and Academic Intervention (HS)
- STEMulate Pre-Algebra Academy, Elevate Math Curriculum, Instruction, Anti-Biased Alignment (MS/HS)
- Career Pathways, CTE, Work-Based Learning with early college credit (MS/HS)

- CTE Academic Case Management/Credit Recovery (HS)
- Bridge to College - Dual Enrollment (MS /HS)
- Pipeline to College (MS and HS)
- TRIO Educational Talent Search (MS/HS)
- TRIO Excel, Aspire, STEM Mesa (MS/HS)
- Summer Youth and Sports Program (MS/HS)
- Student Success Coaching (HS)
- School-Based Clinicians (MS/HS)
- Words for Lunch (Summer/ES/MS)
- Youth Advisory Council Leadership (HS)
- Parent/Youth Substance Awareness Program
- Violence Prevention Intervention
- College and Career Prep. Services
- Parent Ambassador Program
- Alliance and Community Wellness

Postsecondary and Career (18+)

- College scholarships/Cash for College
- College Corp
- Student Success Coaching (CSUEB)
- Student Health and Counseling
- Promise Interns and College Corps
- Pioneers for H.O.P.E.
- Student Support Services (Chabot, CSUEB)
- Adult Career Technical Education
- Noncredit College Courses (ECD, ESL, Math, English)
- Promise to Pioneers

- Adult School & College Dual Enrollment (Chabot)
- Family Education (Adult ESL/Literacy)
- Early Childhood Development (ECD) Career Apprenticeship
- Teacher Educator Pipeline
- Transition to Jobs, Eden Computer Clubhouse
- CSUEB/Chabot Student Equity Programs (GANAS, Rebound, HSI/AANAPISI, EXCEL, EOP, EOPS, Sankofa)
- Bay Area K-16 Collaborative (Regional Educational Systems Alignment)

Basic Needs and Community Resources

- Family Resource Center and Mobile Unit with Coordinated Navigation and Referrals
- Family Navigators/ Success Coach
- Promotoras de Salud
- Federally-Qualified Health Center
- Community-Based Clinicians
- Community Counseling Clinic
- Fresh Food for Families
- Community Leadership Initiative
- Small Business Development Center
- Youth Sports and Antiviolence Programming (Byrne)
- Recreational wellness programming (Summer Camp, swimming, parks & rec classes and sports, wellness workshops)

THE DHPN PIPELINE TO COLLEGE AND CAREERS

EARLY LEARNING PROGRAMS

The DHPN's continuum of early childhood services will ensure that children ages 0-5, and their families, have appropriate supports and (when needed) tailored interventions, starting in pregnancy, for children to be ready for Kindergarten and to thrive in the primary grades.

The *Home Visiting Nurse Program* is an evidence-based project of the Alameda County Public Health Department that deploys a Public Health Nurse (PHN) to a targeted area to conduct home visits for low-income prenatal and postpartum teen parents, high-risk families, pregnant women, and families whose babies have been in the neonatal intensive care unit. DHPN families will receive the dedicated services of a bilingual (English/ Spanish) nurse based on referrals from various sources, including self-referrals, Promotores, word of mouth, health care providers, community partners, community engagement specialists, and outreach workers. While parents of newborns and pre-K children are the focus of the program, the goal is to assist the entire family to meet their needs throughout a child's first eight years. The PHN assesses and screens family members across a range of indicators. Services provided, based on each family's needs, include, for parents: prenatal education and post-partum education and support, breastfeeding support, depression screens, encouragement to maintain well baby checks; for infants and children: developmental screens; linkage to a medical home; referrals for ancillary services such as dental, vision, and specialty care, enrollment in pre-school programs; health education, assistance accessing medical insurance or maintaining active status; and linkages to social and community services. This Home Visiting Nurse will reach 30-60 DHPN children and families in year 1, 40-70 in year 2, and 50-80 in each of years 3-5, making multiple visits to most homes.

The Home Visiting Nurse will connect families to a new initiative in which the Alameda County Public Health Department is partnering with First 5 Alameda County to conduct *adverse childhood experience (ACE) screenings* for high-risk young children, as part of the statewide

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ACEs Aware initiative. It will utilize the Pediatric ACEs Screening and Related Life Events Screener to screen young children for trauma – and provide linkages for children and families to appropriate health and other support services as appropriate. It will reach 30-60 DHPN children and families in year 1, 40-70 in year 2, and 50-80 in each of years 3-5.

The work of *Promotores de Salud (Community Health Workers)* 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. DHPN partner Tiburcio Vasquez Health Center (TVHC) program staff will recruit, train, and stipend 10 bilingual members of the DHPN community annually to become Promotores de Salud to provide culturally-competent and bilingual education and non-clinical assessments to Latinx and other families. The Promotores will be trained in skills including making presentations, communication, working in-groups, facilitating meetings, and action planning. They will be supported to plan and conduct weekly outreach activities in places such as people's homes and apartments, supermarkets, laundromats, community-based organizations, community presentations, and tabling at health fairs and other events. They will promote the importance of having health insurance and enrolling children in early learning programs; connect people to TVHC's Eligibility & Enrollment Program to help them sign up for public benefits and connect to medical homes; provide health advice; conduct health prevention workshops on topics such as healthy eating, physical activity, access to primary health care services, and cardiovascular disease and diabetes prevention; and connect families to other DHPN services. The Promotores will reach 100 adults and 150 children ages birth to in year 1, progressively increasing to 250 adults and 300 children in year 5.

Parent Promise Academy (PPA) is a comprehensive parenting program which will be offered by 4Cs of Alameda County in three 10-week sessions during the school year, in English

and Spanish. Parents will attend the classes while their children engage in play and learning activities. PPA utilizes the evidence-based Strengthening Families™ framework which supports the Five Protective factors all families need. It also utilizes the Touchpoints™ Approach, another evidence-based best practices approach for working with families with children 0-8 years. All PPA staff have been trained in both Strengthening Families and Touchpoints. PPA topics include child development, brain development, behavior management, positive communication and discipline, special needs, health and nutrition. Parents will receive support in completing the Ages and Stages Questionnaire and understanding developmental milestones. PPA will also serve as a portal to other DHPN early childhood programs and services. PPA will reach 25-35 DHPN families and children ages 0-5 in year one, increasing to 30-40 per year in years two through five. It and other solutions provided by 4Cs of Alameda County described below will be held at times convenient for families, at a centrally-located site or sites in the DHPN, including 4C's office, the Hayward Library, or at one or more of the DHPN preschools or schools.

The ***Toddler Play and Learn Groups program*** will address a substantial gap for DHPN families with young children who are not using formal child care or early learning programs. Play and Learn is a bilingual (English-Spanish) playgroup program for children from 18 months to 4 years old. Staff from 4Cs of Alameda County will lead to-hour playgroup sessions at sites and times convenient for the target population. Children will be accompanied by their parents or family, friend, and neighbor caregivers and engage in developmentally appropriate activities that promote school readiness and early literacy. Parents and caregivers will receive tips and tools to help them do simple activities at home to support each child's learning and development. Project staff have been trained in using Kaleidoscope Play and Learn, an evidence-based, facilitated playgroup design. Play and Learn groups will serve 40-50 children and families each year.

Childcare subsidies. 4Cs of Alameda County administers childcare subsidies for income-

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eligible families. It will coordinate with other DHPN outreach (Home Visitation Nurse, Promoters, Toddler Play and Learn Groups, and Family Navigator & Success Coach) to identify families who are eligible for these subsidies but do not yet receive them, assist them to navigate the application process, and enroll their children in childcare programs supported by the subsidies. This work will reach 13 families with 23 children in year 1 who are not currently receiving subsidies, increasing to 17 families with 29 children by year four, with additional children receiving child care payment assistance through 4Cs' FACESS Project in each of years 1 and 2.

Preschool, with integrated supports. The state-funded preschools in and adjacent to the DHPN (run by HUSD) provide comprehensive early childhood education, health, nutrition, and parent involvement services. Two of the preschools (co-located on the Burbank and Fairview Elementary School campuses) have Special Education classrooms. Services include home visits to assess children's needs and conduct developmental and behavioral screenings, Individualized Education Program (IEP) and Individual Family Service Plan planning, embedded inclusion supports and services designated in individual children's IEPs, nutrition education, community building activities for families, mental health support, assistance signing up for public benefits, and referrals to community resources for children and their families. HUSD provides coaching and consultation to the preschool educators based on the Teaching Pyramid Model. This model is designed to promote social-emotional competence in young children, and is rooted in equity and culturally sensitive practices. HUSD contracts with the SPARK (Successful Preschool Adjustment and Readiness for Kindergarten) program at UCSF Benioff Children's Hospital in Oakland to provide early learning mental health consultation to its preschool, transitional kindergarten, and kindergarten programs. SPARK staff will provide in-class professional development and coaching support to early childhood educators working with students requiring early behavioral intervention support. They will also consult with school Coordination of Services Teams to determine how to best to meet the needs of the students and their families, such as via referrals to

outside mental health resources as appropriate. Our initiative will work with DHPN families and HUSD to ensure that all 160 preschool slots available to children in the DHPN are filled.

Home literacy program for preschool families. HUSD will collaborate with Tandem Partners in Early Learning to bring its home literacy program to families of children attending the HUSD preschools serving the DHPN. This program includes its StoryCycles school-to-home book lending program that provides children with diverse books in order to create more opportunities for book sharing experiences at school and at home. Each week, children participating in StoryCycles bring home a colorful green book bag containing multilingual, multicultural picture books to share with their families. StoryCycles introduces families to research-informed, practical strategies for promoting key kindergarten readiness skills in the domains of language, literacy, math, social-emotional learning, and more. Families receive this information through site-based workshops, delivered in person or virtually, and community events (e.g., Family Literacy Nights). To support StoryCycles implementation, Tandem provides site-based technical assistance to participating classrooms. This program will reach 50-75 children at the DHPN preschools in years one and two, increasing by 25 per year to reach 125-150 children in year five.

Quality Improvement Coaching. In addition to receiving coaching and consultation through HUSD and Children’s Hospital, the HUSD preschools are supported by First 5 Alameda County’s “Quality Counts.” In this initiative, First 5 conducts Site Ratings, assists the sites to develop Quality Improvement Plans, and provides quality-improvement training and coaching in areas including promoting children’s social-emotional development and school readiness. As part of the DHPN initiative, we will expand this support to reach private childcare and preschool providers in the DHPN.

Early Childhood Educator Teacher Training. To address the ongoing shortage of qualified preschool educators in our community, the DHPN will prioritize attracting local residents for the Early Childhood Development Program at Chabot College. This new program, launched in 2020,

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is designed to support Early Childhood Development students to earn an ECD certificate, AA degree, and/or a transfer to CSUEB for further early learning education – with the hope of increasing the number of qualified ECD professionals working in the DHPN. We will utilize other DHPN outreach efforts and programs to publicize this program and encourage and assist DHPN residents to enroll in it or to complete prerequisites for the program.

Words for Lunch. This program aims to promote interest in reading among children ages 0-10 years old by hosting reading circles during the summer months. To be held at the downtown Hayward Library, volunteer readers read to mixed-age groups of up to 10 children (some with family members) per circle. Children are provided with a healthy lunch during each event. Words for Lunch is a partnership between the Community Resident Engagement Specialist Team at CSUEB and the City of Hayward Library. This program will serve 400-500 children in year one, increasing by 50-100 children per year, to reach 700-900 children by year five.

Speech, language, and hard of hearing supports. CSUEB’s Norma S. and Ray R. Rees Speech, Language and Hearing Clinic and Speech Language and Hard of Hearing Sciences Department already partner with HUSD to provide screening for students at their schools. Staff from these campus units will now partner with the DHPN Family Resource Center to provide on-site speech, language, and hearing evaluations children ages 0-5. These evaluations can inform the need for Special Education services once students enter school.

KINDERGARTEN THROUGH HIGH SCHOOL

INSTRUCTIONAL CORE – PRACTICES TO SUPPORT HIGH-QUALITY TEACHING

At the top of our priorities for the DHPN will be to strengthen classroom instruction across the educational continuum. The purpose of this work is ensure that students are proficient in both core academic and crucial social-emotional skills at each grade level and as they progress into middle school, high school, and post-secondary education and/or careers. This strand of the DHPN initiative will focus on improving teachers’ content knowledge and instructional practice

through professional development, internal coaching, and cycles of inquiry.

Hayward Unified School District recognizes that its students' current academic achievement levels, with most students struggling to develop grade-level proficiency in core academic skills, reflect an urgent need to shift toward evidence-based practices that provide the greatest opportunities for all students to be able to meet academic standards. It has launched a new Literacy Initiative in the current (2022-23) school year. As part of it, HUSD developed a new K-12 Literacy Plan and adopted new evidence-based literacy curricula. These include, for elementary schools, the Benchmark Advance/Benchmark Adelante (for K-6) and Benchmark Phonics/Taller de Foneticas (K-2) curricula, and for secondary schools: HMM: Into Literature.

More generally, HUSD's academic vision and framework for teaching and learning aligns with its commitment to anti-racist, anti-bias education. It emphasizes deeper learning approaches, culturally relevant pedagogy that uses students' cultural and linguistic backgrounds and life experiences as resources to support learning, and an instructional lens of equity, access, and inclusion – to enable students to master core academic while promoting their deeper learning competencies including thinking critically, solving complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets.

HUSD's Literacy Plan guides the district's shift to evidence-based instructional practices. It is informed by evidence that to become proficient readers with strong comprehension skills, both word recognition and language comprehension are essential. It prioritizes explicit and systematic teaching of reading to all students. To this end, it emphasizes (1) Treating oral language development and building background knowledge as essential ingredients for comprehension; (2) Intentional, systemic phonemic awareness instruction; (3) Explicitly and systematically teaching the secrets of how to crack the written code; (4) Creating opportunities for children to “pull apart”

the phonemes in high-priority words and match each one to the grapheme(s) that represent them; (5) Prioritize print as a strategy of first resort for word solving, using meaning and structure to cross-check; and (6) Thoughtfully selecting or creating texts with the decoding opportunities students need to practice. The plan also emphasizes early identification of reading challenges and possible future reading difficulties and how to address these issues, and the development of effective supports to meet students where they are and move them forward as readers.

In the early elementary grades, instruction to promote students' literacy skills development and deeper learning emphasizes shared reading, drawing and writing, and repeated practice to build phonological awareness; small-group differentiated instruction and independent practice for acceleration and remediation; and modeling of metacognitive strategies (thinking out loud as a reader) for reading and comprehending text. As students advance through the elementary grades, instruction emphasizes close readings of more complex, culturally and linguistically rich texts, academic language development, writing exercises, integrating STEAM in literacy block periods, and inquiry projects that connect students' learning across disciplines. In secondary schools, instructional practices include project-based learning, cross-curricular instructional themes and projects, connecting the class-room to the real world via inquiry-based approaches, Socratic Seminars, Kagan Cooperative Group strategies, student-to-student discourse, and use of high-interest novels, dual language materials, and other instructional materials related to students' cultural backgrounds and experiences.

Teachers in all subject areas incorporate deeper learning and culturally relevant approaches. The secondary schools are also in the process of integrating Reading Apprenticeship across content areas, an evidence-based instructional approach with accompanying literacy curricula de-

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signed to improve students' engagement in learning, reading fluency, and comprehension of materials and texts. Students learn how to closely examine both their own reading strategies and processes and those of their teacher and fellow students by engaging in small-group and full-classroom conversations and reflecting upon the thinking process being used while reading.

English Learners receive focused support, including one-on-one and/or small group instruction, provided by English Language Specialists. In the secondary grades, they have opportunities to take elective classes in areas of high interest, which promote their academic language acquisition. Both Chavez Middle School and Tennyson High have World House Programs for EL newcomer students, where they receive targeted support and academic intervention, as needed, for their English language and academic skills development.

The secondary schools offer higher level coursework for high-performing students – such as Algebra and Geometry in middle school and Advanced Placement courses in high school. They also offer elective programs – Advancement via Individual Determination (AVID) and Puente – dedicated to developing students' organizational, study, reading, writing, speaking and self-advocacy skills to advance their college-going plans.

HUSD has invested in several online learning programs to support the monitoring of students' ELA and math skills mastery and diagnostics and to target skill areas needing reinforcement. It is also piloting use of FastBridge Literacy Screener across grades TK-6 to monitor students' reading progress and identify students needing targeted support. The schools offer various academic interventions and supports for students outside the classroom, as detailed below.

Teachers at the target schools will have extensive, ongoing professional development to build their capacity around high-quality teaching strategies and to carry out the district's vision for deeper learning practices. Table 15 lists key areas of focus for professional development and

learning at the target schools.

This PD is provided by district-level coaches (teachers on special assignment), teacher leaders at their sites, via teacher collaboration with their peers, and external expert trainers. It occurs during summer prior to each school year, in monthly internal sessions

(at school sites), weekly 90-minute peer collaborations (in professional learning communities, as departments, grade-level specific meetings, and cross-curricular sessions to engage in data-informed cycles of inquiry, reflection, planning create units, lessons, and cross-curricular projects), video inquiries in staff meetings, peer observations 2-3 times each month to share best practices, and opportunities for outside professional learning.

Table 15 – PD topics at the target schools

- Culturally responsive teaching and the brain
- Instructional lens of equity, access, and inclusion
- Anti-bias, anti-racism awareness and practices
- The science of reading and foundational reading skills (for K-6 teachers)
- Implementation of HUSD’s newly-adopted secondary English Language Arts curricula and scope and sequence planning.
- Utilizing deeper learning practices including stimulating students’ curiosity, making thinking visible and other metacognition activities, student-to-student dialogue, constructing meaning, and closing the feedback loop for students
- Aligning instruction with diverse learning styles
- Reading Apprenticeship
- AVID
- Addressing the learning needs of English Learners in all content areas
- Integrating 21st century technologies into instruction

Two additional professional development initiatives for teachers will be incorporated into

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the DHPN initiative at specific schools:

- Chabot College is working with math teachers at Chavez Middle School to focus on building “math mindsets” to promote student growth mindsets in math learning and increase family engagement through math-focused family workshops.
- The Climate Empowerment Leadership Initiative is an NSF-funded program at Chávez Middle School and Tennyson High School in partnership with teachers, the DHPN initiative, and CSUEB faculty. Teachers are developing interdisciplinary, project-based lessons on climate change and climate justice where students are leveraging math and ELA skills across content areas, learning about the importance of math and science skills in addressing environmental and social issues locally and globally.

FULL-SERVICE COMMUNITY SCHOOL APPROACH

In recent years, HUSD has engaged in a long-term effort to transform its schools into full-service community schools that provide holistic supports to address the needs of children and families in Hayward, serving as service hubs and support systems for the school communities. Some supports—such as Common Core-aligned, culturally responsive curriculum and instruction, Coordination of Services Teams, expanded learning academic assistance and enrichment programs, on-site mental health services for students, school site staff focused on engaging and supporting families, and our Parent Ambassadors parent leadership development and family engagement program—are ongoing at each of the DHPN schools.

As described in the Department of Education’s notice inviting applications for fiscal year 2022 for its Full-Service Community Schools Program, research shows there are certain design features common across full-service community schools that are associated with improvements in teaching, learning and student outcomes.^{lxxxi} The evidence-based features, or pillars of community schools, include providing (1) integrated supports (e.g., social and emotional learning,

access to health and nutrition services); (2) expanded and enriched learning time (e.g., after-school enrichment and summer school); (3) active family and community engagement; and (4) collaborative leadership and practices to support high-quality teaching. These four pillars are supported by the Science of Learning and Development Alliance.^{lxxxii} Below we provide an overview of how the DHPN schools' programs will integrate these four pillars of full-service community schools.

INTEGRATED SUPPORTS

At each school, a site-based **Coordination of Service Team (COST)** is the primary structure for organizing the comprehensive supports (e.g., social and emotional learning, expanded learning opportunities, health and mental health services) for vulnerable students and their families, connecting students and families to appropriate interventions, other services and resources, and assisting them to access and benefit from these supports. The COST is the gateway to pipeline services and other resources on and off 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. The Site Leadership Team's work to integrate and coordinate all supports for students and families and tiers of intervention will enhance the ability of the COST to manage students who need more support in a way that does not disrupt their classroom learning.

The **COST** at each school is a multidisciplinary team of individuals and partner agencies providing on-site services. It receives referrals of students needing additional support. Most commonly, students are referred to the COST (by teachers, other staff, or parents) for poor attendance, academic struggles, classroom behavior problems, or health, social emotional, or mental health concerns. The COST meets weekly or biweekly at a set day and time to triage available supports for struggling students who have been referred to the COST. The team meets to review referred students and discuss each student's 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. As noted earlier, in 2021-22, a total of 1,697 students (22%, more than one of every five) at the 11 target schools were referred to the school COST. 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, either the school’s Community School Specialist or COST Specialist will serve as coordinator of the COST. The school COSTs are supported by a districtwide professional learning community for COST coordinators and engage in a continuous improvement process, with a structured succession of tasks each year, designed to strengthen their COST’s functioning and impact over time and inform yearly school planning conducted by the Site Leadership Team.

At each school, the COST is a gateway to the school’s **Multi-Tiered System of Supports (MTSS)**. MTSS is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of students. In recent years, each HUSD school has been building out its MTSS, which organizes and leverages the school community’s resources to create a safe and positive school climate, address obstacles to students’ full engagement in learning, and promote their wellbeing and success in school and beyond. The MTSS follows the Response to Intervention model, with three tiers of supports (universal, targeted, intensive). Table 16 presents the tiered supports the target schools can draw on for students in the academic, attendance, and behavioral spheres, ranging from preventive measures to more intensive, individualized interventions. Many of these supports are described below in our discussion of the pipeline services available to DHPN students and families.

