

File ID Number	13-0764
Introduction Date	5-8-13
Enactment Number	13-076
Enactment Date	5/8/13
By	0.8



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

May 8, 2013

To: Board of Education

From: Tony Smith, Superintendent
Vernon Hal, Deputy Superintendent, Business & Operations
Curtiss Sarikey, Associate Superintendent of Family, Schools, and Community Partnerships
Julia Ma, Coordinator, After School Programs

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2013-2018 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 2013-18 fiscal years 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
13-0764	Yes	Grant	Oakland Unified School District West Oakland Elementary School Cohort: Lafayette, PLACE@Prescott, Hoover, and Martin Luther King, Jr. Elementary Schools	Comprehensive After School programming for high school site.	July 1, 2013 - June 30, 2018	California Department of Education, 21st Century Community Learning Centers (21st CCLC) Program Grant	\$791,910 Annually, \$100,000 Annually, \$ 80,000 Annually, Totaling \$4,855,000

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 value will be provided to OUSD school from the funders.

- Grants valued at: \$4,855,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2013-2018 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

21st Century Community Learning Centers (21st CCLC) Program Grant Application


OUSD Grants Management Face Sheet

Title of Grant: 21 st Century Community Learning Centers (21 st CCLC)	Funding Cycle Dates: July 1, 2013 – June 30, 2018
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District 746 Grand Avenue Oakland, CA 94610	Grant Amount for Full Funding Cycle: \$791,910 annually for Core and Supplemental \$100,000 annually for Equitable Access \$ 80,000 annually for Family Literacy Total Amount = \$4,855,000
Funding Agency: California Department of Education, 21 st Century Community Learning Centers (21 st CCLC) Grant Program	Grant Focus: Comprehensive After School and Summer Programming
List all School(s) or Department(s) to be Served: Lafayette Elementary, PLACE @ Prescott, Hoover Elementary, Martin Luther King, Jr. Elementary	

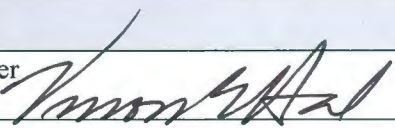
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	After school and summer programs provide opportunities to expand student learning outside of the regular school day, and to reinforce and complement classroom learning. Programs provide academic and enrichment activities that are aligned with school and district goals, and support content standards. Programs provide opportunities to engage students in expanded 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 conducts an annual external evaluation of all ASES and 21 st Century after school programs in OUSD. 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 after school 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 will be supported by the After School Programs Office and Family, Schools, and Community Partnerships Dept.
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 ASES after school grant, and will expand after school services and increase summer learning opportunities at 4 West Oakland elementary schools.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance?	Julia Ma Julia.Ma@ousd.k12.ca.us After School Programs Office

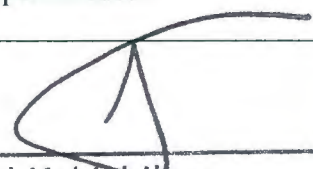
(Include contact's name, address, phone number, email address.)	746 Grand Ave. Oakland, CA 94610 (510) 273-1541
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Applicant Obtained Approval Signatures:

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.		4-19-17

Grant Office Obtained Approval Signatures:

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


David Kakishiba
President, Board of Education


Edgar Rakestraw, Jr., Secretary
Board of Education

File ID Number: 13-0764
Introduction Date: 5/8/13
Enactment Number: 13-0776
Enactment Date: 5/8/13
By: as

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

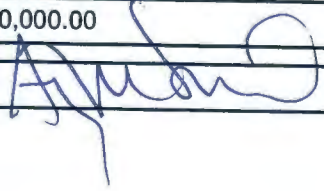
Cover Page

Mail signed original and 3 copies to:

After School Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814

Email for questions:
afterschool@cde.ca.gov

☒ Is this application submitted jointly by at least one local educational agency and one community-based organization or other public or private entity?

Agency Name	Oakland Unified
CDS/FEIN	0161259000000
County Name	Alameda
Agency Type	LEA
Name of Authorized Agent	Anthony Smith, Superintendent
Professional Title of Authorized Agent	Superintendent
Address	1025 Second Avenue
City, State, Zip	Oakland, CA 94606-2212
Phone Number	(510) 879-8582
Fax Number	(510) 879-1834
Email Address	tony.smith@ousd.k12.ca.us
Name of Program Contact	Ms. Julia Ma
Professional Title of Program Contact	Coordinator, After School Programs
Agency Name of Program Contact	Oakland Unified
Address	746 Grand Ave.
City, State, Zip	Oakland, CA 94610
Phone Number	510-273-1541
Fax Number	510-273-1551
Email Address	Julia.Ma@ousd.k12.ca.us
Total Grant Amount Requested	\$791,910.00
Total Equitable Access Amount Requested	\$100,000.00
Total Family Literacy Amount Requested	\$80,000.00
Signature of Authorized Agent	

**21st Century Community Learning Centers Program
Grant Application**

Additional Required Information

APPID: 13-04-01-81-21st-182

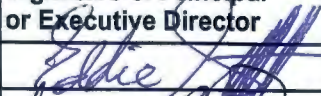

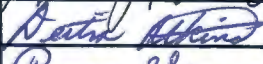
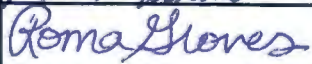
Grant Writer Information	
Agency Name	Hatchuel Tabernik and Associates
Grant Writer Name	Randy Malat
Address	2560 - 9th Street
City, State, Zip	Berkeley, CA 94710
Phone Number	(510) 559-3193
Fax Number	(510) 559-3166
Email Address	rmalat@htaconsulting.com
Primary Subcontractor Information (if any)	
Organization Name	Bay Area Community Resources
Contact Person(s) Name	Martin Weinstein
Address	3219 Pierce Street
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 559-3025
Fax Number	(510) 559-5552
Email Address	mweinstein@bacr.org
Jointly Submitted Application	
LEA Name	Oakland Unified School District
CBO/Private Entity Name	Bay Area Community Resources

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

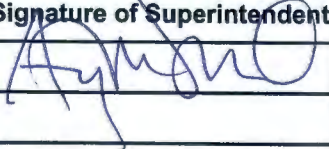
Signature and Approvals

School Principal or Executive Director Approval: The principal or executive director of a direct-funded charter school of each school to be served by the proposed program must approve this program application.

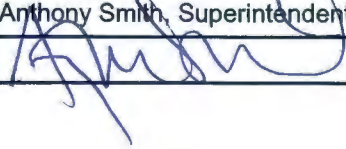
CDS Code	School Name	Name of Principal or Executive Director	Signature of Principal or Executive Director
01612596001978	Lafayette Elementary	Eddie Scruggs Smith, Principal	
01612596002125	Preparatory Literary Academy of Cultural Excellence	Enomwoyi Booker, Principal	
01612596057046	Hoover Elementary	LaResha Martin-Smith, Principal	
01612596072235	Martin Luther King, Jr. Elementary	Roma Groves, Principal	

School District Approval: If a local educational agency (LEA) is either the applicant agency or an active partner involved in this application, then the LEA superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application.

NOTE: Independent charter schools applying for this grant funding are not required to obtain the superintendent's signature for approval.

CDS Code	School District Name	Name of Superintendent	Signature of Superintendent
0161259	Oakland Unified	Anthony Smith, Superintendent	

Authorized Agent Approval: Fiscal agents must agree to follow all fiscal reporting and auditing standards required by the 21st CCLC Program, federal and state funding, legal, and legislative mandates.

Agency Name	Oakland Unified
Name of Authorized Agent	Anthony Smith, Superintendent
Signature of Authorized Agent	

CORE APPLICATION NARRATIVE

Oakland Unified School District (OUSD) and Bay Area Community Resources (BACR) are jointly applying for funding for four elementary schools in Year 5 of Program Improvement. These schools' existing after-school programs are well integrated with regular school day programs to support students and families. Funding will help us expand and strengthen these programs to better meet the need for academic assistance and other services in these school communities. The augmented programs will be aligned with key district initiatives to strengthen our core academic programs, as part of OUSD's focus on developing Full Service Community Schools to achieve our core goal that all students will graduate from high school prepared for success in college and careers.

1. COMMUNITY NEEDS ASSESSMENT

OUSD has conducted an in-depth analysis of these schools, their outcomes, the communities where they are situated, and perceived needs as identified by students, parents, and school staff. We analyzed demographic and student achievement data, California Healthy Kids Survey responses, California Physical Fitness Test results, and surveys of students and parents to get a full picture of the need for and importance of after-school programming. This needs assessment further includes data from the evaluation of existing after-school programs (ASPs) at these schools – derived from surveys of students, parents, and teachers – which reflects the need for ASPs and their effectiveness and informs our measures to strengthen the ASPs and increase their reach.

Student demographics. Table 1 profiles the demographics and socioeconomic status of students and families served by the target elementary schools. These schools (where 81% of all students receive free/reduced-price meals) are located in West Oakland, where in some census tracts 40%-50% of children are living in poverty, compared to 25% city-wide. At the target schools, African American students comprise 50%-63% of students, with Latinos (13%-38%) the second most numerous group. In addition to socioeconomic disadvantage, many students (26%) have limited English proficiency. Low educational attainment is widespread among students' families; one-third of all parents/guardians did not graduate from high school (please see discussion of family literacy needs and services below). Over 40% of students are from single parent families or live in kinship care situations. Many are living in very unstable home environments or are homeless. As examples, 42% of 5th grade students at Hoover and 50% of 5th graders at MLK, Jr. reported that they had moved at least twice in the past year.²

Table 1. School	Students	FRPM	English Learners	Students of color
Hoover	316	283/90%	107/34%	95%
Lafayette	297	247/83%	89/30%	92%
MLK, Jr.	341	246/72%	56/16%	91%
PLACE ¹	195	159/82%	44/23%	94%
Totals	1,149	935/81%	296/26%	93%

Student achievement. Considering the multiple risk factors for educational failure students at these schools face, it is not surprising the vast majority of students are not meeting standards in core academic subjects (Table 2).

OUSD has had the greatest improvements in student achievement of any large urban district in California for the past eight years in a row. From 2003 to 2012, the percentage of OUSD students achieving proficiency in ELA has more than doubled, from 19% to 45%, and the increase in Math has been from 21% to 45%. At our target schools, there have been some notable improvements. At Hoover, the percentage of

students meeting standards in English Language Arts increased from 17% in 2008 to 31% in 2012, while the corresponding increase in Math was from 36% to 54%. MLK, Jr. Elementary went from 22% of students meeting math standards in 2008 to 44% in 2012. Nevertheless, in a district where the vast majority of elementary schools now have APIs over 700, with many over 800 and 900, these schools are among the lowest performing. It is well documented that children whose skills fall below grade level expectations early in their schooling are unlikely to “catch up” unless concerted efforts are made to accelerate their learning. That so many students at these schools are not meeting standards demonstrates the need to expand academic assistance beyond the school day.

Table 2. School	API	API decile	PI status	Attendance rate	Truancy rate	Below grade level ELA ³	Math
Hoover	709	1	Year 5	94.25%	41%	69%	46%
Lafayette	608	1	Year 5	92.37%	68%	88%	75%
MLK, Jr.	688	1	Year 5	92.76%	32%	75%	56%
PLACE	656	1	Year 5	93.22%	3%	77%	70%
OUSD overall	730	N/A	Year 3	95.62% (K-5)	28% (K-5)	55%	55%

Attendance and truancy. As shown in Table 2, these schools have low attendance rates, and three have very high truancy rates. Their high chronic absence rates (students who miss 10% or more of school days): Hoover (14%), Lafayette (21%), MLK (23%), PLACE (19%) exceed the 10% of elementary students district-wide who are chronically absent. Reducing chronic absence (thereby increasing student engagement and achievement) is one of OUSD’s highest priorities, and our ASPs are a key strategy for this goal. This represents another reason why the need to expand the number of students we are able to serve through the ASPs at the target schools is so urgent.

Other risk factors. Other risk factors further highlight the urgent need to expand ASPs at the target schools (Table 3). It is well documented that the 3:00-6:00 pm hours represent the greatest risk for school-age children. The fact that many students at these schools are at times home alone after school, coupled with students feeling safer at school than outside of it, demonstrate the importance ASPs can play in keeping children safe during the high-risk afternoon

Table 3. California Healthy Kids Survey (spring 2012)	5 th grade students		
	Hoover	Lafayette	MLK
Hit or pushed other kids school in past year	46%	57%	58%
Saw another kid with gun or knife at school	13%	39%	22%
Feel very safe at school	46%	62%	35%
Feel very safe outside of school	21%	41%	13%
Home alone after school sometimes	46%	27%	39%
Ever drank alcohol	14%	11%	14%
High meaningful participation at school	33%	27%	29%
High level of school connectedness	54%	46%	42%

hours. Not surprisingly, all of the schools in this application have extensive waiting lists for their ASPs (see below). In addition, 88% to 100% of 5th graders (depending on the school) are physically unfit. More than half are unfit in terms of body composition (most often an indicator of overweight or obesity).⁵ ASP physical fitness activities and nutrition education can help address poor student fitness and risk for obesity.

Juvenile crime rates. In 2009, Oakland had 848 juvenile felony arrests (204.5 per 10,000, compared to 144.8 statewide) and 52.8 per 10,000 juvenile violent arrests (38.4 statewide), the third and second highest rates respectively among California’s 23 largest cities. From 2005 to 2009, Oakland had the state’s highest increases in rates for juvenile

felonies, violent offenses, misdemeanors, and overall arrests.⁶ From 2006 to 2010, Oakland averaged 17 youth homicide victims per year. The vast majority of victims were African American males.⁷ The West Oakland neighborhoods of our target schools are among the city's highest-crime areas – hot spots for youth gang activity, drug dealing, prostitution, and homicides, exposing children to crime and ambient violence.⁸ As noted, African American children comprise a majority at all four target schools. Children at these schools typically feel safer at school than outside of it. We are deeply concerned that so many children are unsupervised during the high risk after school hours.

Deficits in services and programs available to youth in the local community.

Table 4 details the number of students now enrolled in the targeted ASPs, those on wait lists, and the schools' counts of non-enrolled students needing services. Other than their school ASPs, children have few options for academic assistance or enrichment in their neighborhoods. They include the Boys & Girls Club (accessible to Hoover and Lafayette neighborhoods); Willie Keys Community Center (near Hoover); City Towers Resource Center and MORH Children's Center (MLK neighborhood); and Oakland Parks & Rec (city-wide programming). None of these programs can accommodate more than a fraction of neighborhood children after school or in the summer.

Table 4. School	ASP ADA	Wait List	Unmet Need
Hoover	88	44	57
Lafayette	120	55	83+
MLK, Jr.	126	50	83+
PLACE	100	28	47
Totals	434	177	270

Deficits in academic supports and enrichment opportunities available to students during the school day. In the past five years, school day services in OUSD to support student achievement and enrichment have eroded substantially. Pupil services ratios have risen from 304:1 to 356:1 – a 17% increase to already untenably high ratios. The targeted schools have a shortage of Resource teachers and paraprofessional staff for targeted academic assistance to struggling students. And as throughout OUSD, the schools lack resources to provide arts or other enrichment activities during the school day, or structured physical education programs for more than one hour per week.

Annual evaluations rank the ASPs at each of target school highly in helping children with homework and improving their academic and study skills; keeping children safe; providing new experiences; promoting children's wellness through nutrition education and exercise; giving students the chance to help others and build relationships with their peers and caring adults; promoting social and decision-making skills; and strengthening children's sense of connection to their school.⁹ All of these benefits can help improve children's attendance, engagement in school, and academic achievement. Requested funding will enable us to substantially increase the number of West Oakland children who take part in these enriching programs during the school year and in summer.

2. PROGRAM ELEMENTS

Across OUSD and at the four elementary schools targeted in this application, OUSD's ASPs support each school's efforts to ensure that all students attend school regularly, develop grade-level academic skills so they are able to fully access and master the core curriculum, matriculate to high school, and are on track for college and careers. Our ASPs are in fact key vehicles to operationalize OUSD's priority on implementing a Full Service Community Schools model, in which, in order to serve the whole child, each school: 1) provides a coordinated, integrated system of academic and support services; 2) serves as a safe, healthy center of the community; 3) fosters trusting relationships

and partnerships; 4) builds the capacity of adults and students to share leadership and decision-making; and 5) tailors approaches and services to each community.

OUSD partner Bay Area Community Resources (BACR) will be lead agency for the ASPs at Hoover, Lafayette, MLK Jr., and PLACE Elementary. Programming will reflect BACR's philosophy about ASPs, which extends far beyond keeping children safe. BACR believes in providing a nurturing and enjoyable environment where students can improve their academic and life skills, and in integrating the principles and practices of youth development into all activities. It sees the schools, students, and parents as its customers, and believes it is BACR's responsibility to understand and meet their needs. Accordingly, students will experience academic assistance, enrichment, and health and wellness promotion activities each day. Activities will be aligned with state standards in core academic subjects and schools' academic goals while responding to students' (and families') needs, interests, and strengths. In addition, OUSD and BACR integrate social-emotional learning into the ASP environment. We intentionally teach teamwork, sharing, communication, perseverance, leadership, and other prosocial 21st century skills as part of the academic assistance and youth development blend. The programs will strongly support OUSD's African American Male Achievement Initiative, focused on improving outcomes for this group disproportionately affected by suspensions and dropout.

Programs will be open from the end of each school day until 6:00 pm and 5 weeks in summer (two 3-hour sessions per day). We will prioritize enrolling students who need academic support to be able to meet grade level standards, need to be better engaged in learning, based on issues such as chronic attendance or behavior problems, or need social-emotional support. ASP staff will include regular school-day teachers, trained youth development workers, arts instructors, other specialists, and volunteers.

a. Academic Assistance activities will help students who are struggling to build core academic skills and stay on track with their schoolwork. Each school will offer homework support, skill building guidance, tutoring, and targeted intervention classes to help students complete classwork and improve their skills, and science education activities. Students will receive structured, individualized and small-group guidance to practice and master skills, primarily in language arts and math, and improve their study skills and overall academic performance. In targeted intervention classes, credentialed teachers will provide differentiated support in ELA and math for students scoring at the lowest levels on district benchmark and/or CST assessment. They will use experiential learning approaches often not possible during school because of scheduling and larger classes. English Learners will receive differentiated support in heterogeneous groups and individually with their English language and literacy skills development.

Academic assistance components will be closely aligned with high-priority initiatives focused on strengthening the core academic program all four schools are participating in. These initiatives include: OUSD's transition to the Common Core State Standards (CCSS), K-5 Balanced Literacy, Elementary Science, and the West Oakland STEM cor-

**Table 5. OUSD/BACR
ASP Sample Schedule**

2:45-3:15 pm¹⁰	<i>Snack and check-in Team building activity</i>
3:15-4:15 pm	<i>Academic assistance</i> <ul style="list-style-type: none"> • Homework help • Tutoring • Guided skills practice • Academic intervention • Science education • Computer learning
4:15-5:30 pm	<i>Enrichment</i> <ul style="list-style-type: none"> • Arts and crafts • Performing arts • Cooking • Gardening • Sports and fitness • Leadership
5:30-6:00 pm	<ul style="list-style-type: none"> • Academic games • Community circle

ridor. Mechanisms to facilitate this alignment will include: the role of an Academic Liaison at each site (see below); participation of Site Coordinators and other ASP staff in each initiative's professional development activities and communities of practice; and use of aligned instructional materials in ASP academic assistance activities.

The transition to the CCSS will require fundamental shifts in teaching practices to equip students to master procedural skills and to explain orally and in writing how they reached a conclusion or an answer. BACR and OUSD will work together so that ASP academic assistance activities are aligned with this shift and so that ASP staff can support students' classroom teachers via, for example, experiential learning opportunities and strategies for reteaching skills and concepts students are struggling to master.

The focus on STEM learning will be supported by OUSD's After School Science Learning Community. Created in collaboration with community partner Techbridge (a STEM education program of the Chabot Space and Science Center in Oakland), the program builds ASP staff capacity to implement hands-on, fun STEM activities that encourage students to develop science process and inquiry skills, and to learn about career opportunities in the sciences. Programs will use the Techbridge and AfterSchool KidzMath and KidzScience¹¹ curricula for engaging hands-on, project-based STEM activities aligned with state standards. At MLK, the "Engineering Math Made Easy" program will consist of weekly walking field trips to the Oakland Parks & Rec. Discovery Center, where students will participate in engineering projects and write journal entries about them. Other academic skill building activities available on a site-by-site basis will include skill building stations, buddy reading, writing exploration, and academic games.

