

File ID Number	15-0380
Introduction Date	3-25-15
Enactment Number	15-0401
Enactment Date	3/25/15
By	<i>[Signature]</i>



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

March 11, 2015

To: Board of Education

From: Antwan Wison, Superintendent

Subject: Grant Award Notification - East Bay Community Foundation - After School Literacy Learning Community Initiative

ACTION REQUESTED:

Acceptance by the Board of Education of the East Bay Community Foundation Grant Award #2015-0630 for OUSD's After School Literacy Learning Community Initiative at approximately fifteen (15) elementary school sites for fiscal year 2014-2015.

BACKGROUND:

Grant Award for OUSD's After School Literacy Learning Community for the 2014-2015 fiscal year was submitted for funding as indicated in the chart below. The Grant Face Sheet is attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
15-0380	Yes	Grant	Oakland Unified School District Elementary After School Programs	Support for After School Literacy Learning Community Initiative	10/20/2014-06/30/2015	East Bay Community Foundation	\$20,000.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement.
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet for the program listed in the chart for the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$20,000.00

RECOMMENDATION:

Acceptance by the Board of Education of the East Bay Community Foundation Grant Award for OUSD schools for fiscal year 2014-2015 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:


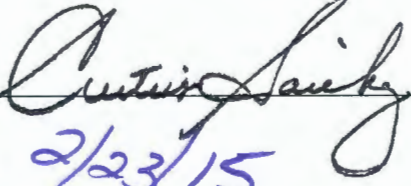
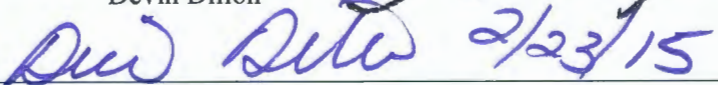
Copy of check #117806, East Bay Community Foundation
Grant Award letter from Anonymous

OUSD Grants Management Face Sheet

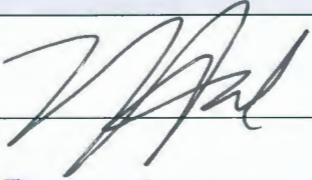
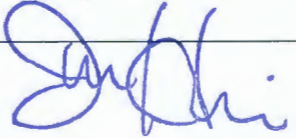
Title of Grant: After School Literacy Learning Community	Funding Cycle Dates: October 20, 2014 – June 30, 2015
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Julia Ma, Coordinator, After School Programs Oakland Unified School District 746 Grand Avenue Oakland, CA 94610 (510) 273-1541 Julia.Ma@ousd.k12.ca.us	Grant Amount for Full Funding Cycle: \$20,000.00
Funding Agency: East Bay Community Foundation	Grant Focus: After School Literacy and Support for English Language Learners
List all School(s) or Department(s) to be Served: Approximately 15 elementary after school programs that serve large numbers of English Language Learners.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The After School Literacy Learning Community will provide curriculum and professional development to build the capacity of after school workers to support students' English language development and literacy skills. Elementary after school participants will benefit from increased, literacy-rich after school activities that will provide them with opportunities to practice oral language skills, engage in academic discussions, and build confidence in their English language abilities.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.94% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	After school programs involved in this project will be evaluated as part of the comprehensive OUSD After School annual evaluation report. The evaluation project will measure impact of after school programming on student attendance, academic performance, and social and emotional learning skills development.
Does the grant require any resources from the school(s) or district? If so, describe.	No. The After School Programs Office will manage this project. This grant will augment ASES after school grant funds already secured for OUSD schools.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.94% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No. The After School Programs Office will manage this project. This grant will augment ASES and 21 st Century after school grant funds already secured for OUSD schools.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Julia Ma Coordinator, After School Programs 746 Grand Avenue Oakland, CA 94610 (510) 273-1550 Julia.Ma@ousd.k12.ca.us

