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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 29, 2022

Subject Expanded Learning Programs After School Program Master Contract 2022-2025 with Youth Together

Ask of the Board Approve Services Agreement
 Ratify Services Agreement

Services *Vendor will serve as lead agency for program coordination, academic intervention, homework support, student supervision and a variety of enrichment services, as described in the Master Contract, for the one OUSD school sites listed in Exhibit A.*

Term Start Date: 7/1/22 End Date: 7/31/25

Not-To-Exceed Amount \$1,438,500.00

Competitively Bid Yes
If the Service Agreement was not competitively bid and the not-to-exceed amount is more than \$96,700, list the exception(s) that applies (requires Legal review/approval and may require a resolution): [Exception]

In-Kind Contributions *District staff monitor budgets and grant compliance requirements. District provides space and Custodial Services for after school programs.*

Funding Source(s) *Resource 4124 – 21st Century Program in the amount of \$838,500.00; Resource 2600 – Expanded Learning Opportunities Program (ELO-P) in the amount of \$600,000.00*

Background *The general purpose of the 21st Century Community Learning Centers (21st*

CCLC) program is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. California Education Code section 8421 further defines the purpose of the 21st Century High School After School Safety and Enrichment for Teens (ASSETS) program as (1) creating incentives for establishing locally driven after school enrichment programs that partner schools and communities to provide academic support and safe, constructive alternatives for high school pupils in the hours after the regular school day, and (2) assisting pupils in passing the high school exit examination for public school programs.

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. "Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

This agency has demonstrated experience and capacity in serving in the after school lead agency role. This organization successfully met all of the requirements of OUSD's Request for Qualifications process for after school programs and has been approved as a qualified lead agency partner by the OUSD Expanded Learning Office. The school Principal and their team have selected this agency from a list of approved lead agency partners.

Attachment(s)

- Expanded Learning Programs After School Program Master Contract 2022-2025 with Youth Together
- Request for Proposal 21-104ASP and Vendor Bid Materials

**Expanded Learning Programs
After School Program Master Contract 2022-2025
Between Oakland Unified School District and**

Youth Together

1. **Intent.** This Memorandum of Understanding (“MOU”) establishes the Oakland Unified School District’s (“OUSD”) intent, contingent upon OUSD’s receipt of California Department of Education and/or U.S. Department of Education after school grant funds, to contract with Youth Together (“AGENCY”) to serve as the lead agency to provide after-school and/or summer educational programs and to serve a sufficient number of students and run services for a sufficient number of days to earn the core grant allocation of funding at the OUSD school sites identified in the Scope of Work(s) to be incorporated into this MOU by reference. A summary of Agency after school programs to be offered during the school year (“SUMMARY”) is attached hereto as Exhibit A. Summer programs will be selected through a Scope of Work at a later date, based on OUSD needs and site availability, and subject to Board approval. Identification of summer programs is anticipated in February of each year and after-school providers will be assigned to OUSD schools to facilitate summer programming.
2. **Scope of Work.** The Scope of Work consists of the approved Annual Budget Tool and Annual Expanded Learning Opportunity Program Planning Tool, templates of which are attached hereto as Exhibit B. There shall be a Scope of Work for each separate school site served by AGENCY. The term of the Scope of Work shall not exceed one year. OUSD and AGENCY shall ensure that a Scope of Work is executed for each identified school site no later than 30 days prior to the date on which services under that Scope of Work are scheduled to begin. By approving this Master Contract, and the Scope of Work templates and Summary attached hereto as Exhibits A and B, the OUSD Board of Education (“BOARD”) delegates to the Executive Director of Community Schools and Student Services (“CSSS Executive Director”) the authority to approve and amend individual Scopes of Work for after school programs during the school year without further Board action required. Any Scopes of Work or amendments that will exceed the approved amounts in the SUMMARY require Board approval.
3. These services will be funded by one or more of the following grants:
 - California Department of Education ("CDE") After School Education and Safety Program (“ASES”)
 - US Department of Education 21st Century Community Learning Centers (21st CCLC)
 - US Department of Education 21st Century High School After School Safety and Enrichment for Teens (“ASSETS”)
 - Expanded Learning Opportunities - Programs (“ELO-P”)
 - Oakland Fund for Children and Youth - This MOU will also outline services provided on OUSD school grounds through the Oakland Fund for Children and Youth (“OFCY”) After-School Initiative funds that shall be utilized as matching funds to CDE ASES and 21st CCLC funds.
 - Private grants
4. **Term of MOU.** The term of this MOU shall be July 1, 2022, through July 31, 2025.
5. **Termination and Suspension.**
 - 5.1. **Termination for convenience by OUSD.** The BOARD may at any time terminate this MOU or any Scope of Work entered into pursuant to Section 2 of this MOU for any or no reason upon not less than five (5) days written notice to AGENCY. OUSD shall compensate AGENCY for services satisfactorily provided through the date of termination. The OUSD After Schools Program shall also annually review the AGENCY’S performance and bring recommendations to terminate the AGENCY to the Board.

- 5.2. **Termination for cause by OUSD.** In addition, OUSD may terminate this MOU or any Scope of Work entered for cause should AGENCY fail to perform any part of this MOU. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief or Deputy may issue the termination notice without approval by the BOARD, in which case this Agreement would terminate upon ratification of the termination by the BOARD or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for the correction are made. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, AGENCY shall pay the additional cost for the services through the end of the Term identified in Section 3.
- 5.3. In the event of termination or suspension, AGENCY must, upon request, follow all transition protocols and actively participate in the transition process, attend all transition meetings, promptly turn in all keys and key fobs, transfer custody of all records, and inventory of all after-school supplies.
- 5.4. **Suspension.** If OUSD, at its sole discretion, develops health and/or safety concerns related to the AGENCY's provision of services, then the CSSS Executive Director may, upon approval by OUSD legal counsel, issue a notice to AGENCY to suspend the Agreement or Scope of Work, in which case AGENCY shall stop providing services under the Agreement until further notice from OUSD. OUSD shall compensate AGENCY for services satisfactorily provided through the date of suspension. During the period of suspension, OUSD may procure services from another agency.
- 5.5. **No Premature Termination by AGENCY.** AGENCY hereby certifies that it is willing and able to provide required services for the full term of the MOU. AGENCY will not be permitted to unilaterally terminate the MOU or cease providing required services prior to completing the full term unless OUSD approves any change. In the event AGENCY ceases to provide required services prior to the end of the MOU term, OUSD may secure the required services from another contractor. If OUSD's cost of procuring services from another contractor exceeds the cost of providing the services pursuant to this MOU, or OUSD is unable to secure required services from another contractor, AGENCY shall pay any additional cost through the end of the Term identified in Section 4. If OUSD suffers any loss of funding or other program consequences attributable to AGENCY's premature termination, AGENCY shall pay any additional cost in addition to any damages otherwise due under this MOU.
6. **Compensation.** Contingent on OUSD receipt of California Department of Education and/or U.S. Department of Education after school grant funds and subject to grant funding levels, the ASES, and 21st CCLC, and ELO-P grant award amount for the school sites listed above, funding projection is based on three year grant totals for each school site identified in Exhibit A. The three year not-to-exceed amount for this MOU is \$ 1,438,500.00. AGENCY shall be entitled to compensation from these funds in accordance with the following terms and conditions:
- 6.1. **Total Compensation.** Subject to the provisions of 6.2 Positive Attendance and the provisions of 6.3 Administrative Fee and subject to AGENCY compliance with MOU requirements, AGENCY shall receive the amount of the grant award less OUSD's administrative fees and other site costs agreed to by the Site Administrator and AGENCY. Funding will be contingent on CDE grant allocations. Penalties may be assessed or payments withheld for non-compliance, including but not limited to MOU requirements, attendance reporting, fiscal invoicing, full participation at OUSD required meetings and training and in continuous quality improvement efforts.
- 6.2. **Positive Attendance.** Payment for services rendered related to the ASES, 21st CCLC, ASSETS, and ELO-P grants shall be based on actual student attendance rates (\$10.18 a day per student through ASES, 21st CCLC, ASSETS and ELO-P.), not estimates, as those programs are "positive attendance based." OUSD reserves the right to modify the annual core allocation based on reported attendance. In the event that payments made to AGENCY exceed the reported attendance for the Core grant, the AGENCY will return payments to OUSD at the rate of \$10.18

a day for ASES, 21st CCLC, ASSETS, and ELO-P per student. Documentation of attendance must be submitted through the OUSD's Aeries student information system in order for invoices for payment of services for the ASES, 21st CCLC, ASSETS, and ELO-P grants to be processed. Attendance is due by the 10th day of the following month. In the event that any school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), and AGENCY provides programming remotely pursuant to Section 7.4.5 of this MOU, AGENCY shall calculate attendance based on student participation in AGENCY's remote programming.

- 6.2.1. **Reconciliation Process for Positive Attendance Based Grant Funds.** OUSD will adjust the payment of the "positive attendance based" grants based on a quarterly review of monthly invoices and attendance for services rendered related to the ASES, 21ST CCLC (Core Grant), ASSETS, and ELO-P for any adjustments resulting from the reconciliation of the attendance reports for that quarter's months. The attendance reconciliation process will assess the program's performance with respect to the required compliance with the grant mandated attendance rates. Based on the review, financial adjustments of an additional payment or additional withholding will be made. Any remaining balance(s) will be forwarded to AGENCY or OUSD. Any adjustment required in excess of the withholding will necessitate additional adjustments to future invoices and payments.
- 6.2.2. **Administrative Charges and Reconciliation.** Reconciliation process for positive attendance-based grants must factor in the subtraction of administrative and other OUSD central charges, as outlined in section 6.3, from any grant amounts earned through attendance (OUSD indirect, custodial, evaluation, and After School Programs Office administrative and training/technical assistance fees).
- 6.3. **OUSD Administrative Fees.** OUSD shall charge and withhold up to 14% from the overall ASEP and 21st Century grant awards for central indirect, administrative, custodial, evaluation, and direct service training and technical assistance.
- 6.4. **AGENCY Administrative Fees.** AGENCY understands and agrees that it may not charge more than 4% of the total contract amount as administrative fees and that its administrative fees must be set at an appropriate dollar amount to keep the ASES, 21st CCLC, ASSETS, and ELO-P grants within the grant-mandated allowable 15% for total indirect/administrative costs. The agency administrative fees charged to the ASES and 21st CCLC grants must be used for direct administrative costs and cannot be used for agency indirect costs. Direct administrative costs consist of expenditures for administrative activities that provide a direct benefit to the ASES, 21st CCLC, ASSETS, and ELO-P programs. Indirect costs consist of expenditures for administrative activities that are necessary for the general operation of the agency, but that cannot be tied to the ASES, 21st CCLC, ASSETS, and ELO-P programs.
- 6.5. **Program Budget.** The grant will remain as part of the site budget. Funds will be encumbered from the site budget on behalf of AGENCY for each school year during the Term of this Agreement and will not exceed the budget reflected in Exhibit B for each Scope of Work.
- 6.6. **Modifications to Budget.** Any modifications to the approved grant budget must be approved by OUSD and AGENCY, before expenditures of funds for modified line items are authorized. Except as expressly set forth herein, OUSD shall not be liable to AGENCY for any costs or expenses paid or incurred by AGENCY in performing services for OUSD. The granting of any payment by OUSD, or the receipt thereof by AGENCY, shall in no way lessen the liability of AGENCY to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by OUSD and in that case must be replaced by AGENCY without delay.

6.7. Program Fees. The intent of the ASES, 21st CCLC, ASSETS, and ELO-P programs is to establish local programs that offer academic assistance and enrichment for students in need of such services regardless of their ability to pay. Though it is not against the rules to charge fees for participation in programs, the CA Department of Education discourages it because it could exclude students in need from attending and taking advantage of the after school program. Fees should not create a barrier to participation in the after school program. After school services must be equally accessible to all students targeted for services regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating based on their inability to pay and must offer a sliding scale of fees and scholarships for those who could not otherwise afford to participate. Any income collected from fees must be used to fund program activities specified in the grant application. AGENCY shall do full accounting of fees collected, and documentation shall be kept for 5 years for auditing purposes. If AGENCY decides to charge fees, this decision shall be made collaboratively with the Site Administrator, and AGENCY shall work collaboratively with the Site Administrator and parent leaders to develop an appropriate program fee structure for the school community. The fee structure must be identified within the Scope of Work approved by both parties prior to charging any program fees. AGENCY shall provide the OUSD After School Programs Office with additional documentation upon request, to ensure grant compliance. Programs that charge program fees will waive or reduce these fees for students who are eligible for free or reduced-priced meals. Programs cannot charge fees if the child is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Any site receiving 21st Century Community Learning Center (CCLC) and ASSETS must report all fees collected (i.e.- registration fees, family fees, application fees, etc.) to OUSD After-School Program Office for CDE reporting.

7. **Services.** AGENCY will serve as lead agency at the OUSD school sites identified in the annual Scope of Work , will be responsible for operations and management of the ASES, 21st CCLC, ASSETS, ELO-P, OFCY, and private grants contracted to AGENCY by OUSD for fiscal year 2022-2023 through 2024-2025. This shall include the following required activities:

7.1. **Student Outcomes.** AGENCY shall achieve the student outcomes as described in the grant application narrative and articulated in documents from the program evaluation team, both of which are incorporated herein. AGENCY agrees to develop school specific outcomes, as defined in partnership with the principal. AGENCY recognizes that the principal is the chief decision maker for after school and summer programs, and ensures that school site objectives are met.

7.1.1. **Alignment with Single Plan for Student Achievement (“Site Plan”).** AGENCY will ensure the after school program aligns with objectives of OUSD and OUSD school sites identified in the “School Site List and Annual Grant Amounts” attached hereto as Exhibit A which are designed to ensure the success of students as articulated in the Site Plan(s). AGENCY will work in partnership with the school principal(s) to ensure that the program components are aligned with and complement OUSD standards and school site curriculum.

7.1.2. **Alignment with LCAP.** AGENCY will ensure the after-school program aligns with objectives LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap and should be supportive of other LCAP goals, as identified in the Annual Expanded Learning Opportunity Program Planning Tool within the Scope of Work.

7.1.3. **Continuous Quality Improvement (CQI).** AGENCY must fully engage in continuous quality improvement (CQI) processes and complete the following steps of the CQI cycle each year, and timely submit corresponding CQI deliverables to the After School Programs Office:

- beginning of year self-assessment using Truth, Hope, Change, Curiosity tool
- planning with data (using self-assessment and other program data as available)

- development of quality action plan with SMART goals for program improvement
- progress check for program quality e.g. quality coaching

The CQI cycle is intended to be a collaborative process involving program staff, and can include other stakeholders (ie. youth leaders, school partners, parents, other community partners).

Agency staff (Site Coordinators and other agency staff) are also required to participate in any OUSD sponsored CQI training provided by the OUSD After School Programs Office.

7.2.**Oversight.** AGENCY will provide oversight, fiscal management, payroll services, technical assistance, and facilitation of collaboration with other service providers. Agency must ensure compliance with ASES and 21st CCLC and ASSETS, and ELO-P funding guideline requirements and follow OUSD after school policies and procedures. This includes compliance with OUSD staffing requirements and policies including No Child Left Behind and other legislative mandates.

7.3.**Enrollment.** At each OUSD school site identified in the “School Site List and Annual Grant Amounts” attached hereto as Exhibit A, and for which there is a Scope of Work, AGENCY will enroll sufficient number of students and run services for a sufficient number of days to earn the full core grant allocation of funding.

7.4.**Program Requirements**

7.4.1. **Program Hours.** The program shall be offered Monday through Friday, every regular school day annually, commencing immediately upon the conclusion of the regular school day, operating a minimum of 15 hours/week, and until 6:00 pm daily. Instructional activities must include a balance of both academic and enrichment/recreation components. ELO-P funding can be used to support intercession programming and before-school care.

7.4.2. **Program Days.** The program shall be offered a minimum of 177 - 180 days during the 2022–2023 through the 2024-2025 school years. AGENCY will close the ASES, 21st CCLC and ASSETS, and ELO-P program(s) no more than a maximum of 3 days in each of the 2022-2023 through the 2024-2025 school years for staff professional development, as permitted by Education Code. Programs that receive 21st CCLC Supplemental or ELO-P grant funds or private funding for summer shall additionally operate a sufficient number of days and hours in the summer, on weekends, and during intercession in the manner prescribed by the grant legislation and/or funder, in order to meet attendance goals required by the CA Department of Education and/or the funder.

7.4.3. **Program Components.** AGENCY agrees to provide programming that supports the guidelines as outlined in the ASES, 21st CCLC, ASSETS, and ELO-P grants for students identified at each of the schools listed in the “School Site List and Annual Grant Amounts” attached hereto Exhibit A. AGENCY acknowledges and agrees to provide programming consistent with grant guidelines understanding that:

- **Educational and Literacy.** An educational and literacy element that must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
- **Enrichment.** The enrichment element must offer an array of additional services, programs and activities that reinforce and complement the school's academic program. Enrichment may include but is not limited to arts, youth development, leadership, recreation, sports, music, career awareness, college interest, service learning and other youth development activities based upon student needs and interests. All programs must offer both enrichment and

recreation/physical fitness activities as core components of the after-school program, and summer program if summer program is provided.

- **Family Literacy Services.** AGENCY shall assess the need for family literacy services among adult family members of the students to be served by the program. All programs will, at a minimum, either refer families to existing services or coordinate with local service providers to deliver literacy and educational development services.
- **Equitable Access Programming.** AGENCY shall include a component for students at all schools site receiving Equitable Access funding to support full access to program components.
- **Supplemental and Summer Services.** In all programs receiving 21st CCLC Supplemental and/or ELO-P grant funds or private funding for summer, AGENCY will provide educational and enrichment programming in the summer, on weekends, and/or during intercessions. A broad range of activities may be implemented based on local student needs and interests, and district guidelines for summer programming. If summer services will be added, a separate Scope of Work will reflect the summer scope, summer budget and any changes in location as to summer services to be provided.
- **Elementary and Middle School Sports League Activities.**
All programs participating in the Middle School Sports League must include those activities in their Program Planning tool and Program Schedule. Middle School Sports League activities, including but not limited to on and off-site practices and games, are subject to the field trip policy high-risk field trip activities requirements provided in this agreement. All sports participants and volunteers must have on file a completed Elementary and Middle School Sports Release of Liability and Assumption of Risk prior to participation. The Elementary and Middle School Sports Release of Liability and Assumption of Risk template will be provided to the AGENCY by OUSD prior to the beginning of each school year.

7.4.3.1. Super Snacks/Snack/Supper/Beverages: AGENCY shall meet Federal and State meal and snack requirements and all meals and snacks must be provided by OUSD Nutrition Services department. Nutrition Services shall:

7.4.3.1.1. Provide meals and beverages that meet State and Federal standards;

7.4.3.1.2. Provide the number of meals and beverages requested by AGENCY unless/until Nutrition Services determines that AGENCY's participation is lower than the super snack/snack/meal/beverage count provided by the AGENCY, in which case, the number will be adjusted;

7.4.3.1.3. Provide all supplies including utensils, napkins, forks, required;

7.4.3.1.4. Support compliance by AGENCY with required State and Federal administrative requirements;

7.4.3.1.5. Provide annual training to AGENCY.

7.4.3.2. Each AGENCY participating in the Nutrition Services super snack/snacks/supper/beverage program shall:

7.4.3.2.1. Attend annual training. In the event that the person responsible for super snack or snack distribution changes, AGENCY will make arrangements with Nutrition Services for training of new employees or representative of the AGENCY;

7.4.3.2.2. Complete After School Super Snack, Snack, and Supper Menu Production Worksheets (MPW) on a daily basis;

7.4.3.2.3. Ensure meal count is accurate;

- 7.4.3.2.4. Submit completed MPW to cafeteria staff by the next business day;
 - 7.4.3.2.5. Return leftovers to the cafeteria;
 - 7.4.3.2.6. Ensure that only students are served and receive food from the program;
 - 7.4.3.2.7. Ensure that meals are not removed from campus
 - 7.4.3.2.8. Immediately report to OUSD Site Coordinator and Nutrition Services any concerns related to food safety or food contamination
- 7.4.3.3. AGENCY will be billed at the rates immediately below, for meals by Nutrition Services under the following conditions.
- 7.4.3.3.1. MPW not completed and submitted by the next business day;
 - 7.4.3.3.2. Super Snacks and Snacks are ordered and not picked up
- 7.4.3.4. In addition to any applicable liability associated with audit findings, AGENCY will be charged OUSD's current meal costs that OUSD is unable to claim due to AGENCY's failure to comply with program requirements: The current costs for the 2021-2022 school year are below; these amounts may change throughout the life of the agreement.
- 7.4.3.4.1. Super Snack: \$3.66
 - 7.4.3.4.2. Supper: \$3.66
- 7.4.3.5. AGENCY will be liable for audit findings and/or assessments (See Section 12 below) that are attributable to AGENCY's failure to comply with the rules and regulations of the Nutrition Services program, including liability if reimbursement is denied Nutrition Services because of AGENCY's failure to comply with program requirements.
- 7.4.3.6. In accordance with guidance provided by the California Department of Education, in the event that the school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), OUSD may fulfill its above-described obligations to provide after-school meals, snacks, and/or beverages through a "grab-and-go" meal distribution program, in which case AGENCY shall not be responsible for distributing after-school meals, snacks, and/or beverages.
- 7.4.4. **Staff Ratio.** The staff to youth ratio shall not exceed 1:20 for elementary, middle, and high school programs, with no more than 20 youth for each qualified, adult staff supervisor. TK-K programs must operate on a 1:10 staff to youth ratio.
- 7.4.5. **Remote Provision of Services.** In the event that the school site at which AGENCY has agreed to provide programming is closed for any emergency reason (including but not limited to reasons related to COVID-19), AGENCY shall provide programming remotely, rather than in-person at the school site.
- 7.5.**Data Collection.** AGENCY will work with OUSD to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction. This includes, but is not limited to:
- 7.5.1. **Accountability Reports.** AGENCY will provide OUSD with the following set of program accountability reports:
- Financial reports
 - Activity reports
 - Outcomes reports: behavioral and academic

- Staff Qualifications

7.5.2. **Attendance Reports.** AGENCY will provide OUSD with attendance reports using the OUSD/OFCY attendance systems and maintain required attendance records utilizing the OUSD/OFCY attendance systems, including completion of mandatory monthly reports. Original written documentation of all daily attendance records, including all daily sign in/out sheets, will be maintained by Agency for 5 years following the termination of this Agreement for auditing purposes.

7.5.3. **Use of Enrollment Process.** AGENCY will use OUSD online and paper After School Program Parent Permission packet, including early release waiver, for all after-school participants. Forms will be provided to AGENCY by OUSD prior to the beginning of each school year. AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUS enrollment packet, in advance of distribution.

7.5.4. **Maintain a Clean, Safe, and Secure Environment.** AGENCY shall maintain clean, safe, and secure program environments for staff and students in conjunction with OUSD guidelines. AGENCY, as they view necessary, will initiate and establish additional cleanliness, safety, supervision, training, and security policies and protocols sufficient to ensure staff, student, and family member safety.

7.6. **Alignment of After School Safety Plan with School Site Comprehensive Safety Plan.** AGENCY will use the OUSD After School Program Emergency Plan template and work collaboratively with school site administrator(s) to complete and/or update and submit an annual after school safety plan(s) by mid-October each year which aligns with and is part of each school site's comprehensive safety plan. AGENCY will seek approval from the OUSD After School Programs Office for any modifications to the OUSD template, in advance of distribution.

7.7. **Incident and Injury Reporting, Crisis Response and Training; Accident Insurance**

7.7.1. AGENCY will train staff and agents in required Incident and Injury Reporting and Crisis Response Protocols. All accidents or injuries to after-school program participants, visitors, or staff must be reported via email to OUSD's incident reporting email address identified in the Incident and Injury Reporting and Crisis Response Protocols by AGENCY staff within one business day of occurrence. OUSD will secure at its own expense limited OUSD student accident insurance coverage to assist in payment of eligible student medical expenses incurred by parent/guardians due to OUSD student accidents during the after-school program. This coverage will be secondary to any primary medical insurance for which student participants are eligible. After School Program staff will immediately refer parent/guardians seeking payment of medical expenses under student accident coverage to OUSD's designated accident insurance representative.

7.8. **Meeting Participation.** AGENCY will participate in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by OUSD and collaborative partners in conducting program planning, implementation, and evaluation. These include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. AGENCY staff will participate in meetings facilitated by the OUSD After School Programs Office to address program quality, program improvement and general troubleshooting.

7.9. **Relationships.** AGENCY will maintain six essential collaborative relationships to ensure partnerships towards effective program implementation:

- Administration, faculty, and staff of each school site covered by this MOU (Exhibit A)
- OUSD After School Programs Office
- OUSD central administration departments
- Parents/Guardians
- Youth

- Community organizations and public agencies

7.10. **Licenses.** AGENCY shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

7.11. **Loss of Standing as Qualified Organization:** Failure to ensure MOU requirements are fulfilled may result in loss of good standing as a qualified organization and/or termination of the partnership.

8. **Field Trip Policy. FIELD TRIPS, OFF-SITE EVENTS, AND OFF-SITE ACTIVITIES:**

8.1. AGENCY shall provide each Site Administrator and the OUSD Expanded Learning Office with a schedule of all after-school program field trips and/or off-site events and/or off-site activities, on a template to be provided by OUSD, by the first day of each semester, and a schedule of all summer field trips and/or off-site events and activities by the first day of the summer program, if AGENCY is providing summer services.

8.2. All field trips and off-site events/activities must be approved in advance by OUSD; AGENCY representatives, including staff and subcontractors, may not take students off-site for events, activities, and field trips without OUSD's approval. AGENCY shall submit OUSD's Field Trip request form to the after school site coordinator, agency director, and site administrator to seek approval. AGENCY shall comply with OUSD policy and regulations regarding Field Trips.

If AGENCY becomes aware of an unauthorized field trip or off-site activity/event prior to the trip taking place, AGENCY shall cancel the trip/activity and notify the family, site leader, and OUSD Expanded Learning Office. Nothing in the preceding sentence shall be construed as requiring reporting to families, site leaders, or OUSD Expanded Learning Office when it is prohibited by law.

If AGENCY becomes aware of an unauthorized field trip or off-site activity/event after the trip/activity has taken place, AGENCY shall immediately terminate the AGENCY staff or subcontractor organizing the trip, and notify the family, site leader, and OUSD Expanded Learning Office. Nothing in the preceding sentence shall be construed as requiring reporting to families, site leaders, or OUSD Expanded Learning Office when it is prohibited by law.

8.3. AGENCY hereby certifies that after-school and any summer program staff and/or subcontractors will comply with OUSD board policy and regulations, and the procedures in Sections 8.3, 8.4, 8.5, and 8.6, for all field trips, off-site events and off-site activities.

8.3.1. **Licenses Permission Slips/Acknowledgement.** Field trip/excursion permission slip must be signed by parent(s)/guardian(s) of all student participants and an acknowledgment must be signed by all adult chaperones both of which shall include the following information:

8.3.1.1. a full description of the trip and scheduled activities

8.3.1.2. student/adult participant health information

8.3.2. **"Notice of Waiver of All Claims:** Education Code § 35330 provides that all persons making a field trip or excursion shall be deemed to have waived all claims against any school district, charter school, or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion, regardless of who holds the claims. If the field trip or excursion to which this permission slip applies is out-of-state, I hereby knowingly waive all of my and my daughter's/son's/ward's claims against any school district, charter school, and/or the State of

California for injury, accident, illness or death occurring during or by reason of the out-of state field trip or excursion.”

8.3.3. After school and summer program staff or subcontractors leading trip must have a written list of students attending the trip.

8.3.4. No student shall be prevented from making a trip due to lack of sufficient funds.

8.3.5. After school and summer program staff or subcontractors leading the trip shall have a sufficient first aid kit in their possession or immediately available. If the trip is conducted in areas known to be infested with poisonous snakes, this first aid kit shall contain medically accepted snakebite remedies.

8.3.6. **Health Conditions/Medication:** Trip participant health information will be gathered and reviewed in advance of the trip and any needed revisions to the supervision plan made, including making sure that chaperones understand relevant information (eg food allergies). A plan will be developed to collect, secure, and dispense prescription medications from their original containers only and consistent with the physician’s instructions.

8.3.7. **Supervision**

8.3.7.1. AGENCY Executive Director must review and approve the supervision plan.

8.3.7.2. Trip as structured is appropriate to age, grade level, and course of study.

8.3.7.3. Chaperones are all AGENCY employees or subcontractors, parent(s)/guardian(s), or other authorized chaperones and are 21 or older. After School and Summer Program Coordinators and lead trip staff are satisfied that all chaperones are willing and able to perform required duties, including understanding and implementing instructions, understanding health information for students in their group, and responding effectively in the event of an emergency. Trip attendees shall be limited to assigned school or after-school program staff, students, and authorized chaperones. Guests, including but not limited to friends and other family members, are strictly prohibited absent prior written approval of the after-school program coordinator or AGENCY executive director. Before the trip, after school and summer program staff leading the trip shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities. Chaperones shall not consume alcoholic beverages or be under the influence of controlled substances while accompanying and supervising students on a trip.

8.3.7.4. When a trip is made to a place of business or industry, staff shall arrange for an employee of the host company to serve as conductor.

8.3.7.5. Adult: Student Ratio is at least 1:10 or higher if swimming or wading or high-risk trip. If the trip involves water activities, this ratio shall be revised to ensure closer supervision of elementary grade or younger students, appropriate to their ages. The ratio of adults to students on field trips and excursions shall be reasonable under the circumstances.

8.3.7.6. Safety requirements have been met (eg: current First aid/CPR training of at least one chaperone, first aid kits, emergency contact and health info, instructions for chaperones, staff and chaperones have cell phones which are charged and available for communication).

8.3.8. **Transportation Requirements:** The AGENCY after-school and summer program staff or subcontractors shall ensure compliance with all state laws and may transport by the use of AGENCY’s own equipment, contract to provide transportation, or arrange transportation by the use of other equipment to enrolled after school and summer participants provided that: (A) parent/guardians’ written permission has been obtained in advance; (B) After School Program Coordinator and/or Summer Program Coordinator has confirmed that: transportation

arrangements are safe and appropriate; (C) all drivers have valid California driver's license; (D) all drivers have received fingerprint clearance; (E) provided that such transport is covered under driver or registered owner's personal automobile insurance or AGENCY automobile liability insurance policy for at least \$100,000 per individual and \$300,000 per occurrence for liability for bodily injury; and \$50,000 per occurrence for liability for property damage; (F) all drivers and registered owners of private or rented vehicles used shall complete and sign declaration of driver forms assuring that: (i) the driver is at least 21 years of age and holds a current valid California driver's license;(ii) the driver has not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years; and (iii) the driver provides proof of sufficient insurance; (G) if AGENCY transports by use of an Agency owned vehicle or arranges and/or contracts with a third party to provide this transportation, the AGENCY or organization or company with whom they contract must meet or exceed the standards required of OUSD's District approved bus vendors, including but not limited to: be licensed as a transportation provider, be certified to transport students (e.g., School Pupil Activity Bus certification) and have at least \$5,000,000 Automobile liability and \$1,000,000 per occurrence/\$2,000,000 aggregate General Liability insurance; which has an endorsement naming OUSD and AGENCY as additional insured; (H) arrangements have been made for additional vehicle for use in event of illness or emergency; and (I) students receive instruction in safe conduct on bus or other transport; and (J) drivers shall receive safety and emergency instructions and information which shall be kept in their vehicle, including health and emergency information for each student riding in his/her vehicle.

8.3.9. AGENCY must have reasonable confirmation that all organizations involved in the trip have demonstrated expertise and exhibit reasonably safe and reputable operating procedures and business practices appropriate to student trips.

8.3.10. Vendor is licensed to provide all proposed activities.

8.3.11. All after-school program student participants on field trips, off-site events, or activities must be covered by medical or accident insurance. (See Incident and Injury Reporting and Accident Insurance above.)

8.4. Additional Requirements for High Risk, Overnight, or Out of State Trips:

8.4.1. Definition of High-Risk Activities

8.4.1.1. Because of concerns about the risk to student safety, the after-school program coordinator shall not permit the following activities on campus or during AGENCY sponsored after-school or summer program trips, events, and activities unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has medical or accident insurance coverage:

- Amusement Parks
- Interscholastic Athletic Activities
- Bicycle riding
- Circus Arts
- Hiking (Moderate to rigorous terrain or length) vs short nature "walks"
- Hang gliding
- Horseback riding
- Ice Skating
- In-line or Roller Skating
- Rock climbing, climbing walls
- Skateboarding or use of non-motorized scooters
- Snow sports of any kind
- Trampoline; Jumpers
- Motorcycling

- Rodeo
- Target Shooting
- Water Activities including but not limited to: swimming, snorkeling, scuba diving, sailing, boating, kayaking, river rafting, water slides, water skiing etc.
- Outdoor active, experiential programs (Ropes course, pulley, etc.)
- Other activities determined by the school principal to have a high risk to student safety

8.4.1.2. The cost of limited OUSD student accident insurance coverage for student accidents during such activities shall be borne by OUSD.

8.4.1.3. Students who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates.

8.4.2. Department of Justice and FBI fingerprinting and fingerprint clearance must be obtained for all non-District employee chaperones. Chaperones who continue beyond one school year will need to get fingerprint clearance once every three years from the time they begin chaperoning on after-school program trips. Chaperones shall act in accordance with district policies, regulations, and school rules. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a chaperone on any field trip.

8.4.3. No chaperone shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Chaperones whose skin test is negative shall thereafter be required to take a tuberculosis test every four years or sooner if deemed necessary by AGENCY.

8.4.4. Letter must be sent to parent(s)/guardian(s) and if it is an overnight trip, a meeting must be held for staff, chaperones, parent(s)/guardian(s), and students in advance of the trip to discuss trip and safety-related procedures, itinerary and questions.

8.4.5. Sleeping arrangements and night supervision are safe and appropriate.

8.4.6. **Vendor Proof of Insurance:** After School Program Coordinator and/or Summer Program Coordinator has obtained proof of insurance from all private vendors including:

- Facility
- Program

8.5. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading

8.5.1. No swimming or wading shall be allowed on trips unless planned and approved in advance.

8.5.2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, after school program staff shall provide for a number of chaperones to exceed the normal one to ten ratios and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.

8.5.3. Swimming Activities

8.5.3.1. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability. Students whose parents do not give permission for their child to swim shall be identified in advance of the trip and a tracking system is designed to ensure they do not enter the pool or swim area.

8.5.3.2. Swimming facilities, including backyard pools, must be inspected by the AGENCY Executive Director and after-school program staff before the trip is scheduled.

- 8.5.3.3. Owners of private pools must provide a certificate of insurance, designating OUSD and AGENCY as an additional insured, for not less than \$2,000,000 in liability coverage.
- 8.5.3.4. Lifeguards must be designated for all swimming activities. If lifeguards are not provided by the pool owner or operator, the AGENCY Executive Director shall ensure their presence. The AGENCY Executive Director shall ensure that lifeguards are Red Cross certified or equivalent and must be at least 21 years old. A swim test must be administered before any student is permitted in the deep end of the pool or swim area. A tracking system shall be designed in advance of trip to identify those students who have and have not passed the swim test.
- 8.5.3.5. The ratio of adult chaperones to students shall be at least one to ten. In grades 4-6, this ratio shall be at least one to eight. In grades K-3, this ratio shall be at least one to four.
- 8.5.3.6. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.
- 8.5.3.7. Emergency procedures shall be included with written instructions to adult chaperones and staff.
- 8.5.3.8. Staff and chaperones assigned to supervise students must wear swimsuits and know how to swim and be at each side of the pool or swim area actively monitoring students at all times.
- 8.5.3.9. The After School Program Coordinator and/or Summer Program Coordinator may require students to wear flotation devices, depending upon their age and swimming ability.
- 8.5.3.10. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.

8.6. Additional Requirements for trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related Facilities

- 8.6.1. At least 2 weeks prior to trip date, all persons attending trip, including, but not limited to, each and every student, teacher, instructor, chaperone, supervisor, parent, administrator, volunteer, or aide (hereinafter "participant") will provide to the OUSD Office of the General Counsel an original, properly completed, signed and dated East Bay Regional Park District Waiver, on a form to be provided by the OUSD to AGENCY prior to the beginning of each school year, executed by either the participant if he or she is 18 years of age or older, or the participant's parent or legal guardian if the participant is under 18 years of age
 - 8.6.2. Should AGENCY fail to provide an original, properly completed, signed, and dated East Bay Regional Park District Waiver for each trip participant as defined in Section 6.13.1 above, AGENCY agrees to hold harmless, defend and indemnify OUSD, its officers, employees, volunteers, and agents from all claims and actions resulting therefrom.
 - 8.7. In the event that a field trip cannot proceed as planned for any reason (including but not limited to the closure of the field trip destination in response to COVID-19), AGENCY shall provide alternative programming to students (including remote programming, in the event that the school site at which AGENCY has agreed to provide programming is closed).
9. **Financial Records.** AGENCY agrees and understands that OUSD is responsible for fiduciary and programmatic oversight for the expenditure of the ASES, 21st CCLC, ASSETS, & ELO-P grant funds contracted to AGENCY by OUSD for the fiscal year 2021-2022. AGENCY will function as a sub-recipient of funding and as such will follow all required fiscal guidelines and meet outlined standards as referenced in applicable Federal and State sub-recipient guidelines for the federal 21st Century Community Learning

Centers grant program, CFDA Number 84.287, awarded by the Office of Elementary and Secondary Education Academic Improvement and Teacher Quality Programs office. Sub recipients that receive over \$500,000 of federal funds are required to undergo an annual audit and communicate findings to OUSD, as requested. AGENCY will ensure that all contracted funds of this MOU are expended as per grant guidelines.

9.1. **Accounting Records.** AGENCY will maintain its accounting records based upon the principles of fund accounting.

9.2. **Disputes.** AGENCY shall make all records related to ASES, 21ST CCLC, ASSETS, and ELO-P available to OUSD for review. OUSD and AGENCY shall meet and confer regarding any disputes as to the amount of actual expenses before taking any action to collect funds.

10. Invoicing

10.1. **Billing Structure.** AGENCY shall only invoice for actual expenditures incurred. Supporting documentation must be presented along with monthly invoices upon request. Billing details must be provided upon request to OUSD to ensure compliance with related sub recipient and grant guidelines.

10.2. **Unallowable Expenses.** AGENCY may not purchase computers or capital equipment using ASES, 21st Century Core Grant, 21st Century Direct Access, or 21st Century Family Literacy funds.

10.3. **Invoice Requirements.** AGENCY will submit invoices with evidence of the following staff qualifications for each AGENCY employee and AGENCY agent, including employees of subcontracting agencies and volunteers: TB Clearance, current CA Department of Justice and FBI fingerprint clearance, and Instructional Aide requirement. AGENCY will utilize the required OUSD invoicing and staff qualifications form, to be provided by OUSD to AGENCY prior to the beginning of each school year, for regular invoice submission.

10.4. **Submission of Invoices.** AGENCY must submit invoices to OUSD on a timely and regular basis for services rendered. OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. AGENCY must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. **(Exhibit C)**

10.5. **Submission of Invoices for ASES, 21st Century, and ELO-P Grants.** For services rendered related to the ASES, 21st CCLC, ASSETS, ELO-P grants, OUSD shall pay AGENCY, on a monthly basis, for appropriately documented expenses related to the ASES, 21ST CCLC, ASSETS, and ELO-P grants, with a cumulative total for 2022-2025 not to exceed the amount identified in Section 6, and in accordance with the attached Exhibits to this Memorandum. Invoices for payment of services shall be submitted by the 10th of each month to the OUSD Expanded Learning Office via Salesforce Community invoicing tool. AGENCY will also submit the required OUSD invoicing and staff qualifications form via the Salesforce Community. OUSD will strive to adhere to second Accounts Payable check run per the published schedule of monthly payments if invoices are submitted in accordance with the deadlines and requirements set forth in this section and the accompanying Exhibits.

11. **Ownership of Documents.** AGENCY agrees that, pursuant to California law, it shall maintain program and fiscal documentation for the ASES, 21st CCLC, ASSETS, and ELO-P programs for a minimum of five years. All documents created by AGENCY pursuant to this MOU, including but not limited to reports, designs, schedules, registration packets, early release waivers, and other materials prepared, or in the process of being prepared, for the services to be performed by AGENCY, are and shall be at the time of creation and thereafter the property of OUSD, with all intellectual property rights therein vested in OUSD at the time of creation. OUSD shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of AGENCY or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to OUSD. If any materials are

lost, damaged or destroyed before final delivery to OUSD, AGENCY shall replace them at its own expense and AGENCY hereby assumes all risks of loss, damage or destruction of or to such materials. AGENCY may retain a copy of all materials produced under this MOU for its use in its general business activities.

12. Changes

12.1. **Agency Changes.** AGENCY may, at any time, request in writing changes to the Scope of Work. . In the event that AGENCY encounters any unanticipated conditions or contingencies that may affect the scope of work or services and result in an adjustment in the amount of compensation specified herein, AGENCY shall so advise OUSD immediately upon notice of such condition or contingency. The written request shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given to OUSD prior to the time that AGENCY performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in an amended Scope of Work and signed by OUSD prior to AGENCY's implementation of such changes; changes that increase the proposed budget may require prior approval by the BOARD.

12.2. **Changing Legislation.** AGENCY understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of AGENCY during an academic school year. This MOU may be amended during the 2022-2023 through the 2024-2025 fiscal years to reflect additional changes resulting from such legislation.

13. Conduct of Consultant

13.1. **Staff Requirements.** AGENCY must comply with all Federal and State employment and labor laws. AGENCY will adhere to the following staff requirements for each AGENCY "agent", including employees, staff of subcontracting agencies, and volunteers. AGENCY will provide OUSD with evidence of staff qualifications, consistent with invoicing requirements outlined in Section 8.3 which include:

13.1.1. **Child Abuse and Neglect Reporting Act.** AGENCY will provide at its own expense Mandated Reporter training equivalent to that set forth in California Education Code section 44691(b) to all AGENCY agents at least annually within their first month working with OUSD students and comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code § 11164 – 11174.

13.1.2. **Tuberculosis Screening.** AGENCY agents who work with students must submit to a tuberculosis risk assessment as required by Education Code 49406 within the prior 60 days. If tuberculosis risk factors are identified, AGENCY agents must submit to an intradermal or other approved tuberculosis examination to determine that he/she is free of infectious tuberculosis. If the results of the examination are positive, the AGENCY agent shall obtain an x-ray of the lungs. At his/her discretion, AGENCY agent may choose to submit to the examination instead of the risk assessment.

13.1.3. **Fingerprinting of Agents.** Current California Department of Justice (CDOJ) fingerprint clearance and FBI fingerprint clearance for each AGENCY agent working with students. AGENCY shall not permit its agents to come into contact with students until CDOJ and FBI clearance is ascertained, and AGENCY shall certify in writing to OUSD that none of its agents who may come into contact with pupils have been convicted of a violent or a serious felony. AGENCY shall further certify that it or its subcontracting agencies have received and reviewed fingerprint results for each of its agents, and Agency or its subcontracting agencies shall request and review subsequent arrest records for all agents who may come into contact with OUSD pupils in providing services to the District under this Agreement.

- 13.1.4. **Minimum Qualifications.** AGENCY staff and agents who directly supervise students and are included in the 1:20 staff to student ratio must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalent and one of the following: (a) an AA degree; or completion of 48-semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education. In addition, AGENCY shall provide at its own expense, First Aid and CPR Training to sufficient AGENCY staff to ensure that no less than 2 AGENCY staff members with current First Aid and CPR Training are present on-site during the program each day. AGENCY must provide staff and agents adequate professional development, training, coaching, and preparation time to enable staff and agent performance to meet the goals of the ASES/21st Century after-school grant program and provide a safe and secure program.
- 13.2. **Removal of Staff.** In the event that OUSD, in its sole discretion, at any time during the term of this MOU, desires the removal of any AGENCY related persons, employee, representative or agent from OUSD school site and/or property, AGENCY shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons. In the event OUSD requests, the removal of any AGENCY related persons, employees, representatives, or agents from the OUSD school site and/or property, the OUSD site administrator shall provide to the AGENCY written, supporting rationale for the decision. OUSD After School Program Office, after conferring with Legal and the Executive Officer supporting the site, shall decide, taking all the facts and circumstances into account, if AGENCY may reassign an employee or agent to another OUSD site. Prior to the removal or change of any AGENCY staff member who is a regular part of the after-school program, AGENCY shall inform the Site Administrator with as much notice as possible, and will work with the Site Administrator to ensure a smooth transition in staffing.
- 13.3. **Conflict of Interest.** AGENCY shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. OUSD shall be permitted to hire an officer or employee of AGENCY for OUSD services in connection with or unrelated to this Agreement and AGENCY shall be permitted to hire any officer or employee of OUSD to perform any service by this Agreement, provided that the agreement attached hereto as Exhibit F is fully executed prior to the performance of any services by the officer or employee. AGENCY affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between AGENCY's family, business or financial interest and the services provided under this MOU, and in the event of a change in either private interest or services under this MOU, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.
- 13.4. **Drug-Free / Smoke-Free Policy.** AGENCY understands that OUSD does not permit drugs, alcohol, and/or smoking at any time in any buildings and/or grounds on OUSD property. AGENCY agrees to adhere to this policy for its students, staff, visitors, employees, and or subcontractors.
- 13.5. **Non-Discrimination.** Consistent with the policy of OUSD and California and Federal laws, AGENCY shall not engage in unlawful discrimination of students on the basis of actual or perceived physical or mental disability, medical condition, sex, gender, gender identity, gender expression, nationality, race, or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code. Consistent with the policy of OUSD in connection with all work performed under Contracts, AGENCY shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. AGENCY agrees to comply with applicable Federal and California laws including, but not limited to, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, Title IX and the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, AGENCY agrees to require like compliance by all its subcontractor(s).

13.6. Bullying; Sexual Harassment. The District's Board of Education recognizes the harmful effects of bullying and sexual harassment on student learning, school attendance, and participation in after-school programs. In order to have safe environments that protect students from physical and emotional harm, AGENCY shall establish student safety as a high priority and shall not tolerate sexual harassment or bullying of any student. AGENCY shall adopt a policy expressly against harassment, sexual harassment, intimidation, and bullying and ensure related training on prevention and response is accordingly provided for all AGENCY employees and agents. AGENCY employees shall undergo training around appropriate interactions with students in child development setting.

13.7. Restorative Justice (RJ) and Positive Behavioral Interventions and Supports (PBIS). As a part of the District's commitment to eliminate disproportionality in discipline affecting African American male students, the District has initiated Restorative Justice and PBIS programs at many school sites. AGENCY is encouraged to learn more about these programs at school sites and work with District Staff to implement programs in the after-school programs that support a positive school climate.

14. Indemnification. AGENCY shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers, and agents from any loss, liability, audit fines, assessments, penalties, forfeitures, costs, and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, AGENCY or any other person and from any claims, demands, and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this MOU. AGENCY's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers, or agents are actively or passively negligent, but shall not apply to any loss or liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If AGENCY should subcontract all or any portion of the work or activities to be performed under this MOU, AGENCY shall require each subcontractor to indemnify, hold harmless and defend OUSD, its officers, officials, employees, volunteers, or agents in accordance with the terms of the preceding paragraph.

15. Insurance. Throughout the life of the MOU, AGENCY shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance and shall require each subcontractor to do the same:

15.1. Commercial General Liability insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence / \$2,000,000 aggregate.

15.2. Worker's Compensation insurance, as required by the California Labor Code, with not less than the statutory limits.

15.3. Property and Fire insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment, and supplies of AGENCY. If any OUSD property is leased, rented, or borrowed, it shall also be ensured the same as real property.

The above policies of insurance shall be written on forms acceptable to the Risk Manager of OUSD and endorsed to name the OUSD, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to OUSD upon AGENCY's execution of this MOU and before work commences under this MOU. If at any time said policies of insurance lapse or become canceled, OUSD may immediately terminate this agreement. The acceptance by OUSD of the above-

required insurance does not serve to limit the liability or responsibility of the insurer or AGENCY to OUSD. (Exhibit D).

16. **Legal Notices.** All legal notices provided for under this MOU shall be sent via email to the email address set forth below, or personally delivered during normal business hours, or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY at the address set forth below.

OUSD

Name: Martha Pena
Site/Dept: 922/Community Schools & Student Services
Address: 1000 Broadway, Suite 150
City, ST Zip: Oakland, CA 94607
Phone: 510-879-2427
Email: martha.pena@ousd.org

AGENCY

Name: Tony Douangviseth
Title: Executive Director
Address: 1714 Franklin St. #100-153
City, ST Zip: Oakland, CA 94612
Phone: 510-531-4387
Email: tdouangviseth@youthtogether.net

Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.

17. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
18. **Counterparts.** This MOU and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
19. **Program Books and Supplies.** Supplies can be purchased by OUSD and by the Lead Agency. A Lead Agency cannot exceed \$2,500 in supply purchases. Supplies to be used in both the school day and after-school program must be jointly funded, with a maximum of 50% applied to ASES/21st. All supplies purchased with grant funding are and remain the property of OUSD and must remain at the site.
20. **Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, verifies that this vendor does not appear on the Excluded Parties List. <https://www.sam.gov/>

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On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

OAKLAND UNIFIED SCHOOL DISTRICT

S.D. Ye 6/30/2022
Date
 President, Board of Education
 State Administrator
 Superintendent

S. H. ... 6/30/2022
Date
Secretary,
Board of Education

DocuSigned by:
Andrea Bustamante 6/1/2022
Date
Executive Director
Community Schools and Student Services Dept.

DocuSigned by:
Sandra Aguilera 6/1/2022
Date
Chief Academic Officer
Continuous School Improvement

AGENCY

DocuSigned by:
Tony Douangviseth 6/1/2022
Date
Agency Signature
Tony Douangviseth, Executive Director
Print Name, Title

Attachments:

- **Exhibit A.** School Site List and Annual Grant Amounts
- **Exhibit B.** Scope of Work Template and Budget Tool Template
- **Exhibit C.** Procedure for Invoicing & Attendance
- **Exhibit D.** Certificates of Insurance
- **Exhibit E.** Statement of Qualifications
- **Exhibit F.** Agreement to Allow Distinct and Separate Employment by OUSD and AGENCY

Legislative File ID: 22-1499

MOU template approved by OUSD Office of the General Counsel May 2022

Exhibit A
 Schools Sites Supported Under this Agreement and Annual Grant Amounts
 After School Programs (Not Summer School)

After-School Sites:

School Site Name:	Projected After-School Enrollment Numbers:	Projected Three Year Grant:
Skyline High	178	\$1,438,500.00
	Total:	\$1,438,500.00

Exhibit B

Blank Template of PPT and Budget Tool

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22-23 OUSD Expanded Learning Programs -After-School Program

ELEMENTARY/MIDDLE & HIGH SCHOOLS - 2022-2023

ASES, 21st Century, and ELO-P After-School Program Plan

@

SECTION 1: SCHOOL SITE AND AFTER-SCHOOL PROGRAM INFORMATION			
School Site Name: <input style="width: 100%;" type="text"/>	School Type: <ul style="list-style-type: none"> <input type="checkbox"/> Elementary (TK-5) <input type="checkbox"/> Elementary/Middle (TK-8) <input type="checkbox"/> Middle (6-8) <input type="checkbox"/> High School (9-12) <input type="checkbox"/> - Alternative High School <input type="checkbox"/> - Continuation High School <input type="checkbox"/> - Comprehensive High School 		
CDS Code: <i>(This is a 14-digit code, search here)</i>	<input style="width: 100%;" type="text"/>	Expanded Learning Lead Agency:	<input style="width: 100%;" type="text"/>
Principal Name:	<input style="width: 100%;" type="text"/>	Principal Signature and date:	<input style="width: 100%;" type="text"/>
Lead Agency Signatory Name:	<input style="width: 100%;" type="text"/>	Lead Agency Signature and date:	<input style="width: 100%;" type="text"/>
Executive Director, Community Schools & Student Services:	<input style="width: 100%;" type="text"/>	Executive Director, CSSS Signature and date:	<input style="width: 100%;" type="text"/>

SECTION 2: PROGRAM OPERATIONS	
Average Daily Attendance, Program Dates, Minimum Days & Enrollment	
To be compliant with grant requirements, the after-school program must commence immediately upon the conclusion of the regular day, operate a minimum of 15 hours/week, and be open until at least 6:00 pm on every school day for elementary and middle schools (EC 8483). Programs are required to operate all 180 days of the school year. Programs must begin to operate on the first day of school and run until the last day of school.	
Projected daily attendance for 2022-2023 school year program.	<input style="width: 100%;" type="text"/>
Program Operations for the 2022-2023 school year. First Day: August 8, 2022 Last Day: May 25, 2023	
UPDATED ED CODE:	Per CDE Education Code Section 8483.7(c) allows programs to closed for a maximum of 3 days during a calendar year (not a school year) for staff development. Families and school site personnel must be notified of these program closure dates in advance, and the lead agency must maintain and upload documentation of professional development activities offered on these dates, including training agenda and staff sign-in sheets. This should be uploaded no later than 5 business days after the closure day.
Identify the three days (if any) your program plans to close this year for PD. The program must be open all other days of the school year. (Updates for any date changes are due September 2022).	
1st: <input style="width: 150px;" type="text"/>	2nd: <input style="width: 150px;" type="text"/>
3rd: <input style="width: 150px;" type="text"/>	
Minimum Days. When a school holds minimum days, the after-school program is required to begin as soon as the school day ends, and execute programming until 6:00 pm. Minimum days have a significant impact on after-school staff and budget. Thus, during the program planning process, school leadership and the lead agency partner must discuss the anticipated number of minimum days for the program year, and discuss shared resources to fund minimum day programming. There is an expectation already established for the 36 weekly minimum days, however, if the school is planning on more than these and 10 extra days for report card conferencing you should discuss how the staffing fees for these extra days will be funded in partnership with the school day.	
Projected Number of Minimum Days for School Year 2022-2023: <input style="width: 150px;" type="text"/>	
Please note that the grants from CDE do not increase funding for minimum days. If the school adds additional minimum days beyond the projected number above, the school-site should help identify additional funds to support these additional hours of programs?	

SECTION 3a: PROGRAM MODEL. Average Daily Attendance, Program Dates, Minimum Days & Enrollment

Which of the following program models will your site operate as for 2022-2023? [\(If you choose Extended Day, please explain why using this link.\)](#)

Program Model:	Please only select ONE of the options below
	<input type="checkbox"/> Traditional After-school <input type="checkbox"/> Extended Program <input type="checkbox"/> Blended/Hybrid

<p>Traditional After-School: Voluntary program, open to all students, with enrollment priorities targeting certain students.</p> <p>Extended Day Program: After-school-program classes offered to an entire group of students from targeted grades and/or for all students of the school after the end of the regular bell schedule. (Note: extended day classes must not appear on the school bell schedule)</p> <p>Blended/Hybrid: A combination of some extended day and some traditional after-school programming. (If you are conducting a blended/hybrid program, please use the section below to explain your program model type.)</p>	<p style="text-align: center;">Which grade levels will be served by this program?</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">TK</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>K</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>1</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>2</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>3</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>4</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>5</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>6</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>7</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>8</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>9</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>10</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>11</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>12</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>	TK	<input type="checkbox"/>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>
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12	<input type="checkbox"/>																												

ENROLLMENT PROCESS & TIMELINE

Instructions:

Please navigate to the folder for your school. Once inside the folder, click the pencil button in the top right corner. After the dropdown list appears, select 'Upload or Import'. Next, click on the drag or browse window and upload the Enrollment Timeline file. Please name your file in this format: SchoolName_EnrollmentTimeline

Please check the box below after completing the above instructions

Enrollment Timeline has been uploaded to the Program Plan folder

Important dates to include in your timeline

April - June: Spring enrollment for 2022-2023 programs.
 Families will be notified of 2022-2023 after-school enrollment before the **last day of school, May 27, 2022.**
 After-school programs begin on the **first day of school** when enrollment is at a minimum 75% capacity.

August - September: new school year enrollment of families for remaining program slots.
 The remaining program slots will be filled by **September 30, 2022**, except for slots reserved for transitional students (i.e., Homeless, foster youth; Newcomers) entering the program for the first time and/or mid-year
 All programs must maintain **waitlists** for grades 7-12 after program slots are filled. There should be no waitlists for grades

TK-6 as funding is provided through ELO-P to eliminate waitlists for those grades.

CDE and OUSD have established district-wide guidelines for Target Population and Enrollment in ASES and 21st Century After School Programs. With these guidelines, each school will create a site-specific After School Enrollment Policy that will be made public to the school community. Make sure to include a description of 1-3 enrollment priorities that will be made public and why.

****This may look different for High School and Continuation schools based on alternative schedules and intercession. Please include the items above that are applicable to your schedule and recruitment process. Describe how your school will identify and recruit students beginning of Spring 2022. Indicate how families will be notified of 2022-2023 enrollment before the last day of school.**

SECTION 3b: GOLDEN TICKET

Who can receive the Golden Ticket?

Per federal statute, California Education Code and Oakland Unified School District policy, any students identified by the OUSD Transitional Student and Family Unit can receive a *Golden Ticket*. Transitional students are by definition:

- Any OUSD student who is a homeless youth, as defined by the federal ***McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 1143a)**, who is in foster care, or is designated as an unaccompanied minor.

