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By	OS



OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

April 24, 2019

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Andrea Bustamante, Executive Director, Community Schools and Student Services Department
Maria Sujo, Kindergarten Readiness Program Manager

Subject: District Submitting Grant Application- Oakland Fund for Children and Youth - OUSD Summer PreK Program - Community Schools & Student Services Department

ACTION REQUESTED:

Approval and support by the Board of Education of the District applicant submitting OUSD Summer Pre-K grant application to the Oakland Fund for Children and Youth to fund two summer Pre-K classrooms in priority neighborhoods, in the amount of \$139,087.00 for the period July 1, 2019 through June 30, 2020, pursuant to the terms and conditions thereof, if any.

BACKGROUND:

Grant application for OUSD schools for the fiscal year 2019-2020 was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
19-0598	Yes	Grant	Oakland Unified School District Community Schools and Student Services Department	To fund two Summer Pre-K classrooms in priority neighborhoods for incoming kindergartners with minimal to no preschool experience	July 1, 2019 through June 30, 2020	Oakland Fund for Children and Youth	\$139,087.00

DISCUSSION:

The district created a Grant Face sheet process to:

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

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the office.

FISCAL IMPACT:

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

- Grants valued at: \$139,087.00

RECOMMENDATION:

Approval by the Board of Education of a grant application for OUSD schools via the Community Schools and Student Services Dept for the fiscal year 2019-2020, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Management Face Sheet



Grant Application

OUSD Grants Management Face Sheet

Title of Grant: OUSD-Summer Pre-K Program	Funding Cycle Dates: July 1, 2019 - June 30, 2020
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Janice Edwards, Program Analyst Oakland Fund for Children and Youth, City of Oakland 150 Frank Ogawa Plaza, 4 th Floor, Oakland, CA 94612 510-238-6380 JEdwards@oaklandca.gov	Grant Amount for Full Funding Cycle: \$139, 087.00
Funding Agency: Oakland Fund for Children and Youth City of Oakland 150 Frank Ogawa Plaza, 4 th Floor, Oakland, CA 94612 510-238-6380	Grant Focus: Parent Support & Education Strategy, Summer Pre-K program.
List all School(s) or Department(s) to be Served: Hoover and Garfield Elementary Schools	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The Summer Pre-K (SPK) program is a kinder-readiness program in 2 priority neighborhoods that serves 18 children per classroom. The program is designed for incoming kindergartners with minimal to no preschool experience. SPK provide children with an opportunity to prepare for kindergarten through social and emotional learning, kinder academics, and has an on-going parent engagement and education component to increase access to information and services related to academic readiness and child wellness. The Grant also covers a portion of kindergarten readiness coordination for year round family engagement and preschool-elementary school alignment.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.46% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	OFCY works with Public Profit, a third party evaluator that employs a mix of family surveys, staff surveys and site visits to evaluate the program. Also the Summer Pre-K program uses a pre/post data assessment to analyze instruction and student impact on kinder readiness.
Does the grant require any resources from the school(s) or district? If so, describe.	Each of the sites where Summer Pre-K operates are funded from OUSD and a combination of unrestricted, Core Waiver, Title 1, and grant funds.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.48% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Maria Sujo, Program Manager, Kindergarten Readiness Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 (510) 879-2760 Maria.Sujo@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante		
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		3/25/19

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Marcus Battle		
Superintendent	Kyla Johnson-Trammell		

AGENCY INFORMATION**Oakland Unified School District****Agency Name**

Oakland Unified School District

Agency Details**Street Address**

1000 Broadway suite 150

City

Oakland

State

California

ZIP Code

94611

Is your agency a 501(c)(3) nonprofit? Yes No**Will your agency use a fiscal sponsor?** Yes No**Is your agency a current OFCY grantee?** Yes No**Phone**

4153688776

Year Founded

1865

Tax ID#

94-6000385

Agency Website

www.ousd.org

Agency mission statement

Oakland Unified School District (OUSD) will 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.

FINANCIAL**Current Fiscal Year Agency Budget**

608000000.00

of Full and Part**Time Staff**

4866

FTEs: Program

4133

**FTEs: Development/
Fundraising**

0

**FTEs: Admin/
Finance**

733

Key Agency Staff**Executive Director****First Name**

Andrea

Last Name

Bustamante

Email

andrea.bustamante@ousd.org

Phone

510-879-8200

Chief Financial Officer/ Financial Director**First Name**

Marcus

Last Name

Battle

Email

marcus.battle@ousd.org

Phone

510-434-4248

UPLOADS

501c3 IRS letter

File

[IRS letter.pdf](#)

Fiscal Audits

File

[2016-17 Audit Report--Revised.pdf](#)

IRS Form 990

File

[Blank PDF.pdf](#)

OUSD does not require this docc please refer to IRS letter.

