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Enactment Date	3/9/2022 er



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** March 9, 2022

**Subject** Grant Application – California Department of Education – 21<sup>st</sup> Century ASSETS After School Programming – Community Schools and Student Services Department

**Ask of the Board** Approval by the Board of Education, pursuant to Board Policy 3290, of the District’s Community Schools and Student Services Department’s application to the California Department of Education (CDE) for 21<sup>st</sup> Century After School Safety and Enrichment for Teens (ASSETS) funding to support after school programming at ten District high schools and authorizing Superintendent to formally accept funding.

**Background** OUSD and co-applicants Bay Area Community Resources (BACR) and East Bay Asian Youth Center (EBAYC) are seeking funding to replace expiring Cohort 10 ASSETS grants at 10 District high schools, building upon a strong program model and longstanding partnerships. OUSD’s Expanded Learning Programs (ExLP) are designed to support Initiative 2 of our 2021-24 Strategic Plan: “Supporting Powerful Graduates.” Prioritizing serving high-need students, the ExLPs are designed to promote students’ academic, creative, and social- emotional learning; embed social justice into arts enrichment and leadership development activities; and engage students in regular physical activity, as well as in work-based learning opportunities. These activities provide opportunities for Oakland students to practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other

In support of these goals, District staff has completed an application to the California Department of Education for \$11,335,430.00 (\$2,267,086 annually for five years) to support after school programming at ten OUSD high schools.

BP 3290 provides: “In order to facilitate timely receipt of funds, the Board may approve the application for a gift, grant, or bequest, rather than the gift, grant, or bequest itself, so long as the application sets forth all substantive terms of gift, grant, or bequest.” Here, the District's application does contain all substantive terms of the grant. In order to spend down all grant funds by the end of the grant cycle, it is urgent that the District approve acceptance of the funding and begin

implementation. Further, CDE's Expanded Learning Division is typically late in sending official Grant Award Notifications (GANs). For example, as of January 18, 2022, they still have not released ASES or 21<sup>st</sup> Century GANs for the 2021-2022 school year. Having to wait a further eight weeks and three days after those are released would put the District in a spot where it would be nearly impossible to spend the 21-22 funding before OUSD fiscal deadlines. Authorizing the Superintendent to formally accept this funding without further need of Board action will help ensure we are able to efficiently receive and spend this funding for its intended purpose within prescribed deadlines.

**Discussion**

Approval by the Board of Education, pursuant to Board Policy 3290, of the District's Community Schools and Student Services Department's application to the California Department of Education seeking funding in the amount of \$11,335,430.00 in 21<sup>st</sup> Century ASSETS funding to support after school programming at ten OUSD high schools for the period July 1, 2022 through June 30, 2027, and if granted, in whole or in part, authorization for Superintendent to accept same, pursuant to the terms and conditions thereof, will help bring the District closer to reaching its goal of supporting high-need students and develop resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers.

**Fiscal Impact**

Grants for OUSD students in an amount not to exceed \$11,335,430.00.

**Attachment(s)**

- Grant Management Face Sheet
- Grant Application Packet

## OUSD Grants Management Face Sheet

<b>Title of Grant: 21st CCLC &amp; After School Safety and Enrichment for Teens Programs</b>	<b>Funding Cycle Dates:</b>
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) <b>Oakland Unified School District</b> <b>1000 Broadway, Suite 300</b> <b>Oakland, CA 94607</b>	<b>Grant Amount for Full Funding Cycle:</b>  \$11,335,430 (\$2,267,086 annually for five years from 7/1/22 through 6/30/27)
<b>Funding Agency:</b> CA Dept of Education, After School Safety and Enrichment for Teens Programs	<b>Grant Focus:</b> High School Comprehensive After-School Programs
<b>List all School(s) or Department(s) to be Served:</b> <b>Castlemont, Dewey Academy, Fremont High School, Life Academy, MetWest High School, Oakland High School, Oakland Tech High School, Ralph J. Bunche, Rudsdale Continuation, and Street Academy</b>	

<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	ASSETS after-school programs provide opportunities for high school students to extend student learning outside of the regular school day and to reinforce and complement classroom learning. ASSETS programs are key components of OUSD's overarching Full Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after-school programs, health and mental health care, and other supports.
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 3.98% 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 Program Office conducts an annual external evaluation of all ASES, 21st CCLC and ASSETS after-school programs in OUSD. Student attendance data, test scores, and grades, along with survey results from student, parents, and principals are 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 Program Office and the Community School and Services Department. This support will include employee time for contract creation and management, budget management, attendance monitoring, providing training, and ensuring compliance with 21st Century grant requirements.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	Yes. This grant will augment the school district's current 21 st Century ASSETS after school grant, and will sustain comprehensive after school and summer services at 10 high school sites districtwide.

(If yes, include the district's indirect rate of 3.98% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)		
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No	
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Martha Pena, Coordinator, After School Programs Community Schools and Student Services Department Oakland Unified School District 1000 Broadway, Suite 150, Oakland, CA 94607 510-879-2457 martha.pena@ousd.org	

**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Andrea Bustamante	<small>DocuSigned by:</small> <i>Andrea Bustamante</i>	2/9/2022
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera	<small>806EC2B9F1FE4AB...</small> <small>DocuSigned by:</small> <i>Sondra Aguilera</i>	2/9/2022
		<small>B072CB8033AD406...</small>	

**Grant Office Obtained Approval Signatures:**

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

Approved as to form by OUSD Attorney  
Carrie M. Rasmussen on 2/8/2022

*Carrie M. Rasmussen*




**21st Century High School After School Safety and Enrichment for Teens  
(ASSETS)**

**Grant Application 2022-23**

Application ID: 22-04-01-131-ASSETS-34

**Cover Page**



Agency Name	Oakland Unified
County-District Code/Federal Employer Identification Number	01612590000000
County Name	Alameda
Agency Type	LEA
Authorized Agent Name	Kyla Johnson-Trammell
Authorized Agent Professional Title	Superintendent
Authorized Agent Address	1000 Broadway, Suite 300
Authorized Agent City, State, Zip Code	Oakland, CA, 94607-4099
Authorized Agent Telephone Number	(510) 879-2551 Ext.
Authorized Agent Email Address	kyla.johnson@ousd.org
Program Contact Name	Martha Pena
Program Contact Professional Title	Coordinator of After School Programs
Program Contact Address	1000 Broadway, Suite 150
Program Contact City, State, Zip Code	Oakland, CA, 94607-4099
Program Contact Telephone Number	510-326-8089
Program Contact Email Address	martha.pena@ousd.org
Total Core Amount Requested	\$2,267,086.00
<p>I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing co-applicant(s), including all assurances and fiscal reporting requirements. <b>Original "wet" signatures must be made using blue ink.</b></p>	
Authorized Agent Signature: 	Date: 11/3/2021

**21st Century High School After School Safety and Enrichment for Teens (ASSETS)  
Grant Applications 2022-23**

Application ID: 22-04-01-131-ASSETS-34

**Co-Applicant Information**

*If you are applying with more than one Co-applicant have the additional Co-applicants information and signatures listed below:*

<b>Co-Applicant 1: Information</b>	
Co-Applicant Agency Name	Bay Area Community Resources
Co-Applicant Name	Martin Weinstein
Co-Applicant Professional Title	Executive Director
Co-Applicant Address	171 Carlos Drive
Co-Applicant City, State, Zip Code	San Rafael, CA 94903
Co-Applicant Telephone Number	510-559-5551
Co-Applicant Email Address	mweinstein@bacr.org
<p>I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing co-applicant(s), including all assurances and fiscal reporting requirements.  <b>Original "wet" signatures must be made using blue ink.</b></p>	
Authorized Agent Signature: 	Date: 11/3/2021
Co-Applicant 1 Signature: 	Date: 10/21/2021

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<b>Co-Applicant 1: Information</b>	
Co-Applicant Agency Name	East Bay Asian Youth Center
Co-Applicant Name	David Kakishiba
Co-Applicant Professional Title	Executive Director
Co-Applicant Address	2025 E. 12 <sup>th</sup> Street
Co-Applicant City, State, Zip Code	Oakland, CA 94606
Co-Applicant Telephone Number	510-533-1092
Co-Applicant Email Address	junji@ebayc.org
<p>I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing co-applicant(s), including all assurances and fiscal reporting requirements. <b>Original "wet" signatures must be made using blue ink.</b></p>	
Authorized Agent Signature:	Date: 11/3/2021
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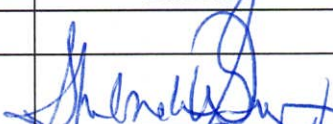
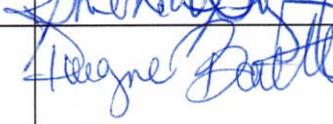
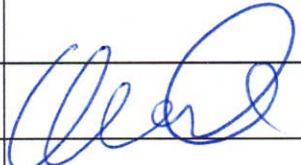
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**Signatures and Approvals**

**School Principal or Executive Director Approval**

The school 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. **Original "wet" signatures must be made using blue ink.**

County-District-School Code	School Name	Name of School Principal or Executive Director	Signature of School Principal or Executive Director
01612590100701	MetWest High	Shalonda Gregory, Principal	
01612590118653	Ralph J. Bunche Continuation High	Dwayne Bartholomew, Principal	
01612590125161	Castlemont High	Michael Scott, Principal	
01612590125716	Fremont High	Tom Skjervheim, Co-Director	
01612590130146	Rudsdale Continuation High	Willie Thompson, Principal	
01612590130179	Street Academy Alternative High	Bukola Lawal, Principal	
01612590130575	LIFE Academy	Aryn Bowman, Co-Principal	
01612590132688	Dewey Academy	Staci Ross-Morrison, Principal	
01612590135905	Oakland High	Pamela Moy, Principal	
01612590136051	Oakland Technical High	Richard Fairly, Principal	

**School District Approval**

The local educational agency (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. **Original "wet" signatures must be made using blue ink.**


Direct funded charter schools applying for grant funding are not required to obtain the superintendent's signature for approval.