At each school, a certificated teacher serving as Academic Liaison (AL) will guide the academic assistance component. ALs will liaise between regular school teachers, ASP staff, and partners to align academic assistance with core instruction. They will share and interpret each student's benchmark test results and other assessment data for ASP staff to inform academic assistance, observe ASP staff, and provide professional development to strengthen the alignment and delivery of academic support.

b. Enrichment activities will give students experiences for learning they would be unlikely to have otherwise; promote youth development assets, such as skills, knowledge, creative expression, and positive interactions with peers and caring adults, and leadership; and promote building of 21st Century skills, by providing students opportunities to work cooperatively, make presentations, and engage in problem solving and creative thinking through hands-on experiential learning. While specific activities will differ from school to school, the ASPs will offer these types of programs: arts, nutrition education (incorporating gardening and cooking, computer class (Office programs, Internet navigation and research, Photoshop), leadership, mentoring, team sports, gender groups/life skills, and character education. Some activities will be led by local youth-serving organizations, including arts providers (Destiny Arts, Prescott Circus Theater), gardening (OBUGS), sports coaching (Coaching Corps, Oakland Parks & Rec Department), and gender groups/life skills (Brothers on the Rise, Boy Scouts).

Table 6. Enrichment Programs	Hoover	Lafayette	MLK, Jr.	PLACE
Performing arts	x	x	x	x
Visual arts	x	x		x
Gardening	x	x	x	
Cooking	x	x		
Computer skills		x	x	
Book club			x	
Mentoring	x			x
Sports & fitness	x	x	x	x
Gender groups/life skills/leadership	x	x	x	x
Team building/ SE learning	x	x	x	x

Depending on the school, performing arts activities will include choir, drumming, dance, and circus performance. Visual arts will include painting, fashion arts and design, and other arts & crafts. Arts programming will reflect and celebrate students' and families' cultures and those of others represented in Oakland. Gardening/nutrition programs will include soil preparation, planting, and upkeep (watering, composting, fertilizing, weeding, pruning), use of garden tools, harvesting, and insect life cycles. They will incorporate nutrition/sustainable eating education, standards-aligned math and science learning, cooking classes, and arts & crafts. Sports and fitness activities will include dance, team sports (basketball, football, soccer, tennis, track & field), cheerleading, recreational fitness activities, and physical fitness/ health instruction, all aligned with the California After School Physical Activity Guidelines and including pro-social skills development. In surveys conducted for the 2011-12 ASP evaluation, the majority of participants at all four schools reported the program helped them enjoy exercise more and eat more healthy foods. The vast majority of parents reported their children learned about healthy eating in the program. Nutrition education and regular physical activity will help reduce the risk of obesity in our children will promoting sustainable habits to help them be fit now and stay fit as they grow older.

Gender groups/life skills/leadership activities will include girls groups, Boy Scouts, and the Brothers, UNITE! Program (provided by Brothers on the Rise). The latter builds boys' literacy, life, and leadership skills via a 36-session curriculum, using discussions, hands-on learning exercises, and action research projects. It incorporates a cascading mentoring model in which high school and college-aged young men help deliver programming to elementary school boys, who provide peer education and lead social action projects addressing community issues. MLK's "Little Entrepreneurs" program will engage groups of students in learning about money, budgeting, sales, and fundraising.

Team-building/character education activities will integrate youth-development based learning techniques to build a sense of community among students and staff, engage children in fun learning experiences and in shaping and leading programming. They will be informed by the Building Intentional Communities curriculum (please see 4. Youth Involvement and Leadership) and be linked to social-emotional learning initiatives ongoing during the regular school day.¹² In these programs students will come together to reflect and express their feelings; learn to take responsibility for their own learning and behavior; work collectively to guide programming and solve problems; learn values such as fairness, helpfulness, caring, and respect for each other and for cultural differences; and non-violent conflict resolution skills such as empathy, peaceful communication, and problem-solving. This component is based on research linking high-quality social emotional learning with gains in school attendance and academic achievement and social skills, better behavior, and reduced conduct problems and emotional distress.¹³

Family involvement activities will include orientation meetings/open houses each spring and fall; student showcases and performances linked to ASP arts and science enrichment activities; family gardening and cooking activities; and team sports events.

c. Family Literacy and Educational Services. To determine family literacy needs of our target schools, we have considered family demographic and socioeconomic data, parent surveys, and available family literacy programming at the schools. Most parents have a high school diploma or less (Table 7). Moreover, most parents of English Learners and Reclassified Fluent English Proficient students are likely to have limited English

proficiency themselves. In a fall 2012 survey of 140 parents at the target schools to inform our program design, 53% wanted workshops on helping their child with homework; 52% were interested in learning how to advocate for their child's needs, 38% wanted workshops on understanding school data and getting involved at their school; and 41% desired adult education or ESL classes.

Table 7. Family Literacy ¹⁴	Hoo- ver	Lafa- yette	MLK, Jr.	PLA CE
% of parents with no high school diploma	32%	34%	33%	29%
% with diploma	36%	36%	26%	25%
% w/ college degree	7%	5%	15%	14%
% of students EL or reclassified FEP	34%	37%	24%	26%

Unfortunately, due to SB 3x4 which passed in 2009, OUSD has dramatically cut ("flexed") our Adult and Career Education funding to pay for other very high priority expenditures for children and youth. From 2008 to 2011, Adult & Career Ed's allocation in OUSD general funds was reduced from \$11.7 million to less than \$1 million. As a result, Adult & Career Ed put most of its adult programs (e.g., ESL, Parenting Education, and Career and Technical Education) on hold. Services are currently limited to GED preparation classes and a small Family Literacy Program. The latter assists parents to obtain skills needed to be partners in their children's educational development. It is supported by limited district general funds, 231 Adult Education streams, and school site funding.

OUSD's Family Literacy program currently serves just eight elementary schools – two of which are included in this proposal. At Lafayette, OUSD is providing its ESL Family Literacy program; four mornings a week. As part of the four-component Family Literacy model, parents learn the English language skills to speak with their children's teachers about their academic progress and regularly visit their child's class for Parent and Child Together time. At MLK, in OUSD's Computer Family Literacy program, parents learn technology skills to communicate with school staff, access online homework help sources, ensure Internet safety, and access and use the district's Parent Portal in order to monitor their children's education (attendance, assignments, grades, etc.)

To meet the demand for family literacy and educational services, we are applying for optional Family Literacy grants. As described in that proposal, we propose to use this funding to increase the capacity of students' parents/caregivers to support their children's success in school, increase parent engagement at the schools, and help parents advance their own skills (English language, academic, computer literacy) so they are better able to promote their own and their family's self-sufficiency and advancement.

d. Nutritional Snack. All students will receive a free nutritional snack each day they attend the program. Snacks will be provided to sites by OUSD Nutrition Services, funded through the NSLP. Students will participate in choosing snacks and serving them to their peers at the start of each program day. Snacks will meet the requirements in Ed Code 8482.3(d) regarding permissible food items, their content and preparation.

3. COLLABORATION AND PARTNERSHIPS

Collaborative Partners. The OUSD After School Program Office (ASPO) – part of the district's Family, Schools & Community Partnerships (FSCP) Department – oversees and supports our school-based ASPs. The ASPO has developed many robust community partnerships, including with several "lead agencies" – local nonprofits with extensive experience in ASP management, youth leadership/development, partnership develop-

ment, alignment with the school day, and sustaining effective programs. School Principals select their ASP lead agencies based on their effectiveness in running programs and their ability to partner with site leadership and other service providing agencies. Leaders at all four target schools have selected Bay Area Community Resources (BACR) to lead their ASPs. BACR, our co-applicant, is currently ASP lead agency at 26 OUSD elementary, middle, and high schools. In addition to its program leadership and programmatic expertise, it brings considerable matching resources to these programs, derived from philanthropy and public funding streams, such as AmeriCorps.

State, federal, local resources. In addition to lead agency contributions, the ASPO leverages substantial support from public agency partners such as the CDE After School Education & Safety (ASES) program (\$460,200/year total for the target schools) and the City of Oakland's Oakland Fund for Children & Youth (OFCY)¹⁵ (\$298,233/year total for these schools currently) OUSD also contributes Title I funding to support family engagement and summer programming. Local CBOs provide specific services in our ASPs – including arts, mentoring, sports, science enrichment, gardening and nutrition education. Table 8 lists the most prominent ASP partners at these schools. The MOU and Letters of Agreement included in our proposal detail their specific contributions.

Table 8. Partner Agency	Role	Sites	Leveraged
OUSD	Partner/Lead Agency	All 4 schools	\$463,000
BACR	Partner/Lead Agency	All 4 schools	\$73,728
City of Oakland – OFCY	Funder/Partner	All 4 schools	\$298,233
Destiny Arts	Arts provider	Hoover, Lafayette	\$13,500
Prescott Circus Theater	Arts provider	Lafayette, PLACE	\$116,235
BAYAC AmeriCorps	Youth development staff	Hoover, MLK	\$28,000
OBUGS	Gardening	Lafayette	\$6,000
Oakland Parks & Rec Dept.	Entrepreneurship prog.	MLK	\$4,000
Brothers on the Rise	Life skills/mentoring	Hoover, Lafayette	\$13,000
Boy Scouts of America	Life skills, mentoring	Lafayette	\$4,500
Coaching Corps	Sports coaching	Lafayette, MLK	\$2,000
UC Build (UC Berkeley)	Tutoring/skill building	MLK	\$15,000
Techbridge	Prof. devp. + curriculum	All 4 schools	\$50,000

Collaborative process. Given this organizational and fiscal complexity, the ASPO convenes regular After School Collaborative meetings to ensure that the district, lead agency, and public partner organizations are working in concert to meet the objectives of the OUSD's ASPs. These meetings bring together representatives from CBO partners, city agencies, and school district departments, including OUSD School Police Department, to share information and increase coordination and alignment between after school efforts and larger city and school district initiatives. Additional collaboration with the OUSD Family and Student Engagement Unit provides the ASPO with opportunities to seek parent and student input through regularly scheduled Family Collaborative meetings and All City Council student leadership meetings.

At the site level, ASPs are accountable to the Principal, School Site Council, and Educational Leadership Team. Lead agencies are selected by site leadership. Each year, site leadership and the ASP lead agency collaboratively develop a site ASP Plan so the ASP supports the Community School Strategic Site Plan in addressing key district and site priorities and outcome targets vis-à-vis student achievement, behavior, and family engagement. The ASPO and lead agencies collaborate in providing professional development to ASP staff. Lead agencies seek parent and student input into and feed-

back on programming through annual surveys; strategies to ensure that youth have voice in and leadership roles in their site's ASP (see Section 4 below); and periodic meetings with parent leaders at the site. The external evaluation provides an objective assessment of program functioning each year, which the ASPO, lead agencies, and school leadership use to collaboratively guide program improvements.

Link to the school day. The Academic Liaison is a critical link between the school day and the ASP by providing guidance on curriculum articulation; on academic assistance for individual students; and on ways the ASP can extend student learning in an experiential environment, and by observing and coaching ASP staff. Use of certificated teachers for targeted intervention classes in the ASP furthers this linkage. In addition, at each school, the ASP Site Coordinator (SC) will collaborate closely with the Principal, staff, and partners to ensure there is ongoing communication and to support alignment with the regular school day. The SC will participate in faculty meetings and some professional development activities for regular school day staff, including communities of practice for initiatives to strengthen the core instructional program. The SC will also participate, as appropriate, on the site's Coordination of Services Team (COST), Student Study Team (SST), Educational Leadership Team, and School Culture/Climate Committee. Collaboration with school staff and partner agencies via the COST and SST will help the SC optimally target ASP services for the students most in need of assistance.

Commitment to safety and accessibility. All ASPs in this application are located at the OUSD elementary schools the participants attend; therefore getting to the program is not an issue. All BACR staff and volunteers will be properly screened and trained to protect child safety, and the facilities are regularly maintained and handicapped accessible. Staffing ratios will not exceed 1:20; often volunteers or service learning interns will lower that ratio. The ASPO works with the district's Violence Prevention/Positive School Climate Unit to provide resources such as conflict mediation and restorative justice trainings that increase students' safety and prevent violence. Disciplinary matters will be addressed through best practice approaches including preventive use of Response to Intervention strategies and restorative justice circles when an incident has already occurred. The ASPO also works with the OUSD Behavioral Health and Police Units to provide crisis response as necessary.

4. YOUTH INVOLVEMENT AND LEADERSHIP

BACR and OUSD will collaborate to ensure children help shape their ASPs. BACR is committed to youth development and to young people's meaningful involvement in decision-making and opportunities for leadership, which are crucial to promoting their sense of belonging to and engagement in their ASP. All BACR ASP staff receive extensive training in best practices in youth development.¹⁶ The ASPO will provide further training to build ASP staffers' capacity to plan and deliver programming that offers opportunities for meaningful youth engagement. We use the "Building Intentional Communities" (BIC) curriculum¹⁷ to deepen the role of student voice, choice, and leadership in our ASPs. Staff incorporate strategies from BIC training to guide team-building and experiential learning activities in which students have opportunities to express their needs and opinions; get to know each other better; cooperatively plan activities, make choices, reflect on their learning experiences, and solve problems that arise.

Involvement in program design. We have used surveys of students and informal discussions with them to plan the ASPs at the target schools. As is its ongoing practice,

BACR will conduct surveys of students (and their parents) when they enroll in the ASP and those on the waiting list, to elicit information about activities they are interested in. In addition, student and parent surveys conducted for the program evaluation each year elicit extensive information about types of activities children are participating in and their perceptions of benefits they are deriving from them, in areas such as safe, supportive environment; interactions with peers and adults; exposure to new experiences; connectedness to the school; and improvements in academic, study, and social skills, and health choices. BACR staff, school leadership, and ASPO staff will use these sources of student input (along with recommendations from the evaluator) when developing the Site ASP Plan each spring for the subsequent school year, to guide modifications of program activities or incorporation of new activities to make the ASP as engaging and beneficial to children as possible. During group activities, ASP staff will engage children in discussions on their ASP activities, aspects they like or dislike, ways they might be improved, and other activities they would like to have, and use it to guide improvements.

Involvement in implementation and leadership. BACR and other partners will create many opportunities for children to be meaningfully involved in implementing and assuming responsibility for aspects of their ASPs. For example, children will help check-in their peers at the outset of the program day; serve snacks to their peers; engage in cooperative, project-based learning activities; tutor their peers and smaller children in academic skills and help them with enrichment activity projects; select arts projects and performances; help lead warm-ups for physical fitness activities; and conduct action research projects on issues of importance to the community as part of Brothers, UNITE! and other leadership activities.

As noted, the OUSD ASPO and BACR are using the BIC model to deepen student voice, choice, and leadership roles in the ASPs. The BIC model is designed to provide “fading facilitation” over the course of the school year. This means that youth start out as co-creators of the program climate with staff as they identify rules to create an intentional community, and build their skills towards upholding the group agreements, making group decisions, and playing increasingly significant leadership roles as the year progresses. By December each year, young people will begin taking turns playing the role of facilitator in ongoing classroom rituals, such as opening circles, team-building exercises, and leading group discussions. By March, young people will begin a planning process to reflect on the skills they have mastered in the course of the year (perhaps in a gardening program, an art class, or a theater class) and then identify a way to use those skills to give back to the community. We see that young people hold themselves and each other to higher expectations as they see themselves in an empowered role of making a meaningful contribution to their communities.

5. PROGRAM ADMINISTRATION

OUSD’s ASPO oversees out-of-school-time programs at 75 schools. ASPO staff to support ASPs include a District Coordinator and regional Program Managers. ASPO has developed program design guidelines and a comprehensive program of professional development and technical assistance for site staff. We collaborate with OUSD’s other departments and community partners to maximize resources for the ASPs and promote positive youth outcomes. We have built an infrastructure for program oversight, evaluation, and reporting. Our lead agencies such as BACR bring extensive experience leading youth development programs and managerial, professional development, and

administrative resources. BACR has led school-based ASPs since 1984 and today leads 77 such programs in Oakland, San Francisco, and other Bay Area communities. In partnership with the ASPO and site leadership, BACR will be responsible for program staffing, budgeting, managing daily operations, data collection and compliance requirements, and engaging youth as participants and in planning and implementing activities.

Informing the Community. At each site, SCs work with Principals and ELTs to publicize the program to parents and the community via school newsletters, fliers, emails, and other communications, translated into the major languages at their sites (with help from OUSD's Translation Unit), and orientation/open house events each spring and fall. In addition, we use school gardens, art displays, performances, and team sports events as vehicles to increase ASPs' visibility and engage the school community. The ASPO makes the annual evaluation report available to the community on the OUSD website. In point of fact, as we have extensive waiting lists at all target schools, word of mouth between students and parents is the most potent form of information dissemination. Our ASPs have happy customers and they tell their friends.

Safe environment. We use multiple strategies to make our ASPs safe physically and emotionally. All staff, providers, and volunteers are fingerprinted and cleared through the Dept. of Justice and oriented by the SC before working with students. Staff are trained in rules of conduct, conflict management, crisis response, CPR/first aid, mandated reporting, and the site Emergency Plan. Staff will be trained in a restorative justice framework and positive discipline, and to integrate a social and emotional learning curriculum and bullying prevention into programming. Each line staffer is responsible for a group of students, signs them in, and investigates right away when a student is not present. Children use a buddy system when they go to the restroom. We will use team building activities, character education, and boys and girls groups to promote a sense of community, healthy communication, and non-violence among youth. In addition, at each school, custodial staff are on hand to monitor access to the campus and lockdown and secure the facility. ASP and custodial staff use walkie talkies as a communication system and a means to alert each other and facilitate measures to keep students safe in case of an emergency on campus or in the neighborhood. We partner with OUSD Police Services to ensure after school safety and strengthen communication systems when a violent incident occurs in neighborhoods surrounding the school campuses. Finally, OUSD Health Services provides school nursing support to ASPs to ensure students with chronic conditions such as asthma or diabetes are able to participate safely.

Staff Development. The ASPO and BACR collaborate in providing a robust ASP staff development program. The ASPO uses surveys, site visits, annual evaluation results and recommendations, and the Youth Program Quality Assessment (YPQA) tool to identify relevant professional development topics and help sites generate Quality Action Plans each fall. The ASPO convenes a 3-day training institute each August for SCs and lead agency directors to review policies and procedures and provide training on youth development quality standards. The ASP Manager convenes the SCs monthly for professional development and peer learning sessions – on topics such as program management, safety practices; aligning academic supports to District goals, academic standards, and students' learning needs; lesson/activity planning, project-based learning, youth development practices, teaching strategies, classroom/behavior management, building intentional communities, youth engagement/leadership, cultural compe-

tency, integrating a restorative justice framework into the ASP, crisis response, family engagement, and community resources. Training providers include Alameda County Office of Education (Region 4 training/TA provider), Partnership for Children and Youth, OUSD Leadership, Curriculum, and Instruction Dept, and others. BACR builds on this by providing a 2-week summer institute for new SCs, and ongoing coaching and training for ASP staff members, to address areas such as youth development principles and practices, learning styles/strategies, and working with English Learners and other underrepresented groups. In addition, SCs and ALs collaborate to do regular observations and assessments of youth development staffers' organization, planning, and delivery of activities, identify areas for staff development, and deliver coaching and training.

Program Staffing. At each site, the SC (employed by BACR) manages daily operations, supervises staff and volunteers, coordinates with service providers, interfaces with school staff, participates on the COST, SSTs, ELT, and ASP Planning team, and communicates with parents. SCs are required to have a B.A. in a field related to youth development or education, experience managing youth programs, and preferably be bilingual. Current SCs for the target schools have had these positions for several years and have strong working relationships with the stakeholder groups at their schools and the ASPO. This longevity speaks to our ASPs' success at retaining key staff. Each site assigns a certificated teacher as Academic Liaison. The AL helps align programming with state standards and students' learning needs; provides coaching and training for staff; and liaises with school staff. Academic assistance and enrichment activities are led by teachers on extended contract, youth development workers employed by BACR, contractors, and trained volunteers. All staff supervising students must meet OUSD's minimum requirements for instructional aides. Both OUSD and our lead agencies prioritize recruiting staff who are ethnically and cultural diverse, bilingual, and representative of the students and families they are serving, and with skills to connect with and engage high-risk youth. OUSD and BACR offer opportunities for professional growth through training, and career ladders with increased responsibility and rewards as incentives. All ASP programs meet the minimum staffing requirements of 20:1.

Equitable access. Our ASPs are open to students of all groups and abilities. Our use of ethnically diverse and culturally/linguistically representative staff helps make programs accessible to all racial/ethnic groups and English Learners. We also proactively recruit students with disabilities to participate in the ASPs. For any special need student interested in the program, the ASPO and SC will work with their program specialist and IEP team to determine which aspects of the program will be most appropriate and beneficial. We are applying for Equitable Access funding to 1) address safety concerns that are potential barriers to participation, and 2) provide therapeutic activities, boys and girls groups for students with social/emotional/behavioral barriers to participation, and 3) specialized instruction for English Learners.

