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By	



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

April 25, 2012

To: Board of Education *[Signature]*
 From: Tony Smith, Superintendent
 Vernon Hal, Deputy Superintendent, Business & Operations *[Signature]*
 Curtiss Sarikey, Associate Superintendent of Family, Schools, and Community Partnerships
 Jane O'Brien, Program Manager, Summer Learning Programs

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District ~~applicant submitting grant proposal~~ *award* for OUSD schools for fiscal year 2011-2012 ~~to accept same, if granted, in whole or in part,~~ pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2011-12 fiscal year 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
12-1024	Yes	Grant	Oakland Unified Middle School Sites	To expand the summer morning academic program at the middle schools to include afternoon STEM and Enrichment activities.	July 1, 2012 - June 30, 2013		\$360,000.00

DISCUSSION:

The District created a Grant Face Sheet process to:

- Review proposed grant projects at OUSD sites and assess their
- Identify OUSD resources required for program success.

FISCAL IMPACT:

The total ~~donation~~ *grants* value will be provided to OUSD school from the funders.

- Grants valued at: \$360,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District ~~applicant submitting a grant proposal~~ *award* for OUSD schools for fiscal year 2011-2012 ~~to accept same, if granted, in whole or in part,~~ pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grants Management Face Sheet

National Summer Learning Association, Walmart Foundation Grant

Appendix A: Grant Application

OUSD Grants Management Face Sheet

Title of Grant: National Summer Learning Association, District Summer Learning Initiative	Funding Cycle Dates: May 1, 2012 – April 30, 2013
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District 1025 Second Avenue Oakland, CA 94606	Grant Amount for Full Funding Cycle: \$360,000 per year for potential of 2 years
Funding Agency: National Summer Learning Association	Grant Focus: Summer Enrichment at Oakland Unified middle schools
List all School(s) or Department(s) to be Served: Alliance Academy, Bret Harte, Coliseum College Prep, Edna Brewer, Montera, Roosevelt, Roots International, United For Success, and Urban Promise Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant will provide an opportunity to expand the summer morning academic program at the middle schools to include afternoon STEM and Enrichment activities. The afternoon programs provide academic and enrichment activities that are aligned with school and district goals, and are based on content standards. Programs provide opportunities to engage students in extended learning opportunities that support college and career readiness goals, support students' social and emotional learning, and foster increased student and family connectedness to school that can support improved school day attendance. Physical activity, gardening, and nutrition education programming will support district goals for student health and wellness.
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 5.17% 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.)	The After School Programs Office will lead an evaluation of the afternoon summer programs. Student attendance data, test scores, and grades, along with survey results from students, parents, teachers, and principals, will be collected and analyzed to determine the impact of summer programming on students' academic performance, social-emotional development, school attendance and school engagement. Formal site visits will be conducted to monitor program quality.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes. This grant focuses on all day programming for the middle school students and links on to the morning program already provided by the district. This project will be supported by the After School Programs Office and Family, Schools, and Community Partnerships Department and the Summer Learning Department.
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 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes. This grant will augment the school district's current summer morning program, and will expand to include an afternoon component resulting in an increase of summer learning opportunities at 9 middle school sites.
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

<p>Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)</p>	<p>Julia Ma Julia.Ma@ousd.k12.ca.us After School Programs Office 495 Jones Ave. Oakland, CA 94603 568-1033</p> <p>Jane O'Brien Jane.Obrien@ousd.k12.ca.us Summer Learning Programs 495 Jones Ave. Oakland, CA 94603 639-3333</p>
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey, Associate Superintendent of FSCP Dept.		

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		



National Summer Learning Association
District Summer Learning Initiative Agreement

April 1, 2012 – December 31, 2012

Year One Project Requirements

As a grantee, you are required to meet the following criteria:

1. Grant must be used to fund an expansion of programming and increase the total number of slots available in district summer learning programs for middle school youth.
2. Grantees are expected to track and report both summer and school-year indicators for program participants. Districts are expected to evaluate and report both academic and non-academic outcomes for the summer program to NSLA.
3. Grantees are expected to maintain service levels for summers 2012 and 2013. Year one participants (2012) should be prioritized for a second summer of participation in recruitment efforts for summer 2013.
4. Funding is based on a rate of \$500 per pupil, and grantees must serve one student per \$500 awarded. The per-pupil rate includes both direct and indirect costs. Applicants cannot charge for additional indirect costs.
5. Grantees are expected to offer a minimum of 100 hours of programming to participants during summer 2012 and a minimum of 120 hours of programming to participants in summer 2013.
6. Grantees are expected to access USDA summer food subsidies and promote healthy eating habits and physical exercise over the summer months.

Additional Grant Requirements

The *District Summer Learning Initiative* presents a valuable opportunity to document innovative district strategies, learn from peers and share compelling information with the broader field. As such, NSLA will facilitate a variety of communications and professional learning opportunities for grantees.

1. National and Local Funder Recognition and Communications

Grantees are required to participate in initiative communications efforts by submitting blog posts, professional high-resolution photography appropriate for print production, and video as requested by NSLA, and by participating in local communications initiatives. Grantees will obtain appropriate photo and content releases from program participants permitting NSLA and Walmart to use these materials in publications online and in print; permitting NSLA representatives to conduct interviews and take photos and videos on site visits and to use any materials those representatives generate; and permitting use of photos and interviews by the media.