Table 16. Tiered supports in HUSD schools	
<p><i>Tier 1: Universal (Preventive)</i> Apply to ALL students at a school. Designed to create a safe, supportive</p>	<ul style="list-style-type: none"> ● Attendance promotion to families ● Positive Behavioral Intervention and Supports (elementary schools)

Table 16. Tiered supports in HUSD schools	
<p>classroom/ school climate; keep parents informed about instructional programs, school climate efforts, and the importance of school attendance for their children’s success; and make classroom instruction accessible, relevant, and effective for all students.</p>	<ul style="list-style-type: none"> ● Culturally relevant pedagogy ● Deeper learning strategies ● Social-emotional learning integrated into classroom instruction ● Vision and hearing screenings ● Teacher professional development in areas such as implicit bias, anti-racism, trauma-informed practices ● Workshops on risks for adolescents and prevention strategies, for parents/guardians and their children (secondary schools) ● School-based health centers (high school)
<p><i>Tier 2: Targeted</i> Specific interventions that can be applied quickly and effectively to a small group of students who are not responding to Tier 1 and need additional short-term support (10-15% of students)</p>	<ul style="list-style-type: none"> ● Check-ins (focused on attendance, academic support, behavior) ● One-on-one and small group skills reinforcement for English Learners ● Academic support, enrichment, and other youth development activities before and after school and in summer ● Credit recovery (high school) ● School and CWA worker outreach to families for chronically absent students ● School Attendance Review Board ● Psychoeducational support groups

Table 16. Tiered supports in HUSD schools	
	<ul style="list-style-type: none"> ● Restorative circles and other restorative practices (secondary) ● Reflection room supervision to advance restorative approach and reduce out-of-school suspensions ● Referral to health care access and services ● Teacher support (coaching) from on-site clinicians for target classrooms and groups
<p style="text-align: center;"><i>Tier 3: Intensive</i></p> <p>Highly intensive, focused, individualized interventions for the small number of students (~5%) who do not respond sufficiently to Tier 1 or 2 supports</p>	<ul style="list-style-type: none"> ● IEPs and 504 plans ● Individualized student support (special education services, crisis intervention, social-emotional counseling, mental health counseling, clinical case management, behavior plans) ● SARB and Court mediation for ongoing truancy ● Family counseling

EXPANDED AND ENRICHED LEARNING TIME

Each school in this proposal offers expanded learning programs for students, HUSD’s Youth Enrichment Program (YEP). The YEP operates daily after school during the school year. Elementary and middle school YEPs also operate before school daily. The YEP also operates in the summer at some schools. The YEP has been supported by several grants from the California Department of Education for many years. It is a key venue to provide academic and other support for struggling students, including opportunities to engage in enriching activities they would not have access to otherwise, have regular physical activity, and develop friendships with their peers and positive, supportive relationships with caring adult staff. Enrichment activities in the

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elementary school YEPs include a variety of arts programs, gardening, cooking, robotics, and sports activities. Secondary school YEPs combine combines daily academic support activities with interest-based enrichment activities organized as student clubs, MakerSpace programs, sports, dual enrollment programs in which students have the opportunity to take college-level classes and earn college credits, and credit recovery programs (for high schools). We have found that, in addition to helping students develop academic and other skills, regular participation in the YEP helps students feel more strongly connected to their school and more ready and motivated to learn. The YEPs will serve about 20% of all students, approximately 1,600 students in all, at the DHPN schools.

ACTIVE FAMILY AND COMMUNITY ENGAGEMENT

The DHPN initiative will incorporate various family and community engagement and support strategies at HUSD schools. Much of this work will be carried out or supported by each school's Family Engagement Specialist (FES). The FES' role includes helping coordinate and conducting outreach to parents regarding school activities and events, leading workshops for parents/caregivers, reaching out to families of students who are frequently absent, connecting parents to community resources, and recruiting family members to volunteer at the school.

In addition, each school has a Parent Ambassador, a school parent who receives training to conduct outreach to school families, supports and extends the FES' 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.

The DHPN schools extensively engage the community not only through their family engagement work, but also in HUSD's community partnerships that help us support children and

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families. This includes partnerships to support the development and deepening of effective community school models at the target schools (Alameda Center for Healthy Schools & Communities); provide and/or fund on-site mental health services (with the City of Hayward Youth & Family Services Bureau, La Familia, Fred Finch Youth Center, East Bay Agency for Children, and the Alameda County Center for Healthy Schools & Communities); school-based health services at Hayward and Tennyson High Schools (Tiburcio Vasquez Health Clinic); career technical education classes and career exploration opportunities (Eden Area Regional Occupational Program); student success coaching and mentoring (CSUEB); dual enrollment/college experience opportunities for students (Chabot College); prevention and intervention programming for families (Eden Youth & Family Center), and professional development for teachers and other school staff to advance the use of restorative practices (Circle Up Education), among others. These partnerships, the agencies' roles, and the community resources we will leverage to support the full-service community schools approach at the target schools are detailed elsewhere in this narrative.

COLLABORATIVE LEADERSHIP AND PRACTICES TO SUPPORT HIGH-QUALITY TEACHING

Several components will advance collaborative leadership at the DHPN schools.

Most of the schools will have a full-time Community School (CS) Specialist, funded via state or federal Community Schools grants, who will be instrumental in implementing a shared leadership model and integrating various existing leadership groups. The Specialist will assume many responsibilities formerly held by school leaders, enabling the latter to better focus on providing instructional leadership. The CS Specialists will coordinate school Coordination of Services Teams as well as pipeline services beyond core academic instruction on behalf of students and their families. They will coordinate community partnerships and seek out new ones to

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help address students' and families' needs. Overall, their role will be to create structures and systems that integrate and align all academic and non-academic student and family support systems and available community resources, allowing our schools to optimally leverage resources to enable students to thrive and succeed. 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 Specialists will be part of a district-wide professional learning community that will meet regularly with the district Community Schools Director and Coordinator to receive training and support and to share effective practices, challenges, and problem solve. Staff from Alameda County's Center for Healthy Schools & Communities will provide technical assistance to the CS Specialist PLC.

Importantly, each site's School Leadership Team (SLT) will both guide the development, implementation, and continuous improvement of the community school approach and help triage, coordinate, and monitor the impact of interventions and other supports for struggling and high-need students. To support this, HUSD will expand the SLT's composition to include school leaders and the school's Community School Specialist (or COST Specialist), teacher leaders, Family Engagement Specialist, After-School Site Coordinator, and Campus Safety Officer. The overall purpose is for SLTs to provide a central venue for key stakeholders to take part in school planning and decision-making, particularly in establishing goals for the school, developing the yearly Site Improvement Plan (called the Single Plan for Student Achievement), planning school programs and services, establishing and coordinating partnerships, and budget allocations.

Earlier we describe the "practices to support high-quality teaching" pillar of the community school model to be implemented and the professional development to support them at the DHPN schools.

ACADEMIC AND TRANSITION SUPPORT

Our pipeline includes various extracurricular supports for students who may be struggling in the academic realm. Each school has a process for identifying “focal students” who are underperforming early in the school year and for connecting them with targeted support.

Skills enforcement strategies and activities. The schools offer various in-school academic supports. They include small-group instruction during classrooms; a Leveled Literacy intervention, which is a daily, intensive, small-group instruction intervention that supplements classroom literacy teaching; for English Learners, weekly small-group or one-on one instruction by the on-site EL Specialist to support their reading, writing, speaking, and listening skills development, as well as opportunities to take elective classes in high-interest areas which promote their academic language acquisition. At the secondary schools, teachers and counselors may encourage focal students to pursue real-world applications to accelerate development of writing skills, such as participation in student publications or poetry clubs, or assign project-based learning opportunities that focus on financial literacy and other life skills that utilize mathematics.

Academic support in expanded learning programs. Students who are struggling to meet learning expectations will have priority for on-site academic assistance and academic enrichment programs provided during school and in out-of-school-time programs. HUSD’s Youth Enrichment Program (YEP) operates before and after school at the DHPN elementary and middle schools, daily after school at all of the schools, and in summer at some schools. These programs are supported by California After School Education & Safety grants and federal 21st Century Community Learning Centers grants, and Expanded Learning Opportunity Grants, awarded by the California Department of Education. They regularly serve about 20% of students at each school. Each school offers academic support along with other enrichment, youth development,

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and physical fitness activities. Students in YEP at the elementary and middle schools participate in one hour of homework support and tutoring daily. At the middle schools, English Learners can take part in after-school tutoring academies. Middle school students who are struggling in math are referred for intervention using the IXL platform, which helps them master the skills needed to succeed in Algebra in 9th grade along with the use of various learning technologies.

Age-appropriate enrichment activities in the YEP further support students' academic, social-emotional, and other 21st century skills, and physical fitness. They vary across sites, but may include, at the elementary level, arts (dance, mural painting, crafts, music, drama), spelling bee, gardening, cooking, reading time, robotics, chess and other games. At the middle and high schools, enrichment activities are organized as clubs, and students can switch their schedule of enrichment activities each quarter or semester. Club choices vary from site to site based on student interest, but include gaming, visual arts, performing arts (including different dance genres like hip hop, step, ballet folklórico, and martial arts), coding, culinary arts, STEM, robotics, gardening, mindfulness/yoga, MEChA (Movimiento Estudiantil Chicano de Aztlán), Black Student Union, Polynesian Club, and Gay Straight Alliance. To ensure programming stays relevant, students can create new clubs based on their interests by proposing a theme, recruiting members, and identifying a Program Leader (a YEP staff member) to lead it—a process that promotes the development of leadership and other 21st century skills. Each middle school YEP also hosts an 8-week MakerSpace program each year, which promotes skills including creativity, critical thinking, and collaboration through learning and innovation; facility with today's technologies; and career-related knowledge and skills. Students participate in a STEAM curriculum that introduces them to careers in the fields of engineering, entrepreneurship, graphic design, multimedia, and more. A mobile Makerspace offers students substantial exposure to exciting technological

tools, including 3D Printers, laser cutters, virtual reality goggles, 360 cameras, and t-shirt presses. In the Makerspace, students personalize their learning by creating drones, robots, or t-shirts based on their own designs while working collaboratively with peers. Some schools offer nutrition education or health classes, yoga and mindfulness. In addition to dance, students in the YEP can regularly participate in soccer and other sports. As noted, approximately 20% of students at the target school (about 1,600 students in all) will attend the YEP regularly.

At each school, the YEP Site Coordinator will participate on the Site Leadership Team and COST, and help recruit students who could benefit from the academic support, enriching activities, friendships, and supportive relationships with caring adults available through the YEP.

Homework support and tutoring. Students will have additional opportunities to receive academic assistance after school through the City of Hayward’s Family Homework Support Center services, which will be provided at four DHPN school sites and two Hayward Library locations. These services will reach approximately 900 young people each year. Tutors work with students in small 4:1 group ratios. Tutors are recruited from CSUEB and Chabot College’s STEM, MESA, and English programs and complete five hours of literacy training before tutoring students. Some of the tutors will be bilingual (English/Spanish), to better serve English Learners. Students have access to Wi-Fi, printing, computers, tablets, school supplies, and learning manipulatives while receiving tutoring, as well as to HUSD meals. In addition, students can access to real-time tutoring through Tutor.com, available Monday-Sunday, from 1 pm-10 pm.

Credit recovery and case management. To enable DHPN high school students who have fallen behind on their graduation requirements, the YEP at the DHPN high schools 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. This intervention will reach from 200 to 350 students per year.

In addition, DHPN partner Eden Area Regional Occupational Program 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 DHPN partner for additional services. Approximately 30-40 students will receive this support in year 1, increasing gradually to 55-65 by year 5.

SUPPORTING SMOOTH TRANSITIONS

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

STEMulate Summer Pre-Algebra Academy (for rising 7th and 9th graders). The middle and high schools will offer a summer bridge program for students entering middle school or high school, to help them accelerate academically and to establish positive connections with their peers and supportive adults at school. This STEMulate Summer Pre-Algebra Academy is a 50-hour program held over seven days in June. It engages students in math, science, and coding instruction, and exploring different career pathways in STEAM fields, such as engineering, culinary science, health careers, and communications in fun and engaging ways. Students learn by doing through a project-based learning approach. HUSD has established a relationship with the Silicon Valley Education Foundation to integrate an evidence-based math curriculum into the

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Summer Academy, utilizing the ELEVATE Math program, which frontloads supplemental accelerated instruction in math readiness so that students can succeed in their next-level math course in the Fall. Teachers also engage students in a growth mindset curriculum designed to challenge students' perceptions about math and what they are capable of achieving. Students in the program work with peers on team projects and gain academic and career-related skills while practicing social-emotional and workplace skills such as collaboration and communication. They learn about STEAM careers, related college programs, and college readiness through weekly lessons, specialized tours of local colleges and universities, and opportunities to meet STEAM professionals. Team-building activities (games, sports, and other group activities) further foster social-emotional skills. In addition, students have opportunities to be mentored by HUSD high school students during the program, who co-develop and co-lead team building and other activities and provide support and guidance to younger students, developing leadership skills in the process. Working in collaboration with the feeder elementary schools, the middle schools will develop lists of entering 7th grade students and rising 9th graders who need support in their core academic skills, based on teacher recommendations, and assist with outreach to invite students to participate in the summer academy. This program will serve 150-175 students in year one, increasing each year to reach 250-300 in year five

The *Pipeline to College (P2C) Middle to High School Transition program* will build on 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. Focusing on 7th and 8th grade students at the middle schools 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

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individual assessments, afterschool tutoring, academic planning, college readiness and planning workshops for parents and students, monitoring students' academic progress, guest speakers, field trips, and other events. It will include a career exploration curriculum, with a focus on health, engineering, and digital media careers, which are aligned with the Biomedical Science and Engineering career pathways at Hayward High and the Multi-Media Academy at Tennyson High. 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. This program will serve approximately 500 students each year.

Transition supports for newcomer students. Chavez Middle School and Tennyson High School both have special “World House” programs designed to support the transition of newcomer students, including unaccompanied immigrant youth, to our school system and community and enable them to succeed in school. Staff funded by this grant, including a Newcomer Service Coordinator, an English Language Learner Specialist, and a Counselor, will support these students by providing English language instruction and intervention, collaborating with teachers and other school staff to target supports available at the schools for these students, and providing case management services and linkages for the students and their host families to community resources they may need. These supports will reach the approximately 350-400 such students at Chavez and Tennyson each year schools.

The ***Summer Youth & Sports Program***, offered by Chabot College, is for middle and high school students, combining sports activities with tutoring, career exploration, academic planning, and college readiness and planning workshops. It will be offered at Chabot College over a four-week period during the summers, serving 50-75 students each year.

• ***Student Success Coaching.*** Three staff from CSUEB will serve as Student Success Coaches, supporting students in areas including school attendance, credit recovery plans, being promoted on time to the next grade level, graduating from high school, and transitioning successfully to college, who will prioritize supporting students from underserved groups and prospective first-generation collegegoers. Each DHPN high school will have a .5 FTE Student Success Coach. They will monitor students' academic performance on an ongoing basis; connect students to tutors from CSUEB's Promise Interns program, the career center, credit recovery offered by HUSD and Eden Area ROP, and other resources; and 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, introduce and connect them to affinity groups and programs at CSUEB and Chabot College (see below), and assist students in preparing college and financial aid applications. In addition, other Student Success Coaches (1.5 FTE) will assist students who enter CSUEB, orienting them on college life, expectations, and available resources; advising them on specific questions they have and challenges they face, partnering with academic advisors and other campus units, and connecting students to peer tutoring and other campus support services to help address students' non-academic needs. The program will serve 100-150 high school students in year one, increasing by 25 per year to reach 200-250 students in year five, and 150-250 students at CSUEB each year.

Bridge to College dual enrollment. In this program, students in both middle and high school can take college courses in humanities, business, performing arts, American Sign Language, and other fields. Classes are taught at each school site by faculty from Chabot College, also located in Hayward and an important HUSD partner. HUSD is the only district in Alameda County to provide college classes to middle schoolers. The program targets first-generation college-goers,

introducing them to college-level academics and college requirements. It includes college and financial aid orientation workshops for students and their families. Up to 100 students in year one, increasing by 25 per year to up to 200 in year five, will take dual enrollment through the agreement between HUSD and Chabot College.

ATTENDANCE SUPPORT

District staff and school Family Engagement Specialists are trained to communicate with parents about the importance of attendance in a supportive way, including its impact on academic achievement, and to give clear reasons why absences matter. However, as noted, chronic absenteeism is widespread at our schools, causing students considerable loss of learning time. Tiered supports at the schools promote student attendance and address attendance problems.

For students who are frequently absent from school, some of the attendance supports and interventions are allocated by the school Coordination of Services Teams. For instance:

- Support provided by teachers or Academic Counselors may include weekly academic check-ins and offering incentives and awards as positive reinforcement for regular attendance. Incentives may include recognition via gift certificates, postcards, stickers, assignment passes, or BARK bucks to claim prizes.

- Students whose attendance problems are health-related may be referred to the district's School Nursing program or on-site mental health counseling or school-based health services (at Tennyson and Hayward High).

- 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.

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- Students experiencing difficulties such as stress, anxiety, grief, loss, social isolation, or conflict can be referred to the Social Emotional Support Counselor at their school, for adjustment and counseling support individually or in small groups or restorative circles.

Moreover, the DHPN schools and HUSD's Child Welfare & Attendance (CWA) Office 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. The steps include:

- (1) calls or notes from a school attendance clerks, to try to find out the reason for absenteeism;
- (2) excessive absence and 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) outreach to the family by CWA Outreach Workers, via phone calls, home visits, to work with the family to address the attendance problem;
- (4) attendance meetings at the school with the Principal and other caring and supportive adults at school to address key issues and re-engage student and families with the school community;
- (5) referrals to the HUSD School Attendance Review Board (SARB), to develop a plan to address attendance problems, for the more serious circumstances when students and families need a higher level of community resources, including attendance case management; and
- (6) referrals to Alameda County agencies for further services.

Youth Advisory Council. This initiative, a program of DHPN partner Eden Youth & Family Center, recruits, trains, and supports youth to be advocates for their community. Youth leaders, recruited from the DHPN high schools, are passionate about their community and helping their peers choose positive alternatives to alcohol, tobacco, and other drugs. They also advocate for policy changes and were instrumental in passing the ban on flavored tobacco and vaping devices being sold in Hayward, in 2021. Twelve youth will be on the Council in year one, increasing to

15 in year two and 20 in years three through five.

SOCIAL-EMOTIONAL AND BEHAVIORAL HEALTH SUPPORT AND HEALTH SERVICES

Sown to Grow SEL program. HUSD is piloting the integration of a social-emotional learning program, Sown to Grow, into classroom instruction at its middle schools, with plans to scale it to other schools. Sown to Grow to grow is an online tool intended to support growth mindset and student agency in learning. Its curriculum, designed for different grade levels, is closely aligned with the Collaborative for Academic and Social Emotional Learning's (CASEL) framework, which helps cultivate skills and environments that advance students' learning and development. It utilizes lessons and a weekly SEL check-in and feedback process that helps students apply critical SEL skills (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) while giving educators real-time insights into the wellbeing of students. There are weekly lessons that are accessible and engaging to students, and relevant to their lives. Each week students are invited to share their current emotional well-being. The curriculum and platform allow students to set learning goals, track their own emotional check-ins and progress over time to gain a glimpse of how their own wellbeing is evolving, and write reflections on the learning strategies that work best and how they can maintain or improve their performance. It enables teachers to build connections and deeper relationships with students. Teachers and other school staff are able to view and measure each student's journey over a given period, receiving personalized suggestions from the tool to monitor each student's progress, and proactively support those who are struggling. Community School Specialists or COST Coordinators will be trained on the platform, how to read the information presented and to look for indicators of students needing support via the Coordination of Services Team. The program also yields data insights to help school leaders create a safe and supportive learning environment, and for

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district leaders to build, measure, and grow student support systems. HUSD has developed a new SEL website, with helpful resources, to support teachers and other school staff in incorporating Sown to Grow and other social-emotional learning supports into classroom instruction and students' school experiences in general.

For students experiencing behavioral and social-emotional problems, such as difficulty focusing on learning, disrupting class, defiant behavior, fighting, or being suspended, the schools' COSTs will leverage interventions in their MTSS to help students have the supports and develop the skills needed to meet school behavioral expectations, improve their motivation, and better engage in learning while strengthening their overall social and emotional wellness.

Check in/check out is an intervention for students who need support that doesn't rise to the level of need for 1:1 counseling, in which they are assigned by the COST to have daily check-ins and check-outs with a teacher or other supportive adult at school.

Social-emotional counseling. In 2021-22, HUSD piloted assigning Social-Emotional Counselors (SEC) to each school. Their role includes: (1) Providing Tier 3 counseling support for struggling students; (2) Engaging vulnerable students in groups to build the social-emotional skills essential for learning, getting along with others, and navigating education and adult life; (3) Training teachers on integrating SEL into instruction; (4) Training teachers and other staff to respond appropriately to student behavior challenges, as well as in mental-health first aid, trauma awareness, and strategies to promote their own wellness and resilience; and (4) Equipping parents to support their children's social-emotional well-being, engagement, and success in school.

Small group intervention. At the secondary schools, students can be referred to on-site psychoeducational support groups and therapeutic groups led by on-site clinicians from HUSD community partners providing on-site mental health services, addressing topics such as effective

communication skills, anger/stress management, grief support, peaceful conflict resolution, and strengthening decision-making skills.