Plan to attract students needing support. As noted, we will prioritize serving students who are struggling academically and/or have risk factors such as chronic absenteeism, behavioral problems, or the need for social-emotional support. Each May, at each site, the AL, in collaboration with colleagues, drawing from the "early warning list" provided by OUSD,¹⁸ will provide the SC a list of students who should be given priority for enrollment, based on these issues. SCs will work with school staff to reach out to identified students' families and pre-register the students by early June for the ASP for

the subsequent school year. SCs will also work with their schools to inform families of supports available through the ASPs, such as when families register for school, at back-to-school night, via newsletters, and parent-teacher conferences. Recruitment will continue until enrollment goals are met with a priority on attracting highest-need students.

6. SUSTAINABILITY PLAN

The proposed 21st Century funding will leverage considerable federal, state, and local resources. As our Letter of Agreement details, OUSD will contribute at least \$463,000/year in matching resources to help implement ASPs at the target schools. These resources derive from district General Funds; state funding for ASPs and professional development; USDA funding (for snacks); Title 1 (parent engagement and summer learning); and state and foundation funding for STEM programming. Maximizing these funding streams and coordinating the services they support is part of our long-term sustainability strategy.

Our ASPO has a team of staff devoted to coordinating and sustaining the district's comprehensive out-of-school-time programs. A major success has been OUSD's ability to leverage grants from the Oakland Fund for Children & Youth, in the areas of Out-of-School-Time, Summer, and Wellness & Healthy Transitions programs. OFCY funding (\$298,233 for the targeted ASPs) is expected to continue and will help us sustain and expand components of the ASPs.

OUSD's vision for Full Service Community Schools (FSCS) also offers opportunities to increase the sustainability of ASP. The innovative nature of the new OUSD strategic plan has captured national attention and is attracting foundation, corporate, and government support for new educational models that address the comprehensive needs of students and families. For instance, the selection of OUSD as one of eight urban school districts to participate in the Collaborative for Academic, Social, and Emotional Learning (CASEL) national initiative is bringing resources to OUSD to support student learning of essential 21st Century skills (e.g., social, cross cultural, leadership, responsibility, and initiative). In addition, as an FSCS district, OUSD is working toward greater integration between departments in order to maximize benefits for students while controlling costs.

OUSD and the City of Oakland jointly invest \$115,000 yearly in an independent evaluation of our out-of-school-time programs. The evaluation is a vehicle to make data-driven, stakeholder-informed program improvements, and to document the program's design, reach, impact, and value to our students, families, schools, and city as a whole. By documenting and publicizing the program's reach and outcomes, we build a strong case for local stakeholders and other funders to help sustain and expand OUSD ASPs.

Partner contributions. The MOU and Letters of Agreement detail the contributions BACR and other partners will make to the ASPs' planning, programming, staffing, staff training, volunteer recruitment, data gathering, evaluation, and sustainability – at least \$625,396 per year which 21st Century funding will leverage. BACR, in particular, which will contribute \$73,728 per year in matching resources, has a strong track record in obtaining public and private funding to support their services, such as the OFCY grants it currently administers for each of the four targeted ASPs. As indicated in the MOUs and LOAs, BACR and other partners are committed to assisting OUSD in seeking resources to sustain our ASP program subsequent to the 2013-2018 funding period.

7. CAPACITY FOR EFFECTIVE EVALUATION

OUSD evaluates our ASP programs in collaboration with OFCY and an independent evaluator. Our evaluation team includes staff from the evaluator and

our ASPO. We coordinate data collection with our lead agency SCs and Directors and OUSD's Research, Assessment, and Data office. To guide this evaluation, our team developed a Theory of Action (Figure 2) based on literature that emphasizes the links between regular participation, high quality programming, and positive student outcomes.¹⁹ We hypothesize that students who participate regularly in high-quality programs demonstrate the greatest intermediate term improvements in key outcomes, including school engagement, social skills development, academic skills and academic behaviors. In the longer term we hypothesize that participation improves academic performance, credit acquisition, matriculation to and success in high school.

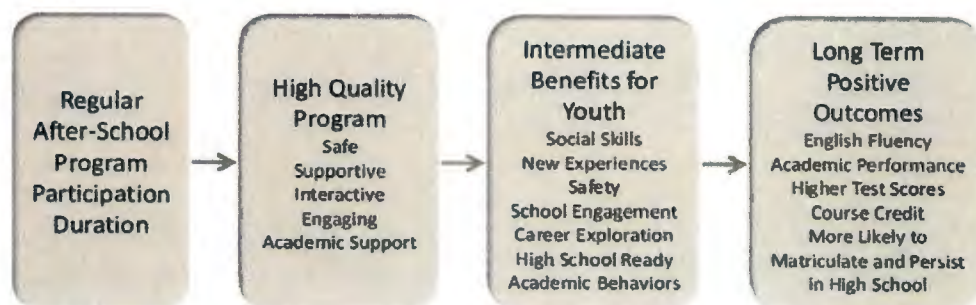
We collect data for our local program continuous quality improvement and to meet CDE evaluation data requirements for 21st Century and ASES grantees, guided by four evaluation questions: What progress have Oakland ASP programs made toward target enrollment and daily attendance rates? In what ways are programs providing high quality services? What changes in behavior, attitude, and skills are observed among ASP participants (i.e., direct outcomes)? What changes in academic performance are observed among participants (i.e., contributory outcomes)? Since 2010-11, OUSD has used the Youth Program Quality Assessment (YPQA) to drive ASP program evaluation, site-based continuous program improvement efforts, and professional development.²⁰

Data collection. SCs document their program activities, enrollment, and staffing levels. At each site, staff record daily participation in specific activities using pre-set rosters in the City Span data system, linked to OUSD's Edusoft student data system. This enables us to document attendance and to match participation records with school attendance and performance records (e.g., on CST and CELDT assessments, class grades, course credits), and compare participants' and non-participants' performance on these indicator. The evaluator will analyze these data and complete required CDE and federal 21st Century CCLC reports within the mandated time frames.

Program effectiveness and use of data. Our local evaluation includes a broader analysis of program structure, quality, and effectiveness as reflected in student outcomes and assessments from multiple stakeholders, including the students themselves. The table details the data sources/indicators used and their purpose in the evaluation.

Indicator	Administration	Used in Evaluation to...
CitySpan – Enrollment and attend-	Staff enroll youth into ASP using pre-set rosters linked to OUSD student data sys-	Match participation records with school performance records. Document attendance, number of youth served, and youth retention rate, progress in school at-

Figure 2. Theory of Change



ance records	tem and record daily participation in activities.	tendance and chronic absence rates.
CitySpan – Activity information	Staff complete menus with information on activity type, focus, and staffing.	Document the variety of activities provided and to complete 21 st CCLC federal reporting.
External Site Visit, utilizing YPQA	Evaluation Team and ASPO interview SC, conduct observation of activities, and follow-up interviews and surveys of staff.	Determine and summarize the degree to which after-school programs are providing high-quality services
Site YPQA Self-Assessment	SCs do self-assessment in fall to prepare for OUSD-led coaching visit.	Provide site-level perspectives on policies, procedures that that contribute to high quality youth development practices but are not observable during most site visits.
Youth, parent/ caregiver, teacher and principal surveys	Prepared by Evaluation Team, distributed by SCs. Conducted in May.	Explore youth & parent opinions about program quality (safety, relationships, engagement) and benefits (changes in social skills, connections with others, building new skills, exposure to new experiences, and benefits for families); and educator opinions about program quality, including support for school goals and contribution to youth's social/ academic growth.
Participant academic records	Provided by OUSD each summer and fall.	Document academic performance outcomes: English fluency (redesignation), academic improvement (CST ELA and Math performance; ELA/Math course grades).

Program improvement and use of data. The evaluator will use local and state evaluation data to provide formative and summative feedback on program strengths and challenges, document best practices, and make data-based recommendations for program improvement. Each March, the evaluator will submit an *Interim Report* summarizing available program performance and point of service quality data to the ASPO and OFCY, and post it online. The evaluator will prepare an *Annual Findings Report* by each October. It will include annual performance, point of service quality, and participant outcome data. It will highlight program strengths and best practices for possible replication at other sites, and make recommendations for program improvement based on program quality findings and outcomes in areas such as youth engagement, interaction, and quality of academic assistance. Venues for sharing and discussing interim and year-end findings and recommendations, and planning data-driven program improvements, will include yearly summer training institutes and evaluation orientation meetings, monthly SC meetings, staff trainings convened by the ASPO focused on particular aspects of program quality, and DAC convenings. At each school, the quality review team (including staff, parents, and community members) will review evaluation findings and use them to inform updates in the Community School Site Specific Plan. BACR will utilize evaluation results to develop an annual Quality Action Plan each Fall for each school, in which program leaders reflect on data to identify key areas for program improvement, and develop an action plan for staff capacity building to shore up these program areas.

Awareness of Results. OUSD and OFCY will share the Annual Findings Report with all ASP schools, program partners, and the larger community by posting it on our websites and presenting findings at School Board and OFCY meetings. Because OFCY derives its funding from the City of Oakland, we share the joint annual evaluation with the City Council, which reviews and approves the report at one of its meetings. At the

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

Award Calculator

CDS Code	School Name	School Type	Program Type	Days of Operation	Students Served	Amount Requested
01612596057046	Hoover Elementary	E	Family Literacy	0	0	\$20,000.00
01612596001978	Lafayette Elementary	E	Family Literacy	0	0	\$20,000.00
01612596072235	Martin Luther King, Jr. Elementary	E	Family Literacy	0	0	\$20,000.00
01612596002125	Preparatory Literary Academy of Cultural Excellence	E	Family Literacy	0	0	\$20,000.00
01612596057046	Hoover Elementary	E	Equitable Access	0	0	\$25,000.00
01612596001978	Lafayette Elementary	E	Equitable Access	0	0	\$25,000.00
01612596072235	Martin Luther King, Jr. Elementary	E	Equitable Access	0	0	\$25,000.00
01612596002125	Preparatory Literary Academy of Cultural Excellence	E	Equitable Access	0	0	\$25,000.00
01612596002125	Preparatory Literary Academy of Cultural Excellence	E	After School Supplemental	0	0	\$55,845.00
01612596057046	Hoover Elementary	E	After School Supplemental	0	0	\$56,835.00
01612596001978	Lafayette Elementary	E	After School Supplemental	0	0	\$67,365.00
01612596072235	Martin Luther King, Jr. Elementary	E	After School Supplemental	0	0	\$67,365.00
01612596002125	Preparatory Literary Academy of Cultural Excellence	E	After School Base	180	47	\$63,450.00
01612596057046	Hoover Elementary	E	After School Base	180	57	\$76,950.00
01612596001978	Lafayette Elementary	E	After School Base	180	83	\$112,050.00
01612596072235	Martin Luther King, Jr. Elementary	E	After School Base	180	83	\$112,050.00
					Total:	\$791,910.00

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

CORE Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Summer Academic Liaison/Coach, Certificated teachers on extended contract for specialized after school instruction	\$9,043.00
Classified Personnel Salaries	2000	School Safety Officers, Custodial, ASPO Program Manager for training and coaching; ASPO Coordinator for grant oversight	\$40,720.00
Employee Benefits	3000	Calculated at 15.98% for Certificated, and 22% for Classified staff	\$10,403.00
Books and Supplies	4000	STEM and enrichment supplies, Building Intentional Communities curriculum, field trips, office supplies, custodial supplies for after school and summer	\$47,016.00
Services & Other Operating Expenditures	5000	none	\$0.00
Subcontracts and Agreements	5100	BACR contracts to cover direct service academic and enrichment instructors, site coordination, program assistant, training and professional development; a	\$499,368.90
Capital Outlay	6000	none	\$0.00
Indirect Costs	7000		\$5,359.10
Total Amount Requested			\$611,910.00

Core and Summer Supplemental Budget Narrative**1000 Certificated Personnel**

Summer Academic Liaison/Coach (training and coaching support on academic supports and STEM programming; 1 Liaison/Coach x 32 hrs x 4 sites x \$30.12/hr = \$3,855 during the summer.

School year Academic Liaison (provided as match through ASES): 1 Liaison x 133 hrs x 4 sites x \$30.12/hr = \$16,024 will be provided as match.

Certificated Teacher Extended Contracts, for specialized academic support for high-need students. 2 sites are partially funded so will have reduced hours; 1 Teacher x 7 hrs x 32 weeks x \$23.16/hr = \$5,188 during the school year. (We are requesting Equitable Access funding for additional certificated teacher hours for this purpose.

2000 Classified Personnel

School Security Officer. 1 Officer per site x 4 sites x 3 hrs x 25 days x \$18/hr = \$5,400 during the summer.

Base Custodial salary. Covers portion of custodial cleaning costs at the 4 sites. 4 sties x 0.50 hrs x 180 days x \$20/hr (overtime) = \$7,200 during the school year.

Summer Custodial salary. 4 sties x 0.50 hrs x 25 days x \$20/hr (overtime) = \$1,000 during the summer.

OUSD ASPO Program Manager: training and coaching during the school year.

0.18FTE x \$90,000 annual salary = \$16,200. 0.10 FTE x \$90,000 annual salary = \$9,000 during the summer.

OUSD ASPO Coordinator (summer). 0.02 FTE x \$96,000 annual salary = \$1,920.

3000 Fringe/Benefits

Fringe/Benefits Certificated. 15.98% x Subtotal Certificated = \$829 during the school year and \$616 during the summer. \$2,561 will be provided as match.

Fringe/Benefits Classified. 22% x Subtotal Classified = \$5,148 during the school year and \$3,810 during the summer.

4000 Books and Supplies

Supplies (OUSD only, except for summer supplemental program costs - STEM and Enrichment programming supplies). \$5,200 x 4 sites = \$20,800 during the summer.

Building Intentional Communities curriculum. \$1,100 x 4 sites = \$4,400 during the school year

Field Trips. \$1,075 x 4 sites = \$4,300 during the school year. \$3,065 x 4 sites = \$12,260 during the summer.

Office supplies; training materials; custodial paper supplies used at sites. \$400 x 4 sites = \$1,600 during the school year. \$285 x 4 sites = \$1,140 during the summer.

Custodial Supplies. \$391 x 4 sites = \$1,564 during the school year. \$238 x 4 sites = \$952 during the summer.

5100 Subcontracts and Agreements

Bay Area Community Resources: Lead agency for ASP at all four sites.

Site Coordinator. Coordinates day-to-day programming, responsible for school day alignment, supervises staff, responsible for data collection, collaborates with all stakeholders, and responsible for program design and implementation. .096% FTE x \$52,000 annual salary x 4 coordinators plus 25% benefits rate = \$24,960 during school year (Bulk of Site Coordinator salary is covered by ASES and OFCY funding.)

Program Assistant, assists Site Coordinator with program scheduling, recruitment, program coordination, data collection, etc. 4 Assistants x 9.50 hrs x 38 weeks x \$16/hr plus 25% benefits rate = \$28,880 during the school year

STEM and academic class instructors. 8 instructors x 22 hrs x 36 weeks x \$15.00/hr plus 25% benefits rate = \$118,800 during the school year

After school Instructors/youth development leaders, for academic assistance and enrichment activities. 6 instructors x 22.00 hrs x 36 weeks x \$13.00/hr plus 25% benefits rate = \$77,220 during the school year

Training and Professional Development (Participant stipends, materials, etc.). 25.50 FTE Staff x \$133.41 per participant = \$3,402 during the school year. 71.50 FTE staff \$60 per participant = \$4,290 during the summer.

Specialized Enrichment Instructors, for enrichment classes. 4 instructors x 15 hrs x 36 weeks x \$15/hr plus 25% benefits rate = \$40,500 during the school year.

Coaching and Professional Development Manager, Provides training, coaching, and oversight of compliance quality assurance to sites. 3.50 sites x \$2,250 stipend plus 25% benefits rate = \$9,844 during the school year. 3.50 sites x \$2,000 stipend plus 25% benefits rate = \$8,750 during the summer.

Summer Site Coordinator. Coordinates day-to-day programming, responsible for school day alignment, supervises staff, responsible for data collection, collaborates with all stakeholders, and responsible for program design and implementation. 4 coordinators x 40 hrs x 6 weeks x \$25/hr plus 25% benefits rate = \$30,000 during the summer.

Summer Instructors for academic assistance and enrichment activities. 64 instructors x 20 hrs x 6 weeks x \$14/hr plus 25% benefits rate = \$134,400 during the summer.

BACR Administrative Expenses. @ 4% = \$11,662 during the school year and \$7,098 during the summer.

Total Direct Costs. \$362,179 during the school year and 245,291 during the summer. \$18,584 will be provided as match.

7000 Indirect Costs 5% x Direct Costs = \$2,321.44 during the school year and \$3,037.69 during the summer. \$929.22 will be provided as match.

Total Costs. \$364,500 during the school year and \$248,329 during the summer. \$19,514 will be provided as match.

Statement Regarding Consultation with Private Schools

Oakland Unified School District (OUSD) is applying to the California Department of Education for 21st CCLC funding for Hoover, Lafayette, MLK, Jr. and PLACE schools. We understand that, as part of the application process, we are required to consult with private schools in our enrollment area to determine their interest in participating in the program in some way.

On October 17, 2012, OUSD's After School Programs Coordinator from our After School Programs Office sent a memorandum to the Principals or Administrators of a total of **49 private schools** located in the City of Oakland in order to notify them of OUSD's plan to submit 21st CCLC and ASSETS grant applications; to describe the purpose of the grant programs; and to invite private schools to participate in the design and implementation of our program in order to meet the needs of their school communities. We generated the list of Oakland private schools from the CDE website: <http://www.cde.ca.gov/ds/si/ps/>. (Upon request, OUSD will provide this memorandum and a list of the schools who were sent the letter.)

In our letter, we requested that Oakland private schools that were interested in exploring whether we could collaborate through the 21st Century grant program to provide after-school services to their students should contact the OUSD After School Programs Office at (510) 273-1541 by October 31, 2012, so that we could schedule a consultation meeting with them. This consultation could cover issues such as how private school students' needs would be identified; enrollment priorities for private school students; which services might be offered for students and where; and resources the private school could contribute to the partnership.

After receiving our memorandum, the Principals of two private schools contacted us with questions about the OUSD 21st CCLC applications. St. Vincent Day Home was initially interested in the 21st CCLC grant program for their kindergarteners, then in learning more about grant requirements for program hours of operation, the Principal determined that it didn't make sense to integrate the school's students into OUSD's programs. St. Elizabeth's was interested in learning more about the OUSD after school efforts, but because they are already currently funded through the UC Berkeley grant for 21st CCLC programming, they were not interested in being part of our grant application.

Since no other private schools in Oakland have pursued our offer to consult with us regarding our 21st CCLC applications, we do not foresee integrating private school youth into our 21st CCLC programs.

**21st Century Community Learning Centers Program
Grant Application**

Outcome Measures Based upon Individual Program Focus

APPID: 13-04-01-81-21st-182

The 21st CCLC programs are required to select one or more outcome measures to demonstrate program effectiveness based on program focus and submit data for chosen measures annually (EC Section 8427(a)). Grantees may select STAR program test scores, skill development, or positive behavioral changes as the outcome measures that will be reported.

The CDE is required to identify or develop standardized procedures and tools to collect indicators from these outcome measures (EC Section 8427(c)). In collaboration with the University of California at Irvine, an online toolbox has been developed for this purpose and may be available to after school programs beginning in fall/winter 2012. At that time, grantees will be able to use the tools for internal program improvement purposes and/or use the tools to measure program outcomes as required by EC Section 8427. Participation is voluntary but strongly recommended by the ASD.

Programs selecting the STAR program test scores option as their outcome measure will not be required to use additional tools or protocols and may report their data using the Statewide Evaluation template located on the ASD Web site at:
<http://www.cde.ca.gov/ls/ba/as/>.

Please check one or more of the evaluation measures of program effectiveness that will be submitted annually to the CDE:

- ☒ Pupil STAR Program test scores.
- ☐ Skill development as reported by school day teachers or after school staff who directly supervise students.
- ☒ Positive behavioral changes as reported by school day teachers or after school staff who directly supervise

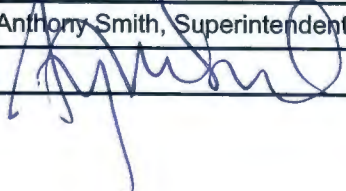
**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

Disqualification Form

The following items must be met for your application to be considered for Cohort 8 funding. If an applicant does not comply with these items the application will be disqualified. The Authorized Agent must sign below.

- Application must be received to the ASD by 5:00 p.m. on November 30, 2012. Postmarks will not be accepted. Failure to submit by the due date will result in the grant application being disqualified.
- Original signatures by Authorized Agent on all applicable pages. Signatures from other designees will not be accepted. Any forms not containing an Authorized Agent's signature will be disqualified.
- Certified Assurances
- A school site may be included in only one application in the Cohort 8 funding cycle. If a site is included in multiple applications, the site will be disqualified from all applications.
- Font/Formatting requirements as specified in RFA.
- A completed application as specified in the Application Package Checklist is required.