Organizational Budget

File

[Organizational Budget 18-19.pdf](#)

Board Roster

File

[Board Roster 2017-18.pdf](#)

PROPOSAL INFORMATION

Oakland Unified School District - Kindergarten Readiness-Summer PreK

Program Name

Kindergarten Readiness-Summer PreK

Type of Applicant

Small & Emerging Single Agency Collaborative

OFCY Funding Strategy

Parent Engagement and Support

Proposal Contact

First Name

Maria

Last Name

Sujo

Title

Kindergarten Readiness
Program Manager

Phone

510-879-2760

Email

maria.sujo@ousd.org

Oakland Unified School District - Kindergarten Readiness-Summer PreK**Program Summary**

The summary should describe the program in terms of the number served, who will be served (age and other identifying characteristics), with which services, when, where, and for what purpose or outcome. This Program Summary will be used to describe the proposed program throughout the review process.

The Summer Pre-K (SPK) program is a 4-week school readiness program serving 18 children in 6 classrooms in priority neighborhoods. SPK is designed for incoming Kindergarten/TK students with minimal to no preschool experience, with priority enrollment for refugee and newcomer students. SPK provides children with an opportunity to prepare for kindergarten through social and emotional learning, as well as pre-academics; skills necessary for school success. SPK has a parent engagement component to increase family supports and access to services related to kindergarten readiness and child wellness.

Agency History and Capacity

Describe your agency's experience providing the services proposed in your application. Include information on years of service in the community being served and any partnerships or collaboration with other organizations or systems of care.

Oakland Unified's Summer Pre-K program (SPK) has provided children entering Kindergarten-Transitional- Kindergarten with a developmentally appropriate school experience for 10 summers. SPK is a partial day play-based program where children have an opportunity to develop and strengthen math, reading and social emotional skills in a nurturing environment. SPK approaches early learning through: promoting wellness, social-emotional and self-regulation skills; developing approaches to learning; fostering literacy and language; and developing cognitive development through problem solving. Families are empowered to be active agents in their child's holistic development through weekly educational workshops, family visits, and parent teacher conferences. SPK engages families in discussions about their child's social-emotional development to help parents understand and support their learning needs at home. SPK enables children's school readiness through family engagement and partnership.

Describe the staffing plan for your proposed program. Identify the person who will have primary responsibility for managing the program and discuss their experience managing similar projects. Provide information on how many people will be directly working on the project and their qualifications to work effectively with your target population.

The Kindergarten Readiness Program Manager conducts the year round coordination of SPK and alignment between community partners, the early childhood community, and the school district. The Manager has coordinated and developed the Summer PreK program for the past 3 years and has expertise in early childhood education, curriculum development and school administration. The breadth of her work focuses on teacher development, family engagement and adult education as adjunct faculty of child development.

The SPK teaching staff consists of one school district TK-5 certificated teacher and one instructional assistant per each of the 3 funded classrooms. All co-teachers will have the necessary credentials and experience to teach diverse young children. At least one staff in each class will be linguistically/culturally representative of the community. The co-teachers will use their expertise in early childhood education to provide the best care and supports

for young children and their families to enable school readiness. The co-teachers will also be a part of the family engagement activities.

A part-time Spanish bilingual program assistant will support SPK with administrative tasks such as data entry, attendance monitoring and analyzing data from the kindergarten readiness assessments. The assistant will support enrollment through community outreach as well to ensure the target population is served.

The Community School and Student Services Contracts Analyst will devote approximately 30% of their time during SPK programming to support operations related to contracts, risk management of all employees and, financial tasks such as purchase orders.

The family workshop providers are returning community partners that have long standing relationships with the school district and SPK. The facilitators are multilingual early childhood specialist in literacy development, family/child advocates and community child librarians.

Program Design

Describe the program and proposed services. Provide information on the program design, type of services, average length of participation, location of services, and how services will be delivered.

SPK is a 4 week, half day program (5.5 hours per day) during the summer where children have the opportunity to develop pre-academic skills in a nurturing environment. The 2 OFCY funded classrooms will be in West Oakland, Hoover elementary and in MLK Jr. elementary school. SPK approaches early learning through experiential activities that promote: social-emotional and self-regulation skills; early literacy and language development and problem solving, following a schedule similar to a kindergarten classroom. SPK uses a teacher designed curriculum based on English Language Development instruction and social skill building that supports both English language learners and children who have not attended preschool. During the summer children have the opportunity to develop kindergarten readiness skills by practicing school routines, socializing with other children and, pre-academics through play and small group time. Each day children will start the day with a school provided breakfast and also receive a lunch and healthy snack. SPK teachers will arrive half an hour early and stay half an hour after program to set-up, prepare and organize the environment, curriculum, assessments and track program attendance.

Family engagement and support are an integral part of SPK. Families are empowered to be active agents in their child's holistic development through an orientation, weekly educational workshops, family visits, and a parent teacher conference. SPK engages families in their child's social-emotional development to help parents understand and support their learning needs at home. When families attend the orientation they learn about the program, meet the teachers, have an opportunity to complete an ASQ (for any child under 5) and sign up for a home visit. In the first 2 weeks of SPK families receive a home or site visit so that teachers learn what is special about the child, the families' wishes for the child and, how both family and teachers can partner to support the child's academic and social-emotional growth.

The weekly family workshop topics are based on child development, early literacy and community resources for families. The workshops are conducted by our expert community partners from Tandem, Oakland Public Library and Help Me Grow (First Five). The workshops are bilingual in the languages endemic to the community (Arabic, Spanish or Karen). All literacy workshops led by Tandem are interactive in the classroom involving

teachers, children and families so that families can learn and play with their children in the classroom.