Counseling and case management services. Students with greater need for support can be referred to on-site clinicians for 1:1 services, as appropriate, including development of student behavior plans, mental health assessments, individual counseling, family counseling, and clinical case management. At the target schools, these services are provided by either clinicians employed by HUSD, or by community partners such as the City of Hayward Youth & Family Services Bureau, Alameda County Center for Healthy Schools and Communities, La Familia, East Bay Agency for Children, Fred Finch Youth Center.

Restorative practices in school and expanded learning programs. HUSD is working to develop a restorative culture at its secondary schools, in order to promote a positive school climate and reduce use of punitive disciplinary measures. During the current school year, it is launching Restorative Climate Teams at the secondary schools, to lead the implementation of a more proactive approach to discipline. They are receiving training and coaching in Tier II and Tier III restorative approaches to conflict. These include: (1) Educating students and families about what is and is not appropriate behaviorally, via parent meetings, workshops, student town halls, and schoolwide assemblies; (2) Having each teacher teach to specific behavioral expectations based on the locations within our school sites, utilizing the Positive Behavioral Interventions & Supports framework; (3) The use of “reflection rooms” for students involved in behavioral problems, and (4) Referral of students who have had fights or other serious conflicts with their peers through Coordination of Services Teams to restorative circles to respond to conflicts, repair harms, and reintegrate students.

The restorative circles are convened to create a space for students who have experienced and

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caused harm (and in some cases their families) to work together to repair it. This approach uses incidents that might otherwise result in punishment to offer opportunities for students to become aware of the impact of their behavior, understand their obligation to take responsibility for their actions, and take steps toward making things right. Conflicts are managed and peacefully resolved via staff-mediated conversations between students and families. Students are provided reflective assignments as a tool for learning about making better choices. In the years ahead, the schools will deepen their use of restorative practices at the target schools and extend their use to our expanded learning programs during the school year and in the summer.

At each school, a Campus Safety Officer will help promote a safe, supportive, school climate and culture. The CSOs will advance HUSD's priority on using non-punitive approaches to disciplinary issues, by working to establish and maintain positive relationships with students, utilizing de-escalation, peaceful conflict resolution, and restorative practices, in addition to enforcing school policies and responding effectively to crises.

Care Solace. Care Solace is a 24/7 online resource that connects students and parents/guardians to non-school-based counseling and other mental health services. Its navigation system taps into a large database of mental healthcare resources to help find carefully vetted local therapists and programs in minutes. Staff at the target schools, on-site clinicians, or others, can submit a request to Care Solace in instances such as when school-based providers are full, when a family wants support and school-based services are not appropriate, when there is a language and/or insurance need that can't be met by school-based services, or when school-based providers decide a referral to longer-term care is appropriate. Staff can refer families to Care Solace via phone, email, or its self-serve website portal, and assist them to access the service. Parents/guardians can also access Care Solace directly through its website portal.

School-based health centers. Both Hayward High and Tennyson High have on-site school-based health centers, operated by DHPN partner Tiburcio Vasquez Health Center. At these centers students can access a variety of prevention and intervention services in a confidential youth friendly environment. They include diagnoses and treatment of minor illnesses and injuries, first aid, physical exams and sports physicals, and specialty medical referrals; reproductive health services including reproductive health counseling, pregnancy testing, condoms and other birth control options, and STI testing and treatment; and health education conversation/support groups.

SCHOOL-BASED STRATEGIES TO ENGAGE AND EMPOWER FAMILIES

Family Engagement Specialist support. Each school has a full-time Family Engagement Specialist (FES) 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 school day and in the after-school program), and connecting families to needed community resources. They will host a monthly series of on-site presentations and workshops for families, on topics such as understanding your child's grade point average, building stronger partnerships and relationships at home, understanding and promoting your children's social-emotional learning, navigating the transition to high school, and using HUSD's Parent Portal to continue to build school to home communication and support. At each school, the FES will participate on the Site Leadership Team and COST, and help to triage service linkages for students and families and to coordinate the work of outside partners at the school.

Familia Adelante prevention and coping skills program. The DHPN high schools will host

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a prevention, coping skills, and harm reduction program for students and families known as Familia Adelante, provided by community partner Eden Youth & Family Center. This evidence-based program is tailored for at-risk Latino youth, but is relevant for all young people and families. In weekly workshops over a 12-week period, staff from Eden Youth & Family Center will engage students and their families in learning about areas including acculturative stress, stress-coping skills, substance abuse prevention, sex education, HIV risks, and education through a cultural lens. Families will also learn techniques to help the youth overcome and reduce risk factors and stressors. The program will equip young people to navigate their adolescent years successfully, with the support of their families, while strengthening their connections to their schools and other social institutions. It will serve 250 high school students and 20 parents/caregivers in year one, increasing to 300 students and 25 parents/caregivers in year two, and 400 and 30 in years three through five.

Parent Ambassador Program. In HUSD's Parent Ambassador program, each school site has a designated parent volunteer serving as Parent Ambassador. The program is coordinated by a specialist from community partner agency La Familia, who acts as a liaison between the district and the parent community with an overall goal of supporting the educational success of all students while promoting the parent voice. The La Familia specialist trains the Parent Ambassadors to conduct outreach to school families, to support and extend their school's Family Engagement Specialist's work. The 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 school activities, and help link families to needed health and other resources at the school and in the community.

HUSD Parent University. HUSD's Parent University hosts a range of workshops, classes

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(e.g., yoga, capoeira, art, photography, ballet folklórico; English and a Second Language classes that integrate life skills and parenting skills; 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, Fatherhood Initiative) 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 out-reach staff from our partner agencies will promote Parent University offerings in our school communities and assist families to take advantage of them.

COLLEGE AND CAREER PREPARATION AND SUCCESS

Two of the DHPN high schools have career pathway programs – in Biomedical Science and Engineering at Hayward High, and in Multi-media and Farm 2 Fork at Tennyson. As noted, Chabot College's Pipeline to College Program for middle school students will include a career exploration curriculum aligned with these pathway programs.

During high school, students will have the opportunity to enroll in other pathway and ***Career Technical Education courses and programs, with college credit***, provided by Eden Area Regional Occupational Program. These pathways will align with and explore high-growth industries and occupations in our region, including in Education, Engineering, Law, Medical Careers, Entrepreneurship, Culinary Science; First Responder (Fire Science/EMT); Welding Technology; Automotive Technician, and Photography. Students in these pathways will learn about specific career opportunities and post-secondary educational requirements necessary to meet their educational goals while developing the skills needed to be successful in the pathway. To strengthen the pathways and support smooth transitions, students will be provided opportunities to interact with businesses via work-based learning activities. Some of the students will also earn college credits for completing a one-year pathway, through articulation agreements EAROP maintains with

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Chabot College and other community colleges in our region. Up to 700-800 high students will take Career Technical Education courses at Eden ROP each year, and from 50 to 100 will earn early college credit as part of this program.

As noted, in the Bridge to College program, after-school programs at the DHPN schools will offer dual enrollment classes taught by Chabot College faculty in which students can earn both high school and college credits while gaining experience taking college-level classes.

Promise Interns: The CSUEB Service Learning Coordinator recruits Promise Interns (up to 30 each year), trains them, and places them in HPNs partner programs and provides young people with the services and support to succeed as college students. When placed in partner programs co-located in the one of the DHPN schools, CSUEB Promise Interns gain a wide variety of internship/volunteer experience while at providing real-life examples to younger children that they too can succeed in college. Most of the Promise Interns recruited attended an DHPN high school. Some of them will be recruited through CSUEB's College Corps community service program. From 10 to 20 interns each year will interact with and support a total of 1,200 to 1,500 students at the DHPN schools.

Pioneers with Promise: This CSUEB program will provide mentoring for would be first-generation college goers interested going to CSUEB and their families, starting in students' sophomore year in high school. It will prioritize serving English Learners and African-American students. Participants will be nominated by teachers, counselors, and community-based agencies. The Student Success Coaches and Promise Interns from CSUEB will orient the high school students and their families about requirements for admission to CSU, costs and financial aid, the application process, college academics and college life, and take them on tours of the campus. The program will serve 35-55 students in year one, increasing by 10 students per year to reach 75-95 students by year five.

The majority of graduates from the DHPN high schools who go on to college enroll at

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Chabot College, followed by a smaller number at CSUEB. Both colleges are located in Hayward and offer many supports to promote college retention and completion especially for first-generation college-goers, like most alumni of the DHPN high schools.

College scholarships. First-year students at Chabot College will not have to pay tuition, through the Chabot Promise program, which is part of the California College Promise Grant. Many DHPN students who go to CSUEB will qualify, based on their family's income, for Cal Grants from the California Student Aid Commission that cover their tuition and fees, or California Middle Class Scholarships that cover a portion of these costs. Students must submit the FAFSA or, if they are undocumented, the California Dream Act Application. In addition, CSUEB is committed to awarding scholarships to some graduates from DHPN high schools – approximately 2-5 in years one and two, 4-7 in years three and four, and six to 10 in year 5.

Both schools are both Hispanic Serving Institutions (HSI) and Asian-American and Native American Pacific Islander Serving Institutions (AANAPISI), with particular programs and supports for students from these populations. Both schools have established many programs and resources to assist students to persist in their fields of study and meet their educational goals, including supports tailored for first-generation college-goers and students who enter college underprepared for college-level academics. For instance, Chabot College's Learning Connection offers a comprehensive array of student academic support services based upon current research and findings from Chabot's Center for Teaching and Learning and the college's Review Process. Services include a Math Lab, no-cost tutorials, a Writing and Reading Across the Curriculum Center, in-class Learning Assistants, and a Language Center that provides English as a second language and world language learning support. Both schools also have cohort or theme-based programs with tailored supports dedicated to enhancing students' cultural and educational experiences, some of them related to particular racial/ethnic groups, such as Puente (Latino) and Umoja/Sankofa (African-American). Students from the DHPN high schools who enroll in

Chabot College or CSUEB will have access to the following programs and supports.

The Summer Transition Empowerment Program (STEP) is a 10-day immersive summer bridge program at CSUEB for incoming first-year and transfer students from underserved backgrounds, an opportunity for them to experience college life and help smooth the transition from their previous school, college, or other endeavor.

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

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

Chabot College have opportunities to visit CSUEB and other California State University campuses and University of California campuses. They can attend Puente student conferences and events at other colleges to meet and network with students and professionals.

Educational Opportunity Program (EOP). This program, which operates at both Chabot College and CSUEB, provides advising for California students with economically and educationally disadvantaged backgrounds. EOP serves qualifying students who have a history of low income, need academic support services, and demonstrate the potential to succeed in college. Supports provided through EOP include book vouchers and grants, academic counseling, free tutoring, and career and transfer preparation support.

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

Other special programs to support students at Chabot College to succeed include:

TRIO ASPIRE, a federally funded program designed to provide in-depth academic support and motivation to low-income, first generation students to graduate from Chabot College and/or

transfer to a four-year college or university. Students receive academic counseling, priority registration and enrollment assistance, assistance developing their Student Educational Plan, access to tutoring and study groups, college readiness and success courses, individualized mentoring, case management, career exploration workshops, cultural enrichment activities, and transfer assistance, including campus visits to local four-year colleges and universities.

Umoja is a statewide program that has helped thousands of educationally disadvantaged students graduate and/or transfer to four-year colleges and universities. It addresses students' needs through academic and personal counseling, curriculum focused on African American history, literature, and culture, and participation in a community of students that go on college tours, host spoken word events, movie nights, support groups, community service, and many other activities.

The *Guardian Scholars Program* is designed to ensure that youth transitioning from the foster care system have the help, resources, and support services they need to succeed at Chabot College. Students receive priority registration, financial aid support, academic and transfer counseling, career/vocational planning assistance, and opportunities to participate in social gatherings and community outings.

At CSUEB, other programs support college retention and degree attainment, prioritizing serving students from historically underserved groups:

The *EXCEL program* provides a variety of educational services for Cal State East Bay undergraduates who have a demonstrated academic need and are low-income, first-generation college or disabled. The major goals of the program are to increase the retention and graduation rates of program participants and to create a supportive environment that encourages academic success. It is funded by the U.S. Department of Education. The program

GANAS (Gaining Access 'N Academic Success) is a CSUEB innovative access and retention program that serves newly arrived community college transfer students, a pathway that will

be common for DHPN youth who first attend Chabot College. GANAS is open to all students. It provides a supportive environment that focuses on Latina/o and multicultural content. Students participate in a one-year cohort experience paired with intensive counseling and mentoring. Latino/a faculty who are committed to student success teach GANAS courses. As GANAS students continue at CSUEB, they are encouraged to serve as role models and mentor future students, and promote CSUEB as an "Effective and Friendly Hispanic Serving Institution."

Pacific Islander Asian American (PIAA) is an innovative access and retention program that aims to validate and develop first-year and continuing students while cultivating a space that provides them a sense of belonging to further navigate their personal, academic, and professional journeys. Rooted in culture, community, and bridge-building, the PIAA Program provides an academic support environment that recognizes and celebrates Pacific Islander and Asian American identities and experiences in an inclusive context.

The ***Sankofa Scholars Program*** is an innovative access and retention program that aims to smooth the process of transition for community college transfer students to CSUEB and increase the baccalaureate degree attainment of program participants. Sankofa provides a supportive learning environment that focuses on African American and multicultural content, supporting its students and addressing the challenges they face as they enter CSUEB. Sankofa enables students to integrate their home identities with their school identity by creating a sense of community within the cohort. Sankofa is open to all students.

The ***Renaissance Scholars program*** provides a variety of educational and support services for former foster youth attending CSUEB. The major goals of the program are to increase educational opportunities for former foster youth; improve the retention and graduation rates of program participants; and to create a supportive environment that encourages academic success.

Project Rebound is a program that supports the higher education and successful reintegration of formerly incarcerated individuals wishing to enroll and succeed at CSUEB (and other

California State Universities. By connecting students with critical resources, Project Rebound constructs an alternative to the revolving door policy of mass incarceration and increases community strength and safety. In 2018 and 2019, Project Rebound students had higher retention/persistence rates than their peers at CSUEB overall. From 2018 to 2020, no students (0%) in Project Rebound recidivated, compared to 50% of formerly incarcerated individuals statewide.

As noted earlier, students from CSUEB, many of them alumni from DHPN schools, will be placed in DHPN target schools and with DHPN partners to serve as tutors, mentors, and program assistants, to support students to succeed academically, graduate, and be prepared for college and careers. The service learning program will also serve the dual purpose of promoting college retention and completion. Service Learning students will receive coaching and personal and professional development throughout their experience that will result in transferable skills that promote their success in future careers. CSUEB Service Learning students are often struggling with the costs of attending University. The majority are the first generation to attend college and they come from families who are struggling to make ends meet as well. These students often must work to pay for even the basic necessities. It is important that we provide them with a stipend so they can work in positions that are aligned with their career goals and future success. If we were not able to pay them they would certainly go off campus to find other work. We see this as an equity issue for our students, that in order for them to do this meaningful work they need a boost and the stipend provides that boost.

Teacher/Educator Pipeline. This program is a unique opportunity to create a pipeline of future educators from Chabot College to CSUEB. The program targets students at Chabot College who are interested in pursuing a career in education. The students work closely with the Pathway Coordinator who mentors the students, provides work-based learning opportunities, and monitors their transfers to CSUEB. This program will serve 10-15 young adults each year.

Early Childhood Development Program. This program is designed to support Early Childhood Development students at Chabot College to get an ECD certificate, AA degree, and/or a transfer to CSUEB for further early learning education. The program's aim is to increase the number of qualified ECD professionals working in DHPN childcare/preschool facilities or providing direct child care to DHPN families. Students in the program will have opportunities to engage in ***apprenticeships*** at preschool sites in and around the DHPN operated by providers Kidango and YMCA of the East Bay. This program will serve 10-15 young adults each year.

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

It is important to note that, despite these many existing programs, the retention and graduation rates at CSUEB and Chabot College have a long way to go. During the DHPN planning year, our collaborative will do a great deal of work to align curricula, develop a common communications strategy, and interweave existing programs and scale support services up to meet the

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

Eden Youth & Family Center's Transition to Jobs/Mentoring program is a holistic assistance program designed to improve education and employment skills to high school and transition-aged youth. This program offers technical skills and soft skills training, internship/work experience opportunities, mentoring wrap-around case management. The goal is for youth to become more autonomous and less reliant on government programs and aid, improve self-sufficiency, and increase their physical and mental well-being. This program will serve approximately 50 youth in year one, 75 in year two, and 100 in each of years three through five.

Many adults in the DHPN who have limited educational attainment which restricts their employment opportunities, have limited English proficiency. This, along with lack of prerequisites and credentialing requirements, makes it difficult for them to access available courses and programs. To address this situation, the DHPN will work to articulate pathways across adult learning programs in Hayward. Key such programs are detailed below. For this purpose, Chabot College will hire an **Outreach Specialist – Adult Pipeline** to collaborate with the Hayward Center for Education and Careers (Adult School), Eden Area Regional Occupational Program, City of Hayward Family Education Program, and Chabot College's adult concurrent enrollment program to maximize opportunities for adults to fruitfully reengage with the educational system.

Adult Career Technical Education. Eden Area ROP will engage young adults, ages 18-26, in 16-week Career Technical Education Programs, in which they can enroll in any of the pro-

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grams the ROP offers, including medical assisting, dental assisting, welding, electrical, and direct supply professionals (who provide care and support for people with intellectual and developmental disabilities). Those who complete the course(s) receive a certificate or trainee card and if relevant, an OSHA/CPR certification. This program will serve 10-15 young adults in year one, increasing to 25-30 young adults by year five.

City of Hayward Family Education Program will offer various language and literacy programs to adults in the DHPN. These will include:

- **English as a Second Language** – a 10-week grammar course offered at the Hayward Library in the DHPN in which students learn the eight parts, basic sentence structures, and verb tenses for present time, through lectures, online exercises, speaking activities and in-class writing assignments.
- **English Conversation Circles** – offered at the library, where a trained volunteer tutor facilitates English conversation practice, to improve ESL learners' conversational English.
- **Citizenship course** – designed to help adult immigrants at the beginning to intermediate ESL level to successfully complete the naturalization process. This preparation includes developing English language skills and civics content knowledge and learning about Form N-400 and the naturalization interview. Course activities consist of an orientation, asynchronous study on USA Learns, a weekly check-in session on Zoom, and one-on-one mock interviews upon completion of the online course.

The ESL classes, conversation circles, and citizenship course operate on a goal-based tutoring model, to help participants meet their goals, whether it be improving communication with school administration on behalf of their child, obtaining citizenship, strengthening their English to pass the GED exam or college entrance exams, or writing resumes and job applications and getting a new job.

- **Literacy Plus Program** – in partnership with the California State Library, offers adults

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the opportunity to earn an accelerated high school diploma and career certificate online through Career Online High School. Scholarships are available for qualified adult learners looking to expand their career opportunities, prepare for workforce entry, and continue their education.

These programs will serve approximately 360 DHPN adults each year. The City of Hayward will advertise these programs and recruit participants in coordination with other DHPN partners, the Hayward Center for Education and Careers (Adult School). Some of the students recruited will be on waitlists for similar programs at the Adult School; this cross-agency coordination will thereby increase access to such programs and speed up the time frame in which adults achieve their educational goals. The City of Hayward's Family Education Program will also be a venue from which both Chabot College and CSUEB can publicize their programs and actively recruit students. In addition, Chabot College will partner with the Adult School to provide dual/concurrent enrollment courses in which students can earn college credits.

CSUEB Small Business Development Center. In January of this year, CSUEB became the host for the new East Bay Small Business Development Center (SBDC). Its purpose is to serve as a hub of small business support for our region, by providing expertise from the university's business faculty to small businesses and those interested in establishing new businesses, in areas such as business planning, financing, supply chain issues, staffing, and marketing, and by connecting CSUEB students to local businesses where they can get real world workplace experience. The SBDC at CSUEB, under the leadership of Dr. Nancy Mangold in the College of Business, will provide the following services to the DHPN community.

- Small business owners in the DHPN will receive free assistance for creating and/or improving their business websites so that their visibility in the City of Hayward (and beyond) will improve. Examples of assistance include sending a videographer team to videotape interviews with the business owner, and testimonials from past customers, followed by editing services or the creation of a new website.

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- The City of Hayward will provide free website visibility by posting each new website on the City’s online platform.
- Existing business owners who are interested in ideas for building and advancing their business, will have access to free classes such as on how to manage the financial aspects of running a small business, and/or be assigned a business mentor or consultant with the experience and knowledge to build their business, such as in locating and applying for relevant funding to support their business.
- Individuals or families from the DHPN community who want to start a business but do not know how to begin the process will have access to free classes and workshops to learn how what the process is, (e.g., how to write a business plan, apply for a business license, receive support in the completion of the license, assistance in applying for “start-up” funding, how to manage the financial aspects of running a small business, etc.).

Approximately 3-5 adults will be supported by the SBDC in year one, 5-7 in year two, and 7-10 in each of years three through five.

BASIC NEED, COMMUNITY RESOURCES, AND LEADERSHIP DEVELOPMENT

Family Resource Center and Mobile Unit with coordinated navigation and referrals. As part of the DHPN initiative, we will establish a new Family Resource Center (FRC) at the new downtown Hayward Library. Hosted by the City of Hayward, the FRC will occupy dedicated space at the library. It will be staffed by a library staff member, and serve as a hub for staff from our partner agencies – such as the Family Navigator/Success Coach and FACESS Family Navigator from 4Cs (see below) and the Promotores from TVHC – to meet with, assess the needs of, and connect DHPN residents to appropriate community services. This will include services available through their own agencies, other DHPN partner services, or other community resources such as public benefits, health care, and educational and employment programs. Visitors to the

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FRC will also be available to access other resources at the library – including books and multi-media available for lending, computers, the Internet, the City’s Family Education Program after-school tutoring services and classes, the DHPN’s Words for Lunch program, and other classes and events for young people and families.