Agency Name	Oakland Unified
Name of Authorized Agent	Anthony Smith, Superintendent
Signature of Authorized Agent	

**21st Century Community Learning Centers Program
Grant Application**

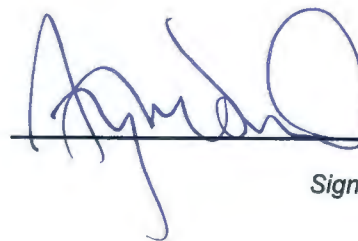
APPID: 13-04-01-81-21st-182

The Certified Assurances listed below are required to be signed by the Authorized Agent and submitted as part of the application package.

Note: All grantees are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances on the CDE Funding Forms Web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp>. Grantees should not submit general assurances to the CDE.

CERTIFIED ASSURANCES	
On behalf of the applicant agency, the Authorized Agent is to sign at the bottom of each page acknowledging understanding of and agreement with each Certified Assurance.	
Program Elements	
1	The program will primarily target students who attend schools eligible for Title I schoolwide programs. If the program will serve a private school, at least 40 percent of the students are from low-income families.
2	The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
3	The program will include an educational enrichment element that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
4	The program will provide a safe physical and emotional environment and opportunities for relationship-building and will promote active student engagement.
5	The program will collaborate and integrate with the regular school day program and other extended learning opportunities.
6	The program will provide a snack that conforms to the nutrition standards in the EC, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
7	The program will provide opportunities for physical activity.
8	The program will include a family literacy component.

I acknowledge understanding of and
agreement with Certified Assurances



Signature of Authorized Agent

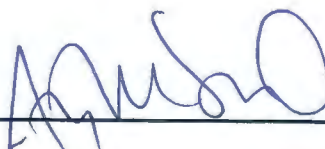
**21st Century Community Learning Centers Program
Universal Grant Application**

APPID: 13-04-01-81-21st-182

Core Application Narrative (Program Plan)

9	The community was given notice of the intent to submit this application and the application and any waiver request will be available for public review after submission of the application.
10	The program will target students and the families of such students who attend schools eligible for school wide programs in which not less than 40 percent of the children are from low-income families.
11	Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).
12	The program was developed, and will be carried out; in active collaboration with the schools the children attend.
13	The program will review Program Plans every three years. This review is to include, but not be limited to, program goals, program content, and outcome measures that the grantee will use for the next three years and, any other information requested by the CDE. New program goals may be selected for the following three years during the grant renewal process.
14	The program acknowledges that the CDE will monitor the Program Plan review as part of its on-site monitoring process.
15	The program will notify the CDE if the program goals or outcome measures are changed.
16	The program will identify the federal, state, and local programs that will be combined or coordinated for the most effective use of public resources.
17	The program will prepare a plan for continuing the program beyond federal grant funding.

I acknowledge understanding of and
agreement with Certified Assurances



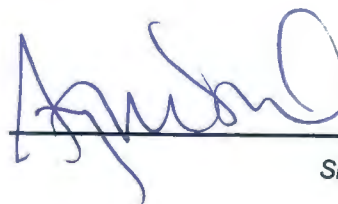
Signature of Authorized Agent

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

Program Operations	
18	The program will take place in a safe and easily accessible facility.
19	The program will maintain a student-to-staff member ratio of no more than 20:1.
20	The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
21	The program will operate for a minimum of 15 hours per week.
22	The program will operate until at least 6:00 p.m., on every regular school day.
23	The program will establish a reasonable early release policy for students attending the after school component.
24	For middle/junior high school students priority for enrollment will be given to students who attend daily.
25	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.
Site Staff and Volunteers	
26	The program will establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide, pursuant to the policies of the district.
27	Selection of the program site supervisors are subject to the approval of the school site principal.
28	Staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law and in compliance with school district, private school, or agency policy.

I acknowledge understanding of and
agreement with Certified Assurances



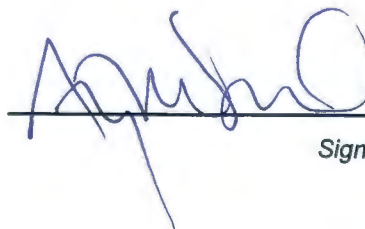
Signature of Authorized Agent

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

Staff Training and Development	
29	The program will provide staff training and development.
Other Sites	
30	Off-site programs will be aligned with the educational and literacy components of the program with participating students' regular school programs.
31	Off-site programs will comply with all statutory and regulatory requirements of those conducted on the school site.
Attendance and Evaluation Measures	
32	The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE, and provide all required information on a timely basis.
33	The program will annually provide participating students' regular school day attendance.
34	The program will semiannually provide participating after school students' program attendance.
35	The program will provide STAR test results.
36	The program will use standardized procedures and tools to collect indicators from outcome measures per EC Section 8484.
Fiscal Issues	
37	All fiscal reporting and auditing standards required by the CDE will be followed.
38	Any agency receiving 21st CCLC funds will use the funds to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs.
Private School Consultation	
39	The applicant must conduct timely and meaningful consultation with appropriate private school officials in the service area of the schools to be served during the design and development of the programs described in this application.

I acknowledge understanding of and
agreement with Certified Assurances



Signature of Authorized Agent

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

**Collaborative Signatures
Representative Sampling (only) of Stakeholders**

Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youths, and representatives of participating schools and sites; e.g., classroom teachers, custodial staff, support staff, etc., governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Roma Groves
Professional Title of Collaborative Member:	Principal
Address:	960 10 th St.
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	510-874-3381
Signature and Date:	Roma Groves, 11/14/12

Name of Collaborative Member:	DALACIA McMillian
Professional Title of Collaborative Member:	Student
Address:	2230 Chesnut St.
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	
Signature and Date:	Dalacia McMillian 11/15/12

Name of Collaborative Member:	Monica Parks
Professional Title of Collaborative Member:	PARENT
Address:	917 Filbert St.
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	510-485-1472
Signature and Date:	M. Parks, Nov. 15, 2012

Name of Collaborative Member:	Barbara Davis
Professional Title of Collaborative Member:	Teacher
Address:	960 10 th St.
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	510-874-3381
Signature and Date:	Barbara Davis 11/16/12

Attach additional sheets, if necessary.

**21st Century Community Learning Centers Program
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Name of Collaborative Member:	Deitra Atkins
Professional Title of Collaborative Member:	Principal
Address:	880 Brockhurst St.
City, State, Postal Code:	Oakland, CA 94608
Phone Number:	(510) 879-1700
Signature and Date:	Deitra Atkins 11/15/12

Name of Collaborative Member:	Ashunda Williams
Professional Title of Collaborative Member:	Teacher
Address:	880 Brockhurst St.
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	(510) 879-1700
Signature and Date:	Ashunda Williams 11/15/12

Name of Collaborative Member:	Diana Bolanos
Professional Title of Collaborative Member:	Parent
Address:	1660 112nd Ave #10
City, State, Postal Code:	San Leandro CA 94578
Phone Number:	510 830 6740
Signature and Date:	Diana Bolanos 11/15/12

Name of Collaborative Member:	Andrew Diamond
Professional Title of Collaborative Member:	Student
Address:	2923 West St
City, State, Postal Code:	Oakland Cal
Phone Number:	(510) 575-4006
Signature and Date:	Andrew Diamond

Attach additional sheets, if necessary.


**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	Parent
Address:	984-34- St-
City, State, Postal Code:	Oakland - CA 94608
Phone Number:	(510) 910-15-63
Signature and Date:	 11-15-12

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	Parent
Address:	Oakland, CA 94612
City, State, Postal Code:	94612
Phone Number:	510-830-7489
Signature and Date:	Marlene Brown 11-15-12

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	Parent
Address:	3901 Webster St. #10
City, State, Postal Code:	Oakland Ca. 94609
Phone Number:	(510) 653-8069
Signature and Date:	Mike Wangle 11-15-12

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	Parent
Address:	1809 Filbert St 11 OAKLAND CA 94607
City, State, Postal Code:	OAKLAND CA 94607
Phone Number:	(510) 830-5227
Signature and Date:	Elaine Montoya

Attach additional sheets, if necessary.

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	SDC Teacher
Address:	1700 Market St.
City, State, Postal Code:	Oakland Ca 94607
Phone Number:	(510) 874-4527
Signature and Date:	Jacqueline Smith

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	First Grade Teacher
Address:	1700 Market St.
City, State, Postal Code:	Oakland CA 94607
Phone Number:	(510) 874-7774
Signature and Date:	Sharon Brown 15 Nov 2012

Name of Collaborative Member:	Lafayette
Professional Title of Collaborative Member:	Teacher
Address:	1700 Market St.
City, State, Postal Code:	OAKLAND 94607
Phone Number:	510 874-7774
Signature and Date:	[Signature] 11/11/12

Name of Collaborative Member:	LAFAYETTE
Professional Title of Collaborative Member:	TEACHER, GRADE 1/2
Address:	525 ALLEN ST.
City, State, Postal Code:	OAKLAND, CA 94609
Phone Number:	(415) 734-7242
Signature and Date:	[Signature]

Attach additional sheets, if necessary.

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Penna Taylor
Professional Title of Collaborative Member:	SSO
Address:	2282 80 th ave
City, State, Postal Code:	Oakland CA, 94605
Phone Number:	510-706-6135
Signature and Date:	Penna Taylor 11-14-2012

Name of Collaborative Member:	Cicely A. Deo
Professional Title of Collaborative Member:	Teacher
Address:	920 Campbell Street
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	(510) 874-3334
Signature and Date:	Cicely A. Deo 11-14-12

Name of Collaborative Member:	Addisababa Brown
Professional Title of Collaborative Member:	Student
Address:	1714 13 th willow
City, State, Postal Code:	Oakland CA 94607
Phone Number:	(510) 706-8333
Signature and Date:	Addisababa Brown

Name of Collaborative Member:	LoTrice M. Thomas
Professional Title of Collaborative Member:	Parent
Address:	1689 12 th St #A
City, State, Postal Code:	Oakland Ca. 94607
Phone Number:	510-987-6998
Signature and Date:	LoTrice Thomas 11-14-12

Attach additional sheets, if necessary.

Appendix

Table of Contents

Attachments

References for Core Proposal Narrative.....	A-1
Oakland Out of School Time 2011-2012 Program Profile, MLK.....	A-2
Site Plan, Strategic Priority F. Extended Learning Time, Lafayette	A-3
Sample Program Schedule.....	A-4

Appendix 1

References for Core Proposal Narrative

- ¹ Preparatory Literacy Academy of Cultural Excellence – or P.L.A.C.E. @ Prescottt.
- ² California Healthy Kids Survey. Hoover Elementary and MLK, Jr. Elementary. 2011-12. Main Reports.
- ³ Based on spring 2012 California Standards Test results in ELA and Math.
- ⁵ 2011-12 California Physical Fitness Test results.
- ⁶ Governor's Office of Gang and Youth Violence Policy. Juvenile Arrests in California, 1999-2009. 2010.
- ⁷ Oakland PD. Oakland Youth Homicide Study. School-Age Victims Age 5 to 18. 2001-10.
- ⁸ Urban Strategies Council. City of Oakland. Community Police Beats ranked by 2011 Stressor Index.
- ⁹ Public Profit. Oakland Out of School Time 2011-12 Program Profiles. Hoover, Lafayette, MLK, PLACE.
- ¹⁰ Wednesdays are early release days and the ASP begins when school is out at 1:30.
- ¹¹ Developmental Studies Center programs designed for out-of-school settings, which use cooperative games, story-book based activities, and science projects to promote children's math understanding, excitement about science, science knowledge and inquiry abilities, and cooperation and teamwork skills.
- ¹² Using the Caring School Communities curriculum at Hoover, and Second Step at Lafayette, MLK, and PLACE.
- ¹³ Durlak JA, et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, (82)1, pp. 405-432.
- ¹⁴ School Demographic Characteristics. 2012 Growth API Reports for target schools. CDE Dataquest.
- ¹⁵ In the 2012-13 school year OFCY is investing \$4,183,564 in OUSD's school-based ASPs and is also partnering with OUSD in funding the evaluation of these programs.
- ¹⁶ Based on the *Youth Development Framework of Practice* developed by Community Network for Youth Development.
- ¹⁷ Developed by Be the Change.
- ¹⁸ Of students at high risk of poor outcomes based on factors such as chronic absence and failing grades.
- ¹⁹ Smith C, Devaney T, Sugar S. Quality and Accountability in the Out-of-School Time Sector. *New Directions for Youth development*, Number 121, Spring 2009.
- ²⁰ The YPQA is a nationally tested, research-based observation tool that sets a high standard for program quality based on best practices for youth development programming.

Oakland Out of School Time 2011 - 12 Program Profile

M.L. King, Jr.

After school programs in Oakland Unified offer academic support, recreation, enrichment, and sports to students. Supported by public funding from the California Department of Education, this after school program is open to all students at the

school. Activities at this program may include homework help, tutoring, subject-area clubs, arts and crafts, music and drama, and other student-requested topics. The program is staffed by a full-time coordinator and part-time youth workers.

At some after school programs, school-day teachers work in the program, as well.

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	11-12 Units of Service	10-11 UOS % Towards Target	11-12 UOS % Towards Target	10-11 Progress Toward Attendance (CDE)	11-12 Progress Toward Attendance (CDE)	10-11 Participation Rate	11-12 Participation Rate
This Program	149	170	48,880	57,036	91%	219%	123%	151%	80%	71%
Overall	190	178	71,587	63,230	111%	133%	106%	105%	87%	85%

Enrollment: The number of unduplicated children and youth served.

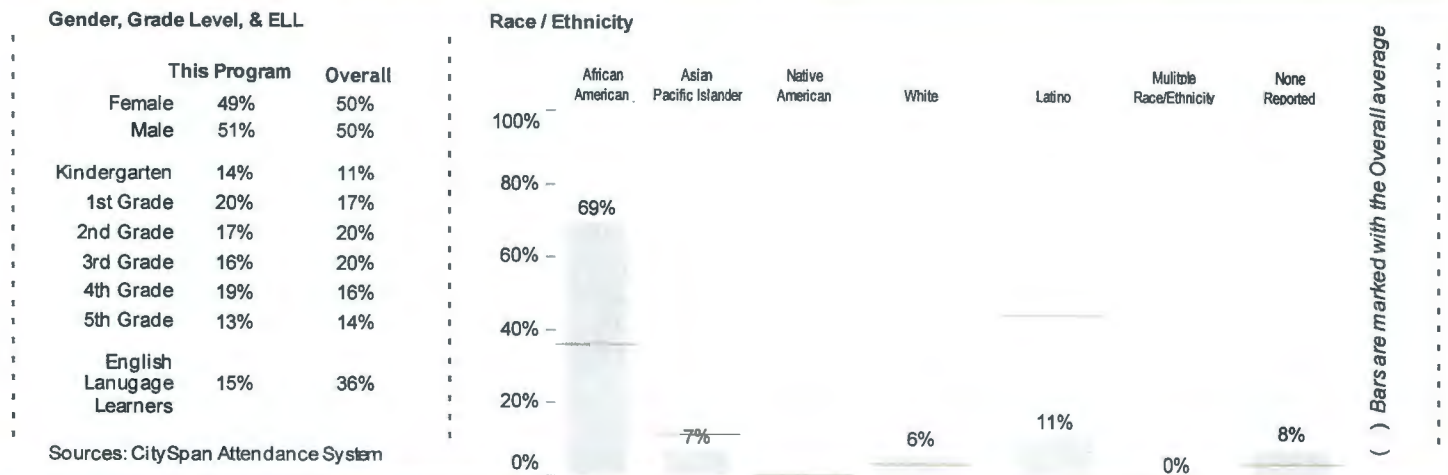
Units of Service (UOS): The number of service hours, a key measure of program capacity.

Attendance Goal: The targeted attendance goal is set at 85% of the program's capacity, per CDE. Progress towards that goal is measured by unique visits.

Participation Rate: Measures the frequency with which youth attended. This rate is calculated for those activities that require ongoing participant involvement; drop in activities are not included in calculation.

Sources: CitySpan Attendance System

Participant Demographics



Youth Outcomes by Theme

ABOUT YOUTH OUTCOMES

Out-of-school time programs have direct influences on youth, which in turn contribute to other outcomes. Examples of these direct outcomes include students' safety, exposure to new experiences, improved social skills and peer relations, and stronger connections with school and the work world. Students' self-reports are the basis for addressing these direct outcomes. The figures reported on this table are composite measures. See page 3 on how these are calculated.

Parent/Caregivers and host school staff are also surveyed for this purpose. To see a full listing of survey items and responses, see page 3.

	This Program	Overall
Caring Adults	93%	95%
Communication and Social Skills	67%	79%
School Engagement	58%	80%
Sense of Mastery & Accomplishment	86%	89%
Decision Making	81%	87%
Career Exploration	73%	76%
Wellness	56%	77%
N=57		2,869

Sources: Youth survey, March 2012 - May 2012. Data is not reported for questions with less than 5 respondents.

M.L. King, Jr.

Point of Service Quality

Site visits provide observationally based data about key components of program quality. Each site received 2 visits; one from the evaluation team and one from OUSD. Visits were conducted between September 2011 and May 2012 using the School Age Program Quality Assessment (SAPQA).

POS Quality Rating: Performing

Description of Quality Domains

Safe Environment: Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

Supportive Environment: Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.

Interaction: There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.

Engagement: Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

Academic Climate: Activities in the program intentionally promote the development of key academic skills and content-area knowledge.

What the Ratings Mean

(1) A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice was not implemented in accordance with best practices in youth development.

(3) A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.

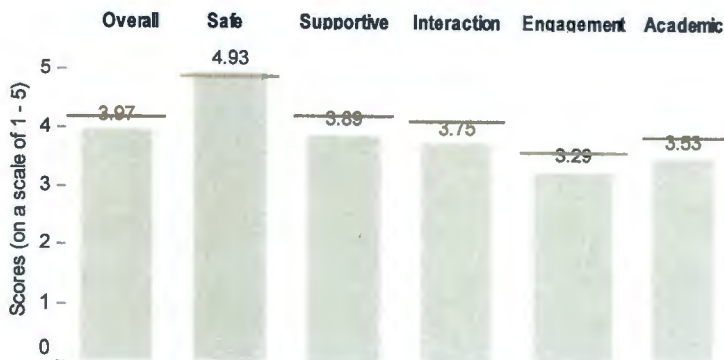
(5) A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

POS Quality Ratings

Thriving: Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.

Performing: Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.

Emerging: Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.



Horizontal lines across bars = citywide average for the grade group

	% 1 Ratings		% 5 Ratings	
	This Program	Overall	This Program	Overall
Safe Environment	0%	1%	95%	93%
Supportive Environment	7%	4%	55%	66%
Interaction	0%	4%	40%	62%
Engagement	9%	12%	17%	37%
Academic Climate	0%	7%	25%	51%
Overall	3%	5%	52%	65%

COMPOSITE SCORES The table to the right lists the composite scores for each Point of Service domain. The percentage is calculated based on respondents who respond positively to a proportion of the total number of survey items within each domain; that proportion is listed under each domain header below.

	Safety Youth = 3/4	Supportive Youth = 2/3	Interaction Youth = 2/2	Engagement Youth = 2/2	Academic Youth = 2/2
This Program	51%	97%	68%	56%	60%
Overall	71%	95%	81%	70%	50%

I. Safe Environment: Youth Survey Responses

I feel safe in this program.

In this program, I have been made fun of for the way I look or talk. (% disagree)

In this program, I have been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around. (% disagree)

I feel like people are happy to see me here.

This Program	Overall
91%	90%
44%	62%
53%	69%
67%	87%

II. Supportive Environment: Youth Survey Responses

I learn new things here.

The staff in this program expects me to try hard to do my best.

The staff here tells me when I do a good job.

This Program	Overall
95%	90%
96%	96%
88%	91%

III. Interaction: Youth Survey Responses

I feel like I belong at this program.

In this program, I get to help other people.

This Program	Overall
84%	90%
77%	88%

IV. Engagement: Youth Survey Responses

In this program, I get to decide things like activities and group agreements.

The staff members here listen to what I have to say.

This Program	Overall
74%	78%
76%	86%

V. Academic Climate: Youth Survey Responses

This program has helped me feel more confident about going to college.

This program has helped me to learn good study skills (like reading directions, taking tests).

This Program	Overall
64%	54%
98%	88%

M.L. King, Jr.

Direct Outcomes

COMPOSITE SCORES The table below lists the composite scores for each direct outcome domain. The percentage is calculated based on respondents who respond positively to a proportion of the number of survey items within each domain; that proportion is listed under each domain header below.

Teachers were asked to select what they see as the top 3 areas of strength for the OST program, as well as the top 3 areas of improvement. Teachers had a variety of options to select from, and survey items are included below, but not reported as a composite.