At the end of the program each family will receive information about their children's progress, strengths and tips on how they can continue to support their children's' growth over the summer and into kindergarten/tk.

Describe how your program will engage and meet the needs of parents and caregivers in your community. What are challenges that you anticipate, and how do you plan to address the challenges?

Currently and sadly, many of Oakland's youngest learners either do not attend PreK or have not had an opportunity to develop the skills necessary for school success. In 2016-17, the Early Development Instrument indicated that in west Oakland 40.8% of OUSD's rising kinders were on track in all domains of school readiness. SPK addresses the school readiness gap in this zone through a school readiness curriculum and meaningful family engagement. SPK support children's early school success by providing family education and connecting families to community/school resources. Family engagement activities such as home visits, an orientation and workshops allow families and teachers to develop trust to work together towards learning goals for children. Research on the developmental needs of young children shows that small group sizes supports learning and engagement (NAEYC, 2015). The small group size of SPK (1:9) is conducive to learning to contend in the larger classroom sizes of K/TK. Small group sizes also support communication between teachers-families.

Arabic is a growing language in west Oakland. SPK strives to hire Arabic speaking teachers or use other mechanism to connect with our families such as Arabic-speaking student interns (Linked Learning), printed material in Arabic and, also connecting with community liaisons from OUSD such as the the Refugee & Newcomer program at OUSD to make our program culturally/linguistically responsive to our west Oakland community.

Identify the population that will be served in your program. How do you plan on engaging parents in the proposed direct services, and what will you do to keep parents engaged over a period of time to have greater impact?

SPK's target population of children are those entering Kinder/TK in the fall who have minimal to no preschool experience, are refugee/newcomers and/or special referrals from early childhood partners. The Program Manager uses community based outreach strategies that include the support of our early childhood partners in the community and in the district.

Children are recruited as they sign up for Kinder/TK at school sites and OUSD assignment center. OUSD's office of Refugees and Asylee seekers as well as Families in Transition invite and enroll students eligible for SPK. Identifying and recruiting SPK eligible children is a crucial task during the early phases of program implementation and requires a community based approach. Our partners at Brighter Beginnings, CHO, the Help Me Grow hotline. OHA all support strategic recruitment.

The SPK teachers are trained in family engagement principles that help them understand and see families as experts in their children's learning and important contributors to their children's success and development. The SPK family engagement activities help builds relationships and trusting communication with families through workshops, home visits, and open door policy in the classroom. The family engagement component of SPK is a continuous and central part of the program. The Home visits build trust between teachers

and families from the beginning of the program and help families see themselves as valuable leaders in their child's education.

Who are the other partners that will support the program? Does the proposed program include subcontractors or consultants, and if so, what will they provide for the program, and what are their qualifications? What are the other partners not included in the program budget that are critical to the success of your program, and how do you propose to work with them on the proposed program?

Research indicates that investments made in early childhood education can lead to quality of life outcomes for children such as health outcomes, graduation rates and avoidance of the justice system (www.earlyedcalifornia.org). SPK operates in fiscal partnership with First 5, as it funds other SPK classrooms throughout the district. First 5 sponsors the majority of the Kindergarten Readiness Manager position to strategize and create district programming that supports school readiness such as: year round early learning activities at 11 school sites, family workshops kinder-readiness activities, transition practices and 0-5 programming in the community school's department.

Quality kindergarten-readiness programming such as SPK is highly collaborative. It takes the school, community and families to come together to improve outcomes for Oakland's children. In previous years SPK has collaborated with over a dozen community and district units to offer the best learning opportunities to children and their families. Lifelong Dental and La Clinica have and will continue to provide dental screenings to our children, OUSD's Linked Learning office places student interns in SPK classes to support our students and families and gain experience in an education career pathways; and the Jewish Family Children Services (and Lincoln) provides mental health consultation to our teachers and families.

The subcontractors that SPK formally partners with carry out multilingual weekly family workshops: the library, Help Me Grow-First 5 and Tandem. These partners provide family engagement opportunities to us at all sites to help families understand child development, foundations of language and literacy development and community resources. Our subcontractors have supported SPK for over five years and are trusted district partners.

Outcomes and Impact

What are the needs that your program is designed to address? How will parents and children directly benefit from the proposed services? What are the short-term outcomes, and what are the long-term impacts?

In fall of 2017 over half of children entering kinder/TK in the city of Oakland did not have previous preschool experience (ousddata.org), which is the most prominent indicator of early school success. Our Kindergartners/TK students also have the highest rate of chronic absenteeism reaching as high as 37% in west oakland (target SPK zone). If our youngest children are to have a chance at school community, career and college readiness, it starts before they arrive in Kinder/TK.

SPK address school readiness through quality school readiness using research based curricular strategies that incorporate play based learning opportunities, English- language and social-emotional literacy development and social skill building. Children have the opportunity to learn in a safe, caring and developmentally appropriate environment. SPK allows children to practice going to school everyday, and other important school routines such as waiting turns, raising their hand, conflict resolution and practicing friendship skills. Part of the professional development teachers undergo focuses on family engagement. When children miss a day or are late to SPK the teachers reach out to familie to assure

they are okay, determine if there is a resource deficit (i.e. buss passes) and also explain the importance of their attendance on children's learning. In SPK children have a safe, enriched educational place to learn and families also practice bringing their children everyday to school on time, this is a new experience for some of our families.