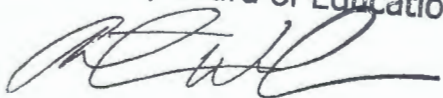
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Julia Ma		2-20-15
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		2/20/15
Chief Academic Officer	Devin Dillon		2/23/15

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		

James Harris
President, Board of Education



Antwan Wilson
Secretary, Board of Education

EAST BAY COMMUNITY FOUNDATION

200 FRANK H. OGAWA PLAZA
OAKLAND, CA 94612
(510) 836-3223



11-4222-1210

U.S. Postal Service
Protectors for Business

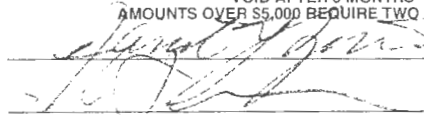
NO. 117806

DATE 10/24/2014

AMOUNT \$****20,000.00

PAY Twenty Thousand and no/100 *

TO Oakland Unified School District
THE ATTN: Ms. Julia Ma, Community Schools and
ORDER After School Program Offices
OF 746 Grand Avenue
Oakland, CA 94610

VOID AFTER 6 MONTHS
AMOUNTS OVER \$5,000 REQUIRE TWO SIGNATURES

AUTHORIZED SIGNATURE

From T. Gary and Kathleen Rogers Supporting Family Foundation

⑈117806⑈ ⑆121042222⑆ 1170989993⑈

EAST BAY COMMUNITY FOUNDATION OAKLAND, CA 94612

117806

8266	Oakland Unified School District	10/24/2014	117806
20150630	10/24/2014	Family, Schools & Community Partnerships: General	20,000.00
ROGR	T. Gary and Kathleen Rogers Supporting Family		20,000.00

CHECK TOTAL: \$****20,000.00

Security features: Details on back



**R O G E R S
F A M I L Y
F O U N D A T I O N**

10 Clay Street, Suite 200
Oakland, CA 94607

GRANT AGREEMENT

Between the Rogers Family Supporting Foundation and:

Grantee: Oakland Unified School District – Family, Schools & Community Partnerships Department

Address: After School Program Offices
746 Grand Avenue
Oakland, CA 94610

Contact Person: Ms. Julia Ma, Community Schools and Student Services Department

Foundation Contact: Rhonnel Sotelo, Executive Director

Grant Number: #2015-0630

Purpose and Conditions of the Grant

- 1. Grant Purpose:** General support for the literacy-focused afterschool professional learning community
- 2. Grant Period:** 10/20/2014 - 6/30/2015
- 3. Grant Amount:** \$20,000
- 4. Reporting Schedule:** Final report to be submitted by: 7/31/2015
- 5. Special Conditions:** Grant Classification (re: Financial Accounting Standard Board's SFAS 116-117):
- | | |
|------------------------|----------------------|
| I. Unconditional [x] | II. Unrestricted [] |
| Conditional [] | Restricted [x] |

Restricted grants can be used only to fund the stated purpose of the grant. Conditional grants are paid only after a condition has been met.

**ROGERS
FAMILY
FOUNDATION**

10 Clay Street, Suite 200
Oakland, CA 94607

T. Gary and Kathleen Rogers Family Supporting Organization Grant Agreement

Grant #20150630

By accepting this grant, your organization certifies to the Rogers Family Supporting Foundation that you will use grants funds for the purpose outlined in this Agreement. Furthermore, your organization certifies that (i) no tangible benefit, goods, or services are received by any individuals or entities connected with the Rogers Family Supporting Foundation, and (ii) this grant will not be used by you to satisfy the payment of any pledge or other personal financial obligation on behalf of the donors of the Foundation.

Dated as of:

3/25/15

By signing this agreement the Grantee signatory acknowledges that he/she has read and understood the Agreement and that the Grantee accepts its terms and conditions.