Grantees are also required to participate in Summer Learning Day through hosting an event, to recognize Walmart as a funder and NSLA as a partner at the event, and to promote the event in local markets as a *District Summer Learning Initiative* program event. Grantees will be asked to invite local

leaders such as the superintendent and media to these events and to participate in additional interviews with the media as requested by NSLA.

Grantees are also required to recognize Walmart as a funder through logo placement on their web sites throughout the life of the grant.

2. Peer Learning Opportunities

At least one district representative will be required to participate in quarterly initiative conference calls and twice annual in-person peer learning opportunities. Grantees are also required to be members of NSLA's New Vision for Summer School Network. In addition, grantees will be required to facilitate participation by partner organization staff when necessary.

- Quarterly conference calls will be used to share updates across the project, answer questions and plan peer learning opportunities.
- Twice annually, grantees will have the opportunity to meet as a group with other summer learning providers in related initiatives, such as *Smarter Summers* and the New Vision for Summer School Network. One of these meetings will be connected to NSLA's *Summer Changes Everything™* national conference. **Grantees are responsible for budgeting travel and registration expenses for at least one representative to both meetings.**

3. Reporting Requirements

Grantees will be required to submit data and participate in interviews at least twice per year corresponding with end of summer program evaluation timelines and the release of spring standardized test scores. To facilitate annual reports to the Walmart Foundation, this date will be no later than December 31, 2012.

Fall data reports will include number of youth served by grade, academic and developmental outcomes data, information on demographics of participants, average attendance rate, staff to youth ratio, and qualitative reports of lessons learned, challenges, and successes. Grantees may be asked to include a limited number of standardized evaluation questions on surveys of parents, students or staff. Grantees may also periodically be asked to submit information specific to an NSLA publication on high-quality programming. Reports on school-year indicators will not be required until the second year of the grant.

Grantees are also required to submit a financial report to NSLA by December 31, 2012 that documents how funds were spent in relation to the budget provided. This report should also include documentation of additional funding sources and amounts that were raised to support the initiative.

4. Confidentiality Agreement and Coordination of All Communications Involving the Grant Announcement

Grantees remain under the District Summer Learning Initiative confidentiality agreement. As the agreement provides, the Recipient and affiliates will not disclose the information about this grant unless required to do so by law. **Prior to disclosing confidential information to any third party, even if required by law, the recipient must alert the Association in writing, and must refer media inquiries to NSLA.** To cite one example, recipients should be mindful of meetings where public action might need to

be taken by a school board on an element of the grant and should notify NSLA's communications director, Kate Shatzkin, at least one business day in advance of such situations at kshatzkin@summerlearning.org.

Please check off each box to confirm that you understand the requirements of this award:

- Grant funds are restricted for use to support the *District Summer Learning Initiative*.
- Grantee agrees to abide by the District Summer Learning Initiative confidentiality agreement prior to the public launch of the grant, which will be determined solely by the funder and the Association, and to notify the Association's communications director in writing at least one day in advance of any communications outside the organization about the grant.
- Grantee agrees to participate in the required activities listed in the previous section of this agreement.
- NSLA reserves the right to use content and images from the original application and the planning process to support the mission and programs of the organization. This material may be used in brochures, training videos, program profiles, letters, websites, and other promotional and instructional materials.
- To the extent that the grantee may create products including but not limited to reports, webinars, articles produced for newsletters, email blasts or other in-house periodicals (hereinafter collectively referred to as "Products"), you shall retain the copyright to all such Products. However, you hereby grant, transfer and assign to NSLA a non-exclusive, royalty-free license to use, reproduce, excerpt, summarize, copy and distribute for non-commercial purposes any and all such Products for the full term of copyright, in all countries, in all languages and in all media now known or hereafter developed. You shall send NSLA an electronic version, in PDF format, of all such Products.
- If these conditions are not met, NSLA may be required to seek a refund of the grant. In addition, future funding is contingent upon successful completion of project goals and compliance with grant/reporting requirements.

Signature (Lead Organization Authorized Official): _____

Print Name, Title: _____

Date: _____

Signature (NSLA): _____

Date: _____

Jody Linder
President, Board of Education
Edyn (Katherine) ...
Secretary, Board of Education

Approved As To Form
J. Minor, General Counsel



National Summer Learning Association

Request for Applications

***District Summer Learning
Initiative***

Made possible through a generous grant from the
Walmart Foundation

Release Date: February 21, 2012

Due Date: March 30, 2012

Request for Applications: District Summer Learning Initiative

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Request for Applications: District Summer Learning Initiative

SECTION 1: GENERAL INFORMATION

About the National Summer Learning Association

The vision of the National Summer Learning Association is for every child to be safe, healthy, and engaged in learning during the summer. To realize that vision, our mission is to connect and equip schools, providers, communities, and families to deliver high-quality summer learning opportunities to our nation's youth to help close the achievement gap and support healthy development.