SPK has also demonstrated to impact education gains for children. According to our pre/post kinder-readiness assessment in the summer of 2018 children who attended SPK had a 3 sound phonemic and a 5 letter recognition gain. SPK is successful in creating conditions conducive for pre-academic skill building such as alphabetic recognition. SPK also provides a safe place for children to attend school for those who have never been to preschool, it provides 2 meals and a snack in communities where children may experience food scarcity. SPK allows families to build relationships with highly trained teachers who are dedicated and responsive and may offer a different perspective to what an educational system can be and how a family may effectively engage with it. The SPK program has lasting effects on families because it is a high quality first school experience for many families that sets the stage for an extended journey with American schooling.

Describe how your program will measure its impact and achievement of outcomes.

What are the performance targets that will be met? How will you know that your program is successful?

SPK measures its impact on children's school readiness skill building and family engagement by examining attendance for both children in program and adult participation in family engagement events. We are striving towards a targeted average daily attendance of 85% which we have been able to achieve in previous years of programming. Everyday that children attend program it helps them and their families practice attendance consistency.

SPK uses parent surveys to make improvements to program content and delivery based on family feedback. Our program is applying for funding for an extra 1.5 hours of daily programming per family request. Our families voiced their wish for longer SPK program hours to address child care needs and to support children's skill development.

Our program also measures school readiness using a simple pre/post assessment. This tool informs the program on children's growth in pre-literacy, fine motor and social skills and is used to improve program quality. The program's academic goals are that all children start to write their name and make gains in letter and phoneme recognition (3-6).

SPK also examines family engagement by linkage to district and community services. We tracked how many families connect to services ranging from mental health supports, the central family resources center, dental/medical connections and childcare referral services. In the summer of 2018 in our 7 SPK classrooms 20% of families received at least one service.

List your program's annual outcomes and performance for the past three years. Explain any fluctuations in outcome and performance year-to-year.

The SPK program has 3 major outcomes:

(1) Increase access to quality early learning experiences, family engagement and supports related to school readiness (2) Early identification of children's overall needs and linkage to services (3) Increased coordination and alignment between systems to support children's readiness and transition to Kinder/TK.

SPK performance for in the last grant cycle indicates continual growth in child participation and deeper family engagement. Enrollment has increased by 46 children since 2015 as well as an additional funding stream to support the growth of the program.

SPK's expansion is quite evident in family engagement. SPK strengthens families' capacity to support school readiness through activities such as, early literacy workshops, home visits and parent-teacher conferences. Home visits enable families to build trustful relationships with teachers in ways that support children's care, education and linkage to services; and increased by 27% between 2017 and 2018. Home visits have led to services related to mental health, OUSD's central family resource center and access to mobile food pantries.

SPK has fluctuated positively through coordination, district alignment and community partnerships. OFCY and First Five's commitment to funding a full-time Kindergarten Readiness Manager has been responsible for these outcomes and scale. The Manager has taken best practices from SPK and scaled throughout OUSD's early childhood education department.

Required Resources and Budget Requests

What are the total proposed annual program expenses for the 2019-2020 fiscal year? What were the total program expenses in the most recently completed calendar or fiscal year? What is changing?

The total proposed annual program expenses for the 2019-2020 fiscal year are \$240,743. For the previous year, the total program budget was \$225,202. A few factors have led to this. The personnel budget has changed in that we are calculating fringe benefits at a higher rate. In addition, in previous year our program budget was lower because SPK operated shorter program hours. This year we are taking our families feedback into consideration and asking for increased funding to cover teachers wages to operate an extra 1.5 hour daily. We've also made edits to teacher stipends for professional development as it has changed in the last grant cycle. Under subcontracts and consultants, there has been an increase of \$500 to our Literacy partners that provide weekly parent engagement sessions. We have also increased our costs for a program assistant for recruitment outreach.

Describe the proposed program expenses and explain how funds requested are reasonable to support the proposed numbers of children to be served, hours of service to be provided, and overall program design.

The cost of running one SPK classroom per fiscal year is approximately 15k. This figure includes labor wages, 2 family workshops (the others are provided at no cost) family orientations, professional development and home visits, and the support of a part time program assistant. The cost per classroom is approximately 15k, excluding fringe benefits and the full time coordination of the Kindergarten Readiness Program Manager. In previous years, First 5 funded the cost of a part time consultant to partially coordinate SPK programming. With the creation of a year round Kindergarten Program Manager position, we have leveraged resources to create year round sustainability and implementation.