Grantee:

By: Executive Director

Name: CURTISS SARIKEY

Signature:

Board Chair

Name:

Signature:

The Rogers Family Foundation

By:

Rhonnel Sotelo, Executive Director

James Harris

President, Board of Education

Antwan Wilson

Secretary, Board of Education

**R O G E R S
F A M I L Y
F O U N D A T I O N**

10 Clay Street, Suite 200
Oakland, CA 94607

T. Gary and Kathleen Rogers Family Supporting Organization Grant Agreement

Grant #20150630

By accepting this grant, your organization certifies to the Rogers Family Supporting Foundation that you will use grants funds for the purpose outlined in this Agreement. Furthermore, your organization certifies that (i) no tangible benefit, goods, or services are received by any individuals or entities connected with the Rogers Family Supporting Foundation, and (ii) this grant will not be used by you to satisfy the payment of any pledge or other personal financial obligation on behalf of the donors of the Foundation.

Dated as of:

3/25/15

By signing this agreement the Grantee signatory acknowledges that he/she has read and understood the Agreement and that the Grantee accepts its terms and conditions.

Grantee:

By: Executive Director

Name: CURTISS SARIKEY

Signature:

Board Chair

Name: _____

Signature: _____

The Rogers Family Foundation

By:


Rhonnel Sotelo, Executive Director

James Harris

President, Board of Education

Antwan Wilson

Secretary, Board of Education

Application Instructions

Thank you for your interest in applying for a grant from the Rogers Family Foundation. Please read the instructions carefully before you begin the application. Instructions can be downloaded from our website. ([Click to visit website](#))

Oakland Education Grant Overview

Account ID Oakland Unified School District - Family, Schools & Community Partnerships

The request name is the brief purpose of the grant for which you are applying for funding (e.g. 'General Operating Support' or 'Reading Intervention Program'). Please update the request name if there is a more accurate or specific purpose than the one we have listed.

Request Name After School English Language Learner/Literacy Learning Community 2014-15 School Year

The amount invited is the level of funding that the Rogers Family Foundation currently has allocated for your organization. Please be aware that we are open to re-evaluating this amount depending on the needs of your organization and project.

Amount Invited \$ 20,000

Please enter the amount of funding that you are requesting from the Rogers Family Foundation below.

Amount Requested \$ 20,000.00

Contact Information

Contact Name Julia Ma **Contact Email** julia.ma@ousd.k12.ca.us

Contact Title Coordinator, After School Programs **Contact Fax** (510) 273-1551

Contact Phone

Project Description

Please describe the project or purpose for which your organization is seeking funds.

The OUSD After School Programs Office (ASPO), housed within the Community Schools, Student Services Department of the Oakland Unified School District, is seeking funding to implement Year 2 of our After School Literacy Learning Community. Last year in the Spring semester, thanks to generous support from the Rogers Family Foundation, we were able to pilot this learning community which focused specifically on supporting the literacy development of English language learners. This year, we plan to implement the After School Literacy Learning Community over the course of the entire school year, so that participating after school programs benefit from eight months of professional development and support to strengthen the capacity of their after school workforce to support all students' literacy development. The Literacy Learning Community will focus on providing instructional strategies and curriculum to elementary after school instructors who will provide students in grades K - 5 with an hour of literacy instruction after school every week. Currently, OUSD receives ASES and 21st Century Community Learning Center grant funding from the CA Department of Education to provide comprehensive after school services at 75 schools for over 8,000 students daily. Approximately 36% of elementary after school participants are English Language Learners. Our Literacy Learning Community will have a special focus on supporting the literacy needs of English language learners; however, all elementary students in our after school programs would benefit from increased support in developing strong literacy skills.

