



DATE: December 6, 2016

TO: Mayor and City Council

FROM: Director of Library and Community Services

SUBJECT: Review of the Hayward Promise Neighborhood Initiative

RECOMMENDATION

That Council reviews and comments on this report.

SUMMARY

The Hayward Promise Neighborhood (HPN) Initiative is nearing the end of its fifth and final calendar year of grant funding and is now transitioning into a post-grant phase. Grant-funded activities were focused within Hayward's Jackson Triangle neighborhood bounded by Jackson Street, Whitman Road, and Harder Road. The lead agency and primary recipient of HPN grant funding is California State University, East Bay. Major sub-recipient grant partners include Hayward Unified School District, Chabot College, and the City of Hayward, among others.

This report provides a review of the City of Hayward's specific HPN-funded activities of the last five years, and a review of the City of Hayward's plan to continue delivery of its specific HPN-related services in the post grant period, including after school academic support services, healthy food access programs, the school/community garden at Tennyson High School, community outreach through the Neighborhood Empowerment Network, and related activities.

Accompanying this report will be a presentation at the December 6, 2016 City Council meeting about the overall status of the HPN initiative presented by representatives from lead agency California State University, East Bay.

BACKGROUND

Background of the Hayward Promise Neighborhood Initiative

The Hayward Promise Neighborhood (HPN) initiative was created in 2011 with the award of a five-year, \$25 million Promise Neighborhood grant from the U.S. Department of Education to lead agency California State University, East Bay (Cal State). The HPN initiative focused on "cradle to career" education services to students and families in Hayward's Jackson Triangle neighborhood.

Cal State was the primary recipient of HPN grant funds, and spent a total of approximately \$5 million of the grant funds over the five-year grant term. Cal State's expense were primarily for grant administration but also on some services such as community outreach.

Cal State distributed the remaining approximately \$20 million of the grant as sub-awards to multiple sub-recipient partners to deliver services for the initiative. Major sub-recipient partners included Hayward Unified School District, Chabot College, and City of Hayward. The City of Hayward received a relatively small portion of the overall grant funds, approximately \$288,000 per year on average over the five-year grant term, or 5.7% of the total grant.

Background of the U.S. Department of Education Promise Neighborhood Initiative

The Promise Neighborhoods Initiative (PNI) was established in 2009 under the federal legislative authority of the Fund for the Improvement of Education Program. President Obama's vision for PNI was to make it possible for all children and youth who are growing up in "Promise Neighborhoods" to have access to great schools and strong systems of family and community support.

The intent of PNI was to create a system of support that prepares students to attain an excellent education and successfully transition to college and other post-secondary education and training opportunities leading to successful careers. The goal of PNI was to significantly improve the educational, social and developmental outcomes of children and youth who are living in economically and socially distressed communities, and to transform those communities by:

1. Identifying and increasing the capacity of key community institutions that are focused on achieving positive educational and developmental results for children and youth throughout an entire low-income neighborhood;
2. Building a complete continuum of "cradle-to-career" solutions of both educational programs and family and community supports, with great schools at the center;
3. Integrating programs and breaking down public and community agency "silos" so that solutions are implemented effectively and efficiently across agencies;
4. Developing the local infrastructure of education, health and social service delivery systems, and the resources needed to sustain and scale-up beyond the initial neighborhood, proven effective strategies across the broader community and region; and
5. Learning from a vigorous evaluation of the program about the overall impact of the Promise Neighborhoods Initiative and about the relationship between particular strategies used in these neighborhoods and student educational outcomes.

More information about the Hayward Promise Neighborhood initiative's background and foundation can be found in the City Council staff report of May 13, 2014, [Update on the City's Efforts Related to the Hayward Promise Neighborhood Initiative](#)¹.

DISCUSSION

Review of City of Hayward HPN Activities

Although the City's share of the overall HPN grant funding has been relatively modest (approximately 5.7% of the total grant award), the City has successfully delivered several impactful solutions over the course of the five-year HPN grant term. Summary reviews of the City of Hayward's specific activities in relation to the HPN initiative are provided in this section.