- Any OUSD student who identifies as a newcomer, refugee or as an asylee. ***Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)**
 - Establishes the definition of homeless used by schools
 - Ensures that children and youth experiencing homelessness have immediate and equal access to public education
 - Provides for educational access, stability, and support to promote school success
 - Needed to address the unique barriers faced by many homeless students

SECTION 4: PROGRAM COMPONENTS (The descriptions below should reflect site's specific needs)

CDE requires that programs must provide a safe environment and include an **educational component** that provides tutoring and/or homework assistance; and an **educational enrichment** component, which may include, but not limited to STEAM, recreation, prevention and other Social Emotional Learning (SEL) activities (EC Section 8482.6); and provide opportunities for **physical activity**. (EC Section 8483.3[c][7]) The description below should reflect site-specific needs.

I am aware of and will implement the required educational component listed above.

Educational and Literacy Component that includes tutoring/homework assistance in the core subject (language arts, math, history/social science etc) Make sure to include how you will integrate SIPPS (k-5) and/or Reading with Relevance (6-12).

Describe how the after-school program will provide the educational & literacy component.

Respond Below:

Homework assistance in the core subjects (language arts, math, history /social science, etc.)

How are students building academic skills? How is social-emotional academic development being integrated? (Include specific strategies for creating a [safe & supporting environment through encouragement and active engaged learning.](#))

Respond Below:

Educational Enrichment Component that offers students engaging activities in a variety of areas (fine arts, career technical education, presentation, etc.)

How does the expanded learning program choose which educational enrichment activities are offered? (Include specific strategies designed to foster [skill-building](#), [youth voice and leadership](#) and [diversity, access and equity](#).)

Respond Below:

Physical Activity is other than recess that is structured and supervised with a warm-up, structured physical activities, and a cool down. (This should happen for all students in the program.)

Please check here if you want to partner with Oakland Athletic League to provide organized sports in the **elementary** program.

CDE expects **Elementary** programs to offer 30-60 minutes of developmentally appropriate, **daily physical activity** (to help meet CDE recommendation of 60 daily minutes of moderate to vigorous physical activity for youth) **This is not 'free play' or recess.** (We understand Middle and High will vary based on sports programs and scheduling. Please explain how the after-school program will address physical activity in your program, including type, frequency, and target population. All students should have the opportunity for physical activity).

- Plan and evaluate (review fitness test results, track minutes, etc.)
- Include a variety of activities throughout the year

Describe how the after-school program will provide [structured physical activity](#) for all participants. (Include specific strategies to promote [healthy choices and behaviors](#).)

Respond Below:

Family Engagement/Literacy Component that includes literacy activities and other educational services that engage adult family members of students.

Describe how the expanded learning program provides opportunities to promote literacy and/or other educational services to adult family members of students?

Respond Below:

1. Complete the program schedule form or upload your program schedule.

a. **Make sure your program schedule includes:**

- i. **Any before care offered for TK- 6th grade**
- ii. **Class/Activity title i.e. African Dance, not just enrichment**
- iii. **Day and time offered**

b. Complete this form to design the program component [attached template](#) to describe program components then link them into this document. Program component description link: linked to the [spreadsheet](#) create a drop-box option (a) CDE--academic, enrichment, physical activity "use the same title".

**In the fall, sites are required to resubmit updated program schedules. This schedule should be clearly aligned with the supports identified in section 4.*

Academic Alignment with School Day and [District Priorities](#)

Please provide a short narrative that identifies how the expanded learning program will support school goals aligned with district student learning goals in the appropriate grade level box below.

- Collaborate with the school site administrator and consult the School Site Plan to align with the school day.
- Consult the descriptions below for the District's priorities for elementary, middle, and high school.

[OUSD Student Learning Goals:](#)

- 1- All students build **relationships** to feel connected and engaged in learning
- 2- All students continuously grow towards meeting or exceeding standards in **English Language Arts**
- 3- All students continuously grow towards meeting or exceeding standards in **Math**
- 4- English Learner students continuously develop their language, reaching **English Fluency** in 6 years or less
- 5- All students grow a year or more in **Reading** each year
- 6- All Students graduate college-, career-, and community-ready

How will the expanded learning program further these OUSD Learning Goals? (Choose 2-3 to focus on for the 2022-23 School Year)

Respond Below:

SECTION 5: CONTINUOUS QUALITY IMPROVEMENT (Alignment with CDE and OUSD)

To increase the effectiveness of a program, it is critical to engage in an ongoing continuous cycle of assessment, planning, and improvement. While the process should be carried out at the site level, documentation of this process should be submitted by the grantee.

This cycle of improvement revolves around twelve critical standards—the [Quality Standards for Expanded Learning in California](#)—which were developed in partnership between the California Department of Education's (CDE) After School Division and the California Afterschool Network (CAN) Quality Committee.

POINTS OF SERVICE Quality Standards & PROGRAMMATIC Quality Standards

Fill out this [Google Form](#) to identify where your program is with's quality standards. [Google Form](#)

Resources:

- [Definitions: CDE Quality Standards](#)
- [Unpacked: CDE Quality Standards & CQI Spectrum](#)
- [Scoring Key: CDE Quality Standards & CQI Process](#)

PROGRAM SELF-ASSESSMENT TRUTH * HOPE * CHANGE * CURIOSITY (TH3C)

Indicate which stakeholders who participated in the Program Self-Assessment in 2021-2022

- | | | |
|---|--|--|
| <input type="checkbox"/> Internal evaluator | <input type="checkbox"/> External evaluator | <input type="checkbox"/> School administrator |
| <input type="checkbox"/> District administrator | <input type="checkbox"/> Certificated staff | <input type="checkbox"/> Classified staff |
| <input type="checkbox"/> Program director | <input type="checkbox"/> Site coordinator | <input type="checkbox"/> Site-level/line staff |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> Students | <input type="checkbox"/> Community partners |
| <input type="checkbox"/> Advisory group | <input type="checkbox"/> Other stakeholders: | |

TRUTH

What is currently happening in the program? Use data to identify the truth about 1-2 self-selected aspects of the program.

[Please use this template to help you identify your truth.](#)

Respond Below:

HOPE

Given what was shared in the **Truth** section, what is the vision for the program as identified by students, families, parents, staff, and site support team?

Respond Below:

CHANGE

What shifts are needed to realize the **Hope** identified above and what steps are needed to make those shifts happen? (ie: Program components, leadership, organizational management, or fiscal)

Respond Below:

CURIOSITY

What questions or inquiries need consideration when exploring the "shifts"? What supports or resources are needed to make the "shifts" happen?

Respond Below:

CELEBRATE

In terms of the current school year, what are some grows or glows (ie. small or big wins) that happened for the program?

Respond Below:

Section 6: The Expanded Learning Opportunities Program (ELO-P) provides funding for after-school and summer school enrichment programs for transitional kindergarten through sixth grade.

*****High school programs do not need to complete this section.*****

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The Legislature intends that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

ELO-Program Elements:

- Offer 9 Hours of Programming (School day hours count toward the 9 hours)
- Support TK-6th
- 175 school days & 30 days intersessions
- TK/K staff ratio 10:1
- Must offer the program to all students
- Parallel ASES Compliance Reporting
- Support [LCAP Goals](#)
- Support Unduplicated Students (UDS) - [CDE Definition](#) of UDS.
 - 2021-2022 School [Site UDS numbers](#)
- ELO-P funding **can not** be used to provide school day supports

Expanded Learning Priorities

- Offer Expanded Learning Programming to TK-K students
- Offer Expanded Learning Programming to **ALL** students (Prioritize targeted students - foster youth, unhoused, newcomer, etc)
- Integrated Academic and Enrichment based Summer Learning programming

TK - Kinder Programming (10:1 student to Staff Ratio) - \$3,500/per student/per year

Please Indicate below which partner will support TK-K After-School Care:

- Expanded Learning Provider
 OUSD School Staff
 Early Childhood Staff

Program Information:

# Students Served by ExLO Provider (Minimum of 10 students)	X	\$3,500	Total:	\$0.00
# Students Served by OUSD/ ECE staff	(OUSD staff paid based upon the current ET/OT contracted amount)			
# Additional Staff				
If a staff has been identified, please add their name(s):				
# Additional Facilities (classrooms)				

Expanded Learning Program Hours: _____ Start Time: _____
 End Time: _____

List Activities Below:

Please briefly describe which LCAP Goal(s) this program will support: [LCAP Metrics.](#)

Provide Expanded Learning Opportunities for ALL unduplicated students - (20:1 student to Staff Ratio) - \$10.18/per child/per day

Please Indicate below which staff or partner will support increasing student enrollment:

- Expanded Learning Provider
 OUSD School Staff

Program Information:

# Students on the waitlist (not funded through ASES or 21st CCLC)	x (\$10.18) x (180/days)	Total:	\$0.00
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List Activities Below:

<input type="checkbox"/> Before School Care <input type="checkbox"/> OAL Sports <input type="checkbox"/> RJ Program <input type="checkbox"/>	<input type="checkbox"/> Other:
---	---------------------------------

Please briefly describe which LCAP Goal(s) this program will support: [LCAP Metrics.](#)

Total ELO-P Funding	
\$0.00	TK-K Expanded Learning Programs
\$0.00	Access to Expanded Learning Programs for ALL
\$0.00	Total Services

Total Additional students (non ASES/21st)	
	Total TK-K
	Total Additional Students
0	Total Additional Students

SECTION 7: Facilities

(a) Plan with the school site administrator which rooms and outside spaces the expanded learning program will use Monday - Friday from the start of the program to 6. Make sure to include bathrooms and snack areas.

(b) Lead Agency Director, will go into Facilitron website to complete facilities usage requests no later than May 15, 2022. Visit Facilitron website at: www.facilitron.com/dashboard/login

*NOTE: If using the school kitchen during the program, there needs to be an **additional approved Facilitron request**. A Nutritional Services (NS) staff member must supervise the proper use of the kitchen equipment and clean up afterward. Program using the kitchen will need to pay for the NS staff member's time during the kitchen use, similar to custodian services. The staff's hourly rate will determine the rate of pay.

Indoors (specify room numbers and space names)			Outdoors		
Room Number & Name of Space	# of Students	Hours to be used	Room Number & Name of Space	# of Students	Hours to be used

In addition, choose up to 5 other dates the program will use space outside of normal program hours. This includes any Saturdays or intercession activities. Please specify which space will be needed (IE: showcases, events and family engagement). Be advised any additional dates/spaces used outside of these dates, the lead agency will be responsible for facilities cost.

Name of Event	Potential Date	Number of Students	Hours of Use/Room Numbers

SECTION 8a: PROGRAM FEES

Will this expanded learning program charge program fees for 2022-2023 Yes No

If, "YES, program fees will be charged," please complete the following assurances. Both the Principal and Lead Agency boxes must be initialed.

Principal	Lead Agency	ASSURANCES
		Our program will not turn away any eligible students from program participation due to the inability to pay program fees. We understand that the California Education Code prohibits program fees from being a barrier to program participation
		Our program will communicate in writing and verbally to parents/guardians that an eligible child will not be turned away from program participation due to the inability to pay. Per CDE, our programs will communicate in writing and publically to parents/guardians program fee expectations in language parents can understand. This should be included in your enrollment applications, posted in your school (publicly accessible), parent handbooks and any marketing materials. Ensure that all documentation is accessible to families. This means they should be translated into the major languages used by the families in your school.
		Our program will publicize the program fee structure in written program materials for school leaders, parents/guardians, and/or community members (i.e. communication letter, meetings agenda, etc.).
		Our program shall not charge a fee to a family for a child if the program once notified that the child is a homeless youth , as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 1143.a), or for a child who the program knows is in foster care . Fees can not be charged to any unduplicated student.
		Our program will provide receipts to parents/guardians for each payment made.
		The lead agency will manage funds raised by program fees according to standard accounting practices and will provide quarterly Income Statements to the Principal and OUSD Expanded Learning Office detailing the amount collected from program fees and expenditures. This will be turned in quarterly.
		The Use of Fees: Any fees collected by programs shall be used for program activities, services for students, and program administrative costs. CDE guidance calls for all programs to "keep accurate records of fees collected, and fees should be tracked separately from the grant funds received." Keep documents in the event of an annual financial audit and/or Federal Program Monitoring (FPM). Families who receive free and reduced lunch should be prioritized for no cost program admission.

SECTION 8b: PROGRAM FEES (Continued)

<p>Describe how the school/program plans to collect program fees and who will be exempt from paying fees or receiving a reduced fee?</p>	
--	--

<p>Describe how all fees collected will be used for expanded learning programming.</p>	
--	--

<p>Describe how fees will be communicated to school leaders/school community.</p>	
---	--

Instructions:

Please navigate to the folder for the school. Once inside the folder, click the pencil button in the top right corner. After the dropdown list appears, select 'Upload or Import'. Next, click on the drag or browse window and upload your Enrollment Timeline file. Please name your file in this format: SchoolName_DocumentName

Please check the box below after completing the above instructions

A copy of written evidence of the program fee materials/process (i.e. parent letters, parent handbook, etc. meeting with agenda/minutes) has been uploaded into the Program Plans folder

OUSD EXPANDED LEARNING PROGRAMS

Partner Assurances & Agreements 2022–2023

<u>School Site</u>	
<u>Lead Agency</u>	<u>Date</u>
<u>Name of Expanded Learning Program</u>	<u>Expanded Learning Site Coordinator Name (if known at this time)</u>

Expanded Learning Safety and Emergency Planning

1. The 2022-2023 Comprehensive School Site Safety Plan includes the **Expanded Learning Emergency Plan**. The Site Administrator and the Expanded Learning Program (ExLO) Site Coordinator will update the Expanded Learning Emergency Plan annually by discussing and aligning plans and procedures for after school and school day safety, including emergency preparedness and crisis response.

Indicate all actions that will occur to ensure after school program safety and alignment with school day procedures for emergency preparedness and emergency response:

<input type="checkbox"/>	The Site Administrator and ExLO Site Coordinator will meet at beginning of the school year to update the Expanded Learning Emergency Plan collaboratively.
<input type="checkbox"/>	Site will share the Comprehensive School Site Safety Plan with an expanded learning partner.
<input type="checkbox"/>	School day and expanded learning programs will coordinate emergency drill schedules & procedures (ie. earthquake, fire, and lockdown drills).
<input type="checkbox"/>	Expanded learning staff will participate in site-level faculty safety trainings.
<input type="checkbox"/>	School will provide expanded learning staff with access to disaster supplies and other resources in case there is an emergency after school.
<input type="checkbox"/>	Site Administrator and ExLO Site Coordinator will meet regularly to review expanded learning incidences and update safety plans as needed.
<input type="checkbox"/>	The completed Expanded Learning Emergency Plan will be submitted to the Expanded Learning Programs Office by 10/1/22.
<input type="checkbox"/>	Other:

2. List the training and resources the school will provide after school staff on safety procedures, including lockdown procedures and communication protocols for crisis response.

3. Principal and Site Coordinator have reviewed the OUSD Expanded Learning Emergency/Crisis 1st Level Response Notification Protocol and understand expectations regarding communication and incident reporting when an issue involving after school safety

Yes
No

Facility Keys

It is critical that the Expanded Learning Coordinator has access to facility keys in order to ensure safety after school should a lockdown or lockout be needed. Will the expanded learning Program **have access to facility keys** for all areas where expanded learning programming occurs?

Yes No

If no, indicate how the school campus will be secured if a crisis should occur during after school hours and if lockdown is necessary:

Culture Keeper Staffing

Check One:

- Site will utilize expanded learning and/or school day funds to pay Extra-time/Over-time (ET/OT) for an ExLO Culture Keeper.
- Site does not need a Culture Keeper,
- Site does not have the resources to fund an ExLO Culture Keeper.

2022-23 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

Site Name:		ASES			21CCCLC Core			21CCCLC Equitable Access			ELOP		OFCY Match Funds	Program Fees (if applicable)	Other School Site Funds	Other Lead Agency Funds
Site #:		Resource 6010, Program 1553			Resource 4214, Program			Resource 4124, Program			Resource 2600, Program 1553					
Average # of students to be served daily (ADA):	0	% OUSD	% Lead Agency		% OUSD	% Lead Agency		% OUSD	% Lead Agency		% OUSD	% Lead Agency	% Lead Agency	% Lead Agency	% OUSD	% Lead Agency
TOTAL GRANT AWARD		0.00			0.00			0.00			0.00				0.00	0.00
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PD, CUSTODIAL,																
	OUSD Indirect (5.00%)		0.00			0.00			0.00			0.00				
	OUSD ASPO admin, evaluation, and training/technical assistance costs		0.00			0.00			0.00			0.00				
	Custodial Staffing and Supplies at 3.5%		0.00			0.00			0.00			0.00				
TOTAL SITE ALLOCATION			0.00			0.00			0.00			0.00				
CERTIFICATED PERSONNEL																
1120	Quality Support Coach/Academic Liaison		0.00			0.00			0.00			0.00			0.00	
1120	Certificated Teacher Extended Contracts- math or ELA academic intervention (required for MS)		0.00			0.00			0.00			0.00			0.00	
1120	Certificated Teacher Extended Contracts- ELL supports															
1120	Certificated Teacher Extended Contracts- math or ELA academic														0.00	
Total certificated			0.00			0.00			0.00			0.00	0.00	0.00	0.00	0.00
CLASSIFIED PERSONNEL																
2205	Site Coordinator (list here, if district employee)		0.00	0.00											0.00	0.00
2220	SSO (optional)		0.00			0.00			0.00						0.00	
			0.00													
			0.00													
Total classified			0.00	0.00		0.00	0.00		0.00	0.00		0.00	0.00	0.00	0.00	0.00
BENEFITS																
3000's	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24.5%)		0.00			0.00			0.00			0.00				
3000's	Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 28%)		0.00			0.00			0.00			0.00				

Exhibit C (1)



PROCEDURE FOR INVOICING & ATTENDANCE
Oakland Unified School District
Comprehensive After School Programs

The following procedures are required in submitting invoices that utilize ELO-P, 21st Century and/or ASES funding:

- ◆ All ELO-P, 21st Century and/or ASES attendances and invoices must be submitted via the OUSD/Expanded Learning Salesforce Community.
- ◆ All invoices must be generated on your organization's letterhead. This applies to both agency and individual contractors.
- ◆ All attendance must be entered into Aeries Student Information System and all copies of sign-in/sign-out sheets must be uploaded into the site's deliverable Google folder.
- ◆ To maintain invoicing consistency so that all necessary information is included, please use the attached invoicing format. Simply cut and paste the format onto your organization's letterhead. Please utilize the sample invoice as a guide. All of the information in the top section of the invoice template **MUST** be completed in order to process for payment. Also, in the body of the template, a detailed breakdown of charges must be provided, including a number of hours worked and the hourly rate. **Failure to fully complete an invoice according to these specifications may result in a delay of payment.**
- ◆ All invoices should cover only one calendar month, i.e. the 1st through the 30th or 31st.
- ◆ Contractor, Agency, Site Coordinator, and Principal signatures must be secured prior to submission of invoices to the After School Programs Office. All of these signatures must be originals.
- ◆ Invoices and attendance for the month are due in the After School Programs Office no later than 5:00 p.m. on the 10th of the following month.
- ◆ **Invoices should be accompanied by one Invoicing and Staff Qualifications form per school site.**

If there are any questions regarding the invoicing process, please contact our office at (510) 879-2888.



Exhibit C (2)

PROCEDURES for PAID INSERVICE/EXTENDED CONTRACTS and TIME SHEETS OUSD CERTIFICATED TEACHERS

The following procedures are required in submitting fiscal forms for Paid In-service/Extended Time for OUSD employees utilizing the 21st Century and/or ASES funding:

Paying OUSD Certificated Employees (Teachers)

- ◆ Extended Contract teachers should submit a “Request for Extended Contract” form to After School Programs Office IN ADVANCE to approve all projected work to be completed, using appropriate Budget Org Key (Object Code usually -1120 or -1122)
- ◆ Have Employee sign Extended Contract & ALL Time Sheets
- ◆ Have Principal approve and sign Extended Contract & ALL Time Sheets
- ◆ Please be sure to submit ORIGINALS of all documents
- ◆ Please use only ONE SIDED Time Sheets
- ◆ Deliver to OUSD After School Programs Office — All ELO-P, 21st Century and/or ASES Extended Contracts and Time Sheets must be submitted to the OUSD After School Programs Office in order to be processed and paid. We are located at 1000 Broadway, Suite 150.
- ◆ **Union Contract rate for teachers on extended contracts is \$38.50/hr.**
- ◆ Once the Extended Contract has been submitted and approved, only timesheets are required to be submitted for subsequent payments.
- ◆ Timesheets should be submitted to the After School Programs Office no later than the last working day of any month for payment at the end of the following month.

If there are any questions regarding these documents or procedures, please contact our office at (510) 879-2888.

Exhibit C (3)



**PROCEDURES for EXTENDED TIME and/or OVERTIME FORMS (ET/OT)
for OUSD CLASSIFIED EMPLOYEES**

The following procedures are required in submitting fiscal forms for Extended Time and/or Overtime (ET/OT) for OUSD classified employees utilizing ELO-P, 21st Century and/or ASES funding:

Paying OUSD Classified Employees (SSOs, Custodians, Instructional Aides, etc.)

- ◆ Complete Informed K-12 OUSD ET/OT Form
- ◆ All Custodial ET/OT forms must be submitted to Custodial Services at 900 High Street.
- ◆ All Culture Keeper ET/OT forms must be submitted electronically to Culture Keeper Coordinator
- ◆ Any other ET/OT forms for 21st Century and ASES classified staff must be routed to school Principal, who should then route to After School Program Office. ET/OT forms must be delivered to the After School Programs Office no later than each classified payday for payment on the following payday.
- ◆ *Rate varies depending on employee's hourly rate*

If there are any questions regarding these documents and procedures, please contact our office at (510) 879-2888.

Exhibit D

Certificates of Insurance and Additional Insured Endorsement

INSERT HERE



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
11/16/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

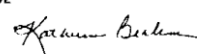
PRODUCER Calender-Robinson Company, Inc. 0267063 233 Sansome St. Ste 508 San Francisco CA 94104		CONTACT NAME: Katherine Berkman PHONE (A/C, No, Ext): (415) 978-3800 FAX (A/C, No): (415) 978-3825 E-MAIL ADDRESS: kberkman@calrob.com	
INSURED Youth Together, Inc. 1714 Franklin Street #100-153 Oakland CA 94612		INSURER(S) AFFORDING COVERAGE INSURER A : Nonprofits' Ins. Alliance of CA INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** CL21111631088 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBRT WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			2021-14283-NPO	12/22/2021	12/22/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			2021-14283-NPO	12/22/2021	12/22/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED: RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/ MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ F.L. DISEASE - POLICY LIMIT \$
A	Sexual Misconduct Liability			2021-14283-NPO	12/22/2021	12/22/2022	Each claim \$ 1,000,000 Aggregate \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Oakland Unified School District, its board, officers, agents, employees and volunteers are all included as additional insured as per the attached endorsement

CERTIFICATE HOLDER Oakland Unified School District Attn: Risk Management 1000 Broadway #440 Oakland CA 94605	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
---	--

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Named Insured: Youth Together, Inc.

Policy #: 2021-14283-NPO

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Person or Organization:

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy, and for which a certificate of insurance naming such person or organization as additional insured has been issued, but only with respect to their liability arising out of their requirements for certain performance placed upon you, as a non-profit organization, in consideration for funding or financial contributions you receive from them. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

WHO IS AN INSURED (Section II) is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for “bodily injury”, “property damage” or “personal and advertising injury” caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A. In the performance of your on-going operations; or
- B. In connection with your premises owned by or rented to you

THE INSURANCE provided under this endorsement is primary & non-contributory to any other valid & collectible insurance carried by the additional insured entity and this insurance will apply separately to each insured against whom a claim is made or a suit is brought.

Exhibit E

Statement of Qualifications

INSERT HERE



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

March 28th, 2022

OUSD Expanded Learning Office

Re: Statement of Qualifications/Agency Description

Grounded in the commitment to peace, unity and justice, Youth Together's mission is to address the root causes of educational inequities by developing multiracial youth organizers and engaging school community allies to promote positive school change. Youth Together emerged in 1996 following interracial violence at Castlemont High School in Oakland, California and Richmond High School in Richmond, California, which resulted in temporary emergency closures of these schools. Outraged by the neglected conditions of their schools leading up to these riots, students and community members identified educational inequities as a root cause. Youth Together was founded in response to this outrage and has received local and national recognition as a model program, as well as numerous awards.

Youth Together has a 25-year legacy of grassroots community organizing and education campaign success as a result of its successful leadership model.

Milestones include:

- 1) YT youth successfully campaigned for more equity through the Local Control Funding Formula Statewide Campaign
- 2) YT youth successfully campaigned for reformed youth leadership standards and programming in the OUSD
- 3) YT youth leaders successfully campaigned for numerous district-wide policy reforms in OUSD including a 2010 resolution to support district-wide implementation of an A-G policy, ensuring that all courses offered in high school allow students to graduate eligible for UC's and CSU's

Services Provided: (1) Youth Leadership Development and Academic Support: YT Student Leaders recruit and support youth organizers (aged 13-21) from four high schools in low-income communities of color in Oakland, CA - Castlemont HS, Skyline HS, Fremont HS, and also Richmond HS in Richmond, CA. The YT leadership team is comprised of 12 Lead Student Organizers and 120 core team members. Through the team, YT develops the leadership and organizing skills of a core group of youth, imparting practical skills in public speaking, outreach, issue assessment, strategy development, and civic engagement. The YT leadership teams address whole-school conditions by promoting school change initiatives.

YT's Academic Support Program provides services in the areas of individualized academic counseling, tutoring, and assisting with college preparation requirements (i.e. college tours and assistance with completing college applications, etc.); (2) Kids Count Campaign (Education Equity): All YT youth leaders participate in this campaign which began in 2011. The campaign seeks to transform funding for public

education at a state level. YT youth leaders identified educational inequity as a root cause of racial inequity in their communities and chose education finance reform as the campaign focus to change school and community conditions. Campaign Milestones: (a) Three YT Youth Leadership Retreats, attended by 50 students, where they engaged in leadership skill development, the study of school finance in California; (b) the creation of campaign support cards with over 2,100 collected to date; (c) Delegation visits, Stakeholders meetings and Advocacy conversations with both Senate and Assembly Education committees, including Senator Loni Hancock, OUSD Superintendent Tony Smith, Alameda CO Superintendent Sheila Jordan; (d) formal campaign endorsements from OUSD school Board Members Noel Gallo and Chris Dobbins, Richmond Mayor Gayle McLaughlin, and San Pablo City Council member Genoveva Garcia Calloway; and (e) participation in the creation of the Governor's 2012 Education Funding Proposal;

Youth Together has been recognized for its outstanding work with youth organizing. Some of our awards include:

- "Promising Practice" by the President's Initiative on Race
- Yuri Kochiyama and Thomatra Scott "Passion for Justice" youth award
- "Bridge of Peace" Award from the InterRacial Sisterhood Project
- "Racial Reconciliation Award" from Allen Temple
- "Promising Practice" by the California Lieutenant Governor's Commission for One California
- "Effective Violence Prevention Practice" by California's Choices for Youth Campaign
- 2007 Street Soldiers Award "Community Achievement Award" from the Berkeley Community Fund
- "Youth Activism Award" from the California Teacher's Association Peace and Justice Caucus (2004 and 2007) 2007
- "Making Democracy Work Award" from the League of Women Voters
- "Community Achievement Award" from Public Advocates

One Land One People Skyline High School Youth Center

During Youth Together's twenty-five years of work in the community emerged the school-based One Land One People Youth Center Collaborative. Youth Together developed multi-service student centers and collaborative called One Land One People (OLOP). OLOP Collaborative and Youth Centers are networks of in-school and community-based service providers who offer programming on-campus through centralized OLOP Youth Centers. The successful implementation of the OLOP Collaborative model is based on the participation of an informed and active base of parents, students and service providers.

Since the Fall of 2002, the One Land One People Skyline High School Youth Center Collaborative has supported thousands of students and parents. Indicated below are the more recent years, Youth Together Skyline OLOP Youth Center has supported Oakland students and parents.

Youth Together's OLOP Youth Centers are currently in place at Castlemont and Skyline High School. They are in part designed to shift school climate and engage community allies to be a part of creating positive school change. More specifically, one component of OLOP is to meet the academic needs of students who are at risk of being disconnected from high school and post-secondary education through providing



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

services in the areas of individualized academic counseling, tutoring and assisting with college preparation requirements, including but not limited to San Francisco Bay Area college tours and assistance with completing college applications. In 2014 to 2015, Skyline Youth Center focused on providing quality and meaningful after school internships, intensively supporting seniors with college materials, the successful transition of incoming 9th graders and increase family support of failing students. In 2015 to 2016, the Skyline Youth Center launched a summer workshop series for Spanish Speaking parents where more than 40 participants became more informed on their children's education, utilizing OUSD aeries system, and even learning about school governance. Youth Together also helped shape the College Access Team by bringing service providers, counselors, district specialist, and administration together to create a college culture at Skyline. This past year in 2016 to 2017, YT utilized the 21st century funds to expand services in the morning hours such as providing a safe space in the Library and promoting healthy life-style with open gym and exercise room.



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

March 28th, 2022
OUSD Expanded Learning Office
Re: Confirmation Letter

To Whom It May Concern:

On behalf of Youth Together, this letter is to verify and confirm that all of Youth Together employees, volunteers, and agents working in Oakland Unified School District after school programs will have fingerprint clearance through the Department of Justice and FBI, be trained in mandated reporting in the State of California, and will have TB clearance before they begin work on OUSD school sites.

Sincerely,

Tony Douangviseth
Executive Director
Youth Together

EXHIBIT F

Agreement to Allow Distinct & Separate Employment by OUSD and AGENCY

As set forth in Paragraph 13.3 of the Memorandum of Understanding between AGENCY and Oakland Unified School District (“OUSD”), this Agreement (“Agreement”) allows for the employment of the EMPLOYEE, _____, for distinct and separate employment roles with OUSD and with AGENCY. These two employment positions do not overlap in duties, hours, or control by the respective employers, OUSD or AGENCY. As used in this Agreement, “Parties” means Employee, OUSD, and AGENCY.

1. Employment Position. OUSD shall provide Employee with a written document describing the position that Employee shall perform for OUSD. AGENCY shall provide Employee with a written document describing the position that Employee shall perform for AGENCY. None of the duties performed for either employer shall interfere or conflict with their responsibilities for the other employer.
2. Hours of Work. OUSD shall inform Employee of the hours of work for the OUSD employment position. AGENCY shall inform Employee of the hours of work for the AGENCY position. None of the work hours shall be overlapping. Employee shall not work any hours beyond the regular working hours for either OUSD or AGENCY unless express written approval is given by the Employer for whom the extra hours are being worked.
3. Control & Supervision – OUSD Employment. During the employment position and working hours performed for OUSD, EMPLOYEE will devote their full services to OUSD and shall not engage in any work that conflicts with or compromises EMPLOYEE’s best efforts to OUSD. EMPLOYEE shall be supervised by designated OUSD personnel and OUSD will provide the information, tools, and equipment necessary for such employment. OUSD shall control all aspects of the employment relationship for the work performed for OUSD. EMPLOYEE shall not use the information, tools, or equipment of OUSD in performing the work for AGENCY, without OUSD’s express permission. All work product of the EMPLOYEE shall belong to the employer for whom the services were being provided at the time the work was created. AGENCY shall not have any control or supervision over EMPLOYEE during the EMPLOYEE’s OUSD work hours.
4. Control & Supervision – AGENCY Employment. During the employment position and working hours performed for AGENCY, EMPLOYEE will devote their full services to AGENCY and shall not engage in any work that conflicts with or compromises EMPLOYEE’s best efforts to AGENCY. EMPLOYEE shall be supervised by designated AGENCY personnel and AGENCY will provide the information, tools, and equipment necessary for such employment. AGENCY shall control all aspects of the employment relationship for the work performed for AGENCY. EMPLOYEE shall not use the information, tools, or equipment of AGENCY in performing the work for OUSD, without AGENCY’s express permission. All work product of the EMPLOYEE shall belong to the employer for whom the services were being provided at the time the work was created. OUSD shall not have any control or supervision over EMPLOYEE during the EMPLOYEE’s AGENCY work hours.
5. Workers Compensation Liability Insurance. As required by California and federal law, each employer shall maintain workers compensation liability insurance for Employee’s behalf for the employment position for which EMPLOYEE is employed by each of them.
6. Wages. OUSD is separately and independently liable for all wages and benefits earned by EMPLOYEE for performance of the OUSD employment position. OUSD shall have no liability for any portion of wages and benefits earned by EMPLOYEE for performance of the AGENCY employment position, and AGENCY agrees to indemnify, defend, and hold harmless OUSD from any such claim. Similarly, AGENCY is separately and independently liable for all wages and benefits earned by EMPLOYEE for performance of the AGENCY employment position. AGENCY shall have no liability for any portion of wages and benefits earned by EMPLOYEE for performance of the OUSD employment position, and OUSD agrees to indemnify, defend, and hold harmless OUSD from any such claim.

7. No Joint Employer Relationship. The Parties acknowledge and agree that it is not their intent to create any joint employer relationship and, instead, each employment relationship is separate and distinct as set forth in this Agreement. Notwithstanding, EMPLOYEE understands and agrees personnel information may be exchanged between OUSD and AGENCY.
8. Termination. Subject to any applicable employment laws, any Party may terminate this Agreement or any employment relationship created under this Agreement with two weeks written notice to the other Parties.
9. Litigation. This Agreement shall be performed in Oakland, California and is governed by the Laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.
10. Integration/Entire Agreement of Parties: This Agreement and the Memorandum of Understanding between AGENCY and OUSD from which this Agreement stems, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by all Parties.
11. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
12. Signature Authority. Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
13. Employment Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement or employment of EMPLOYEE until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to EMPLOYEE absent formal approval. This Agreement shall be deemed to be approved when it has been signed all Parties and employment of EMPLOYEE has been approved by the Governing Board.

OAKLAND UNIFIED SCHOOL DISTRICT

-
- President, Board of Education
 - Superintendent or Designee

Secretary, Board of Education

AGENCY

EMPLOYEE



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 21-104ASP

**EXPANDED LEARNING
FOR AFTER SCHOOL PROGRAMS**

* Submit proposals and all questions/inquiries to:

OAKLAND UNIFIED SCHOOL DISTRICT

Attention: Martha Pena

1000 Broadway, Suite 150

OAKLAND, CA 94607

**** Organizations will need to Pre-Register with the OUSD Expanded Learning Office to receive access to an assigned Google Folder for submission. ****

email: martha.pena@ousd.org

phone: (510) 879-2457

Proposals Due:

6/30/2021 at 2:00 PM

THE TERMS AND CONDITIONS OF THIS CONTRACT ARE GOVERNED BY
THE CALIFORNIA EDUCATION AND PUBLIC CONTRACT CODES.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Expanded Learning Lead Agency Request for Qualifications

EXPANDED LEARNING OFFICE

WWW.OUSD.ORG

OUSD RFQ Application Submission Instructions and Deadline

All applications must be completed, submitted electronically, and received by June 30, 2021 by 5:00 pm (PST)*:

1. Organizations will need to [Pre-Register with the OUSD Expanded Learning Office](#) to receive access to an assigned Google Folder.
2. The complete RFQ application, the signature pages and required supporting documentation in Appendix III must be uploaded into their assigned Google Folder.**
3. All uploaded files must be converted to a PDF format and made accessible to OUSD. Any files missing could result in a disqualification from the current RFQ process.

** Applications submitted after 5:00 pm (PST) on June 30, 2021 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*


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This RFQ document and additional materials referenced within can be accessed at the OUSD website: www.ousd.org/afterschool. Select the “2021 Lead Agency Request for Qualifications” link under “Afterschool Programs.” Any updates on the RFQ process will be posted here and you may sign up for our mailing list, so applicants are encouraged to visit the webpage.



B. Schedule

Event	Date	Info
RFR Process 2021 Announced	May 4, 2021	Save-the-Date
RFQ Digital Application Released	May 25, 2021	
RFQ Bidders' Conference (Virtual) RFQ Office Hours	Session 1: June 2, 2021 @ 10am Session 2: June 2, 2021 @ 4pm	Register using link below: <ul style="list-style-type: none"> ■ Session 1: 10:00 am – 11:30 am ■ Session 2: 4:00 pm – 5:30 pm
RFQ 101 for New Organizations	June 9, 2021, @ 4:00 pm	<ul style="list-style-type: none"> ■ Session Registration Link
Google Folder Registration	June 15, 2021	<ul style="list-style-type: none"> ■ Google Folder Registration
RFQ Submission Dates	June 30, 2021 by 5:00 pm (PST)	Digital application date/time stamped
Lead Agency Status Notifications	Aug 20, 2021	
Deadline to Appeal Decision	Aug 27, 2021	
Status Notification Publicized	September 3, 2021	
School Site/Lead Agency Matching Process	Sept 3 - Dec 1, 2021 (tentative)	
OUSD MOU Approval Season	May/June 2022	
Lead Agency Service Contract	July 1, 2022 - June 30, 2025	



What is an RFQ? An RFQ (Request for Qualifications) is a qualifications-based selection process, in accordance with Public Contracts Code section 20111.5. It is a request by OUSD Dept. of Expanded Learning for non-profit organizations to submit their qualifications to be considered an OUSD approved primary contractor/expanded learning program provider for district school-site based expanded learning after-school program services, after which OUSD will determine which providers are qualified and award contracts based on that determination.

What is a Bidders Conference? A bidder's conference is an informational meeting open to the public that the OUSD Dept. of Expanded Learning hosts upon releasing the RFQ. The bidder's conference is designed to give interested and eligible non-profit youth-serving organizations the opportunity to receive information regarding the RFQ process for OUSD expanded learning programs. This event is designed to provide clarity to non-profit organizations who are interested in applying. Organizations will consider whether they are positioned to demonstrate the capacity to facilitate comprehensive expanded learning after-school program services with fidelity.

C. Required Supporting Documentation

To support RFQ responses and verify organizational qualifications, the following documentation is required. The *Application Questions* in Appendix II will directly reference these documents and ask for an elaboration of the information these documents provide. These documents do not count towards the 10-page limit for the RFQ application described in Appendix II. Additionally, please label all supporting documents clearly according to this list:

- 1) One (1) sample Expanded Learning Program weekly schedule -
Please list all activities with a short description of each activity
- 2) Program budget pertaining to the program schedule (see Application Question 2 in Appendix II for details)
- 3) Profit and loss statement and/or Copy of 2020 990 Tax Form
- 4) Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- 5) Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)



- 6) Copy of organization's 501(c)(3) letter
- 7) Bank Statements to show proof of operating cash reserves (see Application Question 2 in Appendix II for details)
- 8) Job description for Site Coordinator and Program Instructor
- 9) Copy of IRS Letter Certifying Tax Exempt Status
- 10) Proof of "Active" status with the office of the California Secretary of State
- 11) Board Roster and Minutes – Include the current board roster indicating officers and affiliations as well as Minutes from the 2020-2021 school year.
- 12) Signed Letter of Agreement (see Section N)
- 13) Most recent audited financial statements within 2 years and summary of the audit findings
- 14) Letters of Reference (maximum of 2)
- 15) Documents demonstrating fulfillment of minimum qualifications (see Section M)
- 16) Certificate of current insurance



D. Introduction and Overview

The Oakland Unified School District (OUSD) Department of Expanded Learning invites interested nonprofit organizations to respond with their qualifications to serve as an Expanded Learning Program Provider in designing, planning, administering, and operating effective, high-quality expanded learning programs. Programs must support and align with the OUSD's goal of ensuring that every student graduates college, career, and community ready. Eligible providers will be committed to OUSD's strategic plan and shared citywide goals. Lead Agency partners will invest in providing expanded learning supplemental programs that complement the regular school day program and support the OUSD priorities for student achievement, health, and well-being. Oakland Unified School District's (OUSD) mission is to build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers every day. Expanded Learning supports this mission while holding our values of equity, joy, and liberation for youth and adults with the express purpose of interrupting inequity, examining biases, and creating inclusive and just conditions for all students to achieve equally high outcomes.

Select Lead Agencies will commit to working in partnership with school sites and the OUSD Expanded Learning Office (ExLO). Through the RFQ process, OUSD seeks organizations who demonstrate the capacity to work within the established OUSD model of school and community partnerships and various funding sources' parameters. Organizations must be fiscally sound with the capacity to leverage other resources to provide students with high quality expanded learning programming: after-school and summer youth development experiences that complement and support school district and city priorities for student success and well-being.

Community organizations that serve as a Lead Agency are an integral part of our OUSD Full Service Community Schools and make an impactful contribution toward strengthening our district, expanded learning system, and community.

Term of the List of Qualified Agencies

This Request for Qualifications (RFQ) for Expanded Learning & Summer Program Lead Agency will result in a list of OUSD vetted lead agencies with which OUSD will enter three-year master contracts. From the list of contracted agencies, school site administrators may select an OUSD approved expanded learning program provider. An organization being placed on the approved Lead Agency list and entering a master contract with OUSD does not guarantee an assignment at an OUSD school site.

The selection of the expanded learnings & summer program Lead Agency is at the discretion of the school site administrator (Principal). School site administrators will select a Lead Agency from the list of approved after-school providers by assessing the quality/capacity of the current expanded learning program, identifying program goals, and considering any other factors relevant to the school site. Supplemental school programs will be chosen by the district. Yearly



program plans are created through a partnership between the Lead Agency and school site administrators to ensure both parties are meeting overall program expectations.

Once selected to serve at a given school, a Lead Agency will continue there, subject to continuing annual approval of the school site administrator and District.

Overview of OUSD Expanded Learning Programs

OUSD Expanded Learning Programs strive to create and sustain "safe haven" environments where Oakland children and youth can access expanded learning opportunities and integrated education, health, cultural, and enrichment programs outside of school hours or the regular school year. OUSD Expanded Learning Programs operate in elementary, middle, and high schools across the city of Oakland.

When programming is conducted in-person, over 8,000 students across 73 schools participate in OUSD expanded learning programs that operate Monday - Friday until 6:00 pm. Students who participate in expanded learning programs every day receive an additional 540 hours of learning by the end of the school year, equivalent to 90 additional days of school. In these valuable after-school hours, students engage in youth development activities that foster their physical health, social-emotional learning/well-being, and support their academic achievement in school. In order to meet these goals, the quality and success of the District's expanded learning programs is critical.

These expanded learning and summer programs are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! Legislative initiative goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's Full Service Community Schools initiative that seeks to provide health, education, and social services to youth, their families and the community.

OUSD expanded learning and summer programs offer critical support to schools, students, and their families. In addition to providing children and youth with sanctuary, quality expanded learning programs to support students academically and socially, OUSD expanded learning programs serve a large proportion of youth who typically benefit from additional learning support, including students from low-income households (75%) and English Learners (31%). Additionally, approximately 25% of OUSD after-school participants are African American and 45% are Latino.

OUSD seeks community partners whose organization mission and vision closely align and support the District's strategic plan and vision for Full Service Community Schools.

High quality expanded learning programs must satisfy the various grant funding requirements—detailed further below and in the MOU—and provide additional opportunities for youth to practice the academic and social skills they need to succeed. OUSD expanded learning programs provide youth with a mix of academic support, recreational/physical, and enrichment activities. Within these broad categories, expanded learning providers work collaboratively with school partners to develop a balance of activities that meet the unique interests and needs of the student population and support the goals and priorities of the school



community for student achievement and well-being. Below are examples of the mix of after-school activities offered in OUSD Expanded Learning Programs.

SAMPLE AFTER-SCHOOL ACTIVITIES BY CATEGORY

CATEGORY	ACTIVITIES
Academic Support	Academic Enrichment Learning, Tutoring, Expanded Library Services, Supplementary Education Services, Homework Support, Credit Recovery, Reading & Literacy, Math, Science
Recreation/ Physical Activity	Cooperative Games, Dance, Martial Arts, Yoga, Intramural Sports, Sports Leagues, Mindfulness
Enrichment	Arts and Cultural Activities, Health and Nutrition Education, Substance Abuse & Drug Prevention, Violence Prevention, Counseling & Character Education
College and Career	Career & Job Training, Entrepreneurial Education, Technology/Telecommunications Training, Community Service & Service Learning, Internships and Apprenticeships
Leadership Development	Peer Mentoring, Peer Tutoring, Youth-Led Community Service
Science Technology Engineering & Math	Gardening, Coding, Robotics, Making, Forensics, Cooking
Outdoor Education	Community Mapping, Hiking, Backcountry Camping, Kayaking, Bicycling

E. Funding

OUSD Expanded Learning Programs are currently primarily funded through grants from the California Department of Education (CDE). CDE provides funds to school districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youth during non--school hours. The funds are awarded to specific school sites through a competitive process. The base grants that CDE awards to OUSD for after-school programs represent three funding sources:

- After-School Education & Safety (ASES) for elementary, middle, and K-8 schools are state funds. ASES grants are three-year renewable funding sources.
- 21st Century Community Learning Center (21st CCLC) grants for elementary,



middle, and K-8 schools are federal funds. 21st CCLC grants are awarded based on a highly competitive application process, and last for five years.

- 21st Century After-School Safety and Enrichment for Teens (ASSETS) grants for high schools are federal funds. 21st Century ASSETS grants are awarded based on a highly competitive application process, and last for five years.

OUSD directly applies for these grant funds from the California Department of Education, and grant funds are received and managed by the school district. OUSD contracts a portion of grant funds to Lead Agencies to operate expanded learning programs in close partnership with schools.

In addition to state grants, the City of Oakland's Oakland for Children and Youth have a long partnership with OUSD to support expanded learning programs. OUSD is looking for Lead Agencies that can competitively apply for OFCY's comprehensive after-school strategy. OFCY funding is awarded on a three-year grant cycle; therefore, schools and lead agencies are required to develop long-term partnerships that last over the course of the three-year OFCY grant cycle. 2021-2022 school year will be the third and final year of the OFCY grant cycle from 2018. As such, Lead Agencies will be able to apply for 2022 - 2025 OFCY funding. OFCY RFP is anticipated to be released in winter 2021 for programming starting in the 2022 school year.

Additionally, Lead Agency partners leverage other funding and resources to support high quality programs, including private grant dollars, AmeriCorps grants, volunteers, and other in-kind resources. Leveraging additional resources on behalf of the expanded learning programs is an essential function of the Lead Agency partner because of the reality that state and federal expanded learning grant dollars alone are often inadequate to run a high-quality program. ASES and 21st Century grant dollars are currently awarded at a rate of:

- ASES: \$8.88/student/day for K-8 students
- 21st Century: \$7.50/student/day for K-8 students
- 21st Century ASSETS: \$10/student/day for high school students

Other considerations for the allocations of funds

- Distance/Remote/Hybrid Programming:
 - During a state or national emergency CDE could expand learning programs to have the flexibility to provide adaptive services that best meet the needs of our students and communities and are required by OUSD, Region 4 ACOE and CDE.
- Other considerations for the allocations of funds are that:
 - OUSD elementary and middle school ASES grants can only be used to provide expanded learning programming daily (180 days) immediately after the school



- day and facilitate programming for at least 15 hours a week until at least 6:00 pm.
- OUSD High School ASSETS base grants can be used to operate programs before school, after school, weekends and during summer/intersession in accordance with grant guidelines.
 - Some sites may also receive 21st Century related grants including Supplemental funding (to support summer programming).
 - ASES and 21st CCLC grant funds are intended to complement, but not supplant, other funding provided by OUSD, school sites, or community partners.
 - ASES and 21st CCLC Grant funds are inadequate to cover the true cost of running a high quality expanded learning program. OUSD and its Lead Agency community partners are committed to leveraging additional funding and resources to match grants provided by the California Department of Education.
 - ASES/21st Century grants are attendance-based grants.

Sites that fail to meet calculated attendance will trigger California Department of Education intervention and funding levels may be reduced. Sites must earn 85% of attendance to be in good standing for full funding. Failure to achieve attendance targets may result in a Lead Agency being removed from the OUSD approved list of Lead Agencies.

F. OUSD Expanded Learning / Program Operation

We know in recent years, the field of education and expanded learning programs had to pivot due to global pandemic, power outage, wildfires, etc. Here in Oakland, approved Lead Agencies must be equipped and have organizational infrastructure to provide remote programs, hybrids, or any other configuration of programs mutually agreed upon in the MOUs.

In addition, in the spirit of OUSD's Full Service Community Schools vision, our approved expanded learning organizations partners work closely with schools and their principals to develop specific programmatic goals to provide holistic support and equitable learning opportunities for students. As school-day teachers focus on providing high quality instruction in the classroom, youth development workers provide high quality expanded learning opportunities to students during the after school and outside of regular school hours when youth are most vulnerable to crime, violence, and risky behavior.

Below is an outline of operational requirements.

Please note that the below list of compliance requirements is not exhaustive. Lead Agencies are expected to know and comply with these and other district and state and federal requirements not listed here, including but not limited to state and federal laws and



requirements outlined in applicable OUSD Board policies and the Memorandum of Understanding (“MOU”) with OUSD which all Lead Agencies selected to serve a school site must sign and have approved by OUSD’s Governing Board. A sample MOU is attached as Appendix III. Please note this MOU is subject to change depending on District needs. Applicants are encouraged to review it for more program requirement specifics.

G. Base-line Expanded Learning Program Requirements

The goal of the expanded learning program is to support student success in school through academic support, social emotional development and educational enrichment. The school site administrator, working in partnership with the Expanded Learning Lead Agency, is an integral part of developing the expanded learning program components that are appropriate to support his/her school site goals articulated in the School Site Plan. All Lead Agencies are selected by Principals to collaborate on the development and implementation of the expanded learning program in compliance with State and Federal guidelines, and District requirements.

OUSD’s Expanded Learning Office goals align with grant requirements which aim to provide a comprehensive expanded learning program during the school year and/or summer program which consists of a balance of academic and enrichment activities, including daily physical activity components. The funds cannot be used to supplant school day activities.

An expanded learning program must include the following:

- To satisfy **ASES Funding**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component and,
 - Daily physical activity/recreation component and
- To satisfy **21st CCLC E/M**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and
- To satisfy **ASSETs**:
 - Educational and literacy component to provide tutoring and/or homework assistance,
 - Educational enrichment component,
 - Physical activity/recreation component, and

In addition, **all programs** must provide a nutritious snack or supper each day.



Required Program Hours

- Elementary and Middle School After-School Programs must operate 5 days/week, for at least 15 hours/week, commencing immediately at the end of the regular school day and run until at least 6 p.m.
- High School After-School Programs must operate a minimum of 15 hours/week
- Summer School Programs need only comply with legislative or funder requirements
- OUSD's Expanded Learning Programs Office (ExLO) has established early release policies that must be implemented at each expanded learning and/or summer program. Further details of required hours and attendance expectations are located in the MOU.

H. Staffing

Staff working in OUSD Expanded Learning Programs must meet the minimum requirements to be in compliance with the California Dept of Education Codes. Staff members who directly supervise students must meet the district's qualification for an instructional aide or provide documentation that confirms completing 48 college units or the equivalent of an AA college degree.

Programs must operate with a minimum staff to student ratio of 1:20. Unless otherwise advised due to the health and safety of the students. It is highly recommended that each expanded learning program have a Site Coordinator who is full-time and situated at the school site during the day. The California Education Code provides that "selection of the program site [coordinator] shall be subject to the approval of the school site principal." The Lead Agency must notify school principals of any expanded learning staff changes.

Oakland expanded learning programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. The most common staffing plan includes a full-time Site Coordinator, a Quality Support Coach, and youth development workers. Many programs also work with additional *service providers for specific services, and some may rely on regular volunteer assistance as well*. At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for expanded learning participants through extended contracts.

I. Enrollment, Attendance and Evaluation Documentation

Approved Lead Agencies will need to consider CDE Guidelines, OUSD Expanded Learning Office expectations, and site-level input (e.g. site administrator) when it comes to student enrollment consideration, attendance protocol, and programmatic evaluation.



- a. Enrollment: Approved Lead Agencies must be familiar with CDE guidelines of ASES, 21st CCLC, and ASSETs Programs when working with a unique population defined as foster youth, McKinney-Vento, and students qualify with free-reduced lunch status. Lead Agencies must prioritize enrollment for any child that is homeless, defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec.1143a), newcomers (refugee, asylee, and unaccompanied minor), or if the child is in foster care. Lead agency will work with the school site administrator to develop a written enrollment policy. The enrollment policy needs to include, but not be limited to, enrollment priorities, application process, and acceptance notification, waitlist procedures, behavior guidelines, parental expectations, student expectations, procedure for removing students from expanded learning programs, and so on. Approved Lead Agencies are required to provide the written enrollment policy to all families who apply for the program.

- b. Attendance: Approved Lead Agency is required to be aware of all required attendance submission protocol and procedures to ensure good standing status with the Expanded Learning Office and CDE. All attendance documentation shall be closely monitored, and managed for accuracy by the Site Coordinator and/or occasional audit request by the district and CDE. This includes accurate completion and daily maintenance of student sign in/out sheets, weekly inputting of attendance data into the OUSD online system, and monthly submission of scanned electronic attendance records to OUSD ExLO. Lead Agencies are also responsible for conducting internal audits of attendance records to ensure that program sites maintain accurate, verifiable data on student attendance. All program records must be maintained for five years for auditing purposes.

J. Contract and Payments

Agencies that are approved through the process described in this RFQ must enter a 3-year master contract with the District. They may not begin operating at a school site unless the District and agency have executed a contract on the District's template. The District's Board of Education will likely approve these master contracts during the June/August 2022 Board meeting.

Although the master contract will last for 3 years, note that agencies and sites will be matched in 1-year relationships, as they are currently.

In late winter/early Spring of each year, all Lead Agencies must initiate and engage in annual program planning with school leadership at each program site. Lead Agencies will submit a program plan and budget for the upcoming school year to the OUSD EXLO and



Board of Education for approval, at the beginning of each school year.

Invoices are processed on a cost reimbursement basis for actual expenditures incurred. Due to the timing of OUSD contracting and fiscal procedures, Lead Agency partners must operate with a 2-3 month reserve covering the full cost of the agency's OUSD expanded learning program implementation. Typically, there are delays to the initial payment of agency invoices at the beginning of each school year.

K. Guidelines for Charging Fees

The intent of ASES and 21st CCLC grants, which aligns with OUSD values, is to establish local programs that offer academic support and enrichment to students in need of such services regardless of a families inability to pay.

Both the CDE and OUSD discourage charging fees as that could exclude students in need from attending and taking advantage of the expanded learning program. ASES and 21st Century grants do not prohibit charging fees for expanded learning programs; however, programs which choose to charge fees, will need to collaborate with a Site Administrator to create and submit the program's fee structure for approval in accordance with the terms in the MOU. In addition, all 21st Century and ASSETS grants will be required to report any fees collected (i.e.- registration fees, family fees, application fees, etc.). Fees collected could be deducted from the 21st CCLC grant amount received by the California Department of Education (CDE).

Programs that opt to charge program fees may not prohibit any family from participating due to financial circumstances. All program materials related to outreach and enrollment must state clearly that no child will be denied services due to inability to pay.

L. RFQ Process

Any agency that is interested in serving in the OUSD Expanded Learning Lead Agency role for the 2022 - 25 school year and/or beyond must successfully complete the Lead Agency RFQ process and earn *highly recommended* or *conditionally recommended* status, detailed below. Therefore, an organization that does not successfully complete the Lead Agency RFQ process or does not earn a *highly recommended* or *conditionally recommended* status will not be contracted with OUSD to serve in the Lead Agency role in the 2022-23 school year. If the OUSD ASPO moves forward with the adoption of an annual RFQ as anticipated, organizations that are not selected during this year's RFQ process will have the opportunity to qualify as a Lead Agency for future school years beyond 2025. Additionally, any agency that participated in the 2022 RFQ and earned *highly recommended* or *conditionally recommended* status does not have to submit a new RFQ for three years.



Organizations that submit an RFQ by the deadline will be assessed based on their RFQ responses, an interview between the community organization and the RFQ Review Team, and any additional supporting materials requested by the RFQ Review Team to determine the organization's qualifications to serve in the Lead Agency role. Applications that have the potential to earn the *highly recommended* or *conditionally recommended* status and require additional information will be invited for an interview with the RFQ Review Team.

Organizations completing this 2021 RFQ process will be assessed and scored into one of the following three categories:

- 1) **Highly Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *all* Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. This *highly recommended* status will be valid for up to 3 years, depending on the organization's successful results in OUSD's annual Lead Agency evaluation process.
- 2) **Conditionally Recommended:** Community organization has adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill *most, though not all*, of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. Organizations receiving this *conditionally recommended* status will be provided with specific feedback from the RFQ Review Team on areas of responsibility where the organization has not adequately demonstrated effective capacity. This *conditionally recommended* status will be valid for up to one year. Within that year, the community organization will be asked to provide the OUSD EXLO with additional evidence of its ability to fulfill all Lead Agency responsibilities, including documentation of the organization's efforts to improve based on feedback from the RFQ Review Team. At the end of this first conditional year, the community partner will be re-assessed by the OUSD EXLO team and re-categorized as *highly recommended*, *conditionally recommended*, or *not recommended*. Re-assessment will include results of the annual Lead Agency evaluation process, if the organization is currently serving as a Lead Agency.
- 3) **Not Recommended:** Community organization has not adequately demonstrated its capacity to serve in the Lead Agency role and to fulfill most of the Lead Agency responsibilities outlined by OUSD and listed in Section III of this RFQ. Organizations receiving this *not recommended* status will not be included in the list of qualified community organizations that will be shared with Principals and stakeholders. An organization receiving this *not recommended* status may submit another Lead Agency RFQ at a future date when the OUSD ASPO opens up a new RFQ cycle, if the organization has made significant improvements in strengthening its capacity to serve in the Lead Agency role. Organizations can appeal by following the instructions in the appeals process described in Appendix V.