There continues to be a strong need for after school providers to gain a deeper understanding of the learning needs of English Language Learners, and foundational knowledge of strategies across the curriculum that can facilitate children's literacy skills. Historically, OUSD's after school providers have not received adequate, ongoing training and support on effective strategies to foster the literacy skills of students. Some after school partners receive limited training and literacy curriculum from their host school, however, this training and support is inconsistent site to site. Because the after school workforce primarily consists of youth development professionals who are informal educators and not credentialed teachers, they need trainings specific to the after school context and sensitive to the skill level of the after school workforce, as opposed to trainings for credentialed in a structured school day classroom setting. Last year, with the launch of the After School Literacy Learning Community, the OUSD After School Programs Office was able to collaborate with the English Language Learner Unit of OUSD's Literacy, Curriculum, and Instruction Department to develop an after school literacy curriculum binder and four initial trainings for after school staff as part of our pilot project. This curriculum binder had simple literacy-based activities that non-credentialed, after school instructors could implement in the after school context to provide students with opportunities to engage in academic discussions, which is a primary literacy focus of OUSD. For Year 2, we intend to build upon the pilot project by expanding the curriculum to provide 30 weeks of after school-appropriate lesson plans for students in grades K-5.

With intentional training and support to after school workers on meeting the literacy needs of students, especially English Language Learners, the opportunity to use the after school context to strengthen literacy skills is tremendous. According to a 2011 research brief from the Afterschool Alliance on English Language Learners in After School, "... ELL students have much to gain from the less formal enrichment available outside of the school day. Afterschool programs, with lower student-staff ratios, flexible schedules and informal environments, can better target individual needs and offer ELL students a chance to practice communicating in their new language." Furthermore, "Because of the greater flexibility, afterschool programs are often better able to take advantage of the assets that ELL students bring to the table, such as their knowledge of other places, languages, customs and cultures. By supporting relationships and interactions among English language-speaking students and ELLs, all students – and even staff – benefit and are better prepared for increasingly diverse workplaces and communities." According to the National Institute of Child Health and Human Development Early Child Care Research Network, ELL students average less than 90 seconds per day in classroom talk time. After school programs can play a vital role in providing ELL students extra time to practice oral language skills and build their confidence in their English language abilities, as they are engaged in playing games or engaging in hands-on activities in a low-pressure environment.

Proposed Project & Purpose

The key to increasing literacy-rich activities in the after school program and building the capacity and intentionality of after school instructors to support literacy development is to provide training, curriculum, and ongoing coaching support to after school program staff. The purpose of the After School ELL/Literacy Learning Community is to provide a cohort of program staff from 15 elementary after school programs with ongoing training on literacy curriculum and facilitation strategies that will build their capacity and confidence to support the literacy development of English language learners and other students in the after school programs. As a result of this Literacy Learning Community, a cohort of at least 20 students in each of the participating 15 program sites will experience increased literacy-rich activities in their after school programs. They will engage in dialogue and practice literacy skills that align with the new Common Core Standards, including: sharing, expanding, and clarifying their own thinking; listening carefully to one another; deepening their reasoning; and thinking with others. A second strand of this learning community is to work closely with the after school program leaders and agency directors of the 15 participating sites to build their capacity to development program plans, systems, and structures that intentionally and effectively meet the needs of ELL students in the after school programs. Thus, this project will utilize both a bottom up approach in supporting the professional development of program staff, plus a top-down approach to build the capacity of After School Site Coordinators and Agency Directors to design and implement programs that have increased focus on literacy development and meet the needs of ELL students.

This project will be a collaborative effort between the OUSD After School Programs Office (ASPO) and Development Without Limits West, a local non-profit organization with expertise in providing