	Safety Youth = NA Parent = 2/2	Caring Adults Youth = 2/3 Parent = 2/3	Family Engagement Youth = NA Parent = 5/6	Communication Social Skills Youth = 3/4 Parent = NA	School Engagement Youth = 2/2 Parent = NA	Sense of Mastery & Accomplishment Youth = 2/3 Parent = 1/1	Decision Making Youth = 1/1 Parent = NA	Career Exploration Youth = 1/1 Parent = 1/1	Academic Behavior Youth = NA Parent = 1/1	Wellness Youth = 3/4 Parent = 1/1
Youth	NA	93%	NA	67%	58%	86%	81%	73%	NA	56%
Overall	See POS	95%		79%	80%	89%	87%	76%	See POS	77%
Parent	81%	100%	66%			95%		66%	98%	85%
Overall	69%	96%	54%	NA	NA	89%	NA	63%	93%	87%

Safety

	This Program	Overall
Parent: The after school program is a safe place for my student.	95%	99%
Parent: Selected that they worry less about their student during OST hours.	80%	70%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "**Keeping students safe**" as one of their top 3 ranked choices.

-- 182 of 428

Caring Adults

Youth: I trust the adults in this program.	91%	92%
Youth: There is an adult at this program who really cares about me.	93%	93%
Youth: I can ask an adult for help if I have a serious problem.	89%	93%
Parent: My student feels comfortable with the after school staff.	100%	96%
Parent: At least one after school program staff recognizes me when I visit.	100%	97%
Parent: There is an adult in this program my student can talk to about her or his problems.	93%	86%

Family Engagement

Parent: There is opportunity for parent participation in this program.	98%	89%
Parent: Selected that they know more about what goes on in the school day.	73%	57%
Parent: Selected that they get chances to see what their student is learning (through events like performances and presentations).	63%	68%
Parent: I feel better prepared to support my student in school and in life.	63%	63%
Parent: I feel more comfortable at my child's school.	83%	63%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "**Engaging parents/caregivers with their child's school**" as one of their top 3 ranked choices.

-- 46 of 428

Communication and Social Skills

Youth: This program helps me talk about my feelings.	58%	72%
Youth: This program helps me listen to others.	81%	85%
Youth: In this program, I get to help other people.	77%	88%
Youth: This program helps me to make friends.	71%	83%

School Engagement

Youth: This program has helps me feel like part of my school.	79%	87%
Youth: This program has helps me care about my school.	70%	88%

Sources: Youth survey, March 2012 - May 2012.

Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted.

M.L. King, Jr.

Direct Outcomes

Sense of Mastery & Accomplishment/ Self-Esteem

	This Program	Overall
Youth: I am better at something that I used to think was hard.	81%	83%
Youth: This program has helped me work hard toward my goals.	82%	90%
Youth: This program helps me feel good about my skills.	84%	89%
Parent: In this program, my student has opportunities to develop leadership skills.	95%	89%

Decision Making

Youth: This program helps me to take care of problems without having to fight.	81%	87%
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Career Exploration

Youth: This program helps me to think about the future.	73%	76%
Parent: In this program, my student learns about college and career options.	66%	63%
Teacher: This program supports the following goal for our school - College exploration and readiness.	0%	48%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Providing career exploration opportunities" as one of their top 3 ranked choices.

--	8 of 428
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Academic Behavior

Parent: This program helps my student get his or her homework done on time.	98%	93%
Teacher: The after school program supports the following goals for our school - English Learner student's language development.	0%	55%
Teacher: The after school program supports the following goals for our school - Student academic success.	75%	85%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Providing homework assistance" as one of their top 3 ranked choices.

--	275 of 428
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Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Help students improve their academic content knowledge" as one of their top 3 ranked choices.

--	56 of 428
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Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Help students improve study skills" as one of their top 3 ranked choices.

--	56 of 428
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Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Help EL students improve fluency and comprehension" as one of their top 3 ranked choices.

--	18 of 428
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Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Help students improve their test-taking skills" as one of their top 3 ranked choices.

--	7 of 428
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Wellness

Youth: This program helps me make good choices about my health.	67%	83%
Youth: This program helps me eat more healthy foods (like fruits and vegetable).	66%	80%
Youth: This program helps me learn about healthy foods to eat.	65%	80%
Youth: This program helps me like to exercise more.	72%	84%
Parent: In this program, my student learns about healthy eating.	85%	87%
Teacher: This program supports the following goals of our school - Student fitness and health.	100%	87%

Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Helping students eat healthier" as one of their top 3 ranked choices.

--	12 of 428
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Teacher Ranking of Top 3 Strengths: Staff at this program's host school were asked to assign first, second, and third rankings to a list of 17 possible choices. The figure on the right indicates the number of teachers who selected the item "Helping students exercise more" as one of their top 3 ranked choices.

--	98 of 428
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Youth Survey N =	57	2,869
Parent Survey N =	41	2,544
Teacher Survey N =	0	458

Sources: Youth survey, March 2012 - May 2012.

Youth and Parent survey responses represent the % of youth who answered "Yes" to the question, unless otherwise noted in the question text. Teacher surveys report the % of respondents who answered "Agree" to the choices Agree, Disagree, or Don't Know, unless otherwise noted. Data is not reported for questions with N < 5.

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Contributory Outcomes

EL Redesignation Rate

% Redesignated youth in this program	4%
N =	27
All programs in this grade level	16%
N =	2,803

Redesignated Youth by ASP Days Attended

1 - 30 days	0%
31 - 60 days	0%
61 or more days	0%
	0% 20% 40% 60% 80% 100%

School Day Attendance Rate

School day attendance rate for youth in this program	93%
N =	168
All programs in this grade level	96%
N =	7,230

California Standards Test Results for ASP Participants

	N=	Below / Far Below				Basic		Proficient / Advanced			
		This Program	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12	This grade level in 11-12	This Program in 10-11	This Program in 11-12
CST: ELA Results by Participant Demographics	African American	42	1,017	55%	38%	28%	29%	38%	33%	17%	24%
	American Indian	0	8	0%	0%	25%	0%	0%	0%	0%	75%
	Asian / Pacific Islander	6	440	17%	50%	10%	50%	33%	27%	33%	17%
	Hispanic / Latino	10	1,490	30%	60%	29%	30%	30%	35%	40%	10%
	Race/Ethnicity Unknown	0	137	0%	0%	18%	0%	0%	30%	0%	0%
	White	4	76	0%	0%	16%	0%	0%	12%	0%	0%
	ELL	11	1,055	27%	64%	43%	27%	36%	41%	45%	0%
	Overall	62	3,168	45%	42%	25%	31%	35%	32%	24%	23%
CST: Math Results by Participant Demographics	African American	42	1,013	33%	50%	24%	33%	24%	26%	33%	26%
	American Indian	0	8	0%	0%	13%	0%	0%	25%	0%	0%
	Asian / Pacific Islander	6	441	0%	17%	5%	33%	50%	14%	67%	33%
	Hispanic / Latino	10	1,492	30%	40%	21%	10%	20%	24%	60%	40%
	Race/Ethnicity Unknown	0	137	0%	0%	18%	0%	0%	21%	0%	0%
	White	4	75	0%	0%	8%	0%	0%	12%	0%	0%
	ELL	11	1,057	0%	18%	28%	27%	45%	29%	73%	36%
	Overall	62	3,166	27%	44%	19%	29%	24%	23%	44%	32%

Sources: Cityspan Attendance System, OUSD

Data above is for youth both 2010-11 and 2011-12 data is available. Results for any groups where N < 5 is masked for confidentiality reason.

M.L. King, Jr.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Lafayette Elementary

Principal: EDDIE SCRUGGS SMITH

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Data

- According to 125 of 311 (40%) participate in the Afterschool program coordinated by Bay Area Community Resources.
- 98 of 311 students (32%) of our students have adult mentors of the BOOST Program that provide extended day mentoring.

Data Analysis

- In spite of the high participation rate of students in extended learning programs, there needs to be a stronger emphasis upon academic achievement than enrichment.
- The work of the Academic Liaison will increase communication of student learning objectives to afterschool mentors and tutors.
- Extended learning opportunities must bolster schoolwide focus areas such as: Balanced Literacy, STEM and MILE.

Theory Of Action

- The faculty & Administration of Lafayette believe that IF we provide

Afterschool and supplemental learning opportunities that serve as an extension of the regular school day, THEN student achievement will increase.

- IF our Full-Service Community School increases opportunities that support education of the "whole family", THEN community literacy rates will increase.
- IF we maintaining an Academic Liaison to ensure alignment of regular day and extended-learning, THEN student reach their academic potential and objectives.

Strategies	Indicators	ST Group	Timeline	Owner	Strategic Action	Budget Res.
Provide Monday through Thursday classes of English Language for Second Language Learners.	Parent participation, increased English language development as measured by observation and assessments.	English Learners	October 2012 - May 2012	Parents, OUSD Adult Education Department	Increase literacy of English learner parents and guardians.	N/A
Provide refreshments for Parent Education activities.	Sign-in sheets, observation of parent participation.		October 2012 - May 2013	Principal, Administrative Assistant, Parents	Provide refreshments for Parent Education activities.	N/A
Provide Afterschool Program to include enrichment activities as well as activities that extend the academic components of the regular school day.	Formative and summative assessments	All Students	Sept. 2012 - June 2013	Principal	Partnership with Bay Area Community Resources.	Non-SSC approved
Provide Afterschool Program to include enrichment activities as well as activities that extend the academic components of the regular school day.	Formative and summative assessments	All Students	Sept. 2012 - June 2013	Principal	Provide funding for Academic Liaison to improve communication with teachers.	Funded by Community Partner

Sample Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:15-1:35			Team Building (BIC)		
1:35-1:55			Snack		
1:55 - 3:15			Academic Hour: Homework Skill Building Stations		
2:40-3:00	Snack	Snack		Snack	Snack
3:00-4:30 3:15 - 4:30 on Wednesdays	Academic Hour: Homework Skill Building Stations	Academic Hour: Homework Skill Building Stations Academic Intervention	Enrichment Rotations: Garden/Nutrition, Destiny Arts, Visual Art, Sports/Recreation	Academic Hour: Homework Skill Building Stations Academic Intervention	Enrichment Rotations: Teambuilding: BIC, Brothers on the Rise (Spring only), Cheerleading, Sports/Recreation
4:30-5:30	Enrichment Rotations: Garden/Nutrition, Visual Art, Sports/Recreation, Team building: BIC	Enrichment Rotations: Science, Visual Art, Sports/Recreation, Team building: BIC	Enrichment Rotations: Garden/Nutrition, Destiny Arts, Visual Art, Sports/Recreation	Enrichment Rotations: Science, Visual Art, Sports/Recreation, Team building: BIC	Enrichment Rotations: Teambuilding: BIC, Brothers on the Rise (Spring only), Cheerleading, Sports/Recreation
5:30-6:00	Academic games	Academic games	Academic games	Academic games	Academic games

Appendix

Table of Contents

Letter of Agreement

Oakland Unified School District

City of Oakland, Oakland Fund for Children and Youth

National Summer Learning Association

Partnerships for Children and Youth

Bay Area Youth Agency Consortium/AmeriCorps, Hoover

Bay Area Youth Agency Consortium/AmeriCorps, MLK

Be the Change Consulting

Brothers on the Rise, Hoover

Brothers on the Rise, Lafayette

Coaching Corps, Lafayette

Coaching Corps, MLK

Destiny Arts, Hoover

Destiny Arts, Lafayette

Prescott Circus Theater, Lafayette

Prescott Circus Theater, PLACE

techbridge

University of California, Berkeley (BUILD)

University of California, Berkeley (C.R.E.A.T.E.)

Memorandum of Understanding

Oakland Unified School District

Bay Area Community Resources



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT'S OFFICE

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

November 26, 2012

Michael Funk
Director, After School Division
California Department of Education
1430 N Street, Sacramento, CA 95814

Dear Mr. Funk:

Oakland Unified School District has implemented 21st Century Community Learning Center (21st CCLC) programs and After School Safety and Education programs since 2002. The 21st CCLC program provides beneficial academic assistance, enrichment, physical fitness activities, family literacy, and other supports for students at our schools and their families. The program is also invaluable in ensuring that young people are supervised and safe during the high-risk after-school hours. OUSD's after school programs have grown and improved over time, and now reach more than 16,000 students each school year.

I am writing this letter to outline our district's commitments to supporting 21st CCLC program implementation for the 2013-2018 period at four West Oakland Elementary Schools: Hoover Elementary Lafayette Elementary Martin Luther King, Jr. Elementary, and Preparatory Literary Academy of Cultural Excellence (PLACE) schools. These four elementary after school programs are part of a districtwide network of 75 elementary, middle, and high school programs funded by ASES and 21st CCLC grant dollars. The following details the in-kind resources OUSD will contribute to supporting the West Oakland schools and OUSD comprehensive after school programs districtwide:

- 1) OUSD's After School Programs Office (ASPO), part of the Family, Schools, and Community Partnerships Department (FSCP), will coordinate our overall 21st CCLC program. We will provide an ASPO Coordinator to oversee and coordinate the Program, and liaise with our schools, other OUSD departments, partner agencies, the outside evaluator, and the grantor. We will provide four After School Program Managers to provide training, technical assistance, coaching, and program monitoring for 21st CCLC program sites in the East, Central, and West/North Oakland regions of the city, and for OUSD's network of high schools. We will provide a Contracts Manager, Technical Skills Assistant, and FSCP Finance Program Manager to support grants management, contracts

management, and fiscal monitoring and processing. We will provide a Community School Partnerships Director and Associate Superintendent to support and align the 21st CCLC program with the district's strategic plan for full service community schools development, and OUSD's new social and emotional learning initiative with the national Collaborative for Academic, Social, and Emotional Learning (CASEL). OUSD will provide over \$65,000 per year in staff time and other Family, Schools, and Community Partnerships Department resources as a match for the 21st CCLC grant.

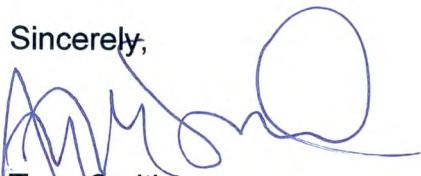
- 2) OUSD's After School Programs Office will provide a schedule of training workshops to the After School Site Coordinators and activity leaders provided by ASPO staff and our partner lead agencies, and will facilitate a professional learning community for the Site Coordinators each month, to support their work, share information and best practices, and problem solve. Training and related costs which the OUSD After School Programs Office will contribute to this effort are valued at approximately \$27,000 per year.
- 3) OUSD will provide access to facilities at each of the schools listed above, including libraries, classrooms, technology labs, fields, health and wellness centers, and other campus spaces as needed to offer activities to students and families.
- 4) OUSD schools listed above will provide 21st CCLC staff with access to equipment and supplies, including duplication equipment, computers, printers, office supplies, phones, and other supplies for use in the program.
- 5) School leadership at each 21st CCLC school site will provide on-site coaching, support, and monitoring of Site Coordinators and participate in monthly collaborative planning meetings with after school lead agency partners to ensure alignment between after school and school day goals, and to ensure that 21st CCLC academic and enrichment activities support content standards and complement classroom instruction.
- 6) School leadership at 21st CCLC school sites will implement Coordination of Services Teams that will foster coordination between after school, other service providers, and school resources in order to meet the holistic needs of students and families and maximize resources.
- 7) OUSD will provide summer academic programs that will complement 21st CCLC summer enrichment. The value of OUSD's contribution to the schools included in this application is approximately \$53,000 per year.
- 8) OUSD's Leadership, Curriculum, and Instruction Department (LCI) will provide content-specific professional development, curriculum, and resources to 21st CCLC programs to support the alignment of after school and school day instruction in math, science, and English language arts; facilitate integration of the new content core standards into after school programming; and provide focused supports and intervention resources for English language learners and students performing below grade level. LCI will also provide resources and training in support of after school gardening, physical activity, and nutrition

education. LCI's staff time and resources contributing to the overall 21st CCLC programs are valued at approximately \$14,000 per year.

- 9) OUSD's Research, Assessment, and Data (RAD) Department will provide data (i.e. attendance, academic performance) to the ASPO periodically in order to help target recruitment and specific 21st CCLC services to the students who most need support. In addition, RAD will provide data on 21st CCLC students and non-21st CCLC students to the ASPO and Evaluator to assist in documenting program attendance, profiling participants, and documenting outcomes, and in undertaking program evaluation. Research, Assessment, and Data Department staff time and resources contributing to the overall 21st CCLC programs are valued at approximately \$10,000 per year.
- 10) OUSD's Financial Services Dept. will provide an Accountant and Fiscal Associate who will work with ASPO staff to monitor grant funds, ensure compliance with all internal fiscal monitoring controls and procedures, and ensure timely completion of quarterly 21st CCLC expenditure reports. The value of OUSD's Fiscal Services Department's resources in support of OUSD 21st CCLC programs is valued at approximately \$24,000 per year.
- 11) OUSD's Student and Family Engagement Unit and Family Literacy Program Manager will work closely with ASPO personnel to leverage community resources and provide parent leadership opportunities, family conferences, and family literacy resources that will increase parent participation in the schools; support parents' educational goals; and empower parents to be full partners in their children's education. OUSD in-kind resources in support of 21st CCLC family literacy goals are valued at approximately \$10,000 per year.
- 12) OUSD's Translations Unit will provide translations of program enrollment materials, surveys, and other parent communication in multiple languages to meet the language needs of participating families and provide equitable access.
- 13) OUSD's Behavioral Health Unit, including its violence prevention/positive school climate resources, will work with ASPO personnel and 21st CCLC after school programs to provide relevant trainings on topics including Restorative Justice, positive behavioral supports, positive school climate, CPS reporting, and violence prevention; and will coordinate crisis response and services of mental health providers, as needed, for program sites. The value of OUSD's Behavioral Health resources in support of OUSD 21st CCLC programs is at least \$25,000 per year.
- 14) OUSD's Nutrition Services Department will provide nutritious snacks for all students attending the program each day. Additionally, Nutrition Services will also provide suppers to at least 300 students in West Oakland 21st CCLC programs. The value of these snacks and supper meals is \$235,000 per year.
- 15) OUSD's ASPO and Communications Department will publicize the 21st CCLC program to OUSD students, families, and the community, through the OUSD website, newsletters, and other outreach.
- 16) On an ongoing basis, OUSD will seek funding and other resources to sustain and strengthen the 21st CCLC program during and after the 2013-18 grant period.

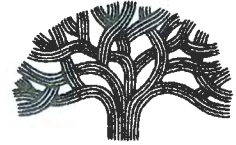
Overall, OUSD will contribute over \$463,000 per year in matching resources to the 21st Century Community Learning Center grant being requested in this application, for the duration of the 2013-2018 21st Century grant period.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tony Smith', with a large, stylized loop at the end.

Tony Smith
Superintendent

CITY OF OAKLAND



LIONEL J. WILSON BUILDING • 150 FRANK H. OGAWA PLAZA, SUITE 4216 • OAKLAND, CALIFORNIA 94612

Department of Human Services
Children & Youth Services Division

(510) 238-6379
FAX (510) 238-4971
TDD (510) 238-3254

November 26, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the West Oakland elementary school after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

The Oakland Fund for Children and Youth (OFCY) was established in 1996, when Oakland voters passed the Kids First! Initiative (Measure K), an amendment to the City Charter, to support direct services to youth under 21 years of age. In a special election in 2009 Measure D replaced Measure K and reauthorized funding for the Oakland Fund for Children and Youth for an additional twelve years (2010-2022). Measure D (formerly known as Measure K) sets aside 3% of the City's unrestricted General Fund and requires a three-year strategic plan to guide the allocation of funds.

The Oakland Fund for Children and Youth (OFCY) provides strategic funding to support Oakland's children and youth from birth to 20 years of age to become healthy, happy, educated, engaged, powerful and loved community members. Leveraging our efforts with partners for greater collective impact towards social and economic equity, we build the capacity of community agencies to work together to fully develop each child's potential, achieve positive outcomes, and promote the positive contributions of children and youth to Oakland's greatness.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Collaborate with OUSD in the implementation of the OUSD Strategic Investment Plan, development of full service community schools, and alignment between City of Oakland and school district efforts, in support of Oakland youth and families.
- As aligned with the OFCY Strategic Plan, provide OFCY match funding to OUSD school-based after school programs through a competitive grant application process for lead agency partners. Past annual funding from OFCY to OUSD school based after school programs have totaled approximately \$4 million annually, with approximately \$300,000 annually for the four schools included in this application: Hoover, Lafayette, MLK, Jr., and PLACE elementary schools.
- Work in partnership with the OUSD After School Programs Office to provide training and technical assistance to elevate the quality of Oakland after school programs.
- Collaborate with other project partners to help make the project activities and design of the 21st CCLC programs responsive to the needs of participants and the Oakland community.
- Collaborate with the district and its other partners to evaluate key program outcomes, and contribute approximately \$65,000 annually to the annual Oakland After School evaluation project- a shared project of the City of Oakland and Oakland Unified School District.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Programs for the duration of the 2013-2018 grant period, pending City of Oakland resources and priorities set in the OFCY Strategic Investment Plan, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at (510) 238-7163 or staylor@oaklandnet.com if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Sandra Taylor
Children and Youth Services Manager



www.summerlearning.org

800 Wyman Park Drive, Suite 110
Baltimore, MD 21211-2837

410-856-1370 *phone*

410-856-1146 *fax*

Gary Huggins
Chief Executive Officer

Melissa Baal Guidorizzi
Chief Operating Officer

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November 20, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

The National Summer Learning Association (NSLA) serves as an intermediary 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. 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.