This budget is reasonable given that OFCY is being petitioned to cover 30% of the Kindergarten Readiness Program Manager position. This position is crucial to the sustainability of our summer Pre-K program. The intense enrollment and outreach required for this vulnerable population requires additional coordination that the program manager provides along with the orchestration of services from community resources agencies. OUSD's SPK is a 6 classroom kindergarten readiness program that includes year round community outreach and parent education workshops. First 5 provides funding for 4 classrooms, (possibly more) and year round workshops,

The bulk of the requested funds are for coordination of Kindergarten Readiness-SPK programming and labor expense for the teachers and aides to run quality programming. Aside from coordination and teacher labor expenses the next largest expense is the partial time program assistant to support with outreach and enrollment, logistics, payroll and data entry support for program operation. A quality program needs qualified credentialed teachers a skillful program manager and part time support for operational aspects like strategic recruitment of target children and coordination of services and community partners.

Provide information on the other sources of revenue supporting the program. Include the name of the funding entity, amount of funds, duration of funds, and whether the funds have been received, are committed, are pending, or will be planned to be requested.

OUSD's Summer Learning Programs runs on a budget of ~1.9 million district dollars, coupled with 1.3 million grant dollars, serving 5,700 youth Prek -12th grade. This is a combination of unrestricted, Core Waiver, Title 1, and grant funds. For 2015, the grant funds are as follows:

21st Century Supplemental: \$800K; Intensive Support Schools: \$100K; First 5/OFCY SPK: \$140K. Measure G, Oakland Fine Arts Summer School: \$45K; School Improvement Grant (SIG): \$100k; Refugee/ Transitional Youth: \$100K;

We have also created a partnership with Springboard Collaborative to serve 960 students PreK-3rd grade. The Springboard program includes \$300k in local foundation support (Greenlight and Kenneth Rainin Foundation). The Springboard model will also include an additional \$500k in Core Waiver district funds to support their programming. The Springboard model focuses on literacy and family engagement, in a very similar fashion as our SPK programming.

We have received a grant from First 5 of Alameda County for \$400,000 over the next 2 years. This First 5 grant design is in alignment with OFCY strategies and provides the additional funds necessary to fund 2 SPK classes, as well as our Kindergarten Readiness program manager.

We are also pending on measure A funding to support school readiness and SPK.

OUSD Community Partnerships department is constantly negotiating additional funding streams that will help to insure our SPK programming and kindergarten readiness coordination.

Provide a Letter of Agreement or Memorandum of Understanding for any organizations or individuals listed in the Subcontracts section of the Budget.

File

[LOAs \(3\).pdf](#)

Letters of Agreement for: Tandem, OPL & Help Me grow

DEMOGRAPHICS AND OPERATIONS

Oakland Unified School District - Kindergarten Readiness-Summer PreK

YOUTH

**Total Unduplicated Youth Participants
(Ages 0-21)**

72

Youth Participants' Race / Ethnicity	# to be Served	% to be Served
American Indian and Alaska Native	4	5.56%
Asian	8	11.11%
Black or African American	22	30.56%
Hispanic or Latino	10	13.89%
Middle East/North Africa	15	20.83%
Native Hawaiian and Other Pacific Islander	2	2.78%
Some Other Race	3	4.17%
Two or More Races	6	8.33%
White	2	2.78%
Total	72	

Youth Participants' Ages to be Served	# to be Served	% to be Served
0 - 5 years	66	91.67%
6 - 10 years	6	8.33%
11 - 15 years	0	0.00%
16-21 years	0	0.00%
Total	72	

Youth Participants' Residence	# to be Served	% to be Served
--------------------------------------	-----------------------	-----------------------

[Find District](#)

District 1	0	0.00%
District 2	0	0.00%
District 3	72	100.00%
District 4	0	0.00%
District 5	0	0.00%
District 6	0	0.00%
District 7	0	0.00%
Total	72	

Dosage per Youth	# to be Served	% to be Served
1 to 10 hours	0	0.00%
11 to 20 hours	0	0.00%
21 to 40 hours	72	100.00%
41 to 80 hours	0	0.00%
81 to 120 hours	0	0.00%
121+ hours	0	0.00%
Total	72	

ADULT

**Total Unduplicated Adult Participants
(Family Members/Caregivers)**

72

Adult Participants' Race / Ethnicity	# to be Served	% to be Served
Black or African American	20	27.78%
Asian	8	11.11%
Hispanic or Latino	10	13.89%
Middle East/North Africa	15	20.83%
Two or More Races	6	8.33%
American Indian and Alaska Native	3	4.17%
Native Hawaiian and Other Pacific Islander	2	2.78%
Some Other Race	3	4.17%
White	5	6.94%
Total	72	

Adult Participants' Ages to be Served	# to be Served	% to be Served
22-30 years	20	27.78%
31-40 years	20	27.78%
41-50 years	18	25.00%
51-60 years	8	11.11%
61+ years	6	8.33%
Total	72	

Adult Participants' Residence	# to be Served	% to be Served
--------------------------------------	-----------------------	-----------------------

Find District

District 1	0	0.00%
District 2	0	0.00%
District 3	72	100.00%
District 4	0	0.00%
District 5	0	0.00%
District 6	0	0.00%
District 7	0	0.00%
Total	72	

Adult Participants' Gender Identity	# to be Served	% to be Served
Female	68	94.44%
Male	4	5.56%
Non-binary	0	0.00%
Total	72	

Dosage per Adult	# to be Served	% to be Served
1 to 10 hours	72	100.00%
11 to 20 hours	0	0.00%
21 to 40 hours	0	0.00%
41 to 80 hours	0	0.00%
81 to 120 hours	0	0.00%

121+ hours

0 0.00%

Total

72

PROGRAM OPERATION DATES

What months out of the year will this program provide services?