California Department of Education Created:  
22-Apr-2021

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Grant Application**

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<b>County- District- School Code</b>	<b>School District Name</b>	<b>Name of</b>	<b>Signature of Superintendent</b>
01612590000000	Oakland Unified	Dr. Kyla Johnson- Trammell, Superintendent	

California Department of Education Created:  
22-Apr-2021

*G. D. Yee*  
Gary Yee, President, Board of Education  
3/10/2022

*K. Johnson-Trammell*  
Kyla Johnson Trammell, Secretary,  
Board of Education  
3/10/2022

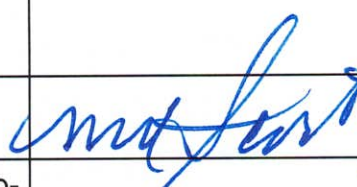
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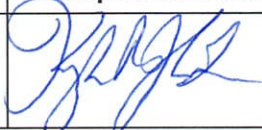
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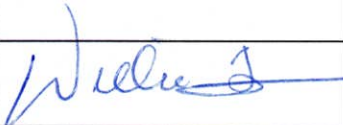
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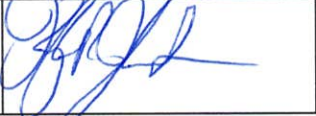


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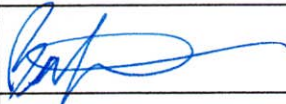
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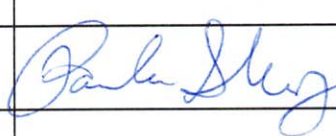
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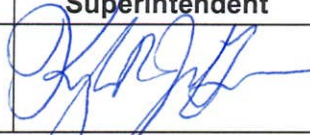
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01612590125716	Fremont High	Tom Skjervheim, Co-Director	
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01612590130179	Street Academy Alternative High	Bukola Lawal, Principal	
01612590130575	LIFE Academy	Aryn Bowman, Co-Principal	
01612590132688	Dewey Academy	Staci Ross-Morrison, Principal	
01612590135905	Oakland High	Pamela Moy, Principal	
01612590136051	Oakland Technical High	Richard Fairly, Principal	

**School District Approval**

The local educational agency (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. **Original “wet” signatures must be made using blue ink.**


Direct funded charter schools applying for grant funding are not required to obtain the superintendent's signature for approval.



**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Signatures and Approvals**

<b>County- District- School Code</b>	<b>School District Name</b>	<b>Name of Superintendent</b>	<b>Signature of Superintendent</b>
01612590000000	Oakland Unified	Dr. Kyla Johnson- Trammell, Superintendent	


**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Signatures and Approvals**

**School Principal or Executive Director Approval**

The school 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. **Original “wet” signatures must be made using blue ink.**

<b>County-District-School Code</b>	<b>School Name</b>	<b>Name of School Principal or Executive Director</b>	<b>Signature of School Principal or Executive Director</b>
01612590100701	MetWest High	Shalonda Gregory, Principal	
01612590118653	Ralph J. Bunche Continuation High	Dwayne Bartholomew, Principal	
01612590125161	Castlemont High	Michael Scott, Principal	
01612590125716	Fremont High	Tom Skjervheim, Co-Director	
01612590130146	Rudsdale Continuation High	Willie Thompson, Principal	
01612590130179	Street Academy Alternative High	Bukola Lawal, Principal	
01612590130575	LIFE Academy	Aryn Bowman, Co-Principal	
01612590132688	Dewey Academy	Staci Ross-Morrison, Principal	
01612590135905	Oakland High	Pamela Moy, Principal	
01612590136051	Oakland Technical High	Richard Fairly, Principal	

**School District Approval**

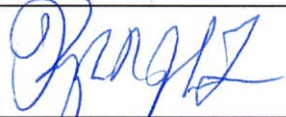
The local educational agency (LEA) superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application. **Original “wet” signatures must be made using blue ink.**

Direct funded charter schools applying for grant funding are not required to obtain the superintendent's signature for approval.

**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Signatures and Approvals**

<b>County- District- School Code</b>	<b>School District Name</b>	<b>Name of Superintendent</b>	<b>Signature of Superintendent</b>
01612590000000	Oakland Unified	Dr. Kyla Johnson- Trammell, Superintendent	

**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Private School Consultation Certification  
Page 1**

To the extent consistent with the number of eligible children in areas served by a local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program (20 United States Code [U.S.C.] Section 7881[a][1]).

The consultation with private schools must occur **before** the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities (20 U.S.C. Section 7881[c][3]).

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff (20 U.S.C. Section 7881[c][4]).

**Applicants must check one box as applicable and certify with an original “wet” signature using blue ink.**

- I certify that (per 20 U.S.C. Section 7881[c][1]), the local educational agency (LEA), educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues:
- How the children's needs will be identified (20 U.S.C. Section 7881[c][1][A]);
  - What services will be offered (20 U.S.C. Section 7881[c][1][B]);
  - How, where, and by whom the services will be provided (20 U.S.C. Section 7881[c][1][C]);
  - How the services will be assessed and how the results of the assessment will be used to improve those services (20 U.S.C. Section 7881[c][1][D]);



**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**


Application ID: 22-04-01-131-ASSETs-34

**Private School Consultation Certification  
Page 2**

- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services (20 U.S.C. Section 7881[c][1][E]); and
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (20 U.S.C. Section 7881[c][1][F]).

—or—

I certify that according to the California Department of Education private schools directory at <https://www.cde.ca.gov/re/sd/index.asp>, there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

Authorized Agent Name:	Kyla Johnson-Trammell
Authorized Agent Title:	Superintendent
Authorized Agent Signature:	
Signature Date:	11/3/2021

**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Funding Priority Certification**

**Applicants must check each box as applicable for funding priority consideration.**


1. Does the application proposes to target services to students who primarily attend Title 1 schools, with an FRPM percentage no less than 40 percent, that: (1) are implementing comprehensive support and improvement activities, or targeted support and improvement activities under 20 U.S.C. Section 6311(d), or (2) other schools determined by the LEA to be in need of intervention and support (also Title 1) to improve student academic achievement and other outcomes, and serve the families of such students (20 U.S.C. Section 7174(i)(1)(A)(I))?

2. Does the application propose to target services to schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models, and serve families of such students (20 U.S.C. Section 7174(i)(1)(A)(II))?

3. Is the application jointly submitted by at least one Title I LEA and another eligible entity (20 U.S.C. Section 7174(i)(1)(B))  
or  
Demonstrates that the LEA or entity is unable to partner with a CBO in reasonable geographic proximity and of sufficient quality (20 U.S.C. Section 7174(i)(2))?

NOTE: A justification narrative for why an Applicant is unable to partner with a CBO may be considered by the CDE in order to receive priority consideration for this item. The justification narrative must be included in the application materials submitted to the CDE by the application deadline. The justification narrative does not apply to Applicants that are able to partner with a CBO.

4. Does the application contain programs that previously received funding for an ASSETs grant, that is not currently expiring, proposing an expansion to the existing grant (up to the per site maximum), or programs replacing expiring Cohort 10 grants that have satisfactorily met grant and attendance requirements (EC Section 8484.8(e)(7))?

Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Disqualification Form  
Page 1**

The following items will disqualify applications and/or individual school sites from the funding process:

**Application Disqualifications**

1. The After School Support and Information System (ASSIST) generated application forms (see Section IX. Application Checklist in the Request for Application) that are submitted to the California Department of Education (CDE) with a postmark after Tuesday, November 16, 2021, **will be disqualified. Postmarks will be honored. Due to COVID restrictions, in-person delivery of applications to the CDE is not currently allowed.**
2. Application narratives not uploaded and **submitted as final** into Financial Assistance Application Submittal Tool (FAAST) prior to 4 p.m. on Tuesday, November 16, 2021, **will be disqualified.**
3. Applicants on the federal debarment list **will be disqualified.**
4. A Cover Page without an original Authorized Signature or without a Designee signature submitted with a copy of a recent governing board resolution or minutes clearly authorizing the Designee to accept and sign as a proxy for financial statements and legally binding documents **will be disqualified. All signatures must be original "wet" signatures using blue ink. Applications that are submitted with signature stamps, electronic stamps, or any form of reproduced stamp will be disqualified.**
5. If an application is jointly submitted by more than one co-applicant, then all coapplicants **must** sign the application Co-applicant Information Page. **If a co-applicant fails to sign the Co-applicant Information Page, the co-applicant will be dropped from the application, and the applicant will not receive priority for a joint submission. All signatures must be original "wet" signatures using blue ink. If a co-applicant uses a signature stamp, electronic stamp, or any form of reproduced stamp, they will be dropped from the application.**



**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**Disqualification Form  
Page 2**

6. If the grantee is not in Good Standing at the time the application is submitted to the CDE by 4 p.m., Tuesday, November 16, 2021, **the application will be disqualified** (EC Section 8483.7[A][1][G]).
7. Virtual trainings and assessments: All applicants listed on the intent to award must complete a series of virtual trainings and assessments by the specified due date. If the trainings and assessments are not completed by the specified due date, applications will be disqualified.

**Individual School Site Disqualifications**

1. FRPM Rate: Any school site contained within an application that has an FRPM rate below 40% will be disqualified. Please visit the CDE Student Poverty FRPM Data web page at <https://www.cde.ca.gov/ds/sd/sd/files/sp.asp>. The data used represents the count of the FRPM eligible students ages five through seventeen who were enrolled on Census Day, October 2019, and certified through the FY 2020–21 CALPADS Fall 1 submission.
2. Principal Signatures: Any school site in an application without an original Principal signature, in blue ink, on the Signatures and Approvals form will be disqualified. (Note: principal's names are pre-populated based on data in the [California School Directory](#). Please report the update to your district's County-District-School Coordinator. If time does not permit for the update to be made, line through the name of the former principal, and write in the new principal name. The new principal must sign in blue ink.
3. A renewing or current grantee that is not in Good Standing for fiscal year 2021-22 at the time the application documents are submitted to the CDE and uploaded into FAAST on Tuesday, November 16, 2021, **will be disqualified**.

