

Hayward Promise Neighborhoods

TRIO Educational Talent Search (HPNs & TRIO ETS)



HAYWARD
PROMISE
NEIGHBORHOODS



TRIO
TALENT SEARCH

Our Team



Robin Galas
Director TRIO ETS/ HPN
Grant Coordinator

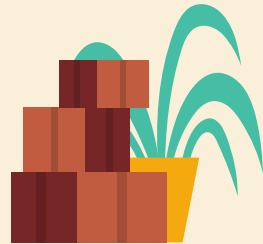


Farin Ealy
TRIO ETS Outreach
Specialist



Cynthia Soto
HPN Outreach Specialist

And many Student Assistants and Promise Interns!



Presentation Agenda



1

Promise Neighborhood

Inspiration, formation and characteristics

2

PN Results & Indicators

GPRA's and Results Based Accountability (RBA)

3

Hayward's Promise Neighborhoods

Past and present

4

TRIO ETS

Program description

5

The Work

A broad overview of the programs and how they are braided

6

The Details

Program specifics



Promise Neighborhoods #inspiration

1997

The Harlem Children's Zone
Project begins with

24 blocks

2007

The Harlem Children's Zone
Project encompasses almost

100 blocks



Since 2005,
548 U.S. and 200 international
delegations have taken HCZ workshops.

The Collective Impact Model



Five Conditions for Collective Impact



Common Agenda



Shared
Measurement



Mutually Reinforcing
Activities



Continuous
Communication



Backbone
Organization

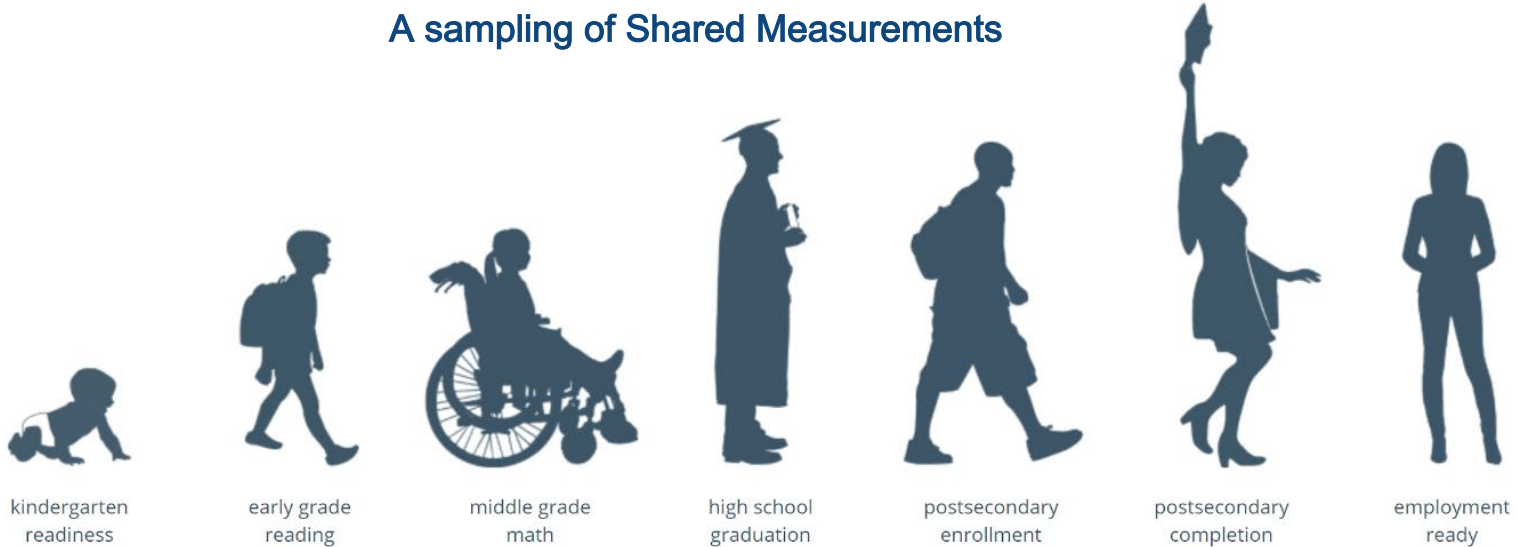




The Cradle to Career Pipeline

A sampling of Shared Measurements

MILESTONES



Result: Students successfully transition from middle school grades to high school.