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Enter the total number of weeks in a year that this program operates. (1-52)

4

Days that service is provided

Please select days in a typical week that this program provide services. If your program has typical start and end times, please enter them.

Day	Service Provided	Start Time	End Time
Sunday	<input type="checkbox"/>		
Monday	<input checked="" type="checkbox"/>	08:30 am	02:30 pm
Tuesday	<input checked="" type="checkbox"/>	08:30 am	02:30 pm
Wednesday	<input checked="" type="checkbox"/>	08:30 am	02:30 pm
Thursday	<input checked="" type="checkbox"/>	08:30 am	02:30 pm
Friday	<input checked="" type="checkbox"/>	08:30 am	02:30 pm
Saturday	<input type="checkbox"/>		

ACTIVITY PROJECTIONS

Oakland Unified School District - Kindergarten Readiness-Summer PreK

Select the types you will use

- Group Activity
- Individual Activity

Group Activities

Name	Cate gory	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Leng th of Sessi on (hou rs)	Aver age # of Chil dren per sessi on	Servi ce Hour s(12 mon ths)
Class 1, MLK (19-20)	Early Learn ing	4	0	0	15	19	6.00	15.00	0.00 1710

Service Description

Children spend a half day learning: language and literacy, math concepts and social skills; through play, book sharing, and small/large group teacher led activities. SPK utilizes a rich play-based, English language development curriculum to increase literacy skills and inspire enthusiasm for learning.

Name	Cate gory	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Leng th of Sessi on (hou rs)	Aver age # of Adul ts per sessi on	Servi ce Hour s(12 mon ths)
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	session	15.00	0.00	1710
Class 2, Hoover (19-20)	19	6.00	15.00	0.00
Early Learning	4	0	0	15

Service Description

Children spend a half day learning: language and literacy, math concepts and social skills; through play, book sharing, and small/large group teacher led activities. SPK utilizes a rich play-based, English language development curriculum to increase literacy skills and inspire enthusiasm for learning.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Average Length of Session (hours)	Average # of Children	Average # of Services
Tandem Family WKSH,MLK	Family Engagement and Parent Education	0	0	0	2	2	1.00	0.00	10.00
									20

Service Description

Tandem provides family workshops on children's language/brain development, and the importance of talking, singing, playing and, interacting with children every day to increase their vocabulary and language development.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Average Length of Session (hours)	Average # of Children per Session	Average # of Adults per Session	Average Service Hours (12 months)
Tandem Family WKSHP, Hoover	Family Engagement and Parent Education	0	0	0	2	2	2.1.00	0.00	10.00	20

Service Description

Tandem provides family workshops on children's language/brain development, and the importance of talking, singing, playing and, interacting with children every day to increase their vocabulary and language development.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Average Length of Session (hours)	Average # of Children per Session	Average # of Adults per Session	Average Service Hours (12 months)
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nt
Education

Service Description

Help Me Grow is an agency that partners with providers to ensure the healthy development of young children. They provide one hour workshops for families at SPK sites to learn about the developmental screenings, case management and referral services to ensure children's health and school success.

Name	Category	# of Sessions				Total # of Sessions	Average Length of Sessions (hours)	Average # of Children Served
		Q1	Q2	Q3	Q4			
HMG Family WKSHP, Hoover	Family Engagement and Parent Education	1	0	0	0	1	1.00	10.00

Service Description

Help Me Grow is a system that partners with providers to ensure the healthy development of young children. They provide one hour workshops for families at SPK sites to learn about the developmental screenings, case management and referral services to ensure children's health and school success.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Length of Session (hours)	Average # of Children per Session	Average # of Adults per Session	Service Hours (12 months)
OPL Family WKSHP, Hoover	Family Engagement and Parent Education	0	0	0	1	1	1.00	0.00	10.00	10

Service Description

Oakland Public Library will share information with families about their Summer Reading program for children of all ages, the services they offer for young children, youth and their families.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Length of Session	Average # of Children per Session	Average # of Adults per Session	Service Hours (12 months)
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	Family Engagement and Parent Education	0	0	0	1	10.00	10.00	10
Family Orientation, MLK	0	0	0	1	10.00	10.00	10	

Service Description

Families will attend an orientation where they will be informed about: SPK programming hours and dates, curriculum, and family workshop attendance requirements and sign up for home visits. Families will have an opportunity to meet the teachers, ask questions, visit the classroom and complete an ASQ.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Average Length of Sessions (hours)	Average # of Children per session	Service Hours (12 sessions)
Family Engagement and	0	0	0	0	1	1	1.00	0.00	10.00
Family Orientation, Hoover	0	0	0	0	1	1	1.00	0.00	10.00

Parent
Education

Service Description

Families will attend an orientation where they will be informed about: SPK programming hours and dates, curriculum, and family workshop attendance requirements and sign up for home visits. Families will have an opportunity to meet the teachers, ask questions, visit the classroom and complete an ASQ.