OUSD will notify an agency of its determination by August 22, 2021 via email. If OUSD determines that an agency is Not Recommended, the agency shall have the opportunity to contest that determination. Additional details regarding this process are contained in Section L.

The school site administrator may choose a new Lead Agency, or may choose to continue to work with the same Lead Agency on an annual basis; subject to the District's annual availability of funds, satisfactory contractor performance with respect to meeting targeted attendance goals,



the contractor's ability to provide a quality program that supports school and district objectives, community partner evaluation criteria set forth by the District, and/or any other factors relevant to the school site. Beginning in 2021, OUSD will implement a new annual evaluation process to assess each community partner's effectiveness in fulfilling Lead Agency responsibilities.

M. Minimum Qualifications

Applicants may respond to **one or more of the** following Lead Agency categories:

Lead Agency: Elementary School

Lead Agency: Middle School (including K-8)

Lead Agency: High School

OUSD is seeking applications from established community organizations that currently possess 501(c)(3) status and adequate fiscal reserves to cover at least 2 months of general operating expenses as a Lead Agency partner. Grant funds sub-contracted to Lead Agency partners do not cover the full cost of running a full comprehensive expanded learning program in Oakland; thus, organizations choosing to serve in the Lead Agency role must be financially stable and demonstrate the capacity to leverage other resources in support of youth programming.

A demonstrable experience in operating a comprehensive expanded learning program is strongly preferred, but all organizations must provide acceptable documents demonstrating two (2) years of experience in the following areas:

- Providing program services to the students in the service category (ies) being applied for. Specifically, evidence of a positive track record of the capacity to effectively coordinate the entirety of a school's afterschool and/or extended learning year-long program as well as successful collaboration with the school site administrator, faculty and staff.
- Agency administrative capacity to comply with compliance and fiscal policies of the OUSD and CDE, including: agency administration manual; fiscal and personnel policies; attendance records; cost allocation plans, etc.
- Hiring, retention, and provision of professional development of appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies.
- Capacity to effectively engage a large number of diverse students on an ongoing basis who



demonstrate the desire and enthusiasm to participate in the program at a very high and consistent rate. Additionally, the agency can illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.

- Maintaining collaborative relationships with school site leadership in the development and implementation of a quality expanded learning program that supports the district's and the school's goals.

Organizations that apply for the Lead Agency role must be able to comply with all requirements outlined in the standard OUSD Expanded Learning Lead Agency MOU (see Appendix IV for sample of current year MOU) should it be chosen as Lead Agency. For example, while a copy of the organization's current insurance coverage is required with this application, should the organization be chosen, it will need to attain the level of insurance outlined in the MOU.

N. Application Submission Contents

Failure to provide any of the following information or forms may result in an application being disqualified.

A Complete Lead Agency Application will consist of all the following required items:

- 1) **Proposal Cover Sheet** (see Appendix I for sample, a copy will also be included in the RFQ [Google Folder](#) once an organization registers)
- 2) **Letter of Agreement** (no more than one (1) page): A one-page letter signed by the person authorized to obligate the proposing agency to perform the commitments contained in the application. The letter should state that the proposing agency is willing and able to perform the commitments contained in the application.
- 3) **Written Responses to Application Questions** (no more than 10 double-spaced pages in response to the four (4) titled sections that appear in Appendix II [Application Questions](#)), signed under penalty of perjury,
- 4) **Supporting Documents**, listed in (Appendix III).
- 5) **Boilerplate Checklist:** "Expanded Learning Program and Services Agreement"
- Submission of the Signed Boilerplate Checklist (Appendix IV) will constitute a representation by your firm that it has read all of the clauses contained in the OUSD Lead Agency Memorandum of Understanding. The sample contract for the services detailed in this RFQ (Appendix IV, version for Fiscal Year 21-22),



and that your firm is willing to comply with OUSD contracting requirements.

- 6) **Sample Program Schedule and Summary:** Based on the sample program budget in question (2), please provide a sample program schedule along with a short description of each activity. No more than (2) pages.

O. Application Submission Details

Applications must be received by, **June, 30, 2021**

All applications will be submitted electronically:

- Organizations will need to [Pre-Register with the Expanded Learning Office](#) and receive access to a Google Folder.
- The complete RFQ application as well as signature pages and required supporting documentation will need to be uploaded into their assigned Google Folder.

*** Applications submitted after 5:00 pm on June 30, 2021 will not be considered.*

*** Applications submitted by facsimile, telephone or electronic mail will not be accepted.*

FORMAT

All submissions must be on the RFQ Application Form, typed using an easy to read 12-point font such as Arial or Times New Roman and one inch margins. All submissions must be double-spaced. All submissions must answer all four (4) titled sections below in no more than 10 pages total. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)



P. Evaluation and Selection

For all applications, the completion of the application will be assessed first; applications that do not submit complete documentation demonstrating the capacity to meet the minimum requirements will not have the application reviewed.

Applications demonstrating the capacity to meet minimum requirements will have their qualifications evaluated and scored by an RFQ Review Team made up of individuals with expertise in the relevant subject matter for which the application is submitted.

Evaluation Rubric

Performance Area	Expectations for Highly Recommended Lead Agencies
<p>Organizational Capacity and District Alignment</p> <p>(25 Points)</p>	<ul style="list-style-type: none"> • Agency has a clear mission and vision that complements OUSD’s vision for community schools and college, career, and community ready students. • Agency can clearly articulate how expanded learning partnership with Oakland schools makes sense for their organization, and why they are well positioned to engage in partnership with OUSD. • Agency has extensive experience serving the Oakland community and/or in communities of similar demographics, assets, and challenges. • Agency has extensive experience working in partnership with school sites and district leaders. • Agency has organizational experience in the hiring, retention, and provision of professional development to appropriately qualified staff to provide services to OUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies. • Agency has the capacity to serve OUSD’s diverse student demographics.
<p>Fiscal Management and Resource Development</p> <p>(25 Points)</p>	<ul style="list-style-type: none"> • Agency has accurate documentation that highlights how the Lead Agency will allocate funds to run quality expanded learning programs based on grant requirements detailed in the funding description. i.e. 1:20 ratio etc. • Agency has a strong budget template that clearly illustrates staffing costs, a salaried full time coordinator, supplies, administrative costs and additional contributions to enhanced programming. • Agency clearly describes how they will secure additional funding to match the contracted funds. • Agency is able to clearly describe its systems, structures and processes to ensure sound fiscal management of grant funds and how to comply with grant-related record keeping for auditing purposes. • Agency has audited financial statements and can produce accurate fiscal reports upon request.



<p>Agency Infrastructure (25 Points)</p>	<ul style="list-style-type: none"> • Agency has an organizational chart that supports successful program implementation and clearly describes agency staffing systems, and processes that will ensure that all Lead Agency responsibilities will be fulfilled effectively and with fidelity. • Agency has designated administrative systems and procedures in place to ensure that expanded learning programs are operating in full compliance of requirements set forth by OUSD and the California Department of Education (CDE). • There is clearly at least one designated manager/director level staff person in the agency that is the primary point of contact for the OUSD expanded learning partnership. This individual regularly participates in all district expanded learning collaborative meetings, required professional development, and is regularly present at program sites to support the site coordinator and the school partnership. • Agency shows capacity to hire and support a clearly designated coordinator at each school site to facilitate and maintain active collaboration with the school site administrator and other school faculty.
<p>Youth Development Expertise and District Alignment (25 Points)</p>	<ul style="list-style-type: none"> • Agency’s program model clearly supports youth development. Agency provides descriptions of successes and challenges serving Oakland youth. • Agency has strong systems and processes in place to support ongoing Continuous Quality Improvement (CQI), including: structured development plans; • Agency utilizes district opportunities, other partners and the greater community to continuously innovate and grow their youth development practices to better serve the community.

Applicants must agree to abide by all OUSD policy requirements as outlined in the Appendix IV Boilerplate MOU checklist. The list of “Approved Expanded Learning Lead Agencies” will be utilized by school site Principals for a period of up to three (3) years pending funding availability to select a Lead Agency to administer the after-school program on his/her school site.

Q. Terms & Conditions for Receipt of Applications

Errors and Omissions by Applicant

Applicants are responsible for reviewing all portions of this RFQ, and promptly notifying the District, in writing, if they discover any ambiguity, discrepancy, omission, or other error in the RFQ. Any such notification should be directed to the District promptly after discovery, but in no event later than five working days prior to the date for receipt of applications. Modifications and clarifications will be made by addenda as provided below.

Change Notices



The District may modify the RFQ prior to the application due date by issuing Change Notices, which will be posted on the Afterschool Programs page of the OUSD website. The applicant shall be responsible for ensuring that its application reflects any and all Change Notices issued by the District prior to the application due date regardless of when the application is submitted. Therefore, the District recommends that applicants consult the website frequently, including shortly before the application due date, or sign up for our mailing list (<https://www.ousd.org/Page/12206>) for updates to ensure they have downloaded all Change Notices.

Failure to Object to Errors and Omissions in Application

Failure by the District to object to an error, omission, or deviation in the application will in no way modify the RFQ or excuse the vendor from full compliance with the specifications of the RFQ or any contract awarded pursuant to the RFQ.

Financial Responsibility

The District accepts no financial responsibility for any costs incurred by applicants in responding to this RFQ. Submissions of the RFQ will become property of the District and may be used by the District in any way deemed appropriate.

Proposer's Obligations Under the Conflict of Interest Laws and Board Policies

A proposer must be aware that if the proposer will enter into a contract with the District, proposer/contractor shall be responsible to comply with conflict of interest laws and Board policies, which are briefly summarized in Section 11.4 ("Conflict of Interest") of the attached Appendix IV ("OUSD After-School Lead Agency MOU" sample contract). It is the responsibility of a contractor to comply with the law and OUSD Board policies. Submission of an application signifies that the quoted prices are genuine and not the result of collusion or any other anti-competitive activity.

Reservations of Rights by the District

The issuance of this RFQ does not constitute an agreement by the District that any contract will actually be entered into by the District. The District expressly reserves the right at any time to:

- Reject any or all applications;
- Reissue a Request for Qualifications;
- Prior to submission deadline for applications, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFQ, or the requirements for contents or format of the



applications;

- Procure any materials, equipment or services specified in this RFQ by any other means;
- Determine that no project will be pursued.

No Waiver

No waiver by the District of any provision of this RFQ shall be implied from any failure by the District to recognize or take action on account of any failure by a proposer to observe any provision of this RFQ.

R. Standard Contract Provisions

Any agency selected from the *Expanded Learning Program Lead Agency Qualified List* by a school site Principal, and which chooses to enter into contract with the District, will enter into a contract substantially in the form of the Expanded Learning Lead Agency MOU, attached hereto as Appendix IV. Failure to timely execute the contract, or to furnish any and all insurance certificates and policy endorsements, surety bonds or other materials required in the contract, shall be deemed an abandonment of a contract offer. The District, in its sole discretion, may select another qualified agency and may proceed against the original selectee for damages.



APPENDIX I: RFQ Application

2021 OUSD Request for Qualifications Application (Template)

ASES, 21st CCLC, and ASSETS After-School Programs

Cover Sheet Template:

Organization Name			
Primary Contact Person:		Secondary Contact Person:	
Email:		Email:	
Telephone #:		Telephone #:	

Service Category: Check the grade levels your organization is interested in serving.	
	Elementary (TK-5)
	Elementary/Middle (TK-8)
	Middle (6-8)
	High School (9-12)
	Alternative High School
	Continuation High School
	Comprehensive High School

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.		Yes
		No
Are you currently an OUSD Approved Lead Agency Partner?		Yes
		No

EXPANDED LEARNING



Have you served as an OUSD Lead Agency partner before in past years? If so, please identify the years and durations served.		Yes
		No
		# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?		Yes
		No
If yes, please list all school districts you have served.		
_____ _____ _____		
How many school sites does your organization have the capacity to serve as a lead agency?		# Sites
In the box below, please briefly explain your rationale for this number of sites?		
_____ _____ _____		

On behalf of _____ (Agency), I, _____ (name)
 _____ (Position), declare under penalty of perjury under the laws
 of the State of California that the foregoing is true and correct.

Signature: _____ Date: _____



APPENDIX II: Application Questions

After reading the RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)

1. ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD's mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?
- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).
- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.
- Describe your organization's strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

2. FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization's budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.
- Your budget should also show secured leveraged funds and resources that you would



- contribute to the operational costs of running an after-school program.
 - Elementary: \$133,000 to serve 84 students for 180 days of school year
 - (approx. 17 hours/week)
 - Middle school: \$177,000 to serve 112 students for 180 days of school year
 - (approx. 17 hours/week)
 - High school: \$250,000 to serve 140 students for 180 days
 - (approximately 15 hours/week)
- Your budget must detail:
 - Staffing costs for service delivery, staff training, and prep time
 - Full time site coordinator
 - Any agency management-level staff who will be paid by grant funds for support of direct service programming
 - Supplies, materials, curriculum, books, field trips, etc.
 - Agency administrative costs not to exceed 4% of contracted amount Note:
 - Your budget does not need to include snack costs
- Describe how your organization will secure additional funding to match the contracted funds from OUSD. The CDE requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]). Allowable match includes cost of services provided by the local educational agency (LEA) and/or their subcontractors, using non-ASES funds. All ASES and 21st CCLC grantees are required to allocate a minimum of 30% of the grant amount. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.
- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

3. AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.
- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with



requirements set forth by OUSD and the CA Dept. of Education. (*Unless otherwise stated by CDE under extenuating circumstances all sites are required to*):

- Student ratio of 1:20 or better;
 - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
 - Full time school Site Coordinator stationed at each school site during the day
 - 85% attendance documented by daily OUSD mandated attendance protocols
 - Professional record keeping and reproduction upon request for district audits
- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

4. YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?
- Please review the CDE's quality standards which are accessible on the [CDE Website](#). These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.
- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?
- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.



APPENDIX III. Instructions for RFQ Application Submission:

Please use [this link to register to receive access to a Google RFQ folder](#). The Google folder will house the RFQ application and supporting documents that will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm.

Any documents submitted after the deadline will not be accepted or reviewed.

Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ process.

All files will need to be clearly labeled based on the list below:

- One (1) sample Expanded learning program schedule with activity summary
- A sample budget pertaining to the program schedule and activity summary
- Profit and loss statement and/or copy of 2020 990 Tax Form
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- Copy of IRS letter certifying tax exempt status
- Proof of "active" status with the office of the California Secretary of State Board roster and minutes – Include the current board roster indicating officers and affiliations as well as Board approved minutes from the 2020-2021 school year.
- Signed letter of agreement (as elaborated upon in Section N)
- Most recent audited financial statements within 2 years and summary of the audit findings
- Letters of reference (maximum of 2)
- Documents demonstrating fulfillment of minimum qualifications (outlined in Section 13)
- Copy of certificate of current insurance



APPENDIX IV: OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist

1. Intent
2. Term of MOU
3. Termination
4. Compensation
 - 4.1. Total Compensation
 - 4.2. Positive Attendance
 - 4.2.1. Reconciliation Process for Positive Attendance Based Grant Funds
 - 4.2.2. Administrative Charges and Reconciliation
 - 4.3. OUSD Administrative Fees
 - 4.4. Agency Administrative Fees
 - 4.5. Program Budget
 - 4.6. Modifications to Budget
 - 4.7. Program Fees
5. Scope of Work
 - 5.1. Student Outcomes
 - 5.1.1. Alignment with Community School Strategic Site Plan
 - 5.2. Oversight
 - 5.3. Enrollment
 - 5.4. Program Requirements
 - 5.4.1. Program Hours
 - 5.4.2. Program Days
 - 5.4.3. Program Components
 - 5.4.4. Staff Ratio
 - 5.5 Data Collection
 - 5.5.1. Accountability Reports
 - 5.5.2. Attendance Reports
 - 5.5.3. Use of Enrollment Packet
 - 5.6. Maintain Clean, Safe and Secure Environment



-
- 5.7. Meeting Participation
 - 5.8. Relationships
 - 5.9. Licenses
 - 6. Field Trip Policy. Field Trips, Off Site Events and Off Site Activities
 - 6.1. – 6.13.2., including, but not limited to:
 - 6.1. Licenses Permission Slips/Acknowledgement
 - 6.1.3. Notice of Waiver of All Claims
 - 6.5. Health Conditions/Medication
 - 6.6. Supervision
 - 6.7. Transportation Requirements
 - 6.11. Additional Requirements for High Risk, Overnight, Out of State Trips
 - 6.12. Additional Requirements for Field Trips/Excursions Which Include Swimming or Wading
 - 6.13. Additional Requirements for Trips to East Bay Regional Park District Bodies of Water (swimming pools, lagoons, shoreline parks and lakes) and Related Facilities
 - 7. Financial Records
 - 7.1. Accounting Records
 - 7.2. Disputes
 - 8. Invoicing
 - 8.1. Billing Structure
 - 8.2. Unallowable Expenses
 - 8.3. Invoice Requirements
 - 8.4. Submission of Invoices
 - 8.5. Submission of Invoices for ASESP and 21st Century Grants
 - 9. Ownership of Documents
 - 10. Changes
 - 10.1. Agency Changes
 - 10.2. Changing Legislation
 - 11. Conduct of Consultant
 - 11.1. Child Abuse and Neglect Reporting Act
 - 11.2. Staff Requirements
 - 11.2.1. Tuberculosis Screening



- 11.2.2. Fingerprinting of Agents
- 11.2.3. Minimum Qualifications
- 11.3. Removal of Staff
- 11.4. Conflict of Interest
- 11.5. Drug-Free/Smoke Free Policy
- 11.6. Non-Discrimination
- 12. Indemnification
- 13. Insurance
 - 13.1. Commercial General Liability
 - 13.2. Worker's Compensation
 - 13.3. Property and Fire
- 14. Litigation
- 15. Incorporation of Recitals and Exhibits
- 16. Counterparts
- 17. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
- 18. All exhibits, with required forms and timelines

[OUSD AFTER-SCHOOL LEAD AGENCY MOU SAMPLE CONTRACT](#)

The contract template that is currently being used by lead agencies can be accessed by clicking the following link. However, please be aware that we are in the process of revising the contract template in 2 main respects: (1) the revised contract will be a master contract between OUSD and the lead agency that does not specify the school site(s) where the agency is assigned, and (2) that master contract will last for 3 years (but note that agencies and sites will continue be matched in 1-year relationships, as they are currently). The other terms will be substantially similar to those in the current contract template.

All applicants are required to review the contract template currently in use, and sign the OUSD Expanded Learning Lead Agency MOU Boilerplate Checklist of the RFQ (Appendix IV).

Submission of this Signed Boilerplate Checklist will constitute a representation by your firm that it has read all the clauses listed in the OUSD Expanded Learning Lead Agency MOU contract sample (Appendix IV), is willing and able to comply with OUSD contracting requirements, and understands that the standard OUSD Expanded Learning Lead Agency MOU is subject to change annually.



Signature

Date

Name and Title of Signatory

Name of Organization

APPENDIX V: Appeals Process for Applicants

Any applicant may appeal to the Oakland Unified School District Community Schools Department if the determination that it is not prequalified. An appeal must be based on one or both of two following:

- **Unfair process** (e.g., the appellant’s proposal was treated differently than others, conflict of interest by OUSD Department of Expanded Learning staff, etc.)
- **Material error** (e.g., the appellant’s proposal was reviewed under the wrong funding strategy, failure to consider all application materials, incorrect application of evaluation rubric or some other mistake of fact occurred), or

The appellant must submit the appeal by August 27, 2021 (i.e., 5 business days after the Lead Agency Notification Date). If the appellant fails to file an appeal prior to the applicable appeals deadline, the appellant waives any and all rights to challenge the decision of the District, whether by administrative process, judicial process, or any other legal process or proceeding.

An appeal must clearly state the facts that establish one of the above-referenced bases for appeal and how, as a result, the appellant’s proposal was affected negatively. The appeal will be considered and adjudged by the Executive Director of Community Schools Student Services, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Andrea Bustamante, Executive Director
Community Schools Student Services
andrea.bustamante@ousd.org

Appellants will receive written notice of the outcome of their appeal by September 3, 2021. In the event that an applicant’s appeal is successful, the agency will be treated as all other prequalified agencies.



2021 OUSD Request for Qualifications Application
ASES, 21st CCLC, and ASSETS After-School Programs

NOTE: PLEASE PRE-REGISTER TO RECEIVE TO ACCESS TO A GOOGLE FORM
Cover Sheet:

Organization Name	Youth Together		
Address, City, State	1714 Franklin Street #100-153		
Lead Contact's Name:	Tony Douangviseth	2 nd Leads Contact's Name	Danielle Armstrong
Email:	tdouangviseth@youthtogether.net	Email:	darmstrong@youthtogether.net
Telephone #:	510.717.8383	Telephone #:	510.434.6

Service Category: Check the grade levels your organization is interested in serving.	
<input type="checkbox"/>	Elementary (TK-5)
<input type="checkbox"/>	Elementary/Middle (TK-8)
<input type="checkbox"/>	Middle (6-8)
<input checked="" type="checkbox"/>	High School (9-12)
<input type="checkbox"/>	Alternative High School
<input type="checkbox"/>	Continuation High School
<input checked="" type="checkbox"/>	Comprehensive High School

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are you currently an OUSD Lead Agency Partner?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Have you served as an OUSD Lead Agency partner before in past years?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If so, please identify the years and durations served.	11	# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please list all school districts you have served.		
How many school sites does your organization have the capacity to serve as a lead agency?	1	# Sites
In the box below, please briefly explain your rationale for this number of sites?		

Youth Together (YT) has been a valued partner at Skyline High School since 1996. YT only selected one school site in OUSD because all schools have different support needs. To determine partnership, Youth Together has to conduct an assessment with the school community and if the organization is capable of delivering high quality direct service.

APPLICATION QUESTIONS

After reading the RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)



ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD’s mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?
- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).
- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.
- Describe your organization’s strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization’s budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.
- Your budget should also show secured leveraged funds and resources that you would contribute to the operational costs of running an after-school program.
 - Elementary: \$133,000 to serve 84 students for 180 days of school year
 - (approx. 17 hours/week)
 - ○ Middle school: \$177,000 to serve 112 students for 180 days of school year
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 - ○ High school: \$250,000 to serve 140 students for 180 days
 - (approximately 15 hours/week)
- Your budget must detail:
 - Staffing costs for service delivery, staff training, and prep time
 - Full time site coordinator
 - Any agency management-level staff who will be paid by grant funds for support of direct service programming
 - Supplies, materials, curriculum, books, field trips, etc.
 - Agency administrative costs not to exceed 4% of contracted amount

Note: Your budget does not need to include snack costs
- Describe how your organization will secure additional funding to match the contracted funds from OUSD. The CDE requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]). Allowable match includes cost of services provided by the local educational agency (LEA) and/or their subcontractors, using non-ASES funds. All ASES and 21st CCLC grantees are required to allocate a minimum of 30% of the grant amount. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.
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Capacity

Fiscal

Infrastructure

Youth Dev. & Assessment

AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.
- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with requirements set forth by OUSD and the CA Dept. of Education. (Unless otherwise stated by CDE under extenuating circumstances all sites are required to):
 - Student ratio of 1:20 or better;
 - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
 - Full time school Site Coordinator stationed at each school site during the day
 - 85% attendance documented by daily OUSD mandated attendance protocols
 - Professional record keeping and reproduction upon request for district audits
- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

Capacity

Fiscal

Infrastructure

Youth Dev. & Assessment

YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?
- Please review the CDE's quality standards which are accessible on the [CDE Website](#). These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.
- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?



- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.

Instructions for RFQ Application Submission:

Please use this link to register to receive access to a [Google RFQ folder](#). The Google folder will house the RFQ application and supporting documents that will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm. Any documents submitted after the deadline will not be accepted or reviewed.

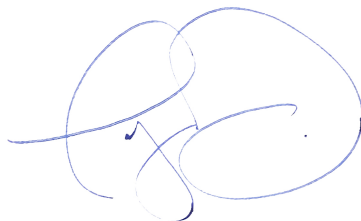
Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ process. All files will need to be clearly labeled based on the list below:

- One (1) sample Expanded learning program schedule with activity summary
- A sample budget pertaining to the program schedule and activity summary
- Profit and loss statement and/or copy of 2020 990 Tax Form
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- Copy of IRS letter certifying tax exempt status
- Proof of "active" status with the office of the California Secretary of State
- Board roster and minutes – Include the current board roster indicating officers and affiliations as well as Board approved minutes from the 2020-2021 school year.
- Signed letter of agreement (as elaborated upon in Section N)
- Most recent audited financial statements within 2 years and summary of the audit findings
- Letters of reference (maximum of 2)
- Documents demonstrating fulfillment of minimum qualifications (outlined in Section 13)
- Copy of certificate of current insurance

On behalf of Youth Together (agency), I, Tony Douangviseth (Name)
Executive Director (position), Declare under penalty of perjury under the laws
of the State of California that the foregoing is true and correct.

Signature:



Date: June 30th, 2021

AGENCY INFRASTRUCTURE

Youth Together Executive Director and After-School Site Coordinator meet every Monday morning to review work plans, approve new contracts and invoices, program update and support needs, and additional items to be completed for the week. The Site Coordinator schedules bi-weekly supervision meetings with program staff. Youth Together schedules bi-weekly all staff meetings to provide organizational transparency and after-school updates. The Youth Together Board of Directors convenes once a quarter to discuss the financial health of the organization accompanied with a detailed report of after-school programming.

During the on-boarding or professional development training sessions, CDE guidelines are reviewed/revisited and integrated into contracts such as qualifications and proper paperwork to be employed at Youth Together. At the performance evaluation meeting, ADA is also highlighted if the program staff is not meeting the target benchmark. The Site Coordinator will work with program staff to support the increase of attendance. All records are kept on site for safety reasons such as sign-in sheets and incident report forms. Copies are electronically stored at the central office as official record keeping.

A part of the Site Coordinator job description is to integrate into the school day community to better accommodate and assist after school participants and families. Currently their role involves meeting with the COST team, CATS, monthly check-in with school leadership/ administration, participating in faculty meetings as needed, and support with culture and climate meetings. The Site Coordinator directly reports to the Executive Director every Monday.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT

The total annual budget for the One Land One People Skyline High School After-School Program is \$371,000 and employs five (5) full time staff, six (6) part time staff, and five (5) consultants. Youth Together externally fundraises \$138,000 from government and private foundations to match 58% of the Assets fund. The matching funds help provide additional programming support such as equipment and supplies, covers fringe benefits and administrative costs, and additional personnel.

Approximately \$326,700 or 88% of the total annual budget is personnel, \$25,000 consultants/ providers, \$20,000 for program expenditures. Youth Together approach to high quality afterschool programs is to establish daytime relationships with the school site community that is effective for after-school for program participants at Skyline High School. For example, to provide intensive academic support program staff need dedicated time during the school day to conduct SARB/SART or individual check-in's as well as build relationships with teachers to keep students on track. Increased interface with students during the day can also increase the likelihood of students remaining in afterschool. The Youth Center is open 180 days in the school year from 7:30AM to 6:00PM.

The matching funds come from different funding sources such as OFCY (Oakland Funding for Children and Youth), The San Francisco Foundation, The California Endowment, and private foundations/funders.

SECURED FUNDING for 2021-2022

#	Funding Source	Amount
1	Oakland Funding for Children and Youth	\$94,000

2	The San Francisco Foundation	\$65,000
3	The California Endowment	\$100,000
	TOTAL	\$259,000

Youth Together works with a fund development consultant to create an annual fund development plan. The resource and development plan seeks to boost Youth Together’s revenue through increasing partnerships with Foundations, Funding Circles and Corporate Sponsors. Youth Together also engages the Board of Directors in developing annual fundraising events to raise the agency’s profile in the community.

Youth Together has a finance manager that keeps track of all of organizational finances. The Executive Director and Finance Manager meet regularly to maintain the fiscal health of the organization. The Board of Directors receive a quarterly finance report that details incoming and outgoing expenses, finance gaps and targets, and budget actuals. Youth Together for the past five years has conducted an internal financial audit to identify any major findings. 990 are consistently submitted after every fiscal year to remain in good standing with our non-profit status with the Internal Revenue Services.

Payroll is submitted 1st/30th and 15th every month. Payments to staff regardless of salary or hourly wages are made on time and vacation/ sick time is sent at the end of every month or staff can also independently review on their own through the organization's platform. Site Coordinator is in charge of program staff invoices and timesheets. Every program has a numeric code to help identify which funding source to document. A finance report is submitted to the Executive Director to review the previous month after the 15th of each month.

ORGANIZATIONAL CAPACITY

Grounded in our commitment to peace, unity and justice, the mission of Youth Together is to address the root causes of educational inequities by developing multiracial youth leaders and engaging school community allies to promote positive school change.

Education is a basic human right, not a privilege. The vision of Youth Together is to reclaim public education. We seek to create public educational systems that are just, community based, supportive and people centric. We aim to empower, mobilize, and build self-determination among students and their communities.

Youth Together envisions students who think critically, are social change agents, and who challenge internalized, interpersonal, and institutional oppression in their schools and communities. Specifically, we envision public schools as spaces where youth, their families, and community members are key decision makers in their educational experience.

We envision an educational system that is both the center of the community and a tool for creating community. When local educational institutions are designed to meet the needs of students, a strong community is created.

Youth Together (YT) emerged in 1996 following interracial violence at Castlemont High School in Oakland, California and Richmond High School in Richmond, California. Both incidents resulted in the temporary shutdown of schools, thus opening a door for students, community members, and school administrators to identify the conditions contributing to student's educational barriers. Recognizing racialized educational disparities as the root cause, Youth Together was birthed as an intervention, direct

action response and community inspired solution. Since its inception, our model of Transformational Leadership Development has been locally and nationally recognized as a model program for developing youth leadership, educational justice, student organizing and parent/community engagement.

Youth Together's multiracial leadership development and organizing program model has resulted in local, regional, and statewide social change victories such as the creation of East Oakland's Youth UpRising (2005), Richmond's RYSE Center (2008) and the One Land One People Skyline High School Youth Center (2002). Our youth leaders' successes triggered a re-evaluation (2003) and elimination of the California High School Exit Exam (2006); the passage of the Local Control Funding Formula in California (2013); ensured Student Government Leaders play a more active role in decision making throughout Oakland Unified School District (OUSD); and assured the passage/implementation of the A-G school standards policy in OUSD so graduating youth are eligible for UC's and CSU's (2009). And most recently in November 2020, winning the legal right to allow sixteen (16) year olds the right to vote in Oakland school board elections becoming the 6th city in the nation to give young people electoral power.

Youth Together operates on high school campuses where 70% of the overall student population qualify for the Free and Reduced Lunch program. Our strategic location in East and West Oakland helps us reach our target population of low-income students of color at risk for school push-out/drop-out: all students served receive free or reduced lunch, over 86% of students are Latino or African American (12% Asian, Native American, Multiracial and other ethnicities and 2% Caucasian), 62% of our students

identify as female, 32% as male, and 6% identify as transgender/ genderqueer/ non-binary. Our students come from communities facing housing disparities, marginalization due to immigration status, and community violence.

Since 2002 Youth Together has operated the One Land One People Collaborative Youth Center at Skyline High School as a lead agency that supports and services more than half of the student population. In 2009 our partnership with Alameda County Behavioral Services co-created the Coordination of Services Team (COST) and in 2013 we co-created the College Access Team Supports (CATS). Since 2010 newcomers and English Language Learners youth and families have been supported through summer and monthly programs striving to create a healthy and meaningful educational experience for students and parents.

Youth Together staff retention rate on average is around four (4) years for full time positions. The organizational infrastructure is guided and driven by community need and impact. As a multiracial organization we firmly believe that Youth Together must reflect the communities in which we serve. Youth Together co-create job descriptions with line staff, leadership, and young people. Our outreach strategy is to not only utilize platforms to cast a wider net but to also reach out to potential candidates in the Oakland community through our smaller networks. Youth Together undergoes two to three rounds of interviews to identify strengths, areas of growth, and potential investment to prime the candidate to be successful in their position at Youth Together. Staff and young people are a part of the interview process as well as key-decision making. We offer competitive salaries, full benefits, and integrated staff wellness as a key policy to retain healthy staff for the long haul.

YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT

Positive Youth Development Approach:

External evaluations of the program as early as 2000 identified Youth Together's success in positive youth development through innovative strategies including civic and social engagement. Per one of the evaluations conducted by Harvard University education professor Pedro Noguera, "participants developed into strong role models for their peers and empowered student leaders who inserted themselves into the decision-making process at their schools." Youth Together operates One Land, One People (OLOP) and provides programming that develops the college readiness, work experience, and supportive mentoring relationships ingredients needed for positive youth development.

According to the Learning to Lead evaluation report published by John Rogers and Veronica Terriquez in 2013, Youth Together alumni were more likely to receive mostly A's and B's (54%) than the California General Population (47%) or other Low-Income Young Adults (35%). In addition, alumni were suspended/expelled less often (13%) than the California General Population (20%) or other Low-Income Young Adults (25%.) This data is striking when you consider the demographics of Youth Together youth participants: around 75% are eligible for free or reduced lunch, 60% are Black or Latino, and all reside in communities that experience high crime, low socioeconomic status, and resource deficits.

Cultural Awareness & Sensitivity:

Youth Together is built on cultural awareness and sensitivity for each individual student's ethnic, racial, gender, and sexual identity. Youth Together's staff demographics mirror those of the student population--in fact, multiple Youth Together staff participated in the program themselves. Sharing high school experiences, racial backgrounds and spoken languages allow staff to recognize and accommodate the unique challenges due to student's sex, race, sexual orientation, exposure to trauma, immigration experience, mental health, socioeconomic status, and other factors specific to young people in Bay Area high school communities.

Evidence-Based Practices:

Youth Together's model of youth empowerment builds on decades of evidence based practices, supported by evaluations measuring relevant processes and providing measurement feedback. First, Youth Together utilizes the Resiliency Theory popularized by Bonnie Bernard and others which emphasize that individuals can succeed against overwhelming odds *when given the opportunity and support* (Bernard 1991, Gabriel 1996.) Second, Youth Together utilizes the evidence-based understanding that the organizations most successful in fostering resilience are those that believe in the potential of each youth, focus on listening, and provide opportunities for real responsibility and work (McLaughlin 1994.) Third, Youth Together utilizes the evidence-based practice of providing civic engagement opportunities in adolescence to increase intrinsic motivation, which is positively correlated with educational attainment and higher life satisfaction, and negatively correlated with aggressive behaviors, substance use,

and arrest rates in emerging youth in leading community change efforts essential to an equitable future.

Professional Development Trainings

All Youth Together staff are required to undergo two weeks of professional development training during summer. Training consists of mandated reporting, conflict mediation/restorative justice circles, lesson plan/curriculum development, cultivating healthy relationships through community building activities, and establishing effective partnerships with youth and families. Youth Together also integrates a week-long program plan session as a team. This process helps foster collaboration and cohesion amongst program staff and youth.

Landscape Analysis

The demographics are constantly changing in Oakland. Therefore our approach and practices need to pivot to accommodate the changes in our community and school sites to better serve. The programming staff at Youth Together have valued learning how our organization can be more effective with our direct services such as supporting newcomers, LGBTQ community, and intensive academic support for our most impacted youth. Youth Together also takes a deeper dive into program impact from the previous year. Program staff develop annual program goals with quarterly benchmarks. As we enter the academic year, Youth Together hosts quarterly staff retreats to review and modify our strategy heading into the next quarter for improvement. Professional evaluation and organizational feedback also occurs quarterly as a way to promote growth and more support for program staff.

Skyline High School (306) Program Schedule 2021-2022

Program Name	Monday	Tuesday	Wednesday	Thursday	Friday
Open Library - Study Group w/ Peer Tutors	7:30AM to 8:15AM	7:30AM to 8:15AM	7:30AM to 8:15AM	7:30AM to 8:15AM	7:30AM to 8:15AM
After-School Drop In Tutoring	3:15PM to 4:30PM	3:15PM to 4:30PM		3:15PM to 4:30PM	3:15PM to 4:30PM
Athletic Study Hall w/ Peer Tutors	3:15PM to 4:30PM	3:15PM to 4:30PM	1:30PM to 3:30PM	3:15PM to 4:30PM	
BMoC Boys & Men of Color Group			1:30PM to 3:30PM		
9 th & 10 th Grade Academic and Career Support Group	3:15PM to 4:30PM		1:30PM to 3:30PM		
11 th & 12 th Grade Academic and Career Support Group		3:15PM to 4:30PM		3:15PM to 4:30PM	
Peer Tutoring Program	3:15PM to 4:30PM	3:15PM to 4:30PM	1:30PM to 3:30PM	3:15PM to 4:30PM	
Youth Together Leadership		3:15PM to 4:30PM		3:15PM to 4:30PM	

Development					
Film Production		3:15PM to 4:30PM		3:15PM to 4:30PM	
Workshop Wednesday			1:30PM to 3:30PM		
Dual Enrollment 11th & 12th Grade Elective		2:00PM - 3:15PM		2:00PM - 3:15PM	
Drivers Education			1:30PM to 3:30PM		
Polynesian Dance Club	3:15PM to 5:15PM	3:15PM to 5:15PM	1:30PM to 3:30PM	3:15PM to 5:15PM	
Self-Defense Course			1:30PM to 3:30PM		
Majorette Dance Team	3:15PM to 5:15PM	3:15PM to 5:15PM	1:30PM to 3:30PM	3:15PM to 5:15PM	
Cross Country and Track and Field (Off Season)	3:15PM to 5:15PM	3:15PM to 5:15PM	1:30PM to 3:30PM	3:15PM to 5:15PM	1:30PM to 3:30PM

Program Offerings and Description for 2021-2022

Athletic Study Hall: Host study hall and tutoring services for Football, Basketball and Cheerleading to help students maintain a “C” average of higher in all classes and attend class regularly.

After-School Drop-In Tutoring: Focused primarily on 9th and 10th grade students (but open to 11th and 12th graders) to increase understand in Math, English and other core subjects.

Boys and Men of Color Group: An academic and support group for a cohort of 40-60 African American, Latino and Pacific Islander young men. We integrate community building activities provide upper class tutor and mentors, and the coordinator acts as a liaison between teachers and parents.

9th & 10th Grade Academic and Career Support Group: Aimed to increase English literacy and Mathematical skill sets through tutoring and mentoring. Students will participate in college and career workshops, ethnic studies curriculum and community building activities.

11th & 12th Grade Academic and Career Support Group: Aimed to strengthened English literacy and Mathematical skill sets through tutoring and mentoring and to assist with credit recovery. Students will participate in college and career workshops, ethnic studies curriculum, community building activities and create/prepare plans for post-graduation.

SAT Prep Course for 11th Grade Students: This program will help students to prepare for the college entrance exam to increase their chances of getting accepted into a 4-year college or university.

Peer Tutoring Program: 11th and 12th grade students are given the opportunity to tutor their peers in Math, English and Languages Other Than English. Peer tutors will work directly with line staff to identify and individually support students in programming that need support academically in their core classes.

Open Library: The library is open before school for any student who needs a space to study, finish assignments, or utilize the technology available.

Youth Together Leadership Development: Programming focuses on social justice issues, leadership development, campaign organizing and teach-ins. Students will work collaboratively with students from other school sites to create an end of the year production showcasing what they learned during the school year.

Film Production: Provides students with the unique opportunity to produce short films focusing on specific genres that sparks their interest such as documentary, drama, comedy, romance, etc.

Workshop Wednesday: Weekly workshops focused on academic enrichment, Do It Yourself (DIY) projects, cultural and self-awareness seminars and skill building.

College Tours to local colleges: This program will expose students to different types of college campuses, resources and support groups to increase their interest in pursuing higher education.

Dual Enrollment: In partnership with Peralta Colleges, students are able to take college course after school that focus on academic supports, and visual arts that differ from what they offered during the school day.

Drivers Education: Students who are 15 ½ will receive instructional hours through an online course to receive their pink slip needed to obtain a California Driver's License.

Polynesian Dance Club: Offered 4 days out of the week for a total of 12 hours. All students are welcome to participate.

Cross Country and Track and Field (Off Season): Offered 5 days out of the week for a total of 12.5 hours. All students are welcome to participate.

Majorette Dance Team: Offered 4 days out of the week for a total of 12 hours. All students are welcome to try out.

Self-Defense Course: Offered periodically throughout the year during workshop Wednesdays. All students are welcome to participate.

2021-22 AFTER SCHOOL BUDGET PLANNING SPREADSHEET

HIGH SCHOOLS 02.2020									
Site Name	Site #	21CCLC Core		21CCLC Equitable Access		Other Lead Agency Funds			
Average # of students to be served daily (ADA)	%	Resource 4214, Program	%	Resource 4234, Program	%	Lead Agency	Lead Agency		
TOTAL GRANT AWARD		250,000.00		25,000.00					
CENTRAL COSTS: INDIRECT, ADMIN, EVAL, PROFESSIONAL DEVELOPMENT, CUSTODIAL									
OUSD Indirect (5.00%)		1190.76		1190.48					
OUSD ASPO admin, evaluation, and training/technical assistance costs		15,576.32		1,557.63					
Custodial Staffing and Supplies at 3.5%		7,788.16		778.82					
TOTAL SITE ALLOCATION		214,730.75		21,473.08					
CERTIFICATED PERSONNEL									
1120 Quality Support Coach/Career Pathways' Liaison (Highly Recommended)		2500		0					
1120 Certificated Teacher- Extended Contracts		3000		0					
1120 Certificated Teacher - Credit Recovery - English I									
1120 Certificated Teacher - Credit Recovery - Algebra I									
1120 Career Pathway Certificated Teacher Extended Contracts									
Total certificated		5500		0				0	
CLASSIFIED PERSONNEL									
2220 SSO		0							
Total classified		0	0	0	0	0	0	0	
BENEFITS									
3000% Employee Benefits for Certificated Teachers on Extended Contract (benefits at 24.5%)		1347.5		0					
3000% Employee Benefits for Classified Staff on Extra Time (Overtime (benefits at 29%))		0		0					
3000% Employee Benefits for Salaried Employees (42%)									
3000% Lead Agency benefits (rate: 25 %)								56700	
Total benefits		1347.5	0	0	0	0	0	56700	
BOOKS AND SUPPLIES									
4310 Supplies								20000	
4310 Curriculum								0	
5829 Field Trips			3000					0	
4420 Computers (OUSD only)								0	
District professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings)			2500						
Total books and supplies		0	5500	0	0	0	0	20000	
CONTRACTED SERVICES									
5825 Site Coordinator (not here if CBO staff) \$26.94 per hr x 8 hrs/day x 232			50000					20000	
5825 Family Liaison \$26.94 per hr x 4 hrs/days x 232			6753.43			18246.89		35000	
5825 Guidance Counselor and College & Career Readiness Coach (required for Alt. Ed.) Joe Bates x \$26.94 per hr x 8hrs/days x 232 days			50000					10000	
5825 Credit Recovery Coach \$20 per hr x 4 hr/day x 181 days			14480						
5825 2 Academic Mentor for 9th-12th graders \$20 per hr x 4 hrs/day x 116 days			18560						
5825 Youth Internship Stipends 10 Youth x \$1000			10000						
5825 6 Academic Instructors \$25 per hr x 2 hr/day x 40 days			12000						
5825 9 Enrichment Facilitators x \$25 per hr x 3 hr/day x 116 days (TIWITW)			27000						
5825 Subcontractors (List specific agency name for each subcontractor) REEL Oakland Film Program Study Smart Tutors Drivers Ed			5600						
5825 Staff time to participate in Continuous Quality Improvement trainings and meetings			2020.75			2629.28			
5825									
5825									
5825									
5825									
5825									
5825									
5825									
Total services		0	196,434.18	0	20,876.17	0	0	65000	
IN-KIND DIRECT SERVICES									
								0	
Total value of in-kind direct services								0	
LEAD AGENCY ADMINISTRATIVE COSTS									
Lead Agency admin (4% max of total contracted \$)			5,969.07			596.91		0	
SUBTOTALS									
Subtotals DIRECT SERVICE	85.00	10,585.82	201934.18	85.00	373.83	20876.17		141700	
Subtotals Admin/Indirect	15.00	31530.93	5,969.07	15.00	3153.09	596.91		0	
TOTALS									
Total budgeted per column		42,116.75	207,883.25		3,526.92	21,473.08		141700	
Total BUDGETED	10000	0	250,000.00	100.00	25,000.00	0		141700	
BALANCE remaining to allocate			0.00		0.00				
TOTAL GRANT AWARD/ALLOCATION TO SITE			250,000.00		25,000.00				

Required Signatures for Budget Approval:
 Principal: _____
 Lead Agency: _____

Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public. Go to www.irs.gov/Form990 for instructions and the latest information.

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning 7/01, 2019, and ending 6/30, 2020

B Check if applicable: Address change, Name change, Initial return, Final return/terminated, Amended return, Application pending. C Youth Together, Inc. 1714 Franklin Street, Suite 100-153 Oakland, CA 94612. D Employer identification number 35-2201239. E Telephone number 510-992-3817. G Gross receipts \$ 910,004.

F Name and address of principal officer: T. Adefela Thomas Same As C Above. H(a) Is this a group return for subordinates? Yes No. H(b) Are all subordinates included? Yes No.

I Tax-exempt status: X 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527. J Website: N/A. H(c) Group exemption number.

K Form of organization: X Corporation Trust Association Other. L Year of formation: 2003. M State of legal domicile: CA

Part I Summary

1 Briefly describe the organization's mission or most significant activities: Youth Together, Inc. is a California nonprofit public benefit corporation which was incorporated on October 1, 2003, to promote and support multi-racial youth leadership development in Bay Area high schools. 2 Check this box if the organization discontinued its operations or disposed of more than 25% of its net assets. 3 Number of voting members of the governing body (Part VI, line 1a) 3. 4 Number of independent voting members of the governing body (Part VI, line 1b) 3. 5 Total number of individuals employed in calendar year 2019 (Part V, line 2a) 7. 6 Total number of volunteers (estimate if necessary) 5. 7a Total unrelated business revenue from Part VIII, column (C), line 12 0. 7b Net unrelated business taxable income from Form 990-T, line 39 0.

Revenue table with columns: Revenue, Prior Year, Current Year. Rows 8-12: Contributions and grants, Program service revenue, Investment income, Other revenue, Total revenue.

Expenses table with columns: Expenses, Prior Year, Current Year. Rows 13-19: Grants and similar amounts paid, Benefits paid, Salaries, Professional fundraising fees, Total fundraising expenses, Other expenses, Total expenses, Revenue less expenses.

Net Assets or Fund Balances table with columns: Net Assets or Fund Balances, Beginning of Current Year, End of Year. Rows 20-22: Total assets, Total liabilities, Net assets or fund balances.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here: Signature of officer Tony Douangviseth, Executive Director. Date.

Paid Preparer Use Only: Print/Type preparer's name Sanwar Harshwal, CPA. Preparer's signature. Date 05/14/2021. Check self-employed. PTIN P01249746. Firm's name HARSHWAL & COMPANY LLP. Firm's address 7677 OAKPORT ST STE 460 OAKLAND, CA 94621. Firm's EIN 27-0741376. Phone no. (510) 452-5051.

May the IRS discuss this return with the preparer shown above? (see instructions) X Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:

Youth Together, Inc. is a California nonprofit public benefit corporation which was incorporated on October 1, 2003, to promote and support multi-racial youth leadership development in Bay Area high schools.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 514,094. including grants of \$) (Revenue \$)

See Schedule O

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses ▶ 514,094.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If 'Yes,' complete Schedule A.</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If 'Yes,' complete Schedule C, Part I.</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If 'Yes,' complete Schedule C, Part II.</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If 'Yes,' complete Schedule C, Part III.</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If 'Yes,' complete Schedule D, Part I.</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If 'Yes,' complete Schedule D, Part II.</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If 'Yes,' complete Schedule D, Part III.</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If 'Yes,' complete Schedule D, Part IV.</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If 'Yes,' complete Schedule D, Part V.</i>		X
11 If the organization's answer to any of the following questions is 'Yes,' then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If 'Yes,' complete Schedule D, Part VI.</i>		X
b Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VII.</i>		X
c Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VIII.</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part IX.</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If 'Yes,' complete Schedule D, Part X.</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If 'Yes,' complete Schedule D, Part X.</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If 'Yes,' complete Schedule D, Parts XI and XII.</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional.</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If 'Yes,' complete Schedule E.</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If 'Yes,' complete Schedule F, Parts I and IV.</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If 'Yes,' complete Schedule F, Parts II and IV.</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If 'Yes,' complete Schedule F, Parts III and IV.</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If 'Yes,' complete Schedule G, Part I (see instructions).</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If 'Yes,' complete Schedule G, Part II.</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If 'Yes,' complete Schedule G, Part III.</i>		X
20a Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H.</i>		X
b If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>		X
23 Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>		X
24b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?.....		
24c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?.....		
24d Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?.....		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
25b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
28a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
28b A family member of any individual described in line 28a? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
28c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?.....		X
35b If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note: All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1 a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable.....		
1 b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable.....		
1 c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?.....		

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. 2a 7		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? 2b	X	
Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year? 3a		X
b	If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation on Schedule O. 3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? 4a		X
b	If 'Yes,' enter the name of the foreign country ▶ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? 5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? 5b		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? 5c		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? 6a		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? 6b		
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? 7a		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? 7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? 7c		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year. 7d		
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? 7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? 7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? 7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? 7h		
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? 8		
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966? 9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? 9b		
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12. 10a		
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities. 10b		
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders. 11a		
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) 11b		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041? 12a		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. 12b		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? 13a		
Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans. 13b		
c	Enter the amount of reserves on hand 13c		
14a	Did the organization receive any payments for indoor tanning services during the tax year? 14a		X
b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation on Schedule O. 14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? 15		X
If 'Yes,' see instructions and file Form 4720, Schedule N.			
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? 16		X
If 'Yes,' complete Form 4720, Schedule O.			

Part VI Governance, Management, and Disclosure For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI.

Section A. Governing Body and Management

		Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year. 1 a 3 If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1 b	Enter the number of voting members included on line 1a, above, who are independent. 1 b 3		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7 b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8 a	a The governing body?		X
8 b	b Each committee with authority to act on behalf of the governing body?		X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses on Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?		X
10 b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11 b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12 a	Did the organization have a written conflict of interest policy? If 'No,' go to line 13.	X	
12 b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12 c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done.	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15 a	a The organization's CEO, Executive Director, or top management official.	X	
15 b	b Other officers or key employees of the organization. If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).		X
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16 b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed ▶ CA
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O) See Sch. O
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records ▶

Youth Together, Inc 1714 Franklin Street Suite 100-153 Oakland CA 94612 510-992-3817

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII.

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Tony Douanviseth Executive Dir.	40 0			X			70,000.	0.	0.	
(2) Prishni Murillo Board Member	2 0	X					0.	0.	0.	
(3) Danfenq Soto-Vigil Koon President	2 0			X			0.	0.	0.	
(4) T. Adefela Thomas Treasurer	2 0			X			0.	0.	0.	
(5) Ebony Johnson Secretary	2 0			X			0.	0.	0.	
(6)										
(7)										
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(15) -----									
(16) -----									
(17) -----									
(18) -----									
(19) -----									
(20) -----									
(21) -----									
(22) -----									
(23) -----									
(24) -----									
(25) -----									

1 b Subtotal	70,000.	0.	0.
c Total from continuation sheets to Part VII, Section A	0.	0.	0.
d Total (add lines 1b and 1c)	70,000.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes,' complete Schedule J for such individual.</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1 a				
	b Membership dues	1 b				
	c Fundraising events	1 c				
	d Related organizations	1 d				
	e Government grants (contributions)	1 e 178,134.				
	f All other contributions, gifts, grants, and similar amounts not included above	1 f 436,192.				
	g Noncash contributions included in lines 1a-1f	1 g				
	h Total. Add lines 1a-1f		614,326.			
Program Service Revenue	2 a <u>Subcontracts</u>	Business Code	294,105.	294,105.		
	b -----					
	c -----					
	d -----					
	e -----					
	f All other program service revenue					
	g Total. Add lines 2a-2f		294,105.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		74.	74.		
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	6 a	(i) Real	(ii) Personal		
		b Less: rental expenses	6 b			
		c Rental income or (loss)	6 c			
		d Net rental income or (loss)				
	7 a Gross amount from sales of assets other than inventory	7 a	(i) Securities	(ii) Other		
		b Less: cost or other basis and sales expenses	7 b		2,550.	
		c Gain or (loss)	7 c		-2,550.	
		d Net gain or (loss)		-2,550.	-2,550.	
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8 a				
		b Less: direct expenses	8 b			
		c Net income or (loss) from fundraising events				
9 a Gross income from gaming activities. See Part IV, line 19	9 a					
	b Less: direct expenses	9 b				
	c Net income or (loss) from gaming activities					
10 a Gross sales of inventory, less returns and allowances	10 a					
	b Less: cost of goods sold	10 b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue	11 a <u>Misc Revenue</u>	Business Code	1,499.	1,499.		
	b -----					
	c -----					
	d All other revenue					
	e Total. Add lines 11a-11d		1,499.			
12 Total revenue. See instructions		907,454.	293,128.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	70,000.	42,000.	10,500.	17,500.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	253,624.	196,176.	29,650.	27,798.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	34,795.	25,748.	4,175.	4,872.
10 Payroll taxes	28,624.	21,182.	3,435.	4,007.
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting	17,530.		17,530.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O, Sch. O)	211,233.	157,987.	1,526.	51,720.
12 Advertising and promotion				
13 Office expenses	10,280.	3,739.	6,220.	321.
14 Information technology	2,969.	2,969.		
15 Royalties				
16 Occupancy	12,244.	9,060.	1,470.	1,714.
17 Travel	2,769.	2,769.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	9,385.	9,144.	241.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	9,440.	6,986.	2,454.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>Youth Stipend</u>	31,383.	31,383.		
b <u>Supplies</u>	4,377.	4,377.		
c <u>Fees, Dues</u>	2,277.		2,277.	
d <u>Staff Development</u>	1,855.		1,855.	
e All other expenses	3,217.	574.	1,640.	1,003.
25 Total functional expenses. Add lines 1 through 24e	706,002.	514,094.	82,973.	108,935.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X.

		(A) Beginning of year		(B) End of year
Assets	1 Cash – non-interest-bearing	41,224.	1	62,205.
	2 Savings and temporary cash investments	5,148.	2	180,208.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	73,502.	4	122,162.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	3,988.	9	4,298.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b	2,550.	10c
	11 Investments – publicly traded securities		11	
	12 Investments – other securities. See Part IV, line 11		12	
	13 Investments – program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	1.	15	850.
16 Total assets. Add lines 1 through 15 (must equal line 33)	126,413.	16	369,723.	
Liabilities	17 Accounts payable and accrued expenses	19,964.	17	61,822.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26 Total liabilities. Add lines 17 through 25	19,964.	26	61,822.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	106,449.	27	100,000.
	28 Net assets with donor restrictions		28	207,901.
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances.	106,449.	32	307,901.
33 Total liabilities and net assets/fund balances.	126,413.	33	369,723.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI.

1	Total revenue (must equal Part VIII, column (A), line 12)	1	907,454.
2	Total expenses (must equal Part IX, column (A), line 25)	2	706,002.
3	Revenue less expenses. Subtract line 2 from line 1	3	201,452.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	106,449.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	307,901.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII.

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____		
If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2b	Were the organization's financial statements audited by an independent accountant?	X	
If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
2c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?		X
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization Youth Together, Inc.	Employer identification number 35-2201239
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
 - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)	533,174.	728,105.	626,201.	236,750.	614,326.	2,738,556.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						0.
3 The value of services or facilities furnished by a governmental unit to the organization without charge.						0.
4 Total. Add lines 1 through 3.	533,174.	728,105.	626,201.	236,750.	614,326.	2,738,556.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f).						0.
6 Public support. Subtract line 5 from line 4.						2,738,556.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4.	533,174.	728,105.	626,201.	236,750.	614,326.	2,738,556.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.				28.	74.	102.
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						0.
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) See Part VI.					1,499.	1,499.
11 Total support. Add lines 7 through 10.						2,740,157.
12 Gross receipts from related activities, etc. (see instructions).					12	528,589.
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here .						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f)).	14	99.94 %
15 Public support percentage from 2018 Schedule A, Part II, line 14.	15	99.95 %

- 16a **33-1/3% support test—2019.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization.
- b **33-1/3% support test—2018.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization.
- 17a **10%-facts-and-circumstances test—2019.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.
- b **10%-facts-and-circumstances test—2018.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization.
- 18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions.