Indicator: Attendance rates of students in grades 6 - 9

Indicator: Chronic absenteeism rates in grades 6 - 9

Result: Youth graduate from high school.

Indicator: High school graduation rate.

EDUCATIONAL RESULTS	INDICATORS/GPRAs
1. Children enter kindergarten ready to succeed in school.	1. #,% of 3 year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.
2. Students are proficient in core academic subjects.	2.1 #,% of students at or above grade level according to State English language arts and reading assessments in 3 rd – 8 th grades and once in high school. 2.2 #,% of students at or above grade level according to State mathematics assessments in 3 rd – 8 th grades and once in high school.
3. Students successfully transition from middle school grades to high school.	3.1 Attendance rates of students in grades 6 through 9. 3.2 Chronic absenteeism rates in grades 6 through 9.
4. Youth graduate from high school.	4. High school graduation rate.
5. High school graduates obtain a postsecondary degree, certification or credential.	5.1 #, % of Promise Neighborhood students who enroll in a post-secondary institution 5.2 #, % who graduate from a 2 or 4 year institution or earn a vocational certificate.
FAMILY AND COMMUNITY SUPPORT RESULTS	INDICATORS/GPRAs
6. Students are healthy.	6. #,% of children who eat five or more servings of fruits and vegetables daily.
7. Students feel safe at school and in their community.	7. #, % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.
8. Students live in stable communities.	8. Student mobility rate.
9. Families and community members support learning in Promise Neighborhood schools.	9.1 Birth to 8 th grade, #, % of parents or family members who report that they read to their child, encourage their child to read or the child reads to her/himself 3 or more times/wk.
9. Families and community members support learning in Promise Neighborhood schools.	9.2 #, % of families who report talking about the importance of college and career to their students in grade 9 through 12.
10. Students have access to 21 st century learning tools.	10. #, % of students who have school and home access to broadband internet and a connected computing device.

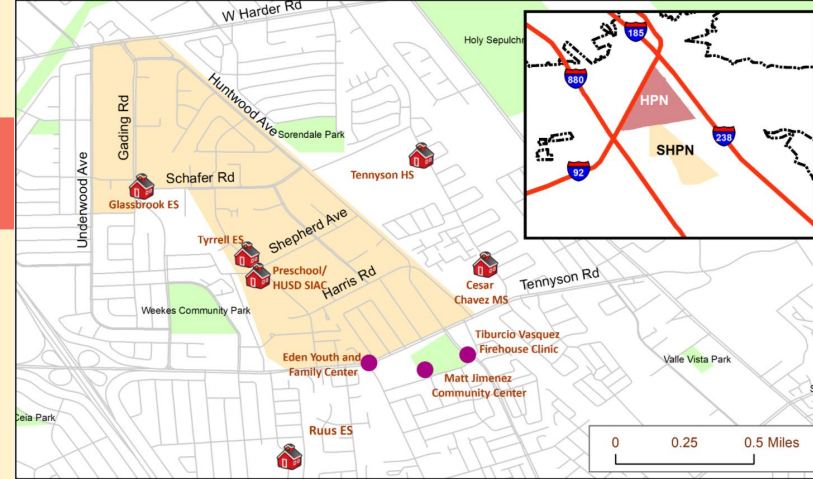
Results Based Accountability

	QUANTITY	QUALITY
EFFORT	<p>How Much We Do</p> <p>How much service did we deliver?</p> <ul style="list-style-type: none"># Customers served# Services/Activities	<p>How Well We Do It</p> <p>How well did we do it?</p> <p>% Services/activities performed well</p>
EFFECT	<p>Is Anyone Better Off?</p> <p>What quantity/quality of change for the better did we produce?</p> <p>#/% with improvement in:</p> <ul style="list-style-type: none">SkillsAttitudesBehaviorCircumstances	

What does it look like in practice?

11 partners, organized in 3 working groups:

- Early Learning Network (ELN)
- Cradle to Career Educational Reform Network (C2CERN)
- Neighborhood Health & Empowerment Network (NHEN)



The Hayward Promise Neighborhoods





HAYWARD
PROMISE
NEIGHBORHOODS

SHPN Footprint



Land Area: 0.57 miles²



5 Target Schools:

- Glassbrook Elementary
- Ruus Elementary
- Tyrrell Elementary
- Cesar Chavez Middle School
- Tennyson High School



Households*

3,346



Households with children < 18 yrs*

1,840



Number of children enrolled in the 5 SHPN schools*

3,678

*2018 American Community Survey 5-year estimates; *2019-20 CBEDS enrollment data

TRIO Educational Talent Search



2021 TRIO Senior,
Aylin Arias
Attending : San Jose
State University

TRIO ETS is a federally funded program that motivates and supports students to graduate from high school and go to the college of their choice. We focus on low - income and potential first generation students, but all students are encouraged to submit an application.