1. 21st Century Learning Centers / Homework Support Centers

The City operates six 21st Century Learning Centers (also known as Homework Support Centers or HSC) under the auspices of HPN. The Centers are located at Harder Elementary, Park Elementary, Cesar Chavez Middle School, Winton Middle School, Tennyson High School, and Hayward High School. The Centers deliver free, quality, small group tutoring services to support K-12th grade students with their academic needs. All Centers are open four days per week, two hours per day after school.

Tutors are recruited from Cal State and Chabot Community College MESA, STEM, and English programs. All tutors complete Tutoring and Literacy Training provided by City of Hayward Library personnel. Bilingual tutoring services are available at all Centers. In addition to onsite services, students and tutors also receive online access to the live 1:1 academic tutoring service, Tutor.com, accessible from any internet-connected device seven days a week between the hours of 1:00 p.m. - 10:00 p.m.

The City's 21st Century Learning Centers operate as a high impact solution. Through targeted school site outreach, trained staff, and innovative partnerships with key school site personnel, enrollment numbers continue to increase and exceed enrollment targets.

In the current academic year 2016-17, a total of 1,248 non-duplicated students are registered and use the 21st Century Learning Centers at the six HPN school site locations. Data show a general trend of steadily increasing frequency of student use. Student, parent, and school site staff feedback indicate that students gain academic benefit from services. Students attending the Centers on a regular basis achieve higher homework completion rates and parents report improved satisfaction with their child's ability to complete homework assignments.

¹ URL: <https://hayward.legistar.com/MeetingDetail.aspx?ID=454181&GUID=0245ED08-C96E-4292-8495-1178EF4290F5&Options=info&Search=>

Harder Elementary	Park Elementary
<ul style="list-style-type: none"> • 178 students registered for the HSC • 121/178 students attended HSC 1 or more times • 77/178 students attended HSC 20 or more times • HSC offered 122 sessions • 193 new Hayward Public Library cards were issued to students • 54/65 students improved by 5% on second comparative mathematics assessment (average 1st test score: 40%; average 2nd comparative test score: 62%) • 50/55 students improved by 5% on second comparative reading assessment (average 1st test score: 42%; average 2nd comparative test score: 68%) • 4,957 non-duplicated homework assignments were completed during the AY 	<ul style="list-style-type: none"> • 172 students registered for the HSC • 155/172 students attended HSC 1 or more times • 78/172 students attended HSC 20 or more times • HSC offered 127 sessions • 219 new Hayward Public Library cards were issued to students • 60/66 students improved by 5% on second comparative mathematics assessment (average 1st test score: 41%; average 2nd comparative test score: 87%) • 53/55 students improved by 5% on second comparative reading assessment (average 1st test score: 46%; average 2nd comparative test score: 82%) • 4,792 non-duplicated homework assignments were completed during the AY
Cesar Chavez Middle	Winton Middle
<ul style="list-style-type: none"> • 165 students registered for the HSC • 138/165 students attended HSC 1 or more times • 35/165 students attended HSC 20 or more times • HSC offered 111 sessions • 68 new Hayward Public Library cards were issued to students • 15/27 students improved by 5% on second comparative mathematics assessment (average 1st test score: 36%; average 2nd comparative test score: 65%) • 13/28 students improved by 5% on second comparative reading assessment (average 1st test score: 36%; average 2nd comparative test score: 62%) • 2,086 non-duplicated homework assignments were completed during the AY 	<ul style="list-style-type: none"> • 210 students registered for the HSC • 204/210 students attended HSC 1 or more times • 60/210 students attended HSC 20 or more times • HSC offered 129 sessions • 33 new Hayward Public Library cards were issued to students • 40/60 students improved by 5% on second comparative mathematics assessment (average 1st test score: 26%; average 2nd comparative test score: 45%) • 37/60 students improved by 5% on second comparative reading assessment (average 1st test score: 32%; average 2nd comparative test score: 52%) • 3,004 non-duplicated homework assignments were completed during the AY
Tennyson High	Hayward High
<ul style="list-style-type: none"> • 324 students registered for the HSC • 320/324 students attended HSC 1 or more times • 43/324 students attended HSC 20 or more times • HSC offered 126 sessions • 6 new Hayward Public Library cards were issued to students 	<ul style="list-style-type: none"> • 319 students registered for the HSC • 310/319 students attended HSC 1 or more times • 24/319 students attended HSC 20 or more times • HSC offered 119 sessions • 84 new Hayward Public Library cards were issued to students