Once the hard copy application packet is received, applications will be screened by CDE staff based on the disqualification criteria listed above, submission of all required signatures on forms as identified on the Application Checklist on page 35, and other requirements identified throughout this RFA. Applicants that are disqualified based on the CDE screening will be notified by January 2022.

Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**California Education Code Certified Assurances Page 1**

The California *Education Code (EC)* Certified Assurances listed below are the state legislatively required elements for the 21st Century grant. By signing the *EC* Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a signed copy of the Certified Assurances for their records.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The high school after school programs shall serve pupils in grades 9 to 12, inclusive (*EC* Section 8421[a]).
2. A high school after school program shall consist of the following two elements:
  - a. An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 2. The assistance shall be coordinated with the regular academic programs of the pupils (*EC* Section 8421[b][1][A]).  
  
For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content (*EC* Section 8421[b][1][B]).
  - b. An enrichment element that may include, but need not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities (*EC* Section 8421[b][2]).
3. The program shall operate for a minimum of 15 hours per week (*EC* Section 8421[c]).


Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**California Education Code Certified Assurances Page 2**

4. A program operating offsite shall provide:
  - a. Safe transportation (if necessary) (*EC* Section 8421[e][1]), and
  - b. Availability and accessibility as similar programs conducted on school sites (*EC* Section 8421[e][2]).
  
5. The program certifies that all of the following requirements will be fulfilled, if applicable:
  - a. The application includes a description of the activities that will be available for pupils and lists the program hours (*EC* Section 8421[f][1]).
  - b. The application includes an estimate of the following:
    - i. The number of pupils expected to attend the program on a regular basis (*EC* Section 8421[f][2][A]).
    - ii. The average hours of attendance per pupil (*EC* Section 8421[f][2][B]).
    - iii. The percentage of pupils expected to attend the program less than three days a week, three days a week, and more than three days a week, for each quarter or semester during the grant period (*EC* Section 8421[f][2][C]).
  - c. The application documents the commitments of each partner to operate a program at a location or locations that are safe and accessible to participating pupils (*EC* Section 8421[f][3]).
  - d. The application certifies that pupils were involved in the design of the program and describes the extent of that involvement (*EC* Section 8421[f][4]).
  - e. The application identifies federal, state, and local programs that will be combined or coordinated with the high school after school program for the most effective use of public resources, and describes a plan for implementing the high school after school program beyond federal grant funding (*EC* Section 8421[f][5]).

Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**California Education Code Certified Assurances Page 3**

- f. The application has been approved by the school district, or the charter school governing body, and the principal of each participating school for each school site or other site (EC Section 8421[f][6]).
  - g. The application includes a certification that the applicant has complied with the requirement in subdivision (b) of Section 8422 (EC Section 8421[f][7]).
  - h. The application includes a certification that each applicant or partner in the application agrees to do all of the following:
    - i. Assume responsibility for the quality of the program (EC Section 8421[f][8][A]).
    - ii. Follow all fiscal reporting and auditing standards required by the department (EC Section 8421[f][8][B]).
    - iii. Provide the following information on participating pupils to the department:
      - 1. School day attendance rates (EC Section 8421[f][8][C][i]).
      - 2. Program attendance (EC Section 8421[f][8][C][ii]).
    - iv. Acknowledge that program evaluations will be based upon the criteria in Section 8427 (EC Section 8421[f][8][D]).
  - i. Certify that the applicant has complied with all federal requirements in preparing and submitting the application (EC Section 8421[f][9]).
6. The program certifies all of the following:
- a. Completion of an assessment of pupils' preferences for program activities (EC Section 8423[c][1]).
  - b. Access to, and availability of, computers and technology (EC Section 8423[c][2]).
  - c. Inclusion of a nutritional snack, meal, or both, and a physical activity element (EC Section 8423[c][3]). The physical activity element is applicable only if selected as an enrichment activity as part of EC Section 8421[b][2].

Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**California Education Code Certified Assurances Page 4**

- d. That the program will meet all of the evaluation requirements (*EC* Section 8423[c][4]).
- e. Fiscal accountability (*EC* Section 8423[c][5]).
- f. Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness (*EC* Section 8423[c][6]).
7. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (*EC* Section 8484.8[b][3]).
8. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (*EC* Section 8484.8[b][4]).
9. Grant awards shall be restricted to those applications that propose primarily to serve pupils that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve pupils in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the United States Code, and that are jointly submitted by school districts and community-based organizations (*EC* Section 8484.8[d]).
10. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (*EC* Section 8484.8[e][5]).
11. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (*EC* Section 8484.8[e][6]).


Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34

**California Education Code Certified Assurances Page 5**

12. If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

Authorized Agent Signature: 	Date: 11/3/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-10

**California *Education Code* Certified Assurances Page 1**

The California *Education Code* (EC) Certified Assurances listed below are the state legislatively required elements for the 21st Century grant. By signing the EC Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a signed copy of the Certified Assurances for their records.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The high school after school programs shall serve pupils in grades 9 to 12, inclusive (EC Section 8421[a]).
  
2. A high school after school program shall consist of the following two elements:
  - a. An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 2. The assistance shall be coordinated with the regular academic programs of the pupils (EC Section 8421[b][1][A]).  
  
For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content (EC Section 8421[b][1][B]).
  
  - b. An enrichment element that may include, but need not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities (EC Section 8421[b][2]).
  
3. The program shall operate for a minimum of 15 hours per week (EC Section 8421[c]).

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-10

**California Education Code Certified Assurances Page 2**

4. A program operating offsite shall provide:
  - a. Safe transportation (if necessary) (*EC* Section 8421[e][1]), and
  - b. Availability and accessibility as similar programs conducted on school sites (*EC* Section 8421[e][2]).
  
5. The program certifies that all of the following requirements will be fulfilled, if applicable:
  - a. The application includes a description of the activities that will be available for pupils and lists the program hours (*EC* Section 8421[f][1]).
  - b. The application includes an estimate of the following:
    - i. The number of pupils expected to attend the program on a regular basis (*EC* Section 8421[f][2][A]).
    - ii. The average hours of attendance per pupil (*EC* Section 8421[f][2][B]).
    - iii. The percentage of pupils expected to attend the program less than three days a week, three days a week, and more than three days a week, for each quarter or semester during the grant period (*EC* Section 8421[f][2][C]).
  - c. The application documents the commitments of each partner to operate a program at a location or locations that are safe and accessible to participating pupils (*EC* Section 8421[f][3]).
  - d. The application certifies that pupils were involved in the design of the program and describes the extent of that involvement (*EC* Section 8421[f][4]).
  - e. The application identifies federal, state, and local programs that will be combined or coordinated with the high school after school program for the most effective use of public resources, and describes a plan for implementing the high school after school program beyond federal grant funding (*EC* Section 8421[f][5]).

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-10

**California *Education Code* Certified Assurances Page 3**

- f. The application has been approved by the school district, or the charter school governing body, and the principal of each participating school for each school site or other site (EC Section 8421[f][6]).
  - g. The application includes a certification that the applicant has complied with the requirement in subdivision (b) of Section 8422 (EC Section 8421[f][7]).
  - h. The application includes a certification that each applicant or partner in the application agrees to do all of the following:
    - i. Assume responsibility for the quality of the program (EC Section 8421[f][8][A]).
    - ii. Follow all fiscal reporting and auditing standards required by the department (EC Section 8421[f][8][B]).
    - iii. Provide the following information on participating pupils to the department:
      - 1. School day attendance rates (EC Section 8421[f][8][C][i]).
      - 2. Program attendance (EC Section 8421[f][8][C][ii]).
    - iv. Acknowledge that program evaluations will be based upon the criteria in Section 8427 (EC Section 8421[f][8][D]).
  - i. Certify that the applicant has complied with all federal requirements in preparing and submitting the application (EC Section 8421[f][9]).
6. The program certifies all of the following:
- a. Completion of an assessment of pupils' preferences for program activities (EC Section 8423[c][1]).
  - b. Access to, and availability of, computers and technology (EC Section 8423[c][2]).
  - c. Inclusion of a nutritional snack, meal, or both, and a physical activity element (EC Section 8423[c][3]). The physical activity element is applicable only if selected as an enrichment activity as part of EC Section 8421[b][2].

Authorized Agent Signature: 	Date: 10/24/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-10

**California Education Code Certified Assurances Page 4**

- d. That the program will meet all of the evaluation requirements (*EC* Section 8423[c][4]).
- e. Fiscal accountability (*EC* Section 8423[c][5]).
- f. Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness (*EC* Section 8423[c][6]).
7. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (*EC* Section 8484.8[b][3]).
8. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (*EC* Section 8484.8[b][4]).
9. Grant awards shall be restricted to those applications that propose primarily to serve pupils that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve pupils in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the United States Code, and that are jointly submitted by school districts and community-based organizations (*EC* Section 8484.8[d]).
10. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (*EC* Section 8484.8[e][5]).
11. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (*EC* Section 8484.8[e][6]).

Authorized Agent Signature: 	Date: 
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-10

**California *Education Code* Certified Assurances Page 5**

12. If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

Authorized Agent Signature: 	Date: 20/24/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-10

**California *Education Code* Certified Assurances Page 1**

The California *Education Code* (EC) Certified Assurances listed below are the state legislatively required elements for the 21st Century grant. By signing the EC Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with **each** Certified Assurance listed below. Grantees should retain a signed copy of the Certified Assurances for their records.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The high school after school programs shall serve pupils in grades 9 to 12, inclusive (EC Section 8421[a]).
2. A high school after school program shall consist of the following two elements:
  - a. An academic assistance element that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, career exploration, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 2. The assistance shall be coordinated with the regular academic programs of the pupils (EC Section 8421[b][1][A]).  
  
For purposes of this article, "career exploration" means activities that help pupils develop the knowledge and skills that are relevant to their career interests and reinforce academic content (EC Section 8421[b][1][B]).
  - b. An enrichment element that may include, but need not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities (EC Section 8421[b][2]).
3. The program shall operate for a ~~minimum of 15 hours~~ per week (EC Section 8421[c]).