professional development on effective strategies to support literacy development and serve English Language Learners in the after school context. The ASPO will continue to work in partnership with Development Without Limits West to co-plan the Literacy Learning Community for participating after school program sites. Last school year, we collaborated with the district's Leadership, Curriculum, and Instruction (LCI) Department on the development of our initial pilot curriculum binder for this learning community. The English Language Learner Unit of LCI was very helpful in sharing district resources so that our after school ELL/Literacy learning community could be aligned to district efforts to support ELL students and to implement the new Common Core State Standards for ELA. For Year 2, we hope to be able to continue to collaborate with the district's Teaching and Learning Department (formerly called LCI), to ensure alignment between after school and school day efforts to support literacy development; however, due to that department's restructuring under OUSD's new leadership, we anticipate that these collaborative discussions will not occur until later in the Fall or Winter. In the meanwhile, we plan to bring on a highly skilled OUSD elementary school teacher to support the curriculum development component of this project. Priscilla Parchia is a teacher at Manzanita SEED school, and has actively participated in ELL trainings for the past two years through the dual language corridor in LCI. Ms. Parchia also has extensive after school work experience; thus, understands the after school context and the needs of the after school workforce. With her classroom teaching experience, extensive knowledge of effective teaching strategies for ELL students, and deep understanding of the after school context, Ms. Parchia will be a huge asset in supporting the goals of our ELL/Literacy Learning Community.

This project will be further enhanced by a new partnership that the ASPO is developing with Oakland Public Library (OPL). We have initiated collaborative discussions with the Children's Outreach and Program Librarian with the Main Library Services Division. One purpose of this emerging partnership is to ensure that students at participating after school sites obtain a library card or have fees waived for an existing library account, so that students can have access to Oakland library resources. Additionally, OPL is interested in providing a "book talk" for each participating program site in this project in order to foster students' love of reading and build connections between our after school program sites and local branch libraries.

Please describe how you are planning to implement the proposed project.

The After School English Language Learner/Literacy learning community will utilize both a top-down and bottom-up approach to strengthening after school program supports for literacy development for all students, with a special focus on the needs of English language learners. There will be two learning community strands that we will offer to our after school community. The first strand (top-down approach) will be geared toward after school Agency Directors and Site Coordinators, and will be facilitated by Development Without Limits West. This learning community strand will focus on developing the capacity of these program leaders to create and refine program structures to better meet the needs of English Language Learners. The learning community will provide a deeper understanding of the learning needs of ELL students and the program practices that best support those needs. Additionally, this learning community will provide participants with an assessment tool and guidance on assessing how well their after school programs are meeting the needs of ELL students, integrating best practices into the heart of programs, and building the leadership capacity of program leaders to create change within programs and organizations. Participants will receive resources, tools and templates to help with program assessment, create goals, and continue developing responsive programs for ELL students. This strand will launch with a full-day English Language Learner Summit on Friday, October 10 for after school leaders of participating program sites. Participants in this summit will engage in self-reflection; learn about the socio-emotional needs of English Learners and begin to explore how to address those needs; become familiar with English Learner Typologies; gain strategies in supporting English language development; and explore the importance of home language and cultural identity support. This summit will be a refresher for programs that participated in Year 1 of this project last year, and will provide foundational knowledge for new programs joining this ELL/Literacy learning community cohort for 2014-15. Following this ELL Summit, there will be 5 additional learning community meetings offered to agency directors and site coordinators between October – April. Learning community meeting topics may include: setting realistic goals for supporting ELL students in programs, family and community engagement, establishing leadership skills to support ELL student within our organizations, and

Project Implementation

aligning best practices in supporting ELL students with the youth development quality standards that guide OUSD after school programs. In addition to planning and facilitating these learning community meetings in partnership with the ASPO, Development Without Limits West will also provide an average of 6 hours of on-site coaching supports to each of the 15 programs participating in this project. The coaching sessions will assist programs with embedding the values and concepts from the learning community into their programs.