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose.						
3 Gross receipts from activities that are not an unrelated trade or business under section 513.						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
5 The value of services or facilities furnished by a governmental unit to the organization without charge.						
6 Total. Add lines 1 through 5.						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons.						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year.						
c Add lines 7a and 7b.						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6.						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975.						
c Add lines 10a and 10b.						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on.						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f)).	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15.	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f)).	17	%
18 Investment income percentage from 2018 Schedule A, Part III, line 17.	18	%

19a 33-1/3% support tests—2019. If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33-1/3% support tests—2018. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If 'No,' describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If 'Yes,' answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If 'Yes,' describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If 'Yes,' explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ('foreign supported organization')? <i>If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If 'Yes,' describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If 'Yes,' explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If 'Yes,' provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If 'Yes,' provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If 'Yes,' provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If 'Yes,' answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If 'Yes' to a, b, or c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If 'No,' describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If 'Yes,' explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If 'No,' describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If 'No,' explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If 'Yes,' describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If 'Yes,' then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>			
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If 'Yes,' explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>			
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If 'Yes,' describe in Part VI the role played by the organization in this regard.</i>			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

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Schedule A (Form 990 or 990-EZ) 2019

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D – Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

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Schedule A (Form 990 or 990-EZ) 2019

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.
(See instructions.)

Part II, Line 10 - Other Income

<u>Nature and Source</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Misc. Income	\$ 1,499.				
Total	<u>\$ 1,499.</u>	<u>\$ 0.</u>	<u>\$ 0.</u>	<u>\$ 0.</u>	<u>\$ 0.</u>

Schedule B**(Form 990, 990-EZ, or 990-PF)**Department of the Treasury
Internal Revenue Service**Schedule of Contributors**▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
▶ **Go to www.irs.gov/Form990 for the latest information.**

OMB No. 1545-0047

2019

Name of the organization

Youth Together, Inc.

Employer identification number

35-2201239

Organization type (check one):**Filers of:****Section:**

Form 990 or 990-EZ

 501(c)(3) (enter number) organization 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

Form 990-PF

 527 political organization 501(c)(3) exempt private foundation 4947(a)(1) nonexempt charitable trust treated as a private foundation 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note:** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule** For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.**Special Rules** For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II. For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III. For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year. ▶ \$ _____**Caution:** An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization Youth Together, Inc.	Employer identification number 35-2201239
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	The California Endowment 1000 North Alameda Street Los Angeles, CA 90012	\$ 37,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	Alcibie Alliance P O Box 7508 Menlo Park, CA 94026	\$ 150,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	New Venture Fund 1201 Connecticut Ave NW, Suite Washington, DC 20036	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	San Francisco Foundation One Embarcadero Center, #1400 San Francisco, CA 94111	\$ 208,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	City of Oakland 150 Frank H Ogawa Plaza, #4340 Oakland, CA 94612	\$ 150,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	Oakland Fund for Children and Youth 150 Frank H Ogawa Plaza, #4340 Oakland, CA 94612	\$ 80,965.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Youth Together, Inc.

Employer identification number

35-2201239

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	Oakland Unified School District 1000 Broadway, Suite 150 Oakland, CA 94607	\$ 220,826.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

**SCHEDULE D
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

▶ Attach to Form 990.

▶ Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

Employer identification number

Youth Together, Inc.

35-2201239

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (for example, recreation or education) Preservation of a historically important land area

Protection of natural habitat Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2 a
b Total acreage restricted by conservation easements	2 b
c Number of conservation easements on a certified historic structure included in (a)	2 c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2 d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? Yes No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1 a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1. ▶ \$ _____

(ii) Assets included in Form 990, Part X. ▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1. ▶ \$ _____

b Assets included in Form 990, Part X. ▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange program
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1 c
d Additions during the year	1 d
e Distributions during the year	1 e
f Ending balance	1 f

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII.

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) Unrelated organizations	3a(i)	
(ii) Related organizations	3a(ii)	
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 0.

Part VII Investments – Other Securities.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
Total. (Column (b) must equal Form 990, Part X, column (B) line 12.)		

Part VIII Investments – Program Related.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, column (B) line 13.)		

Part IX Other Assets.

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 15.)	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, column (B) line 25.)	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII.

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements.....		1	907,454.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments.....	2a		
	b Donated services and use of facilities.....	2b		
	c Recoveries of prior year grants.....	2c		
	d Other (Describe in Part XIII.).....	2d		
	e Add lines 2a through 2d.....		2e	
3	Subtract line 2e from line 1.....		3	907,454.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b.....	4a		
	b Other (Describe in Part XIII.).....	4b		
	c Add lines 4a and 4b.....		4c	
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.).....		5	907,454.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements.....		1	706,002.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities.....	2a		
	b Prior year adjustments.....	2b		
	c Other losses.....	2c		
	d Other (Describe in Part XIII.).....	2d		
	e Add lines 2a through 2d.....		2e	
3	Subtract line 2e from line 1.....		3	706,002.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b.....	4a		
	b Other (Describe in Part XIII.).....	4b		
	c Add lines 4a and 4b.....		4c	
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.).....		5	706,002.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The Internal Revenue Service and the California Franchise Tax Board have determined that the Organization is exempt from federal and state income taxes under Internal Revenue Code Section 501(c)(3) and the California Revenue and Taxation Code Section 23701(d). The Organization has evaluated its current tax positions as of June 30, 2020 and 2019 and is not aware of any significant uncertain tax positions for which a reserve would be necessary. The Organization's tax returns are generally subject to examination by federal and state taxing authorities for three and four years,

Part XIII Supplemental Information *(continued)*

Part X - FASB ASC 740 Footnote (continued)

respectively after they are filed.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

**Open to Public
Inspection**

Youth Together, Inc.

Employer identification number

35-2201239

Form 990, Part III, Line 4a - Program Service Accomplishments

Youth Together (YT) emerged in 1996 following interracial violence at Castlemont High School in Oakland, California and Richmond High School in Richmond, California. Both incidents resulted in the temporary shutdown of schools, thus opening a door for students, community members, and school administrators to identify the conditions contributing to the upheaval and student's unrest. Recognizing racialized educational disparities as the root cause, Youth Together was birthed as an intervention, direct action response and community inspired solution. Since its inception, Youth Together's model of Transformational Leadership Development has been locally and nationally recognized as a model program for developing youth leadership, educational justice, student organizing and parent/community engagement. Grounded in our commitment to peace, unity, and justice, the mission of Youth Together is to address the root causes of educational inequities by developing multiracial youth leaders and engaging school community allies to promote positive school change.

Youth Together currently operates on school campuses where 76% of the student population is on the Free and Reduced Lunch program. Our strategic location in East and West Oakland helps us reach our target population of low-income students of color at risk for school push-out/drop-out: all students served receive free or reduced lunch, over 86% of students are Latino or African American (12% Asian, Native American, Multiracial and other ethnicities and 2% Caucasian), 62% of our students identify as female, 32% as male, and 6% identify as transgender/genderqueer/non-binary. Our students come from communities facing housing disparities, marginalization due to immigration status, and community violence.

Youth Together provided year-round programming and direct services for youth and

Name of the organization

Youth Together, Inc.

Employer identification number

35-2201239

Form 990, Part III, Line 4a - Program Service Accomplishments

families in Oakland, CA for fiscal year 2019-2020. Youth programs consisted of leadership development and civic engagement, after school academic and enrichment programs, coordinated parent support services, summer programming for new youth and families, physical activities, and expanded learning events in collaboration with community organizations and school sites.

Youth Together leadership development and civic engagement program (LEO - Lead. Educate. Organize) annually supports 12 Lead Student Organizers, 75 Core team members, and engages more than 1800 students across three sites at McClymonds, Skyline, and Castlemont high school. Lead Student Organizers direct, implement, coordinate, and facilitate weekly convenings for peers and develop skills in curriculum and program planning, public speaking, outreach, issue assessment, organizing and campaign development.

Lead Student Organizers (LSO) are interviewed, hired as part-time staff, trained, supervised and managed by the Program Coordinator. LSO are considered "Interns" to provide a hands-on work force development experience to prepare young people for post-high school adult life. Below are the following program accomplishments for 2019-2020;

- LSO accrued over 100+ hours of professional development
- Facilitated 30+ hours of school site meetings with CORE Team members
- Organized and coordinated school wide events for the general student body in collaboration with over 20+ community-based organizations
- Participated in 20+ hours of OUSD District meetings
- Participated in city governance meetings during public comments

Youth Together's One Land One People (OLOP) Youth Center located on Skyline High

Name of the organization

Youth Together, Inc.

Employer identification number

35-2201239

Form 990, Part III, Line 4a - Program Service Accomplishments

School provides direct service to youth and parents throughout the academic school year of 2019-2020. Direct services include after-school services, parent educational workshops, food pantry, student and parent conferences, referrals, college and career readiness, and academic case management. OLOP provides direct support services to an estimated 65% of the overall student population. Below are the following program accomplishments for 2019-2020;

- Provided academic case management for 75 high school youth throughout the year
- Provided mentorship for 100 high school youth
- Provided 250 online drivers educational courses for 15+ age youth
- Conducted 75 student and parent conferences on attendance and academic improvement
- Conducted 24 parent workshops on communication skills, navigating school dynamics, social emotional support for children, and more
- Coordinated over 15 after school programming services
- Conducted 4 college tours
- Provided COVID relief support such as PPE supplies, financial assistance, and food drop off's

Form 990, Part VI, Line 11b - Form 990 Review Process

The 990 is presented and reviewed.

Form 990, Part VI, Line 18 - Explanation of Other Means Forms Available For Public Inspection

Documents are available upon request.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are available upon request.

Name of the organization

Youth Together, Inc.

Employer identification number

35-2201239

**Form 990, Part IX, Line 11g
Other Fees For Services**

	(A) <u>Total</u>	(B) <u>Program Services</u>	(C) <u>Management & General</u>	(D) <u>Fund- raising</u>
Family Relief Funding Support	2,200.	2,200.		
Fellowship Program	35,000.	35,000.		
Fund Developer	36,000.			36,000.
Intern	1,845.	1,845.		
Media Consultants	15,000.			15,000.
Misc. Consultant	1,526.		1,526.	
Program Subcontractors	118,942.	118,942.		
Web Design/Support	720.			720.
Total	<u>\$ 211,233.</u>	<u>\$ 157,987.</u>	<u>\$ 1,526.</u>	<u>\$ 51,720.</u>

Youth Together Organization Budget 07/01/2020 - 06/30/2021	
SECURED REVENUE	
Unrestricted	\$ -
Foundations	\$ 358,262.00
Subcontracts	\$ 317,547.00
TOTAL CONFIRMED REVENUES	\$ 675,809.00
PERSONNEL EXPENSES	
Executive Director	\$ 70,000.00
Site Coordinator	\$ 56,500.00
Youth & Community Liaison	\$ 30,000.00
Youth Organizing & Leadership Development Program Coordinator	\$ 45,000.00
Family Engagement Liaison	\$ 52,000.00
Living the Dream Program Coordinator (Guidance Counselor)	\$ 52,000.00
FT Total Salaries & Wages	\$ 305,500.00
Fringe Benefits (21%)	\$ 64,155.00
FT Total Salaries & Wages	\$ 369,655.00
Lead Student Organizer (9 LSO for 10 Months)	\$ 40,500.00
Anti-Displacement Facilitator (Eden) (Temp/PT)	\$ 39,167.45
PT Total Salaries	\$ 79,667.45
Fringe Benefits (10%)	\$ 8,763.42
PT Total Salaries & Wages	\$ 88,430.87
TOTAL SALARIES & WAGES	\$ 458,085.87
PROGRAM EXPENSES	
Program Supplies	\$ 7,000.00
Events and Meetings	\$ 5,000.00
Travel / Transportation	\$ 1,500.00
Copying and Postage	\$ 2,000.00
Staff Development	\$ 2,500.00
Essential Items	\$ 3,375.00
COVID-19 Relief Fund	\$ 20,000.00
Anti-Displacement Project	\$ 54,000.00
After-School Program Subcontractors	\$ 75,000.00
TOTAL PROGRAM EXPENSES	\$ 170,375.00
OPERATING EXPENSES	
Audit / Tax Prep	\$ 7,000.00
Consultant - Finance	\$ 25,000.00
Consultant - Fund Development	\$ 36,000.00
Equipment Purchase	\$ 500.00
Insurance	\$ 8,200.00
Occupancy	\$ 15,000.00
Office Supplies	\$ 500.00
Taxes, Fees and Licenses	\$ 350.00
Telephone / Communications	\$ 2,500.00
TOTAL OPERATING EXPENSES	\$ 95,050.00
TOTAL ORGANIZATION EXPENSES	\$ 723,510.87
CONFIRMED REVENUE	\$ 675,809.00
REMAINING FUNDRAISING	\$ 47,701.87

	Youth Together Organization Budget 07/01/2020 - 06/30/2021	Youth Together Actual Income and Expenses as of April 30, 2021	YAD Cohort Actual Income and Expenses as of April 30, 2021
SECURED REVENUE			
Unrestricted	\$ 126,142	\$ 132,621	
Foundations	\$ 358,262	\$ 372,400	
Subcontracts	\$ 317,547	\$ 310,361	\$ 125,780
TOTAL CONFIRMED REVENUES	\$ 801,951	\$ 815,382	\$ 125,780
PERSONNEL EXPENSES			
Executive Director	\$ 70,000	\$ 55,417	
Director of Programs	\$ 55,000	\$ 47,083	
Parent Liaison (G Gomez)	\$ 53,148	\$ 44,481	
Youth Organizing & Leadership Development Program Coordinator (M Cabal)	\$ 30,000	\$ 24,375	
Youth Organizing & Leadership Development Program Coordinator (I Felipe)	\$ 45,000	\$ 35,625	
Living the Dream Program Coordinator (Guidance Counselor) J Bates	\$ 50,000	\$ 43,467	
After School Ops Coordinator - R Kirkpatrick	\$ -	\$ 4,182	
FT Total Salaries & Wages	\$ 303,148	\$ 254,630	\$ -
Fringe Benefits (10% & 21%)	\$ 72,424	\$ 49,022	\$ 6,218
FT Total Salaries & Wages	\$ 375,572	\$ 303,652	\$ 6,218
Lead Student Organizer (9 LSO for 10 Months)	\$ 40,500	\$ 24,930	
Anti-Displacement Facilitator (Eden) (Temp/PT)	\$ 39,167	\$ -	\$ 62,175
PT Total Salaries	\$ 79,667	\$ 24,930	\$ 62,175

PT Total Salaries & Wages	\$ 79,667	\$ 24,930	\$ 62,175
TOTAL SALARIES & WAGES	\$ 455,239	\$ 328,582	\$ 68,392
PROGRAM EXPENSES			
Program Supplies	\$ 7,000	\$ 1,543	\$ 2,340
COVID19 Essential Supplies	\$ -	\$ 3,123	
Events and Meetings	\$ 5,000	\$ 990	
Travel / Transportation	\$ 1,500	\$ 101	\$ 166
Copying and Postage	\$ 2,000	\$ 2,101	
Staff Development	\$ 2,500	\$ 283	
Essential Items	\$ 3,375		
COVID-19 Relief Fund	\$ 20,000	\$ 16,000	
Anti-Displacement Project	\$ 54,000		\$ 1,400
After-School Program Subcontractors/stipends	\$ 75,000	\$ 9,593	\$ 7,690
TOTAL PROGRAM EXPENSES	\$ 170,375	\$ 33,734	\$ 11,596
OPERATING EXPENSES			
Audit / Tax Prep	\$ 7,000	\$ -	\$ -
Consultant - Finance	\$ 25,000	\$ 11,692	
Consultant - Fund Development	\$ 36,000	\$ 24,000	
Consultant - HR	\$ -	\$ 124	
Consultant - Misc (L Wingate)		\$ 420	
Equipment Purchase	\$ 500	\$ 2,850	\$ 4,859
Insurance	\$ 8,200	\$ 7,232	
Occupancy	\$ 15,000	\$ 13,102	
Office Supplies	\$ 500	\$ 2,130	
Taxes, Fees and Licenses	\$ 350	\$ 67	
Telephone / Communications / Web Support	\$ 2,500	\$ 2,068	
TOTAL OPERATING EXPENSES	\$ 95,050	\$ 63,684	\$ 4,859

TOTAL ORGANIZATION EXPENSES	\$ 720,664	\$ 426,000	\$ 84,848
REMAINING FUNDRAISING	\$ 81,287	\$ 389,382	\$ 40,932

Variance	%
\$ -	
\$ -	
\$ 14,583	0%
\$ 7,917	0%
\$ 8,666	0%
\$ 5,625	0%
\$ 9,375	0%
\$ 6,533	0%
\$ (4,182)	
\$ 48,517	0%
\$ 17,185	9%
\$ 65,702	2%
\$ 15,570	0%
\$ (23,007)	159%
\$ (7,437)	78%

\$	(7,437)	78%
\$	58,265	15%
\$	3,117	33%
\$	(3,123)	
\$	4,010	0%
\$	1,233	11%
\$	(101)	0%
\$	2,218	0%
\$	3,375	0%
\$	4,000	0%
\$	52,600	3%
\$	57,717	10%
\$	125,045	7%
\$	7,000	0%
\$	13,308	0%
\$	12,000	0%
\$	(124)	
\$	(420)	
\$	(7,209)	972%
\$	968	0%
\$	1,898	0%
\$	(1,630)	0%
\$	283	0%
\$	432	0%
\$	26,506	5%

\$	209,816	12%
\$	(209,816)	

	2020_2021	2021_2022	2022_2023
Unrestricted Funds			
Individual Donations	\$ 6,363.82		
Interest Income	\$ 116.57		
Rollover Unrestricted	\$ 126,141.00		
Total Unrestricted Funds	\$ 132,621.39	\$ -	\$ -
Foundation Grants			
Akonadi Foundation	\$ 10,000.00		
Alcibie Alliance	\$ 100,000.00	\$ 100,000.00	
Jane Goodall Roots & Shoots	\$ 5,000.00		
Roots Community Health Center	\$ 7,800.00		
San Francisco Foundation	\$ 5,000.00		
San Francisco Foundation	\$ 50,000.00	\$ 65,000.00	\$ 65,000.00
San Francisco Foundation (COVID19)	\$ 15,000.00		
San Francisco Foundation (YAD Cohort)	\$ 97,450.00		
San Francisco Foundation (YAD Cohort)	\$ 16,830.00		
San Francisco Foundation (YAD Cohort)	\$ 11,500.00		
San Francisco Foundation	\$ 100.00		
The New Venture Fund (CJSF)	\$ 50,000.00	\$ 50,000.00	
The California Endowment	\$ 7,500.00		
The California Endowment	\$ 75,000.00	\$ 50,000.00	\$ 50,000.00
East Oakland Building Healthy Communities (COVID19)	\$ 10,000.00		
California for Justice	\$ 2,000.00		
Northern California Grantmakers	\$ 20,000.00		
Northern California Grantmakers	\$ 10,000.00		
The Schott Foundation	\$ 5,000.00		

Total Foundation Grants	\$ 498,180.00	\$ 265,000.00	\$ 115,000.00
Subcontracts			
OUSD 21st Century	\$ 213,361.00		
OFCY	\$ 97,000.00	\$ 97,000.00	
Total Subcontracts	\$ 310,361.00	\$ 97,000.00	\$ -
Total Confirmed Revenue 2020_2021	\$ 941,162.39	\$ 362,000.00	\$ 115,000.00
Total Rollover Funds 2019_2020	\$ 288,891.00	\$ 220,498.39	
Total Revenue 2020_2021	\$ 941,162.39	\$ 582,498.39	
Total Projected Expenses 2020_2021	\$ 720,664.00		
Total Projected Rollover for 2021_2021	\$ 220,498.39	\$ -	

remaining balance after the fiscal fee of \$13,495

ends 2022

Actual funds Received	176437.2
Actual funds Received	80702

will break this down by funder at the end of the fiscal year -

7045A - Finance Manager	1,095.42		1,851.67	788.33		2,543.75		2,236.67	2,177.08	999.17	11,692.09
7045B - Fund Development		6,000.00				12,000.00	3,000.00		3,000.00		24,000.00
7045D - Misc Consultant	123.75		105.00		315.00						543.75
Total 7045- Consultant	\$ 1,219.17	\$ 6,000.00	\$ 1,956.67	\$ 788.33	\$ 315.00	\$ 14,543.75	\$ 3,000.00	\$ 2,236.67	\$ 5,177.08	\$ 999.17	\$ 36,235.84
7050-Equipment Rental (copier)		131.10	324.07	131.10		131.10	262.20	131.10		131.10	1,241.77
7070- Insurance(D&O/Liabil ity)	1,460.17	672.22	728.64			2,175.78	731.79		1,463.57		7,232.17
7100-Occupancy- Rent	1,299.00	1,299.00	1,299.00	1,315.00	1,315.00	1,315.00	1,315.00	1,315.00	1,315.00	1,315.00	13,102.00
7110-Payroll Fees	100.00		154.50	92.50		227.50		283.00	137.50	239.07	1,234.07
7120-Postage- general			66.00	22.00	204.00			62.85			354.85
7130-Staff Development										252.50	252.50
7140-Staff Recruitment										30.00	30.00
7150-Office Supplies-general	597.15	96.99	295.83	124.82	196.98	106.99	96.99	121.99	317.99	173.81	2,129.54
7160-Taxes,Fees & Licenses									17.00		17.00
7170-Telephone							30.99	30.99	30.99	30.99	123.96
7180-Web Design/Support	60.00	60.00	60.00	60.00	60.02	60.00	60.00	60.00	60.00	59.98	600.00
Reimbursements								0.00			0.00
Total Expenditures	\$ 44,895.01	\$ 48,873.34	\$ 51,273.25	\$ 44,124.67	\$ 52,583.93	\$ 71,285.33	\$ 53,547.70	\$ 58,800.66	\$ 56,329.00	\$ 41,962.70	\$ 523,675.59
Net Operating Revenue	-\$ 14,909.31	\$ 23,648.55	-\$ 24,167.68	-\$ 20,027.08	-\$ 10,513.79	\$ 30,781.09	\$ 131,452.61	-\$ 19,803.67	-\$ 9,244.53	-\$ 41,942.15	\$ 45,274.04
Net Revenue	-\$ 14,909.31	\$ 23,648.55	-\$ 24,167.68	-\$ 20,027.08	-\$ 10,513.79	\$ 30,781.09	\$ 131,452.61	-\$ 19,803.67	-\$ 9,244.53	-\$ 41,942.15	\$ 45,274.04

Youth Together, Inc.
Statement of Financial Position

As of April 30, 2021

	Total
ASSETS	
Current Assets	
Bank Accounts	
1010-Cash in bank-Union Bank	52,641.31
1040 - Petty Cash	208.00
1050 Savings-MMA-Union Bank	250,324.48
Total Bank Accounts	\$ 303,173.79
Accounts Receivable	
1110-A/R Foundations	0.00
1120-A/R Government Contracts	59,458.35
1130-A/R Corporations	0.00
1140-A/R Individual & Pledges	0.00
1146-A/R Subcontracts	-355.00
1150-A/R	0.00
Total Accounts Receivable	\$ 59,103.35
Other Current Assets	
1155-Employee Advance	0.00
1156 - Subcontractor Advance	0.00
1157-Employee Garnishment	0.00
1160-Advances Program Exp.	-1.43
1999-Adjusting General Entries	0.00
Undeposited Funds	0.00
Total Other Current Assets	-\$ 1.43
Total Current Assets	\$ 362,275.71
Fixed Assets	
1250-Computers	0.00
1255-Accum.Depreciation-Comput.	0.00
1260-Telephone System	-0.36

1265-Accum.Deprec.Tel.System		0.16
1270-Office Furniture/Equipment		317.24
1275-Accum.Deprec.Off.Equip.		0.04
Total Fixed Assets	\$	317.08
Other Assets		
1210-Deposits		850.00
1220-Prepaid Insurance		0.33
1230-Prepaid Expenses		6,624.06
1310-Suspense Account		0.00
Total Other Assets	\$	7,474.39
TOTAL ASSETS	\$	370,067.18

LIABILITIES AND EQUITY

Liabilities

Current Liabilities

Accounts Payable

2010-Accounts Payable		2,091.27
Total Accounts Payable	\$	2,091.27

Credit Cards

2048 - Union Bank Business Visa Tony D		-3,854.25
2048B First Bankcard - S Polk		293.97
2048C - Union Bank Business Visa E Adams		0.00
2048D - Union Bank Business Visa M Cabal		-1,051.09
2048E - Union Bank Business Visa N Phan		0.00
Total Credit Cards	-\$	4,611.37

Other Current Liabilities

2050- Payroll - Payable		114.23
2055-Payroll Tax Payable		0.00
2060-Workers Comp.Payable		0.00
2070-Vacation Payable		15,033.23
2110-Unearned Revenue		0.00
Direct Deposit Payable		0.00

Payroll Liabilities

CA PIT / SDI		793.01
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CA SUI / ETT		234.67
Federal Taxes (941/944)		4,312.91
Garnishment		0.00
Total Payroll Liabilities	\$	5,340.59
Short-Term Loan		0.00
Total Other Current Liabilities	\$	20,488.05
Total Current Liabilities	\$	17,967.95
Total Liabilities	\$	17,967.95
Equity		
3010-Opening Bal Equity		-61,310.00
3015-Retained Earnings		6,311.57
3020-Unrestricted		361,823.62
3030-Temporarily Restricted		0.00
Net Revenue		45,274.04
Total Equity	\$	352,099.23
TOTAL LIABILITIES AND EQUITY	\$	370,067.18

Monday, May 24, 2021 07:59:41 PM GMT-7 - Accrual Basis

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **FEB 11 2009**

YOUTH TOGETHER INC
449 15TH ST STE 302
OAKLAND, CA 94612-0000

Employer Identification Number:
35-2201239
DLN:
17053019721088
Contact Person: JOHN JENNEWAIN ID# 31307
Contact Telephone Number:
(877) 829-5500
Public Charity Status:
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated June 2003, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)



STATEMENT OF ACCOUNTS

Page 1 of 2
Statement Number: 4091076960
05/01/21 - 05/28/21

UNION BANK
OAKLAND OFFICE 0409
P.O. BOX 60368
PHOENIX AZ 85082-0368

Telephone Banking
For 24-hour Automated Direct Service
800 888 6466
800-826-7345(TDD)
Representatives are available
Monday through Saturday

YOUTH TOGETHER, INC.
1714 FRANKLIN ST # 100-153
OAKLAND CA 94612

To open additional accounts,
or apply for loans, call your
banking office at 510-891-9505

You may also access your account online
at unionbank.com

Thank you for banking with us
since 2003



Bank Freely™ Business checking Summary

Account Number: 4091076960

Days in statement period: 28

Balance on 5/1	\$	55,489.82
Additions		114,127.22
Subtractions		-55,462.44
	Checks	-8,481.74
	Payments	-46,980.70
Balance on 5/28	\$	114,154.60
Statement Average Ledger Balance		108,241.25

Additions

Date	Description/Location	Reference	Amount
5/3	UB MONEYMARKET TRANSFER 210503 XXXXXX6978 0102	61230025	\$ 50,000.00
5/12	OFFICE DEPOSIT # 0000817626	75020238	44,128.22
5/19	OFFICE DEPOSIT # 0000817627	76522443	19,994.00
5/24	AMZN0JFDC8DW AmazonSmil CCD 87WEPAMSTZ5M0EB	57769371	5.00
Total			\$ 114,127.22

Checks

Number	Date	Reference	Amount	Number	Date	Reference	Amount
15862	5/13	07564502	150.00	15887	5/25	06758884	200.00
15870*	5/6	07523982	100.00	15888	5/12	07584262	200.00
15872*	5/3	07570894	100.00	15890*	5/17	06850592	200.00
15875*	5/4	08343636	153.82	15893*	5/13	08345900	200.00
15876	5/3	06840102	280.00	15894	5/24	06005490	200.00
15877	5/10	08273308	280.00	15895	5/24	08377344	200.00
15878	5/10	08399000	61.16	15896	5/14	08311120	200.00
15879	5/6	07535902	145.66	15898*	5/13	76551282	200.00
15880	5/3	08330666	1,243.24	15899	5/17	06806078	200.00
15881	5/7	06812558	96.99	15901*	5/20	08272302	1,381.81
15882	5/6	06780838	1,130.00	15902	5/18	08272934	200.00
15883	5/11	08289004	731.80	15904*	5/20	28533256	10.00
15884	5/10	08302620	131.10	15905	5/28	07539602	75.00
15885	5/10	06763002	150.00	15906	5/25	06906780	61.16
15886	5/12	06768258	200.00				
Total							\$ 8,481.74

* Checks missing in sequence. Out of sequence check numbers may also be located in the Payments section of your statement.

Payments *online and electronic banking*

<i>Date</i>	<i>Description/Location</i>	<i>Reference</i>	<i>Amount</i>
5/4	PAYROLL TAX CCD 12442022	58458336	\$ 793.01
5/4	PAYROLL PAYROLL CCD 12442022	58458459	9,000.00
5/5	IRS USATAXPYMT CCD 227152566121536	59378582	4,312.91
5/6	PAYROLL PAYROLL CCD 12442022	51547386	150.00
5/6	PAYROLL PAYROLL CCD 12442022	51547385	150.00
5/10	APIntego ACHTRANS CCD 77968407	54155439	303.42
5/14	PAYROLL PAYROLL CCD 12442022	59230304	278.92
5/14	PAYROLL PAYROLL CCD 12442022	59230305	1,377.95
5/14	PAYROLL PAYROLL CCD 12442022	59230306	1,498.14
5/14	PAYROLL PAYROLL CCD 12442022	59230307	1,826.46
5/14	PAYROLL PAYROLL CCD 12442022	59230308	1,878.33
5/14	PAYROLL PAYROLL CCD 12442022	59230309	1,884.01
5/14	PAYROLL PAYROLL CCD 12442022	59230310	2,293.33
5/14	PAYROLL PAYROLL CCD 12442022	59230311	2,400.99
5/18	PAYROLL TAX CCD 12442022	52635583	770.23
5/19	IRS USATAXPYMT CCD 227153966104616	53551939	4,019.54
5/24	APIntego ACHTRANS CCD 78586256	57455191	272.83
5/26	EFT Premium 2563 Wolfpack J CCD 105033-0	50378566	332.50
5/28	PAYROLL PAYROLL CCD 12442022	53096059	278.92
5/28	PAYROLL PAYROLL CCD 12442022	53096060	1,377.95
5/28	PAYROLL PAYROLL CCD 12442022	53096061	1,498.14
5/28	PAYROLL PAYROLL CCD 12442022	53096062	1,826.47
5/28	PAYROLL PAYROLL CCD 12442022	53096063	1,878.32
5/28	PAYROLL PAYROLL CCD 12442022	53096064	1,884.00
5/28	PAYROLL PAYROLL CCD 12442022	53096065	2,293.33
5/28	PAYROLL PAYROLL CCD 12442022	53096066	2,401.00
Total			\$ 46,980.70



STATEMENT OF ACCOUNTS

Page 1 of 1
Statement Number: 4091076978
05/01/21 - 05/28/21

UNION BANK
OAKLAND OFFICE 0409
P.O. BOX 60368
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at unionbank.com

Thank you for banking with us
since 2003

YOUTH TOGETHER, INC.
1714 FRANKLIN ST # 100-153
OAKLAND CA 94612



High Rate MoneyMarketSM Summary

Account Number: 4091076978

Days in statement period: 28

Balance on 5/1	\$	250,324.48	Interest		
Additions		15.62	Paid this period	\$	15.62
Subtractions		-50,000.00	Paid year-to-date	\$	78.14
	Payments	-50,000.00	Interest Rates		
Balance on 5/28	\$	200,340.10	5/1/21-5/28/21		0.10%
Statement Average Ledger Balance		203,896.46			

Your monthly service charge of \$14.00 per month is currently waived.

Additions

<u>Date</u>	<u>Description/Location</u>	<u>Reference</u>	<u>Amount</u>
5/28	INTEREST PAYMENT		\$ 15.62

Payments *online and electronic banking*

<u>Date</u>	<u>Description/Location</u>	<u>Reference</u>	<u>Amount</u>
5/3	CHECKING TRANSFER 210503 XXXXXX6960 0000	61230025	\$ 50,000.00



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

Job Description

After-School Program Instructor

Grounded in our commitment to unity, peace, and justice, Youth Together addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school and community allies to promote positive school change. Established in 1996, Youth Together builds multiracial student teams and One Land One People school community initiatives in three East Bay high school communities: Castlemont, Skyline, and McClymonds High School. Our overall program goal is to provide high quality after-school academic, enrichment, and physical activity services that is both engaging and supporting the development of high school youth.

Youth Together's efforts have included the creation of Youth Uprising in Oakland, the RYSE Center in Richmond, Student Unity/Student Learning Centers, Unity Day and Unity Week, Multi-Cultural Assemblies, and student-led campaigns related to hate crimes, achievement gaps, ethnic studies, school safety, campus beautification/cleanliness, alternatives to suspension, transportation, and student voice, all which have led to positive changes in school/district policy. However, our wins can only be sustained through the continued development of multiracial youth as strong, empowered, & united leaders.

The After-School Program Instructor works directly with the After-School Program Site Coordinator and Academic Coach to develop, manage and guide the daily after-school program services and quality. The After-School Program Instructor should be experienced in related program area and passionate about the Oakland community.

The After-School Program Instructor will provide after-school programming to Skyline High School that will include, but will not be limited to, the following;

- Coordinate, promote, outreach, and instruct (Insert Date & Time) programming for a maximum of 20 participants to every 1 adult instructor in the space
- Create ten-month curriculum for program focused on the development of twenty students at Skyline high school
- Incorporate character development lesson plans
- Incorporate confidence building lesson plans
- Incorporate historical content on programming content
- Assist youth center in hosting events and meetings
- Collect and monitor attendance on a weekly basis through attendance binder system, input of 21st Century City Span after school attendance and trainings if needed
- Create and update outreach materials through fliers, brochures and information about all services offered and distribute to school and community

- Consolidate program documentation (quantitative and qualitative) into monthly newsletter
- Provide on-going opportunities to self-reflect
- Consolidate newsletter data (including photos) to contribute to Youth Together Website
- Attends conferences, key trainings or similar events to gain and share experience and learn different techniques.
- Support Youth Center programming and fundraising events, as needed.
- Consolidate and assist the After-School Program Site Coordinator in program related evaluations and assessments based on need.
- Position works under Youth Together and Youth Center Values.
- Provide programming feedback on a regular weekly basis to improve program quality
- Assist with addressing questions, concerns, and comments from students, parents, teachers, admin, and broader community
- Assist with supervision of the Skyline site during after- school programming hours
- Support with communication to the Skyline community through media and monthly newsletter using data and highlights
- Keep track of student achievements on a regular basis i.e. perfect attendance with your program
- Work with students to identify needs to improve their relationships with school
- Provide weekly reports of programming activities and submit updated work plans to the After-School Site Coordinator
- Collect and maintain all programming materials and sign-in sheets
- The After-School Program Instructor understands that they will be required to attend and participate in a monthly After-School Program Collaborative meeting organized by the Youth Together Skyline After-School Site Coordinator to ensure quality collaboration of services, create a system of support services and developmental opportunities for students.

After-School Program Instructor Expectations

- Collaboration with other after school programs, youth center programs and school staff
- Professionalism: Not using provocative language, proper hygiene, physical representation that does not contradict Youth Together or One Land One People Youth Center values.
- Punctuality: Being on time and prepared for programming.
- Being proactive in addressing issues and concerns with students, other after school program instructors, youth center staff and school staff.
- Time management through a monthly work plan provided to the After-School Site Coordinator
- Communication: Honest, direct and clear communication
- Being open to new ideas
- Confidentiality: Keep all students and staff/sub-contractor personal information confidential
- Absences: After-School Program Instructors are required to communicate with After-School Site Coordinator within 1 hour of start of program of ANY ABSENCE. After-School Program Instructors who fail to communicate one or more time may be subjected to termination of contract.
- Youth Together strictly prohibits harassment of any kind, including harassment

on the basis of race, color, veteran status, religion, gender, sex, sexual orientation, age, mental or physical disability, medical condition, national origin, marital status, or any other characteristics protected under Federal or State law or local ordinance.

Youth Together is seeking a person who meets the following qualifications:

- At least two years' experience in community or youth development
- Bachelor's degree and/or equivalent youth development experience
- Strong work ethic, personal organization,
- Consistent, timely follow-through and attention to detail
- Experience and comfort in working with multiracial youth and in multiracial alliances
- Sensitivity to the life circumstances of youth from low-income communities
- Understanding of urban education issues, including school policies
- Passion for social and racial justice with an out-going and inspiring personality
- Initiative-taker, energetic and empowered problem-solver
- Ability to receive and provide direct feedback
- Ability to work collaboratively and independently
- Excellent written/verbal communication skills
- Ability to work effectively with school and district staff and officials
- Ability to challenge students to think critically and be accountable
- Ability to understand and convey a larger strategic vision to young people by linking their issues to social justice themes and Youth Together campaign work
- Ability to stay focused and meet goals/ deadlines while balancing shifting priorities
- Ability to break complex projects down into measurable tasks and develop concrete timelines and outcomes
- Ability to achieve measurable outcomes

We are seeking a person who is committed to working full time for at least 2 full years. The pay is based on experience, with medical and long-term disability. Youth Together is an equal employment opportunity/affirmative action employer. Women, people of color, LGBT persons, and people with disabilities are encouraged to apply.

The deadline for applications is (Insert Time) on (Insert Date)

Please submit a cover letter and resume to:

Youth Together,
c/o Tony Douangviseth
info@youthtogether.net.



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

Job Description

After-School Program Site Coordinator

Grounded in our commitment to unity, peace, and justice, Youth Together addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school and community allies to promote positive school change. Established in 1996, Youth Together builds multiracial student teams and One Land One People school community initiatives in three East Bay high school communities: Castlemont, Skyline, and McClymonds High School. Our overall program goal is to develop resilient multiracial student leaders that move their peers and adult allies towards racial and educational justice within their schools.

Youth Together's efforts have included the creation of Youth Uprising in Oakland, the RYSE Center in Richmond, Student Unity/Student Learning Centers, Unity Day and Unity Week, Multi-Cultural Assemblies, and student-led campaigns related to hate crimes, achievement gaps, ethnic studies, school safety, campus beautification/cleanliness, alternatives to suspension, transportation, and student voice, all which have led to positive changes in school/district policy. However, our wins can only be sustained through the continued development of multiracial youth as strong, empowered, & united leaders.

The After-School Program Site Coordinator works with the Director of Programs and Executive Director to manage and guide the daily after-school program implementation and organizational vision for our school community initiatives/youth centers, as well as offer support to all members of the organization. The After-School Program Site Coordinator should be an experienced and passionate community leader with a proven commitment to the vision and values of Youth Together.

The After-School Program Site Coordinator is expected to be responsible for the following;

Youth Center Space and Operations

- Maintain consistent Youth Center operations (i.e. provide access to facility from 9:00AM- 6:00PM Monday through Friday, properly and clearly communicate and coordinate with campus and service providers when issues arise regarding Youth Center space, and appropriately coordinate facility access when on leave)
- Maintain cleanliness (i.e. clean and organized, trash cans are visible and accessible, trash taken out at the end of the day, materials are organized, tables are clean, floors swept and clean, etc.)

- Maintain up keeping with technology devices (i.e. computers are swiped clean daily, passwords updated and change weekly, support students with printing, phone is cleaned frequently, etc.)

Program Support

- Manage programming according to California Department of Education 21st Century grant deliverables
- Monitor program quality utilizing the Program Quality Assessment tool, coaching, and the Continuous Quality Improvement process
- Develop and support with program agenda and lesson plans
- Collect program agenda and lesson plans from service providers regularly along with completed sign-in and sign-out sheets every pay period
- Monitor students' school attendance and academic progress
- Provide accurate, appropriate, and timely documentation of all services rendered and outcomes achieved
- Assist with hosting campus events and meetings
- Coordinated input of survey data on an ongoing basis with service providers, youth participants, parents, and faculty
- Create and update outreach materials through fliers, brochures and information about all services offered and distribute to school and community
- Help consolidate program documentation (quantitative and qualitative) into monthly newsletter
- Help consolidate program attendance data into monthly reports
- Help consolidate newsletter data (including photos) to contribute to Youth Together website
- Tabulate attendance for after school providers on a regular basis
- Attends conferences, key trainings or similar events to gain and share experience and learn different techniques
- Prepare supplies & food for Youth Center meetings.
- Support Youth Center programming and fundraising events, as needed.
- Consolidate and assist the Director of Programs and Executive Director in program related evaluations and assessments based on need.
- Support parent liaison/family engagement in outreach, event planning and implementation as needed.
- Position works under Youth Together and Youth Center Values.
- Conduct regular daily check-ins with programming service providers, student participants, school site officer, custodial, parents, and teachers on extended contracts before programming begins.
- Collect programming documentation i.e. sign-in sheets after snack distribution
- Provide programming feedback on a regular weekly basis to improve program quality
- Assist with programming outreach

- Attend/participate/report back from COST (Coordination of Services Team) and other school wide meetings
- Assist in the coordination of programming space for scheduled service provider/s
- Work closely with the Executive Director to ensure that each program is meeting 85% of attendance goals each week
- Assist with addressing questions, concerns, and comments from students, parents, teachers, admin, and broader community
- Assist with supervision of the Skyline site during after- school programming hours
- Keep track of student achievements on a regular basis i.e. perfect attendance
- Create and consistently update schedules for students, parents, teachers, administration, and other Skyline community to promote, attend, and participate in workshops and presentations
- Partner with community organizations that can provide support for parents and children
- Work with students to identify needs to improve their relationships with school
- Provide weekly reports of programming activities and submit updated work plans
- Collect and maintain all programming materials and sign-in sheets

The After-School Program Site Coordinator is expected to:

- Develop positive and strong relationship with OUSD After-School Program Office and Department
- Attend OUSD ASPO Site Coordinator and related meetings pertaining to 21st Century
- Consistently input attendance into City Span and submit audit on a timely basis
- Input data into Quality Action Plan, Program Quality Assessment, and other program improvement requirements
- Represent Youth Together's goals, values, mission and campaign to school communities including students, administrators, parents, faculty and staff and neighborhood stakeholders.
- Serve as a role model and mentor for multiracial youth.
- Develop multiracial youth as advocates for social justice and multiracial solidarity.
- Provide resources, workshops and information regarding academic planning to students.
- Support youth in student recruitment and sponsorship of activities that promote peace, unity and justice.
- Facilitate youth processes for fundraising (i.e. small youth grants).
- Build effective relationships with stakeholders and Youth Together allies.
- Work in a team to develop a coalition and implement Youth Together's regional campaign and create space for meaningful youth participation.
- Stay current on education/budget policy and research data, statistics, and papers.
- Develop and meet daily/weekly/monthly goals.
- Help maintain a positive organizational culture that reflects our values in action.
- Complete administrative tasks in a timely manner.

- Travel for team-related activities (retreats, networking).
- Assist with maintaining Youth Center space.
- Maintain regular office hours.
- Work some evenings and weekends.
- Communicate consistently with Director of Programs and Executive Director

Youth Together is seeking a person who meets the following qualifications:

- At least two years' experience in community or youth development
- Bachelor's degree and/or equivalent youth development experience
- Strong work ethic, personal organization,
- Consistent, timely follow-through and attention to detail
- Experience and comfort in working with multiracial youth and in multiracial alliances
- Sensitivity to the life circumstances of youth from low-income communities
- Understanding of urban education issues, including school policies
- Passion for social and racial justice with an out-going and inspiring personality
- Initiative-taker, energetic and empowered problem-solver
- Ability to receive and provide direct feedback
- Ability to work collaboratively and independently
- Excellent written/verbal communication skills
- Ability to work effectively with school and district staff and officials
- Ability to challenge students to think critically and be accountable
- Ability to understand and convey a larger strategic vision to young people by linking their issues to social justice themes and Youth Together campaign work
- Ability to stay focused and meet goals/ deadlines while balancing shifting priorities
- Ability to break complex projects down into measurable tasks and develop concrete timelines and outcomes
- Ability to achieve measurable outcomes

We are seeking a person who is committed to working full time for at least 2 full years. The pay is based on experience, with medical and long-term disability. Youth Together is an equal employment opportunity/affirmative action employer. Women, people of color, LGBT persons, and people with disabilities are encouraged to apply.

The deadline for applications is (Insert Time) on (Insert Date)

Please submit a cover letter and resume to:

Youth Together,
c/o Tony Douangviseth
info@youthtogether.net.



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248205661
June 22, 2017 LTR 4168C 0
35-2201239 000000 00

00020688
BODC: TE

YOUTH TOGETHER INC
% SHEILAGH POLK
1714 FRANKLIN ST STE 100-153
OAKLAND CA 94612



033064

Employer ID Number: 35-2201239
Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated June 13, 2017, regarding your tax-exempt status.

We issued you a determination letter in June 2003, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).



Youth Together

Building Just Communities Through Multiracial Leadership Development and Organizing

1714 Franklin Street #100-153 Oakland, CA 94612

Telephone: (510) 992-3871

Youth Together Board of Directors Roster 2020-2021

President

Danfeng Soto-Vigil Koon, JD, PhD
University of San Francisco, School of Education
Assistant Professor of Education Law & Policy
Department of Leadership Studies

Treasurer

Fela Thomas
The San Francisco Foundation
Senior Program Officer

Secretary

Prishni Murillo
San Francisco Department of Children, Youth and Their Families
Senior Program Specialist

Board of Directors Meeting Agenda

Wednesday, January 20th, 2021

4:00PM - 5:00PM (1 Hour/60Minutes)

Via Zoom

Present: Tony Douangviseth, Prishni Murillo, Fela Thomas, Danfeng Koon

Absent: N/A

Overview: Organizational Financial Update, Recap of Quarter 1 and Quarter 2, 25th Anniversary, & Schedule Next Board Meeting

Objective/s:

- Overview of up to date organizational budget
- Programming Updates
- Q&A and Recommendations

Materials:

1. Youth Together FY20-21 Expenditures as of December 2020
2. YTD Fundraising Sheet as of 01.20.21

Updates:

- Youth Together renew with CJSF for \$100K over 2-year cycle (\$50K per year)
- TCE Awarded YT \$175k over two years
- The San Francisco Foundation Anti-Displacement Project Program Officer will secure another \$10K for fringe benefits
- YT has secured 100% of fundraising goal for Fiscal 20/21
- The meeting minutes can be found in “Board of Directors” folder under “Youth Together FY 2020-2021” (Has been shared with BOD and can be found [HERE](#))

Board of Directors Agenda 01.20.21

Item	Mins	Time
Welcome & Agenda Overview	5	4:00-4:05PM
Check-In	10	4:05-4:15PM
Youth Together Organizational Budget FY20/21 Update (as of December 2020)	15	4:15-4:30PM
Questions & Answers	10	4:30-4:40PM
Programming Recap of Q1/Q2 - After School Updates - OFCY Updates	5	4:40-4:45PM
Questions & Answers	5	4:45-4:50PM
25th Year Anniversary	5	4:50-4:55PM
Next Board of Directors Meeting	2	4:55-4:57PM
Closing & Next Meetings	3	4:57-5:00PM
TOTAL	60 Mins	4:00PM-5:00PM

Organizational Budget

- Celebrate the additional fundraising and funds!
- Document the pass through funds so that there is a difference between funds for YT and organizational programming v. funds directly to folks.
- Also capture the stories and numbers of the pass through funds - funders will want to know.

- How do we also note the contradiction that in the federal response - funds didn't go to state or schools or other institutions, wealthy people made more money, more funds held by philanthropies, no community
- What to do with extra funds?
 - Public dollars - Need zero balance by end of fiscal year
 - Unrestricted are general operating - wiggle room
 - Did away with requirements with public funds
 - OFCY will not decline further
 - Want to figure out how to spend the money in the third quarter
 - Private funding can get passed from year to year

Program Update

- Struggling with keeping young people involved
- Diversifying ways of engaging
 - Reaching out to Newcomer families (Lupe)
- Think/Rethink the Youth Organizing model
 - Shift from stipend to part time employees
 - Program coordinators need a lot of support
 - Want to focus on younger years
 - Middle school years have huge gap - young people can do a ton but there's less leadership development activities for them
 - YT can help develop skills and young folks can take it to what they want to do in the future
 - What does it mean to have youth led movements controlled by adults
 - Conditions - college kids are not going away and coming back
 - Valuing young people's time in real ways seems important
 - Young people are being asked to step up economically -
 - Strength - Intergenerational guidance
- CDE suspended all requirements for after-school ADA
 - Shifted to remote programming
 - Continue to support at least 80-90 young people on a regular basis with check-ins and support with technology access
 - General CORE Team meetings are going well with 30-40 young people on Zoom
 - Supporting with day time programming
 - Lupe helping with ELL student cohort
 - Bates supporting LTD cohort
 - Itzamar/Meesh supporting wellness for LEO program
 - Rodney supporting with Drivers Ed

25th Year Anniversary

- Need theme and kick something off

- Bring stories to light - what did YT do in the past 25 years to make transformative change - and how did it impact folks, the community? How do we honor YT in the 25th year? Media messaging.
- Kick off New strategy
- Throughout the year: 2021-2022
- Tap into alum, pull folks back in, Mentorship role
- Brainstorming conversation with staff and key young folks and board
- Bring in some alum to start helping to plan

Board/Staff Mixer - Schedule - Staff will take lead in organizing

	Youth Together Organization Budget 07/01/2020 - 06/30/2021	Youth Together Actual Income and Expenses as of December 2020
SECURED REVENUE		
Unrestricted	\$ -	\$ 1,080
Foundations	\$ 358,262	\$ 465,262
Subcontracts	\$ 317,547	\$ 317,547
TOTAL CONFIRMED REVENUES	\$ 675,809	\$ 783,889
PERSONNEL EXPENSES		
Executive Director	\$ 70,000	\$ 35,000
Director of Programs	\$ 55,000	\$ 28,250
Parent Liaison (G Gomez	\$ 43,333	\$ 27,148
Youth Organizing & Leadership Development Program Coordinator (M Cabal)	\$ 30,000	\$ 11,250
Youth Organizing & Leadership Development Program Coordinator (I Felipe)	\$ 45,000	\$ 22,500
Living the Dream Program Coordinator (Guidance Counselor) J Bates	\$ 50,000	\$ 26,133
After School Ops Coordinator - R Kirkpatrick	\$ -	\$ 1,428
FT Total Salaries & Wages	\$ 293,333	\$ 151,709
Fringe Benefits (10% & 21%)	\$ 70,363	\$ 31,693
FT Total Salaries & Wages	\$ 363,696	\$ 183,403
Lead Student Organizer (9 LSO for 10 Months)	\$ 40,500	\$ 11,910
Anti-Displacement Facilitator (Eden) (Temp/PT)	\$ 39,167	\$ 39,268

PT Total Salaries	\$	79,667	\$	51,178
PT Total Salaries & Wages	\$	79,667	\$	51,178
TOTAL SALARIES & WAGES	\$	443,363	\$	234,581
PROGRAM EXPENSES				
Program Supplies	\$	7,000	\$	1,005
COVID19 Essential Supplies	\$	-	\$	1,387
Events and Meetings	\$	5,000	\$	183
Travel / Transportation	\$	1,500	\$	-
Copying and Postage	\$	2,000	\$	1,259
Staff Development	\$	2,500		
Essential Items	\$	3,375		
COVID-19 Relief Fund	\$	20,000	\$	8,700
Anti-Displacement Project	\$	54,000	\$	14,116
After-School Program Subcontractors	\$	22,315	\$	5,875
TOTAL PROGRAM EXPENSES	\$	117,690	\$	32,524
OPERATING EXPENSES				
Audit / Tax Prep	\$	7,000	\$	-
Consultant - Finance	\$	25,000	\$	6,279
Consultant - Fund Development	\$	36,000	\$	18,000
Consultant - HR	\$	-	\$	124
Consultant - Misc (L Wingate)			\$	420
Equipment Purchase	\$	500	\$	2,850
Insurance	\$	8,200	\$	4,308
Occupancy	\$	15,000	\$	7,472
Office Supplies	\$	500	\$	1,352
Taxes, Fees and Licenses	\$	350	\$	50
Telephone / Communications / Web Support	\$	2,500	\$	1,240

TOTAL OPERATING EXPENSES	\$ 95,050	\$ 42,095
TOTAL ORGANIZATION EXPENSES	\$ 656,103	\$ 309,200
CONFIRMED REVENUE	\$ 675,809	
REMAINING FUNDRAISING	\$ (19,706)	\$ 309,200

Variance	%
\$ -	
\$ -	
\$ 35,000	50%
\$ 26,750	51%
\$ 16,185	63%
\$ 18,750	38%
\$ 22,500	50%
\$ 23,867	52%
\$ (1,428)	
\$ 141,624	52%
\$ 38,670	45%
\$ 180,293	50%
\$ 28,590	29%
\$ (101)	100%

\$	28,489	64%
\$	28,489	64%
\$	208,783	53%
\$	5,995	14%
\$	4,817	4%
\$	1,500	0%
\$	741	63%
\$	2,500	0%
\$	3,375	0%
\$	11,300	44%
\$	39,884	26%
\$	16,440	26%
\$	86,553	28%
\$	7,000	0%
\$	18,721	25%
\$	18,000	50%
\$	(124)	
\$	(420)	
\$	(2,350)	570%
\$	3,892	53%
\$	7,528	50%
\$	(852)	270%
\$	300	14%
\$	1,260	50%

\$	52,955	44%
\$	348,290	47%
\$	348,290	

Board of Directors Meeting Agenda

Monday, August 10th, 2020

4:30PM - 5:00PM (0.5Hours/30Minutes)

Via Google Meets

Present: Tony, Danfeng, Fela, Prish

Absent:

Title: Approval of Youth Together Annual Organization Fiscal Budget 2020-2021

Meeting Goal: “Officially approve organizational budget for FY 20/21”

Objective/s:

- Overview of up to date organizational budget
- Q&A and Recommendations
- Motion, Vote, Approve

Materials:

1. Youth Together FY20-21 Budget as of August 2020

Updates:

- Communities for Just School Fund invited Youth Together to renew for \$100K over 2-year cycle (\$50K per year)
- The San Francisco Foundation Anti-Displacement Project Program Officer will secure another \$10K for fringe benefits
- The San Francisco Foundation Rapid Response will provide additional funding for COVID-19 (amount not finalized yet)
- YT has secured 98% of fundraising goal for Fiscal 20/21 with 2% (\$10K remaining to fundraise)
- The meeting minutes can be found in “Board of Directors” folder under “Youth Together FY 2020-2021” (Has been shared with BOD and can be found [HERE](#))
- Please schedule the next quarterly meetings

Changes to Agenda:

Meeting Roles:

Facilitator: Tony

Minutes: Fela

Timekeeper: Prishni

Board of Directors Agenda 08.10.20

Item	Mins	Time
Welcome & Agenda Overview	5	4:30-4:35PM
Check-In Question <i>“One word check-in question. How are you feeling today? And one word to describe your weekend.”</i>	5	4:35-4:40PM
Youth Together Organizational Budget FY20/21 Overview <ul style="list-style-type: none"> - Executive Director, Tony D. presented a proposed organizational budget for Board of Directors to approve. 	10	4:40-4:50PM
Questions & Answers <ul style="list-style-type: none"> - No Questions were raised by Board of Directors 	5	4:50-4:55PM
Board of Directors Approval <ul style="list-style-type: none"> ● Motion <ul style="list-style-type: none"> ○ Fela Thomas made the motion to approve Youth Together organizational budget for fiscal year 20/21 ● Second the Motion <ul style="list-style-type: none"> ○ Danfeng second the motion ● “In favor of approving YT FY20/21 budget?” <ul style="list-style-type: none"> ○ Prishni - YES ○ Fela - YES ○ Danfeng - YES ● Document “Yes” & “No” 	3	4:55-4:58PM

Closing & Next Meetings	2	4:58-5:00PM
TOTAL	30 Mins	4:30PM-5:00PM

PLAN C	Youth Together Organization Budget 07/01/2020 - 06/30/2021	Note
SECURED REVENUE		
Unrestricted	\$ -	
Foundations	\$ 358,262.00	
Subcontracts	\$ 317,547.00	
TOTAL CONFIRMED REVENUES	\$ 675,809.00	
PERSONNEL EXPENSES		
Executive Director	\$ 70,000.00	
Director of Programs	\$ 55,000.00	
Youth Organizing & Leadership Development Program Coordinator	\$ 30,000.00	07.01.20 to 10.31.20 Unpaid Medical Leave (Reduce annual salary by \$15K = 8 Payments of \$1875 Per Pay Period)
Youth Organizing & Leadership Development Program Coordinator	\$ 45,000.00	
Living the Dream Program Coordinator (Guidance Counselor)	\$ 50,000.00	
FT Total Salaries & Wages	\$ 250,000.00	
Fringe Benefits (21%)	\$ 52,500.00	
FT Total Salaries & Wages	\$ 302,500.00	
Lead Student Organizer (9 LSO for 10 Months)	\$ 40,500.00	
Anti-Displacement Facilitator (Eden) (Temp/PT)	\$ 39,167.45	
PT Total Salaries	\$ 79,667.45	
Fringe Benefits (10%)	\$ 8,763.42	TSFF will pay \$8K for Eden Benefits
PT Total Salaries & Wages	\$ 127,598.32	
TOTAL SALARIES & WAGES	\$ 430,098.32	
PROGRAM EXPENSES		
Program Supplies	\$ 7,000.00	
Events and Meetings	\$ 5,000.00	
Travel / Transportation	\$ 1,500.00	
Copying and Postage	\$ 2,000.00	
Staff Development	\$ 2,500.00	
Essential Items	\$ 3,375.00	
COVID-19 Relief Fund	\$ 20,000.00	
Anti-Displacement Project	\$ 54,000.00	
After-School Program Subcontractors	\$ 75,000.00	
TOTAL PROGRAM EXPENSES	\$ 170,375.00	
OPERATING EXPENSES		
Audit / Tax Prep	\$ 7,000.00	Will need an audit for 19/20 to stay up to date with financial reporting to funders
Consultant - Finance	\$ 25,000.00	
Consultant - Fund Development	\$ 36,000.00	Contract set to expire 12/31/20 (Will continue to fundraise until 06/30/21 Goal: \$18K)
Equipment Purchase	\$ 500.00	
Insurance	\$ 8,200.00	
Occupancy	\$ 15,000.00	PLAN is seeking "Abatement" & might save money in this area
Office Supplies	\$ 500.00	
Taxes, Fees and Licenses	\$ 350.00	
Telephone / Communications	\$ 2,500.00	
TOTAL OPERATING EXPENSES	\$ 95,050.00	
TOTAL ORGANIZATION EXPENSES	\$ 695,523.32	PERCENTAGE
CONFIRMED REVENUE	\$ 675,809.00	97%
REMAINING FUNDRAISING	\$ 19,714.32	3%

FUNDING OPPORTUNITIES FY20/21	Amount	Due Date
Communities Just School Fund (2 Year Renewal Process for FY20/21 to FY21/22)	\$100,000	Late August

The SF Foundation Anti-Displacement Project (Mtg. 08/11 for Confirmation)

\$10,000

September



2021 OUSD Request for Qualifications Application
ASES, 21st CCLC, and ASSETS After-School Programs

NOTE: PLEASE PRE-REGISTER TO RECEIVE TO ACCESS TO A GOOGLE FORM
Cover Sheet:

Organization Name	Youth Together		
Address, City, State	1714 Franklin Street #100-153		
Lead Contact's Name:	Tony Douangviseth	2 nd Leads Contact's Name	Danielle Armstrong
Email:	tdouangviseth@youthtogether.net	Email:	darmstrong@youthtogether.net
Telephone #:	510.717.8383	Telephone #:	510.434.6

Service Category: Check the grade levels your organization is interested in serving.	
<input type="checkbox"/>	Elementary (TK-5)
<input type="checkbox"/>	Elementary/Middle (TK-8)
<input type="checkbox"/>	Middle (6-8)
<input checked="" type="checkbox"/>	High School (9-12)
<input type="checkbox"/>	Alternative High School
<input type="checkbox"/>	Continuation High School
<input checked="" type="checkbox"/>	Comprehensive High School

Does your organization have 501c3 status? Please provide documentation of this status in your supporting documentation section.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are you currently an OUSD Lead Agency Partner?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Have you served as an OUSD Lead Agency partner before in past years?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If so, please identify the years and durations served.	11	# Years
Do you currently serve in the Lead Agency role for any other school districts besides OUSD?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If yes, please list all school districts you have served.		
How many school sites does your organization have the capacity to serve as a lead agency?	1	# Sites
In the box below, please briefly explain your rationale for this number of sites?		