<ul style="list-style-type: none"> • 2,549 non-duplicated homework assignments were completed during the AY 	<ul style="list-style-type: none"> • 1,943 non-duplicated homework assignments were completed during the AY
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HPN partner network meetings have positively contributed to the impactful collaboration between the City, HUSD, Chabot, and Cal State. Network meetings and agenda planning meetings between these key organizations have prompted pertinent discussion around alignment of services and best practices, and most importantly, collaborative sustainability. This solution is a great highlight of how organizations have come together, to align services, and provide not only funding, but resource development and training opportunities for mentors and tutors. Chabot and Cal State instructors from Service Learning Courses fully support the 21st Century Learning Center’s mission, and recruit students from their classes to participate as tutors/mentors in programming. The City works closely with Chabot to collaboratively apply for funding to support volunteer stipends for Chabot students who participate as tutors in the 21st Century Learning Centers.

The 21st Century Learning Centers continue to service students enrolled in Chabot’s GRIP program. The COH entered into a contractual agreement with Chabot, to train Chabot student mentors participating in the GRIP and 21st Century Learning Centers as mentors. Interns are recruited and trained by the City. This is an example of two key community partners’ successful alignment of services.

Cal State, Chabot, and the City partnered to recruit students to participate in the Science and Mathematics Teacher Initiative, funded by Cal State, and fulfilled the requirements of the grant. Due to the fulfillment and success of the grant initiative, the grant award was increased to \$11,500 for academic school year 2015-2016; and an additional \$20,000 in grant funding was leveraged in collaboration with Chabot College to expand the Chabot Talent Search Initiative, recruiting talented Chabot students to offer tutoring services in the City’s middle and high school 21st Century Learning Centers.

2. Access to 21st Century Learning Tools

21st Century Learning Centers at Harder Elementary, Park Elementary, Cesar Chavez Middle School, Winton Middle School, Tennyson High School, and Hayward High School offer access to 21st century learning tools including netbooks (compact laptop computers), wireless internet access, and online resources such as Tutor.com. The City provides a total sixteen netbooks for student usage/homework assistance in the centers at Harder and Park. Students have access to the internet, Microsoft Office, IXL, and reading programs used within classroom, which align with Common Core Standards.

Harder HSC Netbooks	Park HSC Netbooks
<ul style="list-style-type: none"> • 8 netbooks available for student usage • 100 non-duplicated students utilized netbooks • 1,057 computer log-ins 	<ul style="list-style-type: none"> • 8 netbooks available for student usage • 117 non-duplicated students utilized netbooks • 1,419 computer log-ins

Cesar Chavez HSC Netbooks	Winton HSC Netbooks
<ul style="list-style-type: none"> • 5 netbooks available for student usage • 55 non-duplicated students utilized netbooks • 287 computer log-ins 	<ul style="list-style-type: none"> • 5 netbooks available for student usage • 139 non-duplicated students utilized netbooks • 597 computer log-ins
Tennyson HSC Netbooks	Hayward High HSC Netbooks
<ul style="list-style-type: none"> • 5 netbooks available for student usage • 83 non-duplicated student utilized netbooks • 258 computer log-ins 	<ul style="list-style-type: none"> • 5 netbooks available for student usage • 67 non-duplicated student utilized netbooks • 128 computer log-ins

The City also provides library book vending machines at Harder Elementary and Park Elementary. The machines operate much like standard vending machines, except instead of candy and chips, they dispense library books; and instead of inserting money, children scan their library card. Students, parents, and school site staff have access to Hayward Public Library materials. Hayward Public Library materials can be returned on-site, at book-drops. The materials in the vending machines are in both English and Spanish and align with Common Core Standards as well as encourage a life-long love of reading among students.