We serve 592 students across 8 school sites in Hayward and San Lorenzo:

- Cesar Chavez*
- Edendale
- King High
- Winton
- Hayward High
- Mt. Eden
- San Lorenzo
- Tennyson*

ETS is a “light touch” model and we work to braid and leverage both funding sources.

* *HPN Target Schools*

TRIO
TALENT SEARCH



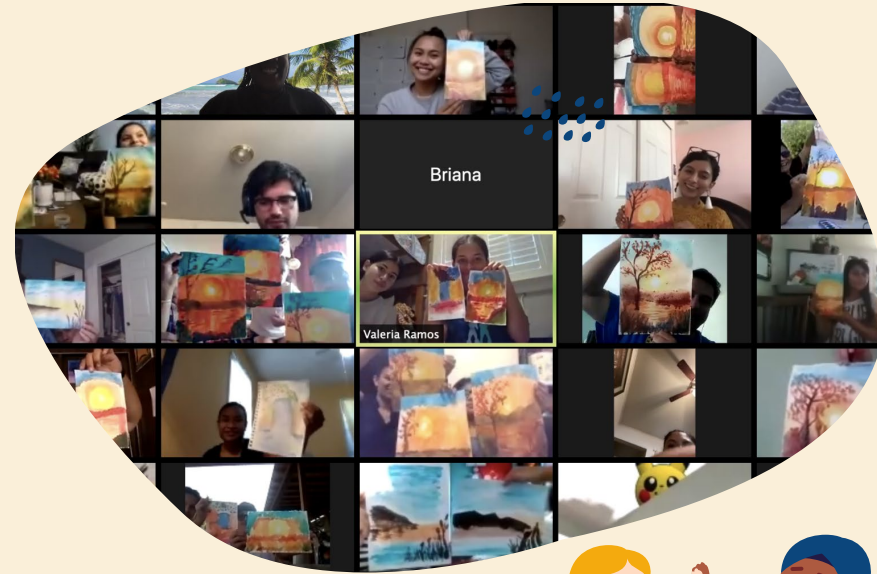
The Work: Middle School

- After School programming: school/college readiness workshops, clubs based in cultural and college-going identities, STEAM
- Tutoring: after school, “push in” models, virtual Study Hall
- Summer programming: extending after school clubs
- Family workshops on a wide variety of topics: parenting, supporting school/college readiness and Chabot programs



The Work: High School

- Student advising and case management
- Senior supports: FAFSA, college applications, workshops and scholarships
- Tutoring: middle school models plus, online by - appointment, supplemental math instruction
- Summer programming: STEAM and Senior Retreats
- Concurrent Enrollment/ Bridge to College support
- High school assistance with Cash for College, College Week, Career panels and events



The Work: College

- Educator Pathway Development
 - Student Assistants/ Promise Intern program implementation and support, trainings and check in's
 - Facilitation of cross -department meetings and development of student-facing materials





TRIO ETS/ HPNs the Future:

- TRIOETS was funded for 5 additional years
- HPNs will sunset on 12/31/22
- Advocating for state level cradle-to-career funding
- Plans for PN extension and/or new neighborhood
- Imagining what sustainability is for the Promise Neighborhood work

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RISE PROGRAM

DR. JAMAL COOKS

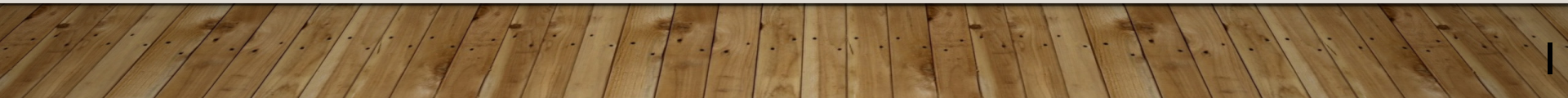
INTERIM VICE PRESIDENT, OFFICE OF ACADEMIC SERVICES

DR. ROBERT (BOBBY) NAKAMOTO

INTERIM DEAN, SOCIAL SCIENCES

ERIC GENTRY

RISE PROGRAM COORDINATOR





OVERVIEW OF PROGRAM



The RISE Program at Chabot College currently consists of 46 students!