NSLA serves as a network hub for thousands of summer learning program providers and stakeholders across the country, providing tools, resources, and expertise to improve program quality, generate support, and increase youth access and participation. We offer professional development, quality assessment and evaluation services, and strategic consulting to states, school districts, charters, community organizations, and funders. We also collect and disseminate best practices and help broker collaboration across sectors. Our efforts are focused on achieving the following results:

- Improve the quality of summer learning opportunities
- Expand access to summer learning
- Increase demand for summer learning

District Summer Learning Initiative

In support of its mission and with generous support from the Walmart Foundation, the National Summer Learning Association is leading a two-year initiative to expand existing high-quality district-run summer learning programs for middle school students in up to five cities. The Association seeks applications from select school districts committed to offering expanded programming at specified levels and contributing to a broader national discussion about summer learning, school turnaround and the middle grades. This Request For Applications (RFA) seeks to assess applicants' capacity and vision for delivering expanded programming in summer 2012.

Successful applicants will be granted an annual award commensurate with the number of youth served through the grant each year, based on a per pupil rate of \$500. Each eligible district is invited to apply for funding for 720 youth for a total annual grant amount of \$360,000. Districts must be able to secure funding to meet the balance of its program's total per pupil cost. Applications and attachments are due on March 30, 2012 by 11pm Eastern in electronic format to Sarah Pitcock at sarah@summerlearning.org.

Request for Applications: District Summer Learning Initiative

SECTION 2: SCOPE OF SERVICES

Eligibility and Application Scoring Criteria

This RFA has been released to a limited number of school districts. A list of invited organizations is included in Attachment B. **Only those organizations that received this notice directly from the National Summer Learning Association are eligible to apply.** The applicant **must** be named in Attachment B.

To be considered for this award, applicants must include the following information in their applications:

1. Description of current summer programming and how the program will be expanded as a result of the grant;
2. Program capacity for expansion and experience scaling summer programs;
3. Description of additional funding sources for the program;
4. Description of how summer programming fits into the larger district reform agenda
5. Budget for each year of the grant; and
6. Letter of support from all outside agencies providing major support for program infrastructure or delivery.

Reviewers will rate submitted applications on the degree to which they meet the following measures of capacity:

1. Applicant currently provides high-quality, high-capacity summer programming.
2. Applicant demonstrates a significant need and vision for expanded programming.
3. Applicant has sufficient partnerships and local support to expand programming.
4. Proposed program leverages existing resources to drive down program costs.
5. Proposed program provides a balance of academic enrichment to accelerate learning and skills that promote success in high school, college and careers.
6. There are strong linkages between the summer program, school-year goals and curriculum, and larger reform agenda.
7. Applicant demonstrates ability to set goals and has a clear plan for expanded programming that can be objectively evaluated to produce data that shows impact on student outcomes.
8. Proposed program provides an opportunity for teachers to improve or develop their practices.
9. The program offers at minimum 100 hours of programming to youth over the summer.
10. Applicant is committed to contributing to field-building activities and dissemination to help make the case for summer programming as a key component of the district reform agenda.

Request for Applications: District Summer Learning Initiative

Requirements of Funding

1. Grant must be used for program serving students in rising sixth through rising ninth grades. Programs serving a single grade level or any combination of grade levels are acceptable.
2. Grant must be used to fund an expansion of programming and increase the total number of slots available in district summer learning programs for middle school youth. Grant funding may not be used to supplant existing funding or to serve only the same number of youth served in previous summers. Previous service levels in districts should be determined based on the most recent summer in which the district did not fund its summer learning program through temporary stimulus funds.
3. The proposed program must be clearly aligned with district priorities to improve school-year outcomes, such as test scores, grades, attendance, behavior, on-time promotion, graduation, and school improvement/turnaround. Districts are expected to track and report both summer and school-year indicators for program participants. Districts are expected to evaluate and report both academic and non-academic outcomes for the summer program to NSLA.
4. Districts are expected to maintain service levels for summers 2012 and 2013. Year one participants (2012) should be prioritized for a second summer of participation in recruitment efforts for summer 2013.
5. If the proposed program is a new initiative of the district, the program model must be based on evidence of related initiatives.
6. Grantees are allowed to pass funding through to community based organization for integrated or complementary enrichment programs as needed. However, this grant prioritizes district ownership and administration of the summer learning program.
7. Funding is based on a rate of \$500 per pupil, and grantees must serve one student per \$500 awarded. The per-pupil rate includes both direct and indirect costs. Applicants cannot charge for additional indirect costs.
8. Applicants are required to document additional funds used to cover program costs, including specific public funding streams. Applicants must submit a confirmed commitment of funds for year one and projections of funding for year two. Funding for year two will be contingent upon securing additional funds by April 2013.
9. Grantees are expected to offer a minimum of 100 hours of programming to participants during summer 2012 and a minimum of 120 hours of programming to participants in summer 2013.
10. Grantees are expected to access USDA summer food subsidies and promote healthy eating habits and physical exercise over the summer months.

Request for Applications: District Summer Learning Initiative

Grantee Required Contributions, Meetings, and Professional Learning Opportunities

The District Summer Learning Initiative presents a valuable opportunity to document innovative district strategies, learn from peers and share compelling information with the broader field. As such, NSLA will facilitate a variety of communications and professional learning opportunities for grantees.