Individual Activities

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Length of Session (hours)	Average Session Hours	Participations (12 months)
Family Engagement and Parent Education	Family Engagement and Parent Education	0	0	0	12	12	1.00	1	12

Service Description

Each participating family will have a home visit/site from one of their child's teachers. The family/teacher will meet in the child's home to build a partnership and discuss goals for the child's unique learning and development.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Length of Session (hours)	Average Session Hours (12 months)
Home Visits, Hoover	Family Engagement and Parent Education	0	0	0	12	12	1.00	1

Service Description

Each participating family will have a home/site visit from one of their child' teachers. The family/teacher will meet in the child's home to build a partnership and discuss goals for the child's unique learning and development.

Name	Category	# of Sessions Q1	# of Sessions Q2	# of Sessions Q3	# of Sessions Q4	Total # of Sessions	Avg Length of Session (hours)	Average Session Hours (12 months)
		0	0	0	0	0	0.00	1

Service Description

Sum of service hours in all activities

3544

Service Locations

Service Location 1

[Find District](#)

Location Name

Martin Luther King Jr Elementary School

Street Address

960 10th St, Oakland, CA 94607

City

Oakland

ZIP Code

94607

Oakland City Council District

3

Type of Site

OUSD CDC

Service Location 2

[Find District](#)

Location Name

Hoover Elementary School

Street Address

890 Brockhurst St

City

Oakland

ZIP Code

94608

Oakland City Council District

3

Type of Site

OUSD Elementary

Service Location 3

[Find District](#)

Location Name

Street Address

City

ZIP Code

Oakland City Council District

Type of Site

BUDGET**Oakland Unified School District - Kindergarten Readiness-Summer PreK****PERSONNEL**

Lead Agency	First Name	Last Name	Total Annual Salary/Wages	% Time	Total Project Budget	OFCY Funds Requested	Projected Match
Teacher, MLK	N/A	N/A	1788.00	100.00%	1788.00	1788.00	\$0.00
Budget Justification and Calculation							
SPK teacher 1 at MLK Jr. Elementary school (4 days, July 1-5, 6.5 hrs/day).							
Teacher, MLK	N/A	N/A	5363.00	100.00%	5363.00	5363.00	\$0.00
Budget Justification and Calculation							
SPK teacher 1 at MLK Jr. Elementary school. (16 days, June 10-28, 6.5 hrs/day, 1 prep day)							
Teacher, Hoover	N/A	N/A	1788.00	100.00%	1788.00	1788.00	\$0.00
Budget Justification and Calculation							
SPK teacher 2 at Hoover Elementary school. (4 days, July 1-5, 6.5 hrs/day)							
Teacher, Hoover	N/A	N/A	5363.00	100.00%	5363.00	5363.00	\$0.00
Budget Justification and Calculation							
SPK teacher 2 at Hoover Elementary school. (16 days, June 10-28, 6.5 hrs/day, 1 prep day)							
PreK Teacher, MLK	N/A	N/A	1788.00	100.00%	1788.00	1788.00	\$0.00
Budget Justification and Calculation							
SPK PreK teacher at MLK Jr. Elementary school (4 days, July 1-5, 6.5 hrs/day)							
PreK Teacher, MLK	N/A	N/A	5363.00	100.00%	5363.00	5363.00	\$0.00
Budget Justification and Calculation							
SPK PreK teacher at MLK Jr. Elementary school (16 days, June 10-28 6.5 hrs/day, 1 prep day)							

Instructional Assistant, Hoover	N/A	N/A	813.00	100.00%	813.00	813.00	\$0.00
Budget Justification and Calculation							
SPK IA at Hoover Elementary school (4 days, July 1-5)							
Instructional Assistant, Hoover	N/A	N/A	2438.00	100.00%	2438.00	2438.00	\$0.00
Budget Justification and Calculation							
SPK IA at Hoover Elementary school (16 days, June 10-28, 6.5 hrs/day, 1 prep day)							
Kindergarten Readiness Program Manager	Maria	Sujo	102500.00	100.00%	102500.00	32500.00	\$70,000.00
Budget Justification and Calculation							
Kindergarten Readiness Program Manager will coordinate year round early childhood 0-5 services at CFRC, district sites and all operation of Summer PreK.							
Family Orientation	N/A	N/A	196.00	100.00%	196.00	196.00	\$0.00
Budget Justification and Calculation							
All four SPK teachers/aides will conduct a 1-hour family orientation prior to starting SPK so families learn more about the program, meet the teachers, sign-up for workshops, family visits and tour the school. Family orientation are one hour, plus 0.5 hour prep at 35/hr. teachers and 25/hr for IA.							
Home Visits	N/A	N/A	2340.00	100.00%	2340.00	2340.00	\$0.00
Budget Justification and Calculation							
Classroom teachers/aides in both classrooms will go on home/site visits together to develop trusting relationships with families and learn more about the children's' individual learning style and needs. Home visits build trust between teachers and children/families and encourage families to work together with teachers in the best interest of children. (35/hr. for teachers; 25/hr., for aide; for 24 home visits total) 1.5 hours per visit.							