Authorized Agent Signature: 	Date: 10/21/2021
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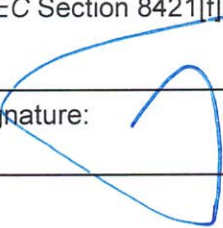


**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-10

**California *Education Code* Certified Assurances Page 2**

4. A program operating offsite shall provide:
  - a. Safe transportation (if necessary) (*EC* Section 8421[e][1]), and
  - b. Availability and accessibility as similar programs conducted on school sites (*EC* Section 8421[e][2]).
  
5. The program certifies that all of the following requirements will be fulfilled, if applicable:
  - a. The application includes a description of the activities that will be available for pupils and lists the program hours (*EC* Section 8421[f][1]).
  - b. The application includes an estimate of the following:
    - i. The number of pupils expected to attend the program on a regular basis (*EC* Section 8421[f][2][A]).
    - ii. The average hours of attendance per pupil (*EC* Section 8421[f][2][B]).
    - iii. The percentage of pupils expected to attend the program less than three days a week, three days a week, and more than three days a week, for each quarter or semester during the grant period (*EC* Section 8421[f][2][C]).
  - c. The application documents the commitments of each partner to operate a program at a location or locations that are safe and accessible to participating pupils (*EC* Section 8421[f][3]).
  - d. The application certifies that pupils were involved in the design of the program and describes the extent of that involvement (*EC* Section 8421[f][4]).
  - e. The application identifies federal, state, and local programs that will be combined or coordinated with the high school after school program for the most effective use of public resources, and describes a plan for implementing the high school after school program beyond federal grant funding (*EC* Section 8421[f][5]).

Authorized Agent Signature: 	Date: 10/21/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

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**California Education Code Certified Assurances Page 3**

- f. The application has been approved by the school district, or the charter school governing body, and the principal of each participating school for each school site or other site (EC Section 8421[f][6]).
  - g. The application includes a certification that the applicant has complied with the requirement in subdivision (b) of Section 8422 (EC Section 8421[f][7]).
  - h. The application includes a certification that each applicant or partner in the application agrees to do all of the following:
    - i. Assume responsibility for the quality of the program (EC Section 8421[f][8][A]).
    - ii. Follow all fiscal reporting and auditing standards required by the department (EC Section 8421[f][8][B]).
    - iii. Provide the following information on participating pupils to the department:
      - 1. School day attendance rates (EC Section 8421[f][8][C][i]).
      - 2. Program attendance (EC Section 8421[f][8][C][ii]).
    - iv. Acknowledge that program evaluations will be based upon the criteria in Section 8427 (EC Section 8421[f][8][D]).
  - i. Certify that the applicant has complied with all federal requirements in preparing and submitting the application (EC Section 8421[f][9]).
6. The program certifies all of the following:
- a. Completion of an assessment of pupils' preferences for program activities (EC Section 8423[c][1]).
  - b. Access to, and availability of, computers and technology (EC Section 8423[c][2]).
  - c. Inclusion of a nutritional snack, meal, or both, and a physical activity element (EC Section 8423[c][3]). The physical activity element is applicable only if selected as an enrichment activity as part of EC Section 8421[b][2].

Authorized Agent Signature: 	Date: 10/21/2021
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**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-10

**California Education Code Certified Assurances Page 4**

- d. That the program will meet all of the evaluation requirements (*EC* Section 8423[c][4]).
- e. Fiscal accountability (*EC* Section 8423[c][5]).
- f. Collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness (*EC* Section 8423[c][6]).
7. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (*EC* Section 8484.8[b][3]).
8. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (*EC* Section 8484.8[b][4]).
9. Grant awards shall be restricted to those applications that propose primarily to serve pupils that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve pupils in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the United States Code, and that are jointly submitted by school districts and community-based organizations (*EC* Section 8484.8[d]).
10. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (*EC* Section 8484.8[e][5]).
11. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (*EC* Section 8484.8[e][6]).

Authorized Agent Signature: 	Date: 10/21/2021
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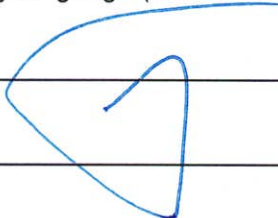


**21st Century High School After School Safety and Enrichment for Teens  
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Application ID: 22-04-01-131-ASSETS-10

**California *Education Code* Certified Assurances Page 5**

12. If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

Authorized Agent Signature: 	Date: 10/21/2021
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## 21st Century High School After School Safety and Enrichment for Teens Grant Application

Application ID: 22-04-01-131-ASSETS-34

### Co-applicant Participant Agreement Page 1

The California Department of Education (CDE) expects each 21st Community Learning Centers (CCLC) program to collaborate and cooperate with regular school academic programs to help students meet state academic standards. Accordingly, 21st CCLC subgrantees must develop a comprehensive and strategic plan of action to involve sustainable partnerships with all stakeholders within the community. In keeping with this expectation, the superintendent and **each** principal of the school(s)—whose students are served through the efforts of the program—must demonstrate commitment and buy-in to the ongoing success of the proposed project along with any community-based organization (CBO) partner. In accordance with the Education Department General Administrative Regulations § 200.307, programmatic income (sustainability) must be used and maintained for the purposes and under the conditions of the initial Federal Award (21st CCLC grant). This is also applicable for all equipment and technology purchased for the effective implementation of the grant award (§ 200.313).

**Local educational agency (LEA) leadership** (superintendent, assistant superintendents, LEA Board, etc.) and **location leadership** (principal, assistant principal(s), etc.) agree to the following roles and responsibilities:

1. Maintain knowledge of state (CDE) and local LEA's 21st CCLC site(s) goals, objectives, and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Assist in ensuring and implementing consistent communication among partners and stakeholders.
3. Provide site staff and partners with access to appropriate LEA buildings, facilities (free of charge), and student-level data.
4. Consider 21st CCLC project implementation and capacity building efforts as a multi-year commitment.
5. Participate in meetings as deemed appropriate, necessary, and/or as requested by the CDE.
6. Remain apprised of 21st CCLC federal and state statutes; ensure compliance with the original stipulations and intent of the approved request for applications (RFA); and adhere to all guidelines, regulations, and assurances as set forth in the grant application.
7. Provide school level oversight of the 21st CCLC program with faculty and staff.
8. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.

**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-34

**Co-applicant Participant Agreement Page 2**

9. Meet weekly/bi-weekly with the program manager or site coordinator(s) to communicate accomplishments and/or identify any areas of opportunity.
10. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, and web sites; or by whatever means necessary or needed.
11. Visit 21st CCLC classrooms to support implementation efforts.
12. Assist with research and evaluation activities including the collection and management of data (including grant impact).
13. Include the work of the 21st CCLC program within the school and local LEA plan.
14. Remain apprised of the 21st CCLC federal and state statutes, ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.

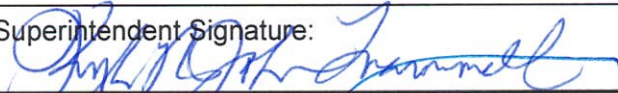
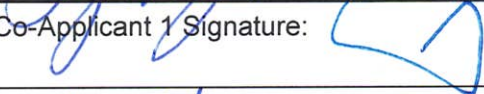

**Other Co-applicants** (CBOs, private schools, nonprofit agencies, institutions of higher education, public entities, native American tribe or tribal organizations) agree to the following roles and responsibilities:

1. Maintain knowledge of state (CDE) and local LEA's 21st CCLC site(s) goals, objectives and practices; help to foster partnership development, and advocate the program in the school district and community.
2. Provide leadership while ensuring and implementing a shared vision and 21st CCLC program alignment to the regular school day objectives.
3. Meet weekly/bi-weekly with the program manager, site coordinator(s), and school leadership to communicate accomplishments and/or identify any areas of opportunity.
4. Maintain regular communication with 21st CCLC stakeholders and community partners by telephone, email, newsletters, web sites, or by whatever means necessary or needed.
5. Visit 21st CCLC classrooms to support implementation efforts.
6. Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
7. Remain apprised of 21st CCLC federal and state statutes, ensure compliance with the original stipulations and intent of the approved RFA; and adhere to all guidelines, regulations, and assurances as set forth in the grant application.



**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETS-34

Superintendent Signature: 	Date: 11/3/2021
Co-Applicant 1 Signature: 	Date: 10/21/2021
Co-Applicant 2 Signature: 	Date: 10/24/2021

**21st Century High School After School Safety and Enrichment for Teens  
Grant Application**

Application ID: 22-04-01-131-ASSETs-34



# FINANCIAL ASSISTANCE

## APPLICATION SUBMITTAL TOOL

Welcome Martha Pena of Oakland Unified School District - Expanded Learning Office. If this is not your Account, please log out.

[Contact Us](#) | [Logout](#)

[Main Menu](#) > [Application Preview](#)

### Application Preview

This is a preview of your application. Please review and confirm the information is accurate before submitting the application. FAAST will perform a check to verify whether required fields are completed and/or required attachments are uploaded.

Once you have verified the information, please read the certification statement and enter your initials to submit the application to the State Water Board.

Note: To print the application, please use the "FILE -> PRINT" menu option on the browser.

**PIN 48885 - Supporting Powerful Graduates Supporting Powerful Graduates -- Preparing Students to be College, Career, and Community Ready - IN PROGRESS**

### FUNDING PROGRAM ASSISTANCE

#### Application Preview

**RFP Title:** Nita M. Lowey's 21st CCLC & After School Safety and Enrichment for Teens Programs

**Submitting Organization:** Oakland Unified School District

**Submitting Organization Division:** Expanded Learning Office

**Project Title:** Supporting Powerful Graduates Supporting Powerful Graduates --  
Preparing Students to be College, Career, and Community Ready

**Project Description:** OUSD and co-applicants BACR and EBAYC are seeking funding to replace expiring Cohort 10 ASSETS grants at 10 schools, building upon a strong program model and longstanding partnerships. OUSD's expanded learning opportunities (ExLO programs) are designed to support Initiative 2 of our 2021-24 Strategic Plan: "Supporting Powerful Graduates." Prioritizing serving high-need students, the ExLOs are designed to promote students' academic, creative, and social- emotional learning; embed social justice into arts enrichment and leadership development activities; and engage students in regular physical activity, as well as in work-based learning opportunities. These activities provide opportunities for Oakland students to practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues where they can tackle real-world problems, so they are prepared for college, careers, and community life.