We offer professional development, quality assessment and evaluation, systems building and strategic consulting to states, school districts, community organizations, and funders. Our efforts are focused on achieving the following results:

- Increase the number of providers offering high-quality summer learning programs to young people living in poverty;
- Increase the number of organizations and policymakers that identify summer learning as a public policy priority; and
- Increase funding for high-quality summer learning programs for young people who currently lack choices and opportunities.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- As a member of NSLA's New Vision for Summer School Network, OUSD staff will participate in quarterly webinars with subject matter experts and twice annual meetings with more than 20 other school districts nationally who are focused on reimagining the role of summer learning in school improvement and student success. Estimated value over five years: \$50,000.

In delivering this support, NSLA also commits to:

- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The total value of the National Summer Learning Association's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$50,000

The total value of the National Summer Learning Association's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$414,000.

We anticipate providing support for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact Sarah Pitcock at 410-856-1370 ext. 404 or sarah@summerlearning.org to further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for your students and their families, but for the city of Oakland as a whole.

Sincerely,



Gary Huggins
CEO, National Summer Learning Association

Connecting Communities and Schools to Resources
So Every Child Can Thrive.



PARTNERSHIP FOR CHILDREN AND YOUTH

November 20, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Partnership for Children and Youth brings together government, education, philanthropic, nonprofit, business and community leaders realize a simple but powerful vision: All children and youth enjoy an equal opportunity for a healthy, happy and successful future. The mission of the Partnership for Children and Youth is to ensure that school-age children and youth living in low-income communities have the support and the opportunities they need and deserve to be successful in school and in life. We help schools secure the resources necessary to provide after-school and summer programs, health care, and nutritious meals – the things we know children need to succeed and thrive.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Provide support for OUSD's 21st CCLC after school programs by linking these to PCY's ongoing professional development and technical assistance program. The in-kind value of this resource is estimated at \$1,000/year x Five Years = \$5,000
- Provide comprehensive support for the OUSD's efforts to create high-quality summer programs that will bolster academic achievement through a reduction in summer learning loss and create safe and enriched environments for students. This will involve multiple forms of professional development and technical assistance, including:

- Professional development and technical assistance for summer site supervisors focusing on:
 - Strengthening summer program structure;
 - Developing youth learning goals; and
 - Ensuring summer program quality/improvement through evaluations and assessments.
- Professional development and technical assistance for summer line staff focusing on:
 - Connecting youth learning goals to lessons/activities;
 - Engaging all youth through cooperative learning structures; and
 - Developing a summer learning culture.

The in-kind value of this resource is estimated at \$6,500/year x Five Years = \$32,500

In delivering this support, PCY also commits to:

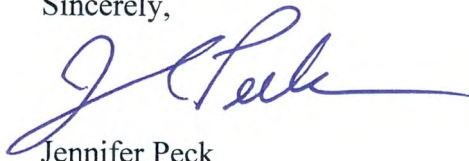
- Collaborating with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborating with the district and its other partners to evaluate key program outcomes.

The total estimated annual value of the services provided by Partnership for Children and Youth to support the OUSD's 21st Century Community Learning Center Program will be \$7,500/year x Five Years = \$37,500

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-830-4200 x1601 or at Jennifer@partnerforchildren.org, or contact Katie Brackenridge at x1604 or Katie@partnerforchildren.org, if we can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Jennifer Peck
Executive Director



**BAY AREA YOUTH AGENCY CONSORTIUM
AMERICORPS**



November 15, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Bay Area Youth Agency Consortium (BAYAC) AmeriCorps members at Hoover Elementary support and engage students in providing volunteer service to improve the lives of youth in at-risk communities and to cultivate leaders committed to making a positive impact in their communities.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Americorp member provides homework and academic support for program participants
- Americorp member writes lesson plans, use learning targets and instructional strategies
- Americorp member create, plan, and facilitate engaging enrichment and physical activities for students
- Americorp member actively supervise and ensure student safety at all time.

The annual value of BAYAC commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$14,000.00.



**BAY AREA YOUTH AGENCY CONSORTIUM
AMERICORPS**



We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at (510) 525-9980 x7307 and/arivera@bayac.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read "Adolfo Rivera", is written over a horizontal line.

Adolfo Rivera
Director of National Service Programs



BAY AREA YOUTH AGENCY CONSORTIUM AMERICORPS



November 15, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Bay Area Youth Agency Consortium (BAYAC) AmeriCorps members at Martin Luther King Elementary support and engage students in providing volunteer service to improve the lives of youth in at-risk communities and to cultivate leaders committed to making a positive impact in their communities.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Americorp member provides homework and academic support for program participants
- Americorp member writes lesson plans, use learning targets and instructional strategies
- Americorp member create, plan, and facilitate engaging enrichment and physical activities for students
- Americorp member actively supervise and ensure student safety at all time.

The annual value of BAYAC commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$14,000.00.



**BAY AREA YOUTH AGENCY CONSORTIUM
AMERICORPS**



Please contact me at (510) 525-9980 x7307 and/arivera@bayac.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read "Adolfo Rivera", is written over the word "Sincerely,".

Adolfo Rivera
Director of National Service Programs

November 28, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Be the Change Consulting provides high quality learning experiences for organizations to reach their creative potential. We do this through an intentional process that connects core values to organizational outcomes.

Our Building Intentional Communities curriculum and support is specially designed for practitioners of afterschool programs. These field-tested activities will support any program to integrate Social Justice Principle, connect Youth Development Theory, and build a Professional Learning Community. Building Intentional Communities aligns with OUSD's efforts to support the Social-Emotional Learning of our students as well as the development of Safe, Healthy & Supportive Schools.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- 1) Building Intentional Communities "Intensives": A cohort of elementary sites is participating in a 3-year capacity building initiative. Participating after school program sites receive:
 - program design training
 - Building Intentional Communities curriculum sets
 - quarterly trainings to learn climate building strategies, align staff facilitation practices, and behavior guidance techniques to move youth from extrinsic to intrinsic motivators
 - opportunity to participate in monthly learning community where they will receive curriculum and lesson plans to implement a weekly "Leaders of Tomorrow" after school elective course that will teach 3rd – 5th graders conflict transformation skills, teambuilding, social justice analysis, and youth-led community change projects

- on-site co-teaching sessions to support after school staff to implement climate change strategies
- anticipated 3-year capacity-building support
- Participating sites will then be expected to implement the Leaders of Tomorrow course as an after school elective 1-2 times per week for up to 60 third to fifth grade students in the after school program. Students will gain leadership skills and practice social and emotional learning skills through relevant and meaningful experiential learning in this class.
- These sites receive additional onsite coaching and support for this implementation.

2) Building Intentional Communities “Elective”: (similar to above, but without on-site coaching support).

Participating cohort sites receive:

- program design training
- after school staff will have the opportunity to participate in monthly learning community where they will receive curriculum and lesson plans to implement a weekly “Leaders of Tomorrow” after school elective course that will teach 3rd – 5th graders conflict transformation skills, teambuilding, social justice analysis, and youth-led community change projects
- Participating sites will then be expected to implement the Leaders of Tomorrow course as an after school elective 1-2 times per week for up to 60 third to fifth grade students in the after school program. Students will gain leadership skills and practice social and emotional learning skills through relevant and meaningful experiential learning in this class.

3) Building Intentional Community and Math Learning Community

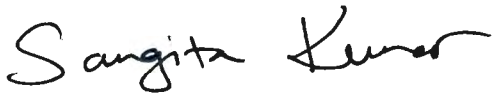
Be The Change is working in partnership with the OUSD After School Programs Office and Math Department to support an elementary Math Learning Community for a cohort of after school program sites. This learning community meets monthly to provide curriculum and strategies to elementary after school staff on age-appropriate after school math activities that support the new common core math standards. Trainings are delivered jointly by an OUSD math coach and a Be the Change trainer. Curriculum involves experiential, youth development activities that provide 1st graders with the opportunity to practice math skills and more deeply explore math concepts aligned to the common core standards. The intent of this project is to couple students’ math learning with social-emotional supports and to ground after school math curriculum in solid youth development practice.

The annual value of Be the Change’s commitment to supporting the Oakland Unified School After School Programs efforts to support the Social-Emotional Learning of our students as well as the development of Safe, Healthy & Supportive Schools is approximately \$200,000.

We anticipate providing these resources to the Oakland Unified School District’s 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization’s resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland’s students and families.

Please contact me at (510) 684-2357 and/or sangita@bethechangeconsulting.com if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Sangita Kumar
Founder & Principal



Developing Boys Into Men

Strengthening Systems

Building a Movement

November 19, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

As a committed partner of Bay Area Community Resources (BACR) and other lead agencies in Oakland, Brothers on the Rise (BOTR) has provided high quality out of school time programming over the past four years which empower boys to grow into responsible, peaceful, caring and productive young men. Our cascading mentorship model engages boys in life skills and leadership development, while placing young men to assist adult males in group facilitation. Besides internalizing attributes they teach boys, young men gain valuable career development skills in human services and particularly work with boys and young men of color (BYMOC). As a dual direct service and technical assistance provider, BOTR implements this model and provides support for schools, nonprofits and public sector agencies to launch similar initiatives. The expertise we've developed allows us to offer training, curricula, coaching, consultation, and convening to build community capacity and facilitate systems change so core institutions serving BYMOC do so more effectively. This letter is in support of our partnership with BACR at Hoover Elementary.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Facilitation of after-school boys life skills and leadership development groups

- Training and technical assistance for BACR to implement cascading mentorship using young men as assistant facilitators and role models for boys
- Program supplies and events, including field trips and family completion ceremonies
- Program coordination, administration and fund development activities
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of BOTR's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$10,000.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-599-3582 or jon@brothersontherise.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,


Jon Gilgoff
Executive Director



Developing Boys Into Men

Strengthening Systems

Building a Movement

November 19, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

As a committed partner of Bay Area Community Resources (BACR) and other lead agencies in Oakland, Brothers on the Rise (BOTR) has provided high quality out of school time programming over the past four years which empower boys to grow into responsible, peaceful, caring and productive young men. Our cascading mentorship model engages boys in life skills and leadership development, while placing young men to assist adult males in group facilitation. Besides internalizing attributes they teach boys, young men gain valuable career development skills in human services and particularly work with boys and young men of color (BYMOC). As a dual direct service and technical assistance provider, BOTR implements this model and provides support for schools, nonprofits and public sector agencies to launch similar initiatives. The expertise we've developed allows us to offer training, curricula, coaching, consultation, and convening to build community capacity and facilitate systems change so core institutions serving BYMOC do so more effectively. This letter is in support of our partnership with BACR at Lafayette Elementary.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Facilitation of after-school boys life skills and leadership development groups

- Training and technical assistance for BACR to implement cascading mentorship using young men as assistant facilitators and role models for boys
- Program supplies and events, including field trips and family completion ceremonies
- Program coordination, administration and fund development activities
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of BOTR's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$3,000.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-599-3582 or jon@brothersontherise.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,


Jon Gilgoff
Executive Director

November 9, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

Board of Trustees

Wally Haas, Chair

Steven Bell

Parker Blackman

ivitch Cohen

Mark Gainey

Ira Hirschfield

John Levin

Jennifer Maxwell

Greg McAdoo

James McGillicuddy

Angela Nomellini

Tom Patterson

Joan Ryan

Kevin Skelly

Dave Stewart

Deborah Stipek

The Honorable
Thelton Henderson

Sylvia Mei-ling Yee

Executive Director

Janet Carter

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Coaching Corps is a non-profit organization committed to placing motivated college students and community members who serve as volunteer coaches, mentors and role models to boys and girls in afterschool sports programs like Lafayette Elementary. We improve the health, educational and social outcomes for kids living in struggling communities through the power of service and sport.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Recruitment of college students and community members to assist as coaches with after school sports curriculum.
- Training and professional development for volunteer coaches and partner sites to equip OUSD 21st CCLC After School Program staff and volunteers to effectively coach OUSD youth.
- Support structured physical activities that foster safety, physical activity, teambuilding, youth engagement and skill-building for OUSD youth.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants.

The annual value of Coaching Corps' commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$1,000 per coach placed.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at (510) 496-5113 if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that

funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Talia Nagar', with a stylized, flowing script.

Talia Nagar
Managing Director of Programs

November 9, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

Board of Trustees

Wally Haas, Chair

Steven Bell

Farker Blackman

Mitch Cohen

Mark Gainey

Ira Hirschfield

John Levin

Jennifer Maxwell

Greg McAadoo

James McGillicuddy

Angela Nomellini

Tom Patterson

Joan Ryan

Kevin Skelly

Dave Stewart

Deborah Stipek

The Honorable
Thelton Henderson

Sylvia Mei-ling Yee

Executive Director

Janet Carter

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Coaching Corps is a non-profit organization committed to placing motivated college students and community members who serve as volunteer coaches, mentors and role models to boys and girls in afterschool sports programs like MLK Jr. Elementary. We improve the health, educational and social outcomes for kids living in struggling communities through the power of service and sport.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Recruitment of college students and community members to assist as coaches with after school sports curriculum.
- Training and professional development for volunteer coaches and partner sites to equip OUSD 21st CCLC After School Program staff and volunteers to effectively coach OUSD youth.
- Support structured physical activities that foster safety, physical activity, teambuilding, youth engagement and skill-building for OUSD youth.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants.

The annual value of Coaching Corps' commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$1,000 per coach placed.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at (510) 496-5113 if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that

funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Talia Nagar', with a long horizontal flourish extending to the right.

Talia Nagar
Managing Director of Programs



November 9, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Destiny Arts Center provides innovative after-school and weekend violence prevention programming that integrates performing and martial arts with practical awareness and conflict resolution skills. Our purpose is to teach children and young adults tools to inspire positive and effective participation in their schools and communities. We currently offer a capoeira and a theater arts residency at Hoover Elementary School in Oakland.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Youth and parents/caregivers from Hoover Elementary School participate in Destiny's annual Unity Day/Open House where they take free classes and a workshop focused on our 5 Fingers of Violence Prevention.
- Destiny offers one free Professional Development workshop per semester for teachers and afterschool staff focused on integrating performing arts and conflict resolution into in-school and after-school classes valued at \$800

- Destiny staff to assist OUSD and its others partners in planning and monitoring the OUSD 21st CCLC After School Program, valued at \$200 per year.
- Destiny will share data collected through our bi-annual surveys, which measures, among other categories, students' development in specific art skills, ability to resolve conflicts peacefully and stronger relationships amongst peers. This service is valued at \$1000
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and collaborate with the district and its other partners to evaluate key program outcomes.
- Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC After School Program, so that it provides maximum benefits to youth and their families.
- Partner with OUSD in securing additional funding sources to subsidize the cost of programs. The value of these additional revenue streams is \$2,000
- Subsidize the general operations and administrative cost of the program in order to provide a year-long Destiny residency at Hoover. The school would not otherwise have the funds to support the full program. Service valued at \$1,000.

The annual value of Destiny Arts Center's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$5,000.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at (510) 597 – 1619 or salim@destinyarts.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Salim Rollins
Outreach Programs Director



November 9, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Destiny Arts Center provides innovative after-school and weekend violence prevention programming that integrates performing and martial arts with practical awareness and conflict resolution skills. Our purpose is to teach children and young adults tools to inspire positive and effective participation in their schools and communities. We currently offer a capoeira and a theater arts residency at Lafayette Elementary School in Oakland.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Youth and parents/caregivers from Lafayette Elementary School participate in Destiny's annual Unity Day/Open House where they take free classes and a workshop focused on our 5 Fingers of Violence Prevention.
- Destiny offers one free Professional Development workshop per semester for teachers and afterschool staff focused on integrating performing arts and conflict resolution into in-school and after-school classes valued at \$800

- Destiny staff to assist OUSD and its others partners in planning and monitoring the OUSD 21st CCLC After School Program, valued at \$200 per year.
- Destiny will share data collected through our bi-annual surveys, which measures, among other categories, students' development in specific art skills, ability to resolve conflicts peacefully and stronger relationships amongst peers. This service is valued at \$1000
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and collaborate with the district and its other partners to evaluate key program outcomes.
- Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC After School Program, so that it provides maximum benefits to youth and their families.
- Partner with OUSD in securing additional funding sources to subsidize the cost of programs. The value of these additional revenue streams is \$2,000
- subsidize the general operations and administrative cost of the program through a California Arts Council grant. Service valued at \$4,500.

The annual value of Destiny Arts Center's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$8,500.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at (510) 597 – 1619 or salim@destinyarts.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Salim Rollins
Outreach Programs Director



Prescott Circus Theatre
2425 E. 28th St.
Oakland, CA 94601
510-967-0355 www.prescottcircus.org

November 9, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

The Prescott Circus Theatre is a nationally recognized out of school time performing arts education program that provides underserved Oakland youth with important skills for school and live success while promoting community service. Our organization is now in its 29th year. Each year, over 150 3rd-5th grade Oakland public elementary students receive intensive training with professional artists through school based, after school and summer programs. Through hands-on experience, students learn circus and theater skills and techniques, develop their own performance pieces, make historical and cultural connections, and learn to critique performances by themselves and others. They perform juggling, acrobatics, unicycling, stiling, Hambone body percussion, hip hop dance, balancing, and clown acts throughout the Bay Area. Our culturally conscious curriculum incorporates the State of California Content Standards for Performing Arts and we go to great lengths to apply Positive Youth Development best practices to serve our deserving students. Our program at **Lafayette Elementary School** represents one of our outreach programs.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following services at **Lafayette Elementary School** in order to further leverage a 21st CCLC grant for OUSD:

- After school circus /performing arts classes for at least 18 3rd-5th grade students. Students learn with professional artists and adult staff 4 hours/week, October - December.
Components of the after school program include:
 - After school homework assistance for at least 18 circus arts students, twice weekly, for a total of 2 hours/week. October – December.
 - Performance opportunities for at least 18 3-5th grade circus arts students. Participants present two culminating performances for their school and greater community. Students also have the opportunity to perform at special events throughout Oakland.
 - Opportunities to attend professional live performances as audience members to support the students own understanding and appreciation for the arts.



Prescott Circus Theatre
2425 E. 28th St.
Oakland, CA 94601
510-967-0355 www.prescottcircus.org

The annual value of The Prescott Circus Theatre's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$9,500.00.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-967-0355 and/or dhunt@prescottcircus.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink that reads "David Hunt".

David Hunt
Executive/Artistic Director
Prescott Circus Theatre
510-967-0355
dhunt@prescottcircus.org
www.prescottcircus.org



Prescott Circus Theatre
2425 E. 28th St.
Oakland, CA 94601
510-967-0355 www.prescottcircus.org

November 9, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

The Prescott Circus Theatre is a nationally recognized out-of-school-time performing arts education program that provides underserved Oakland youth with important skills for school and live success while promoting community service. Our organization is now in its 29th year. Each year, over 150 3rd-5th grade Oakland public elementary students receive intensive training with professional artists through school based, after school and summer programs. Through hands-on experience, students learn circus and theater skills and techniques, develop their own performance pieces, make historical and cultural connections, and learn to critique performances by themselves and others. They perform juggling, acrobatics, unicycling, stilting, Hambone body percussion, hip hop dance, balancing, and clown acts throughout the Bay Area. Our culturally conscious curriculum incorporates the State of California Content Standards for Performing Arts and Positive Youth Development best practices. Our program at **PLACE@Prescott Elementary School** is the heart of our program where at least 25 3rd-5th grade students train throughout the entire school year to become the Prescott Circus Performance Company and represent themselves and their community in proud and powerful ways.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following services at **PLACE@Prescott Elementary School** in order to further leverage a 21st CCLC grant for OUSD:

- After school circus /performing arts classes for at least 25 3rd-5th grade students. Students learn with professional artists and adult staff 8 hours/week, September – June. Total Value: \$68,835.00
Components of the after school program include:
 - After school homework assistance for at least 17 circus arts students, twice weekly, 2 hours/week, October – May.
 - Year – round performance opportunities for at least 25 3-5th grade students. We facilitate student performances at community events, festivals, and self-produced



Prescott Circus Theatre

2425 E. 28th St.

Oakland, CA 94601

510-967-0355 www.prescottcircus.org

shows, serving at over 50 events for over 20,000 people annually throughout Oakland and the greater Bay Area.