- ❑ Approximately 39% of our scholars are female and 61% are male.

- ❑ We serve a large portion of disproportionately impacted students:
 - 46% are Latinx, 28% are African American, and 9% are Asian/Pacific Islander

PROGRAM OUTPUTS

- ❑ Two designated RISE Counselors and one WRAC Tutor
- ❑ Updated SEP's twice per year
- ❑ RISE Study Hall and English Cohort
- ❑ Financial Aid Workshops
- ❑ RISE Guest Speaker Series
- ❑ Book & Supply Purchase

IF YOU HAVE EVER BEEN TO JUVENILE HALL, JAIL, OR PRISON, WE WELCOME YOU TO JOINING THE RISE PROGRAM



RESTORATIVE INTEGRATED SELF-EDUCATION

RISE'S MISSION IS TO ASSIST FORMERLY INCARCERATED AND SYSTEMS-IMPACTED STUDENTS IN THEIR SUCCESSFUL JOURNEY TOWARDS THEIR EDUCATIONAL AND INDIVIDUAL LIFE GOALS IN A TIMELY MANNER BY PROVIDING APPROPRIATE SUPPORT SERVICES.

RISE OFFERS:

- FULL SUPPORT WITH STUDENT ENROLLMENT
- DESIGNATED RISE COUNSELOR FOR STUDENT EDUCATION PLAN (SEP)
- SUBSTANCE ABUSE SUPPORT
- RISE SCHOLARS SUPPORT GROUPS
- PEER MENTOR SUPPORT
- SNACKS
- TRANSPORTATION ASSISTANCE
- BOOK AND SUPPLIES SUPPORT
- TUTORING
- WORKSHOPS AND ACTIVITIES



Restorative Integrated Self-Education (RISE)
Chabot College
Student Services, Building 700
25555 Hesperian Boulevard
Hayward, CA 94545

510-723-7678
riseprogram@chabotcollege.edu
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PROGRAM OUTCOMES

- ❑ RISE has graduated 20 scholars since its inception, with students at: UC Berkeley, SF State, and CSU East Bay.
- ❑ Several graduates became entrepreneurs or found careers through Chabot's certificate programs.
- ❑ RISE Valedictorian in Chabot's 2020 Commencement Ceremony.

SELF-REFLECTION/SELF-EVALUATION

Hardships

COVID has impacted our population tremendously

- Lost 50% of Students
- No outreach in Santa Rita Jail

Highlights

- Successful transition to distance learning
- Hand delivered books, laptops, and hotspots during pandemic.
- Increased the # of women in program and Latinx students.

Questions & Comments





IMPACT REPORT

SUMMER 2021

A collaboration between Chabot College's Hayward Promise Neighborhoods (HPNs) and TRIO Educational Talent Search (ETS), Hayward Unified School District (HUSD), Nesians Unite and WOVEN Learning & Technology. Social emotional data made possible by Hello Insight.



HAYWARD PROMISE NEIGHBORHOODS



This summer marked the lifting of shelter-in-place orders and we hosted **5** in-person programs (4 of which were hybrid, offering the option to participate online), **5** Family Nights and supported Teacher/Educator Pathway Development for **11** Chabot students.

CHABOT COLLEGE TRIO ETS/HPNS HOSTED A TOTAL OF 90 YOUTH.
73% of youth were HPNs grant eligible.



SUMMER YOUTH PROGRAM (SYP)



This year, SYP focused on art and social emotional learning through theater and served a total of **24 students in 4th - 6th grades, 96%** of whom were **HPNs grant eligible**.

18 youth attended at least **80%** of the summer sessions.

82% succeeded in at least 2 out of 4 social emotional learning capacities with **86%** of students increasing their social skills.