- National and Local Funder Recognition and Communications

Grantees are required to participate in initiative communications efforts by submitting blog posts, professional high-resolution photography appropriate for print production, and video as requested by NSLA, and by participating in local communications initiatives. Grantees will obtain appropriate photo and content releases from program participants permitting NSLA and Walmart to use these materials in publications online and in print; permitting NSLA representatives to conduct interviews and take photos and videos on site visits and to use any materials those representatives generate; and permitting use of photos and interviews by the media.

Grantees are also required to participate in Summer Learning Day through hosting an event, to recognize Walmart as a funder and NSLA as a partner at the event, and to promote the event in local markets as a District Summer Learning Initiative program event. Grantees will be asked to invite local leaders such as the superintendent and media to these events and to participate in additional interviews with the media as requested by NSLA.

Grantees are also required to recognize Walmart as a funder through logo placement on their web sites throughout the life of the grant.

- Peer Learning Opportunities

At least one district representative will be required to participate in quarterly initiative conference calls and twice annual in-person peer learning opportunities. Grantees are also required to be members of NSLA's New Vision for Summer School Network. In addition, grantees will be required to facilitate participation by partner organization staff when necessary.

- Quarterly conference calls will be used to share updates across the project, answer questions and plan peer learning opportunities.
- Twice annually, grantees will have the opportunity to meet as a group with other summer learning providers in related initiatives, such as *Smarter Summers* and the New Vision for Summer School Network. One of these meetings will be connected to NSLA's *Summer Changes Everything™* national conference. Grantees are responsible for budgeting travel and registration expenses for two representatives to both meetings.

Request for Applications: District Summer Learning Initiative

- Documentation and Dissemination of Effective Practices, Challenges and Initiative Outcomes

Grantees will be required to submit program data and participate in interviews at least once per year, likely in September and October. Reports will include number of youth served by grade, outcomes data, community impact, information on demographics of participants, average attendance rate, staff to youth ratio, and qualitative reports of lessons learned, challenges, and successes. Grantees may be asked to include a limited number of standardized evaluation questions on surveys of parents, students or staff. Grantees may also periodically be asked to submit information specific to an NSLA publication on high-quality programming.

- Annual financial report

Grantees are required to submit a financial report at the close of each annual funding cycle.

Request for Applications: District Summer Learning Initiative

SECTION 3: DETAILED APPLICATION REQUIREMENTS

This Request for Applications is a non-competitive application process directly administered by the National Summer Learning Association. Applications are due to the Association no later than March 30, 2012 at 11pm Eastern. Applications (Appendix A and attachments) should be submitted as one document electronically (Microsoft Word or PDF) to Sarah Pitcock at sarah@summerlearning.org. **Applications will be reviewed as they are received, so early submission is appropriate if all requirements have been met.**

This RFA is for the first year of funding (April 1, 2012- March 31, 2013). If all year one requirements are met, grantees will be invited to apply for a second year of funding in February 2013. It is expected that all applicants will continue the program for a second summer in 2013.

Your application and budget should reflect a request to serve 720 students at \$500 per student for a total grant amount of \$360,000 in year one. If you are unable to serve 720 students, please notify NSLA.

Please note: The National Summer Learning Association reserves the right to: (i) request revisions or clarifications to submitted applications; (ii) select one or more providers to provide the services outlined herein; (iii) reject any and all applications; and (iv) identify any areas where a conflict of interest may exist.

Contacts

Sarah Pitcock, Senior Director of Program Quality at the National Summer Learning Association, will manage the project. Any questions regarding this RFA should be addressed to Sarah at sarah@summerlearning.org.

Application Format and Instructions

Applicants must complete all of the following steps in order to be considered for this request:

1. Complete *Appendix A: Grant Application*.
2. Complete Grant Budget for year one (April 1, 2012- March 31, 2013) showing how the grant funds will be used and describing additional program funds.
3. Collect letters of support from all outside agencies providing major support for program infrastructure or delivery.
4. Submit the full application (Appendix A and attachments) as one document to Sarah Pitcock at sarah@summerlearning.org March 30, 2012 at 11pm Eastern.
5. Applications which are submitted by fax will not be accepted.
6. Late applications will not be accepted.

Request for Applications: District Summer Learning Initiative

Appendix A: Grant Application

Please complete the requested information about the program in the chart below. Additional instructions are provided in the narrative section of the application.

School District Name Address City, State Zip Code Website
Point of Contact Name Title Email Phone
Name of the Proposed Summer Program
Summer Program Website (if applicable)
Proposed 2012 program start and end dates and hours of operation
Number and percentage of rising 5 th through 9 th grade youth served through district summer learning programs in the most recent summer without ARRA funding
Per-pupil cost of the proposed summer program

Request for Applications: District Summer Learning Initiative

Application Narrative Instructions: The following sections of the application request information about the program and partners by topic. In order to simplify the process, feel free to directly respond below each question with short responses or bullets as appropriate.

Vision and Need for the Program

Briefly describe why you are interested in responding to this RFA. What and how will this program support larger district goals such as school improvement and improved graduation rates?

Outline the proposed program model and its evidence base. Include history of program if proposing funding for an existing program. Include descriptions of any specific curricula used in the program and any major partners.

Describe the population of students prioritized for participation in the proposed program. Describe recruitment plan and any incentives or strategies to ensure required enrollment levels and retention.

Capacity

Describe the district's experience delivering summer learning programs for middle grades students. Include brief descriptions of existing programs and their outcomes.