The City offers eighteen Chromebooks (compact laptop computers) for parent/family check-out at Harder and Park Elementary. Parents have access to free Wi-Fi at the school sites, as well as bilingual Chromebook Training Classes. Chromebook Training Classes are designed to educate parents on how to use Chrome software, as well as encourage parents to continue to check-out computers at home. Parents are also encouraged to apply for the Comcast Internet Essentials Program, which provides low-cost internet access at home (\$9.95 a month).

The City redesigned the Parent Chromebook curriculum, to attract a more diverse population of parents to participate in the program. Three 21st Century Learning Center Site Supervisors have been trained to lead beginner and intermediate level Chromebook classes at Harder and Park Elementary for the first quarter of 2016. Parent Outreach Center Coordinators are working closely with the Site Supervisors to recruit parents to enroll in the Chromebook classes. Site Supervisors focus their outreach efforts to walking the student drop-off areas at Harder and Park before school hours. Outreach is done in English and in Spanish.

The solution went from a medium impact solution to a high impact solution over the last six months. Enrollment numbers continue to increase and parents are regularly attending the Chromebook classes. Parents report feeling more confident utilizing Chrome. This solution supports the transition of student usage of Chrome at HUSD school sites.

3. Access to Healthy Meals

The City’s partnership with HUSD’s Food Services Department continues to expand and strengthen. HUSD data suggests that students are in need of access to well-balanced meals.

The integration of Food Services into the 21st Century Learning Centers has proven successful and extremely beneficial to students attending after-school programming. The partnership has also grown beyond the 21st Century Learning Centers. The City operates academic summer enrichment programming, and Food Services continues to provide meals to students attending programming. Summer enrichment programming includes Summer Learning Camps at both City Library locations, servicing over 200 students, as well as summer reading programming at three local parks, servicing over 800 non-duplicated students. The partnership is invaluable.

Harder Meals	Park Meals
<ul style="list-style-type: none"> • 70 non-duplicated students received meals • 927 individual meals were consumed 	<ul style="list-style-type: none"> • 90 non-duplicated students received meals • 1,300 individual meals were consumed
Cesar Chavez Meals	Winton Meals
<ul style="list-style-type: none"> • 95 non-duplicated students received meals • 834 individual meals were consumed 	<ul style="list-style-type: none"> • 154 non-duplicated students received meals • 1,232 individual meals were consumed
Tennyson Meals	Hayward High Meals
<ul style="list-style-type: none"> • 234 non-duplicated students received meals • 1,808 individual meals were consumed 	<ul style="list-style-type: none"> • 152 non-duplicated students received meals • 785 individual meals were consumed

4. Community Garden/Project EAT

The Tennyson High School urban farm is currently operated by the Alameda County Office of Education (Project EAT) with the support of HUSD and the City. In addition to HPN funding, the City of Hayward provided matching funds (CDBG) toward this existing project to install an accessible ramp from the parking area to the farm, and to install a community garden on the site which now has forty gardening plots available to neighborhood residents.

5. Improved Transportation

Principals at Harder and Park Elementary worked with their teachers to identify Jackson Triangle families who lack transportation to get to work and access services. The City purchased 100/\$50 pre-loaded adult Clipper Cards and 476/\$10.50 pre-loaded youth AC Transit cards, which were distributed to the identified families. The City also worked with the AC Transit Customer Relations Department to set up informational/educational classes on how to use the cards and how to read bus and BART schedules.