- Year-round opportunities to attend professional live performances as audience members to support the students own understanding and appreciation for the arts.
- 5-week Summer Circus and Academic Program for at least 25 3rd-7th grade students. Students receive 66 hours of circus/performing arts instruction and 66 hours of academic instruction. Total Value: \$37,900.00
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of The Prescott Circus Theatre's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$106,735.00.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-967-0355 and/or dhunt@prescottcircus.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

David Hunt
Executive/Artistic Director
Prescott Circus Theatre
510-967-0355
dhunt@prescottcircus.org
www.prescottcircus.org



November 28, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith:

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District (OUSD) and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. Techbridge recognizes the importance of after school programming in promoting academic success and career readiness and shares OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming to West Oakland elementary schools, in order to provide a significant positive impact on student achievement, health, and well-being; enrich student learning; and enable families to gain literacy skills and support services.

Techbridge is a nonprofit organization that empowers girls to realize their dreams through science, technology and engineering. Our dynamic programming inspires youth of underserved backgrounds to pursue academic and career paths in the sciences. We work with families, providing science resources, and collaborate with role models, teachers, and partners to provide girls with career guidance and academic support. Since 2000, Techbridge has served over 3,500 girls in grades 5-12 through after school and summer programs, primarily targeting socio-economically disadvantaged communities in and around Oakland.

In addition, Techbridge also provides training and resources to support after-school staff in bringing science to their programs. Techbridge partners with the Oakland After School Program on a Science Learning Community, providing professional development and curriculum for more than 20 sites. Techbridge is also providing professional development for summer programming for OUSD in conjunction with the Partnership for Children & Youth. Through these efforts we have demonstrated success for the resources and professional development on which the proposed program builds.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- We will help support the Science Learning Community and provide professional development and coaching for after school programs in West Oakland;
- We will share the Techbridge curriculum that is inquiry-based and promotes science and engineering skills and provides career exploration resources along with training materials to promote the successful engagement of role models in after-school programs;
- We will offer Techbridge's resources to promote family engagement including the Bay Area Family Science Guide along with online ideas to support hands-on science activities;

Techbridge · 7700 Edgewater Drive, Suite 519 · Oakland, CA 94621 · 510.777.9170
www.techbridgegirls.org

UNIVERSITY OF CALIFORNIA, BERKELEY
DIVISION OF STUDENT AFFAIRS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

CAL CORPS PUBLIC SERVICE CENTER
505 ESHLEMAN HALL, #4550
BERKELEY, CALIFORNIA 94720-4550
TEL 510.642.3916 FAX 510.643.0326

November 19, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

BUILD (Berkeley United in Literacy Development) is one of the largest literacy tutoring programs in the East Bay, serving 900 youth at 22 school or community programs in Berkeley and Oakland. Our tutors are current UC-Berkeley college students who provide one-to-one literacy tutoring at Martin Luther King Jr. Elementary Afterschool Program with an emphasis on reading for fun.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Expertise and curriculum in literacy programming including word work, fluency practice, or reading comprehension
- Training for volunteer tutors in partnership with district literacy specialists to equip OUSD 21st CCLC After School Program staff and volunteers to effectively work with OUSD youth.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of UC BUILD's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$15,000.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-642-5753 or carriedonovan@berkeley.edu if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Carrie Donovan
K-12 Programs Manager
Cal Corps Public Service Center

UNIVERSITY OF CALIFORNIA, BERKELEY
DIVISION OF STUDENT AFFAIRS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

CAL CORPS PUBLIC SERVICE CENTER
505 ESHLEMAN HALL, #4550
BERKELEY, CALIFORNIA 94720-4550
TEL 510.642.3916 FAX 510.643.0326

November 19, 2012

Tony Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

We are pleased to provide this Letter of Agreement reflecting our commitment to join with the Oakland Unified School District and its other community partners in providing services to students and their families who participate in the after school programs described in this application for 21st Century Community Learning Center funding. We share OUSD's commitment to improving outcomes for OUSD students and their families. We support OUSD's 21st CCLC application to expand high quality after school and summer programming in Oakland, in order to provide a significant positive impact on student achievement, health, and well-being, enrich student learning, and enable families to gain literacy skills and support services.

Creative Residencies for Emerging Artists Teaching Empowerment (C.R.E.A.T.E.) is an arts-in-service internship program that allows undergraduate students from the University of California at Berkeley to contribute their skills in visual arts, dance, theater, and creative writing to meet student and community needs in Martin Luther King Jr. Elementary After School Program.

We are pleased to join with other partners to support the activities identified by this proposal, and commit to provide the following in order to further leverage a 21st CCLC grant for OUSD:

- Recruitment and orientation of UC-Berkeley students to teach After School enrichment arts, theater, and dance curriculum in a series of classes.
- Training and guidance for volunteer interns to equip OUSD 21st CCLC After School Program staff and volunteers to effectively work with OUSD youth.
- Expertise and curriculum in arts, theater and dance to provide creative means for identity exploration to OUSD youth.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

102 SPROUL HALL • BERKELEY, CA 94720-2430

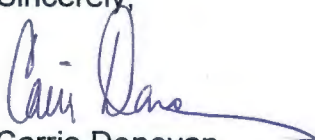
DEAN OF STUDENTS • CAL CORPS PUBLIC SERVICE CENTER • CENTER FOR STUDENT LEADERSHIP FRATERNITY & SORORITY AFFAIRS •
STUDENT INVOLVEMENT • OFFICE OF STUDENT CONDUCT • ATTORNEY FOR STUDENTS

The annual value of Cal CREATE's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$1,200.

We anticipate providing these resources to the Oakland Unified School District's 21st CCLC After School Program for the duration of the 2013-2018 21st CCLC grant period, as our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 510-642-5753 or carriedonovan@berkeley.edu if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read "Carrie Donovan", with a long horizontal flourish extending to the right.

Carrie Donovan
K-12 Programs Manager
Cal Corps Public Service Center



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT'S OFFICE

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

**Memorandum of Understanding
2013 - 2018
Oakland Unified School District**

**For Elementary After School Programs
at the following Program Improvement Schools:**

Hoover Elementary
Lafayette Elementary
Martin Luther King, Jr. Elementary
Preparatory Literary Academy of Cultural Excellence
(PLACE)

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is by and between the **OAKLAND UNIFIED SCHOOL DISTRICT** ("Oakland Unified") on behalf of the schools listed above and Bay Area Community Resources ("Partner").

The parties to this MOU agree that this document shall only be binding if Oakland Unified is awarded a 21st Century 21ST CCLC grant by June 30, 2013.

RECITALS

- A. Oakland Unified and Bay Area Community Resources intend to collaborate to jointly deliver high-quality 21st Century Community Learning Centers (CLCs) at Hoover Elementary, Lafayette Elementary, Martin Luther King, Jr. Elementary, and Preparatory Literary Academy of Cultural Excellence (PLACE). The goals of each CLC are:
1. To create, develop, refine, evaluate and sustain successful out-of-school-time programs that support students academically and provide enrichment programming;
 2. To provide their families with family literacy and other supports so that they can more effectively support their children's educations; and

3. To integrate into the CLC the existing array of school support programs at the schools listed above in a seamless, comprehensive support system.

Oakland Unified and Bay Area Community Resources have engaged the school communities, affected youth, and community organizations in a comprehensive planning process which has resulted in the program design being proposed for the After School Programs at Hoover Elementary, Lafayette Elementary, Martin Luther King, Jr. Elementary, and Preparatory Literary Academy of Cultural Excellence (PLACE). This process of organizational collaboration and engagement with the community and the affected youth will continue for the life of the program. We the undersigned hereby commit to collaborative decision making and planning on behalf of youth and families in our community.

- B. Oakland Unified and Bay Area Community Resources have made good faith efforts to reach out to private schools in our enrollment areas to ensure equitable access to students in those schools.
- C. The purpose of this MOU is to support Oakland Unified's application for 21st Century Community Learning Centers Program grant funding for after school programs beginning in the 2013-14 school year. Specifically, this MOU describes the paid services that will be provided by Partner in the delivery of CLC services, and the voluntary commitments from Partner not intended to be reimbursed by 21st Century CLC Program funds. This MOU additionally describes the commitments of the Oakland Unified School District in this application.
- D. The parties to this MOU intend that Bay Area Community Resources will assist Oakland Unified to maximize the funding resources available to support and sustain the CLCs.

NOW, THEREFORE, the parties agree as follows:

- A. Program Support. Oakland Unified shall provide adequate space at Hoover Elementary, Lafayette Elementary, Martin Luther King, Jr. Elementary, and Preparatory Literary Academy of Cultural Excellence (PLACE) for the CLCs.
- B. Management Services by Partners. Bay Area Community Resources will provide management and human resources services to the CLCs during the entire Term of this MOU.
- C. Training and Planning. Oakland Unified will invite selected Bay Area Community Resources staff members to participate in relevant in-service training and will invite them to participate in those planning activities as are reasonably determined by Oakland Unified to be relevant to the work of the Partner's staff members.
- D. Consultation, Advice and Assistance. Bay Area Community Resources will provide consultation, advice and assistance to the CLCs and Oakland Unified in maximizing other revenue sources which could support the CLCs on a sustainable basis.
- E. Collaboration and Governance. Oakland Unified, Bay Area Community Resources, and the school sites will participate in a collaborative governance process that includes the voices of children, youth, families, and other community stakeholders. We will meet regularly as a collaborative to maximize our effectiveness by coordinating efforts and leveraging resources. We

will utilize a rigorous evaluation to inform our collaborative about program achievements and challenges, and we will make data-driven decisions about program improvement.

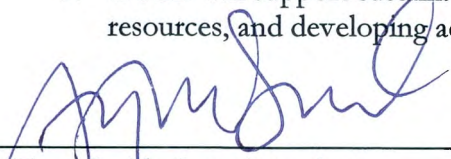
Term and Termination. This MOU shall commence on the Effective Date and shall continue until June 30, 2018 unless sooner terminated pursuant to this paragraph. Either party may terminate this MOU prior to expiration upon 30 days written notice to all parties.

NOW THEREFORE, the Parties Further Agree as follows:

Oakland Unified will provide the following resources in support of CLCs:


1. Through its After School Programs Office and Family, Schools, and Community Partnerships Department, OUSD will leverage resources from other District departments (i.e. Leadership, Curriculum, and Instruction Dept., College and Career Readiness Office, Behavioral Health Unit) and from community partners (i.e. Region IV Training and Technical Assistance, Alameda County Public Health, Oakland Fund for Children and Youth, Chabot Space and Science Center) to support the goals of the CLCs and successful program implementation.
2. Through its After School Programs Office and Family, Schools, and Community Partnerships Dept., OUSD will provide coaching, staff development, technical assistance, curriculum, and operational resources to support high quality youth development programming, program compliance, after school and school day alignment, and coordination of services in support of Oakland's Full Service Community Schools.
3. School Leadership at the schools listed above will support training, technical assistance, and supervision of after school program staff, and will collaborate in after school program planning to ensure alignment of after school programs with school day activities and school goals and priorities for student achievement.
4. School Leadership at the schools listed above will provide an operational foundation for the CLC, including office and activity facilities, assistance recruiting an academic liaison, assistance with student recruitment, and faculty and staff resources; and will support sustainability of the CLCs by leveraging grant writing, school resources and development of community partnerships.
5. Through its After School Programs Office, OUSD will provide management, fiscal oversight, and support of CLC collaboratives and agency partnerships.
6. Through its After School Programs Office, OUSD will provide ongoing oversight to ensure that the after-school programs listed above meet after school program attendance targets.
7. Through its After School Program Office and Research and Assessment Department, OUSD will coordinate formative and summative evaluation of the CLCs.
8. OUSD will provide access to and training on student data systems.

9. OUSD will support sustainability of the CLCs by leveraging grant writing and district resources, and developing additional community partnerships.



Dr. Tony Smith, Superintendent
Oakland Unified School District (Lead Educational Agency)

Date: 11-27-12



Blair A. Davis, Dep. General Counsel

Date: 11/27/12

APPROVED AS TO FORM AND CONTENT

OFFICE OF THE OAKLAND UNIFIED SCHOOL DISTRICT GENERAL COUNSEL

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Bay Area Community Resources (BACR) been a partner with OUSD in providing after-school programming to students since 2005. BACR will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center programs at the following Program Improvement Schools: Hoover Elementary, Lafayette Elementary, Martin Luther King, Jr. Elementary, and Preparatory Literacy Academy of Cultural Excellence. In that role, BACR will provide the following services:

1. Provide a Site Coordinator for each of these programs, responsible for overseeing all program activities, supervising staff, working in partnership with the school Site Administrator on program development and implementation, collaborating with the school's Academic Liaison to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide after school instructors, sports coaches, and volunteers who will lead academic and enrichment activities for students, including homework assistance, tutoring, sports and other physical fitness activities, gardening and nutrition education, STEM activities, music, arts, and college and career exploration.
3. Provide academic support and enrichment offerings through partnerships with other community organizations including Brothers on the Rise, Destiny Arts, UC Berkeley Corps Public Service Center, Prescott Circus Theatre, BAYAC Americorps, and Coaching Corps.
4. Provide professional development, training, coaching, staff observations and general feedback for program quality; training topics include program quality, program operations, effective after school and school day partnership, and other topics, as needed.
5. Provide summer and school year transition support to students transitioning from 5th to 6th grades.
6. Provide peer tutoring and other leadership development training for students.
7. Provide parent workshops and parent education opportunities on topics supporting families' needs, including child development, understanding school data, school system advocacy, college and career readiness, job skills training, financial literacy, and computer literacy.
8. Provide AmeriCorps members to lead youth development and academic activities.
9. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.

10. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance, administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
11. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC program, so that it provides maximum benefits to youth and their families.
12. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2013-18 grant period.

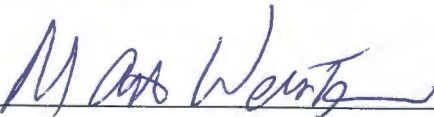
Bay Area Community Resources will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$400,000 per year. We agree that the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site(s).

In addition, Bay Area Community Resources will provide the following in-kind resources in support of OUSD's 21st Century Community Learning Center program:

1. Provide coaching, quality/compliance assurance, monitoring, and seek funding and other resources by BACR East Bay After School Programs Director. The in-kind value of this resource is estimated at \$2,647/site/year x 4 sites = \$10,588 annually.
2. Support program sustainability through grant writing and fundraising efforts by Development Director.. The in-kind value of this resource is estimated at \$2,400/site/year x 4 sites = \$9,600 annually
3. Provide site specific annual evaluation reports and data analysis by BACR Evaluator. The in-kind value of this resource is estimated at \$1,750/site/year x 4 sites = \$7,000 annually.
4. Provide program development support by Administrative Assistant. The in-kind value of this resource is estimated at \$1,471/site/year x 4 sites = \$5,884 annually.
5. Provide volunteer recruitment, outreach, support, training by Volunteer Coordinator. The in-kind value of this resource is estimated at \$764/site/year x 4 sites = \$3,056 annually.
6. Provide trainings by BACR in-house staff, such as CPS Reporting, Supervision Trainings, Classroom Behavior Management & Lesson Plan Training site. The in-kind value of this resource is estimated at \$500/site/year x 4 sites = \$2,000 annually.

7. Provide additional supplies and program materials. The in-kind value of this resource is estimated at \$400/site/year x 4 sites = \$1,600 annually.
8. Provide 2 AmeriCorps members to lead academic and youth development activities at MLK and Hoover programs. The in-kind value of this resource is estimated at \$14,000/member x 2 members = \$28,000 annually.
9. Provide volunteers to 21st CCLC programs to support with academic and enrichment activities. The in-kind value of this resource is estimated at \$6,000 annually.

The undersigned has duly executed this MOU as of the date below.

Signed: 

Name: Martin Weinstein

Title: CEO

Date: November 15, 2012

Organization: Bay Area Community Resources

Address: 3219 Pierce Street, Richmond, CA 94804

Phone Number: (415) 755-2321

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Bay Area Community Resources (BACR) been a partner with OUSD in providing after-school programming to students since 2005. BACR will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center programs at the following Program Improvement Schools: Hoover Elementary, Lafayette Elementary, Martin Luther King, Jr. Elementary, and Preparatory Literacy Academy of Cultural Excellence. In that role, BACR will provide the following services:

1. Provide a Site Coordinator for each of these programs, responsible for overseeing all program activities, supervising staff, working in partnership with the school Site Administrator on program development and implementation, collaborating with the school's Academic Liaison to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide after school instructors, sports coaches, and volunteers who will lead academic and enrichment activities for students, including homework assistance, tutoring, sports and other physical fitness activities, gardening and nutrition education, STEM activities, music, arts, and college and career exploration.
3. Provide academic support and enrichment offerings through partnerships with other community organizations including Brothers on the Rise, Destiny Arts, UC Berkeley Corps Public Service Center, Prescott Circus Theatre, BAYAC Americorps, and Coaching Corps.
4. Provide professional development, training, coaching, staff observations and general feedback for program quality; training topics include program quality, program operations, effective after school and school day partnership, and other topics, as needed.
5. Provide summer and school year transition support to students transitioning from 5th to 6th grades.
6. Provide peer tutoring and other leadership development training for students.
7. Provide parent workshops and parent education opportunities on topics supporting families' needs, including child development, understanding school data, school system advocacy, college and career readiness, job skills training, financial literacy, and computer literacy.
8. Provide AmeriCorps members to lead youth development and academic activities.
9. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.

10. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance, administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
11. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC program, so that it provides maximum benefits to youth and their families.
12. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2013-18 grant period.

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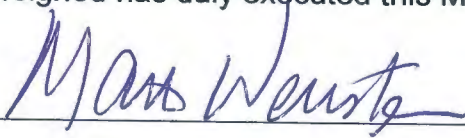
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Address: 3219 Pierce Street, Richmond, CA 94804

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Equitable Access Application Narrative

Need to facilitate access to 21st Century CLC program

OUSD and joint applicant BACR have identified (1) safety-related issues, (2) emotional-behavioral challenges, (3) limited English language skills or other special needs as potential barriers to equitable access to the 21st CCLC ASPs at the four targeted schools.

Safety-related issues. In a city with the highest level of violent crime in California, ensuring student safety is of paramount concern. In a survey of parents at the target schools conducted by BACR in fall 2012, 69% of parents answered “Yes” to: “Are you worried about your child’s safety during after school hours (3:00-6:00 PM)?” In a November 2011 survey of over 500 parents conducted by our After School Program Office (ASPO), 50% indicated that “safety in the community surrounding my child’s school” was a barrier to their child’s participation in after school programs.

The target schools are “neighborhood schools” and many of the children walk home from school. While some parent students are driven or accompanied home by parents, many children walk home unescorted, either alone or with other children. Unfortunately, the West Oakland neighborhoods of our target schools are among the city’s highest-crime areas – hot spots for youth gang activity, drug dealing, prostitution, and homicides, exposing children to crime and ambient violence. In recent years several shootings have occurred within a block or two of these schools. Students also have to cross busy streets alone. Parents of children in the ASPs have requested that the district provide funding for School Safety Officers and parent patrols. There is an urgent need to increase supervision and therefore students’ safety in and around our 21st CCLC programs in order to increase and ensure equitable access to the programs.

Emotional-behavioral challenges. As noted in our core narrative, the schools in this proposal experience high rates of truancy and chronic absenteeism: Hoover (14%), Lafayette (21%), MLK (23%), PLACE (19%). There is a close correlation, in OUSD and nationally, between attendance on the one hand and academic achievement and graduation on the other. The more frequently students miss school, the lower their scores on achievement tests tend to be and the more likely they are to drop out of school.¹

Many of the most common contributors to attendance problems are related to poverty. Eighty-one percent of students at the target schools participate in the F/R meals program. Many students are living in unstable home environments or are homeless. As examples, 42% of 5th grade students at Hoover and 50% of 5th graders at MLK, Jr. reported that they had moved at least twice in the past year.² Children living in poverty often face barriers to attending school regularly, such as unstable housing; asthma and other chronic illnesses; chronic community violence, including gang activity, and turf issues that can make going to school or going home unsafe; as well as violence-related trauma, anxiety, bereavement, and other mental health problems. They also often lack health, mental health, and safety supports to help ensure they go to school.³

Large numbers of OUSD students face emotional and behavioral challenges that limit their ability to participate in after school and summer activities. Nationwide, an estimated 20% of children and adolescents suffer from mental health problems that result

¹ Balfanz R, et al. Preventing student disengagement and keeping students on the graduation path in urban middle-grade schools: Early identification and effective interventions. *Educ Psychol* 2007;42:223-235.

² California Healthy Kids Survey. Hoover Elementary and MLK, Jr. Elementary. 2011-12. Main Reports.