Describe the district's capacity to expand programming, including infrastructure, personnel, partnerships and additional funding. In what ways has the district prepared to serve more youth this summer? What existing resources will you leverage to keep costs down? Please describe potential strategies and sources of funding to sustain programming when Walmart funds expire.

Briefly describe the district's experience with scaling summer programming. What challenges have you faced in the past?

Describe key benchmarks on your planning timeline for summer 2012 expansion.

Program, Goals and Outcomes

Describe the goals of the proposed summer learning program. Include goals in both academic and non-academic domains.

How are the goals and content of the proposed summer program linked to district school improvement goals for middle school?

Describe the evaluation plan for the summer program, including specific pre- and post-measures.

Describe how the district will link program participation to school-year indicators.

Describe how the district will use data and other lessons learned from this project to promote summer

Request for Applications: District Summer Learning Initiative

learning as an essential component of the district's reform agenda.

Will the summer program be linked to an afterschool program? If so, please describe.

How would you like to enhance evaluation practices in the future, if at all?

Program Schedule

What is the daily schedule of the proposed summer program? Please attach if more convenient.

Staffing

Describe the staffing model for the summer program across the program and on-site and discuss the roles of any community-based organizations or other outside agencies involved with the summer program.

Describe plans for pre-program staff training.

How will the program provide opportunities for teachers to improve or develop their practices? Will there be joint professional development opportunities for teachers and participating youth development professionals?

Please list all staff or consultants who will have a significant role in program administration, and briefly describe their role. Please specify the lead school district administrator for this program, and please describe how much of his/her time is devoted to administration of summer programming on an annual basis.

Program Culture

Describe your plans to incorporate a unique "summer culture" into the program.

Required Attachments: Please check each item included in your application.

____ **Grant Budget** showing how the grant funds will be used and description of additional program funds.

____ **Letters of Support** from all outside agencies providing major support for program infrastructure or delivery.

Request for Applications: District Summer Learning Initiative

Appendix B: List of Invited School Districts

The following chart details the list of organizations in alphabetical order.

Duval County Public Schools
Houston Independent School District
Oakland Unified School District
Pittsburgh Public Schools
Providence Public Schools

Appendix A: Grant Application

Please complete the requested information about the program in the chart below. Additional instructions are provided in the narrative section of the application.

School District Name: Oakland Unified School District Address: Family, Schools and Community Partnerships Department City, State: 495 Jones Ave. Oakland Zip Code: 94603 Website: www.ousd.k12.ca.us	
Jane O'Brien Coordinator, Summer Jane.obrien@ousd.k12.ca.us 510-639-3333	
Name of the Proposed Summer Program: STRIVE AND THRIVE	
Summer Program Website (if applicable)	www.ousd.k12.ca.us
Proposed 2012 program start and end dates and hours of operation	June 25, 2012 – July 20, 2012: 8:30 – 3:30
Number and percentage of rising 6 th through 9 th grade youth served through district summer learning programs in the most recent summer without ARRA funding	1,556 rising 6 th through 9 th graders served in summer representing 16% of the all rising 6 th through 9 th graders
Per-pupil cost of the proposed summer program	\$920 per student: \$420 for morning (Title I) and \$500 for afternoon (proposal)

Application Narrative Instructions: The following sections of the application request information about the program and partners by topic. In order to simplify the process, feel free to directly respond below each question with short responses or bullets as appropriate.

Vision and Need for the Program

Briefly describe why you are interested in responding to this RFA. What and how will this program support larger district goals such as school improvement and improved graduation rates?

The Oakland Unified School District's summer learning program embodies the district's Full Service Community School strategy by bringing the district and community together to create engaging and enriching learning environments that support students' academic, physical and social/emotional development and their college and career readiness. The summer learning program completes a year-round cycle of learning that includes students' school, after school and home experiences.

Oakland Unified is committed to summer programs, as evidenced by the District's allocation of central funds to support summer since 2008. Despite ongoing budget cuts in California, OUSD is committed to Summer Prep and Enrichment programs for our students because we believe that summer plays a critical piece in supporting students. Each year the district has supported summer programs by allotting \$1.2M to support the summer prep programs and the academic credit recovery program for high school.

With research indicating that students with limited access to summer resources experience summer slide in math and reading, summer programs provide extended learning opportunities for students to stay on track academically, thus supporting their ability to reach academic goals necessary for graduation. With the OUSD high school dropout rate from 2009 – 2010 at 60%, extended learning opportunities during summer must be utilized to provide time for students to develop their academic potential as well as to support their social-emotional needs.

Oakland Unified has identified increased graduation rates and increased attendance in school as two primary goals. Additional funding would expand our existing academic summer prep programs with afternoon enrichment and science activities that broaden students' learning experiences.

As a result of increased access to quality summer enrichment programs we anticipate that participating youth will have increased skill and ability to succeed academically as well as have increased attachment to school leading to improved school attendance.

Outline the proposed program model and its evidence base. Include history of program of proposing funding for an existing program. Include descriptions of any specific curricula used in the program and any major partners.