TRIO ETS SUMMER STEM CAMP

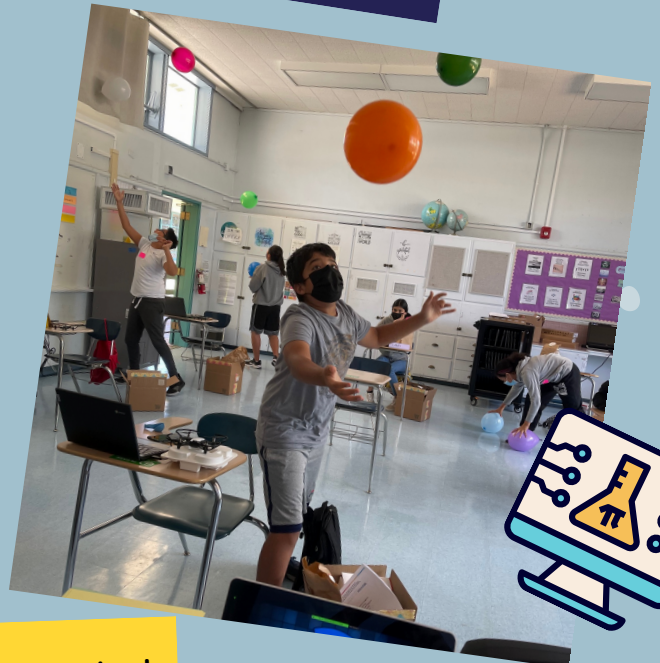
WOVEN Learning and Technology explored drones, game design, hydroponics and more with **18*** middle/high school TRIO ETS students.

*22% HPNs grant eligible.

16 youth had a **100% attendance rate**.

"I liked making games on the Brainpad Arcade at TRIO STEM Camp because it helped me learn how to code."

Parshant Ladhar



"TRIO STEM Camp kept my kids busy, they had fun as well, and gave them confidence in transition to in person classes."
-Ydalia Gomez (TRIO Parent)

CHAVEZ STEAM TEAM



18* middle school students covered STEM instrument basics, built and programmed miniature robots (m-bots), and designed laser cut objects while focusing on building a college-going identity.
*100% HPNs grant eligible.

15 youth attended at least **86%** of the summer sessions.

77% succeeded in at least 3 out of 6 social emotional learning capacities with **94%** showing gains in at least 1 of 2 college-readiness skills.

"The most important thing I learned during the program was when we learned about college. The things we learned were very helpful that I can definitely use once it's almost time for me to go to college." - César Chávez 8th grader

CHAVEZ CHICXS

Chávez Chicxs emphasized hands-on activities like creating planners, vision boards and lip balm while building social emotional skills for **18*** middle school students.

*94% HPNs grant eligible.

15 youth attended at least **75%** of the summer sessions.

80% succeeded in at least 3 out of 6 social emotional learning capacities and showed gains in at least 1 of 2 college-readiness skills.



"In this program, I learned more about my goals and enjoyed making my vision board. It was really fun. I wouldn't change anything about the program." - César Chávez 7th grader

VILLAGE HOUR



14* middle/ high school students had the opportunity to explore Pacific Island culture through lei-making, games and reports on individual islands while learning about college.

*29% HPNs grant eligible.

12 youth attended at least **75%** of the summer sessions.

55% succeeded in at least 3 out of 6 social emotional learning capacities with **88%** showing gains in at least 1 of 2 college-readiness skills.

"I liked the diverse cultures: Samoan, Tongan, Fijian, Chuukese, Guam, etc. I learned about the history of our islands and enjoyed the weaving project. I am happy I got to present in front of the class because I am usually a shy person, but it helped me get out of my comfort zone." - Tennyson 11th grader

FAMILY ENGAGEMENT

We hosted 5 Family Engagement Nights serving **17*** families.

*82% HPNs grant eligible.

Topics:

- Exploring Chabot College; Opportunities for Parents
- Vaccine Bingo*
- Mental Health & Student Success for Village Hour Families
- Intergenerational Conversations for Chávez Chicxs Families