Further, the DHPN will deploy a mobile unit – a “TechMobile/FRC ” – to extend the FRC into the community. The City will also supply the vehicle and staffing for the mobile unit. The TechMobile/FRC will make regular visits to neighborhood sites to bring resources to where people are – a strategy we have found through vaccination campaigns and other outreach that helps to build trust among community members, particularly in immigrant communities and others who have had negative experiences with public service systems. Sites and events the mobile unit will deploy to will include shopping center parking lots, parks in the DHPN (facilities of DHPN partner Hayward Area Recreation & Park District), and health fairs. The TechMobile/FRC will include computer devices and Internet access with which community members can research and sign up for services, and multilingual services to assist people in signing up for benefits and services and filling out forms. It will be used to bring other resources to DHPN neighborhoods, such as vaccinations, financial literacy workshops, and job fairs.

Curbie Mobile Library. The DHPN will benefit from the City of Hayward Library’s “Curbie,” a bookmobile that functions as a small, traveling branch library for the City that began operating in 2021, with support from private funders and DHPN partners 4Cs of Alameda County and First 5 Alameda County. Curbie will travel year-round to locations in the DHPN, including schools, parks, senior centers, and neighborhoods. In addition to carrying books, audio-books, music CDs, and movie DVDs for all ages, in multiple languages, Curbie will also bring a variety of programs and classes out to the community, like staff-led story times, early childhood learn and play groups, book clubs, dance and movement programming, a seed lending library, gardening classes, and adult literacy outreach services, among others.

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We will publicize the FRC, the TechMobile, and the Curbie bookmobile widely through DHPN partner agencies, HUSD schools, social media, and posters around town. They will also be venues to raise awareness about the DHPN initiative and the many supports for community members available through it.

Fresh Food for Families (FFFF). This an ongoing program of the Hayward Promise Neighborhood, based at the Eden Greenway and supported by DHPN partner Hayward Area Parks & Recreation District, to help address food insecurity in local communities, which DHPN residents have identified as their highest priority need. Our Community Resident Engagement Specialists lead a monthly food distribution program in which Community members can receive fresh fruits and vegetables donated by the Alameda County Community Food Bank and distributed by the CRES and many volunteers from the community. We plan to grow FFFF to twice monthly. The CRES will publicize FFFF aggressively in the DHPN community, and use it as a community building opportunity to share DHPN current activities and services with attendees. It will serve 150-250 families in year one, increasing by 50 per year to reach 350-450 families by year five.

DHPN partners will keep apprised of and work to meet food assistance needs in the DHPN on an ongoing basis. The CRES team at CSUEB will continue to monitor the food distribution systems in the area to determine how DHPN can best support the food security needs of the community moving forward. The City of Hayward has invited the HPN initiative to explore a promising new strategy modeled in other communities in the country called a "circular food economy," where the community has a food hub that supports the storage, farming, and distribution of food to those most in need. Currently, the county has not established a food hub in Hayward. Still, the City of Hayward is pursuing private and federal grants to support the planning for a comprehensive strategy that includes job creation and community ownership. These are the types of solutions DHPN is looking to invest in to support sustainability efforts moving forward.

Family Navigator/Success Coach. 4Cs of Alameda County will deploy a Family Navigator and Success Coach, to support DHPN families. The Family Navigator and Success Coach will receive referrals from other DHPN services and partners, including the Public Health Nurse who is supporting families via the Home Visitation services, other 4Cs programs for the DHPN, and other partners coordinating referrals through the Family Resource Center. Via outreach including home visits, phone calls, and texts, the Family Navigator and Success Coach will connect families to community resources, including health services, CalFresh and other food resources, child care and preschool; support families to access an array of programs and services across the DHPN pipeline. The Family Navigator and Success Coach will provide follow-up monitoring to families receiving support, using a “Family Wellness Check-in Tool” to check in with families, identify their ongoing or evolving needs, and tailor individualized support to address specific family and child needs and goals. This service will assist 40-60 DHPN families with children ages 0-5 in years one and two, and 50-80 in each of years 3-5.

American Rescue Plan Act (ARPA) funded support and navigation services. The DHPN will leverage 4Cs of Alameda County’s ***Family and Community Emergency Support Services (FACESS)*** project, focused on stabilizing and supporting low-income families hard hit by the COVID-19 pandemic in the unincorporated Cherryland community that is part of the DHPN. A full-time FACESS Family Navigator will conduct strengths-based need assessments, create Family Success Plans, and assist families to access crucial community resources such as child care, health services, food distributions, school district services, and participation in Parent Cafés for ongoing support. Emergency relief funds will be used to provide immediate help for families struggling to cover the cost of food, bills, or rent, as well as provide monthly diapers and wipes for families with young children in need. This service will reach an approximately 160 DHPN families with 100 children ages 0-5 in each of years 1 and 2 of the grant period.

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In addition, we will connect vulnerable DHPN community members to DHPN partner Tiburcio Vasquez Health Services' *ARPA-funded navigation services*, which includes food distribution, health-related monthly campaigns (screenings, mammograms, heart health, obesity); fitness classes (Zumba, walking); and eligibility screening and enrollment assistance for WIC services (education and nutrition, breastfeeding, food assistance) and other public benefit programs. These services will reach approximately 200 DHPN families and 40 high school youth each year.

Tiburcio Vasquez Health Center operates a federally qualified health center in the DHPN, and DHPN community members will also be able to access its primary care, dental care, behavioral and mental health care services, and behavioral health-related workshops. The latter will promote community violence prevention and will reach approximately 60 DHPN adults in year one, 80 in year two, and 100 in each of years 3-5.

Community Resident Engagement Specialists (CRES). The CRES team is a small group of three CSUEB staff who are focused on monitoring the neighborhood's physical conditions, like illegal dumping, and trouble-shooting specific situations, such as helping residents find short-term housing and securing move-in deposits for new apartments, as well as keeping the offices of our local government informed of the needs of the neighborhoods. CRES will also coordinate with other DHPN partners to refer DHPN families for needed services and resources through DHPNs networks and programs and other community agencies.

Community Counseling. In addition to the school-based mental health services offered at the DHPN schools, our partners will provide counseling services to community members of all ages in the community. The Community Counseling Clinic at CSUEB is designed to perform two purposes: provide free counseling services that contribute to the mental health and welfare of individuals and families in the community, and to provide a professional clinical training laboratory for Master's Level students in Counseling. The Clinic offers counseling services for clients of all ages, ethnic backgrounds, and a variety of counseling needs, such as depression, social and

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personal concerns, anxiety, academic issues, loss, grief, and family conflicts. In addition, the clinic will offer parenting classes for community members each year, with different classes offered for families with preschool age (3-5) children, school age (6-12), and teenage (12+), in both English and Spanish, and Teenage (12+). In this program, parents learn how to communicate with their children and discipline them effectively, express emotion, and listen to their kids without judgment. The Clinic will serve approximately 400-450 DHPN children and youth and 100 adults in year one, increasing by 25 per group each year to reach 500-550 young people and 200-250 adults in year five.

In addition, DHPN partner La Familia will deploy two community clinicians to provide counseling and other mental health services for students and adults in the DHPN Community Clinician (La Familia), as well as group therapy sessions for vulnerable students at the DHPN middle schools. Some of the students needing services will be referred by the Coordination of Services Teams or the Parent Ambassadors (supervised by La Familia) at the DHPN schools. The clinicians will work closely with the Parent Ambassadors to increase their awareness and understanding of the mental health red flags for students and how families can access affordable mental health services, which can be difficult to find in the DHPN. They will provide linkages to supports in La Familia's broader system of care, which include basic needs assistance, health and behavioral services, career education and training, developmental disabilities services, reentry supports. These services will reach approximately 30-40 families with children in year one, increasing to 40-60 in year two, 50-70 in year three, 50-75 in year four, and 50-80 in year five.

Healing interventions. DHPN partner Eden Youth and Family Center will offer "community and healing circles" geared toward reducing and preventing violence, for secondary-school age youth who have been involved in fights and other behavioral problems at school or in the community, including gang activity, and their families. These interventions will be supported by EYFC's Drug Free Communities Support Grant from the CDC and will reach approximately

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50 young people in year one, 75 in year two, and 100 in each of years 3-5.

Recreation and youth development programs. DHPN has established a partnership with the ***Hayward Area Parks & Recreation Department*** (HARD) to encourage and facilitate access to its parks, swim centers, trails, and other facilities and programs in and around the DHPN. To facilitate this access for young people and families, HARD has made a commitment to contribute substantial resources to our initiative over the next three years, including a total of \$517,000 worth of free swim lessons (100 lessons in each of years one to three), scholarships for summer camp (for 100 families), and free health and wellness classes (for 100 children and 30 adults each year). For its part, the ***Alameda County Deputy Sheriff's Activities League*** will offer soccer, boxing, and other sports and youth development programming for young people at the gym at the Sunset Complex, where Cherryland Elementary School, Brenkwitz High School, and Hayward Adult School are all located, in the DHPN footprint.

Community Leadership Initiative (CLI). CLI is a coaching and mentorship program that focuses on building leadership and community engagement capacity among community residents. Our Community Resident Engagement Specialists will lead the recruitment of 5-15 community members to take part in a DHPN-CLI in years two and four of the grant period, with one year follow-up mentorship to help participants build out the projects they have planned. They will then engage the SHPN-CLI participants in a multi-phase “train-the-trainer” program. Cohort participants will take part in 10 workshop/experiential activity sessions they co-create and co-design to develop community voice and leadership that will influence and strengthen community systems to reflect and honor that voice. They will conduct research, engage in outreach to connect to and mobilize their community, participate in public meetings and other democratic processes, present data, influence key decision makers, and search out and develop talent among DHPN residents based on the community’s strengths. As part of this work the DHPN-CLI cohorts will design, fund, and carry out projects in the neighborhood. Cohort members will receive

stipends for taking part in the program, and each cohort will have access to micro grants in support of its work to strengthen the DHPN.

(c.2) Increasing the proportion of students served by a continuum of high-quality services

As detailed in the “Need for the Project” section, the preponderance of young people and families in the DHPN are from historically underserved groups and highly vulnerable – a reality that has deepened as a result of the COVID-19 pandemic. In the past two years, the number of young children attending preschool has declined dramatically, while chronic absenteeism from school skyrocketed among K-12 students. At the same time, the pandemic amplified the stressors on families and increased their unmet basic needs, such as for food, stable housing, and health care, and making it more difficult for families to support their children’s education and success.

Our planning meetings for the DHPN and partner recommendations have highlighted the need for (1) a process to identify families that may be disconnected from services – including early childhood care and education and school-based services as well as a range of family support services, and (2) a strong community-based referral system.

Part of our systems-change efforts is to design our solutions and communications around those who are not engaged. Bringing data on hard-to-reach people and communities to the DHPN community and co-designing solutions during the first year of the grant period will support our efforts to iterate and expand our capacity and reach to more children and families.

Our proposed initiative is designed to bring high-quality solutions to young people and families and scale some of them over time. The numbers of DHPN children, adults, and families reached by particular solutions from year to year are detailed above.

The initiative will include numerous measures to gradually scale the number of students, from child care and preschool- to college-age, served by a continuum of high-quality services.

For younger children, we will increase participation in HUSD’s state preschools, as well as

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Early Head Start, Head Start, and other preschool programs serving the DHPN, by identifying and assisting families eligible for child-care subsidies to apply for those subsidies and to enroll in available preschool slots. We will also engage in ongoing work to strengthen the quality of public and private local programs, via professional development programs in HUSD and the Quality Counts program in which DHPN partner First 5 Alameda County engages preschools in a structured process to assess the quality of their programs and supports them via planning, coaching, and other measures to address any weaknesses and improve programming. In addition, many young children will be served directly, or indirectly through their family members' participation by educational and other high-quality early childhood services which we will proactively and aggressively promote to DHPN residents, some of which will be new to the neighborhood. This is the case for the Home Visiting Nurse Program, the Promotores, the Toddler Play and Learn Groups, Parent Promise Academy, FACESS, and Family Navigation and Success Coaching. We estimate that by year 4 of the grant period, the initiative will reach at least 60-70% of the 1,461 children ages 0-4 in the DHPN.

For students in Transitional Kindergarten to 12th grade, we want to highlight that we are proposing to bring the DHPN's continuum of high-quality services, deployed by multiple community partners with a long track record of effective service delivery and cross-agency collaboration, to 11 schools serving approximately 8,300 students. Included are at least 90% of the school-age children who reside in the DHPN. While some services are ongoing (e.g., Coordination of Services Teams, expanded learning programs, credit recovery and dual enrollment programs at the secondary schools), some will be new to the schools. This is the case, for example, for the City of Hayward Homework Centers to be established at four DHPN schools, the STEMulate Pre-Algebra Academies, Student Success Coaching, and Pipeline to College program at the DHPN high schools. Moreover, we will allocate Promise Neighborhoods grant funding for pro-

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professional development for educators at the target schools to deepen the use of evidence-based instructional strategies in their classrooms; for an Attendance Outreach Worker to support students who are struggling to attend school regularly and their families; and staff to support newcomer students in the World House programs at Cesar Chavez Middle School and Tennyson High School. All of these expenditures will enable us to increase the numbers of students reached by various high-quality services. All told, through work to strengthen high-quality teaching practices and comprehensive community school models at the DHPN schools, our initiative will reach and impact all K-12 students at these schools, which includes the vast majority of school-age children in the DHPN and many others from different neighborhoods. In addition, by year five of the grant period, project services will reach approximately 500 young people from the DHPN who have graduated and gone on to college at Chabot College or CSUEB.

In addition, many younger and older students will be served indirectly through their family members' participation, in high-quality services we will offer and proactively promote to DHPN residents, some of which will be new to the neighborhood. This is the case for the Fresh Food for Families; the Familia Adelante program at the DHPN middle and high schools; the English language, citizenship preparation, and GED/high school diploma programs offered through the City of Hayward's Family Education Program; adult CTE programs offered by the Eden Area Regional Occupational Center, counseling and other mental health services for vulnerable people of all ages offered in the community, the Community Leadership Initiative, and the Small Business/Entrepreneurship support provided through CSUEB's Small Business Development Center.

The DHPN initiative will use several key vehicles to promote and connect students and families to our continuum of high-quality services. This will be the primary purpose of the DHPN Family Resource Center and satellite TechMobile/FRC. The Coordination of Services Teams at the DHPN schools, as well as school Family Engagement Specialists and Parent Ambassadors,

will serve to triage vulnerable students to services and supports they need. Staff working on individual solutions will proactively get to know students and families they are serving, become apprised of their needs and interests, and coordinate with other service providers (within their agencies and with other DHPN partners) to connect students and their family members to other services as appropriate and provide warm handoffs to facilitate this process. In addition, we will leverage the data sharing capabilities and communication tools of our Salesforce data system to facilitate DHPN partners' referring students and families across the continuum of solutions, and communication tools to encourage and facilitate community referrals to DHPN services.

Project evaluation plan

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

1. Level of fidelity to the proposed program model;
2. Identification of program barriers and delays, if any, and how they were overcome;
3. Implementation successes and lessons learned;
4. Assessment of our population impact as measured by the Promise Neighborhoods Program GPRA population indicators, and our program impact as measured by locally determined program indicators, as detailed in Table 17; and
5. Identifying key mediating factors that facilitated expected (and unexpected) outcomes.

For the formative evaluation, HTA will collect and analyze DHPN program documents, meeting minutes and agendas; compile DHPN case management, service delivery and similar

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process/output data; and conduct personal interviews and focus groups with key program stakeholders (i.e., IT members, key collaborative partners, and program beneficiaries). The qualitative data will be analyzed to capture the experience of all partners during implementation, especially as it relates to using data for decision making, learning, continuous improvement and accountability. The quantitative data will be analyzed to assess the level of fidelity to the proposed program model and identify potential barriers or delays affecting implementation. As part of a continuous program improvement process, a Community of Practice (COP) with the evaluator, DHPN leaders, partners, staff and community will regularly review and discuss the formative data on a regular (potentially quarterly) basis.

For the outcome evaluation, HTA will collect annual student-level academic and school engagement data from the HUSD research department; work with principals at DHPN schools to administer an annual school climate survey to their students; work closely with the HUSD research department to collect third-party data from the National Student Clearinghouse (NSC) regarding postsecondary enrollment, degrees, certifications, and credentials of HUSD students graduating from DHPN schools; work with the research department at Chabot-Las Positas Community College District regarding postsecondary degrees, certifications, credentials, and transfer rates of DHPN students at Chabot College; and conduct a biennial community survey of DHPN residents. The quantitative data will be analyzed to assess DHPN population level impacts pertaining to GPRA performance indicators as well as locally defined program indicators. As with the formative evaluation results, these outcome evaluation results will be shared with the COP (described in more detail in Section d.2 for discussion and action on a semi-annual basis in both data reports and data presentations.) Table 17 on the next pages summarizes the annual data collection plan for the Promise Neighborhoods GPRA indicators and additional DHPN program-level indicators. Following the table, each data source is described in greater detail in terms of how the data will be collected, analyzed, and used as program and project indicators.

Table 17. DHPN Indicators by Data Sources with yearly targets

Indicator Summary	Data Source	Baseline	Year 1 target	Year 2	Year 3	Year 4	Year 5
GPRA 1. Kindergarten readiness (grade K)	Kindergarten Observation Forms (KOF)	Not Available	Establish baseline	+1%	+1%	+1%	+1%
GPRA 2.1. Proficiency in mathematics (grades 3-12)	HUSD administrative data	14% (2019)	14%	15-17%	16-18%	17-19%	18-20%
GPRA 2.2. Proficiency in ELA (grades 3-12)		43% (2019)	43%	44-46%	45-47%	46-48%	47-49%
GPRA 3.1. Attendance rates (grades 6-9)		85.8% (2021-22)	85.8%	86-87%	86.2-88.2%	86.4-89.0%	86.6-92.0%
GPRA 3.2. Chronic absenteeism (grades 6-9)		52% (2021-22)	52%	52-48%	50-45%	48-40%	45-35%
GPRA 4. Cohort graduation rate (4-year)		77% (2021)	77%	78-79%	78-79%	79-81%	79-81%
GPRA 5.1. Enrollment in post-secondary education	Third party data from National Student Clearinghouse	53% (2021) ^{lxxxiii}	53-54%	54-55%	55-56%	56-57%	57-58%
GPRA 5.2. Post-secondary graduation with degree or certificate (within 4- and 6-yrs)		11% (2021) ^{lxxxiv}	11-12%	11-12%	12-13%	12-13%	13-15%
		26% (degree w/in 6 years) (2021) ^{lxxxv}	26-27%	27-28%	28-29%	29-30%	30-31%
GPRA 6. Daily consumption of fruit, veg	School climate survey administered to 7th-12th students at DHPN schools	Not Available	Establish baseline	NA	+2-4%	NA	+2-4%
GPRA 7. Safe at school, traveling to/from school				NA	+2-4%	NA	+2-4%
GPRA 8. Student mobility rate	Administrative data from HUSD	9% (2021)	9%	8-9%	7-8%	6-7%	5-6%

Table 17. DHPN Indicators by Data Sources with yearly targets

Indicator Summary	Data Source	Baseline	Year 1 target	Year 2	Year 3	Year 4	Year 5
GPRA 9.1. Parents who support children’s reading (Birth-8 th grade)	Neighborhood survey administered biennially (years 1, 3, and 5) to DHPN residents	Not Available	Establish baseline	NA	+2-4%	NA	+2-4%
GPRA 9.2. Parents who talk about importance of college/career (9 th -12 th grade)		Not Available	Establish baseline	+1-3%	+1-3%	+1-3%	+1-3%
GPRA 10. School, home access to broadband internet and connected computing device	School climate survey administered to 7th-12th students at DHPN schools	Not Available	Establish baseline	NA	+2-4%	NA	+2-4%
Program Indicator 1. Penetration rate of DHPN programs (i.e., % of DHPN children served)	DHPN program partner service delivery records	Not Available	Establish baseline	+1-3%	+1-3%	+1-3%	+1-3%
Program Indicator 2. Percent of DHPN children who participate in early childhood education programs (PK/TK)	HUSD early childhood education enrollment records in PK/TK; Biennial Neighborhood survey	Not Available	Establish baseline	NA	+2-4%	NA	+2-4%
Program Indicator 3. High school diplomas earned by DHPN students participating in DHPN K-12 programs	DHPN program records; Admin. data from HUSD	Not Available	Establish baseline	+1-3%	+1-3%	+1-3%	+1-3%
Program Indicator 5. FAFSA completion (# and %) by DHPN students		294 / 34.4%	294 / 34.4%	315 / 36.8%	330 / 38.6%	345 / 40.4%	360 / 42.1%

Table 17. DHPN Indicators by Data Sources with yearly targets							
Indicator Summary	Data Source	Baseline	Year 1 target	Year 2	Year 3	Year 4	Year 5
Program Indicator 4. Transfer rates from 2- to 4-year college for students participating in DHPN college/career programs	DHPN program partner service delivery records; Third party data from National Student Clearinghouse	Not Available	Establish baseline	+1-2%	+1-2%	+1-2%	+1-2%
Program Indicator 5. Post-secondary degrees, certificates, credentials, earned by DHPN students participating in DHPN college/career programs	DHPN program partner service delivery and credential data; Third party data from National Student Clearinghouse	Not Available	Establish baseline	+1-2%	+1-2%	+1-2%	+1-2%

Note: Baseline percentages for some indicators (those from prior to the 2021-22 school year, including #s 1. 2.1, 2.2, 5, 5.1, 5.2, and 8). We plan to adjust the baselines and yearly targets for these indicators once we have the corresponding outcomes from 2021-22.