Proposal

- With these additional funds we would expand our current morning program Academic Summer Prep Programs to include an additional 3 hours of summer enrichment activities for our participating youth.
- Expansion of the existing summer program at the middle schools would involve the addition of an afternoon program which would include project based learning and enrichment activities
- The afternoon component would be supported by partnering with the district's Science Department, the district's after-school partners (which are community-based organizations operating school-based after-school programs at the targeted middle schools) and the Partnership

- for Children and Youth (a local intermediary supporting out-of-school time quality programming).
- The OUSD Science department would coordinate the training of the after school partners and the development of STEM curriculum for the summer afternoon program. Ongoing coaching support would be provided by the Science Department to expand skills with project-based learning and the after school partners.
- After school partners, already working at school sites during the year, would provide additional enrichment activities that foster youth development and health/wellness.
- This proposal changes the focus of OUSD Summer Programs from intervention to a more blended approach that includes academic learning in core subject activities, and hands-on, engaging enrichment activities that foster 21st Century skills such as collaboration, innovation, creativity, communication and data analysis.
- In addition to participating in project-based learning activities, students will participate in summer field trips that provide real world context for their enrichment activities and introduce them to community resources.

History

- OUSD has provided their Academic Summer Prep Programs in the middle schools since 2007.
- The existing morning program targets students who are approaching or below benchmark in language-arts and/or math and in need of extended learning opportunities to insure that they will reach academic goals necessary to graduate on time.
- Instruction during the summer focuses on the Essential Summer Standards, identified standards at each grade level that have been selected based on data from the school year benchmark results.
- Classes are designed at a ratio of 20:1 with programs funded by Title I, an Atlantic Philanthropies (ELEV8) grant and Alameda County Nutritional Education.
- Since 2006, OUSD has operated comprehensive after school programs district-wide in partnership with local community-based organizations that have expertise in youth development. Programs are funded by California's After School Education and Safety (ASES) grant and the federal 21st Century Community Learning Center grant. OUSD summer programs will utilize many of these established after school partners to deliver afternoon enrichment.
- Currently, OUSD after school partners utilize the Youth Program Quality Assessment (YPQA) tool developed by High Scope to define quality standards for after school enrichment and academic programming. The YPQA is well aligned with the Comprehensive Assessment of Summer Programs (CASP) tool and will be similarly used to set quality standards for summer enrichment programming.

Describe the population of students prioritized for participation in the proposed program. Describe recruitment plan and any incentives or strategies to ensure required enrollment levels and retention.

OUSD is focused on expanding the amount of time that summer school students are engaged and learning in the summer to a full 6 hours. As many of our middle school students do not have access to summer programming and are in need of extended learning, this program prioritizes and targets students performing at or below benchmark to provide them with opportunities to strengthen academic skills in language arts and math as well as to provide them with enriching summer learning opportunities.

The district prioritizes students transitioning from elementary school to middle school – rising 6th grade students – to receive support during the summer as the students acclimate to their new school. This proposal would support and enhance the summer programming for these transitional students as well as identified rising 7th and 8th grade students

Over the past 4 years, student participation at the middle grades has grown to about 1,000 students.

Schools in previous summers outreached to students and their families using district guidelines that Requested a minimum of 100 students per campus and targeted students most in need of support. If demand for summer programs exceeds available slots the district will prioritize students performing below benchmark.

After-school partners that work with families during the school year would provide support in outreach to families to maximize student participation. We expect the addition of an afternoon enrichment component will significantly boost enrollment and retention. The recent RAND report *Making Summer Count* confirmed what we already know about our youth. It found that quality enrichment activities keep attendance high and therefore increase the impact of summer programs on students' learning.

OUSD has promoted the importance of summer programs through their various parent venues, such as parent meetings, website, the city's summer youth fairs, and the Summer Resource Guide, which provides parents and the community with additional information on summer programs in the Bay Area.

Capacity

Describe the district's experience delivering summer learning programs for middle grades students. Include brief descriptions of existing programs and their outcomes.

Over the past 4 years, systems and district infrastructure have been developed to support the expansion of the summer programs. Part of this development has been the actualization of policies and procedures to streamline the use of Title I funds over the summer months. This, along with a district focus on the importance of summer has resulted in student participation increasing from 800 students in 2007 to 6500 in 2011. Student participation for summer for the middle grades has increased from a few hundred students in 2007 to 1038 students in 2011.

A district focus to support students entering the 6th grade (rising 6th graders) has been augmented with grant funding from Atlantic Philanthropies over the past 4 years. These programs provide both academic and social emotional supports for students. We anticipate that the addition of both district funds to support rising 6th graders at all schools and the addition of funding to provide quality enrichment will demonstrate increased support for rising 6th graders.

Recent data from summer, 2011 on 200 rising 6th grade students indicates that during the 1st marking period 93% of the students maintained 96% or higher in attendance and 87% of the students received C or higher in English and Math.

Describe the district's capacity to expand programming, including infrastructure, personnel, partnerships and additional funding. In what ways has the district prepared to serve more youth this summer? What existing resources will you leverage to keep costs down? Please describe potential strategies and sources of funding to sustain programming when Walmart funds expire.

The district has been planning for an expanded summer program for the past 8 months. The recent submission of a 21st Century Community Learning Center grant that focuses largely on "Supplemental" funding to support summer programming required extensive visioning and design work. Once the grant was submitted, the district immediately began planning for the expansion, involving district staff and community partners in developing a vision and structure for an expanded summer program. This opportunity from the WalMart Foundation fits perfectly into the existing planning process.