The second learning community strand will focus on program staff of the 15 participating elementary after school sites. This “bottom up” strand will be co-planned and co-facilitated by Kasey Blackburn, ASPO Elementary Program Manager, and Priscilla Parchia, teacher at Manzanita SEED elementary school. Participating program staff will receive 30 weeks of ELL curriculum for after school programs, focused on student-centered academic conversations. The curriculum is being developed by Ms. Parchia, and will be scaffolded in a way to build the capacity of students, as well as staff, to support “student talk”. The goal is to teach the language within the context of relevant content instead of as a separate skill taught through language structures. In order for primary students and especially English language learners to be able to master the new Common Core standards, they must learn how to use academic language, negotiate meaning, and cite evidence. The after school literacy curriculum will be designed so that students can develop the language with ample opportunity to practice. This curriculum will be built upon Ms. Parchia's own teaching experiences, her extensive training with OUSD's Teaching and Learning Department, and her recent work with teaching colleagues at both Manzanita SEED and Melrose Leadership Academy to develop a workable format and strategies for teaching academic discussion and engaging students in grades K-3 in content-based academic discussions based on complex texts. After school program staff participating in this learning community will participate in the ELL Summit on October 10, and then will participate in 5 learning community meetings over the course of the school year, from October – April. Participating program staff will be expected to offer at least one weekly after school literacy class for 1 hour/week for a cohort of 20 younger elementary students over the school year

What do you foresee as some of the challenges of implementing this project?

Project Challenges

The biggest challenge we anticipate is trying to collaborate with the Teaching and Learning Department to ensure that our after school ELL/Literacy learning community efforts and curriculum are aligned with and complement the school district's school day efforts. Due to restructuring of the Teaching and Learning Department and staffing changes there, we are concerned about who to connect with in that department about this project, and who may have the capacity there to support our efforts and engage in some co-planning and collaborative discussion with us. Similarly, we are concerned about being able to access district resources that could inform our efforts to support ELL students and support literacy development aligned with the new Common Core ELA standards. Having an OUSD teacher involved in this project will definitely help support our efforts to align with school day curriculum and strategies, as we wait for the restructured Teaching and Learning Department to get settled.

Name other organizations with which your organization is collaborating on the proposed project. Describe the nature of your collaboration. Please do not list organizations that only provide financial support.

Collaboration with Other Organizations

This project will be a collaborative effort between the OUSD After School Programs Office (ASPO) and Development Without Limits West. Development Without Limits West (DWL West) provides high-quality professional development, curriculum development, best practices research, comprehensive technical assistance and on-site coaching for youth-serving organizations. With a strong commitment to social justice and in-depth knowledge and expertise in working with diverse youth and communities, DWL West provides a clear vision and resources to help create quality, equity-based programming that meets both the academic and social-emotional needs of all youth. DWL West brings specific expertise in working with English Learner and immigrant students in a holistic manner. DWL West provides robust English Learner professional development to help practitioners both understand the unique complexities and meet the needs of English Learner and immigrant students. The ASPO will work in partnership with Development Without Limits West to co-create and co-facilitate an 8-month ELL/Literacy Learning Community for participating after school program sites. Additionally, DWL West will provide on-site coaching supports to

participating programs to assist them with embedding the values and concepts from the ELL/Literacy learning community into their programs. The ASPO is also developing a new partnership with the Oakland Public Library to connect participating program sites to local branch libraries.

Project Beneficiaries

Please select the populations that your organization will serve through the proposed project.

Target Population Elementary School Students (Grades K-5)

How many students will be involved in or helped by the proposed project?

Number of Students Served by Project 300

Please indicate the total number of students that will be served by your school or organization this year.

Total Number Students Served by Org 8,000

If site based, please let us know how many students you will serve at each of your sites this year.

Number of Students Per Site We anticipate that at minimum, a cohort of 20 students at each of the 15 participating elementary after school program sites will be served by this project. Thus, a minimum of 300 students will be directly served by this project. However, as this project focuses on staff, program, and agency capacity building, many more participating after school students will indirectly benefit from this project as their program leaders develop the capacity to develop stronger program designs, systems, and structures that support literacy development of all students in the program. Each elementary after school program site serves at least 80 students per day.

Project Leader

What is the name, title, and background of the person who will be leading this project?