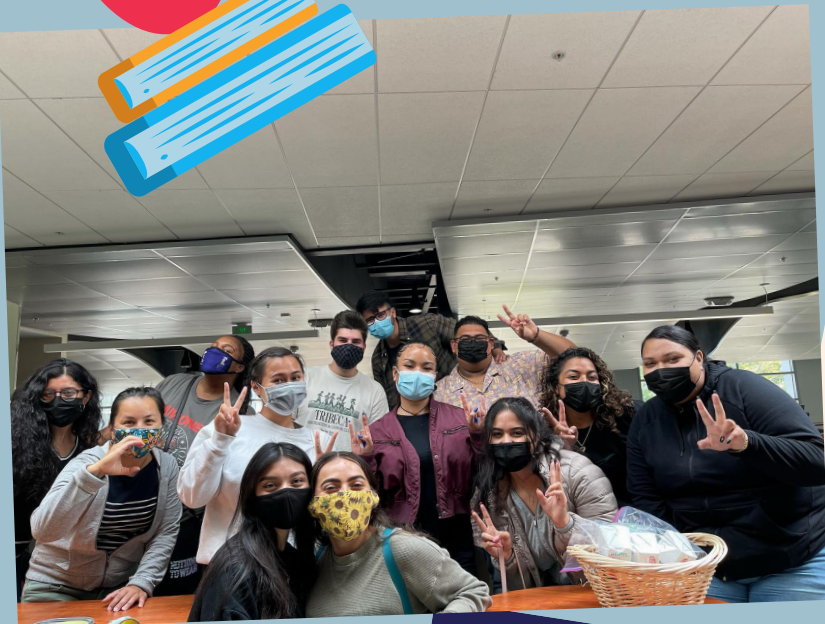
*SPECIAL THANKS TO TIBURCIO VASQUEZ HEALTH CENTER



TEACHER/ EDUCATOR PATHWAY

11 Chabot students had the opportunity to design, facilitate and support these programs and act as near-peer, college role models to students.

"I had the best time facilitating this summer! The collaborative support from my team and HPN helped this all come together, but my favorite part was seeing our students step out of their comfort zones throughout the 4 weeks by eagerly participating! We are always learning so much from our students!" - Chabot College Student Assistant



SPECIAL THANKS...

Through partnerships with HUSD and HPNs we were grateful to be able to host our programs at Ruus Elementary and César Chávez Middle School. Special thanks to Soledad Padilla, Monique Walton, Francisco Gallardo and Sabrina Aranda.

Thank you to HUSD teachers: Carmela Carlos and Lorena Gutierrez for SYP instruction.

Chabot College TRIO ETS/ HPNs Team:
Robin Galas, Farin Ealy and Cynthia Soto.



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CHABOT COLLEGE TRIO ETS/HPNS 2020-21 IMPACT REPORT



Chabot College braids its TRIO ETS and HPNS programs to motivate and support Chávez students to attend school, succeed academically and ultimately, graduate from high school and go to the college of their choice. We also support their families by providing educational opportunities and connections to Chabot College.

192 unique students served.



20 STUDENTS SERVED



8 STUDENTS RECEIVED A TOTAL OF 40 HOURS OF TUTORING.



11 STUDENTS ATTENDED AT LEAST ONE OF OUR 23 WORKSHOPS ON SCHOOL/ COLLEGE READINESS.



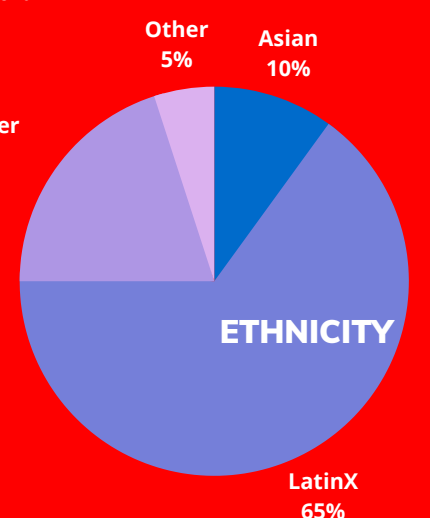
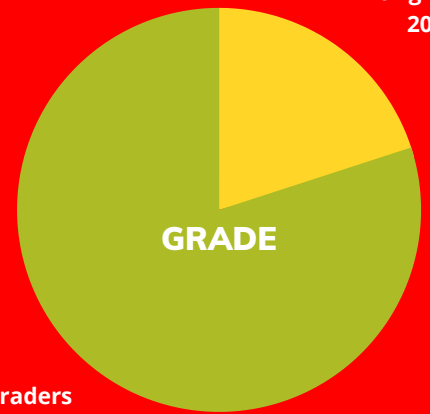
4 PARENTS ATTENDED AT LEAST ONE OF OUR 4 FAMILY WORKSHOPS.



3 STUDENTS ATTENDED OUR 4-WEEK SUMMER STEM CAMP.



IN-KIND SERVICES VALUED AT \$9,343.





Bridge to College (B2C)

Chabot College, YEP and staff at César Chávez work together to offer and enroll students into Chabot College classes. During the 2020-21 academic year all classes were offered virtually.

27 students were enrolled in Bridge to College classes.

14 students successfully passed their Bridge to College classes.



Pipeline to College

The program had two main components: tutoring and after school programming: ACT, Chávez Chicxs Chávez STEAM Team and Islanders Unite.