Youth Together (YT) has been a valued partner at Skyline High School since 1996. YT only selected one school site in OUSD because all schools have different support needs. To determine partnership, Youth Together has to conduct an assessment with the school community and if the organization is capable of delivering high quality direct service.

APPLICATION QUESTIONS

After reading the RFQ narrative, please respond to all of the questions within all four (4) titled sections below in no more than 10 double-spaced pages in 12pt Font. Organizations may elaborate on specific documents provided in the Required Supporting Documentation (Appendix III)



ORGANIZATIONAL CAPACITY (2-3 pages double space)

- OUSD’s mission is to build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent educators, every day. Our vision is that all Oakland Unified School District students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success. Please explain why your organization is uniquely positioned to engage in partnership with the OUSD Expanded Learning Office to serve students. What is your organization's mission and vision and how does it align with OUSD?
- Describe your experience and approach to serving the Oakland community and/or other communities with similar demographics, assets, challenges, etc. Discuss your background working with Oakland families and other community partners. (Reference the supporting documents required under Eligible Applicant Qualifications Appendix III to support your experience).
- OUSD Expanded Learning Office is looking for partners who can demonstrate the ability to collaborate with transparency and commit to shared decision making with Oakland students, families, site leaders and district leaders. Provide our office with clear examples of how your agency has or will approach working with stakeholders and engage in collaborative leadership.
- Describe your organization’s strategy in hiring, retention, and providing professional development of appropriate qualified staff to provide services to OUSD students in a culturally appropriate manner. Please include artifacts to support your description. i.e. Job announcements.

FISCAL MANAGEMENT AND RESOURCE DEVELOPMENT (2 pages)

- Using your organization’s budget and profit and loss statement provided in the required supporting documentation, create a budget narrative showing how your agency would allocate funds to run a high-quality expanded learning program. These budgets will need to be based on the grant requirements detailed in the Funding description above (Section E.); including a required staffing ratio of 1:20 (or better). Utilize any of the following anticipated contract amounts to develop your budget.

- Your budget should also show secured leveraged funds and resources that you would contribute to the operational costs of running an after-school program.
 - Elementary: \$133,000 to serve 84 students for 180 days of school year
 - (approx. 17 hours/week)
 - ○ Middle school: \$177,000 to serve 112 students for 180 days of school year
 - (approx. 17 hours/week)
 - ○ High school: \$250,000 to serve 140 students for 180 days
 - (approximately 15 hours/week)

- Your budget must detail:
 - Staffing costs for service delivery, staff training, and prep time
 - Full time site coordinator
 - Any agency management-level staff who will be paid by grant funds for support of direct service programming
 - Supplies, materials, curriculum, books, field trips, etc.
 - Agency administrative costs not to exceed 4% of contracted amount

Note: Your budget does not need to include snack costs

- Describe how your organization will secure additional funding to match the contracted funds from OUSD. The CDE requires that each ASES program provide cash or in-kind local funds totaling no less than one-third of the grant amount. Facilities or space usage may fulfill no more than 25 percent of the required local contribution (EC sections 8483.7[a][5] and 8483.75[a][4]). Allowable match includes cost of services provided by the local educational agency (LEA) and/or their subcontractors, using non-ASES funds. All ASES and 21st CCLC grantees are required to allocate a minimum of 30% of the grant amount. What additional grant dollars and resources will your agency secure to help cover the costs of running an OUSD expanded learning program? Indicate sources and dollar value of contributions already secured and resources already leveraged. Describe your funding strategies and potential funding opportunities.

- Describe your organization's system, structures and processes to ensure sound fiscal management of grant funds, including expenditure reporting and payroll processes. How will your organization ensure compliant use of grant funds and proper maintenance of fiscal and other grant-related records for auditing purposes? Also discuss whether your organization has audited financial statements and the audit results secured within the last 2 years.

Capacity

Fiscal

Infrastructure

Youth Dev. & Assessment

AGENCY INFRASTRUCTURE (2 Pages)

- Using an organizational chart, describe how the OUSD expanded learning program will be supported administratively and programmatically. Specifically, identify and describe the agency staffing, systems, and processes that will ensure each of the listed Lead Agency responsibilities will be fulfilled effectively.
- Describe the administrative systems and procedures your agency will put in place to ensure that your expanded learning program(s) is/are operating fully in compliance with requirements set forth by OUSD and the CA Dept. of Education. (Unless otherwise stated by CDE under extenuating circumstances all sites are required to):
 - Student ratio of 1:20 or better;
 - Staff meet OUSD Instructional Aide requirement (48 college units or Instructional Aid Certificate)
 - Full time school Site Coordinator stationed at each school site during the day
 - 85% attendance documented by daily OUSD mandated attendance protocols
 - Professional record keeping and reproduction upon request for district audits
- Describe the role of the Site Coordinator who will be the primary point(s) of contact for the OUSD expanded learning partnership, and who will maintain active collaboration with the school site leadership. Describe how this individual will ensure strong partnership with OUSD, the partnering school site(s), and other community partners working within OUSD expanded learning programs.

Capacity

Fiscal

Infrastructure

Youth Dev. & Assessment

YOUTH DEVELOPMENT EXPERTISE, PROGRAM QUALITY ASSESSMENT PROCESS, AND SCHOOL DISTRICT ALIGNMENT (3 Pages)

- Describe how your organization's program model supports youth development. Cite prior noteworthy successes and challenges serving Oakland youth. How do you ensure each program is aligned with OUSD priorities? How does your program demonstrate that diversity, equity and inclusion are foundational in serving OUSD students?
- Please review the CDE's quality standards which are accessible on the [CDE Website](#). These standards identify organization, staff and programmatic touchpoints used by CDE to guide program quality. Please identify and discuss your agency's strengths and key areas for improvement in providing quality youth development programming.
- How does your organization ensure that all of your expanded learning staff have baseline knowledge and understanding of youth development best practices? What tools and training does your organization utilize to build the capacity of your staff and programs to create responsive high quality youth development practices?



- What types of data does your organization use to evaluate program quality? How has your organization used this information to inform program quality growth? Please share what indicators demonstrate that your organization is making the desired impact.

Instructions for RFQ Application Submission:

Please use this link to register to receive access to a [Google RFQ folder](#). The Google folder will house the RFQ application and supporting documents that will need to be uploaded there. Access to this link will be available until June 15, 2021. Deadline for submission for a completed RFQ application and supporting documentation is June 30, 2021 by 5:00 pm. Any documents submitted after the deadline will not be accepted or reviewed.

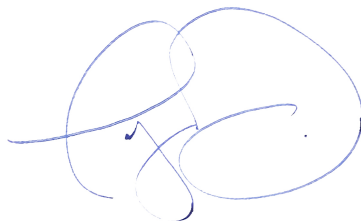
Required Supporting Documentation Instructions:

All uploaded files will need to be in PDF format and accessible to OUSD. Any files missing could result in a disqualification from the RFQ process. All files will need to be clearly labeled based on the list below:

- One (1) sample Expanded learning program schedule with activity summary
- A sample budget pertaining to the program schedule and activity summary
- Profit and loss statement and/or copy of 2020 990 Tax Form
- Copy of Monitoring Reports and/or other external evaluations of the program (maximum of 1)
- Organizational chart of agency that illustrates how the OUSD Expanded Learning Program is to be supported administratively and programmatically (indicate specific names next to titles of staff whenever possible)
- Copy of organization's 501(c)(3) letter
- Bank statements to show proof of operating cash reserves (reference application question 2 in appendix II for details)
- Job description for site coordinator and program instructor
- Copy of IRS letter certifying tax exempt status
- Proof of "active" status with the office of the California Secretary of State
- Board roster and minutes – Include the current board roster indicating officers and affiliations as well as Board approved minutes from the 2020-2021 school year.
- Signed letter of agreement (as elaborated upon in Section N)
- Most recent audited financial statements within 2 years and summary of the audit findings
- Letters of reference (maximum of 2)
- Documents demonstrating fulfillment of minimum qualifications (outlined in Section 13)
- Copy of certificate of current insurance

On behalf of Youth Together (agency), I, Tony Douangviseth (Name)
Executive Director (position), Declare under penalty of perjury under the laws
of the State of California that the foregoing is true and correct.

Signature:



Date: June 30th, 2021

YOUTH TOGETHER, INC.
AUDITED FINANCIAL STATEMENTS
JUNE 30, 2020 AND JUNE 30, 2019



YOUTH TOGETHER, INC.
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*Draft - Preliminary for
Discussion Purpose Only
Subject to Change
Not to be Reproduced*

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Youth Together, Inc.
Oakland, California

Report on the Financial Statements

We have audited the accompanying financial statements of Youth Together, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2020 and 2019, and the related statements of activities, statements of functional expenses and statements of cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Youth Together, Inc. as of June 30, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

New Accounting Pronouncement

As described in Note 2 to the financial statements, Youth Together, Inc. changed its method of accounting for net assets and functional expenses in 2019 as required by the provisions of FASB Accounting Standards Update 2016-14 Presentation of Financial Statements of Not-for-Profit Entities. Our opinion is not modified with respect to that matter.

Oakland, California
April 26, 2021

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FINANCIAL STATEMENTS

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YOUTH TOGETHER, INC.
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2020 AND JUNE 30, 2019

	<u>2020</u>	<u>2019</u>
ASSETS		
Cash and cash equivalents	\$ 240,858	\$ 46,372
Accounts receivable	126,378	73,503
Other assets	850	-
Prepaid expenses	4,355	3,988
Property and equipment, net	<u>2,550</u>	<u>2,550</u>
Total assets	<u>374,991</u>	<u>126,413</u>
LIABILITIES		
Accounts payable and accrued expenses	47,947	9,558
Accrued vacation	<u>15,033</u>	<u>10,405</u>
Total liabilities	<u>62,980</u>	<u>19,963</u>
NET ASSETS		
Without donor restrictions	212,011	6,450
With donor restrictions	<u>100,000</u>	<u>100,000</u>
Total net assets	<u>312,011</u>	<u>106,450</u>
Total liabilities and net assets	<u>\$ 374,991</u>	<u>\$ 126,413</u>

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The accompanying notes are an integral part of these financial statements

YOUTH TOGETHER, INC.
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2020 AND JUNE 30, 2019

	2020			2019		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
REVENUES AND SUPPORTS						
Foundation and corporate grants	\$ 436,192	\$ -	\$ 436,192	\$ 92,997	\$ -	\$ 92,997
Government grants	178,134	-	178,134	143,754	-	143,754
Subcontracts	298,321	-	298,321	234,130	-	234,130
Miscellaneous income	<u>73</u>	<u>-</u>	<u>73</u>	<u>29</u>	<u>-</u>	<u>29</u>
Total revenues and supports	<u>912,720</u>	<u>-</u>	<u>912,720</u>	<u>470,910</u>	<u>-</u>	<u>470,910</u>
EXPENSES						
Program	515,251	-	515,251	382,748	-	382,748
Management and general	82,973	-	82,973	158,369	-	158,369
Fundraising	<u>108,935</u>	<u>-</u>	<u>108,935</u>	<u>81,360</u>	<u>-</u>	<u>81,360</u>
Total expenses	<u>707,159</u>	<u>-</u>	<u>707,159</u>	<u>622,477</u>	<u>-</u>	<u>622,477</u>
Change in net assets	205,561	-	205,561	(151,567)	-	(151,567)
Net assets at beginning of year	<u>6,450</u>	<u>100,000</u>	<u>106,450</u>	<u>158,017</u>	<u>100,000</u>	<u>258,017</u>
Net assets at end of year	<u>\$ 212,011</u>	<u>\$ 100,000</u>	<u>\$ 312,011</u>	<u>\$ 6,450</u>	<u>\$ 100,000</u>	<u>\$ 106,450</u>

The accompanying notes are an integral part of these financial statements

YOUTH TOGETHER, INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020

	<u>Program</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total</u>
Expenses				
Salaries	\$ 238,176	\$ 40,150	\$ 45,298	\$ 323,624
Employee benefits	22,373	3,628	4,233	30,234
Workers compensation	3,375	547	639	4,561
Payroll taxes	21,182	3,435	4,007	28,624
Total personnel	<u>285,106</u>	<u>47,760</u>	<u>54,177</u>	<u>387,043</u>
Bank charges		2,277	-	2,277
Equipment rental	-	1,640	-	1,640
Insurance	6,986	2,454	-	9,440
Legal & professional fees	189,370	19,056	51,720	260,146
Office/general administrative expenditure	1,486	297	198	1,981
Other miscellaneous services cost	3,342	7,896	375	11,613
Rent or lease of building	9,060	1,470	1,714	12,244
Shipping, freight & delivery	246	123	123	492
Supplies & materials	15,355	-	628	15,983
Travel	1,331	-	-	1,331
Utilities	2,969	-	-	2,969
Total Expenses	<u>\$ 515,251</u>	<u>\$ 82,973</u>	<u>\$ 108,935</u>	<u>\$ 707,159</u>

The accompanying notes are an integral part of these financial statements

YOUTH TOGETHER, INC.
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2019

	<u>Program</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total</u>
Expenses				
Salaries	\$ 164,099	\$ 90,859	\$ 34,201	\$ 289,159
Employee benefits	18,238	9,919	3,839	31,996
Workers compensation	3,915	2,129	824	6,868
Payroll taxes	14,351	7,805	3,021	25,177
Total personnel	<u>200,603</u>	<u>110,712</u>	<u>41,885</u>	<u>353,200</u>
Bank charges	1,804	1,418	380	3,602
Equipment rental	1,023	393	157	1,573
Insurance	5,021	2,731	1,057	8,809
Legal & professional fees	138,488	32,573	36,720	207,781
Office/general administrative expenditure	1,220	469	188	1,877
Other miscellaneous services cost	5,768	6,731	-	12,499
Rent or lease of building	-	2,959	-	2,959
Shipping, freight & delivery	-	318	-	318
Supplies & materials	26,001	-	973	26,974
Travel	484	-	-	484
Utilities	2,336	65	-	2,401
Total Expenses	<u>\$ 382,748</u>	<u>\$ 158,369</u>	<u>\$ 81,360</u>	<u>\$ 622,477</u>

The accompanying notes are an integral part of these financial statements

YOUTH TOGETHER, INC.
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2020 AND JUNE 30, 2019

	2020	2019
<i>Cash flows from operating activities:</i>		
Change in net assets	\$ 205,561	\$ (151,567)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Changes in operating assets and liabilities:		
Accounts receivable	(52,875)	14,932
Grant receivable	-	50,000
Prepaid expense	(367)	(2,027)
Other assets	(850)	-
Accounts payable and accrued expenses	38,389	2,096
Accrued vacation	4,628	3,775
Net cash provided (used) by operating activities	194,486	(82,791)
Net change in cash and cash equivalents	194,486	(82,791)
Cash and cash equivalents, beginning of year	46,372	129,163
Cash and cash equivalents, end of year	\$ 240,858	\$ 46,372

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The accompanying notes are an integral part of these financial statements

YOUTH TOGETHER, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020 AND 2019

NOTE 1 - NATURE OF ACTIVITIES

Youth Together, Inc. (Organization) is a nonprofit public benefit corporation formed to address the root causes of educational inequities by developing multiracial youth organizers and engaging school community allies to promote school change. Youth Together programs are hosted at Castlemont, Skyline, and McClymonds high school located in Oakland, CA that provides leadership development, community education, and after school direct services.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Basis of Accounting

The general-purpose financial statements have been prepared on an accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP).

B. Basis of Presentation

The financial statements of Organization are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) "Audit and Accounting Guide for Not-for-Profit Organizations" (the "Guide"). (ASC) 958-205 was effective January 1, 2018

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, Organization classifies the net assets and changes in net assets as follows:

Net assets without Donor Restrictions - Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of Organization. Organization's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with Donor Restrictions - Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of Organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

C. Contributions

Contributions, including unconditional promises to give, are recognized as revenues in the period the promise is received. Conditional promises to give are not recognized until they become unconditional; that is when the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the date of contribution. Contributions to be received after one year are discounted at an appropriate rate commensurate with the risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any, on the contributions.

The Organization accounts for contributions in accordance with recommendations of Accounting Standard Codification (ASC) topic 958, contributions received are recorded as increases in with and without donor restricted net assets, depending on the existence or nature of any donor restrictions.

All donor-restricted contributions are reported as increases in with and without donor restricted net assets depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), with donor restricted net assets are reclassified to without donor net assets and reported in the statement of activities as net assets released from restrictions.

YOUTH TOGETHER, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020 AND 2019

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

D. Grants and Accounts Receivable

The Organization considers all grants and accounts receivable to be fully collectible at June 30, 2020 and 2019. Accordingly, no allowance for doubtful accounts was deemed necessary. If amounts become uncollectible, they are charged to expense in the period in which that determination is made.

E. Income Tax Status

The Internal Revenue Service and the California Franchise Tax Board have determined that the Organization is exempt from federal and state income taxes under Internal Revenue Code Section 501(c)(3) and the California Revenue and Taxation Code Section 23701(d). The Organization has evaluated its current tax positions as of June 30, 2020 and 2019 and is not aware of any significant uncertain tax positions for which a reserve would be necessary. The Organization's tax returns are generally subject to examination by federal and state taxing authorities for three and four years, respectively after they are filed.

F. Contributed Services

Contributed services are reflected in the financial statements at the fair value of the services received only if the services (a) create or enhance nonfinancial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the Organization. There were no contributed services that met the criteria for recognition for the year ended June 30, 2020 and 2019.

G. Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts revenue and expenses during the reporting period and the reported amounts of assets and liabilities at the date of the financial statements. Accordingly, actual results could differ from those estimates.

H. Cash and cash equivalents

For purposes of the statement of cash flows, the Organization considers cash and cash equivalents to include all cash accounts held in banks and other financial institutions with original maturities of three months or less. Cash balances are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. The carrying amount of cash and cash equivalents at June 30, 2020 and June 30, 2019 were \$240,858 and \$46,372 respectively.

The bank balance at June 30, 2020 and June 30, 2019 were \$256,963 and \$67,905 respectively, which were totally insured by FDIC.

I. Fair Value Measurements

Fair value is defined as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. The Organization determines the fair values of its assets and liabilities based on a fair value hierarchy that includes three levels of inputs that may be used to measure fair value.

Level 1 - Quoted prices (unadjusted) in active markets for identical assets or liabilities that the Organization has the ability to access at the measurement date.

Level 2 - Inputs other than quoted market prices that are observable for the asset or liability, either directly or indirectly.

Level 3 - Unobservable inputs for the assets or liability.

The Organization had no assets or liabilities recorded at fair value on June 30, 2020 and 2019.

YOUTH TOGETHER, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020 AND 2019

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

J. Property and Equipment

Property and equipment purchased by the Organization is recorded at cost. The Organization capitalizes all expenditures for property and equipment over \$1,500; the fair value of donated fixed assets is similarly capitalized. Depreciation is computed using the straight-line method over the estimated useful lives on the property and equipment or the related lease terms as follows:

Furniture and equipment	3-5 years
Computers	3 years

Expenditures for major renewals and betterments that extend the useful lives of the property and equipment are capitalized. Expenditures for maintenance and repairs are charged to expense as incurred. Management reviews long-lived assets for impairment when circumstances indicate the carrying amount of the asset may not be recoverable.

K. Functional Allocation of Expenses

The costs of providing the various program services and supporting activities of Organization are shown on the Statement of Functional Expenses. Expenses that can be directly identified with a specific function are allocated directly to that function. Expenses that cannot be directly identified with a specific function are allocated among the program services and supporting activities benefited.

L. Subsequent Events

The Organization has evaluated subsequent events and has concluded that as of April 26, 2021 the date that the financial statements were available to be issued, there were no significant subsequent events to disclose.

M. New Accounting Pronouncement

Adopted

On August 18, 2016, FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958) - Presentation of Financial Statements of Not-for-Profit Entities. The update addressed the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The Organization has adjusted the presentation of these statements accordingly.

Not Adopted

In May 2014, the FASB issued ASU 2014-09, Revenue from Contracts with Customers (Topic 606), requiring an entity to recognize the amount of revenue to which it expects to be entitled for the transfer of promised goods or services to customers. The updated standard will replace most existing revenue recognition guidance in U.S. GAAP when it becomes effective, and permits the use of either a full retrospective, or retrospective with cumulative effect, transition method. In August 2015, the FASB issued ASU 2015-14, which defers the effective date of ASU 2014-09 one year, making it effective for annual reporting periods beginning after December 15, 2018. In June 2020, the FASB issued ASU 2020-05, which defers the effective date of ASU 2015-14 one year, making it effective for annual reporting periods beginning after December 15, 2019. The Organization has not yet selected a transition method, and is currently evaluating the effect that the standard will have on its financial statements.

In February 2016, the FASB issued ASU 2016-02, Leases (Topic 842). The guidance in this ASU supersedes the leasing guidance in Topic 840, Leases. Under the new guidance, lessees are required to recognize lease assets and lease liabilities on the balance sheet for all leases with terms longer than 12 months. Leases will be classified as either finance or operating, with classification affecting the pattern of expense recognition in the income statement.

YOUTH TOGETHER, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020 AND 2019

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

M. New Accounting Pronouncement (Cont'd)

The new standard is effective for fiscal years beginning after December 15, 2019, including interim periods within those fiscal years. A modified retrospective transition approach is required for lessees for capital and operating leases existing at, or entered into after, the beginning of the earliest comparative period presented in the financial statements, with certain practical expedients available. In June 2020, the FASB issued ASU 2020-05, which defers the effective date of ASU 2016-02 one year, making it effective for annual reporting periods beginning after December 15, 2021. The Organization is currently evaluating the impact of its pending adoption of the new standard on its financial statements.

In November 2019, the FASB issued ASU 2019-10, Financial Instruments - Credit Losses (Topic 326), Derivatives and Hedging (Topic 815), and Leases (Topic 842): Effective Dates, which delays the effective date of ASU 2016-13 for certain entities. The new standard is effective for years beginning after December 15, 2022, including interim periods within those years. A modified retrospective transition approach is required for lessees for capital and operating leases existing at, or entered into after, the beginning of the earliest comparative period presented in the financial statements, with certain practical expedients available. The Organization is currently evaluating the impact on its financial statements.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30, 2020 and 2019:

	<u>2020</u>	<u>2019</u>
Computers	\$ 3,550	\$ 3,550
Accumulated depreciation	<u>1,000</u>	<u>1,000</u>
Total	<u>\$ 2,550</u>	<u>\$ 2,550</u>

NOTE 4 - CONTINGENCIES

Grant Awards

Grant awards require the fulfillment of certain conditions as set forth in the instrument of grant. Failure to fulfill the conditions could result in the return of the funds to the grantors. The Organization deems this contingency remote since by accepting the grants and their terms, it has accommodated the objectives of the Organization to the provisions of the grants.

NOTE 5 - NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions consisted \$100,000 as of June 30, 2020 and 2019, available for future use.

YOUTH TOGETHER, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020 AND 2019

NOTE 6 - LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The Organization monitors its liquidity so that it is able to meet its operating needs and other contractual commitments while maximizing the investment of its excess operating cash. The Organization had the following financial assets that could readily be made available within one year to fund expenses without limitations:

	2020	2019
<u>Financial Assets:</u>		
Cash and cash equivalents	\$ 240,858	\$ 46,372
Accounts receivables	126,378	73,503
Total financial assets available for general expenditures within one year	\$ 367,236	\$ 119,875

NOTE 7 - CONCENTRATIONS

Support and Revenue

During the year ended June 30, 2020 and June 30, 2019, the Organization received approximately 67% and 50%, respectively of its total support and revenue from various funding resources. A significant reduction in this level of support may have an effect on the Organization's programs.

NOTE 8 - EVALUATION OF SUBSEQUENT EVENTS

In February 2020, the World Health Organization declared the outbreak of a novel coronavirus (COVID_19) as a "Public Health Emergency of International Concern", which continues to spread throughout the world and has adversely impacted global commercial activity and contributed to significant declines and volatility in financial markets.

As the COVID_19 pandemic is complex and rapidly evolving. At this point, we cannot reasonably estimate the duration and severity of this pandemic, which could have a material adverse impact on our business, results of operations, financial position and cash flows.



Skyline High School
12250 Skyline Blvd.
Oakland, CA 94619
Phone (510) 482 – 7109
Fax (510) 482 – 7296

June 30th, 2021

Attn: After-School Program Office - RFQ
Oakland Unified School District
1000 Broadway, Suite 150, Oakland, CA 94607

To Whom It May Concern:

I am writing in support of Youth Together's Request for Qualifications as a Lead Agency for after-school programs. Youth Together has worked at Skyline High School since 1998 and is a valued partner of the school community.

In my role as a former teacher and current assistant principal of Skyline High School, I have seen the positive impact that Youth Together's youth development program has had on our students. Youth Together effectively develops young leaders, reduces conflict between students, and fosters unity and solidarity between different racial and ethnic communities on campus, all of which are the key to a safe, comfortable and academically rigorous learning environment. As a key service provider on campus, Youth Together partners with Skyline to improve the climate and learning conditions. As such, Youth Together's One Land One People school-based youth center has successfully implemented programming and services at Skyline that reaches more than 140 students a day.

Youth Together will continue to receive ongoing support from Skyline High School. The school is committed to continuing our on-going support by providing space for Youth Together staff and partners. We hope that you will accept Youth Together as a lead agency for after-school programs.

Sincerely,

Justin Anderson
Skyline High School Assistant Principal



Skyline High School
12250 Skyline Blvd.
Oakland, CA 94619
Phone (510) 482 – 7109
Fax (510) 482 – 7296

June 30th, 2021

Attn: After-School Program Office - RFQ
Oakland Unified School District
1000 Broadway, Suite 150, Oakland, CA 94607

To Whom It May Concern:

I am writing in support of Youth Together's Request for Qualifications as a Lead Agency for after-school programs. Youth Together has worked at Skyline High School since 1998 and is a valued partner of the school community.

In my role as a leadership teacher at Skyline High School, I have seen the positive impact that Youth Together's youth development program has had on our students as a student, coach, and teacher since 2005. Youth Together effectively develops young leaders, reduces conflict between students, and fosters unity and solidarity between different racial and ethnic communities on campus, all of which are the key to a safe, comfortable and academically rigorous learning environment. As a key service provider on campus, Youth Together partners with Skyline to improve the climate and learning conditions. As such, Youth Together's One Land One People school-based youth center has successfully implemented programming and services at Skyline that reaches more than 140 students a day.

Youth Together will continue to receive ongoing support from Skyline High School. The school is committed to continuing our on-going support by providing space for Youth Together staff and partners. We hope that you will accept Youth Together as a lead agency for after-school programs.

Sincerely,

Sean Cameron Kohles
Skyline Leadership Teacher

External

Inbox



Thu, May 27,
10:28 AM

Dr. D'Allesandro

to Danielle, Guadalupe, Joe,
me, Administration,

CAMERON

Good morning Youth Together Team,

We want to give you a heads-up that it's that time of year for us to celebrate our seniors! This year we will be holding in-person celebrations for each of our pathways next week - it would be great if you all could join us and support our students and families as we welcome them back to campus for the first time. We could use your support greeting families and young people and supporting the flow of the event. If you are able, we will provide more detailed instructions on the day of each event. In-person graduations are scheduled Tuesday, June 1st-Friday, June 4th from 5:30-7pm here at Skyline on the football field. Please fill out this [google sheet](#) for the days you are able to make it.

Schedule:

June 1, Tuesday 4-8pm: Computer Pathway

June 2, Wednesday 4- 8pm: SVPA Pathway

June 3, Thursday 4-8pm: Green Pathway

June 4, Friday 4-8pm: ChEd Pathway

In partnership,

--

Bianca D'Allesandro, Ed.D

Comprehensive High School Director



The Titan Way - Respect ~ Integrity ~ Excellence

12250 Skyline Blvd Oakland, CA 94619

Site: (510) 879 -2306 Fax: (510) 627-9306 - www.ousd.org/skyline

Oakland Unified School District

Community Schools, Thriving Students

Escuelas Comunitarias, Estudiantes Progresando

مدارس مجتمع، طلاب متفوق

社區學校, 欣欣向榮的學生



Employee Handbook

Youth Together
Franklin Street #100 - 153
Oakland, CA 94612

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INTRODUCTION

This handbook has been developed to help create a professional environment where all employees are treated with dignity and respect, where employees' talents can flourish, and where Youth Together can effectively fulfill and promote its mission. The following policies provide a framework to guide the organization in personnel matters, but are not intended to state terms of a contract. They aim instead to provide guidance to Youth Together's Executive Director and other staff with regard to desired policies and practices in the workplace.

Youth Together employees should at all times exercise common sense and common courtesy, and respect others in the workplace. This handbook cannot substitute for good judgment on the part of Youth Together staff.

In order to ensure that each employee is familiar with Youth Together policies and practices, we ask that each employee sign the acknowledgment form at the back of this handbook, tear it out, and return it to your supervisor. Youth Together hopes that the policies and practices described in this handbook will help foster a work environment that is professional, humane, and adheres to the principles of peace, unity and justice.

Circumstances will undoubtedly require that the policies, practices and benefits described in the Handbook change from time to time. Accordingly, except for the at-will employment policy, Youth Together reserves the right to revise, modify, rescind, delete or add to the provisions of this Handbook from time to time at its sole and absolute discretion. Such modifications must be in writing and must be signed by the Executive Director. Youth Together will attempt to provide you with notification of such changes when they occur. No oral statements or representations can in any way change or alter the provisions in this handbook.

This Handbook contains a summary of the Youth Together's policies and practices. All previously issued handbooks and any inconsistent policy or benefit statements or memoranda are superseded.

YOUTH TOGETHER’S HISTORY AND PURPOSE

Mission Statement

Grounded in our commitment to unity, peace, and justice, Youth Together addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school community allies to promote school change.

Vision

Education is a basic human right, not a privilege.

The vision of Youth Together is to reclaim public education. We seek to create public educational systems that are just, community based, supportive and people centric. We aim to empower, mobilize, and build self-determination among students and their communities.

Youth Together envisions students who think critically, are social change agents, and who challenge internalized, interpersonal, and institutional oppression in their schools and communities. Specifically, we envision public schools as spaces where youth, their families, and community members are key decision makers in their educational experience.

We envision an educational system that is both the center of the community and a tool for creating community. When local educational institutions are designed to meet the needs of students, a strong community is created.

History & Description

Youth Together (“YT”) was formed in 1996 as a community-based response to increased inter-racial conflicts and violence in our school communities. The mission of YT is to address the root causes of educational inequities by developing multiracial youth leaders and organizers grounded in the principles of peace, unity, and justice, as well as engage school community allies in the process of developing the youth-led solutions that will promote positive school and community change.

The YT program model combines multiracial youth development with community organizing and community building strategies in order to ensure that our constituent youth can effectively lead and organize school and community change initiatives that lead to long-term solutions which help create safe, respectful, equitable, and empowered communities.

Youth Together Guiding Values

- YT values young people because we believe youth are inherently valuable and powerful and must be key players in creating a world free of internalized, interpersonal, and institutional oppression.
- YT values supporting academic development, raising political consciousness, and knowing our histories because we believe the lifelong pursuit of knowledge, education, and reflective practice is necessary for our liberation.
- YT values leadership development because we believe by nurturing the confidence and skills of young people they will create a just environment in their schools and communities.
- YT values multi-generational partnerships because we believe youth and adults sharing power and knowledge is necessary for authentic social change.
- YT values multiracial unity because we believe that racial division is a key tool of oppression, and that we gain strength and power in learning and sharing our histories, cultures, and experiences.
- YT values anti-oppression work because we believe that all forms of injustice prevent effective movement-building.
- YT values movement building, because we believe power is created by people organizing to make change inside and outside of institutions.
- YT values accountability because we believe both self-discipline and high expectations nurture a fair and equitable environment.
- YT values access to equitable and quality education because we believe education is basic human right that determines individual and community well-being.
- YT values self-determination because we believe in the capacity of individuals and communities to envision and realize their strength, power, and well-being
- YT values building a healthy organizing culture that acts out of love, respect, and equality for all people because we believe strong individuals and strong relationships build strong movements.
- YT values collaborative decision-making and transparency because we believe open communication and healthy conflict struggle the greatest solutions.

Constituency

Youth Together focuses on the school communities of Castlemont, Fremont, McClymonds, Skyline, and Oakland High Schools in Oakland, CA. Youth Together students in these communities through various needs assessments have identified problems plaguing their schools and neighborhoods. Youth in these communities have stated that everyday they experience the cumulative burdens of racism, poverty, unemployment, institutional neglect, and civic disengagement. The majority of YT youth and community members are low-income, ethnically and linguistically diverse. The youth in our programs attend academically under-performing and dehumanizing schools that often don't have clean bathrooms, textbooks, or credentialed teachers. Students are divided by race, language, immigration status, class, sexual orientation, and gender, and the schools in which they spend their days are often unequipped to handle the diversity of their student population and the challenges that can and do arise.

Many YT youth have internalized the negativity around them and have issues with substance abuse, truancy, family violence, sexual abuse, and other behavioral health risk factors. Few opportunities exist for young people to develop the knowledge and skills to take charge of changing negative conditions in their own lives and their communities and build positive relationships with adult allies, as well as develop creative solutions to challenging those negative conditions.

Youth Together is a private non-profit corporation legally constituted in the State of California and governed by a Board of Directors. For more detail, see our website at www.youthtogether.net

AUTHORITY AND RESPONSIBILITIES

The Youth Together Board of Directors is responsible for overseeing the general policy direction of the organization, including basic program goals and financial arrangements, and for the hiring and firing of the Executive Director. Except in unusual circumstances, the Board of Directors is not involved in the day-to-day operation of the organization.

The Executive Director has the responsibility of running all aspects of Youth Together on a day-to-day basis, and the authority to make any decisions necessary toward that end, including hiring, firing, or discipline of staff. Any authority possessed by the Executive Director may be delegated at the Executive Director's discretion.

For issues that come up in committees, team meetings and staff meetings, the Executive Director will generally utilize a participatory decision-making process, otherwise known as the gradients of agreement. During the process, the staff commits to resolve, if at all possible and in a reasonable period of time, every individual's concerns regarding the issue in question. If this process fails to produce an intended result after a reasonable discussion period, the Executive Director shall make the final decision.

EQUAL EMPLOYMENT OPPORTUNITY

Youth Together is an equal opportunity employer and makes employment decisions on the basis of merit and business needs. Youth Together does not unlawfully discriminate on the basis of race, color, religious creed, citizenship, marital status, age, national origin, ancestry, physical or mental disability, medical condition, sexual orientation, gender identity and expression, veteran status, family care status, sex (which includes sexual harassment, gender harassment and harassment based on, pregnancy, childbirth, or related medical conditions) or any other basis protected by law. In addition, Youth Together prohibits the harassment of any individual on any of the bases listed above. For information about the types of conduct that constitute unlawful harassment and Youth Together's internal procedures for addressing complaints of harassment, please refer to Youth Together's Policy against Harassment in the next section of this Handbook.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Youth Together will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

ANTI-HARASSMENT POLICY

Youth Together is committed to providing a work environment that is free of discrimination. In keeping with this policy, Youth Together strictly prohibits harassment of any kind, including harassment on the basis of race, color, veteran status, religion, gender, sex, sexual orientation, age, mental or physical disability, medical condition, national origin, marital status, or any other characteristics protected under Federal or State law or local ordinance.

Definitions

- (1) Harassment may take many forms, but the most common forms include:
 - a. Verbal harassment – such as jokes, epithets, slurs, negative stereotyping, and unwelcome remarks about an individual’s body, color, physical characteristics, or appearance, questions about a person’s sexual practices, or gossiping about sexual relations;
 - b. Physical harassment – such as physical interference with normal work, impeding or blocking movement, assault, unwelcome physical contact, leering at a person’s body, and threatening, intimidating or hostile acts that relate to a protected characteristic;
 - c. Visual harassment – such as offensive or obscene photographs, calendars, posters, cards, cartoons, e-mails, drawings and gestures, display of sexually suggestive or lewd objects, unwelcome notes or letters, and any other written or graphic material that denigrates or shows hostility or aversion toward an individual, because of a protected characteristic, that is placed on walls, bulletin boards, or elsewhere on the employer’s premises or circulated in the workplace.
- (2) Sexual harassment – There are two distinct categories of sexual harassment:
 - a. Quid Pro Quo – When an individual’s submission to or rejection of unwelcome sexual conduct is used as a basis for employment decisions affecting that individual, including granting of employment benefits; and
 - b. Hostile Environment – When unwelcome sexual conduct unreasonably interferes with an individual’s job performance or creates an intimidating, hostile, or offensive working environment, even if it does not lead to tangible or economic job consequences.

Sexual harassment includes harassment of women by men, of men by women, and same sex gender-based harassment. Sexual harassment is unlawful whether it involves co-worker harassment, harassment by a supervisor or manager, or by persons doing business with or for Youth Together.

Youth Together prohibits any and all conduct that may reasonably be interpreted as harassment as defined above whether or not such conduct is pervasive enough or severe enough to meet the technical legal requirements of harassment.

Reporting and Investigation

If you believe you have been subject to harassment of any kind or conduct which violates this policy, you must immediately report the facts of the conduct to your supervisor or the Executive Director, or both. If, for any reason, you do not feel comfortable discussing the matter with your supervisor, you should bring the matter to the attention of the Executive Director or to the Director of Programming. The important thing is that you bring the matter to Youth Together's attention promptly so that any concern of harassment can be investigated and addressed appropriately.

All complaints will be promptly and thoroughly investigated, and all information disclosed during the course of the investigation will remain confidential, except as necessary to conduct the investigation and take any remedial action, and in accordance with applicable law. All employees and supervisors have a duty to cooperate in the investigation of alleged harassment. In addition, failing to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, including termination of employment. At the conclusion of its investigation, if Youth Together determines a violation of policy has occurred, it will take effective remedial action commensurate with the severity of the offense. This action may include disciplinary action against the accused party, up to and including termination. Steps will be taken, as reasonable and necessary, to prevent any further violations of policy.

Retaliation

Retaliation for reporting any incidents of harassment, or perceived harassment, for making any complaints of harassment, or participating in any investigation of incidents of harassment, or perceived harassment is strictly prohibited.

Any report of retaliation by the one accused of harassment, or by co-workers, supervisors, or managers, will also be promptly and thoroughly investigated in accordance with Youth Together's investigation procedures outlined above. If a complaint of retaliation is substantiated, appropriate disciplinary action, up to and including discharge, will be taken.

Additional Enforcement Information

In addition to Youth Together's internal complaint procedure, employees should also be aware that the federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of harassment and discrimination in employment. You may contact the EEOC and the DFEH directly. Their phone numbers are listed in the telephone book.

Modification

This policy can be modified unilaterally by Youth Together at any time without notice. Modification may be necessary to maintain compliance with State and Federal regulations and/or accommodate organizational changes within Youth Together.

OPEN DOOR POLICY

Youth Together encourages employee participation in decisions affecting them and their daily professional responsibilities. Employees who have job-related concerns or complaints are encouraged to discuss them with their supervisor or with the Executive Director. Youth Together believes that employee concerns are best addressed through this type of informal and open communication.

Employees are encouraged to raise their work-related concerns with their immediate supervisor, or with another supervisor of their choice, as soon as possible after the events that cause the concern. Employees can request that items discussed with the Executive Director be kept in confidence. Employees are further encouraged to pursue discussion of their work-related concerns until the matter is fully resolved.

Employees who conclude at any time that their attempt at informal and open communication regarding their work-related concerns is not being resolved, should bring their work-related concerns to the attention of Youth Together by written complaint and formal investigation as outlined in the “Internal Complaint Review Procedure” set forth elsewhere in this handbook.

AT-WILL STATEMENT

All Youth Together staff members understand that any employment at Youth Together is at-will and of indefinite duration, and that either the staff member or Youth Together may terminate employment at any time, with or without notice and for any reason. No agreement to the contrary will be recognized unless such an agreement is in writing and signed by the Executive Director.

EMPLOYEE CLASSIFICATIONS

A. Types of Employee Schedules

Employees of Youth Together will usually fall into one of the following categories:

(1) **Regular Full-Time Employees:** employees who normally work at least 40 hours per week, for a period of indefinite duration.

(2) **Regular Part-Time Employees:** employees who normally work less than 40 hours per week, for a period of indefinite duration.

(3) **Temporary Employees:** employees hired to work on special assignment with the understanding that such work will be completed within a specified period of time, not to exceed six months. Youth Together will hire temporary employees only on an infrequent basis. Any temporary employee who works for Youth Together for more than six months becomes either a Regular Full-Time Employee or a Regular Part-Time Employee, with seniority retroactive to the initial date of hire. At time of conversion to Regular Employee status, such employees will receive an accrual of vacation and sick days proportionate to the amount of time worked at Youth Together.

B. Exempt and Nonexempt Employees

Exempt Employees:

Exempt employees include all employees who are classified as exempt from the overtime provisions of federal and state wage and hour law.

Nonexempt Employees:

Nonexempt employees include all employees who are covered by the overtime provisions of federal and state wage and hour law.

IMMIGRATION LAW COMPLIANCE

All offers of employment are contingent on verification of your right to work in the United States. On your first day of work you will be asked to provide original documents verifying your right to work and to sign a verification form required by federal law. If you at any time cannot verify your right to work in the United States, Youth Together may be obliged to terminate your employment.

PAYMENT OF WAGES

A. Pay Days

Employees are paid twice a month. If a payday falls on a weekend or holiday, paychecks will be distributed on the preceding workday.

B. Payment on Resignation or Termination

If an employee resigns, his or her paycheck will be available on the final day of work, provided the employee has given at least 72 hours' prior notice. If an employee resigns without giving 72 hours' notice or fails to return to work, his or her paycheck will be mailed by regular mail to his or her last known address not later than 72 hours after the date when the employee is considered to have resigned. If an employee is terminated involuntarily, his or her paycheck will be available at the time of discharge. The employee's final paycheck will include payment for all wages owed and for accrued but unused vacation time, less authorized and required deductions.

C. Payroll Deductions.

Payroll deductions and earnings are detailed with paychecks. Mandated deductions usually include:

- (1) federal income tax;
- (2) state income tax;
- (3) Social Security / Medicare;
- (4) state disability insurance.

Youth Together will take other deductions from your wages as required by law.

D. Work Schedules

Youth Together is normally open for business between the hours of 8:00 am and 5:00 pm, Monday through Friday. Your manager will assign your individual work schedule.

E. Meal and Rest Periods

For those non-exempt employees working five (5) hours/day or more, a 30-minute meal period is to be taken approximately in the middle of the workday. Employees are allowed a 10-minute rest period for every four hours of work or major portion thereof. Employees may schedule their own meal and rest periods pursuant to these guidelines. All ten-minute breaks must be taken on Youth Together premises.

F. Lactation Accommodation

Youth Together will provide all employees who wish to express breast milk at work with a reasonable amount of break time. The break time will be required to run concurrently, if possible, with any paid break time already provided. In the event it is not possible for the break time for expressing milk to run

concurrently with the paid break time already provided to the employee, the break time for expressing milk is unpaid.

Youth Together will provide all employees desiring to express breast milk at work with reasonable accommodations. The employee will be provided with use of a room, or other location, other than a toilet stall, in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private.

G. Timekeeping Requirements

Time sheets are prepared for each pay period, and are given to your supervisor for approval on the Friday before payday. It is important for you to keep accurate and to turn them in when they are due. A time sheet is a legal document and must not be tampered with. Corrections must be approved by your supervisor and initialed by you. Filling out the time sheet of a fellow employee or falsifying your own time card is dishonest and may lead to immediate discharge.

If you are a part-time or temporary employee, you must turn in your time sheet to your supervisor for approval according to the schedule given to you.

Nonexempt employees will be paid for staff meetings, but must note "staff meeting" next to the time recorded for the meeting.

H. Overtime

As necessary, employees may be required to work overtime. However, only nonexempt employees qualify for overtime pay. To work overtime, a nonexempt employee must obtain written permission from his or her supervisor. If a nonexempt employee works overtime without permission, the employee may be disciplined, up to and including discharge. Youth Together provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law.

I. Salary Pay

Subject to any exceptions provided by law, exempt, salaried employees will receive their salary for any week in which an employee performs any work. For purposes of this salary pay policy, a week is Monday 12:01 a.m. through Sunday midnight.

This salary pay policy is intended to comply with the salary pay requirements of the Fair Labor Standards Act and shall be construed in accordance with the Act. Employees are encouraged to bring any questions concerning their salary pay to the Executive Director so that any inadvertent error can be corrected.

SENIORITY

For the purpose of administering benefits, all employees acquire another year of seniority on the anniversary of their original hire date. The first year of employment is Seniority Year 0.

VACATION POLICY

Youth Together provides vacation benefits to most employees, to enable them to take paid time off for rest, recreation, or any other desired purpose. Youth Together believes that this time is valuable for employees in order to make their work experience with Youth Together personally satisfying, and to enhance both personal and professional development. Youth Together provides employees with additional vacation benefits as years of service are accumulated.

A. Vacation Accrual

All regular full-time employees who have completed at least three months of continuous service with Youth Together are eligible to take vacation benefits based on their continuous length of service, measured from the date of hire.

Seniority year	Days of paid vacation per year
0	10
1	12
2	14
3	17
4 or more	20

B. Part-Time and Temporary Employees

All regular Part-Time Employees who have completed at least three months of continuous service with Youth Together accrue vacation benefits on a pro rata basis. Temporary employees do not accrue vacation benefits unless they are converted to Regular Employees.

C. Maximum Accrual

Unused vacation time may be carried over from year to year, but vacation accruals may not exceed 120 hours (20 days). Once this maximum is reached, no further accrual is permitted until the employee uses some of the accrued vacation and their hours have dropped below the maximum accrual. Part-time exempt employees accrue vacation time on a pro-rata basis, i.e. an employee working 50% of the time has a maximum accrual of 80 hours of vacation time. Any exceptions to this policy require the written approval of the Executive Director.

D. Pay in Lieu of Vacation

No employee will receive pay in lieu of vacation except on the termination of his or her employment, as described in Paragraph F, below.

E. Vacation Accrual During Leave of Absence

No vacation accrues during an unpaid leave of absence.

F. Vacation Pay on Termination

On termination of employment, the employee is paid all accrued but unused vacation at the employee's base rate of pay at the time of his or her termination.

G. Vacation Approval and Scheduling

All vacations must be approved in advance, by the employee's immediate supervisor. Requests for vacations of five days or longer must be submitted at least two weeks prior to the commencement of the vacation period. Scheduling of vacations is to be done in a manner consistent with Youth Together's operational requirements.

H. Vacation Advances

An employee may borrow up to one week of future accrual of vacation benefits, with the approval of a supervisor.

I. Holidays Occurring During Vacation

If an observed Youth Together holiday (see guideline entitled "Holidays") occurs during an employee's scheduled vacation, no deduction from accrued vacation will be made for the holiday period. An employee may thus add to his or her vacation period by adding to or using the holiday period in place of accrued vacation time.

J. Vacation Increments

Accrued vacation must be taken in increments of at least a half day.

HOLIDAYS

A. Standard Holidays

Youth Together observes the following standard holidays each year:

- July 4th - Family Day
- Labor Day
- Indigenous People's Day
- Veterans Day
- Wednesday/Thursday/Friday-Thanksgiving/Thankstaking
- MLK Birthday
- President's Day
- Cesar Chavez Day
- Memorial Day
- 1 additional floating holidays of cultural relevance to the employee, this may include employee birthday.
- In addition, Youth Together will observe a Winter Break each year. The dates of this break will be determined yearly and will take into account the Christmas and New Year's Holiday.

Holidays falling on Saturdays will normally be observed on the preceding Friday. Holidays falling on Sundays will normally be observed on the following Monday. Holidays that occur during an eligible employee's vacation will not be counted as vacation days taken.

To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your manager.

B. Mental Health Days

Youth Together also provides regular full-time employees with three mental health days per year. Mental Health Days may be taken on any work day, without advance notice. Youth Together requests that employees make every effort to take mental health days in a time and manner so as to minimize disruption to Youth Together programs and operations. Mental health days do not accrue from year to year.

C. Eligibility

All regular full-time employees will receive time off with pay at their normal base rate for each of the standard and floating holidays described above. Part-time employees are eligible for paid holiday benefits on a prorated basis. Temporary employees are not eligible for paid holiday benefits. All employees are ineligible for holiday benefits that accrue while on leave of absence.

SICK LEAVE

Regular full-time employees accrue sick leave at a rate of one-half day for each month of service, up to a total of six days. Regular part-time employees accrue sick pay on a pro-rata basis. Temporary employees do not accrue sick leave and are not paid for sick days.

Your unused sick leave is not carried forward from one year to the next, and you will not be paid for unused sick leave either while you work for Youth Together or when you leave. Sick leave will not accrue during any leave of absence.

If you are sick, you must tell your supervisor within one half hour of the beginning of your shift, or you will not receive sick pay for that day. If you have a serious illness or injury, we may also ask that you obtain a doctor's release before you are allowed to return to work.

If you are hospitalized or out sick for more than seven calendar days for an injury or illness that is not work-related, you should apply for State Disability Insurance (SDI) benefits. These benefits will be deducted from your sick pay. The Operations Manager can supply the form you will need to apply for SDI, but it is your responsibility to make the application. Also, you must send your Notice of Disability Benefits Received to the Operations Manager.

You may use your sick leave only if you are sick, for your medical and dental appointments or for the illnesses or doctor's appointments of your dependent children, dependent parents, or your present spouse and/or domestic partner.

EMPLOYEE BENEFITS

Youth Together provides benefits for most employees. Because of the potential for changing budget situations and organizational needs, Youth Together reserves the right to modify or eliminate any of its benefits at any time, after notice to and consultation with staff and Board.

A. Workers' Compensation Insurance

Youth Together, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include:

- (1) Medical care,
- (2) Cash benefits, tax free, to replace lost wages,
- (3) Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that you receive any workers' compensation benefits to which you may be entitled, you will need to:

- (1) Immediately report any work-related injury to your supervisor.
- (2) Seek medical treatment and follow-up care if required.
- (3) Complete a written Employee's Claim Form (DWC Form 1) and return it to the Operations Manager.

Employees must provide Youth Together with a certification from their health care provider regarding the need for workers' compensation disability leave and the employee's ability to return to work from the leave.

Upon submission of a medical certification that you are able to return to work, you will be offered the same position held at the time of leaving, unless the job has been filled in order to avoid undermining Youth Together's ability to operate safely and efficiently, or you are not capable of performing the job responsibilities upon return. If your former position is not available, a substantially similar position will be offered unless there is no substantially similar position available, or filling the available position would substantially undermine Youth Together's ability to operate safely and efficiently, or you are not capable of performing the job responsibilities. If, after returning from workers' compensation disability leave, you are unable to perform the essential functions of the job because of a physical or mental condition, Youth Together's obligations to you may include reasonable accommodation, as governed by the Americans with Disabilities Act.

B. State Disability Insurance

Each employee contributes to the State of California to provide short-term disability insurance pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at Youth Together or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Operations Manager.

C. Medical, Vision, Dental Insurance

All Regular Full-Time Employees and their dependents, including domestic partners, are eligible to participate in Youth Together's health, vision and dental insurance plan starting two months after date of hire. Youth Together will pay the entire cost of this coverage for regular full-time employees. Details concerning specifics surrounding insurance coverage are available from the Operations Manager.

Regular Part-Time employees working at least a half-time schedule, and their dependents, including domestic partners, are also eligible for coverage. For each such employee, Youth Together's insurance carriers do not permit Youth Together to insure employees working less than a half-time schedule.

Health and dental insurance coverage during leaves of absence depends on the type of leave. For details, see descriptions of the various types of leaves of absence, set forth elsewhere in this handbook. Pursuant to the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA), eligible employees and their dependents may be entitled to continue insurance coverage after employment with Youth Together ceases.

D. Tax-Deferred Retirement Plan Assistance

Youth Together does not make contributions to retirement plans for employees. However, Youth Together will provide forms and assist employees in setting up tax-deferred retirement plans suitable for pre-tax contributions from employees' paychecks.

E. Commuter Check Deductions

Youth Together allows employees to use pre-tax contributions to purchase up to \$100 per month worth of transit vouchers. This allows employees to avoid payment of payroll taxes on money used for commuting via public transportation. Please see a supervisor for details on this optional program.

F. Long-Term Disability

Youth Together provides all regular employees working over 30 hours a week long-term disability insurance. An employee who is totally or partially disabled for more than 90 calendar days, may be eligible for this benefit.

ACCOMMODATION FOR DISABILITIES

Youth Together believes that a supportive and caring work environment is an important factor in maintaining quality of life for employees with disabilities. At Youth Together we believe that employees with disabilities should continue to work for as long as they choose, so long as they can safely perform essential job functions, with reasonable accommodation if necessary. All employees should be sensitive to the needs of disabled colleagues. Supervisors should provide disabled employees with support and assistance appropriate to the work environment.

Youth Together complies to the fullest extent possible with all rules and regulations of the Americans with Disabilities Act and similar applicable state and local laws. Youth Together does not discriminate against any qualified individual with a disability in job application procedures, hiring, promotion, discharge, compensation, job training, or any other term, condition, or privilege of employment.

Youth Together will provide reasonable accommodation for the known physical or mental conditions of a qualified applicant or employee with a disability, unless the accommodation would impose an undue hardship on Youth Together, under current legal standards. Reasonable accommodation might include schedule variances to accommodate medical treatments, or assignment of tasks that minimize physical exertion. Employees requesting reasonable accommodation should contact a supervisor.

Disabled employees are under no obligation to disclose their conditions to Youth Together. If an employee chooses to discuss a disability or provide any other medical information, all information provided will be considered strictly confidential and will not be disclosed to others without the employee's permission, unless required by law. Unauthorized disclosure of confidential information relating to health status may lead to disciplinary action against the disclosing employee, possibly including termination.

LEAVES OF ABSENCE

A. Paid Sabbaticals

Any Regular Full-Time Employee who has been at Youth Together for four full years may take a onemonth paid sabbatical, during which time he or she will have no job-related responsibilities. Sabbaticals may be combined with vacation time or unpaid leave time, but total time out of the office cannot exceed two consecutive months. An employee who wishes to take a sabbatical must give six months' notice. Sabbaticals may only be taken with the approval of the Executive Director, who shall ensure that the timing of a sabbatical does not unduly impact Youth Together operations. Employees do not accrue sick leave or vacation time while on sabbatical. Medical and dental insurance remain in effect during a sabbatical.

A sabbatical is not intended as a reward for completing four years of work at Youth Together. Rather, it is intended to help employees refresh and revitalize themselves. Youth Together expects employees who take a sabbatical to work at Youth Together for at least one full year after the conclusion of the sabbatical. If an employee leaves before a full year of employment, Youth Together will deduct the time taken from existing vacation time accrued. Employees are strongly encouraged to take a sabbatical within two years of eligibility. No vacation or holiday hours are earned during the leave period.