The WalMart Foundation opportunity leverages the district's existing investment. With the morning program funded through Title I and the administrative costs supported by central funds, the afternoon program fits into an existing, already-financed infrastructure, enabling WalMart funding to be dedicated directly to staff and materials for the afternoon program.

The 21st Century proposal referenced above includes partnerships with existing after school providers that have a demonstrated commitment to OUSD and their school communities. This potential funding source would sustain the summer programming after the WalMart funds expire.

In addition, this proposal will provide the opportunity to expand the district's partnership with community agencies to create a rich learning environment for our students. OUSD's community partners leverage additional funds and resources that can support and help sustain summer programming, including Americorps members, volunteers from local colleges, and funding from the Oakland Fund for Children and Youth.

Briefly describe the district's experience with scaling summer programming. What challenges have you faced in the past?

Due to the forward thinking and creativity of lead district officials in the fall of 2007, an infrastructure was set in place to support summer expansion. Over the past 4 summers, we have experienced a significant increase of district summer programs, some which have partnered with community agencies resulting in increased programming opportunities for our students.

One of the challenges has been the fact that our funding source limits the length and type of summer program that can be offered – a morning program focused on academics. We recognize that students – particularly middle school students – could benefit from a more comprehensive all day program that includes enrichment components.

Describe key benchmarks on your planning timeline for summer 2012 expansion.

February

Meet with lead district officials to discuss summer WalMart proposal
Begin conversations with school sites about possibility of expanded programs
Identify potential afternoon partners to discuss capacity for expanded summer programs

March

Meet with Deputy Supt. to discuss operational support needed to activate additional funding in April
Present summer design plan to district leadership
Begin development of timeline for deliverables from afternoon partners
Begin work on evaluation system
Submit application

April

Meet with principals of middle schools to confirm funding; review design and timeline of deliverables
Program planning workshop for Directors, Site Coordinators of the After School Programs and District Summer STEM (Science, Technology, Engineering and Math) Coordinator
Training begins with After School Line Staff on project based learning
Create contracts for afternoon partners
Begin development of evaluation tools for afternoon enrichment program
Identify STEM Support Teachers for summer program alignment and support at school sites

May

Meet with the leads of the After School Programs for further training on evaluation, roles, timeline
Training continues with the After School Line staff on project based learning
Finalize contracts for After School Providers

June

Training continues with After School Line Staff on project based learning
Science Summer STEM Coordinator completes set up, training and needed support for implementation
Programs begin on June 25th

July

STEM Support Teachers provide ongoing support and coaching for the afternoon staff
Summer STEM Coordinator provides weekly training sessions for the afternoon staff
Classroom observations and feedback occur
Field trips
Site Assessments
End of Summer Exhibitions and Family Night

August

Summer Debrief Meeting with leads from all involved agencies

Program, Goals and Outcomes

Describe the goals of the proposed summer learning program. Include goals in both academic and non-academic domains.

Oakland Unified envisions providing a comprehensive summer academic and enrichment program that expands learning opportunities for middle school students. As a result of participating in the summer program, middle school students will be excited about learning, physically active, and connected to their school and community.

Specific goals include:

Academics

- Participants progress or maintain on essential summer standards at each grade level (through AM activities)
- Participants understand how reading, writing and math apply to daily life.

Physical Activity

- Participants learn ways to maintain good health and well-being over the summer.

Social-Emotional

- Participants experience positive social interactions with peers and caring adults.
- Participants transitioning to a new school become familiar with the new school's culture, rules and students.

How are the goals and content of the proposed summer program linked to district school improvement goals for middle school?

One of the goals of Oakland's Strategic Plan is that every student will acquire the knowledge, skills and abilities to be prepared for success in college and careers when they graduate from high school. Recognizing that learning does not only take place in the school year, summer programs play a critical role in insuring that students are on track to graduate and that they have the physical and social-emotional, as well as academic qualities to succeed.

Describe the evaluation plan for the summer program, including specific pre- and post-measures.

Pre and post assessment aligned with the Summer Essential Standards have been created for students in language arts and mathematics. In addition, the district Department of Research, Assessment and Data have compiled the spring-fall benchmark comparison data which compares the benchmark performance of each of the summer students. This information is shared with the site principals for review. In addition, the existing Youth Program Quality Assessment tool that assesses afterschool programs will be utilized during the summer to evaluate the quality of the afternoon youth development enrichment activities.

Describe how the district will link program participation to school-year indicators.

We link summer student information back to the fall classroom by communicating results with each of the principals in October via the Data Roster created for each site. Later in the year, their summer student roster is provided to the principals along with the fall – spring benchmark comparison results so that they can better identify students who may need continued intensive support.

Data will be collected from the summer students to track grades and attendance rates to see if the level of engagement fostered in summer will result in improved or sustained school day attendance. Since many of the summer participants are participants in the after school program, further data will be collected to assess improved study skills, increased school engagement, improved confidence in school and increased knowledge in college and career readiness.

Rising 6th grade summer students will be followed to review their school attendance and grades as they transition into the middle school. This data from the summer students will be used for comparative studies with their non-summer program peers as well as to inform instruction and program design.