188 students served.

44 students attended tutoring sessions that were at least 20 minutes long.

75 students participated in after school programming and **14** students had an 80% or better attendance rate in programs.

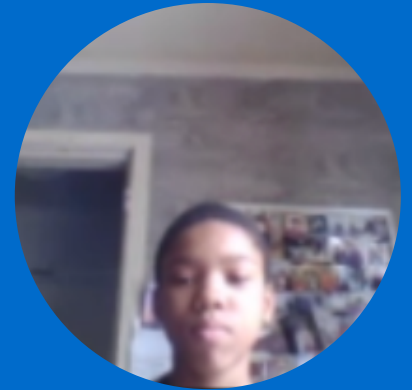
86% of surveyed students served through after school programming made gains in at least 3/6 social emotional learning capacities and **80%** showed gains in at least 1 of 2 college-readiness skills.

Featured students



Violet Shipp

8th grade ACT student
Student Body President
Principal's List
3rd quarter Honor Roll



Andreas Booker

7th grade Chávez STEAM
TEAM student
Describe STEAM TEAM in 3
words:

"Mind blowing, powerful,
fun"

What has STEAM taught
you?

"...if I ever mess up on
something, just ask
somebody for help."

Thank
you!



Social Emotional Learning data provided by:



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ACT (Asynchronous Coaching Time)

A near-peer, college prep space that partnered with Ms. Campbell's African American Literature class to support **28 Black students** with:

- Interactive, synchronous curriculum based on topics discussed in the class
- Tutoring
- Mentorship

and provided them with freedom to explore and discuss topics of their choice.

Chávez Chicxs

A bilingual Spanish-English, after school club and summer program that creates a safe space for girls and students who identify as other genders to share their experiences, develop self-love and confidence, and gain school readiness through workshops and fun activities while also exploring the Latinx experience.

- **15** César Chávez students served
- Program topics: SMART Goals, Breaking the Glass Ceiling, Friendship, Body Positivity, College Basics, and more

Chávez STEAM TEAM

A bilingual Spanish-English, after school club and summer program in which students participate in hands on STEAM activities while also developing social and emotional skills through mentorship and workshops.

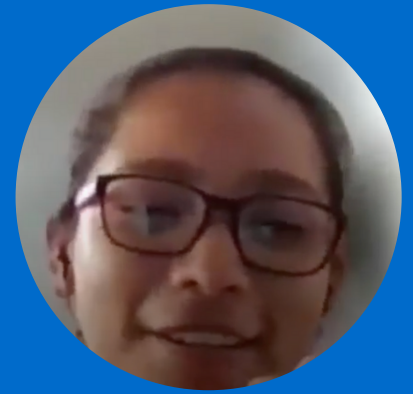
- **34** César Chávez students served
- Program topics: 3-D Design and Printing, Circuitry, Microbit, Coding, College Major Exploration, and more
- CSUEB MESA National Engineering Design Competition: Rene Perea (2nd place), Yaser Safdari (2nd place) and Zahid Zadrañ (3rd place)

Islanders Unite/ Village Hour

An after school club and summer program that aims to mold young Pacific Islander students in embracing their cultural identities in a school setting through the learning of voyaging, singing of cultural songs, poetic expression, and more.

- **2** César Chávez students served
- Program topics: Advocacy and Activism, Honoring Black History Month, Chamorro Language, Hawaiian Language, and more

Featured students



Melissa Rosas

7th grade Chávez STEAM TEAM and Chávez Chicxs student

During a Chávez Chicxs activity on healthy families, shared: "One thing [my parents] taught me is to be respectful and responsible.

A really important thing they have taught me is to be helpful because if I ever need help, people will help me."



Scott Namauleg

7th grade Islanders Unite student

"Just wanna say I finished today's project and I made a wall in my room for Islanders Unite/Village Hour."





CHABOT COLLEGE TRIO ETS/HPNS 2020-21 IMPACT REPORT



Chabot College braids its TRIO ETS and HPNs programs to motivate and support Tennyson students to attend school, succeed academically and ultimately, graduate from high school and go to the college of their choice. We also support their families by providing educational opportunities and connections to Chabot College.

160 unique students served.