**Water System ID:**

**District Office:**

#### APPLICANT DETAILS

**Applicant Organization:** Oakland Unified School District

**Applicant Organization Division:** Expanded Learning Office

**Applicant Address:** 1000 Broadway Suite 680 , Oakland , CA - 94607

#### PROJECT LOCATION

**Latitude:** 37.801651      **Longitude:** -122.272110

**Watershed:** 18050004

**County:** Alameda

**Responsible Regional Water Board:** 2 San Francisco Bay Regional Water Board

Funding Program	Applied	Amount Recommended by State Water Board
21st Century After School Safety and Enrichment for Teens (ASSETS) Program	Yes	\$0.00
21st Century Community Learning Centers (CCLC) Program	No	\$0.00

Project Management Role	First Name	Last Name	Phone	Fax	Email
Project Director: Authorized Representative	Martha	Pena	510-326-8089		martha.pena@ousd.org




**Applicant Information**

**Name:** Oakland Unified School District  
**Division:** Expanded Learning Office  
**Address:** 1000 Broadway Suite 680 Oakland, CA , 94607  
**DUNS Number:** 076554500

**Person Submitting Information**

**Submitter Name:** Martha Pena  
**Submitter Phone:** 510-326-8089  
**Submitter Fax:**  
**Submitter Email:** martha.pena@ousd.org

Pre Submission Attachment Title	Phase	Submission Period	Date & Time
<a href="#">Budget Narrative</a>	PHASE1	PRE SUBMISSION	11/11/2021 12:24:01 PM
<a href="#">Core Grant Budget from ASSIST</a>	PHASE1	PRE SUBMISSION	11/12/2021 12:19:52 PM
<a href="#">Written Agreements</a>	PHASE1	PRE SUBMISSION	11/11/2021 4:59:59 PM

Download all Pre Submission Attachments 

**Questionnaire - Phase 1****21st CCLC After School Safety and Enrichment for Teens (ASSETs) Application Questions**

**Applicants must download, complete, sign, and submit ASSIST-generated application forms to the CDE as well as upload their application narratives into FFAST prior to the application deadline. Please make sure you have added your ASSIST Grant Application Identification Number so that we may identify and match your application narrative.**

**Applicant Agency Name**

Answer: Oakland Unified School District

**ASSIST Grant Application ID Number**

Answer: 22-04-01-131-ASSETs-34

**FEIN/CD Number (from the ASSIST Cover Page)**

Answer: 01612590000000

**1 - Safe and Supportive Environment****a If the program will be located off campus, how will students travel safely to and from the program site?**

Answer: OUSD is committed to providing safe spaces to operate expanded learning opportunities (ExLO programs) that support students to be "powerful graduates" who are prepared for college, careers, and community life.

ExLO programs are key components of OUSD's overarching Full Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after-school programs, health and mental health care, and other supports.

OUSD and our co-applicants Bay Area Community Resources and East Bay Asian Youth Center and other lead agency partners will operate ASSETs programs on the campus at each of the 10 high schools in this application. Students will participate in programming at the schools they attend during the day, so safe travel is not an issue. In a needs assessment survey conducted in Fall 2021, students and parents overwhelmingly indicated they prefer program activities to happen at school sites. Students consistently assert they feel safer in the ExLO programs at their schools than at other points during the day.

The ExLOs will also be open to other students who live in the surrounding neighborhood, including those who utilize OUSD's open enrollment policy to attend other district schools or charters. All schools in this application are easily accessible by public transportation; programs will purchase bus tickets for students who need this transportation support.

At the school campuses, programs will have access to classrooms, libraries, computer labs, performance spaces, offices and family resource centers, athletic fields and gyms, and school-based health centers.

**b What initiatives and measures will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff?**

Answer: Our ExLO programs prioritize ensuring students' safety. This year, OUSD implemented the George Floyd resolution, replacing the OUSD Police Department with the Culture & Climate Office (CCO), which is developing a plan to advance school safety and student well-being.

Each program has an Expanded Learning Safety Plan, which includes an emergency plan and procedures, family reunification plans, and contact information for emergency responders. Each year, the ExLO Site Coordinator (SC) will meet with the Principal or Assistant Principal to discuss and refine this Plan, which then becomes part of the Site Safety Plan.

SCs will receive training in safeguarding students' safety in the yearly Summer Institute hosted by OUSD's Expanded Learning Programs Office (ExLO), in partnership with CCO and

our Behavioral Health Department. Training will cover site safety and emergency procedures, how to conduct safety drills and emergency preparedness assessments, behavior management practices to promote student safety, trauma-informed practices, mandated reporting, and responding to crises based on OUSD's School Crisis Response Protocol. SCs will in turn train line staff in these areas. ExLO staff will also participate in safety-related trainings for regular school staff and through their own agencies.

All staff on site will wear badges and apparel that clearly identify them as ASP staff, and will carry 2-way radios for communication. Staff will have easy access to first aid kits, safety plans with clear protocols, and student emergency contact information.

Each semester, SCs will conduct an emergency preparedness self-evaluation and remedy any shortcomings identified. This will include ensuring staff are familiar with emergency protocols; emergency evacuation routes and protocols are posted in all program areas; fire extinguishers are available, charged, and visible; and potential hazards on playgrounds or other areas are documented and reported to school leadership and facilities personnel. Each site will hold emergency drills (fire drills, lockdowns, lockouts) for staff and students at least twice a year to match the frequency of these drills and mirror procedures followed during school.

A Culture and Climate Ambassador (CCA) will be on campus during program hours to support positive student behavior and ensure student and staff safety. The CCA will intervene to help manage conflicts before they escalate to fights, help mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

If a crisis occurs during the program, the SC will immediately inform the Principal or AP, who will follow district protocols; inform the ExLO so that we mobilize support from other OUSD departments; and inform their agency director who will mobilize agency crisis intervention supports.

Our ExLO will support sites to develop and practice safety procedures and plans so staff are prepared for emergencies. The ExLO provides templates for the ExLO Emergency Plan, for conducting an emergency preparedness self-evaluation, to guide lockdowns, lockouts, and family reunification plans, and for incident reports, which must be submitted to the district office within 24 hours of any serious incident. Our ExLO Operations Manual includes detailed safety procedure guidelines. It provides notification protocols for emergency/crisis incidents at schools; protocols for staff to follow in the event of student injuries, threats of physical harm, lockdowns, lockouts, suspected child abuse, endangerment, or sex crimes, and allegations of weapons on campus; information about bullying and its prevention; guidance on situations when it is mandatory to call 911 and notify the CCO. It includes the OUSD Crisis Response Protocol and contact numbers for OUSD's Safety Coordinator, Oakland PD, Fire and Paramedics personnel, Poison Control, Youth Crisis Hotline, Children's Emergency Services, and other relevant agencies.

**c How will the program provide a safe and supportive environment for the developmental, social emotional, and physical needs of students?**

Answer: As part of our Full Service Community Schools model, OUSD has invested heavily in an array of developmental, social-emotional, and physical student supports that extend into our ExLO programs.

We select ExLO lead agencies based on their expertise, commitment to, and experience in supporting Oakland youth's healthy development. Lead agencies select staff that reflect our students' backgrounds and are familiar with the conditions and challenges faced by youth in inner city Oakland communities.

ExLO staff receive training from OUSD and their agencies to be able to understand and address the developmental and social-emotional needs of high school students and the unique needs of Oakland youth. This includes training in cultural competency, trauma-informed services, restorative practices, and the experiences and needs of students from high-risk groups (e.g., English Learners, Newcomers, those with disabilities).

Our ExLO provides training and coaching to SCs and line staff on practices to create a safe, supportive environment that promotes positive youth development, aligned with the Quality Standards for Expanded Learning in California. In our continuous quality improvement process, the OUSD ExLO, in partnership with 13 ExLO lead agencies and Social Policy Research, implemented a CQI framework centered around culturally-responsive programming and based on Peter Senge's Creative Tension framework: Truth, Hope, Change, Curiosity, & Celebration. This framework led to the development of OUSD's new Quality Assessment tool, which incorporates six quality standards for a safe and supportive environment, one of which is to thoroughly integrate social-emotional learning (SEL) practices into program activities. ExLO staff are required to do yearly self-assessments against these quality standards and to develop and implement Program Plans to improve practice, supported by appropriate professional development. ExLO staff are also trained on the SEL standards OUSD has adopted (self-management, self-awareness, social awareness, relationship skills, responsible decision making) and how to integrate and promote them in all activities and interactions with youth.

Programming at each site will be responsive to teens' developmental needs. In community building activities, social activism projects, educational/support groups for young men, women, and students of color, and peer-led restorative justice circles, youth are called on to exert leadership, collaborate, develop social awareness, cultivate mutual respect, make decisions, and take responsibility for their actions. Activities are designed to promote positive relationships with peers and caring adults.

External evaluations consistently award high marks (4.6+ on a 1-5 scale) to our high school ExLO programs in the domain of safe and supportive environment, based on site observations. Across sites, 90+% of students report feeling safe and supported in the program. The vast majority say that the program helps them communicate better, get along better with others, feel a sense of mastery and more self-confidence.

Oakland youth suffer disproportionately from health conditions such as asthma, diabetes, depression, anxiety, and trauma. Nurses from OUSD Health Services train ExLO staff on monitoring and supporting students with chronic health conditions. Our programs also partner with our Behavioral Health unit and health-focused external partners to give students access to needed behavioral and medical services. 4 of the schools in this application have campus health centers that treat and manage health and mental health conditions to help maximize student attendance, engagement in school, and learning. The other 6 schools have partners that provide on-site mental health care and linkages to medical care. Each SC will participate in the school's Coordination of Services Team to help triage students in the ExLO program to medical and behavioral health care and other services as needed.