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

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

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

School Climate Survey. The DHPN School Climate Survey will collect data regarding *GPRAs 6, 7, and 10*, and other DHPN program-level indicators from children attending targeted

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DHPN schools and comparison schools. These GPRA indicators are related to diet, feelings of safety to, from, and at school, and access to broadband internet and connected computing devices. Most of the survey items will be those recommended previously by National Evaluation/TA Provider in its Promise Neighborhood guidance document, and based on nationally validated surveys.

Administration and analysis of an age-appropriate school climate survey will be conducted annually at the target DHPN schools with an expected 50-80% response rate. Based on each school principal's preference, either a hard-copy or online version of the School Climate Survey will be administered to all students in the schools. A brief explanation on how and when to administer the survey will be provided to the principals and/or administrative staff in charge of each school's data collection, who in turn will be responsible for ensuring that teachers understand how and when to administer the surveys. The survey will be distributed to the schools on November 1st with a two-week expected turn around. Surveys will, at a minimum, be in English and Spanish. HTA will monitor data collection and trouble-shoot with principals and school staff as needed. After the school climate surveys are distributed, HTA, and the HUSD data team, will follow up with the school principals and/or work with school representatives to ensure that the surveys are administered as requested and provide technical support as needed.

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

Neighborhood Survey. The DHPN Neighborhood Survey will gather information regarding *GPRA 9* as well as DHPN program-level indicators and general baseline data from family households within the DHPN footprint. The GPRA indicators informed by the Neighborhood

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Survey will be related to parental/guardian support of reading (either by reading to children (0-5 years), or supporting their children (K-8th) in reading on their own several times a week outside of school) and family support for postsecondary education and careers, and parental/guardian support of college and career for high school-aged children. We will also seek information on barriers to enrollment in early learning settings, challenges in discussing postsecondary education and career options, and other indicators for which reliable secondary data is unavailable.

The neighborhood survey will be: 1) administered in the first, third, and fifth year of the grand period, to a random sample of households in the DHPN; 2) focused and efficient in order to obtain at minimum a response rate of 60%; and 3) survey responses will be analyzed to establish baseline and progress benchmarks for relevant indicators for families and children who live within the DHPN footprint and/or attend the DHPN schools.

HTA will administer the neighborhood survey to randomly selected family households with children 0-18 years, using a single stage probability sampling strategy. HTA will begin by acquiring from HUSD and the early learning network program partners a complete list of physical residential addresses for all families with children, birth to 12th grade, who reside in the DHPN neighborhood. From this list of addresses, HTA will randomly select 315 family households based on the 2020 Census count of the total household population in the DHPN (n=2,391) and adjusted for an expected non-response rate (40%) and permissible margin of error (0.10).

HTA will utilize a web-based data collection strategy using mixed modes of contact. Our specific survey implementation plan, outlined below, replicates a highly successful model used by Washington State University in implementing a 2013 Doctoral Student Survey which resulted in a 77% response rate. We have selected this strategy for survey implementation based on research in the field which has shown that web surveys are fast growing and efficient in terms of speed, cost, and economies of scale. Research has also informed our decision to use multiple modes of contact (combining mail and email) incorporating the sponsorship of our HPN partners

to maximize effectiveness of communication with potential respondents, engender legitimacy and trust, and improve overall coverage by potentially reaching individuals who may miss or ignore single forms of outreach.^{lxxxvii}

Initially, letters with a link and QR code to the web-based survey will be sent to the randomly selected family households. On the web-based survey, respondents will be able to select either English or Spanish, depending on their preference. Identification codes will also be included in the mailing for tracking purposes. Within three weeks of the initial mailing, follow-up emails from our program partners,^{lxxxviii} and a second letter with a paper questionnaire and self-addressed stamped envelope will be mailed to all non-responding households. The survey will remain open for one month, or until the targeted response rate of 60-80% is achieved.

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

Third party data on college enrollments and graduations. Third party data from National Student Clearinghouse for students graduating from the target DHPN high schools will provide the data needed to measure *GPRA 5*. *GPRA 5* is broken into two components related to rates of: a) enrollment in college and b) graduation from college or university and/or earning industry-recognized certificates or credentials within six years. Calculation of the *GPRA* will be based on those recommended by the National Evaluation/TA Provider in its Promise Neighborhood guidance document, and based on nationally validated surveys. Statistical analyses will be conducted for each year, describing the results and drilling down and looking at subgroups within the data.

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

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

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

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

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

Evaluator experience and expertise. The HTA Consulting team has 25 years of experience working with place-based and community revitalization initiatives, including California Healthy Start, Promise Neighborhoods, Full-Service Community Schools, Byrne Criminal Justice Innovation, and Drug Free Communities Support Programs. HTA is an independent consulting firm

that works over time with low-income communities by providing needs/asset assessments; community planning; strategic/business planning; grant and technical writing; and program evaluation. This approach allows HTA to involve their clients in “improvement science” whereby ongoing rapid response cycles of inquiry help to inform continuous quality improvement, typically benefiting from participant and provider feedback regarding what is working, what is not, and what we might do about it. Some examples of HTA’s recent evaluation work include:

- Evaluation of the Hayward Promise Neighborhood initiative from 2011 to 2016 and the South Hayward Promise Neighborhood initiative 2017 to 2022. These evaluations have provided comprehensive support for the two interrelated HPN initiatives, including but not limited to: partner orientation/training regarding data requirements; capacity building; selection and orienting data managers; compliance reporting; developmental evaluation; and a variety of online and hard-copy reporting. In this process, HTA led the survey processes (school climate and neighborhood-wide, randomized, door-to-door surveys); supported and trained HPN staff and partners to utilize the longitudinal case management system; supported Promise Scorecard™ deployment; a wide array of federal reporting including restricted use data files, ad hoc reports, and annual progress reports; and local formative evaluation reporting. HTA’s capacity to address all of the compliance reporting for Promise Neighborhoods grantees is well established, as well as its ability to address other local research questions.

- Evaluation of a multi-site “Thrive” program initiative across more than 50 sites in the Campfire National organization, from 2016 to 2019. HTA evaluators worked closely with Campfire leadership to develop an internal evaluation framework designed to measure youth development outcomes across the country. Derived from the Thrive Foundation’s youth development model, this framework was used to measure young people’s empathy, inclusiveness, confidence, conflict resolution, and life skills. It also measured growth mindset which is at the core of evi-

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dence-based principles of youth development. HTA gathered data via retrospective surveys designed for different age groups of children and for staff self-reflection. It also conducted focus groups with youth and staff to get more granular information about the results we are measuring and our methodology. HTA created dashboards for all of the councils and an annual outcomes report for Campfire National.

➤ Evaluation of the Byrne Criminal Justice Initiative (BCJI) in Ashland/Cherryland, an unincorporated, low-income community adjacent to Hayward and Oakland, from 2014 to 2017. BCJI is a place-based strategy and is part of the Neighborhood Revitalization Initiative aligned with Promise Neighborhoods, Promise Zones, Choice Neighborhoods, and Hope VI. The BCJI was led by the Alameda County Sheriff's Office (ACSO) and focused on building positive relationships between the ACSO and the local community. It also focused on community building efforts in the neighborhood, including: youth soccer leagues that engage children, youth, parents, the Deputy Sheriffs' Activities League; neighborhood street parties; creative place-making; civic engagement; use of the REACH Youth Center; support for local businesses; and encouraging entrepreneurship in the neighborhood. HTA helped the ACSO to measure the impact of this wide array of strategies using a collective impact and Results Based Accountability framework.

HTA has substantial experience with federal reporting requirements across a wide array of federal departments, including the Departments of Education, Labor, Justice, Health & Human Services, and the Centers for Disease Control & Prevention and the Office of Minority Health. In addition to having the requisite technical skills to meet the often challenging and changing demands of these funders, HTA also has the proven ability to communicate with stakeholders of all kinds in local communities. The HTA team brings cultural humility, linguistic capacity, and an understanding of race, class, and historical oppression to evaluative work in communities. HTA believes that solutions to local challenges should largely be met by locally determined strategies, led by the community itself. As evaluators HTA believes in democratizing data by making it

readily accessible to the community being served – using principles of adult learning and multiple learning styles to make evaluation findings clear and practical. HTA uses graphic facilitation and data visualization techniques to ensure that information is colorful, appealing and accurate.

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

(d) Project Management Plan

(d.1) Adequacy of management plan to achieve project objectives on time and within budget

CSUEB will serve as the lead applicant and backbone agency for the DHPN initiative. We have had these roles for the Promise Neighborhood Implementation Grant focused on the Jackson Triangle (2011-2016) and since we expanded to South Hayward with our second PN Grant (2018-2022). We have the requisite experience and infrastructure to continue to lead this collective impact initiative as we further expand it to the DHPN and advance interagency collaboration and systems change for the benefit of DHPN children families.

GOVERNANCE STRUCTURE

The DHPN initiative will be overseen and guided by the DHPN *Executive Leadership Group (ELG)*, led by CSUEB President, Dr. Cathy Sandeen. The ELG is comprised of leaders who can speak on behalf of their organizations, including the Mayor and the City Manager of the city of Hayward, the Hayward Unified School District Superintendent, the President of Chabot College, the Eden Area Regional Occupational Program Superintendent, the Executive Director of the Community Child Care Council (4Cs), and a number of Chief Executive Officers and Executive

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Directors of other public and nonprofit partners. The ELG meets quarterly and is responsible for ensuring this initiative is carried out as planned and according to the established timeline, by: overseeing the project's implementation and evaluation; reviewing performance data, and facilitating conversations around results, solutions, partnerships and their modification and improvement; democratizing program data so they are transparent to service providers, neighborhood residents, and other stakeholders; and making strategic decisions.

The DHPN's *0-16 Implementation Team (IT)* will bring together backbone agency staff and leaders and program managers of our collaborating agencies, to meet monthly to monitor and help coordinate implementation, provide on-the-ground support for programs and services, problem solve, communicate about the initiative to their stakeholder groups, and bring stakeholder input to the IT, refine strategies based on the evolving needs of the community and the efficacy of solutions, and strategize about the initiative's long-term sustainability.

To ensure community voice in the governance of the DHPN, the Executive Leadership Group will be advised by a 23-member *Community Advisory Board (CAB)*, composed of Downtown Hayward residents, parents, teachers, public officials and other community leader, school staff, partner service providers, and other DHPN stakeholders. Fifteen of the 23 Advisory Board members are DHPN residents. The other eight each meet at least one of the other criteria for being "representative of the geographic area proposed to be served," as defined in the Notice Inviting Applications. (Please see the DHPN Community Advisory Board Roster included in our Other Attachments). The CAB will meet at least quarterly to discuss evolving neighborhood needs and priorities, as well as the appropriateness and effectiveness of solutions and programming, review program data and evaluation findings, and advise the ELG on partnerships, service coordination, resource allocations, and policy/advocacy issues. This approach will be a vehicle for the community to provide guidance to our initiative and enlists other resident stakeholders to give input into neighborhood needs, assets, and priorities, and to effectively inform and influence

policy decisions.

The DHPN initiative is designed to strengthen community capacity and spearhead systems change by bringing public and private stakeholders and residents into the problem solving process together. To that end, we have developed three interconnected networks that target various systems in the cradle-to-career pipeline and are each the locus of much of the programmatic collaboration.

The *Early Learning Network*

(*ELN*), led by Renee Herzfeld, Executive Director of the 4Cs, focuses on health access and education for children from prenatal to age eight.

The ***Cradle-to-Career Education Reform Network (C2CERN)***, Co-Facilitated by Edgar Chávez, HPN Executive Director and an employee of the backbone agency (CSUEB) and HUSD’s HPN Coordinator Mariana Triviso, focuses on planning and coordinating services to support families and children from pre-kindergarten to postsecondary completion, and coordinating professional development, community partnerships, and data analysis.

The Neighborhood Health and Empowerment Network (NHEN), facilitated by City of Hayward’s Lindsey Vien, focuses on reducing family mobility and promoting family economic security; providing fresh food for low-income families and seniors; increasing family literacy; connecting adults to career technical educational classes to foster family economic advancement,

Table 18. HPN Project Management Networks	
Network	Participating agencies
ELN	4Cs of Alameda County (Facilitator) First 5 Alameda County Alameda County Public Health Dept. Tiburcio Vasquez Health Center Hayward Unified School District Chabot College
C2CERN	California State University, East Bay (Co-Facilitator) Hayward Unified School District (Co-Facilitator) Eden Area Regional Occupational Center Chabot College
NHEN	City of Hayward (Facilitator) California State University, East Bay Tiburcio Vasquez Health Center Alameda County Public Health Department 4Cs of Alameda County Eden Youth & Family Center La Familia Hayward Area Parks & Recreation Dept. Alameda County Deputy Sheriff’s Activity League

and promoting community members' role as leaders in the DHPN. It will lead the establishment and work of the DHPN Family Resource Center and TechMobile FRC.

MANAGEMENT TEAM

Dr. Carolyn Nelson, Dean of CSUEB's College of Education and Allied Studies, will serve as the project's **Principal Investigator**, a role she has held for the HPN since 2014. She will provide grant oversight and leadership to ensure fiscal and administrative compliance and fidelity to evidence-based solutions used throughout the DHPN pipeline. Dr. Nelson, a member of the Executive Leadership Group and 0-16 Implementation Team, will interface with DHPN partners and community members to guide grant implementation and further the initiative's goals.

Edgar Chávez, full-time **HPN Executive Director** since 2020 and raised in Hayward, will provide day-to-day management for the DHPN initiative. He will collaborate with the Principal Investigator and DHPN partnering agencies to lead and facilitate comprehensive strategies for the implementation of the program. He will (1) lead, supervise, and direct work of DHPN staff, (2) monitor DHPN solutions implementation, (3) Represent DHPN in state and national meetings, trainings, Promise Neighborhood institutes, technical assistance, and policy decision-making, (4) convene and lead Network Directors, Implementation Team, weekly staff meetings, and quarterly Community Advisory Board (CAB) meetings; and (5) Co-facilitate the Cradle-to-Career Education Reform Network with HUSD. He will also collaborate with the Program and Evaluation Manager and independent evaluator to oversee data collection manage and monitor the use of Promise Neighborhoods grant funds; ensure compliance with all grant reporting requirements; stay abreast of local, state, and federal policy developments relevant to the initiative, and identify existing and emerging resources that can be leveraged to support and sustain the initiative.

A full-time **Program and Evaluation Director**, to be hired, will provide leadership for the

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SHPN Data Team in collecting, analyzing, and using data to inform the development, implementation, and continuous improvement of the cradle-to-career pipeline and targeting of interventions and solutions effectively. Under the supervision of the Executive Director, the Program and Evaluation Director will support with DHPN program staff and Implementation Team leaders to implement the Results Based Accountability (RBA) and Results Counts Leadership frameworks, facilitate data driven decision making of the network collaboration and individual partners by leveraging data agreements, case management systems (Salesforce), and the Clear Impact Score Card. Additionally, she/he will supervise the Student Success Specialists (coaches) to monitor student outcomes and case management; monitor how institutions are coordinating services in the transitional periods of the cradle-to-career continuum, work with the City of Hayward and DHPN to establish the Family Resource Center and mobile services to ensure they are scaling their reach and integrating resources in the DHPN; and facilitate the enhancement and expansion of curriculum articulation including dual enrollment with Chabot College.

The HPN full-time **Administrative (Budget) Analyst** Teri Morales, in this position since 2018, under the general supervision of the Executive Director, is responsible for performing complex analytical work to assist the program with a variety of administrative tasks and office details in overseeing the operations of this multi-year, \$6 million annual budget grant. The primary work in this position is the day-to-day fiscal operations for HPN to include requisitions, travel claims, check requests, purchase orders, invoices etc.; analysis of budget data, and making accurate projections; maintain current, up-to-date budget spreadsheets to produce regular and ad hoc statistical reports regarding budgets; respond to inquiries about HPN regarding budgets, policies, and procedures; manage and monitor annual partner contracts. This position also collects fiscal and other data from external partners regarding matching funds and gifts-in-kind for reporting to University personnel and the U.S. Department of Education. Utilizing the CSU CMS

Finance Reporting and Data Warehouse, she will collect and analyze all fiscal records on a regular basis. The AA/S NE interacts with a wide range of campus personnel, liaisons with the Department of Education, and program partners throughout Hayward and beyond.

DIRECT SERVICES TEAM

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

The Early Learning Network (ELN) Director, Renee Herzfeld, from 4Cs of Alameda County, will oversee the implementation of the DHPN Early Learning Network solutions and work to strengthen connections between the early learning system and the K-12 system. Ms. Herzfeld has led the ELN since it was established 10 years ago. The HPN Executive Director will also serve as Cradle-to-Career Education Reform Network (C2CERN) Director, and oversee DHPN solutions that are expected to contribute to the academic success of students from pre-school through college to career. The Neighborhood Health and Empowerment Network (NHEN) Director and incoming mayor, Mark Salinas, from the City of Hayward, will oversee the DHPN solutions and outcomes related to family support services, family economic advancement, community empowerment, and civic engagement.

Our local education agency partner, Hayward Unified School District, will designate a director for the DHPN initiative, Student and Parent Coordinator Mariana Triviso. Ms. Triviso is a lifelong Hayward resident and former HUSD teacher for over 20 years, who will help plan, coordinate, and implement the continuum of school-based solutions described in the Project Design section. HUSD's DHPN Director will work closely with the PI, Executive Director, and Network Directors to promote high-quality instruction through professional development and cycles of inquiry, and strengthen the pipeline of school-based and school-linked services for students and families.

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Other DHPN partners will designate staffers as representatives the relevant DHPN management networks and to coordinate their agency’s role in the DHPN.

The DHPN initiative will be staffed by three Community Resident Engagement Specialists (CRES). Two of them, Janevette Cole and Mark Salinas, are Hayward residents. The third, Rosa Castillo, is bilingual (English/Spanish) with a master’s degree and extensive lived experience that prepares her for this role. Employed by CSUEB, under the supervision of the Executive Director and in close collaboration with the Program and Evaluation Director, the CRES will lead and facilitate comprehensive strategies for resident engagement and leadership. They will work to deepen trust and credibility among community residents, the University, and DHPN partners. They will develop and maintain contacts with partners, community leaders, business leaders, and local government offices, as a basis of extending and strengthening community understanding and support of the DHPN initiative, including the coordination of strong referral systems and the implementation of the Family Resource Center (FRC) and TechMobile/ FRC, to ensure alignment with community needs. They will work with our school and community partners to identify and connect the hardest-to-reach and hardest-to-engage families with the initiative, and engage families in a culturally proficient manner to help them access and take full advantage of DHPN services. They will recruit DHPN residents to take part in our Community Leadership Initiative, help design and provide the training for the cohorts, and collaborate with them in their community outreach and civic improvement activities.

Please see resumes included in this application.