³ Wing J. Chronic Absence in Oakland Schools. OUSD Research, Assessment & Data Office. Nov. 2011.

in moderate to severe functional impairments, and less than 50% of those with a mental illness receive adequate (if any) services, especially those of minority status.⁴ In West Oakland, due to the high rate of violent crime and intergenerational poverty, we estimate even higher rates of emotional distress among our students.

In a 2010 survey of 500+ OUSD students, according to youth, improving the student support-counseling system at their schools was one of the primary things our schools can do to improve attendance. The aforementioned parent survey conducted by BACR this fall supports this finding. Of parents surveyed, 75% indicated they felt their child needed a counselor or adult mentor to talk to regarding problems, and 75% felt their children needed opportunities to learn social and emotional skills and positive behavior.

OUSD has made it a district-wide priority to improve student attendance – since this is crucial for improving student achievement, graduation rates, and readiness for post-secondary education and careers. Our core narrative highlights strategies we plan to use to interest and engage students, enlist and equip them to help plan and implement activities; strengthen their sense of meaningful participation in and connection to their school, along with their academic skills; and remove barriers to attendance both during the regular school day and in our after-school programs (ASPs). The ASPs can be a vehicle to strengthen social, emotional, and behavioral support services at the target schools – thereby removing barriers for high-need students to attend and fully participate in the ASPs as well as the regular school day.

Limited English proficiency and other special needs. 26% of students at the target schools are English Learners. Significant numbers of students have learning disabilities or other special needs. Many need after-school support to improve their English language skills or academic skills and thereby have full access to the core curriculum.

How the needs, strengths, and resources of the community relating to equitable access were assessed.

BACR conducted a parent survey in fall 2012 at the target schools to elicit perspectives on family needs for after-school programming and related concerns. We consulted ASP staff regarding feedback they have gotten from parents and children, as well as their own perceptions, of barriers to participation in the ASPs. We reviewed Oakland PD data on incidence of crime in the school neighborhoods. We looked at percentage of English Learners at the targeted schools; F/R-priced lunch percentages and 2012 California Healthy Kids Survey findings as indicators of poverty-related barriers to access. We consulted a report from OUSD's Research, Assessment & Data Office on chronic absence, the correlation with indicators of student achievement and graduation rates, contributors to chronic absence, and strategies for interrupting it. We reviewed a 2009-10 study conducted by the Da Town Researchers, the student-led research arm of OUSD's Meaningful Student Engagement initiative; and results of parent surveys conducted by our ASPO in fall 2011. We concluded that for many students, access to ASPs may be compromised by safety concerns and/or needs for mental health counseling and/or specialized instruction that are not being adequately addressed and in fact affect their attendance in the regular school day and ability to fully engage in their education.

Plan for providing increased and equitable access to 21st CCLC Program.

⁴ Hurwitz L, Weston K. "Using Coordinated School Health to Promote Mental Health for All Students," National Assembly on School-Based Health Care, July, 2010.

Our plan to provide equitable access focuses on, first, deploying School Security Officers and Parent Patrols to strengthen students' supervision and safety in and around our ASP; second, providing specialized instruction for English Learners; and third, integrating targeted mental health-related supports into the ASPs. This latter strategy will fit into Tier 2 of the "Behavioral Response to Intervention" framework OUSD is putting in place district-wide (summarized below). These efforts will help remove barriers for students' participation in and fully benefiting from the ASPs (and the regular school day program), enable these students to develop social, emotional, and behavioral assets and resiliency; and support a positive program environment for all students.

OUSD and ASSETs Behavioral Response to Intervention (RTI) framework	
Tier 1 – Universal supports.	Positive social, emotional, and behavioral supports for all students; Building Intentional Communities program; restorative justice; adult and peer mentoring
Tier 2 – Early intervention.	For individuals and small groups needing added support; e.g., boys/girls group; behavioral plans; mental health consultation with staff; COST; case management; counseling
Tier 3 – Intensive supports.	Trauma/crisis supports; mental health counseling; referrals to intensive individual and family supports as needed

Currently available resources. OUSD partners with CBOs that provide behavioral health services for students at the target schools during the regular school day, but not in the ASPs. OUSD is one of eight districts nationally chosen to participate in the Collaborative for Social, Academic, and Emotional Learning. This initiative brings curriculum and training resources to help integrate student learning of essential social, emotional, and leadership skills into ASP activities to support a healthy school climate and reduction of violence. 3) Two of the target schools have funding for specialized instruction for students with special needs (including English Learners) in the ASPs.

Needed resources. The target ASPs require resources to ensure student safety in and around campus during the program and on their way home from the program; funding to be able to provide specialized classes for English Learners; and resources to integrate mental-health-related and positive behavioral supports into our ASPs.⁵

Use of Equitable Access grant. We propose to use this funding primarily to: 1) Deploy School Security Officers to ensure student safety in and around campus during the ASPs; 2) Stipend parents at each school to serve as Parent Patrols, who walk groups of students home after the program day to ensure they are escorted by adults and get home safely; 3) Assign BACR mental health interns to the ASPs, where they will lead therapeutic recreational activities with targeted groups of students, along with boys groups (focusing on anger management) and girls groups (focusing on self-esteem and other common issues), and 4) Hire teachers to provide specialized instruction to English Learners or students with other special needs.

Record keeping, fiscal audit, annual budget reporting. OUSD's After School Programs Office will allocate and track the use of equitable access funds. ASPO will require BACR (ASP lead agency) to maintain accurate records of any such expenditures and provide documentation on a bimonthly basis. OUSD conducts an annual fiscal audit which covers all district programs, including 21st CCLC. The district's ASP Coordinator will be responsible for creating an annual report that breaks out the use of equitable access grant funds, and will provide this report to CDE as required.

⁵ Due to cuts in MediCal, in funding for mental health services for Special Ed students, and lack of funding for mental health services for undocumented youth, more and more students lack access to services.

**21st Century Community Learning Centers Program
Grant Application**

Equitable Access Grant Budget

APPID: 13-04-01-81-21st-182

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Teachers on extended contract for targetted after school instruction for high need students	\$5,188.00
Classified Personnel Salaries	2000	School Safety Officers, Custodial support, program training, technical assistance, and oversight by ASPO Program Manager	\$45,540.00
Employee Benefits	3000	Calculated at 16% for certificated personnel and 22% for classified personnel	\$10,848.00
Books and Supplies	4000	Office supplies, program materials, paper towels, etc.	\$2,448.00
Services & Other Operating Expenditures	5000		\$0.00
Subcontracts and Agreements	5100	Parent safety patrol stipends, mental health interns, training and professional development, lead agency administrative costs	\$32,774.80
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$3,201.20
Total Amount Requested			\$100,000.00

Budget Narrative

1000 Certificated Personnel

Certificated Teacher Extended Contracts for specialized instruction to English Learners and/or students with other special needs. (2 sites are partially funded so will have reduced hours). 1 Teacher x 7 hrs x 32 weeks x \$23.16/hr = \$5,188.

2000 Classified Personnel

Base Custodial salary (at rate of \$20 for overtime); this covers portion of custodial cleaning costs at the 4 sites. 4 sites x 0.15 hrs x 180 days x \$20/hr = \$2,160.

ASPO Program Manager: training, coaching. 0.05 FTE x \$90,000 annual salary = \$4,500.

School Security Officer. 1 SSO x 3 hrs per each of 4 sites x 180days x \$18/hr = \$38,880.

3000 Fringe/Benefits

Certificated: 15.98% x Subtotal Certificated = \$829; Classified: 22% x Classified = \$10,019

4000 Books and Supplies

Program supplies, paper, office supplies. \$500 x 4 sites = \$2,000. Custodial Supplies. \$112 x 4 sites = \$448.

5100 Subcontracts and Agreements

Bay Area Community Resources (lead agency at all four program sites):

- Parent Safety Patrol stipends, for parents who escort groups of kids home each day. \$300 stipend x 6 stipends x 4 sites = \$7,200.
- Mental Health Interns, who will lead therapeutic recreational activities with targeted groups of students, boys groups, and girls groups. 2 interns each working in ASP 4 days/week, split between two sites. \$10,000 x 2 = \$20,000.
- Staff Training and Professional Development (Participant stipends, materials, etc.) & Short Days. \$153.65 x 16 instructors plus 25% fringe benefits = \$3,073.
- BACR Administrative Expenses. @ 4% = \$2,260.

Total Direct Costs. \$96,798 7000 Indirect Costs. 5% x Direct Costs = \$3,201.18.

Total Costs. \$100,000

Other sources of funding used to support these services

OUSD utilizes various state (e.g., ASER), county (MediCal), city (OFCY), and private funding (CASEL) sources to integrate positive behavioral supports, positive school climate efforts, and violence prevention into the ASPs via training for ASP staff. As noted in OUSD's Letter of Agreement, the ASPs will leverage \$25,000/year in these services.

How direct grant and other resources will help support access to 21st CCLC ASPs

Direct grant funding will be used to integrate aspects of the Behavioral RTI framework into the ASPs, via BIC, mentoring, some gender groups, and other character education activities, and to support some specialized instruction in the ASPs. ASER and OFCY funds will also be used for these purposes.

Other funding sought to provide equitable access but not received.

OUSD has historically been unable to access philanthropic or other private funding to support the services identified in this proposal. District and other public funds have been inadequate to address the need for increased school safety measures, behavioral support services, or specialized instruction in the ASPs. The schools allocate some resources to each of these areas but they are insufficient to fund services after school.

Family Literacy Application Narrative

1. How the needs, strengths, and resources of the community were assessed.

To determine the family literacy needs of our target elementary schools, we considered family demographic and socioeconomic data; parent and student surveys conducted by after-school program Site Coordinators in fall 2012 at each of the schools; and reviewed available family literacy programming at the schools. We also consulted prior needs assessments and reports developed as part of both OUSD's 2010-11 Strategic Planning process and our Family Engagement and Leadership Initiative, which, like OUSD's After School Program Office, is housed in our Family, School, & Community Partnerships (FSCP) Department. We concluded that large numbers of parents/ caregivers of children who attend Hoover, Lafayette, MLK Jr., and PLACE Elementary Schools have significant barriers to fully supporting their children academically, socially, and economically, and that well targeted efforts are needed and can be key in building parents' capacity to provide this support while better meeting their families' needs on many fronts.

2. Need for family literacy services among the adult family members of the students proposed to be served in the 21st Century CLC Program.

Families at schools included in our 21st CCLC proposal face many challenges to being able to support their children's success. As noted in our core grant narrative, 81% of children at these schools receive free-or-reduced price meals, meaning they are from socioeconomically disadvantaged families, many of them living below the poverty line. In addition, many parents have low educational attainment: as shown in Table 1, approximately one-third of parents have less than a high school education and another one-third did not go to school beyond high school. Moreover, we assume that most parents of English Learners and Reclassified Fluent English Proficient students have limited English proficiency themselves. The vast majority of the 26% of all students at these schools who are English Learners are native Spanish speakers. Many of their parents are immigrants who did not attend school beyond 6th or 9th grade in their predominately Latin American countries of origin. They may be hard-pressed to help their children with schoolwork due to educational and/or language barriers. Many are not familiar with the U.S. educational system or how to navigate it on their children's behalf. Many other parents at these schools are U.S. born high-school dropouts, with both low educational attainment and prior negative experiences in school that are barriers to effectively supporting their children's education. Moreover, large numbers of parents lack the "college knowledge" needed to provide the environment or guidance students need to succeed academically and help them pursue post-secondary education.

In fall 2012, the after-school program Site Coordinators conducted a survey of parents at the target schools, to assess family needs and preferences relevant to the after-school programs. Parents were asked what educational activities or classes would help

Table 1. Family Literacy ¹	Hoover	Lafayette	MLK Jr.	PLACE
% of parents with no high school diploma	32%	34%	33%	29%
% with diploma	36%	36%	26%	25%
% w/ college degree	7%	5%	15%	14%
% of students EL or reclassified FEP	34%	37%	24%	26%

¹ School Demographic Characteristics. 2012 Growth API Reports for target schools. CDE Dataquest.

them as a parent. Among the 140 respondents, the following had the highest priority: 53% want workshops on helping their child with homework; 52% are interested in learning how to advocate for their child's needs; 44% are interested in job skills training, career exploration, and resume writing; 41% desired adult education or ESL classes; 40% are interested in learning about community health and wellness services; and 38% want workshops on understanding school data and getting involved at their child's school.

We also surveyed children at these schools – including questions on whether their parents can help them with particular areas of their education. As shown in Table 2, many children say their parents are not able to help them with homework. This finding reinforces parents' expressed interest in workshops on providing homework help and in some of their other high-priority needs.

Table 2. Students who say their parents cannot help them with (n = 115)

Reading and writing homework	44%
Math homework	48%
Learn the English language	39%
Learn about college	53%

Similarly, in focus groups for OUSD's 2010-11 strategic planning process, parents expressed interest in being better equipped to be involved in and share responsibility at the schools, such as by taking classes to help them understand, support, and advocate for their children's education. They also called for more school outreach to parents and increased opportunities to volunteer at their children's schools.

3. Proposed family literacy services and activities

We propose to use family literacy funding primarily to hire a half-time Family Engagement Coordinator at each of the target elementary schools. The FE Coordinators' role will combine (1) leading workshops on topics that focus on building the capacity of parents/caregivers to support their children's success in school; (2) outreach to families to support student attendance and parent involvement in the schools; and (3) connecting families to educational, health, and other resources in the community that can help them address family needs and advance their family's prospects. Our plan will go hand-in-hand with the schools' and their ASPs overall focus on ensuring that all students attend school regularly, are able to fully engage with and master their core academic subjects, so that they stay on track for success as they advance through the grade levels and for graduating from high school ready for college and careers.

The FE Coordinators will become part of OUSD's Family Engagement Collaborative, a professional learning community (PLC) made up of school FE Coordinators, Parent Leaders, Principals, and teacher liaisons. It is convened biweekly and facilitated by staff in our Student and Family Engagement unit, within OUSD's FSCP Department. Through this PLC, the FE Coordinators will receive training as "parent teachers" and then lead trainings for other parents/caregivers at their schools on various topics, including: Rights and Responsibilities as OUSD parents; Navigating the School System, Interacting with Teachers, and Advocating for Your Children; Understanding the Core Curriculum Content Standards and Test Data; How to Help Your Child with Homework; Learning at Home Activities; How to Create a College Going Culture at Home; Promoting Your Child's Healthy Development; and Safety and Violence Prevention.

The FE Coordinators will recruit parents at their schools to be actively involved in the life of the school. Two parents per school will serve as "Parent Leaders," who will participate in the district's FE Collaborative trainings and meetings and assist the FE Coordinators with family outreach. The FE Coordinators and Parent Leaders will recruit parents to volunteer in both the 21st CCLC program and during the regular school day.

They will convene a team of parents to provide input to the school administration and our ASPs' lead agency (BACR) on ways to strengthen and better articulate regular school day programs and ASPs so they optimally benefit students and families.

In addition, the FE Coordinators will collaborate with ASP Site Coordinators and school Coordination of Services Teams and Student Success Teams to strengthen the ASP's role in promoting student attendance. They will reach out to the families of truant/chronically absent students and help connect them to resources that address issues (e.g., mental health, health, gaps in basic needs) contributing to attendance problems. Finally, they will connect parents to other needed family literacy services available at the target schools and the nearby community – in areas such as ESL, GED preparation, computer literacy, financial literacy, and employment preparation.

Shrinking resources available for family literacy services. The target schools and OUSD in general are struggling to meet extant family literacy needs. Due to SB 3x4 (2009), OUSD has dramatically cut (“flexed”) our Adult and Career Education funding to pay for other high priority expenditures for children and youth. From 2008 to 2011, Adult & Career Ed's allocation in OUSD general funds was reduced from \$11.7 million to less than \$1 million. Adult & Career Ed put most of its adult programs (e.g., ESL, Parenting Education, and Career and Technical Education) on hold. Services are currently limited to GED preparation classes and a small Family Literacy Program. The latter assists parents to obtain skills needed to be partners in their children's educational development. It is supported by limited district general funds, 231 Adult Education streams, and school site funding. OUSD's Family Literacy program currently serves just eight elementary schools – two of which are included in this proposal. At Lafayette, OUSD is providing its ESL Family Literacy program; four mornings a week. As part of the four-component Family Literacy model, parents learn the English language skills to speak with their children's teachers about their academic progress and regularly visit their child's class for Parent and Child Together time. At MLK, in OUSD's Computer Family Literacy program, parents learn technology skills to communicate with school staff, access online homework help sources, ensure Internet safety, and access and use the district's Parent Portal in order to monitor their children's education (attendance, assignments, grades, etc.). The FE Coordinators will conduct outreach to ensure that as many parents who can benefit from these programs as possible are able to enroll.

Resources to be leveraged. As noted, OUSD has a Family Engagement Collaborative which we will leverage and augment in training and deploying FE Coordinators. We will also use space at the target schools for family literacy activities. OUSD's Translations Unit will provide translations of all parent communication related to family literacy services in multiple languages to ensure they are accessible to participating families. In addition, we will refer parents/caregivers to appropriate resources available at these schools and their partners. Services vary depending on the site, but may include health and behavioral health services; family activities; volunteer opportunities; and resource referrals. FE Coordinators will refer parents/caregivers to other family literacy services within the school district and in the community – including any appropriate programs that may become available through the OUSD Career & Adult Ed Department, and academic classes and career preparation programs at Laney and Merritt Community College and through the Workforce Investment Board EastBay WORKS One-Stop Employment Centers in Oakland.

**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-182

Family Literacy Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	Custodial for family literacy events; ASPO Coordinator for grant oversight	\$4,320.00
Employee Benefits	3000	Calculated at 22% for classified staff	\$950.00
Books and Supplies	4000	Materials, refreshments for family engagement events; program materials, office supplies	\$12,630.96
Services & Other Operating Expenditures	5000		\$0.00
Subcontracts and Agreements	5100	Family engagement coordinators; training and professional development	\$61,204.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$895.04
Total Amount Requested			\$80,000.00

Family Literacy Budget Narrative

2000 Classified Personnel

Base Custodial salary (at rate of \$20 for overtime); this covers portion of custodial cleaning costs at the 4 sites. $4 \text{ sites} \times 0.10 \text{ hrs} \times 180 \text{ days} \times \$20/\text{hr} = \$1,440$. OUSD ASPO Coordinator. $0.03 \text{ FTE} \times \$96,000 \text{ annual salary} = \$2,880$.

3000 Fringe/Benefits -- Fringe/Benefits Classified. $22.00\% \times \text{Subtotal Classified} = \950 .

4000 Books and Supplies -- Office supplies; training materials; custodial paper supplies used at sites. $\$332 \times 4 \text{ sites} = \$1,328$. Custodial Supplies. $\$75.75 \times 4 \text{ sites} = \303 . Family Engagement Events; materials & refreshments, babysitting. $\$2,750 \times 4 \text{ sites} = \$11,000$.

5100 Subcontracts and Agreements

Bay Area Community Resources (lead agency at all four sites):

Training and Professional Development (Participant stipends, materials, etc.) and Short Days. $\$1,000.00 \text{ plus } 25\% \text{ fringe benefits} = \$1,250$.

Family Engagement Coordinator. To lead workshops for families to build their capacity to effectively support their children's education, conduct outreach to families to support student attendance and promote parent involvement in the schools, and connect families to needed educational, health, and other resources in the community. Coordinator for each of 4 site $\times \$16/\text{hr} \times 20 \text{ hrs/wk} \times 36 \text{ wks plus } 25\% \text{ fringe benefits} = \$57,600$.

BACR Administrative Expenses. @ $4\% = \$2,354$.

Total Direct Costs. \$79,105. 7000 Indirect Costs. $4.25\% \times \text{Direct Costs} = \895 .

Total Costs. \$80,000

Other sources of funding used to support these services

OUSD's Student and Family Engagement unit and Family Literacy Program Manager will work closely with ASPO personnel to leverage community resources and provide parent leadership opportunities, family conferences, and family literacy resources that will increase parent participation in the target schools, empower parents to be full partners in their children's education; and support parents' own educational and career goals. Resources include the aforementioned FE Collaborative and OUSD Career & Adult Ed Department. OUSD in-kind resources in support of 21st CCLC family literacy goals are valued at approximately \$10,000/year.

Other funding sought to provide family literacy programs but not received

OUSD submitted a recent, unsuccessful federal Investing in Innovations (i3) grant that included requests for family engagement and family literacy services.

How direct grant and other resources will help support family literacy services

Resources from OUSD's Student and Family Engagement unit will support the training of FE Coordinators and Parent Leaders for the target schools. Site Coordinators will participate on school COST teams and identify families in need of family literacy services. BACR will collaborate with the schools to publicize family literacy services to parents/guardians and coordinate family literacy activities; provide workshops responsive to families' needs; facilitate parent involvement in the schools; recruit parents for volunteer opportunities in the ASPS and coordinate their role as volunteers; and help connect families to resources at the schools and in the community.