6. Community Services Officer

The Community Services Officer is a uniformed representative of the Police Department that works daily in the Jackson Triangle to build relationships with the community and foster a safe environment. The officer issues citations, conducts traffic, and works hand-in-hand with neighborhood watch groups and crime prevention specialists. The position is fully-funded by the Neighborhood Promise grant.

Hayward police officers are assigned as school resource officers (SROs) to act as liaisons between the Hayward Unified School District (HUSD) and the Hayward Police Department. SROs serve at middle and high schools and enforce truancy laws. They work with the Police Department's Youth and Family Services Bureau to provide counseling and crisis intervention for students in need of such services. SROs also recently began recruiting local businesses to help enforce truancy laws by refusing to serve students during school hours.

7. Code Enforcement Inspector

When residents report code violations or maintenance needs in the Jackson Triangle, the City's Code Enforcement Inspectors respond. The City has successfully reduced blight and rental housing violations in the community. In 2014, a sixth inspector was hired and funded by the Promise Neighborhood grant to exclusively handle reports in the Jackson Triangle, significantly increasing the City's capacity to improve safety and environmental conditions in the neighborhood.

8. Neighborhood Partnership/Neighborhood Health and Empowerment Network

The City's Assistant to the City Manager (David Korth) is responsible for leading HPN's Neighborhood Health and Empowerment Network (NHEN) and bringing partners together to improve the learning and living environment of HPN students. They work to coordinate neighborhood events (such as fairs and fun runs) and engage the community in HPN's efforts. The City has also hired muralists to engage local youth in an anti-graffiti campaign. The HPN grant funded the painting of seven mural projects at four area middle and high schools.

9. Additional Solutions

The City also helped to implement three additional solutions, in coordination with community partners:

- *St. Rose Hospital - FACES Program*: The FACES program is designed to introduce HPN youth to professions in health care by creating experiential learning opportunities in a clinical setting. It matches interested students with mentors in the health care field, offers academic tutoring in math and science, and guides participants through the college application process. It also offers case management services for those participants that need psycho-social support.
- *Service Learning and Innovative Civic Engagement – SLICE*: The Eden Youth & Family Center provides HPN youth with artistic outlets for expressing their opinions about issues that affect the Jackson Triangle community. The Center teaches spoken word, videography, and photography to thirty HPN high school students.

Continuation of services in the post-grant phase

The City will continue to operate 21st Century Learning Centers at HPN school site locations for the remainder of the 2016-17 academic year. In each of the past four years, the City has partnered with HUSD to operate after-school Homework Support Centers at additional schools outside the HPN area. In the current Academic Year, HUSD is providing \$100,000 in funding to the City for the operations of six additional centers. The City matches this contribution with approximately \$140,000 in Community Development Block Grant (CDBG) funding approved by Council. Discussions with HUSD staff regarding cost share for HPN locations for the 2017-18 academic year are currently underway. Computer and book vending machines will continue to be available at HPN school site locations, thru the 21st Century Learning Centers.

The Community Services Officer (CSO) and Code Enforcement Officer services previously funded by HPN will be absorbed into the City operations after the grant ends. The City provided CSO and Code Enforcement services before the grant began and those services will continue to be provided after the grant ends; however, specific grant-funded positions will not be maintained. The HPN Neighborhood should experience minimal or no difference in these services after the grant ends.

Both the Service Learning and Innovative Civic Engagement (SLICE) and FACES for the Future projects will be continued by sub-contractors (Lunchbox International in collaboration with HUSD and St. Rose Hospital in collaboration with Eden Area Regional Occupational Program) during the course of the HPN project, but will only continue to do so to the degree that they are able to obtain funding from other sources after December 31, 2016.

The City continues sustainability planning conversations with the HPN collaborative around common agenda, strategic and accountable partnerships, shared measurement systems, mutually reinforcing activities, continuous communication, and coordination and leadership capacity. The Assistant to the City Manager will continue to host Neighborhood Health and Empowerment Network meetings, and the City's Education Services Manager will continue to serve as a key member of the Cradle to Career Educational Reform Network, moving forward. City staff will continue to strategically apply for funding with partner organizations to support City program efforts, and will continue to participate in any regional, statewide, or national efforts as they become available.