**2 - Active and Engaged Learning**

**a In what ways are the planned program activities engaging and based on the school and community needs for an after school, before school, intersession, vacation, weekend, or summer/supplemental program? (For ASSETS, provide examples for both secondary and workforce preparation.) An applicant that offers summer/supplemental programming to complement existing ASES or 21st CCLC funded after school programs is not required to be the same entity that operates the existing program, but must identify the grantee with whom it is coordinating for the purpose of providing year-round programming (California Education Code Section 8484.8[e][3]).**

Answer: 77% of the 6,651 students at the 10 target schools are socioeconomically disadvantaged, 91% students of color, 28% English Learners. Many are from very high-risk groups such as

long-term ELs, unaccompanied immigrant, Probation, and foster youth.

Only 30% and 13% of 11th graders are proficient in ELA and Math respectively. OUSD's graduation rate is 71.1% versus 87.6% statewide.

A recent study identified "increasing learning time" outside the school day as among the "highest impact opportunities to maximize college and career readiness and high school graduation."

Student focus groups in spring 2021 uncovered priorities for how our ExLO programs can support student learning and well-being: by enhancing collaboration with school-day programming, and providing physical fitness, wellness, and additional mental health and emotional support

To address student needs and in alignment with OUSD's overall goal that all students graduate college, career, and community ready, and other learning goals, each ExLO program will provide:

**EDUCATIONAL AND LITERACY SUPPORTS**—including tutoring and homework assistance in core subjects, credit recovery classes, English language support, and college/career counseling.

**EDUCATIONAL ENRICHMENT** that offers students engaging activities in a variety of areas, such as arts (to promote creative expression), joint projects (collaboration, communication), action research and community service (social awareness, critical thinking, leadership).

**PHYSICAL ACTIVITY** to promote fitness and wellness, such as sports, guided workouts, dance, biking, gardening, and yoga.

**WORK-BASED LEARNING**—career exploration and career preparation activities, such as service learning, on- and off-site internships, and career training.

**WRAPAROUND SUPPORTS**—such as case management, health and behavioral health care available at and through the target schools.

**FAMILY ENGAGEMENT**—to enlist and equip family members to support their children's success.

**b How are the program activities expected to contribute to the improvement of student academic achievement as well as overall student success?**

**Answer:** OUSD defines student success through our Graduate Profile in which students are resilient learners, collaborative teammates, critical thinkers, creative problem solvers, and community leaders, thereby prepared for college, career, and community success.

To support the realization of the Graduate Profile, our ExLO programs provide students an array of academic supports for all grade levels. Program review high school readiness data, early warning lists, and grades each marking period, and design academic supports for struggling students. Programs actively recruit and enroll these students into intervention and credit recovery classes and tutoring provided by content area teachers. Program staff collaborate with school staff to identify Newcomers and English Learners and offer them tutoring and other opportunities to practice social and academic language to accelerate their development of English proficiency.

Students take an array of enrichment classes that use project-based learning approaches, in which youth collaborate with their peers, allowing them to practice and strengthen their social-emotional and 21st century skills including communication and teamwork skills. These include various arts activities that foster creative thinking, self-expression, and action research and community service projects through which they learn to analyze social issues and come up with solutions, in the process developing social awareness, critical thinking, problem solving skills, and leadership capacities.

Our ExLO programs also give students opportunities for career-related and work-based learning through which they explore and learn about career options and their own career interests and develop career-related skills. At each school, Quality Support Coach/Career Pathways Liaison (QSC/CPL), working with college and career specialists at the schools, will help students plan their future and navigate their transition from high school to college, careers, and community life.

**c How will student feedback, assessments, evaluations, and integration with the instructional day be used to guide the development of training, curricula, and projects that will meet students' needs and interests?**

**Answer:** OUSD ExLO programs utilize a structured feedback loop to collaborate with schools to design and refine programming to meet students' needs and interests.

We use data from OUSD on rising 9th graders "high school readiness" and "early warning for dropping out" data to help plan supports for 9th graders, identify at-risk students, and reach out to engage them in appropriate interventions, such as tutoring, academic intervention, study hall, or credit recovery. Annually, we review student course completion data, grades, and test scores to determine academic priorities and which content-area teachers to hire to address students' academic needs the following year.

Each school is building out robust career pathways programs. ExLO programs work closely with their school's pathway faculty to ensure programs provide students hands-on learning to complement their career pathway, including employment readiness, job skills, and leadership training, and internships. For instance, when Fremont High's Social Justice Pathway wanted to offer students more opportunities to lead community impact projects, the ExLO program provided a class and venue for this experience.

ExLO programs review their school's California Healthy Kids Survey data to gain insight on students' risks, needs, and strengths, identify priority areas for ExLO culture and climate, and inform staff professional development. Some ExLO programs use validated tools to assess students' strengths and areas for additional, targeted supports, and to guide staff training including various approaches to support students' SEL, mental health first aid, and trauma-informed services.

Lastly, ExLO programs use informal surveys throughout the year and an end-of-year survey to elicit students' reflections about their ExLO experiences. This feedback loop allows our programs to be responsive to students' feedback.

**d If your school site is closed and your program has to run virtually, what strategies will you use to continue running a high-quality, engaging virtual program?**

**Answer:** Prior to the pandemic, the OUSD ExLO implemented a community of practice for all 72 of our ExLO programs, consisting of 13 different after-school providers, 75 Site Coordinators, and 32 agency directors. Through this community of practice, ExLO staff shared best practices, lessons learned, and resources to support each other and build on the great work that was taking place in Oakland. When the pandemic closed all OUSD schools and required all ExLO programs to go virtual, OUSD providers came together to identify strategies to reconnect with youth, design curriculum that was easily accessible online, and provided on-the-ground support to schools with food and technology distributions.

Through the community of practice, ExLO program lead agencies developed an integrated program that involved working directly with school-day teachers to provide a variety of program options to all OUSD students. ExLO program staff collaborated with teachers on lesson plans and provided targeted support to our highest-need students. Teachers would introduce a lesson and ExLO staff would take ELL students to a breakout session to provide additional academic support to ensure all students were understanding the content. This provided opportunities for ExLO program staff to do fun enrichment activities during the school day to give students and teachers a break from their academics. It was these engaging and fun breaks that kept students engaged and logging back on, thereby increasing the attendance numbers in many OUSD schools.

In spring 2021, OUSD conducted several focus groups of students on distance learning experiences and the impact ExLO programs had on online learning. Among the key findings



OUSD uncovered this focus group was the expanded collaboration between school-day and ExLO staff to meet the students' needs had helped expand and enrich services for students. We would use this proven program model if our ExLO programs must run virtually again.

### 3 - Skill Building

- a **What 21st Century knowledge and/or skill(s) will students master when participating in projects, activities, and events based on the specific student needs at a site or groups of sites? (Please visit the information about 21st Century Skills found at the CDE's Partnership for 21st Century Skills web page at <https://www.cde.ca.gov/eo/in/cr/p21cskls.asp>).**

Answer: OUSD and our lead agencies design our ExLO programs so they help build the skills in OUSD's Graduate Profile, defined as graduates who are resilient learners, collaborative teammates, critical thinkers, creative problem solvers, and community leaders.

In addition to helping students master core academic skills, each site will offer students opportunities to learn job readiness and technical skills related to future careers that extend career pathway programs at their school or respond to their interests. At Oakland High, which has a Computer Academy, students will augment their skills in 21st Century technologies in the Tech Techies and Code Nation programs. Students at various high schools will take part in the Rainbow Chefs program (culinary arts, entrepreneurship); at Bunche High, this program will be an extension of the school's Hospitality, Tourism, & Recreation pathway. Other ExLO activities will engage students in employment skills-related learning in fields including media training (Youth Beat/KDOL-TV), cosmetology (Beauty/Barber Shop programs), and music production (Today's Future Sound program).

The ExLO programs will offer students further opportunities for career exploration and learning via job shadowing and internships. Students in Castlemont's Community Health Equity Academy can job shadow and serve as interns at Oakland Children's Hospital and other clinical settings in the community. Students in its Sustainable Urban Design program can intern in the school's garden and orchard programs or become Garden Mentors, teaching gardening and nutrition to younger students. At all sites, students will engage in internships and receive stipends, on-site, off-site in industry settings, or both. In internships, students will advance their literacies and technical skills related to particular fields as well as employability skills such as communication, teamwork, problem solving, and career soft skills such as professionalism, workplace dress, language, and conduct, self-motivation, responsibility, and self-management. Student interns will be required to complete a portfolio (includes resume, cover letter, & reflection paper) and presentation (Powerpoint, poster, video, etc.) that highlights their work experience and learning.

Each site will offer arts enrichment, such as painting, drawing, graffiti arts, mural creation, digital graphic design, animation, filmmaking, and performing arts. At Life Academy, Bay Area Music Project will provide guitar lessons to students. Destiny Arts will bring its dance program to Rudsdale Academy. Oakland Tech will host Attitudinal Healing Connection's ArtEsteem visual arts program; Castlemont High, the Community Art program, which creates large murals in the community; Rudsdale and Ralph Bunche Academies will engage Today's Future Sound's hip hop music production program, which incorporates educational, therapeutic, and social components. Arts programs will be vehicles to engage students in community issues in our city and world, and reflect on how their own life experiences relate to them. Engaging in arts activities and creating projects, students will learn about and apply artistic techniques as well as innovation skills, including collaborating and communicating with peers and expressing themselves creatively. For instance, visual arts and graphic design instructors will guide students, through reading, dialogue, and writing, to gain conceptual understandings of social and historical topics relevant to their lives and communities, and create self-expressive arts projects. Arts program and projects will also promote learning of academic skills (e.g., literacy), knowledge (e.g., history), understanding of 21st Century themes (e.g., civic literacy, global awareness), life skills (follow through, civic engagement), and career skills (e.g., digital graphic design, collaboration).

Students will also have opportunities to develop leadership skills in their ExLO programs (see below).

### 4 - Youth Voice and Leadership

- a **What opportunities and physical meeting location/space are provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?**

Answer: OUSD's ASSETS programs offer leadership opportunities unavailable to students during school. Our ExLO lead agencies and other partners actively engage youth in planning and implementing their ExLO programs, developing leadership skills in the process. We intentionally use these opportunities to strengthen students' sense that they are meaningfully engaged in their education, and to equip students to be career and community ready when they graduate from high school.