B. Unpaid Leave

Youth Together will consider allowing Regular Full-Time Employees and Regular Part-Time Employees who have worked at least one full year at Youth Together to take an unpaid leave of up to one month. Employees requesting unpaid leave should submit a request at least six months in advance, should specify departure and return dates, and should submit a plan for covering work assignments during the unpaid leave. Youth Together will consider such requests on a case-by-case basis, and reserves complete discretion to grant or deny requests for unpaid leave. No vacation or holiday hours are earned during the leave period.

C. Pregnancy-Disability Leave

Eligibility

In compliance with California law, this policy applies to employees at a worksite in California with 5 or more employees.

Pregnancy-related disability leave refers to a period when an employee takes time off work because they are disabled by pregnancy, childbirth or related medical conditions.

Eligible employees of Youth Together who are disabled by pregnancy, childbirth or related medical conditions, are eligible to take an unpaid pregnancy disability leave ("PDL") of up to four months. PDL may include time off for prenatal care, severe morning sickness, doctor-ordered bed rest, childbirth and recovery from childbirth.

Pregnancy disability leave is separate and distinct from Youth Together's Family/Medical Leave policy. Employees who are eligible for PDL may also be eligible to take a leave under Youth Together's Family/Medical Leave policy. The maximum combined leave that an employee may take under Youth Together's PDL policy and the Family/Medical Leave policy is four months (PDL), plus 12 weeks (California Family Rights Act). PDL leave need not be taken in one continuous period.

General

All female employees should advise the Executive Director of their intent to take pregnancy disability leave as soon as possible. The individual should make an appointment with the Executive Director so that the manager may explain the following:

- (1) Employees who need to take pregnancy disability must provide at least verbal notice sufficient to notify Youth Together that the employee needs to take a pregnancy disability leave and/or transfer. The verbal notice should include the anticipated timing and duration of the leave or transfer.

If the need for the leave or transfer is foreseeable because of the pregnancy, employees must provide at least 30 days' advance notice before the pregnancy disability leave or transfer is to begin. Employees must consult with the Executive Director regarding the scheduling of any planned medical treatment or supervision so as to minimize disruption to the operations of Youth Together. Any such scheduling is subject to the approval of the health care provider of the employee.

If 30 days' advance notice is not possible, notice must be given as soon as practicable. Failure to comply with these rules is grounds for, and may result in, deferral of the required leave until the employee complies with this notice policy.

- (2) Employees may request a transfer to a less strenuous position or less strenuous duties where the transfer is medically advisable. Transfer requests will be granted to the extent Youth Together can reasonably accommodate the request. Employees requesting an intermittent leave or reduced schedule leave may be transferred, at Youth Together's discretion, to a position more suited to such a leave for which the employee is qualified. The position to which the employee is transferred will have the same pay and benefits as the employee's former position.
- (3) Pregnancy leave will usually begin when ordered by the employee's physician. The employee must provide Youth Together with a certification from a health care provider. The certification indicating disability should contain:
 - a. The date on which the employee became disabled due to pregnancy;
 - b. The probable duration of the period or periods of disability; and

- c. A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons.
- (4) Recertification's are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification's can result in termination of the leave. Youth Together will require certification by the employee's health care provider that the employee is fit to return to work. Failure by the employee to provide this certification will result in the employee being denied reinstatement until such time as the certificate is obtained. If the employee fails to return to work immediately after the approved pregnancy leave expires, or fails to provide the certification stating that the employee is fit to return to work within 3 days after returning to work, the employee will be considered to have voluntarily resigned from Youth Together.
- (5) Duration of the leave will be determined by the advice of the employee's physician, but disabled employees may take up to four (4) months. The four (4) months of leave includes any period of time for actual disability caused by the employee's pregnancy, childbirth or related medical condition. This includes leave for morning sickness and prenatal care.

Leave may be taken intermittently or on a reduced work schedule when medically advisable. Leave may be taken in increments of one (1) hour.
- (6) An employee on PDL is not permitted to take on any other employment, even on a temporary basis, without written authorization from Youth Together. To do so will result in termination.
- (7) It is Youth Together's policy to be fair and impartial in all its relations with employees and applicants. Youth Together will not discriminate against employees or applicants as a result of the approved use of PDL or a proper request for such leave.

Benefits Determination for Pregnancy-Related Disability Leave

The employee will receive no pay during the period of PDL. An employee's benefits during a PDL will be as follows:

- (1) **Vacation/Personal Leave.** No vacation or personal leave hours or holiday hours are earned during the leave period. An employee may use accrued vacation or personal leave hours during the leave period. If you choose to use vacation it is your responsibility to notify the Executive Director of your option in writing.

- (2) **Health Insurance.** If an employee takes PDL and is eligible under the federal family medical leave law (“FMLA”), Youth Together will maintain group health insurance coverage for up to a maximum of 12 work weeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. *Leave taken under the pregnancy disability policy runs concurrently with FMLA, but not family and medical leave under California law (“CFRA”).* (See Youth Together’s Family/Medical Leave Policy for additional information.) The continued participation in health benefits begins on the date unpaid leave first begins under FMLA.

If an employee is on PDL and not eligible for continued paid coverage under FMLA, Youth Together will pay for health care and dental insurance (if such insurance was provided before the leave was taken) for one month after an employee begins unpaid leave (and the employee must pay its share of the premium.). Furthermore, if an employee is on PDL and not eligible for continued paid coverage under FMLA, or if paid coverage ceases after 12 work weeks, an employee will be offered the opportunity to enroll in the COBRA program, subject to the eligibility requirements of the COBRA plan. In some instance, Youth Together may recover premiums it paid to maintain health coverage for you if you fail to return to work following PDL.

- (3) **Other Insurance.** Employees will be allowed to continue to participate in the life insurance and disability insurance plans for the same period (up to 12 weeks) of health insurance coverage and for the same amounts existing on the date the leave first begins.

Reinstatement

An employee returning from PDL will be offered the same position held at the time of leaving, unless the job no longer exists or preserving the job for the employee would substantially undermine Youth Together’s ability to operate safely and efficiently. If the employee’s former position is not available, an equivalent position will be offered unless there is not an equivalent position available or filling the available position with the employee would substantially undermine Youth Together’s ability to operate safely and efficiently.

D. Family/Medical Leave

Definition

Family/Medical Leave refers to a period when an employee takes time off work for any of the following reasons: to care for the employee’s spouse, domestic partner, child or parent with a serious health condition; the employee’s own serious health condition makes the employee unable to perform the essential functions of his/her position; or to care for an employee’s newborn child, or a child placed with an employee for foster care or adoption.

Eligibility

Employees are eligible for a Family/Medical Leave who:

- (1) have worked for Youth Together for at least 12 months prior to the date on which the leave is to commence,
- (2) have worked at least 1,250 hours during the 12-month period preceding the leave, and,
- (3) who are employed at a worksite where Youth Together maintains on the payroll (as of the date of the leave request), at least 50 part-time or full-time employees within 75 miles (measured in road miles) of the worksite where the employee requesting the leave is employed.

Eligible employees may take up to a maximum of 12 workweeks of unpaid family/medical leave within a 12-month period under federal (“FMLA”) and, if in California, under California (“CFRA”) family/medical leave laws.

FMLA/CFRA Coordination with Pregnancy Disability Leave

Pregnant employees may have the right to take a pregnancy disability leave in addition to family or medical leave; such employees should review Youth Together’s Pregnancy-related Disability Policy and contact the Executive Director regarding their individual situation.

Time off from work because of the employee’s disability due to pregnancy, childbirth or related medical condition is counted as time used for FMLA leave, but not counted as time used for CFRA leaves. (PDL runs concurrent with FMLA, but FMLA is limited to 12 weeks.) Eligible California-based employees who become pregnant are therefore entitled to up to 4 months of pregnancy disability leave, followed by 12 weeks of CFRA leave to care for the newborn child.

Intermittent Leave Requests

Employees may take FMLA/CFRA leave intermittently (in blocks of time, or by reducing their normal weekly or daily work schedule) if the leave is for the serious health condition of the employee’s child, parent, spouse, domestic partner or of the employee and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is one (1) hour.

Any leave taken for the birth, adoption or foster care placement of a child does not have to be taken in one continuous period of time. CFRA leave taken for the reason of birth or placement of a child will be granted in minimum amounts of two weeks. However, Youth Together will grant a request for a CFRA leave (for birth/placement of a child) of at least one day but less than two weeks duration on any two occasions.

Notice of Planned Leave

If the event necessitating the leave is based on the expected birth, placement for adoption or foster care of the employee's child, or planned medical treatment for a serious health condition of the employee or a family member, the employee must provide notice of at least 30 days' advance notice before leave is to begin. The employee must consult with Youth Together regarding the scheduling of any planned medical treatment or supervision so as to minimize disruption to the operations of Youth Together. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the employee's child, parent, spouse, or domestic partner.

If 30 days' notice is not practicable, notice must be given as soon as practicable. Failure to comply with these rules is grounds for, and may result in, deferral of the required leave until the employee complies with this notice policy.

Certification of Leave

- (1) Youth Together will require that the employee provide certification as explained below, within 15 days of the employee's request for FMLA/CFRA leave, unless it is not practicable for the employee to do so. Upon expiration of the estimated time needed for the Family/Medical Leave set forth in the certification, the leave will automatically terminate and the employee will be expected to return to work. If additional family/medical care leave is required, an employee must, prior to expiration of the Family/Medical Leave, submit additional certification to Youth Together, as set forth below. If an employee fails to return to work immediately after the approved Family/Medical Leave expires, the employee will be considered to have voluntarily resigned from Youth Together.
- (2) If the leave is needed to care for a sick child, spouse, domestic partner, spouse or parent, the employee must provide a certification from the health care provider which states:
 - a. date of commencement of the serious health condition;
 - b. probable duration of the condition;
 - c. estimated amount of time the health care provider will provide care; and
 - d. confirmation that the serious health condition warrants the participation of the employee.
- (3) In cases where both parents are employed by Youth Together and the leave requested is for the birth, adoption or foster care of a child, Youth Together will not grant more than 12 weeks total of Family/Medical Leave between the two employees.

- (4) If the leave is needed for the employee's own serious health condition, the employee must provide a certification from the health care provider which states:
 - a. date of commencement of the serious health condition;
 - b. probable duration of the condition; and
 - c. a statement that the employee is unable to perform one or more of the essential functions of his/her position because of the employee's serious health condition.

Youth Together will require certification by the employee's health care provider that the employee is fit to return to work. Failure by the employee to provide this certification will result in the employee being denied reinstatement until such time as the certificate is obtained. If the employee does not provide the certification within three (3) business days after the employee's scheduled return date, the employee will be considered to have voluntarily resigned from Youth Together.

- (5) If the FMLA request is because of the employee's own serious health condition, and Youth Together has reason to doubt the veracity of the certification, pursuant to procedure number 4 above, Youth Together may require, at its expense, a second opinion from a health care provider, designated by Youth Together. The health care provider designated to provide a second opinion will not be one who is employed on a regular basis by Youth Together.

If the second opinion differs from the first opinion, Youth Together may require, at its expense, that the employee obtain the opinion of a third health care provider, designated or approved jointly by Youth Together and the employee.

The opinion of the third health care provider shall be considered final and binding on Youth Together and the employee.

- (6) Any leave granted for a FMLA/CFRA qualifying reason will be counted as Family/Medical Leave and will be considered as part of the 12-workweek entitlement in a 12-month period. This 12-month period is measured on a calendar year basis for all leaves except those to care for an employee's newborn child, or a child placed with an employee for foster care or adoption. A leave taken to care for an employee's newborn child, or a child placed with an employee for foster care or adoption must be concluded within one year of the birth or placement of the child with the employee. There is no carryover of unused leave from one 12-month period to the next 12-month period.

Reinstatement After the Leave Expires

- (1) Upon return from Family/Medical Leave, an employee will be reinstated to his or her original job, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions subject to any defense to reinstatement allowed under the law. In addition, an employee's use of Family/Medical Leave will not result in the loss of any employment benefit that the employee earned or was entitled to before using Family/Medical Leave. As more fully described below, employees on FMLA/CFRA leave will not continue to accrue employment benefits, such as personal leave or vacation benefits, during unpaid FMLA/CFRA leave.
- (2) Reinstatement after Family/Medical Leave may be denied to certain salaried "key" employees:
 - a. who are among the highest paid 10 percent of salaried employees who are employed within 75 miles of the worksite at which the employee is employed at the time of leave request; and
 - b. when the refusal to reinstate is necessary because the employee's reinstatement will cause substantial and grievous economic injury to Youth Together's operations; and
 - c. when the employee is notified of Youth Together's intent to refuse reinstatement at the time Youth Together determines the refusal is necessary; and
 - d. in any case in which leave has already begun, Youth Together will give the employee a reasonable opportunity to return to work following the notice described above.

Other Employment

An employee on Family/Medical Leave is not permitted to take on any other employment, even on a temporary basis, without written authorization from Youth Together. To do so will result in termination.

Non-Discrimination

It is Youth Together's policy to be fair and impartial in all its relations with employees or applicants. Youth Together will not discriminate against employees or applicants as a result of the approved use of Family/Medical Leave or a proper request for such leave.

Benefits Determination for Family/Medical Leave

An employee's benefits during a Family/Medical Leave will be as follows:

- (1) **Vacation/Personal Leave.** Accrued vacation and personal leave must be used during Family/Medical Leave. If the leave is for your own serious health condition, you must use any accrued sick leave during your FMLA leave. The employee will receive a paycheck during the leave, so long as the employee has accrued vacation or personal leave available. When an employee has used up all accrued vacation or personal leave or if the employee has no accrued vacation or personal leave, then the leave is unpaid. No vacation or personal leave hours or holiday hours are earned during the leave period.
- (2) **Health Insurance.** Employees will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave (for up to a maximum of 12 weeks). The continued participation in health benefits begins on the date unpaid leave first begins under FMLA (i.e., for pregnancy disability leaves) or under FMLA/CFRA (i.e., for all other family care and medical leaves). The employee shall continue to be responsible for their portion of the insurance premium. Payment is due at the same time as it would be if made by payroll deduction. Alternatively, at an employee's request, the employee's premium payments may be paid in one lump-sum at the beginning of the leave period or on a monthly basis. In some instances, Youth Together may recover premiums paid to maintain health coverage for an employee who fails to return to work following Family/Medical Leave.

E. Paid Parental Leave

Regular employees who have worked at Youth Together for at least six months may take up to three weeks of paid parental leave to care for a dependent child new to the employee's family. Paid parental leave may be taken upon birth or adoption of a child. Paid parental leave may be taken all at once, or in smaller portions, with approval for the Executive Director. The three weeks of paid parental leave may be combined with sick leave, vacation days, floating holidays, or unpaid leave to create up to twelve consecutive weeks of leave.

*** Can Youth Together have a pregnancy leave policy that would ensure that an employee applies for preg. Disability and then Youth Together will supplement the disability so that we cover their salary for up to twelve (4 before/6 after)

F. Other Leaves of Absence

Youth Together also grants eligible employees leaves of absence for jury or witness duty, certain court appearances, appearances at school or daycare activities by a parent, emergency duty as a volunteer firefighter, to vote in a statewide election, for some types of military service, and for bereavement leave.

An employee wishing to take a leave of absence for one of these reasons should contact his or her supervisor for details. Some information regarding the more common types of leave is set forth below.

(1) Voting Time Off

Employees who do not have sufficient time outside of their regular working hours to vote in a state or local election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or end of the employee's regular hours.

(2) Bereavement Leave

Employees will be allowed up to five working days off to arrange and attend the funeral of a family member or close friend. For those employees whose family member or close friend lives outside of the United States, an additional five working days will be available to accommodate the additional days necessary for travel. Regular Full-Time Employees and Regular Part-Time Employees will be paid their regular base rate of pay for time absent. Temporary Employees will not be paid during bereavement leave. If an employee requires more than the allotted time off for bereavement leave, the employee may request additional unpaid leave or may use any accrued vacation time.

(3) Jury and Witness Duty; Other Court Appearances

Youth Together will provide employees time off to serve, as required by law, on a jury or grand jury if the employee provides reasonable advance notice. Youth Together will also provide employees with time off to (1) appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order or (2) obtain any relief, including a temporary restraining order, to help ensure the health, safety, or welfare of a domestic violence victim or his or her child.

Employees will be granted a paid leave of absence of up to ten business days per year for the purpose of fulfilling jury duty. Any jury duty that extends beyond ten business days per year will be unpaid. However, exempt employees who work any portion of a workweek in which they also serve on jury duty or appear as a witness will receive their full salary for that workweek. Employees may elect to substitute accrued vacation leave during any unpaid leave due to jury duty or a witness appearance.

Employees are required to provide reasonable advance notice of the need for jury/witness leave. In instances where the time off is needed to obtain relief in connection with a case involving domestic violence, reasonable advance notice of the court appearance is also required unless an emergency or unscheduled court appearance is required.

(4) Leave for Educational/Daycare Purposes

Employees will be granted time off without pay for up to 40 hours per calendar year, but no more than eight hours in any calendar month, to participate in the activities of schools or licensed childcare facilities attended by their children. Employees must substitute accrued vacation for purposes of a planned absence under this Section.

Employees wishing to take time off under this Section must provide their supervisors with reasonable notice of the planned absence.

(5) Military Leave

Youth Together complies with state and federal requirements regarding Military Leave. Employees who need to be away from work for military leave, should contact the Executive Director as soon as possible upon learning of their military duty requirements so that Youth Together may make appropriate arrangements for the expected leave of absence. Military Leave is un-paid; however, Employees may utilize available [vacation/Paid Time Off] to provide continued compensation during the leave. For more information about benefits and reinstatement, contact the Executive Director.

EMPLOYMENT OF RELATIVES

It is our policy to avoid bringing family relationships into the workplace whenever possible. However, on occasion more than one family member may work for Youth Together. The following guidelines will govern these situations:

1. The Executive Director will not be permitted to hire a relative of any staff members without board approval.
2. When related persons work for Youth Together, one relative may not supervise another relative.
3. Related persons will not be involved in evaluating each other's job performance or in making recommendations for salary adjustments, promotions or other budget decisions.

PERFORMANCE REVIEWS

Youth Together will conduct periodic performance reviews for employees. Employees generally will receive written performance evaluations once every calendar year. The purpose of a performance review is to evaluate the employee's current level of performance, to examine the progress made since the last review, and to establish goals for the employee's next review.

During performance reviews, employees are encouraged to discuss any issues raised, as well as any opportunities for advancement or career development within Youth Together. Youth Together's performance review procedures include substantial participation from each employee's peers. Youth Together aims through the performance review process to find ways to support employees and to empower employees to improve their own performance and abilities.

You should note that a good performance evaluation does not guarantee a pay raise, because pay increases may not occur every year, nor is it a promise of continued employment. Your employment at Youth Together is expressly at the will of you and Youth Together. Either you or Youth Together may terminate the employment relationship with or without cause and with or without notice at any time. Nothing in this policy alters at-will employment.

PERSONNEL FILES

The information in each employee's personnel file is confidential. Youth Together will not release the contents of personnel files to any outside entity except where a court order so requires. Only the Executive Director and Operations Manager have access to other employees' personnel files. The Youth Together Board of Directors may review employees' personnel files upon resolution by the Board. Personnel files are property of Youth Together and may not be removed from Youth Together's premises without written authorization from the Executive Director.

Every employee has the right to inspect his or her personnel file at reasonable times and with reasonable notice. In addition, employees have the right to request copies of all employment-related documents that they have signed.

Personnel files shall be kept up to date. Each employee should inform his or her supervisor immediately whenever there are changes in personal data such as address, telephone number, persons to notify in case of emergency, number of dependents, and claimed exemptions for tax purposes.

OFFICE PROCEDURES

Employer Property

All Youth Together property must be maintained according to Youth Together rules and regulations. Youth Together reserves the right to inspect all Youth Together property to insure compliance with its rules and regulations, without notice to the employee and/or in the employee's absence.

Prior authorization must be obtained before any Youth Together property may be removed from the premises. An employee's personal property including, but not limited to, lockers, packages, purses and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of Youth Together property or for other legitimate business reasons.

Voicemail

Each Youth Together employee has a personal voice mailbox for his or her own use. It is each employee's responsibility to check messages and respond to them daily. When messages are left in the general Youth Together voice mailbox, they will be forwarded to the appropriate person.

Mailboxes

Every employee has a mailbox. It is your responsibility to check your box regularly.

Annual Program Plan & Work Plans

Each employee is responsible for drafting both annual program plans and weekly work plans. Yearly work plans will be approved by both the Director of Programs and the Executive Director. Weekly work plans should be drafted off of the yearly work plan as a guide, and should be reviewed regularly with the employee's supervisor. Employees will be held responsible for completing work that is outlined on their work plans.

Timesheets

Timesheets are to be filled out semi-monthly by all Youth Together employees. All timesheets are kept on file.

Staff Meetings

Mandatory staff meetings will be held every other week at a specific time that will be mutually agreed upon by the Youth Together staff.

Supervision

Each employee will check in with her/his supervisor formally every two weeks and informally as much as is needed. The supervisor is intended to help figure out work plans, help answer political questions, and help determine the programmatic direction of the employee's work. Supervisors also give continual feedback and raise concerns if any problematic behavior arises. Supervision meeting times are determined by the supervisor and staff member.

Cleaning Responsibilities

Youth Together takes responsibility for keeping the office clean and orderly. Every employee must take all appropriate measures to clean up after herself/himself at all times. All employees must also strive to keep their desk/work area clean and orderly.

Petty Cash

The Office Manager will take responsibility for keeping an appropriate amount of petty cash on hand for purchases that staff members need to make for Youth Together. Employees who need to make purchases should take responsibility to ensure that enough petty cash exists a week prior to when they will actually need it. Employees who take Youth Together petty cash are held responsible for bringing back receipts and exact change. Failure to do so may result in a loss of petty cash privileges. It is the responsibility of employees to make special arrangements with the Executive Director of the organization if large amounts of petty cash (above \$200) are necessary.

Credit Cards

Youth Together will have a Youth Together credit card.

Employees who use a Youth Together credit card are responsible for turning in receipts for the credit card purchases. Failure to turn in receipts will result in the possible loss of ability to use the Youth Together credit card.

INTERNAL COMPLAINT REVIEW PROCEDURE

A. Purpose and Scope

The purpose of the Internal Complaint Review Procedure is to afford all employees of Youth Together the opportunity to seek internal resolution of concerns related to working conditions. If employees are hesitant to undergo this formal process, they are strongly encouraged to use informal means, rather than to withhold expression of their concerns. There are several informal avenues available to an employee, including the “Open Door Policy” set forth elsewhere in this handbook. The Open-Door Policy states the philosophy of Youth Together that all employees have free access to their immediate supervisors, or to other Youth Together supervisors of their choice. Employees may also express their concerns to team members or to other employees.

B. Procedure

1. Complaints not concerning the Executive Director.

Any complaint concerning working conditions that does not relate to the conduct of the Executive Director should be filed in writing with the Executive Director as soon as possible after the events that gave rise to the employee’s concerns. The complaint should set forth in detail the bases for the employee’s concern. The employee filing the complaint may give an oral presentation to the Executive Directors accompanies the written complaint. The employee may have another employee assist in this process.

The Executive Director or their designee will investigate the complaint, meeting separately with the employee and with others who either is named in the complaint or who may have knowledge of the facts set forth in the complaint. Youth Together will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

On completion of the investigation, the employee should receive a written indication of the decision, and an oral explanation of the reasons for the decision. Youth Together will maintain a record of the resolution of the complaint.

If a complaint is not resolved to the employee’s satisfaction through the investigation, the employee may submit a written request for review of the complaint to the Board of Directors. The employee may give an oral presentation to the Board to accompany the written complaint. The employee may have another staff person assist in this process. On completion of the Board’s review, the employee should receive a written indication of the Board’s decision, and an oral explanation of the reasons for the decision. The Board’s decision is final.

2. Complaints concerning the Executive Director

Any complaint concerning working conditions and relating to the conduct of the Executive Director should be filed in writing with the Board of Directors as soon as possible after the events that give rise

to the employee's concerns. The written complaint should set forth in detail the bases for the employee's complaint. The employee may give an oral presentation to the Board to accompany the written complaint. The employee may have another staff person assist in this process.

The Board of Directors will investigate the complaint, meeting separately with the employee and with others who either is named in the complaint or who may have knowledge of the facts set forth in the complaint. The Board will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

On completion of the investigation, the employee should receive a written indication of the decision, and an oral explanation of the reasons for the decision. Youth Together will maintain a record of the resolution of the complaint. Decisions of the Board of Directors are final.

C. Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify a supervisor or the Executive Director. If the alleged retaliation is being committed by the Executive Director, the employee should immediately file a formal complaint with the Board of Directors, following the procedures described above.

DISCIPLINE PROCEDURES AND RULES OF CONDUCT

A. Progressive Discipline Procedure

Where appropriate, a policy of progressive employee discipline will be followed by supervisors. Major elements of this policy include:

1. Oral warning and plan for corrective action
2. Written warning and plan for corrective action
3. Final written warning
4. Termination

Supervisors should make every effort to address the root cause of the problems before and after every step outlined above.

In some cases, especially when investigation is necessary, paid or unpaid suspension may be appropriate.

Notwithstanding the foregoing progressive disciplinary procedure policy, Youth Together reserves the right to administer discipline in such a manner as it deems appropriate to the circumstances, and may, in its sole discretion, eliminate any or all of the steps in the progressive discipline procedure.

B. Standards of Conduct

The following is prohibited and will not be tolerated by Youth Together. The types of misconduct identified below are merely examples of conduct that may lead to disciplinary action. They do not constitute a complete list of all types of conduct that can result in disciplinary action, up to and including discharge. Neither the list of prohibited conduct nor the disciplinary action referenced above, alters the at-will nature of your employment. Either you or Youth Together can terminate the employment relationship without any cause, without any reason, and in the absence of employee misconduct.

Prohibited Conduct

- (1) Unlawful harassment including sexual harassment.
- (2) Stealing or removing, without permission, Youth Together property or property of another employee, a customer, or a visitor.
- (3) Engaging in acts of violence or threats of violence toward employees.
- (4) Causing, creating or participating in a disruption of any kind during working hours on Youth Together property.
- (5) Violation of any Together safety or security rule.

- (6) Possession or use of alcoholic beverages, or use or possession of illegal drugs, or being under the influence of illegal drugs or alcohol on Youth Together premises.
- (7) Falsification of employment records, employment information or other Youth Together records.
- (8) Engaging in acts of theft or sabotage.
- (9) Unauthorized use of Youth Together equipment, time, materials or facilities.
- (10) Giving Youth Together's products away free of charge or at a discount to any person or in violation of Youth Together's policies.
- (11) Deliberate destruction or damage to any Youth Together property or the property of any employee, a customer or a visitor.
- (12) Bringing or possessing firearms, weapons or any other hazardous or dangerous devices on Youth Together property or during on-duty time, without proper authorization.
- (13) Neglect or carelessness which results in damage or destruction of customer's or Youth Together's property or endangers the life or health of any person.
- (14) Breach of confidentiality of personnel information.
- (15) Pleading guilty to or being convicted of a crime that indicates the employee is unfit for the job or poses a threat to the safety or well being of Youth Together's employees, customers or property.
- (16) Failure to observe OSHA regulations.
- (17) Any deliberate action that is extreme in nature and is obviously detrimental to Youth Together's efforts to operate profitably.
- (18) Insubordination, including, but not limited to, failure or refusal to obey the instructions of a supervisor or the use of abusive or threatening language toward a supervisor.
- (19) Violations involving the non-disclosure (secrecy) agreement or failure to maintain the confidentiality of Youth Together's proprietary information.
- (20) Unsatisfactory job performance.
- (21) Failure to observe working schedules, including lunch and break periods.
- (22) Any action that involves unsafe conduct.

- (23) Reporting working time inaccurately.
- (24) Working unauthorized overtime or refusing to work assigned overtime.
- (25) Tardiness.
- (26) Unreported absence of three (3) consecutive scheduled workdays.
- (27) Failure to obtain permission to leave work for any reason during normal working hours.
- (28) Failure to notify a manager when unable to report to work.
- (29) Convictions for traffic violations or driving under the influence of alcohol or drugs while performing Youth Together business.
- (30) Disrespectful treatment of clients.
- (31) Failure to provide a physician's certificate when requested or required to do so.
- (32) Committing a fraudulent act or a breach of trust under any circumstances.
- (33) Engaging in any conduct which is not in the best interest of Youth Together.

POLICY CONCERNING VIOLENCE IN THE WORKPLACE

Youth Together is committed to providing a safe, violence-free workplace. In this regard, Youth Together strictly prohibits employees, consultants, clients, visitors, or anyone else on Youth Together premises or engaging in a Youth Together-related activity from behaving in a violent or threatening manner. As part of this policy, Youth Together seeks to prevent workplace violence before it begins and reserves the right to address any behavior that suggests a propensity towards violence. Prevention of workplace violence begins with recognition and awareness of potential early warning signs and responding to any situation that presents the possibility of violence.

Violent or threatening conduct that can lead to preventive or disciplinary action includes, but is not limited to, the following:

- (1) Threatening, physically aggressive, or violent behavior, such as intimidation of or attempts to instill fear in others, or destruction of Youth Together property or the property of others;
- (2) Other behavior that suggests a propensity towards violence, such as belligerent or threatening speech;
- (3) Possessing weapons or firearms of any kind on Youth Together premises, or while conducting Youth Together business.

An employee should notify a supervisor if that employee has obtained a restraining order against another individual, or if any other potentially violent non-work-related situation exists.

If any employee observes or becomes aware of violent or threatening conduct by an employee, client, consultant, contractor, visitor, or anyone else, he or she should notify a supervisor or the Executive Director immediately. If the Executive Director is engaging in violent or threatening conduct, an employee should contact the Director of Programs, as described in the Open-Door Policy. If the issue is not promptly and satisfactorily resolved, any employee may file a complaint under the Internal Complaint Review Procedure.

All reports of violent or threatening conduct will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, Youth Together will inform the reporting individual of the results of the investigation. To the extent possible, Youth Together will maintain the confidentiality of the reporting employee and of the investigation, although Youth Together may need to disclose results in appropriate circumstances (for example, in order to protect individual safety.) Youth Together will not tolerate retaliation against any employee who reports workplace violence.

If Youth Together determines that workplace violence has occurred, Youth Together will take appropriate corrective action and will impose discipline on offending employees. The appropriate discipline will depend on the particular facts but may include written or oral warnings, probation, reassignment of responsibilities, suspension, or termination. If the violent behavior is that of a non-

employee, Youth Together will take appropriate corrective action in an attempt to ensure that such behavior is not repeated.

Under certain circumstances, Youth Together may forego disciplinary action on the condition that the employee takes a medical leave of absence. In addition, Youth Together may request that the employee participate in counseling, either voluntarily or as a condition of continued employment.

OUTSIDE EMPLOYMENT

While employed by Youth Together, employees are expected to devote their energies to their jobs with Youth Together. For this reason, second jobs are strongly discouraged. The following types of outside employment are strictly prohibited:

- (1) Employment that conflicts with an employee's work schedule, duties and responsibilities;
- (2) Employment that creates a conflict of interest or is incompatible with the employee's employment with the employer;
- (3) Employment that interferes with the protection of the Employer's proprietary or confidential information;
- (4) Employment that impairs or has a detrimental effect on the employee's work performance with the employer;
- (5) Employment that requires the employee to conduct work or related activities on the employer's property during the employer's working hours or using the employer's facilities and/or equipment;
- (6) Employment that directly or indirectly competes with the business or the interests of the employer.

Employees who wish to engage in outside employment must submit a written request to Youth Together explaining the details of the outside employment. If the outside employment is authorized, Youth Together assumes no responsibility for the outside employment. No work related to an employee's outside employment may be performed during Youth Together time, with Youth Together property or equipment or on Youth Together premises. Youth Together shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of outside employment. Authorization to engage in outside employment can be revoked at any time.

CONFLICTS OF INTEREST

Employees are expected to devote their best efforts and attention to the performance of their jobs. Moreover, employees are expected to use good judgment, to adhere to high ethical standards, and to avoid situations that create an actual or potential conflict between their personal interests and the interests of Youth Together. A conflict of interest exists when the employee's loyalties or actions are divided between Youth Together's interests and those of another individual or organization. Both the fact and the appearance of a conflict of interest should be avoided. Employees unsure as to whether a certain action or relationship constitutes a conflict of interest should discuss it with their immediate supervisor or the Executive Director for clarification.

While it is not feasible to describe all possible conflicts of interest that could develop, some of the more common conflicts that employees should avoid include the following:

- (1) Accepting from individuals or organizations personal gifts or entertainment that have the purpose of influencing Youth Together's programmatic priorities;
- (2) Secretly engaging in self-employment when interests may conflict with those of Youth Together;
- (3) Using proprietary or confidential Youth Together information for personal gain or for any purpose that does not advance Youth Together's interests; or
- (4) Acquiring any interest in property or assets of any kind for the purpose of selling or leasing it to Youth Together.

Failure to adhere to this guideline, including failure to disclose any conflicts or to seek an exception, may result in discipline, up to and including termination of employment.

COMMITMENT OF YOUTH TOGETHER RESOURCES AND SUPPORT

Without prior authorization, employees may not commit Youth Together to financial support of a cause, or to political endorsements or position statements (e.g., endorsement of legislation, campaigns, candidacies, ballot measures, or position statements through signing a petition, lending Youth Together's name in support, etc).

Requests for authorization for financial support of causes may be made directly to the Executive Director, who will either decide the issue or present it to the staff at the next staff meeting for decision made through the gradients of agreement.

The authorization process for official Youth Together political endorsements, position statements, or commitment to campaigns is made through the Regional Education Campaign Committee, and then brought to the entire staff for a final decision using the gradients of agreement.

SECURITY AND PERSONAL PROPERTY

A. Employer Property

All Youth Together property must be maintained according to Youth Together rules and regulations. Youth Together reserves the right to inspect all Youth Together property to insure compliance with its rules and regulations, without notice to the employee and/or in the employee's absence.

Prior authorization must be obtained before any Youth Together property may be removed from the premises. An employee's personal property including, but not limited to, lockers, packages, purses and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of Youth Together property or for other legitimate business reasons.

B. Off-Duty Use of Facilities

Employees are prohibited from being on Youth Together premises or making use of Youth Together facilities while after normal business hours, without approval of the Executive Director. Employees are expressly prohibited from using Youth Together facilities, Youth Together property or Youth Together equipment for personal use, without the approval of the Executive Director.

C. Security

The security of facilities as well as the welfare of our employees requires that every individual be constantly aware of potential security risks. You should immediately notify your manager when unknown persons are acting in a suspicious manner, in or around the facilities, or when keys, security passes or identification badges are lost or misplaced.

D. Health and Safety

Every employee is responsible for the safety of him- or herself as well as others in the workplace. To achieve our goal of maintaining a safe workplace, everyone must be safety conscious at all times.

In compliance with California law, and to promote the concept of a safe workplace, Youth Together maintains an Injury and Illness Prevention Program.

Solicitation and Distribution of Literature

In order to ensure efficient operation of Youth Together's, it is necessary to control solicitations and distribution of literature on Youth Together property. Youth Together has established the following rules applicable to all employees governing solicitation, distribution of written material and entry onto the premises and work areas.

No employee shall solicit or promote support for any cause or organization or distribute or circulate any written or printed material in work areas that conflicts with his/her job duties at Youth Together or the job duties of another Youth Together employee.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on Youth Together property.

E. Recreational Activities and Programs

Youth Together or its insurer will not be liable for the payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

TECHNOLOGY USE AND PRIVACY

Youth Together provides an e-mail system, voice mail system, access to the Internet and other technology systems to assist employees in conducting Youth Together business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of Youth Together. The foregoing systems are to be used solely for business related purposes. All existing Youth Together policies apply to Employee conduct on the Internet and use of all technology systems, including, but not limited to, Youth Together policies regarding intellectual property, misuse of Youth Together property, discrimination, harassment, sexual harassment, information and data security and confidentiality.

Youth Together does not allow these systems to be used in creating, receiving, sending or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. Such data includes but is not limited to sexual images and comments, racial and gender-based slurs or anything that would reasonably be expected to offend someone based on their disability, age, religion, marital status, sexual orientation, political beliefs, national origin or culture or any other factor protected by law. Any such use would violate this policy and may violate Youth Together's policy against harassment. In particular, the display of any kind of sexually explicit image or document on any Youth Together system is a violation of Youth Together's policy on sexual harassment. Employees who are aware of the misuse of these systems by other employees shall report the misuse to a manager immediately.

All Employees should be aware that Youth Together has software and systems in place that are capable of monitoring and recording all network traffic to and from any computer Employees may use. Youth Together reserves the right to access, review, copy and delete any of the information, data or messages accessed through these systems with or without notice to the Employee and/or in the Employee's absence. This includes, but is not limited to, all e-mail messages sent or received, all web site visits, all chat sessions, all news group activity (including groups visited, messages read and Employee postings), and all file transfers into and out of Youth Together's internal networks. Youth Together further reserves the right to retrieve previously deleted messages from e-mail or voice mail and monitor usage of the Internet including web sites visited and any information employees have downloaded. In addition, Youth Together may review Internet and technology systems activity and analyze usage patterns, and may choose to publicize this data to assure that technology systems are devoted to legitimate business purposes.

Youth Together reserves the right to inspect any and all files stored in all areas of Youth Together's network, including those assigned to individual Employees, and those stored on any Youth Together computer, in order to assure compliance with this and other Youth Together policies.

SMOKING, ALCOHOL, DRUGS

Youth Together prohibits smoking, drinking, drug use in the workplace or at Youth Together related activities.

A. Drug and Alcohol Abuse

Youth Together is concerned about the use of alcohol, illegal drugs or controlled substances as it affects the workplace. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety and health and therefore seriously impair the employee's value to Youth Together. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes Youth Together to the risks of property loss or damage, or injury to other persons.

ENSURING AN ALCOHOL AND DRUG FREE WORK PLACE

In order to enforce this policy, Youth Together reserves the right to conduct searches of Youth Together property or employees and/or their personal property upon reasonable suspicion of unauthorized possession of alcohol, illegal drugs or controlled substances, and to implement other measures necessary to deter and detect abuse of this policy. A request to search is not indicative of individualized suspicion.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off Youth Together property will not be tolerated because such conduct, even though off duty, reflects adversely on Youth Together. In addition, Youth Together must keep people who sell or possess controlled substances off Youth Together premises in order to keep the controlled substances themselves off the premises.

An employee is subject to disciplinary action, up to and including termination, if the employee works while impaired by a prescription or over-the-counter drug and that impairment affects the employee's ability to safely perform the job, or affects the safety or well-being of others. Notwithstanding the foregoing, Youth Together will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability unless undue hardship would result.

Treatment and Rehabilitation

Youth Together will encourage and reasonably accommodate employees with chemical dependencies (alcohol or drug) to seek treatment and/or rehabilitation. To this end, employees desiring such assistance should request a treatment or rehabilitation leave. Youth Together is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is Youth Together obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and

rehabilitation is not intended to affect Youth Together's treatment of employees who violate the regulations described above. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

CONFERENCES, TRAINING AND PROFESSIONAL DEVELOPMENT

Staff development is an essential part of Youth Together's policy to offer continued education and training opportunities that promote professional growth and capacity building. Within the limitations of the budget, the Executive Director and supervisors shall initiate staff and program development as may be deemed important for enhancing the overall effectiveness of Youth Together.

Staff development programs may include attendance at conferences, symposia, and educational programs, and other training activities, as well as access to publications and various educational materials. At the discretion of the Executive Director and Director of Programs, Youth Together will help employees access training, such as conferences, seminars, workshops or an accredited college courses. Employees should talk with a supervisor regarding the current training budget for Youth Together employees. Training opportunities will be prioritized as they are directly linked to organizational and program goals.

CONFIDENTIAL INFORMATION

All Youth Together employees share the responsibility to ensure that confidential information, relating in any manner to Youth Together, Youth Together's activities, staff, volunteers, and clients is maintained in a secure fashion at all times. Confidential information is any information that is not known generally to the public, including internal work documents, personnel files, personal or medical information about staff or volunteers, and so forth. Employees must not disclose any confidential information that they obtain during employment with Youth Together, except as required by and appropriate in fulfillment of job responsibilities. Violation of this policy may result in discipline up to and including termination.

Employees who are not sure whether certain information is confidential should contact their supervisor. Following are some examples of information that will generally be confidential:

- any individual's home address or telephone number;
- any individual's personal or family situation or financial information;
- any individual's donation history;
- any information in a Youth Together staff member's personnel file;
- any individual's HIV status or any other medical information;
- any individual's history of drug or alcohol use or treatment;
- any individual's mental health status or history;
- any other personal or sensitive information;
- any Youth Together work documents that have not been published, such as memoranda, drafts, or confidential correspondence; and
- Youth Together client or membership lists.

Maintaining confidentiality of employees' medical information is an especially important concern. If an employee chooses to provide medical information to Youth Together for any reason, information provided will be considered strictly confidential and will not be disclosed to others without the employee's permission, unless required by law. Unauthorized disclosure of medical information may lead to disciplinary action against the disclosing employee, possibly including termination.

NON-FRATERNIZATION

In order to avoid misunderstandings, complaints of favoritism, claims of sexual harassment, and other problems of supervision and morale, all staff are forbidden to date or pursue romantic or sexual relationships with employees whom they supervise as well as co-workers, Board Members, and clients. Employees who violate this guideline will be subject to discipline, up to and including termination of employment.

Employment Qualifications & Eligibility Guidelines

All employee of Youth Together must provide documentation that meets all health, legal, and professional eligibility requirements before working on any public education institutions or working directly with K-12th grade children.

Health Eligibility

Tuberculosis (TB) Clearance

- ✓ Every employee must submit proof of a negative TB test that is no more than 90 days old.
- ✓ Valid for 2 years (From date and year of official TB result by physician or health institute)

Legal Eligibility – California Department of Justice Finger Print Background Clearance

- ✓ You get fingerprinted at an authorized agency– we recommended a couple of local ones. When you go, you give them the request form we gave you.
 - Your prints will be sent for review to the CA Department of Justice
 - DOJ/FBI check for any prior arrest/conviction activity on your record – a confidential report is sent to Youth Together.
 - Once we receive a clean record report from FBI/DOJ we proceed to check your professional and educational references. Sometimes background check results are delayed for a matter of days to weeks, but usually return within 48-72 hours.

Professional Eligibility - Education Requirement

Employee of Youth Together

- ✓ Education - You furnish us with original sealed transcripts of all college work, undergraduate and graduate.
- ✓ License/Credential -You furnish us with official evidence of any required licenses (e.g. credential, M.D., CPR, etc.)
- ✓ Proof of Experience -- You send our “Work Verification” form to any prior employers with the request that they send it back to us with their report of positions, hours and salary. This form can only be sent back to us by prior employers directly, to verify the information.

TERMINATION OF EMPLOYMENT

A. Voluntary Termination

Youth Together will consider an employee to have voluntarily terminated his or her employment if the employee explicitly resigns from Youth Together.

B. Involuntary Termination

Regular Employees, whether Full-Time or Part-Time, will not be terminated without just cause. Just cause exists when Youth Together has a good faith belief that it has a basis for termination that is related to the Youth Together's operations or to fulfillment of Youth Together's mission, and when Youth Together follows a process of progressive discipline.

D. Exit Interview

Employees who leave Youth Together for any reason may be asked, or may request, to participate in an exit interview. This interview is intended to permit exiting employees the opportunity to communicate their views regarding their work with Youth Together, including job duties, job training, job supervision, and job benefits. Interviews can be conducted by any staff person, though the Executive Director involvement is ideal. Interview questions can be provided and amended as necessary.

E. Return of Youth Together Property

On termination of employment, whether voluntary or involuntary, all Youth Together documents, computer records, and other tangible Youth Together property in the employee's possession or control must be returned to Youth Together.

ACKNOWLEDGMENT

PLEASE READ THE EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO YOUR SUPERVISOR WITHIN TWO WEEKS.

Employee Name: _____

I acknowledge that I have received a copy of a revised Youth Together’s Employee Handbook. I understand that I am responsible for reading and understanding the guidelines set forth in the handbook.

I further understand that the policies contained in the handbook are guidelines only and do not create any contractual rights or obligations. I understand that, because Youth Together cannot anticipate every issue that may arise during my employment, Youth Together’s guidelines and policies may change. I therefore understand that Youth Together has the right to add to, change, or eliminate any of the provisions of the handbook in its sole discretion, with or without revising and redistributing the handbook. If I have any questions regarding the status of any of Youth Together’s policies or procedures, I will consult the Executive Director.

No one has made any promises or commitments to me contrary to the terms of this acknowledgement or the handbook. This Acknowledgment supersedes all previous agreements relating to the subjects covered in this Acknowledgment.

Employee Signature: _____ Date: _____



Youth Together's Living the Dream Program Daily Meeting Agenda

Date: 6/7/2021

Time	Item	Details	Materials needed	Facilitator
2:00-2:10pm 10 min	Welcome + Attendance + Announcements	Pre-Assessment: https://forms.gle/VdW4Jdt85SyxLxYG8 Attendance: <input checked="" type="checkbox"/> YT/LTD Internship Attendance		Bates/Mikayla
2:10-2:20pm 10min	Check-in	How are you feeling today?	None	Bates
2:20-2:25pm 5 min	ECCCO Items and Slides work	<ul style="list-style-type: none"> • Weekly Journal • Credit Union Account • Slides Presentation Progress 		Bates
2:25-2:35pm 10 min	Community Builder Recap of last meeting	<ul style="list-style-type: none"> • What is your DREAM job? Mikayla- Sociology Running workshop Tyher- Playing in the NFL Demarco- Coding and Games Devynn- NFL or culinary arts or real estate Ervin- Business and photography Felipe- Tech Manny- Engineering		All
2:35-2:40pm 5 min	New Topic Introduction	<ul style="list-style-type: none"> • Roles and responsibilities • Teamwork • Time Management • Personal Email creation and google calendar • LinkedIn account on your phone 		Bates
2:40-2:50pm 10 min	Workload/Build your brand!	<ul style="list-style-type: none"> • Share emails and send out an email to everyone. CC Coach bates at jbates@youthtogether.net • Download linkedIn 		All





Youth Together's Living the Dream Program Daily Meeting Agenda

2:50-3:05pm 15 min	Discussion and Presentation	<ul style="list-style-type: none"> What should go on our LinkedIn page? 		All
3:05-3:10pm 5 min	Closeout/Debrief	<ul style="list-style-type: none"> Reminders and things to get done before work tomorrow YT/LTD Internship Notes 		All

Date: 6/8/2021

Time	Item	Details	Materials needed	Facilitator
2:00-2:10pm 10 min	Welcome + Attendance + Announcements	Pre-Assessment: https://forms.gle/VdW4Jdt85SyxLxYG8 Attendance: YT/LTD Internship Attendance		Bates/Mikayla
2:10-2:20pm 10 min	ECCCO Items and Slides work	<ul style="list-style-type: none"> Weekly Journal Credit Union Account Slides Presentation Progress 		Bates
2:20-2:25pm 5 min	Check-in and recap last meeting's to-do list	<ul style="list-style-type: none"> What type of environment makes you feel excited about going to work/practice/school? Mikayla- working with people who are motivated. And people with a similar mindset. Fun! Demarco- Devynn- Ty- Felipe- Ervin- Julian- Darius- Manny-		All





Youth Together's Living the Dream Program Daily Meeting Agenda

2:25-2:30pm 5 min	New Topic Introduction	<ul style="list-style-type: none"> What does a good resume look like? Send me yours! <p>Work experience Specifics around experience Education Contact info Education</p>		Bates
2:30-2:40pm 10 min	Workload/Build your brand!	<ul style="list-style-type: none"> Add me on LinkedIn "Joe Bates" Work on our Bio! What's a good bio? 		All
2:40-2:55pm 15 min	Discussion and Presentation	<ul style="list-style-type: none"> 		All
2:55-3:00pm 5 min	Closeout/Debrief	<ul style="list-style-type: none"> Reminders and things to get done before work tomorrow YT/LTD Internship Notes 		All


Date: 6/9/2021

Time	Item	Details	Materials needed	Facilitator
2:00-2:10pm 10 min	Welcome + Attendance + Announcements	<p>Attendance:</p> <ul style="list-style-type: none"> YT/LTD Internship Attendance I need emails! I need resumes or blank doc's! Julian I need your survey and for you to remind us about work at noon or 1pm! No work tomorrow and Friday work on your journal. I will check on Monday 		Bates/Mikayla
2:10-2:20pm	ECCCO Items and	<ul style="list-style-type: none"> Weekly Journal 		Bates





Youth Together's Living the Dream Program Daily Meeting Agenda

10 min	Slides work	<ul style="list-style-type: none"> ● Credit Union Account ● Slides Presentation Progress 		
2:20-2:25pm 5 min	Check-in and recap last meeting's to-do list	<p>What are some "No-No's" in the workplace?</p> <ul style="list-style-type: none"> ● No phones, No lacking/slacking, dont come to work tired ● Dont be rude, No stealing ● Bad communication, Being late 		All
2:25-2:30pm 5 min	New Topic Introduction	<ul style="list-style-type: none"> ● No Call no show's ● Tardiness 		All
2:30-2:40pm 10 min	Workload/Build your brand!	<ul style="list-style-type: none"> ● Coach Bates Resume 		Bates
2:40-2:55pm 15 min	Discussion and Presentation	<ul style="list-style-type: none"> ● Best places to work conversation. Southwest? Disney? 		Ervin and Manny
2:55-3:00pm 5 min	Closeout/Debrief	<ul style="list-style-type: none"> ● Reminders and things to get done before work tomorrow ●  YT/LTD Internship Notes 		All

Date: 6/10/2021

Time	Item	Details	Materials needed	Facilitator
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Youth Together's Living the Dream Program Daily Meeting Agenda

2:00-2:10pm 10 min	Welcome + Attendance + Announcements	Attendance: + YT/LTD Internship Attendance		Bates/Mikayla
2:10-2:20pm 10 min	ECCCO Items and Slides work	<ul style="list-style-type: none">• Weekly Journal• Credit Union Account• Slides Presentation Progress		Bates
2:20-2:25pm 5 min	Check-in and recap last meeting's to-do list			All
2:25-2:30pm 5 min	New Topic Introduction	<ul style="list-style-type: none">•		Bates
2:30-2:40pm 10 min	Workload/Build your brand!	<ul style="list-style-type: none">•		All
2:40-2:55pm 15 min	Discussion and Presentation	<ul style="list-style-type: none">•		All
2:55-3:00pm 5 min	Closeout/Debrief	<ul style="list-style-type: none">• Reminders and things to get done before work tomorrow• ☰ YT/LTD Internship Notes		All





Youth Together's Living the Dream Program Daily Meeting Agenda

Date: 6-16-21

Time	Item	Details	Materials needed	Facilitator
2:00-2:10pm 10 min	Welcome + Attendance + Announcements	Pre-Assessment: https://forms.gle/VdW4Jdt85SyxLxYG8 Attendance: <input checked="" type="checkbox"/> YT/LTD Internship Attendance		Bates/Mikayla
2:10-2:20pm 10min	Check-in	How are you feeling today?	None	Bates
2:20-2:25pm 5 min	ECCCO Items and Slides work	<ul style="list-style-type: none"> • Weekly Journal • Credit Union Account • Slides Presentation Progress 		Bates
2:25-2:35pm 10 min	Community Builder Recap of last meeting	<p>If you made 2k every 2 weeks, how would you manage that with</p> <ul style="list-style-type: none"> • \$1, 200 Rent • \$300 (Cell, Car insurance, Utility) • \$350 Car note • \$400 Food and grocery • \$150 Gas • Total? Additional expenses? <p>Law of Connection... Recap, Thoughts?</p> <ul style="list-style-type: none"> • 21 Irrefutable Laws of Leadership 		All
2:35-2:40pm 5 min	New Topic Introduction	<ul style="list-style-type: none"> • Workplace culture - Culture? <p>Environment, energy, things that you want to bring to the space, agreements. Chic-Fil-A</p> <p>Customer Service Making customers feel welcome. Supporting customers with what they need.</p>		Bates
2:40-2:50pm	Workload/Build	<ul style="list-style-type: none"> • 		All





Youth Together's Living the Dream Program Daily Meeting Agenda

10 min	your brand!			
2:50-3:05pm 15 min	Discussion and Presentation	<ul style="list-style-type: none"> • 		All
3:05-3:10pm 5 min	Closeout/Debrief	<ul style="list-style-type: none"> • Reminders and things to get done before work tomorrow • YT/LTD Internship Notes 		All

Date: 6/22/21

Time	Item	Details	Materials needed	Facilitator
1pm-1:10pm (10min)	Welcome + Attendance + Announcements	<p>Pre-Assessment: https://forms.gle/VdW4Jdt85SyxLxYG8</p> <p>Attendance: YT/LTD Internship Attendance</p> <p>Announcements:</p> <ul style="list-style-type: none"> • Check distribution • Student deliverables and completion items • 		Bates/Mikayla





Youth Together's Living the Dream Program Daily Meeting Agenda

<p>1:10pm-1:20pm (10min)</p>	<p>Check-in/Warm up</p>	<p>How is your day and what are you looking forward to this week?</p> <p>Demarco- Day is good. Looking forward to sports and thats about it</p> <p>Felipe- Day is going good. Looking forward to sports competition</p> <p>Manny- Day is going good. Tired. Looking forward to the Toledo trip</p> <p>Ty- Day is good so far. Looking forward to competing in ohio</p> <p>Julian- Day is going good. Looking forward to the 7v7 tomorrow.</p> <p>Mikayla- Day is going good. Woke up at 5am. Not doing much this week just working</p> <p>Ervin- Day is ok. Trying to heal his hamstring so he can be more active.</p>	<p>None</p>	<p>Bates</p>
<p>1:20pm-1:25pm (5min)</p>	<p>ECCCO Items and Slides work</p>	<ul style="list-style-type: none"> ● Weekly Journal ● Credit Union Account ● Slides Presentation Progress 		<p>Bates</p>
<p>1:25pm-1:55pm (30min)</p>	<p>Resume building</p>	<ul style="list-style-type: none"> ● Explain Resume MUST and FILLERS ● Work individually or as a team ● Work on the distributed worksheets 	<p>Printouts. Fillable resume builders</p>	<p>All</p>
<p>1:55pm-2pm (5min)</p>	<p>Debrief and Next steps</p>	<ul style="list-style-type: none"> ● How was this experience? Where did you excel, where did you struggle? ● Type and send the new professional resume to my email 		<p>Bates</p>





Youth Together's Living the Dream Program Daily Meeting Agenda

2pm-2:30pm	Presentation Guest Speaker Q+A Leadership Development	<ul style="list-style-type: none"> Youth Together's Executive Director Tony D! Background, Career, Leadership, Adversity, Q&A 		All
	1on1 meetings and workspace for Reflection and Presentations	<ul style="list-style-type: none"> Meet with Exposure trip students in the office for 3 questions. 1) How was the trip for you? 2) What was a highlight on the trip for you outside of the football experience? 3) Did that trip make you think differently about life, if so, how? 		All
	Closeout/Debrief	<ul style="list-style-type: none"> Reminders and things to get done before work tomorrow Cover Letter tomorrow. YT/LTD Internship Notes <p>Send out reflection page to students</p>		All


Date: 6/23/21

Time	Item	Details	Materials needed	Facilitator
	Welcome + Attendance + Announcements	Pre-Assessment: https://forms.gle/VdW4Jdt85SyxLxYG8 Attendance: YT/LTD Internship Attendance		Bates/Mikayla
			None	Bates
	ECCCO Items and Slides work	<ul style="list-style-type: none"> Weekly Journal Credit Union Account Slides Presentation Progress 		Bates





Youth Together's Living the Dream Program Daily Meeting Agenda

				All
		<ul style="list-style-type: none">•		Bates
		<ul style="list-style-type: none">•		All
		<ul style="list-style-type: none">•		All
	Closeout/Debrief	<ul style="list-style-type: none">• Reminders and things to get done before work tomorrow•  YT/LTD Internship Notes		All





L.T.D. Program build-out (Progressively)

Purpose:

The purpose of this program is to help OUSD youth live their dreams while overcoming adversity. We will accomplish this by:

- Supporting youth with their academics, mental health, emotions, life skill, and leadership development. We will supply quality mentors to help guide our youth through the challenges they experience while attending school and living in the inner city.

Target Population:

- We serve OUSD students (Quality after-school/support needs)
- We serve Black and Brown young men (Low OUSD graduation rates)
- We serve sports programs (Largest after school natural presence)

Deliverables:

- 100% of Black and Brown young men will graduate on time
- 100% of program participants will have a graduation and transition plan within 90 days of registration.
- 100% of program participants will be exposed to a college or trade school each year. Virtually or in person.
- 90% of program participants will report that they learned one or more life skills by the end of the year
- 90% of Black and Brown young men will graduate with their A-G graduation requirements.
- 80% of program participants will have parents/guardians who are “Actively” communicating with program staff.
- 50% of program participants will visit another city out of Alameda County or the State each year.





L.T.D. Program build-out (Progressively)

Staffing:

These staffing assignments are created to provide impactful services for 40-100 youth.

Program Manager- (Full time, 40 hours a week \$65-70k) Living the Dream Program Manager will ensure all reports are completed and the direct services are being facilitated on schedule. The program manager will also ensure that all youth and staff have the support and materials needed to be successful. The Program Manager will also serve as a mentor to the youth and be present during events.