103 STUDENTS SERVED



25 STUDENTS RECEIVED A TOTAL OF 107 HOURS OF TUTORING.



80 STUDENTS RECEIVED A TOTAL OF 148 INDIVIDUALIZED CONTACTS.



12 STUDENTS ATTENDED AT LEAST ONE OF OUR 23 WORKSHOPS ON SCHOOL/ COLLEGE READINESS.



4 PARENTS ATTENDED AT LEAST ONE OF OUR 4 FAMILY WORKSHOPS.



IN-KIND SERVICES VALUED AT \$48,117.

12th graders
28%

9th graders
37%

11th graders
12%

10th graders
23%

Other
6.8%

Black/ Af Amer
8.7%

Asian/ Pacific Islander
17.5%

LatinX
67%



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Bridge to College

With Bridge to College classes being offered virtually across HUSD, we were able to offer more class options to students, and Tennyson staff, YEP and Chabot College worked to create ongoing interest lists to streamline recruitment. However, despite an embedded tutoring pilot (more on page 3) the pandemic, student work load and other factors impacted the number of students who remained in the class and passed and will be an area of focus in the coming year.

105 students were enrolled in Bridge to College classes

43 students successfully passed their Bridge to College classes.



Pipeline to College

The program had two main components: tutoring and college advising, which consisted of one-on-one student check in's, workshop offerings and resource referrals, including tutoring and extracurricular opportunities.

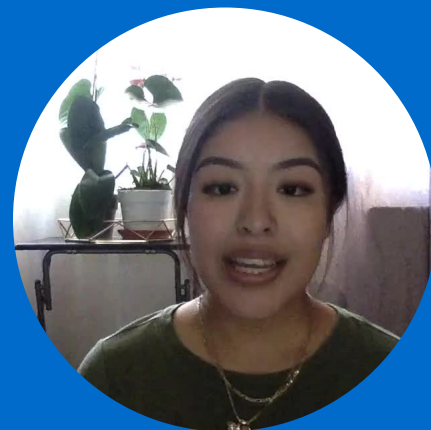
81 students served through tutoring and college advising.

60 students attended tutoring sessions that were at least 20 minutes long.

13 students successfully checked in weekly through college advising. Check in's supported attendance, goal setting, school/college readiness and social emotional development.

75% of students served through college advising made gains in at least 3/6 social emotional learning capacities.

Featured students



**Cynthia Vertiz
Jimenez**

Cynthia has been in the TRIO ETS program since 7th grade. She has participated in tutoring, mentoring, SYSP and has been a volunteer with us. She graduated from Tennyson High School and will be attending Chabot College and transferring.

"TRIO is the best thing you can do for yourself...There's so many resources for you when you are in high school."



Harnoor Gill

Harnoor is a Tennyson senior who is part of TRIO ETS and took advantage of Bridge to College and Concurrent Enrollment. She is attending UC Berkeley.

"Chabot Concurrent Enrollment has allowed me to explore a wide array of subjects and made me much more prepared for higher education."





Spotlight on Tutoring

We employed 5 strategies:

- Piloted embedded tutoring for dual enrollment classes where Chabot Student Assistants worked with faculty, attended classes and developed proactive ways to support student success.
- "Push in" tutoring whereby the tutor attends the synchronous class and can offer one-on-one support in a breakout room as well as additional asynchronous and after school tutoring in 3 Algebra 2 classes. Offered by Study Smart Tutors.
- Virtual Study Hall which allowed students a space to study in community and receive math/English tutoring as needed.
- By-appointment, 20 minute one-on-one tutoring, staffed by Chabot College students.
- Fresh Start Math, which was offered by Clear Focus Prep, in which students were assessed and provided supplemental math instruction and which addressed the unique social emotional challenges students have in regards to math.



"David (Clear Focus Prep) is such an amazing math teacher that knows how to communicate well with the students & he knows how to make math not as complicated as it looks he goes step by step with you.... I really found it helpful to get help & to build a little bond with these people (referring to the cohort of students in the program)"

- Fresh Start Math Participant



Additional Highlights

- Offered 5 workshops, monthly, to families across HUSD on college readiness and Chabot College through Tennyson's partnership. Topics included exploring the transition into adulthood, navigating college departments and programs and supports for students with disabilities
- Presented 5 workshops for undocumented students on school readiness, college and financial aid.



Ashley Guandique

Ashley is a 9th grader at Tennyson High School who received college advising.

"Check-in's helped me academically because it helped me be more organized...by knowing what I would have to do each day for math, English and biology. Honestly that's something that was valuable to me."

Thank
you!



ClearFocus
TEST PREP

Social Emotional Learning data provided by:

YEP!

Youth Enrichment Program

hello insight



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