At each site, a cadre of 5-10 students will serve as a leadership team for their ExLO. Students interested in serving on this team will be required to submit an application and be interviewed by staff and peers, and to maintain at least a 2.5 GPA, good school attendance, and positive peer relations. Selected youth will receive leadership training. They will assist in: recruiting and retaining students; planning and reviewing program offerings, especially for college- and career-readiness, enrichment, and youth development; and keeping programs authentic and relevant to students and families. They will also be trained to take part in their ExLO program's self-assessment that is a key part of our CQI process. In this role a cadre of youth leaders, alongside program staff, will conduct observations of various program offerings, co-facilitate a scoring meeting, and participate in developing a Program Plan for program improvement. Team members will meet every other week in the ExLO office or other space on their campus, where they will plan activities and check in with their supervisor. They will also make presentations at monthly school faculty meetings, and write reflections on their progress and challenges.

At the four largest target schools (Castlemont, Fremont, Oakland Tech, and Oakland High), the student leadership team will be integrated into the "REAL HARD" after-school youth leadership program provided in partnership with Oakland Kids First, a local CBO. At each of these schools, 20 youth leaders will meet in two 2-hour weekly sessions to receive leadership training, identify problems at their schools, develop solutions, and plan program activities for the first Friday of each month.

Our sites also use the Building Intentional Communities model in which students actively help plan policies, shape the program climate, and share in leading activities. They start out each school year as co-creators of the program climate with staff as they identify rules to create an intentional community, build their skills to make group decisions and uphold group agreements, and play increasing leadership roles as the year progresses. From the outset of the year, youth help take attendance and distribute snacks. By December, they begin taking turns as facilitators of program rituals, such as opening and closing circles, team-building exercises, group discussions, and restorative justice circles. Some have on-site internships and help ensure the program runs smoothly. Students are also trained and deployed as peer tutors and peer interpreters; lead warm-ups prior to physical activities, co-coach sports teams; and choreograph dance performances. Some tutor in elementary and middle school programs, or mentor rising 9th graders or students who join the program mid-year. Youth plan and lead school events and community service projects. In the spring, program staff engage youth in reflecting on skills (social-emotional, 21st century) they have

mastered over the year and then identify ways to give back to the community.

All sites will give students further opportunities to provide input into and shape their ExLO programs, including (1) filling out activity evaluations and (2) yearly surveys for the program evaluation, which inform program planning and CQI; (3) taking part in focus groups to discuss program strengths and weaknesses and make suggestions for program improvements; and (4) interviewing prospective program staff and contracted service providers.

**b How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills in addressing real-world problems that they identify in their communities (e.g., service-learning)?**

Answer: All students attending any of the 10 ExLO programs in this application will be able to make choices on program activities to participate in. Students will receive descriptions of the program schedules and activities, and select and rank classes/activities they want to take part in when they sign up for the ExLO program. For instance, they will be able to choose between several linked learning programs aligned with different career pathways, which will vary from school to school. Students will be able to choose linked learning programs and particular arts and sports programs, gender- or ethnic-specific learning groups, and study hall. Students will also have opportunities to switch programs every six weeks or half semester. Program staff will give students opportunities to provide feedback on programs they have participated in or are interested in and use this feedback to improve and/or plan new programs and activities, including field trips, that appeal to students' interests.

Linked learning programs for students in the lower high school grades will be designed around career awareness and exploration. For the upper grades they will focus on career preparation and training, especially on promoting students' 21st century skills, developing resumes, preparing them for internships, and providing work experience through internships. All sites will offer opportunities for students in the upper high school grades to conduct action research and service learning addressing real world problems in their communities. Projects will include training on the research skills students need to complete their senior capstone project, a requirement for graduation in OUSD. This feature makes this programming appealing to students in the upper grades.

ExLO programs at the four largest high schools will partner with Oakland Kids First in the Representing Educated Active Leaders Having A Righteous Dream (REAL HARD) program. At each school, 20 youth, meeting twice a week for two hours throughout the school year, will be trained to help them conduct research on issues relevant to their school environment and take action to improve the school culture. In recent years, REAL HARD developed a Code of Respect that comprises a youth-friendly set of cultural expectations featuring declarative language about the type of classroom culture students and teachers would like to uphold. The schools have approved the Code, and REAL HARD youth are working with school and after-school staff to uphold this policy. In the coming years, the program will work toward other positive changes in the school culture.

Many sites use the Youth Action Team program—which ASSETS sites have been implementing since 2012-13—to promote youth leadership, college, career, and community readiness. In this program, a team of students at risk of dropping out will take part in a year-long class that meets for four hours a week. The students will follow a step-by-step "learning map" curriculum, with pedagogy on violence, exploration of personal and community identity and the larger social context, and training in action research, project planning, and working for social change. Students will then connect these learnings to a concrete community action research project. Students will create and deliver a 90-minute workshop on a violence-prevention topic to their peers.

At some sites, youth will participate in Youth Participatory Action Research (YPAR) projects in which they conduct research on issues related to health in their community, and develop and carry out plans to promote health among young people and families, such as via healthy nutrition and physical activity.

At Castlemont and Fremont High, partner agency Youth Alive! will train a cadre of older youth to be Teens on Target youth leaders to research a violence-related topic in their community, and then teach a violence prevention curriculum to youth in ExLO programs at nearby elementary and middle schools.

## 5 - Healthy Choices and Behaviors

**a What types of healthy practices and program activities will be aligned with the school wellness plan?**

Answer: OUSD's Board-approved Wellness Policy ([www.ousd.org/Page/15671](http://www.ousd.org/Page/15671)) serves as the wellness plan for schools across the district. The following healthy practices and program activities in our ExLO programs will be aligned with the seven areas of the district Wellness Policy.

- \*Nutrition. All students will receive a free nutritional super snack each day they attend the program. Some schools will also provide a regular supper for students. The latter will support the Wellness Policy to "ensure no OUSD student goes hungry." Super snacks, suppers, and food and beverages served during celebrations or other program activities will adhere to the Healthy Food Guidelines stated in the Wellness Policy, which meet or exceed all State and Federal requirements. The programs will provide adequate facilities for students to eat their snacks and meals and ensure clean drinking water is available during the program. Nutrition education will be incorporated into programming at some sites.
- \*Physical education and physical activity. Each school program will give students opportunities for physical activity—through team sports (soccer, basketball, lacrosse), guided workouts, cycling, dance, walking, yoga—that includes regular exercise and conditioning and promotes students' fitness and motor development. These activities will incorporate a focus on promoting prosocial skills – such as communication, cooperation, and team building in the achievement of common goals.
- \*Comprehensive health education. The ExLO programs will include health education—through culinary arts programs; linked learning activities tied to health occupations; sports, fitness, and dance activities that address self-care and fitness; and yoga and mindfulness programs where students learn about stress, anger, and drug use and their management.
- \*Positive school climate. Providing a safe, orderly, caring, respectful, and equitable learning environment that promotes students' social emotional learning are core practices of our ExLO programs. Staff will be trained and coached extensively to ensure they create this kind of environment. The programs will promote social-emotional skills in students via intentional instruction for students and many opportunities for students to practice and reflect on these skills. The programs will include education on bullying and discrimination and measures to prevent them. Community-building activities and restorative justice principles and practices will further contribute to a positive school climate in ExLO programs, as will parent engagement activities.
- \*Physical school environment. Comprehensive measures will be in place to ensure that the physical environment of each ExLO program is safe and prepared for emergencies – as detailed in our responses under question #1: Safe and Supportive Environment.
- \*Access to and coordination of student health services. Four of the target sites have school-based health centers run by community-based organizations: Oakland High (run by East Bay Asian Youth Center, also the ExLO lead agency), Oakland Tech and Fremont (run by La Clinica de la Raza), and Castlemont (run by UCSF Benioff Children's Hospital Oakland and Youth Uprising).

Our ExLO programs are partner with these centers to connect students with medical and mental health care, health education, and benefits enrollment services regardless of students' insurance status or ability to pay. All 11 schools partner with mental health care providers; ExLO programs will coordinate with them to connect students to needed counseling and other behavioral health services. At all sites, ExLO staff will take part in Coordination of Service Teams to help connect students to needed health services.

\*Staff wellness. ExLO lead agencies will support the wellness of ExLO program staff by ensuring they have safe and supportive working conditions; engaging them in developing personal wellness plans; and providing support in the event of difficult or crisis situations.

**b How will the program incorporate healthy nutritional practices, and what types of daily developmentally appropriate and/or research-based physical activities will the program conduct? Include any collaborative partnerships with wellness organizations.**

Answer: All students present in the ExLO program on any day will receive a free nutritional super snack that meets CDE Expanded Learning snack requirements. At least six sites will provide hot suppers that follow state and federal healthy food guidelines. Super snacks and suppers will be provided by OUSD Nutrition Services, funded through the National School Lunch Program (snacks) and federal Child and Adult Care Food Program (suppers). Education on healthy eating and cooking practices will be incorporated into culinary arts, fitness, sports, dance, and yoga programs. In culinary arts at some schools, students will work toward certification in food preparation.

As noted in section 8-1 below, poor physical fitness is widespread at the target schools. Each site will offer physical activities multiple days each week. They will vary from site to site and include: fitness clubs; guided workouts; seasonal team sports; girls' and boys' basketball and soccer leagues for alternative/continuation high school students; cycling; lacrosse; walking; dance, including Polynesian and hip hop; and yoga.

Physical activities will help improve students' fitness and address weight problems. Moreover, studies have shown links between regular physical activity, such as via team sports, and benefits including improved academic performance and developmental assets such as communication, teamwork, positive relationships with peers and role models (older players and coaches), and self-confidence. Studies have also shown other positive benefits for youth who take part in the yoga and dynamic mindfulness program like the one in our ExLOs, including lower stress levels and greater self-control, school engagement, emotional awareness, and distress tolerance.

The Alternative Sports League will give students a chance to play team sports they wouldn't have otherwise, as our continuation and alternative high schools are left out of the Oakland Athletic League for comprehensive high schools. Students must maintain a 2.5 GPA to be able to participate—a big incentive for them to do well in school. This program will also help us engage families in the ExLO programs and schools.