Master Mentor- (Full time, 40 hours a week \$40-45k) This person will support the mental health of our program participants by offering motivation and resources to each youth on a daily basis (M-F). Master Mentors should be able to create and maintain spreadsheets for program participants. M.M. will be asked to produce reports that summarize challenges and successes of the program, as well as photos and testimonials. This individual will be the main contact for all the youth in the program. The youth should be able to access your mentorship and emotional support throughout the school day and for the after school portion of the day in which we have programming. The Master Mentor will create a tiered system to support the youth who need it most, versus those who require less attention. This role is exclusively for the youth to have a role model in their presence every day throughout their high school experience. Master Mentor presence has proven to produce positive outcomes.

Academic Mentor- (Part-time, 10-15 hours a week \$25hr) This individual will lead program participants in their academic journey. This person will also serve as a mentor to young people. Academic/graduation plans for each youth will be required. Grade checks daily, and 1on1 check-ins should be facilitated weekly. Class checks will be necessary as well as communication with instructors and other academic staff. Parental communication should be once a month, at the least. Communication with parents/guardians should be facilitated as often as necessary. The Academic Mentor will divide the roster into 3 groups (Green, Yellow, Red) to help with roster management and resource needs. The goal is to increase the academic experience for struggling students by giving them the tools to be successful during the school day. For the students who are academically sound, the goal is to support them in maintaining the motivation to continue their success, along with supplying them with any tools they may need. We want our students to all have at least a "C" average. A portion of them won't, therefore we want to move them towards that goal and sustain the average for students who are already excelling in the classroom and on campus.

Tutors- Tutors may be contracted if the program participants express a need and we are not able to meet the needs of our youth.





L.T.D. Program build-out (Progressively)

Expenses: \$153,890

(Not including staff insurances)

All amounts are approximate and per year

Salaries--

70k Manager

40k Mentor

20k Academic

130k

Student Supplies--

Academic supplies (Bags, pens, pencils, paper, notebooks, planners, tablets, books, etc)

\$30 per youth, 80 youth

\$2400

Staff Supplies--

Laptop (450), bag (50), notebook (10), planner/calendar(20), cell phone(50 a month), etc

\$530 for supplies

\$600 for cell bill

\$1130 (Year 1) x3 =**\$3390**

\$680 (Thereafter) x3 =**\$2040**

Shirts and other gear--

\$20 a shirt for 80 youth = 1600

\$1600

College Tour--

Bus (1200 Charter Bro's)

Food (OUSD)

\$1500

Exposure Trip--

Flights

Room and Board

Transportation

Food

Entertainment/Experiences

\$15k



INTRO TO ETHNIC STUDIES

Lesson Objectives:

- Provide participants an introduction to cultures, historic events, and people of different cultures

Learning Activity:

1. How Well Do You Know Your History?
2. Ethnic Studies Jeopardy Game

Training Aids/Source Materials:

- Jeopardy questions
- Prize (If you want to reward the winning jeopardy team)

Creating Space:

Agreements: Introduce and/or remind participants about workshop agreements. If it's a new class ask students and/or teacher if they have adopted class agreements. If the class has no adopted agreements facilitate a short brainstorm with the class. This should take no more than 5 to 10 minutes.

Sharing Objectives: Share with participants workshop objectives

Check In Question: Ask participants to say how they are doing name and a historical figure you draw strength from?

Lesson Plan

Step 1: How Well Do You Know Your History?

Intro activity: Name 5

Purpose: To measure how much we know and need to know about our own history

Rules:

1. You will have 1 minute to write down 5 names according to each of the 6 categories that I will use.
2. There is no going back or filling in after the 1 minute
3. This is a silent activity
4. No sharing of answers during activity
5. Remember: This activity is based on what names of people come to your mind!

Proposed Categories (feel free to create categories as you wish)

- | | |
|------------------------------|--|
| (1) Americans | (2) Asian Women |
| (3) African Americans | (4) Native Americans |
| (5) Raza | (6) Southwest Asian North African (SWANA) |

Discussion:

- Who filled in all the categories?
- What category was the easiest? Why?
- Which one is the hardest?

Step 2: Ethnic Studies Jeopardy Game

- Divide into two groups (X's and O's)
- Introduce to student how Jeopardy is played: Answer question right → get points, wrong answer opposing group gets to “steal” points by answering the question.
- Introduced the categories: Warriors, Injustice, Alliance/Resistance, Current Issues, and Who said it?
- Explain that each group will get one minute to answer the question. Each group gets one minute to answer the questions. Group must pick a representative to speak for the group and rotate representatives after each question.
- The role of the host is to facilitate the game; keep order of contestants, ask questions, flip the answer cards, read the answers and Keep track of points.

Ethnic Studies Workshop

Jeopardy Questions

	Warriors	Injustice	Alliance/Resistance	Who Said it? (Double Jeopardy)	Current Issues
100 Points	<p>The actions of this woman initiated the Montgomery Bus boycott. Who is she?</p> <p>Answer: Rosa Parks</p>	<p>In 2000, voters passed prop. 21 which resulted in more youth serving time in adult prisons. How old could you be to be sent to jail w/adults?</p> <p>Answer: 14 years old</p>	<p>What group was started in Oakland and became internationally known for their efforts to improve and protect the African American Community?</p> <p>Answer: The Black Panthers</p>	<p>"If we want to change society we must begin in transforming ourselves. Learning from one another about one another's history culture, dreams, hopes, personal experiences. We must become one for the future of humanity."</p> <p>A) Yuri Kochiyama B) Maya Angelou C) Martin Luther King D) Malcolm X</p> <p>Answer: Malcolm X</p>	<p>This recent Supreme Court Judge appointee was recently called a racist and a "Raza radical" by white Americans and conservatives.</p> <p>Answer: Sonia Sotomayor</p>
200 Points	<p>What famous rapper was named after an Incan warrior?</p> <p>Answer: Who is Tupac Amaru Shakur (2pac)</p>	<p>What does California rank in educational spending out of all states?</p> <p>Answer: 49th out of 50 states</p>	<p>What organization was created by Phillip Veracruz, Cesar Chavez, and Dolores Huerta?</p> <p>Answer: United Farm Workers (UFW)</p>	<p>"The most potent weapon in the hands of the oppressor is the mind of the oppressed..."</p> <p>A) Che Guevarra B) Tupac Shakur C) Steve Biko D) Lauryn Hill</p> <p>Answer: Steve Biko</p>	<p>This state recently is trying to ban Cesar Chavez and Thurgood Marshall from school curriculum.</p> <p>Answer: Texas</p>

300 Points

This Japanese woman social activist was the best friend to Malcolm X. Who is she?

Answer: Yuri Kochiyama

In the United States, what ethnic group was put in concentration camps during WW2 and why?

Answer: Japanese Americans for being susceptible of being spies

This group took over Alcatraz in 1969 and sought to reclaim federal land in the name of Native Nations?

Answer: American Indian Movement

“We women are the victims of a lack of education of not having jobs, of daily violence, of ever worsening health situations. This is why we struggle for autonomy of the Indian pueblos—to take into our hands the control of our lives”

- A) Sojourner Truth
- B) Comandante Ramona
- C) Rosa Parks
- D) Dolores Huerta

Answer: Comandante Ramona

This government agency conducts raids that separate Raza and other ethnic group’s families by deporting them, in many cases without due process.

Answer: Immigration and Customs Enforcement (ICE)

400 Points

This African American man was a playwright, director, opera singer, actor, All-American football player, spoke more than 20 languages, graduated valedictorian from Rutgers University in 1919, earned a law degree from Columbia University in 1923, and was an activist. There also is a School named after him in Oakland

Name two or more ethnic groups that were forced to go to segregated schools in California?

A) Blacks
B) Mexicans were forced to go to Mexican schools where youth were taught their culture was inferior.
C) Native Americans were removed and/or

What East Coast organization is known for placing a Puerto Rican Flag over the face of the statue of liberty?

Answer: What is the Young Lords

“Who planted terrorism in our area? Someone came and took our land, forced us to leave. Forced us to live in camps. I think this is terrorism. Using means to resist this terrorism and stop its effects. This is called struggle”

- A) Hopi Elder
- B) Sitting Bull
- C) Harriet Tubman

Even though its neighboring city is over 30% Black and 25% Latino, UC Berkeley’s population of Black and Latino students is what percent?

- A) Under 5%
- B) Under 30%
- C) Under 20%
- D) Under 10%

<p>500 Points</p>	<p>Who is he? Answer: Paul Robeson</p>	<p>kidnapped from their homes and they were put in Boarding schools.</p>		<p>D) Leilah Khaled Answer: Leilah Khaled</p>	<p>Answer: Under 5%</p>
	<p>This woman is a Palestinian liberation fighter very much respected among many Palestinians and people all over the world. She and another revolutionary from Nicaragua hijacked a plane in order to get attention for the problem in 1969. She did it again in the 1970s but only after she had plastic surgery so nobody would recognize her.</p> <p>Who is this woman? Answer: Leila Khaled</p>	<p>This detention center in Cuba is a U.S. military base that imprisons people of color from around the world without due process on the grounds of being suspected terrorists.</p> <p>Answer: Guantanamo Bay</p>	<p>In 1960, what group of black college students from North Carolina A&T University refused to leave a segregated lunch counter in Greensboro, North Carolina? This sparked a wave of other sit-ins in college towns across the South. <i>Hint they were nonviolent.</i></p> <p>Answer: Student Nonviolent Coordinating Committee (SNCC)</p>	<p>“You cannot integrate into a burning house.”</p> <p>A) Cesar Chavez B) Ella Baker C) Martin Luther King D) Richard Aoki</p> <p>Answer: Martin Luther King</p>	<p>This ethnic group’s land has been occupied and continually taken since 1948.</p> <p>Answer: Palestine</p>

Final Round:

Facilitator:

- a) Add up each of the groups points
- b) Explain that each group will get a chance to wage or gamble a portion or all of their points. Correct answers; you get to add points, wrong answer; you lose points!
- c) Groups get 1 minute to wage points on piece of paper. No going back to change points. You will ask them the final question and they have 1 minute to write down the answer on their piece of paper. Have both groups reveal their waged points and answers. After both teams reveal their answers! Say who got it right or wrong.

Final Question: What college/university in the Bay Area did Ethnic Studies begin?
San Francisco State University

3. Discussion:

- Was the game hard?
- Why don't we know our history?
- What are the results of not knowing about our people?
- What facts or history did you learn? How did it have an impact on you?

Importance of Ethnic Studies: We need to learn the real and full history of all people in order to have unity and justice!



INTRODUCTION

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PART ONE

I. INTENT & PURPOSE

"Knowledge is like a garden: if it is not cultivated, it cannot be harvested."
-Guinean Proverb

1. Create a comprehensive guide for Youth Together staff & youth.
2. Share Youth Together's Vision and Theory of Change for the empowerment of students of color.
3. Share Youth Together's strategies for building multiracial unity within schools and for impacting institutional change in low income school communities of color.
4. Create a collective consciousness and language around issues of race, class, gender, sexuality, youth rights, non-violence, social justice, and educational justice throughout our schools and communities.
5. Provide instruction to aid in the development of campaigns and actions
6. Document and share Youth Together's contribution to building a student movement in the Bay Area.
7. Replicate Youth Together's model in schools both locally and nationwide.



PART ONE

II. VISION STATEMENT

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

-Paulo Freire

Education is a basic human right, not a privilege.

The vision of Youth Together is to reclaim public education. We seek to create public educational systems that are just, community based, supportive and people centric. We aim to empower, mobilize, and build self-determination among students and their communities.

Youth Together envisions students who think critically, are social change agents, and who challenge internalized, interpersonal, and institutional oppression in their schools and communities. Specifically, we envision public schools as spaces where youth, their families, and community members are key decision makers in their educational experience.

We envision an educational system that is both the center of the community and a tool for creating community. When local educational institutions are designed to meet the needs of students, a strong community is created.



PART ONE

III. MISSION STATEMENT

Grounded in our commitment to peace, unity and justice, the mission of Youth Together is to address the root causes of educational inequities by developing multiracial youth leaders and engaging school community allies to promote positive school change.



PART ONE

IV. VALUES

"From the depth of need and despair, people can work together, can organize themselves to solve their own problems and fill their own needs with dignity and strength." -Cesar Chavez

YT values young people because we believe youth are inherently valuable and powerful and must be key players in creating a world free of internalized, interpersonal, and institutional oppression.

YT values supporting academic development, raising political consciousness, and knowing our histories because we believe the lifelong pursuit of knowledge, education, and reflective practice is necessary for our liberation.

YT values leadership development because we believe by nurturing the confidence and skills of young people they will create a just environment in their schools and communities.

YT values multi-generational partnerships because we believe youth and adults sharing power and knowledge is necessary for authentic social change.

YT values multiracial unity because we believe that racial division is a key tool of oppression, and that we gain strength and power in learning and sharing our histories, cultures, and experiences.

YT values anti-oppression work because we believe that all forms of injustice prevent effective movement-building.

YT values movement building, because we believe power is created by people organizing to make change inside and outside of institutions.

YT values accountability because we believe both self-discipline and high expectations nurture a fair and equitable environment.

YT values access to equitable and quality education because we believe education is a basic human right that determines individual and community well-being.

YT values self-determination because we believe in the capacity of individuals and communities to envision and realize their strength, power, and well-being



PART ONE

IV. VALUES

YT values building a healthy organizing culture that acts out of love, respect, and equality for all people because we believe strong individuals and strong relationships build strong movements.

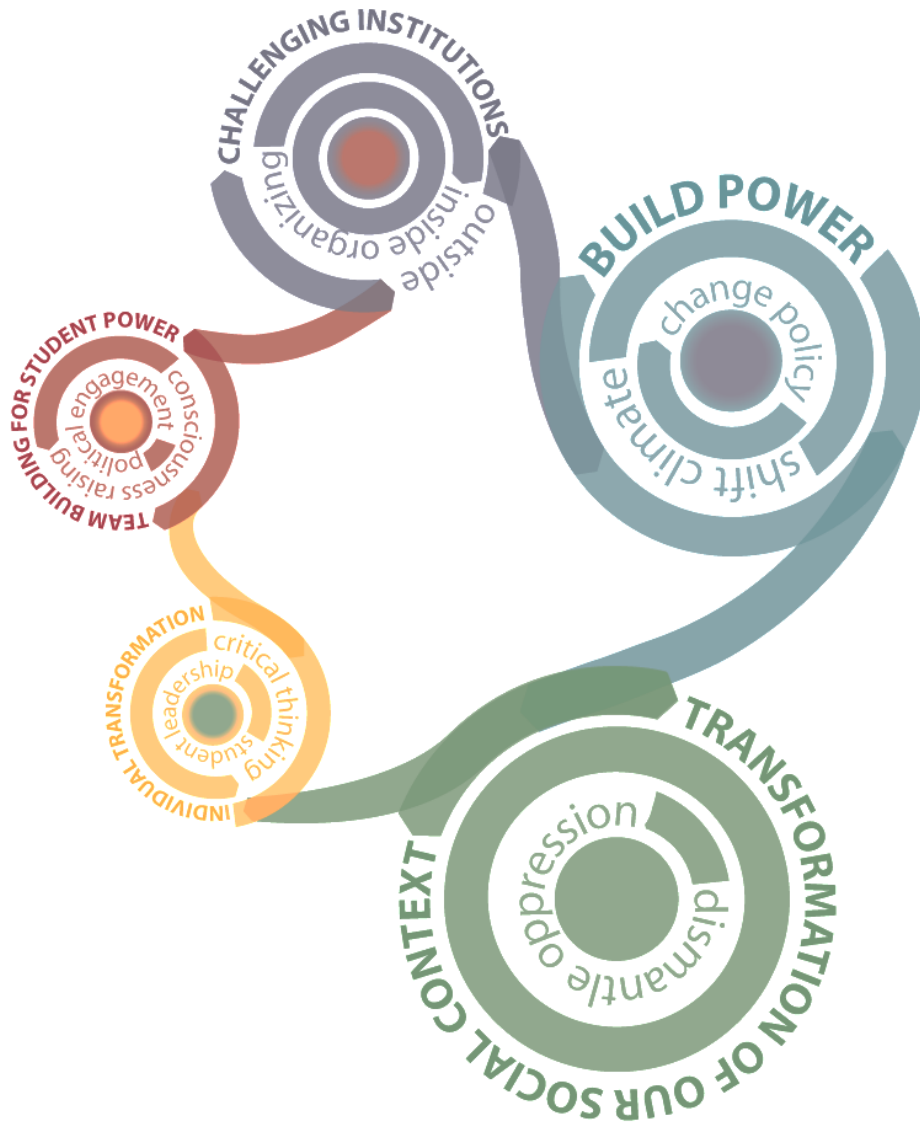
YT values collaborative decision-making and transparency because we believe open communication and healthy conflict produces the greatest solutions.

YT values peace and non-violent solutions because we recognize the damaging effects of violence in our homes, communities, and world and see the role we play in ending this cycle.



PART ONE

V. THEORY OF CHANGE





PART ONE

V. THEORY OF CHANGE

Individual Transformation – Critical Thinking and Student Leadership – Youth Together address the life conditions and immediate needs of youth and builds the self-esteem, skills and cultural understanding of youth organizers.

Team building for Student Power – Consciousness Raising and Political Engagement – Youth Together youth organizers develop positive relationships with young people across racial and ethnic lines, school walls, neighborhood turfs and city borders. Diverse youth organizers participate in leadership development through community organizing.

Challenging Institutions – Outside, Inside Organizing – Youth Together works with community partners and the school districts to shift the balance of power and position allies in key decision-making position.

Building Power – Shifting Climate, Policy Change – Youth Together builds a community base of support in schools to understand and advocate for young people's needs. In addition, Youth Together works with a broad range of organizations and institutions to build the capacity of adults to be allies to young people.

Transformation of our Social Context – Dismantle Oppression – Youth Together's ultimate goal is to transform the school systems and transform inadequate school and community conditions to ensure every young person has the opportunities to thrive.



PART ONE

VI. CONSTITUENCY

Youth Together focuses on the school communities of Castlemont, McClymonds, and Skyline High Schools in Oakland, CA. Youth Together students in these communities through various needs assessments have identified problems plaguing their schools and neighborhoods. Youth in these communities have stated that every day they experience the cumulative burdens of racism, poverty, unemployment, institutional neglect, and civic disengagement. The majority of Youth Together youth and community members are low-income, ethnically and linguistically diverse. The youth in our programs attend academically under-performing and dehumanizing schools that often don't have clean bathrooms, textbooks, or credentialed teachers. Students are divided by race, language, immigration status, class, sexual orientation, and gender, and the schools in which they spend their days are often unequipped to handle the diversity of their student population and the challenges that can and do arise.

Many Youth Together youth have internalized the negativity around them and have issues with substance abuse, truancy, family violence, sexual abuse, and other behavioral health risk factors. Few opportunities exist for young people to develop the knowledge and skills to take charge of changing negative conditions in their own lives and their communities and build positive relationships with adult allies, as well as develop creative solutions to challenging those negative conditions.

Youth Together currently operates on school campuses where 76% of the student population is on the Free and Reduced Lunch program. Our strategic location in East and West Oakland helps us reach our target population of low-income students of color at risk for school push-out/drop-out: all students served receive free or reduced lunch, over 86% of students are Latino or African American (12% Asian, Native American, Multiracial and other ethnicities and 2% Caucasian), 62% of our students identify as female, 32% as male, and 6% identify as transgender/genderqueer/non-binary. Our students come from communities facing housing disparities, marginalization due to immigration status, and community violence.



PART ONE

VII. THE HISTORY OF YOUTH TOGETHER

Youth Together emerged as a collaborative project in 1996 following a 2-week long emergency closure of Castlemont High School in Oakland, CA and the weeklong closure of Richmond High School in Richmond, CA due to violent race riots. Outraged by the conditions in their schools that led up to these riots, students and community members came together to strategize how young people could lead efforts to identify solutions to the root causes of both the physical violence (e.g. fights between students, increased gang presence) and the institutional violence (locked bathrooms during the day, punitive tardy policies) that was present on their school campus. Youth Together began working in five targeted high schools: Berkeley High School (BHS), Richmond High School (RHS), Skyline High School (SHS), Fremont Federation of High Schools (FFHS) and Castlemont Community of Small Schools (CCSS).

Across the region, students (particularly students of color) are subject to the dual effects of failing educational systems and under-resourced communities. A recent Harvard University report demonstrates that OUSD graduates less than 50% of its student's district-wide, classifying a large number of Oakland's High Schools as "drop out factories". With the implementation of the California High School Exit Exam (CAHSEE) in 2006, a high-stakes test which denies a diploma to any student who fails to pass, graduation rates are expected to drop even lower.

In 2006, over 40,000 students throughout the State of California did not pass the exam and did not receive a diploma. Students who do pass and graduate are not prepared nor college ready. For example, in 2005 only 8 had completed the proper coursework to qualify for the UC/CSU system compared to the 322 graduates at Richmond High School. Even within schools that are relatively well resourced, students of color often have a very different educational experience than their white peers. At Berkeley High the roughly equivalently sized white and black student populations have significant disparities in achievement and access. In 2003-04 only 54 seats in AP courses at BHS were taken by African American students, compared to the 656 seats taken by white students. In response to these conditions, Youth Together seeks funding to develop a trained group of student organizers to advocate for anti-violence, student power, and educational justice on school campuses and to create highly functional structures to address reforms and challenges related to the quality of education.

In 2006, youth leaders led statewide campaigns to transformed the California's public education funding system to make it equitable. Through the Campaign for Quality Education statewide coalition, youth leaders successfully campaigned for the passage of the Local Control Funding Formula in 2013 and as a result OUSD has received more than \$330 million dollars of supplemental funds for Oakland students since 2014. Most



PART ONE

VII. THE HISTORY OF YOUTH TOGETHER

recently, youth leaders campaigned for the Accessible Credit Recovery resolution that was passed by OUSD school board of directors in June 2017 which addressed the lack of credit recovery options in the district. At the beginning of 2019, teachers across the State of California began to strike demanding better contracts and more resources for youth and families. Oakland teachers began their strike in February 2019 which led to city wide support from students as they had experienced the suffering of public education within their classrooms. The Oakland Education Association agreed to a tentative contract due to fiscal restraints within the district which ultimately led to the upheaval of young people as they mobilized close to 400 students to a Monday morning School Board meeting to vocalize their anger and outrage. Over a 100 youth across the city converged and discussed the need to establish power that lead to a “Youth Vote 16” 2020 campaign.

Youth Together's strategies provide a comprehensive approach that considers personal, group, and institutional transformation. Youth Together utilizes two main strategies to address educational justice:

School-Based One Land, One People Youth Centers/Collaboratives: Youth Together believes that it takes all members of a school community to help identify solutions to make concrete changes that increase the opportunities for students to be successful. Therefore, Youth Together develops One Land One People (OLOP) multi-service collaboratives and school-based student centers. Currently Youth Together operates one fully functional youth center at Skyline High School since the Fall of 2002.

Youth Together Student Clubs: Youth Together operates student clubs at each of the school site in which we work. Clubs are comprised of 2-3 youth-elected Lead Student Organizers (LSOs) and a Core Team of 25-30 student organizers. Through these groups, we develop the leadership and organizing skills of youth members, imparting practical skills in public speaking, organizing, follow-through, event planning, and civic engagement. Specific activities include: **(a) Unity Days/Weeks:** Youth Together student organizers affect the larger school population while gaining practical skills strategizing and implementing ongoing Unity Days/Weeks. These events combine workshops on diversity, anti-violence, and the history of anti-oppression struggles with arts programming, cultural events, and assemblies; **(b) School Site Campaigns:** Within this strategy, each school site team coordinates a school-based campaign, designed and implemented by the core youth. Each organizing effort includes youth-led needs assessment, outreach, awareness raising, campaign education, events, and efforts to collaborate with other organizations and school administration. Key campaign wins include (1) Youth Together students at RHS in 2005-2006 were active in the fight



PART ONE

VII. THE HISTORY OF YOUTH TOGETHER

against the CAHSEE. Youth Together helped identify litigants for the suit against the exam and Youth Together students held press conferences, rallies, and events to educate the school and community around the exam. The case is still pending in California Superior Court; (2) In response to racial conflict at Skyline High in 2005 students campaigned for and won a bilingual community liaison staff at the school and (3) Students in the West Contra Costa School District won a mandatory district-wide Freshman Foundations course in Ethnic Studies; **(c) Regional Program:** Throughout the year Youth Together's Regional Organizer leads cross-site regional conferences and week-long Ethnic Studies and Organizing institutes that allow students from different sites to build unity across schools and further develop their leadership skills through ongoing workshops. The Regional Organizer is also the key point person for leading the Ethnic Studies Conference in the spring. This conference, which draws at least 1000 high school students, features a day-long series of workshops on various ethnic, gender, and sexual orientation topics; and **(d) Lead Student Organizer Summer Program:** Youth Together offers a summer mentoring program where current students hone their leadership skills mentoring and leading workshops. Returning and potential Lead Student Organizers receive training on dispute resolution, ethnic studies, and skills to transition to high school.



PART ONE

VIII. TIMELINE

1996-1997

YT starts as a coalition of five CBO's to combat racial violence in Eastbay high schools. Each CBO is responsible for a school site.

- Skyline High
- Berkeley High
- Richmond High
- Castlemont High
- McClymonds High

1997-1998

- YT conflict mediations at Castlemont High after large scale fights.
- Win clean bathrooms campaign for Richmond High
- Mediates fights at Skyline High
- Fremont High is added

1998-1999

- Organize "One Land One People Conference" to demand for school & community centers
- Advocate for Student Learning Center at Berkeley
- 1st Regional Retreat & Leadership Institute
- CYT Honors: Yuri Kochiyama, Betita Martinez and Mumia Abu Jamal

1999-2000

- Join Schools Not Jails Coalition against Prop. 21
- Won Berkeley Student Learning Center Campaign
- Hosts and joins the Peace & Dignity Journey's Intercontinental Runners
- Project YES Campaign I launched to convert empty county building into a youth center now known as Youth Uprising

2000-2001

- Launched School Safety Committee and Youth Center at Skyline
- 1st year of Healthy Start One Land One People Collaborative at FHS
- All YT school sites institute Unity Weeks to combat violence and build solidarity in the schools



PART ONE

VIII. TIMELINE

2001-2002

- Lead education against Prejudice and hate crimes against SWANAY/Muslim youth at Berkeley High
- One Land One People Collaborative is launched in the city of Richmond High as a community-based entity

2002-2003

- Win Ethnic Studies campaign in WCCUSD, creating a 9th grade course requirement now known as the Foundations Course
- Participate in Antiwar Education campaign
- Launch "Shot in the Corner, Shot in Iraq: Youth Need Better Choices" site-wide teach-ins and participate in peace marches

2003-2004

- Win YT-leadership class at Kennedy High School
- Organize Da Bay Coalition is created
- March for Education: against AB 1554
- Become 501(c)(3)

2004-2005

- Win two-year delay in the implementation of the California High School Exit Exam (CASHEE)
- Student Power Campaign is launched
- YT Launches first Strategic Plan

2005-2006

- Student Power campaign win a formal redesign of OUSD student leadership curriculum, structure and involvement in decision making
- Campaign for Quality Education Coalition is created
- YT monitors implementation of William's Settlement agreement to provide youth w/facilities and resources for a quality education
- Begin Food Justice Campaign at CHS



PART ONE

VIII. TIMELINE

2006-2007

- Meaningful Student Engagement Initiative is launched at OUSD with YT as lead partner
- Pass OUSD resolution on Healthy Food Options

2007-2008

- National Convening for Organizing Education Reform
- Fremont lead campus Beautification campaign
- Mobilize 2000 to Sacramento with our CQE allies
- Move into YES, lead Student Unity Council and OLOP Collaborative

2008

- Move from Berkeley High to Berkeley Technical Academy
- Launch Youth Center at Youth Empowerment School (YES)

2009

- Win resolution that aligns OUSD graduation with A-G college course requirements
- Mobilize 1,000 students to state capital to protest budget cuts & to pass Assembly Bill 8 (AB 8), & Assembly Concurrent Resolution 54 (ACR 54)



PART ONE

IX. JUSTIFICATION

*"No person is your friend who demands your silence, or denies your right to grow."
-Alice Walker*

Youth Together works in some of the most diverse and under-resourced schools in the East Bay. Currently, Youth Together works in three (3) high schools in the Oakland, CA: Castlemont High School, McClymonds High School and Skyline High School. Youth Together's programs meet the direct development needs of a) 100 Youth Together core youth organizers; b) 1,000 youth accessing on-campus Youth Together led student unity centers and One Land One People school collaboratives; and, c) Over 2,000 youth, parents, teachers, administrators and community members through our advocacy, organizing and community education. Of the core group of Youth Together student organizers 65% are female, 49% are African American, 12% are Asian/Pacific Islander, 24% are Latino/a, 11% identify as multiracial or other, and 4% are Caucasian. Of the five schools in which Youth Together works, three schools scored a 1 on the API Index (the State's ranking system based on test scores, ranked from 1 to 10 with one being the lowest), three schools qualify as highly racially segregated with a student population of more than 95% students of color, four schools have an English Language Learner population of over 30% and at four schools more than 45% of the students qualify for the federal free and reduced lunch program, with 75% of the students of one school qualifying for this program.

According to a recent Safe Passages Youth Crime Report the Oakland Unified School District (OUSD) "is ranked as one of the most under-performing districts in the state and lacks greatly in the resources necessary to meet the demands of its students". Across the region students, and in particular students of color, are subject to the dual effects of failing educational systems and under-resourced communities. For example, in the West Contra Costa School District, in which one of Youth Together's schools is located, while 482 African American students graduated in the 2002-2003 school year, another 450 African American students dropped out or "disappeared" from the system altogether. Similarly, at Castlemont High School in Oakland, a school with a student population made up of 99.6% students of color, 210 students graduated in 2003 while another 281 students dropped out or disappeared. In fact, a recent Harvard University report demonstrated that the entire OUSD graduates less than 50% of its student's district-wide, classifying a large number of Oakland's High Schools "drop out factories". At the same time, the communities within which Youth Together works have experienced unprecedented and growing violence and financial need. Oakland in 2003 was most known for its 114 homicides and according to the Richmond High School Accountability Report Card for 2004-2005, the FBI recently issued the finding that the City of Richmond has the highest crime rate for any city in the State of California.

With so many young people failing or disappearing from the educational system our schools are clearly in need of change; however, students are challenged once again as reforms come at the expense of community ownership and accountability, and ultimately at the potential expense of public education itself and its goal to build the civic capacity of young people to be leaders in their communities. As schools across the state are forced to focus their attention on passing tests, rather than engaging young people as active and engaged civic participants and agents of change, and as the connection between what happens in school moves further away from the realities that



PART ONE

IX. JUSTIFICATION

young people are facing outside of school, Oakland will continue to see an increased number of poor youths, immigrant youth, and youth of color losing faith and interest in education. As we are already experiencing, more and more students are opting out of, or are not qualified for, college and are falling prey to the juvenile justice and military systems.

Furthermore, given the reality that public education is serving as a tool to homogenize and erase differences rather than working to create a learning environment and curriculum that reflects the rich and diverse population and experiences of the young people in our community, students will continue to feel more disengaged. According to a recent national study of high school students conducted by the Circle Institute, only 11% of young people believed that their classrooms were dealing with "problems facing the country today" and only 9% indicated that their schools are dealing with "racism and other injustices in the American system."

What has emerged is not only a crisis in education, but a larger civil rights crisis. What is clear is that schools are not building the necessary long-term leadership that can navigate the complexities of the communities in which we live and the world that is emerging. Youth Together's strategies are specifically designed to address these concerns within East Bay Schools.



PART TWO

X. YOUTH & ADULT PARTNERSHIP

Introduction

We believe that youth are inherently valuable and powerful. Therefore, must be key players in creating a world free of internalized, interpersonal, and institutional oppression. Any change to schools has to be led by those most affected by the conditions (or reforms that will be implemented). Most schools currently operate without investing in developing student voice and leadership in school decision making. Students are treated as subjects, or in some schools, as inmates that need to be policed and controlled, much less as thinking, living, young people that have the power to organize themselves and transform their schools. This section introduces the Youth Together model of organizing within schools. Our model is based on the principle of youth and adults working together because we believe youth and adults sharing power and knowledge is necessary for authentic social change.

What Does it Mean to Create Healthy Youth and Adult Partnerships?

Why is it important for Youth Together to address this question now?

- We are a youth and adult-led organizing and advocacy organization and having a clear definition of healthy youth and adult partnerships is critical;
- We are 20+ years old and we need to deal with this issue collectively and in a unified and standardized manner versus on an individual basis;
- We need to be able to share with students, teachers, parents, allies, and incoming staff how we define what it means to an adult ally and the role staff play in the context of our mission, vision, and values;
- This issue has overwhelmingly been identified by program staff as a key area for growth and learning.

Key YT Values to Focus on During This Discussion:

- YT values multigenerational partnerships because we believe youth and adults power and knowledge is necessary for authentic social change;
- YT values accountability because we believe both self-discipline and high expectations nurture a fair and equitable environment;
- YT values self-determination because we believe in the innate power of individuals and communities to envision and realize their destiny;
- YT values building a healthy organizing culture that acts out of love, respect, and equality for all people because we believe strong relationships build strong movements;



PART TWO

X. YOUTH & ADULT PARTNERSHIP

- YT values supporting academic development, raising political consciousness, and knowing our histories because we believe the lifelong pursuit of knowledge, education, and reflective practice is necessary for our liberation;
- YT values leadership development because we believe that by nurturing the confidence and skills of young people they will create a just environment in their schools and communities.



PART TWO

XI. 50/50 YOUTH + ADULT PARTNERSHIP

Youth Together is a youth-adult partnership organization. Developing youth to activate their power and build leadership skills so they are able to work with adults in power requires a lot of work (the work reflected in this manual). Adult allies support this objective of developing youth voice and leadership skill, and act as allies by providing support. At Youth Together, adults play a critical role in positioning youth to be at the decision-making table regarding their quality of education. Many times, this means after an action, during a campaign and after a win, adults must follow up, set up next steps, and determine what preparation youth need to continuously be engaged in decision making, and in general, be meaningfully engaged in the direction of their schools, and how the schools protect their student rights. (See Toolkits: Adult Ally Building, and Youth-Adult Partnerships).



PART TWO

XII. EXPERIENCE, PRACTICE, & KNOWLEDGE

The role of Youth Together staff is to teach, coach, and provide direction to the core programming of youth. Based on knowledge that was learned, in practice as a seasoned youth organizer themselves (not just from going through trainings or ethnic studies classes). Youth Together staff continue to gain knowledge and learn from the campus/community organizing with the youth. Within the organization, we build leaders from within. Our staff and staff leaders are organizers, from our own communities, hold knowledge based on community/youth organizing experience, and are respected and known for their work. Our youngest staff is usually YT alumni, but those who aren't are nonetheless grounded in the program and Youth Together methods. Our goal is that our youth continue their leadership development, by continuing to organize, to eventually become staff leaders within the organization as adults.



PART TWO

XIII. YOUTH ORGANIZING AS YOUTH DEVELOPMENT

At the core of our organizing curriculum is that students understand and act on their power to form student unions to protect and exercise their rights on their campuses, and build enough power and unity to negotiate with school officials the terms of their contract as pupils with basic rights to quality education. This section includes workshops on site - based campaign development, campaign strategy, and school power analysis and power mapping. Through the actual site campaign organizing, youth develop skills to communicate effectively with their peers, adults, and school leaders, and mobilize their peers and adult support base for school change. Through their campus organizing, students learn/practice the fine art of knowing when to go: knowing when to educate, agitate, organize, and balance action with building relationships.



PART TWO

XIV. NON-NEGOTIABLES

Non-Negotiables When Working with Youth Together/Youth Center Students

Why are they non-negotiables? They are non-negotiables because either Youth Together's employee policies and/or the legal system dictate the parameters that must be created to ensure a safe environment for young people.

1. No fraternization with students. No romantic relationships. No exceptions;

2. No drinking, smoking, and or drug use with Youth Together students;

3. Do not encourage and/or support students who are engaging in unhealthy behaviors. Examples include buying alcohol for students, driving students to parties that have alcohol, inviting students to parties and/or events in which there will be alcohol and in which it is clear that they will be served underage.

4. No unauthorized sleepovers. No sleepovers with less than three students.

Your relationship with your students is based on your relationship and position in Youth Together, what you do with students reflects Youth Together and a potential liability for Youth Together. If a student is invited to a sleepover, parent perception is that they are attending a Youth Together event. "Unauthorized" means sleepovers that (1) have not received prior approval from your supervisor; (2) Do not have signed parent/guardian permission; (3) Is being attended by three or fewer students. It is also strongly encouraged that there are at least two adult YT staff members present.

5. No unauthorized field trips.

You're leading a program at Youth Together and activities that you engage with YT students are ALWAYS on YT time. Personal field trips (shopping, movies, etc.) is still considered YT time. You represent YT, you are a YT staff member, parents and guardians know you as a YT staff member and any activities that you take students on will be and can be perceived as Youth Together activities whether you intend it or not. In this case it is about perception, not intention. "Unauthorized" means field trips that (1) Are out of the immediate area that you usually run your YT programs; (2) Out of the East Bay (example: Marin, San Francisco, Lake Tahoe, etc.); (3) Any field trip that takes place during school hours, that haven't received pre-approval from your supervisor, a parent/guardian and or relevant school site personnel.



PART TWO

XV. STAFF EXPECTATIONS

Youth Together Expectations for All Staff Members

- I. Youth Together/Youth Center staff members will support the development of young people by setting clear boundaries and role modeling clear boundaries.
 - a. When staff don't have clear boundaries, we get burnt out and work doesn't get done! It's hard to keep balance, clear boundaries will help maintain personal space.
 - b. Youth Together staff need to have clear time boundaries when students can call. When there is no emergency the cut off for calls and/or texts is 9:00 PM. Vice versa, staff cannot contact students after 9:00 PM.
 - c. Students should not be texting staff during class and vice versa.
- II. YT/Youth Center staff should be role modeling YT values and principles, walking the talk. We are here as mentors and are here to support the development of students into organizers and community leaders.
- III. YT/Youth Center staff needs to recognize YT students, as students first. (We can also recognize a student's organizing role as helping them in their own education and that students see the possibilities of continuing education)
- IV. YT/Youth Center staff is here to support YT students in building their own self sufficiency and resiliency to ensure that young people aren't solely depending on staff for all of their emotional and personal health and development support.
- V. YT/Youth Center staff are adult allies, not peers. For YT youth staff that have preexisting relationships with YT student organizers prior to becoming staff, when you're on the clock, your role is an ally, not as a peer.
- VI. YT/Youth Center staff should be building an organizing culture first and foremost.



PART TWO

XV. STAFF EXPECTATIONS

- VII. YT/Youth Center staff are accountable to the other adults in the lives of their students such as parents, guardians, grandparents, etc. We don't work with students in a vacuum, nor should we. So, there should be a commitment by staff to engage with family to assure confidence, trust and a better understanding of where students are coming from.
- VIII. YT/Youth Center staff should not be making decisions that our student's parents and/or guardians should be making with or for them. If it becomes clear that a student's parent and/or guardian is making unhealthy decisions for students then staff needs to check in with their supervisor and organize a proper intervention plan that offers plenty of professional and community support for the student and the staff member. Our job is to differentiate unhealthy from healthy discipline choices.



PART TWO

XVI. ACCEPTABLE & HEALTHY INTERACTIONS

How does Youth Together define acceptable and healthy interaction between staff and students?

- I. Youth Together/Youth Center staff members will not engage in social interactions with students just to be social. Any social activities with students must have an educational and/or developmental component.
- II. Social activities with students should be designed with teambuilding and relationship building as the primary goal.
- III. Social activities need to be designed with the entire team in mind. There should never be one-on-one interactions with YT/YC student in your personal space.
- IV. Youth Together/Youth Center staff are encouraged to attend healthy family functions of students as a way to get to know the family and community of YT/YC students.
- V. Youth Together/Youth Center staff is encouraged to have healthy and open conversations with student, however conversations with students about sensitive topics (sex, drug and alcohol use) need to be more theoretical and should avoid explicit personal stories and/or unnecessary details about your own personal life.
- VI. Be honest about experiences you had as a younger person, but do not romanticize your past.
- VII. **Do not use students as your support system;** you have adult peers and friends to talk about these issues. If you don't have adults and/or peers to talk through these issues with then you need to talk to your supervisor to get support.



PART THREE

XVII. ORGANIZATIONAL PRINCIPALS OF UNITY

INTRODUCTION

This document has been developed to help create and nurture a safe and supportive working and organizing environment, where all staff are treated with dignity and respect, where staff skills are developed, and where Youth Together can effectively fulfill and promote its mission. Youth Together works to address the root causes of violence and oppression which continues to negatively affect our educational systems as well as our local and global communities. We understand that as a result of hundreds of years of oppression, colonialism, imperialism and the usage of divide and conquer strategies we must act in solidarity and struggle to rebuild our communities and transform our social and political one-on-one relationships in order to create the type of society which embodies peace, unity and justice. In order for this transformation to occur we must commit to struggling, we must be accountable, take part in honest and genuine communication and develop our skills as well as support one another in working towards organizational unity. Additionally, Youth Together staff must take ownership of our individual and organizational work. This document will support and guide us in developing and maintaining healthy organizational culture. The following principles provide a foundation to guide the organization in professional matters in movement building as well as support and maintain organizational unity.

YOUTH TOGETHER TEN ORGANIZATIONAL PRINCIPALS

I. Organizational Unity

- All staff should adhere to the mission, vision, values and principles of Youth Together. Once we commit to a staff position within the organization we become representatives for Youth Together. Likewise, all staff should know all information released by the organization.
- The Youth Together platform will be memorized and understood by all Youth Together staff and students. Each member will understand all site platforms. All staff members will have a copy of both the regional platform and each site's platform. Staff meeting time will be devoted to fully educating each staff member about these platforms. It is the responsibility of each staff member to communicate any lack of understanding so that further education can be provided.
- Youth Together staff should at all times maintain a united front. We should communicate information regarding the organization to the community in a formal manner in value of individual and group confidentiality and in the spirit of conscious professionalism.



PART THREE

XVII. ORGANIZATIONAL PRINCIPALS OF UNITY

II. Balance Support and Accountability

- When Youth Together compensates you work for Youth Together. You and your supervisor mutually understand your work schedule and your work is equal to what you are compensated for. When you are at work you focus on YT work.
- Youth Together staff will follow Youth Together rules when they are working for YT. Youth Together rules while in the office apply to site settings, retreats, fieldtrips, and all other work-related activities.
- All members must check in with their supervisor regularly.
- All staff is expected to be in the office unless organizing youth, training youth, conducting an action, outreach, attending meetings, conferences, obtaining materials for programming or supervising One Land One People Youth Center and staff. All staff must communicate field work with supervisor in person, phone or email.
- Youth Together believes in maintaining financial stability as well as collectively working to fundraise for the organization. All staff that manages budgets must maintain their budgets. All staff must submit all receipts, reconciliations and modifications on time to the Finance Director. Additionally, all staff are required to support the organization's fundraising efforts.

III. Reflection, Criticism and Self-Criticism

- In order to promote personal and organizational growth, all members of the organization will take part in individual and collective criticism sessions.
- Documentation allows staff to report and reflect on their work in order to archive and evaluate the quarterly work period. All program staff are required to submit quarterly documentation to their supervisors highlighting the work, meetings, events, campaigns, strengths and challenges from the documentation period.



PART THREE

XVII. ORGANIZATIONAL PRINCIPALS OF UNITY

IV. **Collective Decision Making and Transparency**

- We distinguish between our personal interests and Youth Together duties and do not allow our personal interests to supersede the mission of Youth Together, we do not advance the interests of other organizations at the expense of Youth Together, our youth, or other Youth Together staff. Youth Together is an educational justice organization and our work with youth and at schools reflects this. We work to meet the mission of Youth Together and not our own personal mission or the mission of the schools in which we work. We do not do work for other organizations during the workday. We do not accept payment from other organizations for duties that we are being paid for by Youth Together.
- Commitment to struggle is a value of Youth Together. For decisions which need to be made collectively we must come to a decision in a timely manner through the usage of the gradients of agreement. This will be utilized to ensure that the process ends with the development of clear decisions. Once a decision is made a division of roles and responsibilities should be finalized in order to maintain clarity. All staff must adhere to the decisions of the organization.

V. **Development of Staff Skills**

- We strive for excellence in the movement by developing our own skills and knowledge, supporting our colleagues, and developing the skills and knowledge of youth organizers. We strive to gain information about issues, develop our skills, and work to develop the skills of others.

VI. **Political Unity and Training - grounding and analysis**

- Youth Together should consistently research and develop social issues, policies and concepts, not only to stay relevant and informed for the purpose of organizing, but more importantly, to expand the capacity of the organization and skills of its staff.
- Given Youth Together's mission to create and sustain multi - racial alliances, each Staff member is expected to offer cultural readings, events, and rituals based on her/his background. This is a continual practice to further our learning of different ethnic groups' cultural and indigenous practices.



PART THREE

XVII. ORGANIZATIONAL PRINCIPALS OF UNITY

VII. **Learning and Problem Solving**

- In order to maintain unity in the organization, all disagreements between members must be solved promptly through peaceful meditation process.
- In order to promote clear communication when a problem arises we must engage in a process to solve problems and conflict. Staff, if unable to address it to the person directly, should communicate the problem or conflict with their direct supervisor who will support that staff member in developing a plan to address and reconcile the issue at hand.

VIII. **Direct, Genuine, Honest Communication**

- In informal conversations, Youth Together staff will remember how they speak about the organization impacts the organization and members of the organization. Youth Together staff, students and board members will be coordinated in public communication. Youth Together will have an authorized media spokesperson(s) to field all unanticipated media requests. If students, staff, or board members are asked to speak publicly on any matter while Youth Together pays them, they will first coordinate with the media spokesperson(s).
- Organizational communications must be regional and local. Movement building requires respectful communication. We all ensure that our site, our students, and the central Youth Together office are communicated with openly, equally and respectfully. Communication includes schedules, timeliness, and clarity around tasks.

IX. **Transformation of how we build healthy relationships with each other, youth, parents, allies and community members.**

- All Youth Together staff is allies, mentors and role models for Youth Together students. Our purpose is to develop student's leadership and organizing skills while supporting them in their academic success. We must create healthy boundaries, which respects and demonstrates healthy youth and adult relationships.



PART THREE

XVII. ORGANIZATIONAL PRINCIPALS OF UNITY

- All Youth Together staff will be treated justly, and are expected to treat themselves, others and the organization justly. All staff will be given direct feedback and will also give direct feedback to the organization by discussing organizational issues at staff meetings or with supervisors, by giving feedback to supervisors, by asking for support and development when needed, and by asking for support to plan your work time so that you are not overworked or under-worked.
- All Youth Together staff should make time for appreciations, acknowledgments and celebration in hopes to build organizational camaraderie. This includes a rite of passage for transitioning staff members as well as periodically celebrating and appreciating each other and the work throughout the year.

X. Leadership Building

- Decision making in Youth Together does not exist in a vacuum. The leadership of Youth Together will make decisions based on our Decision - Making Principles and by collecting feedback from Youth Together staff. A decision will be made with individuals and the organization in mind. Leadership will then communicate the final decision to staff.
- The leadership of Youth Together will provide support to staff in-terms of programming, organizing strategy and work task completion.
- The leadership of Youth Together will communicate clearly, directly and will be straight forward with their supervisee's regarding expectations and roles in order to identify areas of improvement and to support in one's individual growth and transformation. Leaders should help those that they supervise strategize in their work and with inter-personal issues. It is also important that leadership actively seeks feedback as well as model the process of growth and transformation.
- Leadership should be approachable providing space for people to ask questions and gain clarity.
- When applicable, the leadership of Youth Together should not be physically stagnant. Leadership should visit sites as it pertains to their work.



PART THREE

XVII. ORGANIZATIONAL PRINCIPALS OF UNITY

- Leaders should be strategic and complex thinkers, especially when considering all the implications of decisions, current and potential alliances and campaign strategies.
- Leaders should be able to ask the difficult questions.
- Leadership should support the development and institutionalization of systems which acknowledge and appreciate the work of staff.
- The leadership of Youth Together should be clear on their leadership style and philosophy. Leadership should utilize concrete consequences for holding staff accountable while also being able to provide staff with the necessary support.
- Leaders should display humility and should also demonstrate a problem - solving approach to their work.
- Leaders should be knowledgeable on relevant current issues.



PART FOUR

XVIII. YOUTH TOGETHER ORGANIZING MODEL

Youth Together Definition of Organizing

“bringing students, parents and adult allies together to build community and power that impacts systematic change in the school system and in our communities.”

We Organize Because

- I. Organizing connects people and it is a tool to create strong, unified and connected communities.
- II. In our analysis, oppression exists as a defining factor of the conditions in our communities. We believe that oppression is systematic and it requires an organized response.
- III. We understand power not just as something that decision makers have, but also something that our community has. We know that organizing is key to building and using people power to make lasting change.
- IV. We organize to create positive change in the education system because we see it as a tool of oppression. We organize to change the education system into a tool of liberation.
- V. The school is a critical site for socialization in our society and therefore it is the place to fight. It is a place from which to create positive social change.
- VI. We work on primarily education justice issues while understanding the interconnectedness of all the various forms of oppression facing our community.
- VII. We organize with young people because we recognize the power of youth as leaders in creating a better school system and we acknowledge the international legacy of young people being at the forefront of social movements throughout history.
- VIII. We organize with young people to develop their investment in making change throughout their life.
- IX. We organize because we see it as a transformative process that changes people and systems and ultimately the world.

Our Organizing Identity

Youth Together is a multiracial learning space for youth and staff. Collectively, we represent the diversity of the communities that we engage with and that are deeply engaged in community and identity-based work. We are youth and staff who have a strong Youth Together identity and think organizationally while we are cultivated to think, plan, and act strategically.



PART FOUR

XVIII. YOUTH TOGETHER ORGANIZING MODEL

Our Base

We see our work as building a strong community to make positive change in the school system. We believe that all members of our community are impacted by the education system and that therefore all members of the community have a role to play in its transformation. So, our base is rooted in all community stakeholders in the education system: students, parents, teachers, administrators, community groups and organizations.

Our Organizing Structure

We work to build a structure that is inclusive of youth facing a variety of conditions. We work with youth to help them reach a space where they can meet the expectations of a youth leader. We engage community members, parents and other adult allies to support and build on Youth Together students' organizing work.

Our Organizing Tools

Youth Together builds our base, core membership, and lead student organizing teams using outreach, recruitment, and “edutainment” (educated entertainment) events. We conduct political education at our school sites, and we engage in building both institutional and one-on-one relationships through individual contact. Our Core membership and lead student organizers meet once a week, at times and locations that are relevant and conducive to our being able to reach the widest possible members of our base. During our meetings, we work to build the analysis and skills of our membership, and we strive to engage them deeper into Youth Together.

At our sites, we engage in school change projects, working to build our educational institutions stronger, while building up the organizing skills of our students. Students participate in listening campaigns to understand what their peers see as the most important issues at their schools. Then we work together to build student power and carry out projects that will achieve lasting institutional change around our issues.

Where We Organize

We organize on school campuses and in the communities surrounding our schools to engage our base in district, city, regional, state, and national level organizing work.



PART FOUR

XVIII. YOUTH TOGETHER ORGANIZING MODEL

Our Impact

BUILDING POWER + COLLECTIVE ACTION

How We Measure Success

Youth, community members, and Youth Together as an organization, are positioned to impact decision-making at the local, regional, and state level. We are successful when the school policies and environment at our sites change institutionally to reflect the standard of education that we want to see.

LEAD STUDENT ORGANIZER, CORE TEAM + MEMBERSHIP BASE

Lead Student Organizers (LSO/12) are part-time employees to help assist the Program Coordinator in instruction and implementation of educational workshops, school and regional events/campaigns. The varying roles our listed below and job descriptions are on the following page.

Core Team are the youth enrolled in the program. They participate in educational workshops, community outreach, special events, school campaigns and some regional campaigns. Even though their time commitments and responsibilities are not as detailed as the Lead Student Organizers, they have roles and responsibilities they have to adhere to be a part of the program.

Membership Base are youth enrolled into direct service programs through our Youth Center. They receive direct service to support their immediate need such as academic support, college & career, or social and emotional support. The Membership Base receives on-going information about actions, campaigns, and educational workshops. When Youth Together mobilizes, the Membership Base is our first point of contact to act.



PART FOUR

XVIII. YOUTH TOGETHER ORGANIZING MODEL

RETENTION PLAN

What are outreach tactics that work?	What are outreach tactics that don't work?

RECRUITMENT PLAN

What empowering experience has kept you at YT?	Have there been any experiences and/or incidents that have made you want to leave YT?



PART FOUR

XIX. LEAD STUDENT ORGANIZER

LEAD STUDENT ORGANIZER: JOB DESCRIPTION

Youth Together Lead Student Organizers Work Expectations:

- Timely attendance and active participation in all Youth Together after school meetings (twice per week); monthly Youth Together region-wide events; and other Youth Together scheduled activities (i.e.: attending social justice actions/events, presenting at conferences, participating in meetings with policy makers or key school-community stakeholders).
- Lead peers to engage in positive behavior to promote school peace, unity, and justice, through role modeling and organizing Unity Weeks (or Unity Day)
- Organize school change campaigns to promote multiracial peace, unity, and justice.
- Work with school staff, administrators, and policy makers to educate them about student perspectives on school violence and student justice issues.
- Organize a Youth Together "club" on campus to educate other students about and lead them in organizing for multiracial peace, unity, and justice.

LEAD STUDENT ORGANIZER CRITERIA

- Committed
- Opinionated, Expressive
- Flexible and Open Minded
- Availability
- Leadership, Organizing Experience, or Job Experience
- Ethnic Diversity, Gender Balance, Age/Grade Level Balance, School (Academic and Social) Status Diversity
- Politically conscious
- Responsible and Motivated
- Balance in Leadership Abilities
- Balanced Group Dynamics (Diverse Energies)
- 2.0 GPA, If Lower, then Tutoring

**Lead Student Organizer Criteria is used as a guide for achieving a good balance on your team. Criteria does not include all Youth Together student leadership expectations and responsibilities, to be learned and developed as students work with Youth Together*



PART FOUR

XIX. LEAD STUDENT ORGANIZER

LSO EXPECTATIONS, RESPONSIBILITIES, AND OUTCOMES

Time Commitment

- About 20-25 hours per month, which will include the following: After school meetings once per week for about 2 to 2.5 hours each meeting; Full day Saturday meetings every other month; or other activities that are decided upon by the teams
- Be on time for all meetings and events. If you can't make a meeting notify the Program Coordinator ahead of time.

Commitment in Spirit and Participation

- Active participation and contributions to the goals of the project: preventing racial violence, uniting communities, and trying to change the school environment that creates conflicts between different groups.
- Be focused, disciplined, and work during all Youth Together time. This includes following YT meeting agreements/ground rules, taking notes, and keeping up to date on your YT calendar and binder.
- Follow through on work responsibilities and commitments.

Be Prepared

- Have info ready ahead of work time, or presentations
- Have facts ready about the issue of discussion or advocacy
- Research rules, policies, target decision-makers before advocacy activity

Team Player

- Respect for other members through listening to others when they're talking, respecting the different opinions of others, but struggle to get your point across, and engage in healthy debate. No put downs.
- Work with your site team members and regional team members to get goals accomplished.

Outcomes for I - IV: You will learn to plan ahead, set goals, manage your time, become personally organized, and be able to represent Youth Together!



PART FOUR

XIX. LEAD STUDENT ORGANIZER

Serve as a Positive Role Model for Other Youth

- Have a spirit of multiracial alliance building
- Be on time to meetings and events
- Demonstrate strong work ethic
- Follow through on responsibilities in a timely manner
- Be honest
- Struggle for individual growth and improvement and work to change negative and self-destructive behavior

Outcomes:

- I. The students whose lives you influence will end their negative and self-destructive behavior.
- II. You will enable other youth to be proud of who they are.
- III. You will influence other youth to engage in positive behavior, i.e.: staying in school, promoting alternatives to violence, promoting solutions to racial conflict, working for social justice, etc.

Serve as a Youth Leader and Mentor

- Represent the project and our goals to other youth, school officials, community members, and policy-makers
- Organize other youth in YT campaigns and activities
- Recruit and train other students
- Teach other students about racial violence prevention and racial unity
- Serve as a positive role model (see above)
- Run a summer program for 20 8 graders
- Serve as a mentor for 8th/9th graders
- Run an orientation program/informational meeting for 9th graders

Outcomes:

- I. You will influence other students to join your work in Youth Together.
- II. You will influence your peers in positive behavior.
- III. You will serve as a model for positive youth behavior to the school and broader community



PART FOUR

XIX. LEAD STUDENT ORGANIZER

Develop a School Change Campaign

- Identify root causes of school violence, especially racial violence.
- Develop campaign focused on addressing one solution to the violence.
- Organize other students to work on the campaign.
- Influence teachers and administrators to work with you.

Outcomes:

- I. Members of the school community will be actively involved in implementing the school change campaigns.
- II. The school will begin to adopt your proposals and solutions
- III. You will feel like you have the power to make important changes to problems around you.