Table 19. DHPN Implementation Plan – Key Task and Timeline		
Please see list of personnel abbreviations below		
Target date	Task/Deliverable	Responsible Party
January 2023 ongoing	Promote and continue existing pipeline services in DHPN: preK-16 instruction, integrated supports at pre-schools; COST, MTSS supports, YEP at HUSD, Parent	DHPN partners

Table 19. DHPN Implementation Plan – Key Task and Timeline

	Ambassador Program, credit recovery, Bridge to College dual enrollment, CTE/work-based learning programs for HUSD students; CTE/career training programs for adults; EYFC Youth Advisory Council, Transition to Jobs/Tech Education; City of Hayward Family Education Program; DSAL Sports Programs at Sunset Center Campus	
January 2023, ongoing	Professional development activities for HUSD teachers and other educators are ongoing	HUSD Superintendent
January-February 2023	DHPN partners hire new staff as needed for the initiative	DHPN partners
January 2023, quarterly	Convene ELG	CSUEB President
January 2023, quarterly	Convene Community Advisory Board	HPN E.D.
January 2023, ongoing	Convene IT, monthly	HPN E.D.
January 2023, ongoing	Convene ELN, C2CERN, NHEN meetings, monthly	ELN-D, C2CERN-D, NHEN-D
January 2023, ongoing	Convene biweekly Network Directors meetings	HPN E.D.
January - March 2023	Develop detailed evaluation plan, including data collection timeline and tools, and IRB approvals	HPN E.D., HTA
February – March 2023	Train new partner staff and new partners (DSAL, HARD) in data collection and sharing protocols	HPN E.D., HTA
February – March 2023	Expand SHPN solutions to DHPN: Home Visiting Nursing, Promotores, Parent Promise Academy, Play & Learn Groups, Family Navigator & Success Coach, Fresh Food for Families; CSUEB Community Clinic; and La Familia Community-Based Clinician Services	ACPHD, TVHC CIC, 4Cs E.D., CSUEB CCCD, La Familia CD
January – May 2023	Plan new solutions for DHPN: COH Homework Centers at HUSD Schools; Family Resource Center and TechMobile/FRC; Familia Adelante program	COH ESM, EYFC E.D.
March 2023, ongoing	Screenings for adverse childhood experiences, referrals for appropriate services begin	ACPHD
March 2023, ongoing	Project outreach personnel screen families to identify those eligible for child care subsidies, assist with applications	4Cs E.D., ACOHC, TVHC CIC
March 2023, ongoing	Promote HARD available sports, camp, recreation programs and sign up DHPN residents free of charge	DHPN partners, HARD GM
May 2023, ongoing	Family Resource Center opens at Hayward Library and TechMobile/FRC begins operating in community	COH ESM
May - August, 2023, 2025,	Design instrument and process for community survey; recruit and train surveyors	HTA, NHEN-D, CRES

Table 19. DHPN Implementation Plan – Key Task and Timeline

Table 19. DHPN Implementation Plan – Key Task and Timeline		
2027		
Quarterly starting April 2023	Partners and evaluator convene Community of Practice to share and discuss program data as part of Results-Based Accountability, continuous program improvement processes	HPN E.D., PEM, HTA
May to July 2023, yearly	Recruitment for and implementation of Summer Sports Program	Chabot PC
August 2023, ongoing	COH Homework Centers begin operating at select HUSD schools	COH ESM
August 2023, ongoing	CSUEB and DHPN high schools collaborate to place Promise Interns and Student Success Coaches at schools, match them with students	CSUEB E.D., HUSD DHPN-D
September 2023, ongoing	Identify at-risk students in CTE programs and enroll them in CTE/academic case management	Eden Superintendent
September - October 2023, 2025, 2027	Administer community survey	HTA, NHEN-D, CRES
By May 2023, and each year	HUSD plans Transition Academies and Math/Geometry Boot Camp and recruits student participants	HUSD DHPN-D
By June 2023, and each year	Chabot College and HUSD collaborate to recruit students for P2C (middle and high school) programs	Chabot PC, HUSD DHPN-D
By June 2023, and each year	Eden Area ROP and HUSD collaborate to recruit students for summer career exploration program	Eden Supe, HUSD DHPN-D
By June 2023	Partner agencies establish data sharing MOUs	All key partners
April – July, yearly	Recruit students for and hold STEMulate Pre-Algebra Academies	HUSD DHPN-D
May 2023, ongoing	Promote special student programs/affinity groups to incoming students and enroll incoming students in them	Chabot PC, CSUEB staff
July 2023, ongoing	Implement other DHPN programming: Nurse Home Visitation, Family Navigation/Success Coaching, Parent Promise Academy, Toddler Play & Learn Groups, Promotores, CSUEB Service Learning, Adult CTE, etc.	All partners
July - August 2023, yearly	Recruit and train Family Success Coaches/Family Navigators, to begin outreach in September	HUSD DHPN-D
By August, 2023	Refine school climate survey used in SHPN	HTA, HPN E.D., HUSD DHPN-D
August-May, yearly	P2C middle and high school programming	Chabot PC
Oct.-Nov., yearly	Conduct school climate survey at DHPN schools	HUSD DHPN-D, HTA
November 2023 -March 2024, yearly	Familia Adelante program implemented at DHPN middle and high schools	EYFC E.D.

Table 19. DHPN Implementation Plan – Key Task and Timeline		
Every six months	CSUEB submits required reports to Department of Education.	HPN E.D., BAS, HTA
February 2024, and yearly	Evaluator writes local evaluation report, for dissemination to stakeholders. Final report written in February 2028	HTA, HPN E.D.
By July 2024, July 2026	Recruit participants for DHPN-CLI cohort; begin program	NHEN-D, CRES
January 2026 to December 2027	ELG and Implementation Teams and Community Advisory Board engage in data-driven strategic and sustainability planning effort.	ELG, IT, and CAB
<p>HPN E.D. = HPN Executive Director; PI = Principal Investigator; HUSD Superintendent = HUSD Superintendent; HUSD DHPN-D = HUSD DHPN Director; Chabot PC = Chabot College DHPN Project Coordinator; Eden ROP Superintendent = Eden Area ROP Superintendent; ELG = Executive Leadership Group; IT = 0-16 Implementation Team; CAB = Community Advisory Board; ELN-D = Early Learning Network Director; C2CERN-D = Cradle to Career Education Reform Network Director); NHEN-D = Neighborhood Health & Empowerment Network Director; ACPHD = Alameda County Public Health Department; TVHC CIC = Tiburcio Vasquez Health Center Community Impact Coordinator; HARD GM = HARD General Manager; 4Cs E.D. = 4Cs of Alameda County Executive Director; CSUEB CCCD = CSUEB Community Counseling Center Director; La Familia CD = La Familia Clinical Director; COH-ESM = City of Hayward Education Services Manager; EYFC E.D. = Eden Youth & Family Center Executive Director; CRES = Community Resident Engagement Specialists; PEM = Program & Evaluation Manager; BAS = Budget Analyst Specialist; HTA = HTA Consulting, External Evaluator</p>		

(d.2) Experience, lessons learned, and proposal to build the capacity of the management team and project director in collecting, analyzing, and using data for decision making, learning, continuous improvement, and accountability

The DHPN initiative will build on an existing deep Promise Neighborhood collaboration with a wide array of large and small organizations, working across disciplines and cultures to move the needle on the 10 GPRAs and 5 program indicators. Our HPN collaborative and all of our partners, other than the Deputy Sheriffs’ Activity League (DSAL) and the Hayward Area Parks and Recreation Department (HARD), have ongoing experience with program data collection relevant to the purpose of the Promise Neighborhoods Program; in sharing our program, clientele, and outcomes data; and in examining the data with an eye toward identifying what works

and ways to strengthening our efforts; and in collaborating to support our reporting to the Department of Education. Our HPN collaborative and partners have experience using the Salesforce case management system (details below); data MOUs, consent forms, existing protocols for legal and human subjects' reviews; cross-agency Community of Practice for continuous quality improvement; and use of Clear Impact Scorecard for bi-annual reporting.

We are deeply committed to a data-driven decision-making process at the system, population, program, and individual levels in collaboration with external evaluator HTA. We have been working to move the needle in a way that improves: 1) System outcomes that target the efficacy of the overall initiative by bringing a diverse group of partners to improve their collaboration, efficiency, transparency, and accountability for results; 2) Population-level outcomes such as readiness for kindergarten, proficiency in core academic subjects, attendance rates, high school graduation rates, and college enrollment and success across the neighborhood and target schools; 3) Program-level outcomes that can be attributed to the effects of programs and programmatic collaboration; 4) Use of individual case management data and data systems to identify individual students' needs and assets on a real time basis; these data/systems also support cross program data sharing and collaboration to support specific children, youth, and their families; and (5) Development of a Community of Practice that includes youth, parents, PreK to 16 school faculty and staff, community service providers, parents, and youth – using data to inform policymaking, resource allocation, and programming.

From our previous experience, we have learned several lessons about how to build out capacity for program partners and collecting, analyzing, and using data for decision making.

(1) It is important to quickly establish data MOUs and data collection plans between the local evaluator and the program partners in order to increase accountability and transparency and to ensure program and collaborative decisions are based on data.

(2) We learned the importance of presenting result-based-oriented reports to our program

partners in a timely and regular manner, so that program adjustments and tweaks could be at the forefront of all collaborative discussions.

(3) Students and families have experienced survey fatigue, with surveying peaking during the COVID 19 pandemic.

Solutions: When conducting surveys, it will be important to ensure that the questions asked are actionable, timely, relevant, and respectful. We will also make sure families can access support to understand the questions. Moreover, we plan to report the survey results back to the community, and engage the community in interpreting the survey results. Families need to know what was learned from the survey and what actions are taken to address to reinforce strategies. We also hope to leverage the best research and innovate in survey collection strategies that are low-cost, honor people's time, and have high rates of completion.

(4) HPN partners, specifically administrators at the district level in HUSD and leaders of partner schools, need to be supported to build their capacity to access, curate, and report on real-time data at the population and individual level to ensure timely action/attention.

Solutions: We are investing Promise Neighborhoods funding in a full-time data technician at HUSD to ensure that data can be accessed and reported on in a timely basis, along with a Teacher on Special Assignment to support the collection of HPN schools to strategically align district and school site data to address local and collective outcome priorities. This work will prioritize trust building, so that school leaders, teachers and staff, and other school stakeholders are not shamed by the outcomes, but instead are empowered to "move the needle" through actionable and aligned steps.

(5) We learned there is a need to better coordinate between different solutions and segments of the pipeline in order to optimally serve children and families. For example, for many of the families who enter the pipeline via early childhood supports, such as the Promotores or Par-

ent Promise Academy, we could do a better job of connecting these families to early learning education opportunities, such as preschool and prekindergarten, and tracking these connections.

We've learned that the gaps that are hardest to close but have the greatest promise for improving systems, are the transition points for students, specifically as they transition from home/preschool/transitional kindergarten to kindergarten, the transition from 6th grade to middle school, from middle school to 9th-grade (high school), and from high school to postsecondary study to combat summer melt. We learned that public and institutional data systems are not linked between these cradle-to-career segments, and we cannot wait until the state reports data.

Solutions: Our plan to establish a Family Resource Center (FRC) and FRC/Tech Mobile will help advance this work to link DHPN families to early learning and postsecondary/adult learning opportunities as well as other DHPN services, basic needs assistance, and other community resources. We need to ensure targeted outreach and warm handoffs to ensure students and families are moving into the appropriate support systems. To support this, we will use data (e.g., indicators of kindergarten readiness, indicators of algebra readiness between 8th and 9th grade). to inform how we identify students and align HPN resources to ensure that they are on track.

Plan to build capacity in collecting, analyzing, and using data for decision-making, learning and continuous improvement. All of the DHPN partners have experience with program data collection and compliance reporting to funders. As we move into a new neighborhood, new partners DSAL and HARD will require technical assistance and support to get up to speed with program data collection, sharing, data analysis, and continuous improvement efforts specifically relevant to the purpose of the Promise Neighborhoods Program. The CSUEB and the HTA data teams will be responsible for orienting and coaching these new partners.

Since collecting and storing individual-level data across service sectors raises issues of human subject protections, we will convene the CSUEB IRB to ensure we as a partnership are cognizant and compliant with these protections – including FERPA/HIPAA regulations, interagency

data sharing agreements, parent and older youth permissions, data compatibility, and use of unique identifiers across the enterprise. Another challenge is to manage data-informed decision making in a collaborative environment. This requires transparency, thoughtfulness, and a firm focus on initiative's vision, mission, and goals. It also requires a "growth mindset" in the providers who need to make changes based on results and feedback from consumers and partners.

The DHPN initiative as a whole has been tackling this conundrum for the past 11 years, and additional work remains to be done to create a truly seamless robust data system. CSUEB and the partners have benefited by participating in national technical assistance from the U.S. Department of Education, the National Evaluation/TA Provider, the Center for the Study of Social Policy (CSSP), and the Promise Neighborhood Institute at PolicyLink. As noted, HTA has in-depth experience working with national Promise Neighborhoods technical assistance and guidance and other neighborhood revitalization initiative site evaluations. Additionally, DHPN is part of the California Promise Neighborhood Network, the California Cradle-to-Career Coalition, the Northern California Promise Coalition, and the Bay Area K-16 Collaborative. Each of these coalitions serves as a community of practice to refine, align, and advance best practices in cradle-to-career, place based initiatives in our state. (Please see the letters of support we are including from the California Promise Neighborhood Network and our Congressional Representative Eric Swalwell.) HTA will bring its experience to the initiative and provide as needed training and technical assistance to the data management process as follows:

- In the early years of our SHPN initiative, our consortium built out a comprehensive, flexible, user-friendly longitudinal data system using Salesforce software. Data MOUs and consent forms were established with the local evaluators and between the program partners. Since all of our SHPN program partners will continue their work with DHPN, we believe the ramp-up time would take less than it would for a brand-new initiative. Updated data MOUs, consent forms, and other legal and human subjects' reviews will build on existing protocols and be

completed during the first six months of funding.

- DHPN will convene partner agency data personnel and the National Evaluation/TA Provider and CSSP technical assistance teams to discuss data sharing, federal reporting requirements, etc. A DHPN data team will be formed under the leadership of CSUEB, as the backbone agency, the HTA evaluation team, and the other partners. As a condition of all DHPN funding, all partners will participate in the data team, work to develop and implement data sharing agreements, and commit to implementation of these agreements in a timely manner.
- The data team will convene refresher trainings for all partner agencies to ensure they are apprised of data storage and transmission requirements, timing, and data quality assurance practices; these trainings are likely to include components lead by the National Evaluation/TA Provider and CSSP, which are charged with guiding grantees regarding evaluation, data management, and federal reporting.
- Another strategy to ensure cooperation and compliance with data collection, cleaning, and transmission expectations is to be sure that useable, meaningful reports are provided to diverse constituents in a timely manner, e.g., community members, principals, program coordinators, case managers, and partner leadership and data staff, the Community Advisory Board, and the Executive Leadership Group.
- HTA and CSUEB will continue to facilitate our cross-disciplinary Community of Practice (COP) that will create a safe environment for the DHPN implementation partners and DHPN management to use “rapid cycle quality improvement” to ensure that programs and system strategies are reviewed frequently and to reflect upon the data to identify successes, challenges, questions, and opportunities for improvement generated through the evaluation. (See below for more information regarding the COP.)

Hayward Promise Neighborhoods’ longitudinal case management data system. During our initial HPN years (2011-2016), we utilized an Efforts to Outcome database, but found it did

not serve our purposes as a system for longitudinal data collection and case management. We conducted an extensive study of existing systems with demonstrated effectiveness in other multi-agency, multi-systemic place-based collective impact efforts across the country. Factors that went into this decision included the system's cost effectiveness, its adaptability to individual entry of case management data, its ability to accommodate data from legacy systems, and to generate customized reporting by program, by solution, and across the enterprise over time. On the basis of this research, we acquired, built out, and deployed a Salesforce cloud-based customer relationship management (CRM) as a longitudinal case management system in our second HPN years (2017-2022), to support our cross-disciplinary community of practice, and Results-Based Accountability and continuous quality improvement processes.

In building out and deploying our system, we engaged the leaders, IT staff, and expected end users from all partners agencies, so they could provide guidance regarding system configuration, security, and end user experience, in order to best interface with partners' existing data systems and meet partner needs.

Our HPN data system has the capacity to facilitate inter- and intra-agency referrals and data sharing. End users (e.g., teachers, counselors, school leaders, health professionals, and parents) can interact with the system by submitting self-referrals and consent forms from the HPN website that links to Salesforce. The system has also been customized to extract consented student-level data from Salesforce platforms managed by our largest institutions including Chabot College and Hayward Unified School District, that streamlines the data collection process and addresses systemic barriers to tracking students across the educational continuum. Data Managers and end users can use it to run aggregate reports and/or access individual student data. We use our Salesforce platform to enter, track, and monitor student-level data points such as participation in specific HPN programs. The data system also provides multi-year capacity to be used as a longitudinal data system for purposes of evaluation of outcomes, outputs, and service dosage

over time.

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

Cross-disciplinary community of practice. To ensure our service delivery partners and managers fully and effectively utilize our data system, the DHPN will continue to utilize a Community of Practice (COP) approach. The COP helps us ensure that we treat the program evaluation as a continuous and collective learning process, not only as a compliance requirement. For the DHPN, this cyclical process will involve: (1) developing an evaluation design that answers locally-relevant research questions by reporting on relevant results and indicators; (2) creating user-friendly and rapid cycle reports for DHPN practitioners (e.g., principals, coordinators, case managers, administrators, and data staff); (3) conducting interactive data workshops where implementing partners review output, fidelity of implementation, and results; and (4) supporting each other to address common challenges and share and leverage evidence-based and promising practices.

To provide user-friendly, accessible, and timely access to the evaluation data, DHPN will

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

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

Reporting Plan. On an annual basis, HTA will work with the DHPN data team to compile and report the findings on *GPRAs 1-10* (10 program-level results and 13 indicators), and any other required data to the Department of Education (ED) in annual performance reports and any

ad-hoc reports as requested by ED.

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

The key data partners (CSUEB, HUSD, and HTA) all have experience using rapid time data to inform program improvement and time sensitive interventions for children and families. This experience has helped us design, build out, and utilize our central case management system for the Hayward Promise Neighborhoods, and is critical to the accountability for fidelity of implementation, outputs, results, and indicators.

(e) Adequacy of Resources

(e.1) Project costs are reasonable

The DHPN is requesting \$30,000,000 in Promise Neighborhoods grant funding over five years. In Year 1, 51.08% of our request (\$3,065,023 of \$6,000,000 total) is allocated toward planning activities and costs. These costs include substantial time commitments by the "backbone" agency staff at CSUEB and agency and program directors at our partner agencies, who will help to plan much of our programming to be launched that year, plan for service coordination and data sharing, and meet regularly as part of our IT and Networks to coordinate and monitor implementation, review data, problem solve, and refine our work. They also cover allocations for hourly pay for professional development and coaching for school leaders and teachers to strengthen classroom instruction. Further planning-related costs include expenditures upgrades to the HPN

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Salesforce data system and consultants (small business, entrepreneurship, Bay Area K-16 collaborative); for the Community Survey and School Climate Survey in year 1 to establish baselines on particular indicators and gather extensive community input to inform and help us refine our implementation plan, and for our project evaluation to further help us plan for and improve ongoing programming 41.23% of our request (\$2,473,876 of \$6,000,000 total) is for similar planning activities and costs. Please see our budget narrative for particular line items that will contribute to our planning efforts during the first two years of the grant period.

The largest share of grant funding (\$1,800,000 per year/\$9 million over five years) is allocated to Hayward Unified School District, the key service site for children and youth in the DHPN, and the partner through which we can engage the largest number of families. Our DHPN target schools in HUSD will serve approximately 8,300 students each year (approximately half of whom live outside the DHPN footprint), and we will reach other DHPN children through HUSD preschools serving the neighborhood. HUSD will hire a full-time DHPN Director and a Database System Specialist/Assessment Technician (full-time in year 1, .8 FTE in years 2-5), which we have found are necessary expenditures for the coordination and data gathering, management, and sharing needed for a large-scale multi-agency collaborative effort in which HUSD is the principal service provider, carrying out multiple program elements and solutions simultaneously. Approximately 48% of HUSD's grant expenditures in year 1 and 40% in year 2 will be for planning costs, including professional development and coaching, which will build long-term capacity in the district to improve outcomes for children. Over five years, if we subtract planning, program coordination, and data management costs, about 60% of grant funding allocated to HUSD will cover direct services to students and their families. This \$1,080,000 million per year will be used to serve about 8,500 students in preschool and grades TK-12 directly, and some very intensively. This amounts to an average cost of \$127 per student per year. At the same time, HUSD is contributing extensive resources to this initiative (at least \$9,000,000 over five years, a

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100% match); the great bulk of this matching funding derives from in-kind services and supports for its students and their families.

The next largest share of grant (averaging \$1,701,758/year = \$8,508,789 over five years) is allocated to CSUEB, for “backbone agency” staffing, direct services, meeting and program costs, and consultant services. In our experience leading the Hayward Promise Neighborhood since 2011, this backbone staffing structure is essential for leading a large-scale collective impact initiative. It includes staff for overall initiative leadership and coordination, data and evaluation, budget and contracts management, and administrative coordination, reporting to and accountability with funders. Grant funding for CSUEB will also support the three Community Resident Engagement Specialists, two Student Success Coaches, the Promise Intern Coordinator and Promise Intern Student Assistants, HPN Student Workers, the Community Counseling Center Director and Outreach Coordinator, along with other program costs and indirect/administrative costs.

Each of the 10 other key DHPN partners will receive allocations ranging from \$468,750 to \$2,070,925 over five years, in proportion to the services they provide and the community members they reach, to contribute intensively to the planning activities during the first two years of the grant period and implement direct services to DHPN children and families. These partners are committed to being an integral part of our ongoing collaboration to coordinate, monitor, refine, sustain, and scale up our initiative. Each partner agency is contributing substantial matching resource to this initiative, as detailed below and in our budget narrative. In total, CSUEB will contract out 73% (\$21,877,402) of the \$30,000,000 total grant budget over the five year grant period.

By year three of the grant period, we plan to be serving the great majority of the children and families in the DHPN in some way. This will include an estimated 800 children ages 0-4 who are in early learning programs in the neighborhood and/or whose parents participate in activities to support their children’s early learning and kindergarten readiness. We also plan to

reach all 8,300 children and youth in the target HUSD schools, and approximately 500 young people from the DHPN who have graduated and gone on to college at Chabot College or CSUEB. If we divide the year three grant request of \$6,000,000 by 9,600 children and youth, the average cost would amount to \$625 per child. Each year, however, we also expect to serve approximately 8,000 parents of school-age children or other adult residents of the DHPN who are touched by the initiative in one way or another, such as through our Family Resource Center and TechMobile/FRC, Fresh Food for Families, CTE programs at Eden Area ROP, the City of Hayward's Family Education Program, and other outreach programs conducted by DHPN Family Navigator and Success Coach, our CRES Team, and our Community Leadership Initiative.

As detailed in our year-by-year targets for the Promise Neighborhoods program indicators and our local program indicators, we are anticipating making significant improvements over five years in terms of students achieving grade level proficiency in core academic subjects, graduating from high school, and enrolling in and succeeding in college, among other positive outcomes. At the same time, we will build capacity within our preschools, K-12 schools, postsecondary institutions, and other partner agencies to effectively serve the community in a coordinated way, while enabling families to effectively support their children's healthy development and learning and to ensure their family's advancement and wellbeing – in the process building a safer, healthier, more vibrant, self-sufficient, and thriving community.