The key partners have engaged over the last few months around more specific funding continuation discussions. The Mayor and City Manager have been engaged in these discussions along with the Cal State President, Chabot College President, HUSD Superintendent, and other key partner chief executives. There is an anticipation that another round of HPN grant funding may open for applications in the summer of 2017 with funding available beginning in January of 2018. The City's HPN solutions will continue as outlined in this report with some reductions after the initial five-year grant ends in December 2016.

The City will partner with the other agencies on the next grant application, if this materializes, and will determine which services will be contained in the next iteration of the HPN grant application. However, there will be a potential for a one year gap in grant funding for the

program as the partners prepare for the next grant application. Many partners have indicated a willingness to continue many of the HPN programs during this gap year.

There is also a gap in funding for the overall program administration and coordination, data collection, and community outreach provided by HPN program staff housed at Cal State. This overall program administration and coordination has played a key role in the successful implementation of the first five years of the grant and it will be critical to demonstrate that this administrative infrastructure remains in place during the next grant application period. While Cal State staff are exploring other foundation and grant funding options to help fund this administrative infrastructure during the gap year, there may need to be an ask from the partner agencies for some of this funding. For the City, this could result in an ask of between \$90,000 - \$170,000 and this would be presented more formally to the Council as a mid-year budget request if the Council generally indicates support for this funding during tonight's work session. Staff will present more specifics about this potential funding ask during the staff presentation at the work session.

A budget detail is included in Attachment II for more information on how the City's share of the HPN grant funding was apportioned in support of the City-operated Solutions outlined in this report. The attachment includes a list of the in-kind contributions that the City makes to meet the 1:1 match requirement for the grant funds.

FISCAL IMPACT

As a sub-recipient of HPN grant funds, the City of Hayward received \$288,423 of HPN funds per year on average over the five-year grant term to implement the above described HPN activities for which it was responsible. This equates to approximately 5.7% of the total HPN five-year grant award received and administered by lead agency Cal State.

Because the programs and services the City provided for the HPN initiative were funded by the sub-recipient grant from U.S. Department of Education through Cal State, the HPN program had no direct impact to the General Fund. There was an indirect impact in the form of in-kind contributions, primarily in staff time and effort, to deliver and administer the services.

NEXT STEPS

HPN grant funding will expire at the end of Calendar Year 2016. The City has completed the fifth and final year of its participation in the five-year HPN grant project. At this time, there is no additional funding available from the U.S. Department of Education for the HPN initiative. There are possibilities for additional federal grant funding to be made available in future years, but it is as of yet uncertain what, if any, funding will actually become available.

The City of Hayward, under the guidance and direction of Council, has taken positive steps over the past two years to sustain and expand key City-operated HPN services beyond the post-grant phase, including the 21st Century Learning Centers, Access to 21st Century Learning

Tools, Healthy Food Access, Community Garden/Project EAT, Neighborhood Empowerment Network, and related activities.

The lead agency, California State University, East Bay, has been working to revise the mission and vision of the HPN collaborative, continue resident engagement, grow organizational leadership and capacity, sustain strategic and accountable partnerships, continue and improve a shared measurement system, and continue communication among community partner organizations in the post-grant phase.

Should Council direct that the City continue to maintain partnership and involvement in Cal State-directed HPN collaborative activities during the post-grant phase, staff will continue to meet with Cal State and HPN partner agencies to coordinate efforts, identify and evaluate options for sustainability, and assess the value of the HPN model of programs and activities to the community of Hayward; and will return to Council with any recommendations or opportunities that may arise.

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David Korth, Assistant to the City Manager

Recommended by: Sean Reinhart, Director of Library and Community Services

Approved by:



Kelly McAdoo, City Manager