Project Lead Name Kasey Blackburn

Project Lead Title OUSD After School Program Manager, Elementary Network

Project Lead Background Ms. Blackburn has served as a Program Manager for OUSD After School Programs for the past 7 years. Currently, Ms. Blackburn supports 42 elementary after school programs in the school district, providing them with ongoing professional development and coaching supports to ensure high quality youth development programming. Ms. Blackburn has served as project lead for a number of our after school learning communities, including our existing Science Learning Community, the Math Learning Community, and the Nutrition and Cooking Learning Community. Ms. Blackburn has a PhD in Curriculum and Instruction and over 16 years of experience in the field of Youth Development.

Project Timeline

Please outline a brief timeline of the proposed project.

Project Timeline

August - September: engage in collaborative ELL/Literacy learning community planning with Development Without Limits West and with Teacher Priscilla Parchia; begin work on planning learning community content and creating 30-week ELL curriculum binder

October: launch ELL/Literacy learning community (both strands) with the October 10 full-day English Language Learner Summit, facilitated by Development Without Limits West

October - April: implement 5 learning community meetings for the Agency Directors and Site Coordinators, and an additional 5 learning community meetings for program staff; Development Without Limits West will provide approximately 6 hours of customized on-site coaching support at each of the 15 participating programs

October - May: participating elementary program sites will implement weekly after school literacy classes utilizing the ELL curriculum binder and facilitation strategies shared at the learning community meetings

April/May: programs will collect evaluation data for this project, including classroom teacher surveys/feedback; program staff observations, and student surveys.

If this grant will help purchase technology for your organization, please let us know whether or not you have developed an implementation plan. Please describe the plan in the text field below.

Technology Implementation Plan No

Technology Implementation Plan Details

Project Funding

What is the total cost of the project for which you are applying for funding? Please enter 0 in the field below if your organization is applying for general operating support.

Total Cost of the Project \$ 29,674

What is your total annual organizational budget?

Organizational Budget \$ 800,000

Intended Outputs

Please enter at least two outputs your organization plans to carry out during the grant period. Outputs are activities, events, services, and products that your organization plans to carry out during the grant period (e.g. number of meetings held, reports published, number of students served, hours of tutoring, number of mentors recruited, etc.).

Intended output 1 Program leaders of 15 after school program sites will participate in a full-day English Learner Summit and 5 additional ELL/Literacy learning community trainings to learn about the socio-emotional and learning needs of English language learners and strategies to support English language development

Intended output 2 Program staff from 15 after school sites will participate in 6 ELL/Literacy learning community meetings focused on curriculum and facilitation strategies to support literacy development in after school. Participants will receive a curriculum binder of 30 afterschool literacy lessons for grades K-5

Intended output 3 15 participating after school sites will receive an average of 6 hours of on-site coaching support to integrate ELL/Literacy learning community concepts into program practices

- Intended output 4** 15 participating after school programs will each provide a weekly, one-hour literacy lesson to a cohort of 20 younger elementary students for 30 weeks of the school year; with a total of 300 students benefiting from 30 hours of after school literacy instruction over the course of the school year
- Intended output 5** Participating program sites will self-assess their after school programs using the DWL West ELL Assessment tool, and will develop action plans to improve program practices/structures that support ELL students

Intended Outcomes

Please enter at least two intended outcomes and the metrics/evidence you plan to use to measure them. When writing each intended outcome, please be sure to include the result or impact your organization aims to produce and the number and/or percentage of students (or other participants) that your organization projects will achieve your target. Please select intended outcomes that best demonstrate your organization's effectiveness. Example: 95% of the participants in our literacy program will read on grade-level by the end of the 2013-14 school year (intended outcome); Scholastic Reading Inventory (metrics/evidence)