(e.2) Project sustainability; partner commitments, and support from stakeholders

As noted, our grant request of \$30,000,000 will leverage \$30,000,000 in matching resources (a 100% match) committed by the DHPN partners. Over half of our initiative will be funded independent of the federal grant. These resources include CSUEB's infrastructure and experience as the HPN "backbone" lead agency, as well as our service provider Networks focused on early

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childhood programs, K-16 education and career solutions, and neighborhood health and empowerment. DHPN partner organizations working in collaboration with the preschools and K-12 schools serving the neighborhood, include CSUEB, the City of Hayward, 4Cs of Alameda County, Eden Area Regional Occupational Program, Chabot College, Tiburcio Vasquez Health Center, La Familia, the Alameda County Public Health Nursing Department, First 5 Alameda, Eden Youth & Family Center, and Alameda County Deputy Sheriffs’ Activity League, and Hayward Area Recreation & Parks District. The budget narrative, Memorandum of Understanding, and Letters of Agreement included in this application spell out the contributions many DHPN partners are making via in-kind resources for planning, direct services, and program management. As described in section e.3 below, these matching funds derive from local, state, federal, foundation, nonprofit agencies, and other sources. Some examples are included in Table 20.

Table 20	Services Provided	Dollar Value of Matching Resources
CSUEB	Initiative leadership/Principal Investigator; grant management, compliance monitoring, reporting; co-facilitation of C2CERN and NHEN; Community Counseling Clinic services for DHPN residents of all ages; tutoring and other support for students through Promise Interns and Student Success Coaching programs; professional development for HUSD teachers through Climate Empowerment Leadership Initiative; community outreach and civic engagement; cohort programs and support services for DHPN students who enroll in CSUEB; support for small businesses/entrepreneurs through Small Business Development Center.	\$9,275,472

Table 20	Services Provided	Dollar Value of Matching Resources
HUSD	Program planning, collaborative governance, co-facilitation of C2CERN; supervisory costs; preschool, improved academic instruction, social-emotional learning support, career pathways programs, teacher professional development, attendance supports, on-site behavioral health services, access to school-based health services, expanded learning opportunities before and after school and in the summer, support for credit recovery program, family engagement opportunities, Community School Specialists, multidisciplinary Coordination of Services Teams that link students and families to needed supports at school and in the community, Parent Ambassador Program, Student Ambassador program, newcomer services, translation assistance, data support.	\$9,000,000
Chabot College	Program planning, collaborative governance; supervisory costs; college readiness and transition services and dual enrollment opportunities for middle and high school students, at no cost to students; support for adult students transitioning to postsecondary education.	\$1,928,267
Eden Area ROP	Program planning, collaborative governance; supervisory costs; Career Technical Education services to students in middle and high school and adults in the target neighborhood and schools.	\$1,277,577
City of Hayward	Program planning, collaborative governance, co-facilitation of	\$1,698,787

Table 20	Services Provided	Dollar Value of Matching Resources
	NHEN; supervisory costs; Family Education Program services, including Homework Support Center services, adult literacy programs, bookmobile, Family Resource Center, TechMobile/FRC.	
4Cs of Alameda County	Program planning, collaborative governance; Early Learning Network facilitation; supervisory costs; Family and Community Emergency Support Services (FACESS) Project; child care payment assistance.	\$2,069,704
Alameda County Public Health Nursing Dept.	Program planning, collaborative governance; supervisory costs; Building Bridges Program case management, care coordination; Ages and Stages Questionnaire and adverse childhood development screenings; in-kind screenings and nursing care; mobile vaccination services.	\$911,644
La Familia	Program planning, collaborative governance; supervisory costs; Parent Ambassador Program coordination; Community Health Educator; (community-based) clinicians for K-12 students, parents, and/or families.	\$1,101,110
Tiburcio Vasquez Health Center	Program planning, collaborative governance; Promotores (Community Health Workers); school-based health services at Hayward and Tennyson High Schools; ARPA-funded navigation support; health screenings; fitness classes; benefits eligibility screening and enrollment assistance; WIC services; Federally Qualified Health Center services.	\$1,147,156

Table 20	Services Provided	Dollar Value of Matching Resources
Eden Youth & Family Center	Program planning, collaborative governance; supervisory costs; Drug-Free Communities Support Program focused on improving parental and youth awareness of substance use and abuse, youth development and advocacy; mentorship, Transition to Jobs, and Technology Education; community safety initiatives including community healing circles responsive to community needs, Project New Start Tattoo Removal program, and case management.	\$604,666
Deputy Sheriffs' Activity League	Soccer, boxing, other youth development programming	\$468,750
Hayward Area Parks & Recreation District	Free swim lessons, camp, recreational programming, drop-in sports and neighborhood tournaments, training space for Promoters, park space for monthly resource fairs.	\$517,000
Total Matching Funds		\$30,000,000

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

These substantial leveraged resources will provide a strong foundation for sustaining the DHPN beyond the federal grant period. Moreover, much of the grant funding will be allocated to

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planning functions and building our partners' and collaborative's capacity so we can institutionalize elements of the initiative and sustain them in future years without further funding, or at a substantially lower cost. Examples of use of Promise Neighborhoods grant funding for initial investments that will serve the initiative for the long-term include our investment in professional development to strengthen teaching and learning across grades PreK-16, upgrades to the HPN Salesforce data system, consultation expertise to support systems change, and much of the costs of the independent program evaluation.

Our partnerships with 4Cs of Alameda County, HUSD's State Preschool program, and other providers of early childhood services leverage a variety of early childhood programs funded by the public educational system, Temporary Aid for Needy Families, the American Rescue Plan Act, and other funding streams and sources. These and other supports are integrally engaged in the DHPN's Early Learning Network which works to expand and sustain quality early childhood (birth through 3rd grade) services of all kinds in the DHPN footprint and beyond. Since many of these services are durably funded, DHPN will take the approach of utilizing Promise Neighborhoods grant funding to improve the reach and targeting of programs by coordinating linkages for DHPN families across DHPN solutions and educational segments (e.g., preschool to K-12), and supporting educator professional development. This work will build long-term capacity in the DHPN preschools and elementary schools.

HUSD is historically a low-performing school district. In recent years it has implemented a broad range of school improvement strategies and measures to help improve outcomes among its students. Much of this work has derived from investments in student support services which Promise Neighborhoods grant funding will leverage. For instance, the work of the Coordination of Services Teams at the DHPN schools and the broader effort to build out Multi-Tiered Systems

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of Support and the four pillars of a community school model are ongoing and largely supported with support from state and federal grants and other resources. For instance:

- HUSD has invested in *school-wide strategies for creating a positive school climate and culture*, including the Positive Behavioral Interventions & Supports model in its elementary schools, and creating a restorative culture in its middle and high schools. Its investments in staff and teacher training to implement these approaches will help to institutionalize them at the DHPN schools, independent of grant funding.
- HUSD will utilize matching funding to implement other *attendance-promotion strategies*, to help address the high rate of chronic absenteeism. This work is sustainable because school districts receive per-student allocations from the state only when students are in attendance. Improving attendance incentivizes districts to support proven attendance strategies financially. We anticipate that the DHPN's successful attendance strategies will continue to be funded by HUSD once Promise Neighborhoods funding sunsets.
- Using other funding streams, HUSD will offer *out-of-school-time programming* – a combination of before and after school and summer programs that provide a wide variety of essential services – such as tutorial support, homework help, enrichment programming, sports and recreation, nutrition, youth development, and experiential learning opportunities that help students to build their skills in a hands on approach. These services are provided through HUSD's Youth Enrichment Program (YEP) at each DHPN school. Middle and high school YEPs also include dual enrollment opportunities in which students can take college-level classes and earn college credits. High school programs offer credit recovery programs to help students make up credits for classes they have not passed, and get back on track for on-time graduation, and dual/con-

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current enrollment programs. In addition to supporting academic achievement, expanded learning programs help to keep children and youth safe, well-nourished, and physically fit. Sources of leveraged funding for the out-of-school-time supports for the DHPN schools include grants from the California After School Education and Safety program, the 21st Century Community Learning Center program, and California Expanded Learning Opportunity grant monies allocated to the DHPN schools.

- In addition, the HUSD schools in the DHPN will leverage various MediCal (Medicaid) funding streams through our county to provide mental health services to vulnerable students.

We anticipate these funding streams – and the invaluable programs they support – will be sustainable beyond the grant period.

The Promise Neighborhoods grant will also leverage National Science Foundation funding to CSUEB for the Climate Empowerment Leadership Initiative, focused on interdisciplinary and project-based STEM instruction; Pipeline to College *and career preparation programs* for at-risk HUSD students provided by Chabot College, supported by a TRIO Academic Talent Search grant from the U.S. Department of Education; school district and state-funded *Career Technical Education programs* and *work-based learning opportunities* for students provided by DHPN partner Eden Area ROP; and many successful special programs at Chabot College and CSUEB to promote the success of incoming first-year and transfer students from traditionally underserved groups.

While we are fortunate to be able to leverage the above-detailed programs and funding streams, one of our key strategies to remedy the challenge of widespread under-achievement among DHPN students is appropriate *professional development (PD) and coaching* for certificated and classified staff. If approved, this Promise Neighborhoods grant will fund a significant

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amount of PD to help schools implement evidence-based curricula, instructional practices, and social-emotional/behavioral supports across grades preK to 12. During the grant period there will be significant investments in PD and coaching for instructional leaders and faculty serving the DHPN, including workshops, teacher collaboration in professional learning communities and cycles of inquiry, and classroom-based internal coaching by experienced professionals. We anticipate this type of intensive PD will have a long-term impact on teaching and learning in the target schools. We will use a trainer-of-trainers approach to ensure every school has an institutional memory of best practices and that new faculty/staff are provided with intensive induction through collaboration and PD. In this way, the professional development will be institutionalized at the target schools, without requiring continued large infusions of funding to sustain them.

Trauma-informed *behavioral health services* is another pressing need in the DHPN. Many students have experienced adverse childhood experiences, including exposure to poverty, violence, family instability and breakup, and other severe stressors; some are unaccompanied minors who have experienced violence, loss, and dislocation before and as part of their immigration experience. The COVID-19 pandemic has amplified the stressors on DHPN young people and families. As a result of our partnerships La Familia and the CSUEB Community Counseling Center, we are able to leverage both public and private funding to serve the behavioral health needs of the entire community. Public funds for behavioral health services are largely limited to children and families who are MediCal eligible and funded through the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) and other MediCal funding streams. However, due to our collaborative commitment to serve all children who need it, our partners have developed increased capacity to serve uninsured and underinsured populations, including undocumented populations with culturally and linguistically appropriate trauma-informed services. We

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also make use of trainees and interns from CSUEB and other local Psychology and Social Work departments. We will work with the Alameda County Behavioral Health Care Services department to ensure that we are maximizing federal financial participation through MediCal – by, for example, increasing collaboration between La Familia and the CSUEB Community Counseling Center so that the Center is billing MediCal whenever feasible.

Health and wellness is another crucial area of concern for the DHPN community. We have challenges with poor fitness and nutrition, obesity, diabetes, hypertension, childhood asthma, teen pregnancy, substance use, and other ailments that disproportionately affect low-income communities of color. To address these health issues, again we reach out to our partners.

TVHC's School Based Health Centers at Hayward and Tennyson High Schools provide a variety of prevention and intervention services in a confidential youth friendly environment, through leveraged Medicaid funding and philanthropy. Eden Youth and Family Services' work on youth substance abuse prevention is funded by a CDC Drug Free Communities Support Program grant and other sources. Youth violence prevention services provided by Alameda County Deputy Sheriffs' Activity League are supported by federal Byrne Justice Assistance Grant funding. We anticipate these funding streams will be sustainable beyond the grant period.

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

Lead agency CSUEB is highly committed to helping sustain the DHPN initiative. As an example, we demonstrated our commitment by sustaining the staffing infrastructure and Promise Interns service learning program for the Hayward Promise Neighborhood in 2017, after our final

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year of our first 5-year Promise Neighborhoods Implementation Grant. More recently, CSUEB was instrumental in advocating for support from the State of California for Promise Neighborhoods initiatives in our state, an effort that bore fruit this past summer with Assembly Bill 2517, through which, pending the Governor's approval, the HPN and other federally-funded Promise Neighborhoods in California would be awarded \$1 million per year for the next three years in operating support grants. CSUEB will lead our work to plan for the SHPN's long-term sustainability and is committed to investing substantially in this effort on an ongoing basis, for the benefit of children and families in Hayward.

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

The City of Hayward has for many years provided services to the community, including its Youth and Family Services Bureau that provides behavioral health services in some HUSD schools. For its Family Education Program, the City leverages its library facilities to support children with afterschool tutoring, access to books and technology, and parent education services. The City is proposing to expand these afterschool programs to four sites in the DHPN, building on its existing infrastructure to recruit and train volunteers, supervise them and provide

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both children and adults with literacy, math, ESL, and career-oriented services. In addition, the City has had a longstanding commitment to community engagement and empowerment. It will continue to allocate staff to support the Neighborhood Health and Empowerment Network which engages families and children in civic affairs and is growing the next generation of leaders in Hayward. These activities have been sustained over the years, and we anticipate they will continue service to children, youth, and families in the DHPN in the foreseeable future. Importantly, as part of our initiative, the City will provide space and staffing for the new DHPN Family Resource Center at the downtown library, a vehicle and driver for the TechMobile/FRC, and its Curbie bookmobile – other resources we anticipate will be sustainable beyond the grant period.

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

Finally, over time, our cradle-to-career pipeline will build capacity in DHPN 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 DSHPN pipeline, and our partners will be able to reallocate resources to support the highest-priority and highest-impact solutions.

(e.3) Existing neighborhood assets and programs supported by federal, state, local, and private funds that will be used to implement pipeline services

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As noted, if awarded, the Promise Neighborhoods grant, amounting to \$30,000,000 over five years, will leverage \$30,000,000 in matching resources already committed by the DHPN partners. Of these matching resources, \$1,855,817 derives from federal sources, \$19,136,120 from state sources, \$6,008,062 from local sources, and \$3,000,000 of the match comes from private sources, which is 10% of the grant request. Table 21 identifies the programs and assets that will be incorporated in the DHPN pipeline, and specific federal, state, local, and private funding sources our partners will use to provide them. Our budget narrative provides details on the match amounts from particular sources.

Table 21	Programs	Funding source	Funder category
CSUEB	Community Counseling Clinic	California State University Office of the Chancellor	State
	DHPN Promise Intern Program and College Corps	California State University Office of the Chancellor	State
	Climate Empowerment Leadership Initiative	National Science Foundation	Federal
HUSD	Youth Enrichment Program at 11 DHPN schools	California Dept. of Education After School Education & Safety, 21 st Century Community Learning Center, Expanded Learning Opportunity Programs District General Fund from CDE	State State
	Snacks, meals in Youth Enrichment Programs at DHPN schools	School snacks/meals programs, U.S. Department of Agriculture and CDE	Federal and State
	Community School Specialists HUSD Coordination of Service Teams	CDE California Community School Partnership Program and Learning Communities for School Success Program U.S. Dept. of Ed Full Service Community Schools program	State Federal

Table 21	Programs	Funding source	Funder category
	Dual enrollment programming in partnership with Chabot College	District General Fund from CDE	State
	Child Welfare & Attendance Office Outreach Workers	District General Fund from CDE	State
	Attention to Attendance data and notification system – part of Hayward Attendance Project	District General Fund from CDE	State
	HUSD Parent Ambassador Program	Alameda County Center for Healthy Schools and Communities	Local
	Food distribution to HUSD families	Alameda County Community Food Bank	Private
	Trauma-informed care counseling and health-related workshops	Kaiser Foundation	Private
	Tutoring, food, backpacks	Sri Sathya Sai Trust	Private
Chabot College	Pipeline to College Programs	U.S. Department of Education Talent Search grant	Federal
	Early College Credit Program	California Community College Chancellor’s Office	State
Eden Area ROP	Career Technical Education, high school and adult students	Local school districts, CDE, local businesses	Local, State, Private
	Adult CTE program	Local school districts	Local
City of Hayward	Family Education Program (homework support and adult literacy, ESL, citizenship preparation, GED completion)	City funds California State Library	Local State
	TechMobile/FRC	Private donor	Private
	Curbie bookmobile	City funds, private support	Local, Private
4Cs of Alameda County	FACESS Project, family navigation and support	American Rescue Plan Act	Federal
	Child care payment assistance	California Department of Social Services	State
La Familia	HUSD Parent Ambassador Program	Alameda County Center for Healthy Schools and Communities	Local
	Community-based clinicians	Alameda County Center for Healthy Schools and Communities/MediCal California Mental Health	Local, State/Federal

Table 21	Programs	Funding source	Funder category
		Service Act California Board of State & Community Corrections Proposition 47 grant Substance Abuse & Mental Health Administration grant	State State Federal
Tiburcio Vasquez Health Center	Promotores	Alameda County Public Health Department Kaiser Permanente Community Benefit Program MediCal	Local Private State/Federal
Eden Youth & Family Center	Youth Advisory Council, awareness campaigns on youth substance abuse	CDC Drug Free Communities Support Program grant	Federal
	Eden Computer Clubhouse mentoring, Transition to Jobs, and Technology Education	U.S. Department of Justice, Office of Juvenile Justice & Delinquency Mentoring Opportunities for Youth Initiative	Federal
	Community safety initiatives: community healing circles, Project New Start Tattoo Removal Program, case management	Kaiser Permanente Foundation Strategic & Community Benefit grant	Private
Alameda County Deputy Sheriffs' Activity League	Soccer, boxing, other sports and youth development programming	Byrne Justice Assistance Grant, other resources	Federal
Hayward Area Parks & Recreation District	Free swim lessons, camp, recreational programming, drop-in sports and neighborhood tournaments, training space for Promotores, park space for monthly resource fairs.	Agency funds	Local

The DHPN collaborative will draw substantial existing resources as we expand the HPN ini-

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tiative to the Downtown Hayward neighborhood. These resources include CSUEB's infrastructure and experience as the HPN backbone lead agency, as well as our Networks for service providers focused, respectively, on early childhood programs, K-16 education and career solutions, and neighborhood health and empowerment.

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

We would like to highlight other local programs and assets the DHPN initiative will incorporate and leverage.

First 5 Alameda County is a county agency that supports the HUSD Child Development Centers (preschools), Head Start Centers, private centers, and family child care homes serving the DHPN, through Quality Counts (Alameda County's Quality Rating and Improvement System). This work entails doing Site Ratings and supporting sites to develop Quality Improvement Plans, and providing coaching, training incentives, grants for instructional materials. First 5 also provides training to site staff to promote the social-emotional development and school readiness of young children birth to age 5, using resources provide by the national Center on the Social and Emotional Foundations for Early Learning (CSEFEL). In addition, First 5 convenes a broad range of monthly and more intensive learning communities that focus on all aspects of early childhood and family support. DHPN partners 4Cs of Alameda County and Tiburcio Vasquez Health Center have participated in these trainings. First 5 has also trained the Hayward Park & Recreation District (HARD) and Hayward Public Library on K-Readiness services for families

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with children not in preschool. Our collaborative has worked with First 5 Alameda, leveraging these resources for the benefit of families in the Hayward Promise Neighborhood initiative focused first on the Jackson Triangle and later also on South Hayward. First 5 will participate in the DHPN Early Learning Network and 0-16 Implementation Team, and we will continue to leverage its Quality Counts and other programs on behalf of the DHPN.

The Center for Healthy Schools and Communities (CHSC) is a program of the Alameda County Health Care Services Agency (AHCSA) that has worked for over 20 years with schools, community partners, youth, families and policymakers to build school health initiatives that create equitable conditions for health and learning. In 2009, CHSC adopted Full Service Community Schools as the comprehensive strategy to transform public schools into center of community that, through partnerships and a holistic approach, can ensure the success and wellbeing of all children in school and in life. HUSD partners extensively with CHSC to provide school-based health and mental health services, build a Full Service Community Schools framework in its schools, and implement its Coordination of Service Teams. The DHPN will leverage extensive resources provided by CHSC, for behavioral health services at all of the DHPN schools, the School-Based Health Center at Tennyson High, as well as alcohol and other drug prevention services, as detailed in the Letter of Agreement from ACHSA.

The Alameda County Food Bank, which partners with HUSD to provide healthy food to families, is another community asset the DHPN initiative will partner with and leverage.

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

The DHPN will focus on a distressed community in the city of Hayward, an urban area in Alameda County, located in the East Bay Region of the San Francisco Bay Area. The DHPN can

be considered an urban, inner city community, and therefore we are applying under the Non-Rural, Non-Tribal Communities Absolute Priority.

Competitive Preference Priority 1— Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

The DHPN continuum of solutions includes multiple strategies to address school and community violence prevention and intervention, which are detailed in this project narrative and rooted in HPN’s guiding framework for systems change. Their inclusion, design, and delivery are informed by data and center community members’ lived experiences. They bridge investments across local, state, and federal departments. In deploying these solutions, we will strengthen relationships between partners to ensure on-time treatment and prevention for vulnerable community members. In the process, these efforts will help reduce preventing violence in our schools and communities, and inform best practices to reduce recidivism and improve educational outcomes in similar communities across the country.

The DHPN’s violence prevention strategies focus on areas including substance abuse reduction, mental health treatment, promoting adolescent coping skills, youth sports programs as alternatives to health services, and education and workforce development. They are funded by a variety of federal, state, and local grants and funding streams, which our initiative will braid to help advance violence prevention.

Much of the crime and violence in Hayward, like in nearby Oakland, has been gang- and drug-related. Several DHPN solutions directly address community safety.