Budget Justification and Calculation

n/a

PERSONNEL TOTAL

\$217,955.00 \$122,015.00 \$95,940.00

OTHER DIRECT COSTS

Description

Equipment/Furniture

Total Project Budget **OFCY Funds Requested** **Projected Match**

0.00 0.00 0.00

Budget Justification and Calculation

N/A

Description

Facility Rental

Total Project Budget **OFCY Funds Requested** **Projected Match**

0.00 0.00 0.00

Budget Justification and Calculation

N/A

Description

Food

Total Project Budget **OFCY Funds Requested** **Projected Match**

0.00 0.00 0.00

Budget Justification and Calculation

N/A

Description

General Office Supplies

Total Project Budget **OFCY Funds Requested** **Projected Match**

0.00 0.00 0.00

Budget Justification and Calculation

N/A

Description

Participant Incentives

Total Project Budget **OFCY Funds Requested** **Projected Match**

0.00 0.00 0.00

Budget Justification and Calculation

N/A

Description

Professional Development

Budget Justification and Calculation

6 hours of instructional, family engagement/home visiting and logistical training for all Summer PreK teachers and aides. Teacher rates: 4 hrs@ 35/hr; 2 hrs@ 27/hr. Instructional Aide rate: 25/hr.

Description

Program Supplies

Budget Justification and Calculation

N/A

Description

Telephone/Internet/Communications

Budget Justification and Calculation

N/A

Description

Travel/Transportation

Budget Justification and Calculation

N/A

OTHER DIRECT COSTS TOTAL

Total Project Budget	OFCY Funds Requested	Projected Match
732.00	732.00	0.00

Total Project Budget	OFCY Funds Requested	Projected Match
0.00	0.00	0.00

Total Project Budget	OFCY Funds Requested	Projected Match
0.00	0.00	0.00

Total Project Budget	OFCY Funds Requested	Projected Match
0.00	0.00	0.00

\$732.00	\$732.00	\$0.00
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YOUTH WAGES and STIPENDS
YOUTH WAGES

Description	# of youth	Hourly Wage	# Hours/week	# Weeks/year	Total Project Budget	OFCY Funds Requested	Projected Match
N/A	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00

Budget Justification and Calculation

N/A

FRINGE	Fringe Rate	n/a	0.00	0.00	\$0.00
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Budget Justification and Calculation

n/a

YOUTH STIPEND

Description	# of youth	Stipend Amount	# Hours/week	# Weeks/year	Total Project Budget	OFCY Funds Requested	Projected Match
N/A	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00

Budget Justification and Calculation

N/A

YOUTH WAGES and STIPENDS SUBTOTAL

Do you have subcontracts?

Yes No

SUBCONTRACTS

Description

[Tandem, Partners in Early Learning](#)

This subcontract budget has not been submitted.

Budget Justification and Calculation

Click on link

Total Project Budget	OFCY Funds Requested	Projected Match
\$2,500.00	\$2,500.00	\$0.00

Description
[Oakland Public Library](#)
 This subcontract budget has not been submitted.
Budget Justification and Calculation
 Click on link

Total Project Budget	OFCY Funds Requested	Projected Match
\$0.00	\$0.00	\$0.00

Description
[Help me Grow-First 5 Alameda County](#)
 This subcontract budget has not been submitted.
Budget Justification and Calculation
 Click on link

Total Project Budget	OFCY Funds Requested	Projected Match
\$0.00	\$0.00	\$0.00

Description
[Oakland Education Fund-Jackie Jimenez Subrata](#)
 This subcontract budget has not been submitted.
Budget Justification and Calculation
 Click on link

Total Project Budget	OFCY Funds Requested	Projected Match
\$14,016.20	\$8,300.00	\$5,716.20

Description
[SUBCONTRACTS TOTAL \(without indirect costs\)](#)
SUBTOTAL WITHOUT INDIRECT COSTS (excluding subcontractor indirect costs)

Total Project Budget	OFCY Funds Requested	Projected Match
\$16,516.20	\$10,800.00	\$5,716.20
\$235,203.20	\$133,547.00	\$101,656.20

Indirect Costs (cannot exceed 15% of total OFCY Funds Requested). Currently: 3.98%
 Lead Agency Indirect

Total Project Budget	OFCY Funds Requested	Projected Match
5540.00	5540.00	0.00

Budget Justification and Calculation
 OSD's cost for grant fund administration.

Subcontractor Indirect			
Tandem, Partners in Early Learning	\$0.00	\$0.00	0.00
Oakland Public Library	\$0.00	\$0.00	0.00
Help me Grow-First 5 Alameda County	\$0.00	\$0.00	0.00
Oakland Education Fund-Jackie Jimenez Subrata	\$0.00	\$0.00	0.00
INDIRECT TOTAL	\$5,540.00	\$5,540.00	\$0.00
TOTAL	\$240,743.20	\$139,087.00	\$101,656.20

PROPOSAL SIGNOFF

Oakland Unified School District - Kindergarten Readiness-Summer PreK

I understand that by clicking 'Submit', I am submitting this proposal to OFCY for review and may only edit the proposal by contacting the Cityspan help desk before the proposal submission deadline. I verify that all information in this proposal is accurate, that I have read all RFP sections related to this strategy, and that I have carefully reviewed all parts of my proposal before submitting.