Describe how the district will use data and other lessons learned from this project to promote Learning as an essential component of the district's reform agenda.

The work of summer has been ongoing for the past five years and will become more prominent as the district evolves into a full service community school district. Pivotal to the district's reform agenda is the expansion of community partnerships which help us build safe, healthy and supportive schools.

The new OUSD vision for summer learning is built upon a model of school and community partnerships, and recognizes the need to support students' academics, social-emotional development, and health and wellness over the summer months. Lessons learned can help inform future summer partnership development, future training and capacity-building work for summer staff, and summer curriculum development.

This project also pilots the new partnership with the OUSD Science Department. This will be the first time that a district curriculum department will be providing extensive project-based curriculum, and training and coaching to youth development professionals of partnering community organizations. We would like to learn from and build upon this "hybrid" model in future years for both summer and after school programming, because this model helps maximize district and community resources and expertise.

Will the summer program be linked to an afterschool program? If so, please describe.

The intent of this proposal is a blended approach which supports the partnership of the morning instructors with the afternoon partners who are currently the district's after school partners. This innovative collaboration between the district and the afternoon staff, serves to increase the skills and

content knowledge of our partners.

To insure alignment the Summer Site Coordinator for each site will serve to provide cohesiveness between morning and afternoon components. This is an essential piece in providing strategic transitional support from morning to afternoon, as well as from summer into the school year.

Data from the summer program will be shared with after school partners who will continue to serve many of the summer participants over the course of the school year. When the new school year begins, after school partners will build upon the meaningful relationships they have established with students and families over the summer. This will provide an increased level of support and continuity for these students and families, and increase the effectiveness of after school staff.

How would you like to enhance evaluation practices in the future, if at all?

We would like to expand from quantitative data to include qualitative aspects of the program. In doing this we would include social and emotional factors which would inform our instruction and program design

This past summer, a student focus group with rising 6th graders was conducted at one of the middle schools. This information provided an additional dimension of feedback that can be used to inform our practice. Additionally, we would like to build upon the comprehensive afterschool evaluation design, which analyze student participation, program quality indicators and outcome data.

Program Schedule

What is the daily schedule of the proposed summer program? Please attach if more convenient.

Staffing

Describe the staffing model for the summer program across the program and on-site and discuss the roles of any community-based organizations or other outside agencies involved with the summer program.

The morning staff would include teachers from the site identified by the principal as being effective with struggling learners. The afternoon program consists of the site's afterschool staff who will provide an enrichment component consisting of STEM Project-based Learning and activities centered on Health/Wellness.

Describe plans for pre-program staff training.

OUSD has been working with the Partnership for Children and Youth to refine its summer program vision. They have offered to provide pre-program staff training on summer program design and implementation based on quality standards defined in the Comprehensive Assessment of Summer Programs (CASP). Additionally, the OUSD department of Leadership, Curriculum and Instruction will provide training on project-based learning and STEM. Part of this training will be content-related and the other piece will focus on the management and behavioral outcomes for engaging students in project based learning. Finally, the OUSD After School Programs Office will provide training on best practices in youth development, and technical assistance to support the development of strong summer partnerships between school leadership and community partners. Pre program staff training for the afternoon staff provided by the Partnership for Children and Youth, the district Science department and the After School

Programs Office Team will begin in April.

How will the program provide opportunities for teachers to improve or develop their practices? Will there be joint professional development opportunities for teachers and participating youth development professionals?

Teachers in the morning program will receive coaching support from the site summer principal while the STEM support teacher will provide the afternoon instructors with weekly training and ongoing coaching. The STEM Support Teacher will also work collaboratively with the community partner's Summer Site Coordinator to provide alignment between the morning and afternoon programs in order to provide a cohesive program to the students

There will be cross-training between district teachers and youth development professionals: Youth development training for morning academic teachers; project-based training and STEM content training for afternoon youth development professionals

Please list all staff or consultants who will have a significant role in program administration, and briefly describe their role. Please specify the lead school district administrator for this program, and please describe how much of his/her time is devoted to administration of summer programming on an annual basis.

Lead: Coordinator of Summer Learning (100% of time is devoted to summer programs' administration), Consultant for Summer Enrichment (100 hours), After school Program Manager, ELEV8 Coordinator, Deputy Superintendents, Associate Superintendent of Family, School and Community Partnerships, Partnership for Children and Youth, OUSD Research, Assessment and Data, OUSD Leadership, Curriculum and Instruction, and the OUSD Science Department

Program Culture

Describe your plans to incorporate a unique "summer culture" into the program.

Oakland Unified is currently shifting the culture of the district to recognize that learning should be continuous year round. The vision for OUSD's summer learning programs recognizes that summer programming should not be the same as the school day. It should include activities – routines, rituals, rites – that give students a sense of belonging to the program and connections with each other and staff. The after-school partners are particularly well-prepared for these types of activities, and over time will be able to help teachers integrate the summer culture throughout the summer learning day. With support from the Partnership for Children and Youth, the district will work with after school partners and district staff to begin creating OUSD's unique summer culture.

Required Attachments: Please check each item included in your application.

- X **Grant Budget** showing how the grant funds will be used and description of additional program funds.
- X **Letters of Support** from all outside agencies providing major support for program infrastructure or delivery.