- DHPN partner Eden Youth and Family Center will offer programs for high-risk youth and young adults, including former gang members those who have been involved with the criminal justice system. These will include community healing circles, the “New Start” tattoo removal

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program, and case management. The programs are supported by a grant from the federal **Office of Juvenile Justice and Delinquency Prevention’s Mentoring Opportunities for Youth Initiative**.

- Alameda County Deputy Sheriffs’ Activity League will offer boxing and other sports and youth development programs for high-risk youth and young adults reentering their communities, based at HUSD’s Sunset Center campus in the DHPN, where Brenkwitz Continuation High School, the Hayward Center for Education and Careers (Adult School), and Cherryland Elementary School are located. This program is supported by a **U.S. Department of Justice-funded Byrne Justice Assistance Grant**, awarded to Alameda County by the California Board of State and Community Corrections.

Moreover, our efforts to advance reduction and prevention of drug use can help reduce incidents of violence in our schools and communities.

- Youth Advisory Council, a program of DHPN partner Eden Youth & Family Center, recruits, trains, and supports cadre of youth from DHPN high schools to educate and encourage their peers to choose positive alternatives to alcohol, tobacco, and other drugs, and to advocate for changes in the community that discourage substance use and promote community health.

- The Familia Adelante program, also delivered by Eden Youth & Family Center, engage students and their families in learning about areas including acculturative stress, stress-coping skills, substance abuse prevention, sex education, HIV risks, and education. Families also learn techniques to help the youth overcome and reduce risk factors and stressors. The program will equip young people to navigate their adolescent years successfully, with the support of their families, while strengthening their connections to their schools and other social institutions.

Both of these programs are supported by a **Drug Free Communities Support Grant from the Centers for Disease Control**.

The DHPN initiative includes multiple strategies for addressing community mental health,

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including mental health issues in schools.

- Mental health services will be available to community members of all ages from clinicians deployed by DHPN partner La Familia and CSUEB’s Community Counseling Clinic. La Familia’s services are both community- and school-based (with clinical staff deployed to some of the DHPN schools). They are supported by multiple funding streams. One is the **Community Mental Health Centers Grant from the Substance Abuse and Mental Health Services Administration** (of the U.S. Department of Health & Human Services, which focuses on crisis response and treatment for youth ages 11-18 with serious mental health, substance use, and co-occurring disorders. La Familia’s school-based services are also supported by various MediCal (Medicaid) funding streams administered by our county’s health department.

- Each DHPN school offers school-based mental health services – including group and individual counseling, and family case management, for students referred to the school Coordination of Services Team and deemed to need this support. Many of these referrals are in response to fighting, defiance, and other behavioral issues. Services are provided by clinicians from different agencies, depending on the school, including HUSD-employed clinicians, City of Hayward Youth & Families Services, the county’s Center for Healthy Schools & Communities, and La Familia and other community-based mental health providers. They are supported by funding streams including County Measure A, MediCal Early and Periodic Screening, Diagnostic, and Treatment, Medical Administrative Activities, California Mental health Student Services Act, and California Mental Health Services Act-Prevention & Early Intervention.

Health services can further promote community safety.

- DHPN partner Tiburcio Vasquez Health Center (TVHC) is a Federally Qualified Health Center that operates a community health center in the DHPN, that is part of the **Department of Health and Human Services’ Community Health Centers Program**. At the health center,

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community members can access primary care, dental care, behavioral and mental health care services, and behavioral health-related workshops.

- TVHC also operates school-based health services on the campus of Hayward High School and Tennyson High School, both of which serve the DHPN. At these centers students can access a variety of prevention and intervention services in a confidential youth friendly environment. They include diagnoses and treatment of minor illnesses and injuries, first aid, physical exams and sports physicals, and specialty medical referrals; reproductive health services including reproductive health counseling, pregnancy testing, condoms and other birth control options, and STI testing and treatment; and health education conversation/support groups.

The following are examples of DHPN workforce and education programs that can promote community safety and violence prevention.

- Transition to Jobs and mentoring program, a holistic assistance program designed to improve education and employment skills, and wellbeing in high school and transition-aged youth. This program offers technical skills and soft skills training, internship/work experience opportunities, mentoring wrap-around case management. It is supported by the aforementioned U.S. Department of Justice Mentoring Opportunities for Youth Initiative.

- Project Rebound is a program that supports the higher education and successful reintegration of formerly incarcerated individuals at CSUEB. It connects students with critical resources to help them enroll and succeed at the university.

Our community partners, families, and youth will be engaged in delivering and benefiting from these strategies. The DHPN partners will coordinate to maximize their reach and impact in our schools and community. Vehicles and staff for cross-agency collaboration and coordination to help connect young people and adults to these vital programs and supports include the DHPN Family Resource Center and TechMobile/FRC; the Coordination of Services Team, Family Engagement Specialist, and Parent Ambassador at each DHPN school; the DHPN Family Navigator

and Success Coach; DHPN Community Resident Engagement Specialists; and referrals from one DHPN solution to others.

Competitive Preference Priority 2—Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success

Most of the young people in the DHPN are from underserved groups, such as from socioeconomically disadvantaged families; Latinx, African American, and other ethnic minorities; English Learners, and newcomers to the U.S. The DHPN initiative incorporates many strategies to increase postsecondary access, affordability, completion, and success for underserved students.

(a) Strategies to increase the number and proportion of underserved students who enroll in and complete postsecondary education programs. Many DHPN strategies will promote these outcomes.

Some strategies are designed to promote college awareness, interest in attending college, and/or college readiness. They include:

- Our STEMulate Pre-Algebra Academy, which utilizes the evidence-based ELEVATE math program. In addition to advancing students' math skills and growth mindset, students learn about STEAM careers, related college programs, and college readiness through weekly lessons, specialized tours of local colleges and universities, and opportunities to meet STEAM professionals.
- The Pipeline to College program, designed 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. It includes academic planning and college readiness and planning workshops for parents and students, and summer boot camps in which counselors from Chabot College and CSUEB orient students about matriculation processes, assessment changes/requirements, de-

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gree/transfer requirements, and other college/CSU requirements, among other program components.

- The Summer Youth & Sports program, which includes academic planning and college readiness and planning workshops.
- Student Success Coaching, in which college students from CSUEB will support high school students from underserved groups and prospective first-generation collegegoers. They will develop individual academic plans with students, monitor students' academic performance; 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; connect students to credit recovery programs and other resources; take students on tours of higher education institutions, introduce and connect them to affinity groups and student success programs at CSUEB and Chabot College, and assist students in preparing college and financial aid applications. They will also provide guidance and other support to students who enroll in CSUEB to smooth their transition and promote their success, including referring students for enrollment and academic guidance, and working with different campus program and units to help address students' non-academic needs.
- The Pioneers with Promise program at CSUEB will provide mentoring for would be first-generation college goes interested going to CSUEB and their families, starting in students' sophomore year in high school.
- Our Bridge to College dual enrollment program, in which students at the DHPN middle and high schools can take college courses taught by faculty from Chabot College, in which they earn college credits while experiencing college level academics. The program also includes college and financial aid orientation workshops for students and their families.
- Career Technical Education courses and programs in a variety of high-growth industries and occupations for high school students with Eden Area Regional Occupational Program, in which students, along with learning the skills needed for particular career pathways, will learn

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about corresponding career opportunities and post-secondary educational requirements. Students who complete a one-year pathway can earn college credits.

- Chabot College will partner with the Hayward Center for Education and Careers (Adult School) to provide dual/concurrent enrollment courses in which students can earn college credits.
- The DHPN initiative will assist students to access college scholarships and other forms of financial aid. First-year students at Chabot College will not have to pay tuition, through the Chabot Promise program, which is part of the California College Promise Grant. Student Success Coaches will assist DHPN students to submit the FAFSA or, if they are undocumented, the California Dream Act Application, required for receiving (if eligible based on family income) Cal Grants or California Middle Class Scholarships, Pell Grants, or other forms of financial aid. In addition, CSUEB is committed to awarding a number of institutional scholarships to some graduates from DHPN high schools. Counselors in the financial aid offices at both Chabot and CSUEB will provide assistance to incoming and already-enrolled students to maximize their financial aid.
- Both Chabot College and CSUEB offer summer bridge programs (College Bridge at Chabot, Summer Transition Empowerment Program at CSUEB) for incoming students, to help smooth the transition to college. Students in these programs receive support including personalized academic counseling, financial aid advising, math workshops, campus tours, and community building activities.

(b) Student success programs. The two DHPN partner higher education institutions, CSUEB and Chabot College, are both located in Hayward, and are the destination of the largest numbers of HUSD graduates who go on to post-secondary education programs. Both universities have many student success programs designed to promote a more personalized, responsive college experience and assist students to succeed in college. They also both have substantial resources to address barriers to students succeeding in courses and persisting in and completing

their college programs. For instance, Chabot College’s Learning Connection offers a comprehensive array of student academic support services, including a Math Lab, no-cost tutorials, a Writing and Reading Across the Curriculum Center, access to technological devices, in-class Learning Assistants, and a Language Center that provides English as a second language and world language learning support. The college also offers assistance to low-income students (including teen parents) receiving CalWorks assistance, including assistance with transportation and childcare.

Both schools also have cohort or theme-based programs with tailored supports dedicated to enhancing students’ cultural and educational experiences, some of them related to particular racial/ethnic groups, to which students from the DHPN high schools will have access.

First-year experience (FYE) programs at Chabot College and CSUEB promote students’ success by engaging and grouping them in particular “pathways” based on their shared interests and academic goals. Students who join an FYE pathway are given a class schedule each semester for their first year at college, including core math and English sections along with one or two additional courses geared toward the theme of each pathway. Students are guaranteed spots in high-demand core courses for fall and spring semester (which gives them a faster pathway to transfer or graduation), get specialized attention from FYE pathway faculty and counselors, take classes and engage in other activities with a cohort of students with similar interests and goals.

Puente (Bridge) is a first-year experience program for first-generation college students at both Chabot College and CSUEB. Puente students take English classes together each semester, to build confidence in their reading, critical thinking, and writing skills while exploring the Mexican American/Latino experience. They meet regularly with a dedicated Counselor to explore their career options, identify their lifetime goals, and develop an academic educational plan. Puente students are matched with a mentor from the business or professional community, who share their experiences with students and provide a window into real-life work environments.

Puente students at Chabot College have opportunities to visit CSUEB and other CSU and University of California campuses. They can attend Puente student conferences and events at other colleges to meet and network with students and professionals.

Educational Opportunity Program (EOP). This program, which operates at both Chabot College and CSUEB, provides advising for California students with economically and educationally disadvantaged backgrounds. Supports provided include book vouchers and grants, academic counseling, free tutoring, and career and transfer preparation support.

MESA (Math Engineering Science Achievement) at Chabot College provides academic development in STEM subjects to educationally disadvantaged college students to help them excel academically, and to help community college students transfer to four-year institutions in calculus-based majors. Students who join MESA take an orientation course where they learn skills to excel as math, science, and engineering majors; enroll in the same core math and science classes; receive individualized academic guidance. They have a space to study and socialize with other MESA students, and are provided counseling, workshops, and visits to 4-year universities, career advising, career exposure experiences, links with mentors, and assistance developing workplace skill, preparing for interviews, and finding employment.

Other special programs to support students at Chabot College to succeed include:

TRIO ASPIRE, a federally funded program designed to provide in-depth academic support and motivation to low-income, first generation students to graduate from Chabot College and/or transfer to a four-year college or university. Students receive academic counseling, priority registration and enrollment assistance, assistance developing their Student Educational Plan, access to tutoring and study groups, college readiness and success courses, individualized mentoring, case management, career exploration workshops, cultural enrichment activities, and transfer assistance, including campus visits to local four-year colleges and universities.

Umoja is a statewide program that has helped thousands of educationally disadvantaged

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students graduate and/or transfer to four-year colleges and universities. It addresses students' needs through academic and personal counseling, curriculum focused on African American history, literature, and culture, and participation in a community of students that go on college tours, host spoken word events, movie nights, support groups, community service, and many other activities.

The ***Guardian Scholars Program*** is designed to ensure that youth transitioning from the foster care system have the help, resources, and support services they need to succeed at Chabot College. Students receive priority registration, financial aid support, academic and transfer counseling, career/vocational planning assistance, and opportunities to participate in social gatherings and community outings.

At CSUEB, other programs support college retention and degree attainment, prioritizing serving students from specific historically underserved groups:

The ***EXCEL program*** provides a variety of educational services for Cal State East Bay undergraduates who have a demonstrated academic need and are low-income, first-generation college or disabled.

GANAS (Gaining Access 'N Academic Success) is a CSUEB innovative access and retention program that serves newly arrived community college transfer students. It provides a supportive environment that focuses on Latina/o and multicultural content. Students participate in a one-year cohort experience paired with intensive counseling and mentoring. Latino/a faculty who are committed to student success teach GANAS courses.

Pacific Islander Asian American (PIAA) is an innovative access and retention program that foregrounds PIAA students, and history, and culture, to validate and develop first-year and continuing students while cultivating a space that provides them a sense of belonging to help them successfully navigate their personal, academic, and professional journeys.

The ***Sankofa Scholars Program*** provides a supportive learning environment that focuses

on African American and multicultural content, to help smooth the process of transition for community college transfer students to CSUEB and increase their baccalaureate degree attainment.

The *Renaissance Scholars program* provides a variety of educational and support services for former foster youth attending CSUEB.

Project Rebound is a program that supports the higher education and successful reintegration of formerly incarcerated individuals wishing to enroll and succeed at CSUEB (and other California State Universities, by connecting students with critical resources.

(c) Increasing the number of individuals who return to the educational system. The DHPN initiative will also focus on engaging and supporting adults to return to the educational system in order to improve their employment situation and advance their own and their families' economic stability and future prospects.

Many of the community members this work will reach are adults with limited English proficiency who struggle to access courses and programs because of their language skill, lack of prerequisites and credentialing requirements. At the center of this effort, DHPN will work to articulate pathways across adult learning programs in Hayward. with Chabot College to hire an **Outreach Specialist – Adult Pipeline** to collaborate with the Hayward Center for Education and Careers (Adult School), Eden Area Regional Occupational Program, City of Hayward Family Education Program, and Chabot College's adult concurrent enrollment program to maximize opportunities for adults to fruitfully reengage with the educational system.

Eden Youth & Family Center's Transition to Jobs/Mentoring program is a holistic assistance program designed to improve education and employment skills to high school and transition-aged youth, including youth who have dropped at out of school and are unemployed or underemployed. This program offers technical skills and soft skills training, internship/work experience opportunities, mentoring wrap-around case management. The goal is for youth to become more autonomous and less reliant on government programs and aid, improve self-sufficiency,

and increase their physical and mental well-being.

Adult Career Technical Education. Eden Area ROP will engage young adults, ages 18-26, in 16-week Career Technical Education Programs, in medical assisting, dental assisting, welding, electrical, or direct supply professionals (who provide care and support for people with intellectual and developmental disabilities). Those who complete the course(s) receive a certificate or trainee card and if relevant, an OSHA/CPR certification.

City of Hayward Family Education Program will offer various language and literacy programs to adults in the DHPN. These will include English as a Second Language, English Conversation Circles, a Citizenship Course, and the Literacy Plus Program. The latter adults the opportunity to earn an accelerated high school diploma and career certificate online through Career Online High School. Scholarships are available for qualified adult learners looking to expand their career opportunities, prepare for workforce entry, and continue their education.

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

Early Childhood Development Program. This program supports Early Childhood Development students at Chabot College to get an ECD certificate, AA degree, and/or a transfer to CSUEB for further early learning education, in order to increase the number of qualified ECD professionals working in childcare/preschool facilities or providing direct child care to families in the DHPN or other communities. Students in the program will have opportunities to engage in ***apprenticeships*** at preschool sites in and around the DHPN operated by providers Kidango and YMCA of the East Bay.

Teacher/Educator Pipeline. This program creates a pipeline of future educators from Chabot College to CSUEB. The program targets students at Chabot College who are interested in pursuing a career in education. The students work closely with the Pathway Coordinator who mentors the students, provides work-based learning opportunities, and monitors their transfers to CSUEB.

CSUEB Small Business Development Center. The SBDC at CSUEB will provide free assistance to small business owners or aspiring entrepreneurs in the DHPN community in areas including creating and/or improving their business website, manage the financial aspects of a small business, writing a business plan, applying for a business license, receiving support in the completion of the license, and applying for start-up funding.

We will use various vehicles to promote these adult education opportunities to DHPN residents, including the DHPN Family Resource Center and TechMobile/FRC, and outreach provided by the Family Navigator/Success Coach, the DHPN Community Resident Engagement Specialists, Family Engagement Specialists and Parent Ambassadors at DHPN schools. The City of Hayward will advertise its programs and recruit participants in coordination with other DHPN partners, the Hayward Center for Education and Careers (Adult School), and Chabot College.

• **Invitational priority—Increasing the Number and Percent of Students who Complete the FAFSA**

As shown in Table 21, only about one third of students at the DHPN high schools completed the FAFSA during their senior year in high school. The 34.4% rate of FAFSA completion among the Class of 2022 represented a 4.1% drop from the prior year.

Table 21. Applications for FAFSA/California Dream Act	Class of 2021: # who applied/ Students in class	Percent	Class of 2022: # who applied/ Students in class	Percent
Hayward High	191 of 380	50.3%	186 of 358	52%
Tennyson High	145 of 372	33.1%	95 of 350	27.1%
Brenkwitz High	4 of 132	3%	13 of 147	8.8%
Totals DHPN high schools	340 of 884	38.5%	294 of 855	34.4%

One of our program indicators for the DHPN initiative is the number and percent of students who complete the FAFSA. Table 17, earlier, details our yearly targets for improving these numbers.

The DHPN initiative incorporates intentional strategies to increase FAFSA completion among DHPN high school students in order to help them access financial aid for their college education.

- Several DHPN programs will include orienting students and their families about the purpose of the FAFSA (a well as the California Dream Act Application) and the timing for its completion. These include the Pipeline to College, Bridge to College, and Student Success Coaching. When students are in their senior year in high school, the Student Success Coaches deployed to the DHPN high schools will orient students about completing the FAFSA or if relevant (if they are undocumented) the California Dream Act application, and will offer assistance to students and families to complete the application.

- We will collaborate with the College and Career Coordinators at the DHPN high schools

and Chabot College to coordinate “Cash for College” workshops. This is a statewide program of the California Student Aid Commission, with a specific curriculum, and includes assistance for students and families with filling out and submitting the FAFSA.

- DHPN will work with financial aid specialists from CSUEB to develop and deliver a FAFSA-completion campaign targeted at English Learner and African-American families at the DHPN high schools, in collaboration with school-based programs such as HUSD’s African American Student Achievement Initiative and the World House at Tennyson High.

Competitive Preference Priority 3—Evidence-Based Activities to Support Academic Achievement

The DHPN initiative incorporates many activities to support students’ academic achievement – in areas including improvements in statewide testing, high school graduation, and enrollment in college. These activities are described in the section (c) Project Design. We provide supporting evidence for many of these activities in section (b.2) Likelihood the project will lead to improved academic achievement.

To meet Competitive Preference Priority 3, we will focus on two of these evidence-based strategies:

(1) **Phonological Awareness training** – designed to enable students to detect or manipulate the sounds in words independent of reading. In a What Works Clearinghouse Intervention Report on Phonological Awareness Training, in which four studies reviewed met the WWC evidence standards and two studies met the evidence standards with reservations, phonological awareness training was found to have positive effects on children’s phonological processing, with this practice rated as having Tier 3 promising evidence.^{xc} An analysis of 3rd grade students’ reading proficiency, conducted with the support of the Regional Educational Laboratory – Appalachia (REL AP) researchers, showed associations between students’ phonological awareness in 1st grade and their reading proficiency in 3rd grade.^{xcii}

(2) **Elevate Math**, a summer intervention program designed to elevate student achievement in math. A randomized controlled trial of the Elevate Math utilized in STEMulate found that it significantly improved math achievement and algebra readiness among participating 7th grade students. The program improved the math achievement of the treatment group compared with the control group across several metrics. The program also had a positive, statistically significant effect on algebra readiness.^{xcii} As detailed in a What Works Clearinghouse review of this study, the study met WWC standards without reservations and the positive finding showed Tier 3 promising evidence of effectiveness.^{xciii}

Please see the Evidence Form we are submitting with this application.

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ⁱⁱ U.S. Census Bureau, 2020 American Community Survey 5-Year Estimates. S1701: Poverty Status in the Past 12 Months.

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^{vii} Alameda County Early Care and Education Planning Council & First 5 Alameda. (2021). Alameda County Early Care and Education Needs Assessment. www.first5alameda.org/files/2021%20Alameda%20County%20ECE%20Needs%20Assessment%20FINAL.pdf

^{viii} The KOF (2011) is a 2-page instrument developed by Applied Survey Research and used extensively to assess children’s preparation for kindergarten on 24 items within the domains of Self-Care & Motor Skills, Self-Regulation, Social Expression, and K Academics, and to identify areas where students need extra support. The KOF has demonstrated validity with other readiness measures and strongly correlates with 3rd grade standardized test scores.

^{ix} First 5 Alameda County. Kindergarten Readiness 2019 Alameda County. Executive Summary, and 2021 Kindergarten Readiness Assessment Policy Recommendations.

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^{xii} In Biomedical Science and Engineering at Hayward High, and in Biomedical Science, Multi-Media, and Farm 2 Fork at Tennyson.

^{xiii} Chabot College. Institutional data on student demographics and success outcomes; California State University, East Bay. Equity Programs Dashboard. https://data.csueastbay.edu/#/campus/student_services/equity_programs

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