- Intended outcome 1** 90% of students participating in after school literacy classes will demonstrate increased skill in engaging in academic discussions, as measured by teacher and program staff feedback and observations
Metrics/evidence for outcome 1 teacher surveys and/or observations
 program staff surveys and/or observations
- Intended outcome 2** 300 students from 15 program sites will have a new library card or will have existing library card accounts cleared of old fines
Metrics/evidence for outcome 2 Program staff observation; parent survey results; student feedback
- Intended outcome 3** 90% of program staff participating in the ELL/Literacy learning community will be able to identify at least three strategies to foster the literacy skill development of elementary school students
Metrics/evidence for outcome 3 Learning community exit tickets; program staff surveys
- Intended outcome 4** 90% of participating site coordinators or agency directors will be able to identify at least three program/organizational practices to meet the needs of ELL students and will develop plans to implement these practices
Metrics/evidence for outcome 4 Learning community exit tickets; site coordinator or agency director surveys; DWL West documentation of coaching sessions
- Intended outcome 5**
Metrics/evidence for outcome 5

Evaluation

How do you evaluate your programs? What tools do you have in place? How did you select these tools for your target population?

OUSD after school programs participate in an annual evaluation project led by an external evaluator, Public Profit. All program sites distribute year-end surveys to participating students.

Evaluation

Survey results are analyzed by Public Profit, along with data on program activities and attendance rates; school district attendance and student achievement data; and formal site visit scores on point of service program quality. This data is compiled into an annual Oakland after school evaluation report every Fall. For evaluating this project, exit tickets will be distributed at the end of each ELL/Literacy learning community meeting to collect data from after school staff on their learning. Program staff will also provide observational data on the impact of the weekly after school literacy classes on students. We will also administer a year-end survey to classroom teachers of students participating in the weekly after school literacy class to collect their feedback on students' progress.

Grant Payment Information

If awarded, to whom should we make the grant check payable, and where should we mail it?

Grant Check Recipient Oakland Unified School District, After School Programs

Grant Check Address Community Schools and Student Services Department
After School Programs Office
746 Grand Ave.
Oakland, CA 94610

Please check the box below and answer the following questions if the grant payment will be processed through a fiscal sponsor.

Fiscal Sponsor

Fiscal Sponsor Main Phone

Fiscal Sponsor EIN

Returning Grantee

Please check the box below if you have received a grant from the Rogers Family Foundation in the past and provide a brief update on the status of your most recent grant.

Renewal

Last Year's Grant

We received a grant from the Rogers Foundation in 2013-14 to pilot our After School ELL/Literacy Learning Community. We launched the pilot project in the Spring semester, and we were able to offer 4 learning community trainings to program staff from 12 sites, plus an additional 4 learning community trainings to After School Site Coordinators and Agency Directors. We also developed an after school literacy curriculum binder as part of the pilot project.

Contact Role

Contact Name	Organization Name	Role	Is Primary	Action
Julia Ma	Oakland Unified School District - Family, Schools & Community Partnerships	Primary Grant Contact (RFF Internal Use)	<input type="checkbox"/>	
Kasey Blackburn	Oakland Unified School District - Family, Schools & Community Partnerships	CC Contact (RFF Internal Use)	<input type="checkbox"/>	

Other Funders

Name

Attachments

[IRS Letter of Determination.pdf](#)

[Financials.pdf](#)

[Board of Directors.docx](#)

[ProjectOrganization Budget.xlsx](#)

OUSD After School Programs: English Language Learner/Literacy Learning Community

Year 2 Project: 2014-15

Activity	Hours	Grant Request	Other ASPO Funding Sources	Unspent funds from 2013-14	TOTAL PROJECT COST
DWL West Prep and facilitation of EL Summit and 5 learning community meetings	60	\$7,500			
DWL West Coaching hours	90	\$7,200	\$4,050		
Learning Community Materials		\$300	\$800		
Extended Teacher Contract with Priscilla Parchia for curriculum development and co-planning of program staff learning community	200	\$5,000	\$566	\$758	
Co-development and Facilitation of Program Staff strand of learning community by Kasey Blackburn	50		\$3,500		
TOTAL		\$20,000	\$8,916	\$758	\$29,674