PART FOUR

XX. CORE TEAM



PART FOUR

XXI. MEMBERSHIP BASE



PART FIVE

XXII. FACILITATING THE CURRICULUM

ADMINISTERING THE CURRICULUM

A. HOW WE TEACH & LEARN

Youth Together's success in developing organizers is through our political education curriculum and youth leadership. We set out to provide our leaders with the skills and knowledge needed to agitate, educate, and mobilize their schools and communities. Our approach to preparation, delivery and follow up are grounded in a way of teaching that is empowering; a learning process where sharing our knowledge with one another is the key to understanding the oppressive conditions of our reality. In the spirit of Paulo Freire's teachings on "critical consciousness" we believe by providing a space and the proper guidance, together, as teacher and student, we can unveil that reality and come to know it critically. Through knowing it critically, to be in critical consciousness, we can then set out to re-create this knowledge by creating campaigns for unity, peace and justice, and create plans for positive school change.

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

-Paulo Freire

Within this curriculum we provide a process that includes different activities and exercises that help facilitate the understanding of difficult concepts such as capitalism, internalized racism and white supremacy, to name a few. Teaching and learning these are hard to grasp but not impossible when the teacher and student work together.



PART FIVE

XXII. FACILITATING THE CURRICULUM

Pedagogical Methods

Pedagogy - the art or science of teaching

- **Critical Pedagogy** - critical pedagogy considers how education can provide individuals with the tools to better themselves and strengthen democracy, to create a more egalitarian and just society, and thus to deploy education in a process of progressive social change.
- **Participatory Action** - a form of training and instruction where youth learn while applying instruction through research and action. Through participatory action, youth take control of their education by immediately seeing the application of their education.
- **Popular Education** - is a participatory educational process designed to raise the consciousness of its participants and allow them to become more aware of how an individual's personal experiences are connected to larger societal problems. Participants are empowered to act to effect change on the problems that affect them.

Teacher and Students as Learners

Both teacher and student are learners in this process. Teachers and students have the ability to attain knowledge through common reflection by engaging with each other in discussions, activities and exercises in this curriculum the teacher's role is to support the participant's articulation of their thoughts and help them re-create this knowledge.

Workshop Format

You will find in this curriculum workshop formats that encompass a learning process that is engaging and inclusive to participants, provides a safe learning environment, and works toward building critical consciousness. The workshop format sets the stage in which facilitators can guide participants through activities and exercises that engages and closes with the knowledge and experience of our participants. It is through this design that all workshops stay consistent and also allow for the flexibility to capture the individual flavor of the content.

Student and Teacher Friendly

In the spirit of making this an accessible guide we have created a workshop format that is user friendly. Glossary of terms, talking points, and facilitator notes will supplement each chapter.



PART FIVE

XXII. FACILITATING THE CURRICULUM

B. CREATING & HOLDING YOUTH TOGETHER SPACE

Youth Together workshops, meetings, and events are successful when we make sure to set up and hold the space in the Youth Together way. Set up the space, physically, but also spiritually, so that everyone feels safe to be fully present. Building this community of multiracial student organizers is a process, and we have chosen 5 workshops for you to begin creating Youth Together space at your site and with your group of young people. In this section you will focus on creating community with your team, by learning and understanding why the Youth Together Values and Agreements, are non-negotiable and necessary to set up a safe space. Based on these principles, you will facilitate a process where the team designs their own community agreements.

Cultural Openings Invite Spirit and Our Full Selves to the Space

As part of every workshop, meeting, event, or gathering, we start with an opening, and depending on the type of gathering, it can be a simple check in question or as deep as a cultural/spiritual welcoming to invite spirit and focus into the space. Learning each other's cultures is not as easy as sitting through one or even 18 weeks of workshops, but a life-long process of sharing and organizing together. Cultural openings or ceremonies provide us with a structural way to make sure that we come to this work fully present. They also remind us that we don't have to wait to change the world TO LIVE IN OUR POWER and in the world, we want to see.

Sacred Space

Spirituality is the expression of our spirit, our true selves, and everything that lives and is connected to our being, we express our spirit, and create sacred space, when we share a poem, song, drum These are forms of prayer and connect us to each other and all of beat, a thought, an appreciation, a reflection, or an ancient dance. It is in this collective space that we find the spiritual strength, support, and healing that we need to continue doing our work. Cultural openings, and holding down our space by adhering to our values, agreements, and ground rules, is a disciplined way to model what communication and community should be and feel like in a multiracial world.



PART FIVE

XXII. FACILITATING THE CURRICULUM LEARNING STRATEGIES

Classroom Set-Up

Arrange seats in a circle so that everyone faces each other. This demonstrates that everyone is at the same level, and has something to share. Students are teachers, teachers are students.

Think, Pair, Share Discussion/Learning Tool

This is a good activity to initiate discussion, interaction, and application of knowledge. Start with one question or set of questions (depending on time). Ask students, teachers included, to take some time to think about question, write down answers for themselves. Then, students pair up with neighbor or someone they have not worked with before. Pairs share and discuss answers. Option: students report partner's answers to larger group.

Give One, Get One Discussion/Learning Tool

Start as think, pair, share exercise. The question must ask students to list, define, or provide short answer. Students can pair up or work in a group of four or less. Students physically exchange information or list and give their partner/group member an answer they did not have listed. When they get their list back, they can add one or more items to their list that they liked from their partner's list.

Small Group Discussion/Workshop

Working in small groups allows space for every student to develop and share ideas, learn to work with others, and develop voice, positive social interaction. Small groups can discuss an issue, debrief on an activity/fieldtrip, or any short term or long - term project. Questions and directions for project or product expectations must be clear. Assign small group roles: facilitator, recorder, reporter, materials captain.

Community Mapping

This is a large group project that can be used to develop the school change campaign. Large group physically walks their school-community to assess what resources and problems exist in their community. They make a map and symbols for resources (grocery store, other merchants, non-profit agencies, government agencies, youth center, long-time residents, local activists, professionals, parks, bus lines, churches, etc.), and other landmarks (liquor stores, empty lots, etc.)



PART FIVE

XXII. FACILITATING THE CURRICULUM

Guest Speakers

Bring guest speakers from community-based organizations (especially youth, workers, women, homeless, AIDS, health, cultural, or other social justice organization) into the classroom often, to do workshops, share current project information, or build relationship/alliance for future campaign work (of both groups, not just Youth Together).

Portfolio Assessment

Students keep a personal binder or scrap book, where they save all classroom, fieldtrip, campaign, or other team activity materials and products. They free write a journal entry after each assignment/activity to reflect what they learned, how they felt, or you can pose a specific journal entry question.



PART FIVE

XXII. FACILITATING THE CURRICULUM

CURRICULUM GOALS

Through the lessons and activities provided, the goals of Youth Together's curriculum are to have participants in regards to;

Personal Development

- Become confident and prepared students and individuals
- Aspire to achieve academically and be college prepared
- Become disciplined and accountable individuals
- Be proficient in personal health and safety strategies (physically, psychologically, and spiritually)

Cultural Grounding

- Become comfortable discussing issues of race and culture
- Have a deep pride in their cultural background
- Understand historical and contemporary misrepresentations of different ethnicities and cultures
- Develop confidence and an aspiration in creating multiracial alliances
- Create solidarity across racial lines to improve the conditions of our schools and communities

Educational Justice

- Understand educational injustices
- Become proactive in obtaining a quality and meaningful education
- Shift unjust school and district policies as a means to insure a quality educational opportunity for every young person

Violence Prevention

- Seek non-violent forms of expression and resistance
- Understand that violence doesn't just affect the individual but also is detrimental to the perpetrator and community
- Recognize how violence obstructs positive change in ourselves, schools, and communities
- Become conflict mediators



PART FIVE

XXII. FACILITATING THE CURRICULUM

Organizing

- Receive comprehensive leadership development
- Acquire and strengthen the skill set necessary to challenge and change oppressive conditions
- Develop action-oriented campaigns on the campus, city, and regional levels
- Create spaces of resistance

Global Consciousness

- Bridge connections from their experiences to larger social issues happening throughout the country and worldwide
- Create a broader consciousness of racial solidarity beyond the borders of the United States
- Contemplate utilizing their organizing training towards issues outside of their immediate social context



PART FIVE

XXII. FACILITATING THE CURRICULUM

YOUTH TOGETHER REASONING OF THE MODEL

PERSONAL DEVELOPMENT

"Treat people as if they were what they ought to be and you help them to become what they are capable of being."

- Goethe

Every facet of Youth Together work pertains to developing youth to become engaged, accountable, confident, prepared, peaceful, and social justice minded. The curriculum's ethnic studies, education, violence prevention, and organizing volumes all intend to develop youth's social analysis, ability to seek transformative ways to resist oppression, and their agency to act. Throughout all volumes, affirmations of self-efficacy, determination, and confidence guide the lessons. When those affirmations are coupled with an increased consciousness on social issues, youth will develop a sense of urgency and confidence undertaking campaigns to improve their schools, communities, but more importantly, a model in which to improve their individual lives. Youth Together views personal development vital to creating healthy sustainable movements. Whether through the volume designated to personal development or any other volume, personal development takes place throughout the entire Youth Together curriculum and the entire Youth Together experience.

Youth Together Values Corresponding to Personal Development

Youth Together values young people because we believe youth are inherently valuable and powerful and must be key players in creating a world free of internalized, interpersonal, and institutional oppression.

Youth Together values accountability because we believe both self-discipline and high expectations nurture a fair and equitable environment.

Youth Together values self-determination because we believe in the capacity of individuals and communities to envision and realize their strength, power, and well-being.

Youth Together values leadership development because we believe by nurturing the confidence and skills of young people they will create a just environment in their schools and communities.



PART FIVE

XXII. FACILITATING THE CURRICULUM

CULTURAL GROUNDING

"If you want to change a person the first thing you must do is to change their awareness of themselves."

- Abraham Maslow

Given our mission to develop multiracial youth leaders, race and cultural education is the base of our development model. In order to achieve equality amongst people of different races and ethnicities, a commitment to insistently educate all youth about their own heritage and background as well as the heritage and backgrounds of others is essential. It is Youth Together's perspective that schools do not adequately provide support and advocate for culturally consistent curriculum. Furthermore, it is Youth Together's perspective that schools tend to replicate conformist models of American history and identity that disserves our culturally diverse communities. These concerns make ethnic studies one of the most comprehensive and engaging components of the curriculum.

Youth Together Values Corresponding to Cultural Grounding

Youth Together values multiracial unity because we believe that racial division is a key tool of oppression, and that we gain strength and power in learning and sharing our histories, cultures, and experiences.



PART FIVE

XXII. FACILITATING THE CURRICULUM

EDUCATIONAL JUSTICE

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

-Paulo Freire

Education has served as a means of liberation and disempowerment for people of color historically. Education without critical instruction and affirmation can disservice youth. Youth Together's values are centered on educational justice. Educational sites are where social inequalities are maintained and manifested, particularly on the bases of race. In order to move toward a more equal and equitable society, schools must be restructured to effectively serve all youth. Whether it is underfunded schools, poor educational facilities, inadequate curriculum, no parental involvement, or any injustice youth of color face. Youth Together seeks youth and the community to be at the forefront of school change. Education has liberated and created opportunities for people of color but disparities and injustices in education still prevail. Therefore, until the needs of youth of color are met, instruction and action regarding educational injustices is the basis of Youth Together's organizing and the purpose of our curriculum.

Youth Together Values Corresponding to Educational Justice

Youth Together values supporting academic development, raising political consciousness, and knowing our histories because we believe the lifelong pursuit of knowledge, education, and reflective practice is necessary for our liberation.

Youth Together values access to equitable and quality education because we believe education is a basic human right that determines individual and community well-being.



PART FIVE

XXII. FACILITATING THE CURRICULUM

VIOLENCE PREVENTION

"The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. Instead of diminishing evil, it multiplies it... Through violence you may murder the hater, but you do not murder hate; only love can do that."

-Martin Luther King Jr.

Given violence has plagued communities of color during slavery, colonialism and currently, instruction centered on violence prevention is pivotal in changing the atmosphere of the school and communities. Violence, whether it is from outside forces or from within our own community, obstructs the solidarity needed to mobilize and organize. In order to move forward as an organizing unit, Youth Together participants must understand the principles of non-violent communication and action. Though the education youth acquire throughout the program can be serious and strenuous given its emphasis on the effects of oppression, through non-violent communication and action, youth are able to act from the information they acquire in a healthy and proactive manner.

Youth Together Values Corresponding to Non-Violent Direct Action

Youth Together values collaborative decision-making and transparency because we believe open communication and healthy conflict produces the greatest solutions.

Youth Together values peace and non-violent solutions because we recognize the damaging effects of violence in our homes, communities, and world and see the role we play in ending this cycle.



PART FIVE

XXII. FACILITATING THE CURRICULUM

NON-VIOLENT DIRECT ACTION

"Action to be effective must be directed to clearly conceived ends."

-Jawaharlal Nehru

Non-Violence is a form of resistance as well as a way of life. To conduct oneself and one's movement non-violently confronts the oppressor without compromising the humanity and integrity of the action.

Direct Action is a form of political activism that overpasses reformist politics such as electing representatives and instead confronts the stakeholders, established laws, and practices needed to bring about change.

The organizing tactic of *non-violent direct-action* guides Youth Together's organizing work. Whether a school campaign or community action, Youth Together provides the space and tools for youth to express their concerns and demand. Far too often thought of as overt forms of resistance such as marches or sit-ins, non-violent direct action has historically served people of color and low-income communities as a means to immediately address social injustices while maintaining a moral high ground. Youth Together embodies this form of action. By showing youth they don't always have to adhere to a democratic process, they immediately actualize their ability to contribute to civil society while helping and improving their immediate lives.

Given its sense of immediacy, non-violent direct action must be thoroughly strategic. Without strategy, a campaign's ability to succeed can be misconstrued by the oppressor and seen as inefficient to the community. Non-violent direct action also doesn't have to infer an extreme tactic. The process of effectively communicating truth to power isn't a casual act. It is our mission to develop students to achieve this skill and in doing so they can change the conditions and climate of their schools and communities.

Principles of Direct Action

- I. Each action has to have a clear purpose grounded in an irrefutable need and expressed in the action's specific target and demand.
- II. The best actions are heavily choreographed.
- III. Direct actions are always a part of a larger campaign



PART FIVE

XXII. FACILITATING THE CURRICULUM

CAMPUS ORGANIZING

"Vision without action is a daydream; Action without vision is a nightmare"

-Japanese Proverb

Campus organizing is at the core of Youth Together's mission and values. Creating the space for youth to take control of their education is the foundation of instruction for the curriculum. Youth not only aren't provided enough opportunities and spaces to change their conditions but also rarely receive training to go about changing those conditions. Campus organizing is where youth receive instruction and act. From organizing terms, base building strategies, student rights workshops, media training, public speaking, to campaign development, youth are given the knowledge to make meaningful connections with other students, teachers, principals, administrators, school boards members, community members, and organizations. Through their experiences interfacing with stakeholders while administering their campaigns, youth will immediately get to see how ideas and campaigns are received once launched, teaching them how to prepare to succeed not just to create social change, but also training they can utilize for the rest of their lives.

Youth Together Values Corresponding to Campus Organizing

Youth Together values building a healthy organizing culture that acts out of love, respect, and equality for all people because we believe strong individuals and strong relationships build strong movements.

Youth Together values access to equitable and quality education because we believe education is a basic human right that determines individual and community well-being.



PART FIVE

XXII. FACILITATING THE CURRICULUM

COMMUNITY ORGANIZING

"Thought is the blossom; language the bud; action the fruit behind it"

-Ralph Waldo Emerson

Community organizing has been essential in creating change within school communities. To effectively win campaigns, stakeholders outside the school need to be utilized and/or pressured to effect unjust policies that supersede the power of the school or surrounding community. Community organizing also is the next step in creating change after effective school-based campaigns has been attempted. Whereas the campus organizing model focused on basic training in organizing, strategy, and campaign preparation, the community organizing model provides training strategy and exercises outside educational settings as well as provides education on local and national social movements to be viewed as models for broader based organizing. This process further develops the student by empowering them to step outside the school to make change, which in turn makes them more autonomous and independent to act without instruction from an instructor or organizer.

Youth Together Values Corresponding to Community Organizing

Youth Together values multi-generational partnerships because we believe youth and adults sharing power and knowledge is necessary for authentic social change.

Youth Together values movement building, because we believe power is created by people organizing to make change inside and outside of institutions.



PART FIVE

XXII. FACILITATING THE CURRICULUM

GLOBAL CONNECTIONS

"In an age where community involvement and partnerships with civil society are increasingly being recognized as indispensable, there is clearly a growing potential for cooperative development and renewal worldwide."

-Kofi Annan

Youth Together historically has successfully restructured and enhanced the educational experience of youth in the Bay Area. Through instruction and action youth have been able to identify systems that oppress them and the ways in which to transform those systems. A goal of the Youth Together curriculum is for youth to be able to use their contextual knowledge and experience to bridge connections with broader issues outside their immediate contexts. Bridging connections expands the worldview of the youth as well as reiterate solidarity with others who are underserved and oppressed. The global connections component of the development model is the logical next step in youth development because it creates a top-view analysis of oppression, where youth are allowed to see how intricate and connected oppression can be.

Youth Together Values Corresponding to Global Connections

Youth Together values anti-oppression work because we believe that all forms of injustice prevent effective movement-building.

Youth Together values movement building, because we believe power is created by people organizing to make change inside and outside of institutions.



PART SIX

XXIII. TOOLKIT

ICEBREAKERS

Toilet Paper Activity

Pass a roll of toilet paper around and tell folks to take as much paper they think they would need if they were stranded in the wilderness for 3 days. After everyone gets their toilet paper, announce that for every square sheet taken, they have to share something about themselves.

Hey, What Are You Doing?

Folks gather around in a circle and start off with a demo initiated by the facilitator. Someone must ask the facilitator what they're doing and whatever it is they say the person must assume that action. i.e. "A: Hey, _name_ what are you doing?" B: "I'm picking my nose." Person A then has to start picking their nose and the person standing next to them then gets to ask them what they're doing. But, person A gets to come up with something entirely new for person B to act out. Then you go through the entire circle with the end result with everyone doing a crazy action that the person that went before them initiated.

Name game

Ask people the significance of their name or where it's from. Simple, but it works every time!

Inside/Outside Box

This is a creative approach to talking about personal narratives. People are given boxes which they'll be able to decorate and the exterior of the box is symbolic of how people view you on the outside and the interior of the box represents how you see yourself. Participants may decorate their boxes with markers, crayons, words, or magazine clippings provided there's enough time.



PART SIX

XXIII. TOOLKIT

Do Unto Others That You Would Want Done to You

Disclaimer: Make sure you don't reveal the name of the game to participants! The significance and success of the game is in the title so make sure to only disclose this until after participants have written their names down.

Every person is given a piece of paper and a writing utensil and the facilitator will then ask them to think of something that they would want someone else, within the group, to do (i.e. I want Liz to sing I'm a little tea pot). Then, in a corner of that same sheet, participants will have to write down their names in very small letters. Everyone turns in their sheet and the facilitator will then mention that they forgot to disclose the name of the game "Do Unto Others That You Would Want Done to You" and from there, participants will have to act out their action that they wanted another person to perform.

Revolutionary Tea Party

Similar to charades, people draw names from a hat and other folks have to ask them YES or NO questions to determine which revolutionary figure they selected.

First, I Was Afraid.... Of Public Speaking

To help people overcome their fear of public speaking, this exercise was designed to give participants a more relaxed atmosphere to practice their skills for speaking before an audience. Each participant will have to go up in front of the room and begin their short 2-3 minutes presentation with a line from a popular song and everyone takes a turn at speaking in front of the group.

Safety Pin game (For Retreat or Longer Workshop)

Every participant will get a finite number of pins and everyone will start off with the same number of pins. The object of the game is to collect as many safety pins as possible by making sure that people are sticking to the ground rules of the game and to catch people with their guard down. Ground rules are then established by the facilitator stating that no one is allowed to cross their legs, say the word "but," eat with their right hand, and other arbitrary things. Throughout the remainder of the retreat, people forget about these rules and subsequently can lose their safety pins over the course of time. The person with the most safety pins at the end of the retreat or day is the winner.

*** Advance preparation required**

*** You can also substitute this with bracelets, rings, necklaces, buttons, etc.**



PART SIX

XXIII. TOOLKIT

Bio Game

This game works well with folks who are meeting each other for the first time. With ground rules that people remain respectful, everyone draws a name from a hat and makes up a far-fetched biography about that person. Participants will have a few minutes to write and then will have a turn to disclose whose name they drew and read their pretend bio out loud. i.e. "In Tasha's spare time, she is a frequent contributor to Dogs and Hounds magazine, enjoys traveling to exotic locales like Los Banos, California and Des Moines, Iowa, and lives on the edge by buying weekly lotto tickets at her corner grocery."

Animal Sounds

Participants are blindfolded and assigned an animal. The challenge is to use animal noises in order to meet up with other animals of the same species. This ice breaker releases energy, it's loud, fun, chaotic, and after a while, order and unity emerge.

Zoom

Preparation Identify a sequence of pictures that tell a narrative

A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to others. This ice breaker requires patience, communication, and trying to understand from another's point of view in order to recreate the story's sequence.

2 Truths & A Lie

People write down two truths about themselves and a lie. Then introduce the three "facts" to the rest of the group who tries to guess which one is a lie.

Human Knot

In a circle, people put their arms in and hold someone else's hand, then try to unravel the knot without letting go of hands. This ice breaker involves getting physically close to others, stretching, laughing and problem solving.

Gotchya (Grab the Finger)

Fast-moving 5 min. group activity to get people together and focused. In a circle, right finger on next person's left palm. Try to grab a finger before yours gets grabbed.



PART SIX

XXIII. TOOLKIT

ENERGIZERS

Lifeboat

Have the group scattered throughout the room and ask that they pay attention to number formations. Once the facilitator calls out a certain number, everyone has to assemble a lifeboat of that size and whoever is left standing is out of the game.

Ba-hee, ba-gee-oh, ta-ho (house, person, storm)

The premise of the game is that a house is not a house without a person in it. The facilitator will demonstrate the game to round off the participants with an even number. Ba-hee = house; ba-gee-oh = person; ta-ho= storm. For the first round, everyone scatters and the facilitator will call out "ba-hee" which will then prompt all the participants to form triplets for a full completed home (2 folks will be the house and the extra person will be the resident). Any remaining folks are out of the game. Everyone scatters again and the facilitator can then call out "ba-gee-oh" which will only allow the residents (the people) to scatter around and find new homes. For ta-ho, everyone makes a run for it and has to construct new homes.



PART SIX

XXIII. TOOLKIT

TEAM BUILDERS

Cross the River

Given that people have different work styles and approaches to team building, this is a good exercise to discuss how folks work (and don't work) together. The object of the game is to get people across the river and to the other side with as few people getting wet in the water as possible. The group has a set time limit (5-10 minutes) and will have to act quickly. Leave enough time for debrief and see how the group dynamic played out.

Memory Table

Preparation must be done out of view of any of the participants. A table must be set up with a variety of random objects (book, photo album, markers, flowers, etc.) laid across and itemized into an "answer key." There should be at least 15 different objects since participants will have to collectively remember every single item that was on the table as teams. After the table has been prepared, lay a flat sheet to hide the items.

- The facilitator should split the group into sub teams and inform the participants that they will have 30 seconds to remember as many objects as they can from the table. After the 30 seconds is up, everyone should convene into their small groups and record as many objects as possible. The winner is determined by the group who has the most amount of accurate items.

**** Advance preparation required***

Star power

This game is used to convey/teach participants about how capitalism functions in society. Each participant is given different envelopes with varying colored stars without any explanation on what the stars represent. Facilitators will announce that participants are allowed to trade stars if they wish before the game begins.

After a short time of exchange, the star key is revealed with money values attached to each color. i.e. red stars= 200 dollars, blue stars= 50 dollars, and green stars \$10.



PART SIX

XXIII. TOOLKIT

Given that the stars weren't distributed equally, there will be folks who have a greater amount of money than others. Those with the highest valued stars and most amount of money will be inducted into first class membership and will be treated noticeably better as well as gaining more benefits. Those in the middle class will be inducted into business class membership and those with the least amount of money will be in economy class. Facilitators should decide what the economic brackets are for those who belong in first class, business, and economy.

- After people are separated into different classes, the facilitator will announce that there will be another market exchange where people are allowed to trade their stars with each other for a limited time. However, the stipulation for this round is that first class individuals are allowed to make up any rule that all participants must adhere to when doing the market exchange. After all participants understand that they must abide by the rule that was set by first class, the market exchange is open for a few minutes.
- People may take, borrow, barter, and sometimes steal, other stars granted that they abide by the rule that was set by first class. After a few minutes, the market is closed, and the stars are tallied again to determine class status. During this time, the facilitator(s) may act unreasonably rude to individuals who have less money and issue unfair warnings to them while giving first class members more unhampered freedom to do what they want. Examples include banning all economy members from sitting on any seat, and demanding that they raise their hand to be called on. First class members should be allowed to get free chocolate, additional stars for being good, etc.
- After participants tally up their scores, first class will get another opportunity to determine an additional rule and the market will commence once again. Eventually, the group dynamic will begin to shift and most likely transition into a capitalism state where the power and money is held by the few and allowed to dominate over the majority.

*** Advance preparation required**

Jumping Game

The object of the game is to get everyone safely across a jump rope in a consecutive order. If anyone is caught in the rope, the group has to start over again from the beginning.

*** Advance preparation required**



PART SIX

XXIII. TOOLKIT

Tower Exercise

- This activity is done in complete silence. Participants are divided into three small groups and each group will have a "contractor" and supplies. The purpose of the game is for the teams to construct a tower that is most like the one that has already been built by the facilitator but the catch is that only one representative of each group, the "contractor," is allowed to see this model tower. So then, the contractor is given the task of communicating (nonverbally) the design of the already assembled model tower to their team and cannot participate in the actual construction. The team that constructs a tower most resembling the model that was already built is deemed the winner.
- After a limited time to build their tower, all team members must successfully transport their tower to a designated space so judging can take place.

** Advance preparation required*

If

Provide participants squares of paper and have them write 3-5 (depending on the size of the group) if questions.

Examples:

"If you could say something to the president, what would you say?"

"If you could sing like famous singer, who would it be and why?"

"If you could go back in time, what time period would you go back to and why?"

Get into a circle and mix up the cards. Place cards into a hat and pass around the hat and have each person pull one, answer the question and pass the hat to the next person until all the questions are answered.



PART SIX

XXIII. TOOLKIT

STAFF PROCESS NOTES

(to be completed after training session)

Prepared by: _____ Date: _____

Site: _____ Volume: _____ Lesson #: _____

Lesson Objectives:

Problems/Challenges:

Addition to Standard Lesson Plan:

Outcomes/Results:



PART SIX

XXIII. TOOLKIT

GUEST FACILITATOR EVALUATION

(to be completed after every guest lecture/workshop)

Date: _____ Site/Event: _____

Workshop/Lecture Topic: _____

Problems/Challenges

Outcomes/Results

Would You Recommend for Additional Workshops/Events



PART SIX

XXIII. TOOLKIT

ACTION EVALUATION

(to be completed after every action)

Date: _____

Site: _____

Action: _____ Total Attendance: _____

Purpose of Action:

Outcome:

Effectiveness:

Recommendations:



PART SEVEN

XXIV. GLOSSARY

“Defining our reality to enhance our mentality”

A Non-Racist - The term was created by whites to deny responsibility for systemic racism, to maintain an aura of innocence in the face of racial oppression, and to shift responsibility for that oppression from whites to people of color (called "blaming the victim"). Responsibility for perpetuating and legitimizing a racist system rest both on those who actively maintain it, and those who refuse to challenge it. Silence is consent. (CWS)

A Racist - A racist is one who is both privileged and socialized on the basis of race by a white supremacist (racist) system. The term applies to all white people (i.e., people of European descent) living in the United States, regardless of class, gender, religion, culture or sexuality. By this definition, people of color cannot be racists, because as peoples within the U.S. system, they do not have the power to back up their prejudices, hostilities or acts of discrimination. (This does not deny the existence of such prejudices, hostilities, and acts of rage or discrimination.) (CWS)

Adulthood - The ideology that promotes only an adult view, which negates the importance or inclusion of youth voice or views. (YT)

Ageism - Prejudice plus power to discriminate against people in an age group

An Anti-Racist - (As applied to white people), an anti-racist is a person who makes a conscious choice to act to challenge some aspect of the white supremacy system: including her/his own white privilege, as well as some form of oppression against people of color.

Adulthood is prejudice against and dehumanization of children and youth, where adults think and act superior to children and youth. Adulthood hinders the development of youth, in particular, their self-esteem and self-worth, ability to form positive relationships with caring adults, or even see adults as allies. (proposed by RJ)

(As applied to people of color), some use the term anti-racist. Others use synonyms such as freedom fighter, activist, warrior, liberation fighter, political prisoner, prisoner of war, sister, brother, etc. In practice, it is difficult for an activist of color not to be an anti-racist activist, since the struggle against racial oppression intersects with every issue affecting people of color. (CWS)



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Base - An organization's base is the primary people and/or constituency it relies on, and who are active in, exercising the power to carry out its mission and accomplish its goals. One's base is the individuals the organization organizes or mobilizes for its activities. They have some conscious identification with the organization (members, activists, donors, etc.) (APEN)

Capitalism - The economic system we live in. Its values money, competition, individualism, and consumption. In order for some to be rich many have to be poor. (YT, 1/02)

Capitalism in the US is associated with "freedom". If you have money, you can spend it, then you are "free". Capitalism intersects with white supremacy, patriarchy, and heterosexism, to set up a social hierarchy of human worth, values, and privileges based on race, class, citizenship status, gender, and sexuality. Due to this established hierarchy, everyone enjoys privileges based on their position in the hierarchy. This is a form of divide and conquer. If you are happy with your privileges, why would you want change? We must confront our privileges and act against all oppressions. (proposed by RJ)

Coalition - A coalition is an organization of organizations, which come together to achieve some common goal. Most coalitions are tactical, meaning they are temporary formations to work on a short-term issue. There are also strategic coalitions or alliances which are based on developing a collective long-term agenda and strategy that all the participating organizations agree on and work together to achieve. (APEN)

Common Sense - Common sense is the collection of taken-for-granted assumptions people have about how things work. Common sense is inherited from history, culture and upbringing. Common sense sayings often assume that things are the way they are because "nature" meant them to be that way. "You can't fight city hall." "Boys will be boys." (APEN)

Constituency- A constituency is a specific, defined group of people connected by some common characteristics (for example: geography, race, gender, income, occupation, etc.). These common characteristics are often used by organizations to determine who their base should be and/or who could be participants in their campaigns. (APEN)

Cultural Dominance (see hegemony) - Cultural dominance is one of the dominant worldview themes which attempts to make all people conform to a set of cultural prescriptions including family structure, language, dress, religious practices, social activities, customs, and traditions. (APEN)



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Direct Action - a form of political activism that overpasses reformist politics such as electing representatives and instead confronts the stakeholders, established laws, and practices needed to bring about change

Discrimination - Denying equal opportunity to a person based on one's skin color, ethnicity, language, sexual orientation, religion, (*citizenship status*), disability or culture (YT, 1/02)

Dominant Worldview - A worldview is a set of assumptions, beliefs, values, and perspectives which shape how people understand the world and operate in it. The dominant worldview is made up of the perspectives people learn from the larger society that shape people's understanding and behavior. Ideology is a kind of worldview, a specific, interconnected and coherent package of ideas and images about how society should work. Different worldviews and ideologies lead to different ways of understanding problems, what the real causes are, what the potential solutions are and how those solutions should be pursued. (APEN)

Environmental Racism - The tendency to place/build polluting factories, sewage treatment plants, oil refineries, chemical plants, dumps, or incinerators in areas where poor people and/or people of color reside. As a result, these folks often have numerous health problems. (YT, 1/02)

Eurocentrism - Assumption that European (or Euro-American) perspectives are in some way superior to those centered on other cultures or regions and as such deserves a privileged position in society, the history books, and policy making. This is sustained by the belief that Europe was the primary focal point of human history. (YT, 1/02)

Frames - Frames are used whenever someone tells a story or talks about an issue. A frame gives an issue meaning or makes a story out of it so people can relate it to their lives and their experiences. In this way, frames can also set limits around how an issue/story is discussed or understood. (APEN)

Geographical Racism - Being denied the opportunity to reside in an area that is healthy and supportive. Living in neighborhoods that are run-down and neglected by those in power, such as poor schools, high crime, few grocery stores, yet plenty of liquor stores and cigarette and liquor advertisements on billboards. (YT, 1/02)

Globalization - a process where through the rapid development of economics, technology, and culture, the world becomes interdependent. Unfortunately, western countries have used this phenomenon to control resources and influence over nations of color.



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Hegemony - The predominant influence of one group or country or region over others. (YT, 1/02)

Hegemony is accomplished when the masses of people have bought into the mainstream values and ideologies that guide and legitimize a nation's political, military, social, economic, and judiciary decisions and actions. YT is trying to create counter-hegemony by advocating/teaching social justice ideologies, that will motivate people to action against the oppressive actions/systems of this nation. (proposed by RJ)

Heterosexism - People who prefer to have sexual relationships with the opposite sex tend to project this as the norm for ALL people, tend to exploit those who prefer to have sexual relationships with someone of the same gender, and/or not acknowledge them or see their preference as legitimate. This is based on a *(religious and patriarchal)* belief that heterosexuality is somehow superior to, or more "normal" and "natural," than homosexual relations. (YT, 1/02)

Hierarchy - The classification and power attributed to a group of people based on economic, social, or professional standing

Injustice - Any violation of human *(and civil)* rights (YT, 1/02)

Internalized Racism - (1) The poison of racism seeping into the psyche of people of color, until people of color believe about themselves what whites believe about them that they are inferior to whites; (2) The behavior of one person of color toward another that stems from this psychic poisoning. Often called "inter-racial hostility", and (3) The acceptance by persons of color of Eurocentric values. (See Harris and Ordon, op. cit. pp. 304-316) (CWS)

Believing in prejudiced and racist views about you and your people and letting it negatively influence how you see yourself or how you act. (YT, 1/02)

Long-Term Agenda - An agenda is a list or program of things to be done. An organization's long-term agenda is the set of solutions it wants to bring into being to solve the most important problems and/or conditions in society it is dedicated to changing. Campaigns are normally attempting to win a part of or a step towards an organization's long-term agenda. (APEN)



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Major Battles - Major battles refers to fights around issues in the national arena which involve large numbers of people and whose outcome would affect large numbers of people. Major battles in the national arena almost always have local or regional expressions. (APEN)

Misogyny - the hatred of women

Oppressor, Oppressed, Oppression - An oppressor is one who uses her/his power to dominate another, or who refuses to use her/his power to challenge that domination. An oppressed is one who is dominated by an oppressor, and by those who consent with their silence. Oppression is the power and the effects of domination. In the U.S., there are many forms of (often) interlocking oppressions: racism, sexism, classism, heterosexism, ageism, etc.

In a white supremacist, capitalist, male supremacist, and heterosexist system, all non-ruling class (*people of color and*) whites are in some way oppressed by that system, but they are also privileged by it. When we organize against our own oppression, but not against our privileges that is, against the oppression of people of color, (women, children, gay peoples, and low-income people), we become oppressors. Inaction is complicity. Silence is consent. To cease being oppressors, we must act against oppression. (See "The Strategy of the Slave Owners".) (CWS)

The systematic subjugation of a social group by another social group with access to social, economic, military and political power. It's an abuse of power over others. (YT, 1/02)

Organizing - Organizing is building power to change conditions or problems by bringing people together in ongoing organization. Mobilizing brings people together for an event or series of events or a campaign, but does not necessarily involve them in ongoing organization. Organizing often also involves systematically developing the leadership of people directly affected by the problems/conditions being addressed. By striving to build powerful sustained organization, organizing seeks to alter the power relationships in society, not just win a particular issue. (APEN)

Organizing is the act of pulling people together. Social change organizing seeks to bring people together in support of common political demands to make social change. Since social change always occurs from the masses of people putting pressure on policy makers, social change organizing is the bringing together of people into action that puts pressure on policy makers to concede to the demands of the organized. (proposed by MC, 8/02)



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Organizing Models - Organizing models are based on an organization's theory of social change and define the primary base/constituency to be organized (i.e. poor people, middle class people, people of color, workers), the form of organization (i.e. membership based, coalition, professional advocacy, political party), the main social arenas of struggle, and the major organizing approaches and tactics (community organizing, electoral organizing, workplace/labor organizing). (APEN)

Patriarchy - A system that believes men are superior to women and that men need to control the running of families, communities, governments, and all aspects of life. It also promotes the inequality (*and dehumanization*) of women (sexism), and seeing women as only sexual objects and having the power to abuse them as such (misogyny). (YT, 1/02)

Power - ("Power" is a relational term. It is a relationship between human beings in a specific historical, economic and social setting. It must be exercised to be visible.)

Power is control of, or access to, those institutions sanctioned by the state. (Definition by Barbara Major of People's Institute for Survival and Beyond, New Orleans)

Power is the ability to define reality and to convince other people that it is their definition. (Definition by Dr. Wade Nobles)

Power is ownership and control of the major resources of a state, and the capacity to make and enforce decisions based on this ownership and control; and (Alternative definition to #1)

Power (relatively speaking) is access to those individuals, social groups, class and institutions, which own and control the resources of the state. (Alternative definition to #1)

Power is the capacity of a group of people to decide what they want and to act in an organized way to get it.

(In terms of an individual), power is the capacity to act.
(CWS)



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Power Analysis - Power analysis is a tool that can be used in many parts of organizing for social change. Power analysis constructs a picture of the people and forces acting in a community/area/issue. It shows who has power, how they use it and how that results in the problems and conditions. Power analysis then helps in the development of organizing and campaign strategies which can more effectively build the power to win the desired social change. (APEN)

Power Equation - The power equation comes out of a power analysis and refers to the relationship of the power of those causing or perpetuating the problems/conditions, and the power of the social change organization and its allies-i.e. who has the winning power in the situation. The purpose of understanding the power equation is as a starting point for developing strategies for shifting the equation in the favor of the social change organization and allies. (APEN)

Prejudice - A prejudice is a prejudgment in favor of or against a person, a group, an event, an idea, or a thing. An action based on prejudgment is discrimination. A negative prejudgment is often called a stereotype. An action based on a stereotype is called bigotry. (What distinguishes this group of terms from all the others on these pages is that there is no power relationship necessarily implied or expressed by "prejudice", "discrimination", "stereotype", or "bigotry".) (CWS)

An attitude that is based on limited information, often stereotypes. These attitudes often influence how people from one group respond to or interact with people of another group. (YT Winter Leadership Institute, 1/02)

Race - A specious classification of human beings created by Europeans (whites) which assigns human worth and social status using "white" as the model of humanity and the height of human achievement for the purpose of establishing and maintaining privilege and power. (Ronald Chisom and Michael Washington, Undoing Racism: A Philosophy of International Social Change. People's Institute Press. People's Institute for Survival and Beyond. 1444 North Johnson St. New Orleans, LA 70116. 1997: Second Edition. P. 30-31.) (CWS)

Having access to resources, the ability to influence others, and access to decision makers to get what you want done. (YT, 1/02)



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Racism - Racism is race prejudice plus power. (Definition by People's Institute. CWS Workshop uses "white supremacy" as a synonym for "racism".) (CWS)

Racism is racial prejudice plus power, where people of Color are targeted and prevented access to, and especially control of, institutions sanctioned by the state, including education. Racism is a tool of white supremacy. (proposed by RJ)

Social and institutional power plus prejudice. A system of advantage and oppression based on race. Racism is different from racial prejudice, hatred or discrimination; racism involves a group having the power to carry out systematic discrimination through the major institutions of society. (YT, 1/02)

Resonance - Resonance is when an idea or argument "makes sense" to someone because it connects to something in their own life or experiences. If a person was laid off by a company that's still making big profits; the idea that companies care more about making money than taking care of their employees would resonate with that person. (APEN)

Reverse Racism - A term created and used by white people to deny their white privilege. Those in denial use the term "reverse racism" to refer to hostile behavior by people of color toward whites, and to affirmative action policies which allegedly give 'preferential treatment' to people of color over whites. In the U.S., there is no such thing as "reverse racism". (CWS)

Sexism - Prejudice plus power to institutionally discriminate against the opposite gender

Stereotype - Having an assumption about a person based on an oversimplified view/image of the culture/class/gender/race to which she/he is a member. (YT, 1/02)

Social Arenas - Social arenas are the places where people come in contact and interact with each other in their daily life: work, home, school, the community, church, the media, and government. In each arena, people's experiences can reinforce or contradict the dominant worldview. For example, in the workplace, people can learn about solidarity and collective struggle that goes against themes of individualism and competition. (APEN)

Social Change - Social change is when the conditions in which people live and/or the way things work in society change in a significant way. Social change organizations are groups who see something wrong in society and work to bring about some defined change. There are different ideas of what kind of change is needed and how best to bring it about. These differences result in different "Theories of Social Change". Some theories believe change happens through organizing, or law suits, or writing books, etc. (APEN)



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Social Change Strategies - Social change strategies are the main ways an organization or movement attempts to win a desired change. A full social change strategy defines who the primary participants in winning the change are, how participants will be organized, what the main arenas of struggle will be, and what the main approaches to exercising power will be (i.e. direct action, electoral activity, law suits, advocacy, etc.). Differences in social change strategies flow from differences in theories of social change. (APEN)

Social Movement - A social movement is a "large" grouping of individuals and organizations united by a collective goal and/or ideal, and involved in a common series of activities based on the goal or ideal. Social movements are almost always ideologically driven and normally involve wide geographic areas and broad social sector. They typically expand exponentially (1 then 2 then 4 then 8 then 16 then 32...) rather than in the one-to-one pace of organizing (1 then 2 then 3 then 4 then 5...). Social movements often win rapid, sweeping structural change in society.

Social movements always have a life cycle in which there is a spark which begins the movement, rapid expansion of the numbers of people and organizations involved, and a waning in which some part of the movement is institutionalized in new or existing organizations. (APEN)

Structural Change - Structural change refers to formal, long-term or permanent changes in economic, political, or social systems. These changes could be related to the allocation of resources (for example the establishment of the welfare system or its recent abolishment), or major public policies affecting large numbers of people (for example the ending of legal segregation or the right of workers to form unions). The deepest structural changes are related to changing decision-making structures and relation of power. (APEN)

Themes - Themes are found in myths, stereotypes, stories, and common-sense sayings. They express basic assumptions about specific aspects of how the world works, such as how people relate to each other. Some of the dominant themes that affect the way people think, and what they believe, in our society today include individualism, competition, and race. (APEN)

Violence - Anything that denies human integrity and leads to hopelessness and helplessness. (MLK)

Xenophobia - an unreasonable fear or hatred of foreigners or strangers or of that which is foreign or strange



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Youth Development - Youth development within the context of a youth organization means that the goals, objectives, and activities of the organization are developed in response to the needs of the youth as defined by the youth. Youth development also means that youth activities help youth to develop their identity (which is a psychological task of adolescence) within the following areas; 1) individual, 2) family, 3) group, 4) ethnic 5) gender, 6) class/political stand. (MC, 8/02)

Youth Leadership - Should be defined within the context of the definition of leadership. Leadership is the taking of initiative to advance the needs of youth as defined by youth and to provide the analysis that explains how the conditions of those affected were created. Leadership is *(fostered within a youth organization and then)* earned and based on what the person does as well as how "others" view and respect their role.

Youth Led Organization - A youth led organization is structured in a manner that organizes and develops goals based on the ideas of youth as defined by youth. (MC, 8/02) *Lead organizers are young people themselves, who develop other youth to be able to take leadership positions within the organization.* (RJ)

A youth led organization makes youth a priority, not a product (commodity), by fully integrating youth into the decision-making process, and developing programming to address the needs and concern of youth. Adults in the organization act as mentors to give tools and resources, provide *(constructive)* critical feedback and support. The organization does not allow adult issues to spill into youth time, and balances the need of youth and adults. The organization does an honest assessment about the role youth are playing, utilizes evaluation for youth input, and makes sure the youth fully understand how the organization is run so efforts can be duplicated. (IH, 8/02) (see additional staff "youth led organization" group notes from 8/02, in your boxes)

What are youth adult partnerships?

A partnership involving youth and adults in responsible, challenging and collective action that seeks to benefit an organization or larger community. These partnerships involve the acknowledgement of both adult and youth voices, opinions and concerns during any decision making process.

Why are they important?

Youth make up the majority of the population on a school campus, therefore, they should be allowed to voice their opinions and concerns on issues that will directly impact their lives and their communities.

A few conditions that support youth adult partnership YAY

- Adults/ Youth need to be willing to share their power and responsibility
- Youth/ Adults need to be willing to gain power and take on responsibility
- Both youth and adults need the skills to work successfully together

Tips for working with adults in partnership (Tips for Youth) YAY

- It is important to remember that **criticism doesn't equate to condescension**. Sometimes when adults offer criticism to a youth, they are treating the youth the same way they would a colleague.
- Adults are your thought-partners. They are there to provide you support if you need help.
- Adults are unlearning how to not be in control of the entire decision-making process. Practice patience while engaging in this relationship.
- Be honest with the adults you are working with. Be vocal about your concerns regarding the decision making process.
- Be open to multiple forms of communication, and to learn different ways to have clear communication with adults.

Tips for working with youth in partnership (Tips for Adults) YAY

- An individual can only represent themselves. Do not make one youth represent all youth.
- Don't expect the same things from a young person than you would from another adult.
- Youth are people who like adults make mistakes and are learning from their mistakes.
- Treat youth with respect when engaging in conversation. Be careful to not interrupt or speak over youth when they are speaking.
- Be mindful of the amount of space you are taking up.
- Understand that there is a difference between doing something **with youth** and doing something **for youth**.
- Listen to students' opinions and concerns. Take their concerns and opinions seriously.
- Young people are busy, be mindful of their other life responsibilities.

Tips for working with youth on decision making committees YAY

- Build strong relationships with youth.
- Meet with youth prior to and after meetings to go over agenda; to provide space and time for clarifying questions.
- Have roles for youth during meetings.
- Have an agenda that all can see, and facilitative methods where all can be heard (this helps everyone engage equitably)
- Have youth lead check in questions, ice breakers etc and have activities where the group can build relationships (this makes the group stronger).
- Schedule meetings that youth can attend, taking into consideration their schedules as young adults.
- Support youth with email and other technology.
- Listen to youths ideas on new technology.
- Share notes, emails and location with students.
- Have former youth recruit and train new youth.

Tips for working with young adults & interns YAY

- Meet with youth prior to and after meetings to go over agenda; to provide space and time for clarifying questions.
- Provide desks and necessary materials/resources to be able to accomplish projects/tasks.
- Expose intern/young adults to meetings that are not directly linked to the work they are doing but are still within their interest area.
- Allocate time for weekly or bi-weekly check-ins with interns/young adults on the progression of their projects/tasks to assess if they need support.
- Listen to the ideas of interns/young adults.
- Interns/young adults are human and make mistakes. Be patient when they are learning a new skill or concept.
- Provide adequate training at the beginning of program/internship for intern/young adult (this can include a tour of the office/work space, showing how to use printer/fax machine/dial office phone)

Resources

- <https://freechild.org/YAPTips/>

Youth Together Staff PD Overview
 July 6th, 2020 - July 17th, 2020

Date	Topic
Monday 07.06.20	Introduction to Youth Together: Part 1 + 2
Tuesday 07.07.20	Introduction to Youth Together: Part 3 + 4
Wednesday 07.08.20	Introduction to Youth Together: Part 5 - 7
Thursday 07.09.20	Systems & Structures: Logistics
Friday 07.10.20	Staff Debrief & Reflections *Continue conversation of “Core Team” and “Membership” Criteria from Tuesday, 07/07/20
Monday 07.13.20	Annual Program Plan for FY20/21 <ul style="list-style-type: none"> - Program Plan (Grant Deliverables) - Quarterly Benchmarks - 2-Week Work Plan - Daily Checklist - Supervision & Management Support - CQI: Continuous Quality Improvement
Tuesday 07.14.20	1 st Semester (Quarter 1+2 Programming) <ul style="list-style-type: none"> - Lesson Plan - Virtual Program - Templates & Models
Wednesday 07.15.20	How to Conduct Virtual Programming Tutorial & Overview
Thursday 07.16.20	Collective Programming Build Out <ul style="list-style-type: none"> - Work Smarter, Healthy Capacity, and Collective Effort - Building out Q1 + Q2 Workshops/Presentations
Friday	Outreach, Recruit, and Building Healthy Relationships

07.17.20

* Follow-Up Conversation on Youth and Adult Partnership

YT Community Building Agenda

Friday, February 19th, 2021

12:30PM - 3:30PM (3 Hours/180 Minutes)

Via Zoom

Present:

Absent:

Meeting Goal:

“Provide space and time to build a community in YT”

Objective/s:

- Getting to know each other through fun community building activities

Materials:

1. N/A

Updates:

-

YT Staff Agenda 02.19.21

Facilitator: YT Staff

Item	Mins	Time
Welcome & Agenda Overview	5	12:30-12:35PM
<p>Staff Check-In Question (All) <i>“Hello and welcome! Take a minute to please think about “Community”. What does it mean to you? What does it look like? What does it feel like?”</i></p> <p>Bates: Community means togetherness, leadership, culture. Looks like “Unique”. I think about where I grew up like Banana trees, Poly folks sitting on my lawn. It’s love. It’s family. Eating gumbo and grilling pigs. Go around the corner on 55th to grab something from the store. Feels like “Home”.</p> <p>Itzamar: Belonging. People have your back and not feeling alone in fighting to defend yourself. It looks like my friends and the people that I care about. All types of different people I share myself with. Trans community. Poc communities. One day I will be my whole self and not have to worry about the identities. Just being my wholeself.</p> <p>Meesh: Kapwa. Togetherness. I was apart of this group in college where all of my identities came together. I’m redefining that in my head. People who are willing to hold you accountable. Learning how to love each other. I think about chosen family.</p>	15	12:35-12:50PM

Community doesn't look like our blood family. People who are definitely people who don't think twice about showing up for you and go HAM for. Not in a toxic way. Even though I don't see the love come back to me that there is love being spread out to other folks. It's like a ripple. Spreading love to their eco system.

Lupe: strong web created with family, friends, organizations. Web looks like lack of resources for my community. I feel sadness and pain. Lots of separation of families and people without homes; people in Texas, folks impacted by community

Danielle: For me community is a sense of family. I like the idea of chosen family to be in my family Good times and music. Those inside jokes. It feels like safety, security, and home. I think communities can always be evolving and expanding.

Tony: community is a good understanding of our experiences and struggles we go through. Think about childhood and people didn't judge me. Chosen family came from all different backgrounds. Getting to go to friend's house at anytime. You can leave your door unlocked and folks will protect you. Extended version of family, folks I can always lean on no matter how far. Looks very diverse. No having to put on a mask or a show - a sense of liberation and freedom to be happy.

<p>Meesh: Were in a community with non-human beings. The trees are my friends. Relating to the non-human beings.</p>		
<p>“What’s Missing?” (Tony)</p> <ul style="list-style-type: none"> ● 1 Minute - Pick a part of your house that you are willing to share with movable items ● 30 Seconds - The team will have 30 seconds to get a good look at your space and try to remember what is in the zoom frame ● 15 Seconds - Turn off camera and remove 3 items from the Zoom Frame ● 1 Minute - Turn camera on and ask “What’s Missing?” to the team. The team will have 1 minute to identify 3 objects missing from the Zoom frame 	15	12:50-1:05PM
<p>Hot Seat (Meesh)</p> <p>Goal: get to know each staff member through questions staff maybe curious about</p> <ul style="list-style-type: none"> - duration ~20 mins (6 staff x 3 minutes each; 2 mins for directions) - each individual staff member is put on the "hot seat" for three minutes - staff not in the hot seat asks as many random questions that they can - questions can range from fun questions, this or that questions, to more in depth insight questions (ex. <i>Would you rather bungee jump or skydive? What's a fear you have? What made you laugh really hard recently?</i>) 	20	1:05-1:25PM
<p>First Impressions (Itzamar)</p>	15	1:25-1:40PM

<p>GUMBO (Bates)</p> <p>Objective- To share our standards in life. To share what character traits are important to us in partnerships/friendships. What collection of traits make us awesome people? This will allow us as colleagues to better understand what we expect from one another outside of teamwork.</p> <p>Materials- Pen/Pencil/Electronic writing device, paper (If no electronic device), creativity</p> <p>5 minutes—Introduce yourself and express one important character trait you would want in a partner or close friend (Relatability)</p> <p>3 minutes- Brainstorm at least 5 character traits or standards that are important to YOU as a person, and why. Traits that you would want your kids to have mastered if you were no longer on earth to guide them. (Self Preference)</p> <p>10 minutes- Share Out and Discussion</p> <p>1 minute- Appreciation and Closeout</p>	25	1:40-2:05PM
Stretch Break	5	2:05-2:10PM
Escape Room (Danielle)	30	2:10-2:40PM
<p>Circle of Support (Lupe)</p> <ul style="list-style-type: none"> - Materials Needed: <ul style="list-style-type: none"> - Articles that represent our love ones - Pictures, clothes, books, toys, etc. - Large Red Ribbon 	20	2:40-3:00PM

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
Closing & Appreciations	10	3:20-3:30PM
TOTAL	180 Mins	



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/20/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Calender-Robinson Company, Inc. 0267063 233 Sansome St. Ste 508 San Francisco CA 94104		CONTACT NAME: Katherine Berkman PHONE (A/C, No, Ext): (415) 978-3800 E-MAIL ADDRESS: kberkman@calrob.com FAX (A/C, No): (415) 978-3825	
INSURED Youth Together, Inc. 1714 Franklin Street #100-153 Oakland CA 94612		INSURER(S) AFFORDING COVERAGE INSURER A: Nonprofits' Ins. Alliance of CA INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	
		NAIC #	NIAC

COVERAGES

CERTIFICATE NUMBER: CL20112028144

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			2020-14283-NPO	12/22/2020	12/22/2021	EACH OCCURRENCE	\$ 1,000,000
		DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 500,000					
		MED EXP (Any one person)	\$ 20,000					
		PERSONAL & ADV INJURY	\$ 1,000,000					
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			2020-14283-NPO	12/22/2020	12/22/2021	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
		BODILY INJURY (Per person)	\$					
		BODILY INJURY (Per accident)	\$					
		PROPERTY DAMAGE (Per accident)	\$					
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED \$ <input type="checkbox"/> RETENTION \$ <input type="checkbox"/>						EACH OCCURRENCE	\$
		AGGREGATE	\$					
			\$					
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				PER STATUTE	OTH-ER
		E.L. EACH ACCIDENT	\$					
		E.L. DISEASE - EA EMPLOYEE	\$					
		E.L. DISEASE - POLICY LIMIT	\$					
A	Sexual Misconduct Liability			2020-14283-NPO	12/22/2020	12/22/2021	Each claim	\$ 1,000,000
							Aggregate	\$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Certificate holder is included as additional insured as per the attached endorsement

CERTIFICATE HOLDER**CANCELLATION**

Oakland Unified School District
 Attn: Risk Management
 1000 Broadway #440
 Oakland CA 94605

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Named Insured: Youth Together, Inc.

Policy: 2020-14283-NPO

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name of Person or Organization:

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy, and for which a certificate of insurance naming such person or organization as additional insured has been issued, but only with respect to their liability arising out of their requirements for certain performance placed upon you, as a non-profit organization, in consideration for funding or financial contributions you receive from them. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

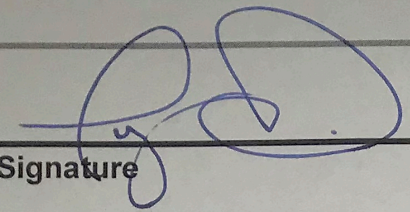
(If no entry appears above, information required to complete this endorsement will be shown in the Declarations as applicable to this endorsement.)

WHO IS AN INSURED (Section II) is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for “bodily injury”, “property damage” or “personal and advertising injury” caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A. In the performance of your on-going operations; or
- B. In connection with your premises owned by or rented to you

THE INSURANCE provided under this endorsement is primary & non-contributory to any other valid & collectible insurance carried by the additional insured entity and this insurance will apply separately to each insured against whom a claim is made or a suit is brought.





Signature

June 30th, 2021

Date

Tony Douangviseth

Name and Title of Signatory

Youth Together

Name of Organization

APPENDIX V: Appeals Process for Applicants

Any applicant may appeal to the Oakland Unified School District Community Schools Department if the determination that it is not prequalified. An appeal must be based on one or both of two following:

- **Unfair process** (e.g., the appellant’s proposal was treated differently than others, conflict of interest by OUSD Department of Expanded Learning staff, etc.)
- **Material error** (e.g., the appellant’s proposal was reviewed under the wrong funding strategy, failure to consider all application materials, incorrect application of evaluation rubric or some other mistake of fact occurred), or

The appellant must submit the appeal by August 27, 2021 (i.e., 5 business days after the Lead Agency Notification Date). If the appellant fails to file an appeal prior to the applicable appeals deadline, the appellant waives any and all rights to challenge the decision of the District, whether by administrative process, judicial process, or any other legal process or proceeding.

An appeal must clearly state the facts that establish one of the above-referenced bases for appeal and how, as a result, the appellant’s proposal was affected negatively. The appeal will be considered and adjudged by the Executive Director of Community Schools Student Services, whose decision will be final. Appellant should submit the appeal and any supporting documents should be sent electronically by email to:

Andrea Bustamante, Executive Director
Community Schools Student Services
andrea.bustamante@ousd.org

Appellants will receive written notice of the outcome of their appeal by September 3, 2021. In the event that an applicant’s appeal is successful, the agency will be treated as all other prequalified agencies.