Other partners that support wellness include:

\*Rainbow Chefs will provide its curriculum-based culinary arts program, with nutrition and cooking education and entrepreneurship, at Life Academy, Oakland Tech, and Street.

\*Cycles of Change will run a bike club in which students go on local bike rides and learn bicycle mechanics, at MetWest.

\*East Bay Swim Club will collaborate in a swimming program and Oakland Lacrosse will bring its lacrosse program to students at Castlemont.

\*Various community partners will bring their soccer/youth development programs to our schools: Soccer Without Borders at Castlemont, America Scores Bay Area and Oakland Genesis Soccer Club at Life Academy, and Oakland - Street Soccer USA at Rudsdale and Street Academies.

\*Niroga Institute will provide its yoga and mindfulness class at Street Academy.

\*Inner City Bliss will provide its trauma-informed yoga program at Fremont High.

\*67 Suenos will deliver its political education, activism, and trauma-healing program at Rudsdale Academy

\*Oakland Children's Hospital, La Clinica de la Raza, Highland Hospital, and Alta Bates Summit Medical Center will serve as health pathway internship sites for ExLO youth.

**c How will the program staff model a healthy lifestyle and maintain a healthy culture and environment?**

Answer: The lead agencies for the ExLOs programs at the target schools (Bay Area Community Resources, East Bay Asian Youth Center, Oakland Kids First, Safe Passages) recruit staff from the local communities, including alumni of the schools where they work. When hiring and training staff, these agencies emphasize the importance of serving as role models and modeling high expectations for youth they will work with, good workplace skills (e.g., coming to work daily, on time, appearance) and social skills (e.g., clear communication, positivity, respect), and the importance of contributing to the community. Staff make a commitment to uphold these values.

Staff receive extensive training from both OUSD's ExLO and their own agency to guide them in modeling and maintaining a healthy lifestyle, culture, and environment in the ExLOs.

Following the same practices we uphold for youth, staff refrain from eating junk food or drinking soft drinks or other sugary/cafeinated beverages during the program. In physical activities, staff exert themselves alongside youth, use positive messages to encourage youth to attempt physical activities, and model sportsmanship and supportive behavior.

Through our ExLO staff receive training in social-emotional skills and how to use and promote them in all activities and interactions with youth. This training emphasizes the SEL standards OUSD has adopted for our schools and ExLO programs: self-management, self-awareness, social awareness, relationship skills, and responsible decision making. During daily activities, staff engage youth in discussions to reflect on ways they have, or have not, demonstrated these skills, to help youth be more aware of and intentional in their own SEL. SEL training for ExLO staff also includes youth development practices and principles, such as the importance of having supportive relationships with peers and positive adult role models, and strategies for supporting youth in establishing and maintaining such relationships.

## **6 - Diversity, Access, and Equity**

**a How will information about the program, including its address, be disseminated and made understandable and accessible to the community?**

Answer: OUSD's Enrollment Guide, which informs families about our school sites and services at schools, contains information on the ExLO program at each school, including location and hours. The guide is available in multiple languages in print and on the OUSD website.

At each school, school leaders and the ExLO SC use a digital platform, ParentSquare, to distribute newsletters and email blasts, translated into major languages of OUSD families, to inform families about the ExLO, its activities, and sign-up procedures. School and ExLO staff distribute program descriptions and sign-up sheets at spring orientations for rising 8th graders who have been accepted for the next fall, at school registration in August, fall meetings for 9th graders to discuss college requirements and other topics, and Back to School Night each September. Community School Managers, teachers, counselors, and front-office staff share information on the ExLO programs with students and families. SCs are full-time at their school site, easily accessible for students/families wanting more info about ExLOs.



At continuation schools, the ExLO SC participates in the orientation process for each new student that enrolls over the course of the year, where they share info about the program in a language parents can understand.

To help target outreach, each school and its COST will alert the ExLO lead agency about particular students with academic, attendance, or behavioral problems. The SC will call or send a letter home to parents (in Spanish or other language, if appropriate) to let them know about tutoring and other learning activities available on campus after-school.

At some sites, SCs partner with teachers or case managers to conduct home visits to reach out to students/families in need of services—targeting, for example, families of truant students, and newcomer students at Castlemont, Oakland, and Fremont High. If needed, we use translators or students to help interpret in the home language.

**b How will information about the program be communicated to all students at the school site to encourage diverse participation?**

Answer: We use multiple strategies to ensure we reach our diverse students and families.

The ExLO has implemented a family facing website that provides families with direct contacts to their after-school providers. This gives families easy access to the enrollment process and more information about their child's ExLO program.

Every April, school leaders and program staff hold orientations for incoming 9th graders and families, where they distribute information about the program.

Each spring, staff recruit students in the program to continue to attend the next year, and conduct outreach, including home visits, to students from priority groups (e.g., truant and newcomer students).

Each school will feature the ExLO program on its website and include a description of the ExLO and registration information in its enrollment package. Staff will table during registration days each August to distribute information about the program and recruit students.

Flyers about the ExLO will be posted in school hallways and classrooms. The ExLO lead agency will hold a program orientation in September.

Schools will make frequent PA announcements to all classrooms about the program. ExLO staff will make presentations to advisory classrooms and table at lunch to recruit students.

Schools will use newsletters and email blasts to inform students and families about the program and its offerings. Programs will hold special assemblies and make lunchtime presentations to showcase work students are doing, as an outreach/recruitment strategy. ExLO participants will serve as program ambassadors by making presentations about it to their peers in classrooms, assemblies, Back to School Night, interest clubs, feeder middle schools, and informal chats.

School staff who interact with families including teachers, COST members, main office staff, Community School Managers, family liaisons, and school health center staff will inform students and families about the ExLO and refer students to the program.

**c How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds?**

Answer: Each OUSD high school serves youth from many different ethnic and cultural communities. OUSD and our lead agency partners intentionally design our ExLO programs as spaces where students from different backgrounds can come together and build community within and across groups. Each program will create an inclusive environment that promotes, respects, and celebrates the vast diversity of our students and families and our city's communities.

Our ExLO lead agencies prioritize hiring staff representative of the diversity of our school communities (in race/ethnicity, language, life experiences, gender identification, etc.) and grew up in or have other first-hand familiarity with the urban neighborhoods where our students live and go to school. Partners that bring particular activities to the sites (e.g., arts, linked learning, sports) are also grassroots local organizations with staff that reflect Oakland's diversity. This helps to create an inclusive environment, and one where students have positive adult role models from similar backgrounds.

ExLO program staff will be trained to infuse social-emotional learning into all programming, based on OUSD's adopted SEL standards (self-awareness, self-management, social awareness, relationship skills, responsible decision making). These SEL skills strengthen students' and staff members' competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age.

Our ExLO arts programs are key venues for students to explore and celebrate their cultural backgrounds. Some examples are the Attitudinal Healing Connection's ArtEsteem program (visual art/murals), Bay Area Music Project (youth orchestra), Rainbow Chefs (culinary arts), Destiny Arts (dance), Rhythmic Mind (hip hop), Today's Future Sound (beat making, music production). Programs will include on-site exhibits and performances of student products—paintings, murals, digital arts presentations, dance or theater performances—for the school community, including families. Some arts programs extend their work into the nearby community through mural projects and exhibits in local venues, in which students creatively express issues of identity and cultural background.

Many ExLO programs for specific student groups will focus on building self- and social-awareness and life skills, including Black Gold Ethnic Studies class (Dewey), First Love Yourself, for youth of color (Fremont), Ethnic Studies (Fremont), Raza Studies (Met West), Gay Straight Alliance (Street), Man Up/Sister Circle/We Out Here groups for African-Americans and other students of color (Castlemont), Real Ambitious Women, Multicultural Club, Life Holds No Punches, Be A Man groups and activism projects (LIFE Academy), and 67 Sueños (political education, activism, and trauma-healing work, primarily with Latinx undocumented youth, at Rudsdale).

Action research programs will further promote diversity and inclusiveness in our ExLOs. Examples include REAL HARD participants' work to promote a culture of respect and to plan First Friday activities at 4 of the schools, Youth Participatory Action Research programs (most of the schools), and the Teens on Target program (Castlemont, Fremont) that teaches leadership and social-emotional skills through the lens of social justice and understanding historical injustices, to empower students of color toward racial awareness and healing.

Another important way we promote diversity and inclusiveness in all of our ExLO programs is through the restorative justice lens adopted across OUSD schools and integrated into these programs. The practice of having students lead restorative justice circles is a powerful strategy to resolve conflicts that arise and strengthen relationships between students from different groups.

Some sites will host cultural celebrations for families each semester or quarter. These activities will celebrate students' accomplishments and the cultures of the school community.

**d How will the program reach out and provide support to students with disabilities, English learners (ELs), and other students who have potential barriers so they can participate in the program?**

Answer: OUSD's ExLO programs have a unique role in supporting English Learners, newcomers, and students with special needs to be powerful graduates. Of the 6,651 students at the target schools, 1,842 are ELs, more than 800 are newcomers (in the U.S. for 3 years or less), 500+ are living in homeless situations, 39 are in foster care, and about 11% are in Special Ed.

We will actively reach out to recruit and serve students from high-need groups who may have barriers to participating.

ExLO lead agencies will partner with OUSD's Transitional Students & Families unit to identify and reach out to newcomer students and families, and students in homeless situations or foster care, to ensure they are aware of the ExLO programs and encourage students to participate. We will distribute information about the programs in multiple languages, via

ParentSquare, school registration packets, email, newsletters, phone calls, and presentations at family events. At placement sites for newcomers (Castlemont, Oakland, & Fremont High), ExLO program staff or family liaisons will make home visits in which they inform newcomers' families about the programs and encourage signing up for it. The ExLO programs will provide spaces and supports for newcomers and other ELs to improve their English skills. Staff in the newcomer programs at Oakland High, Castlemont, and Fremont will provide homework help and structured and informal activities through which ELs can practice their English speaking, reading, and writing skills with the instructor and their peers. Students will have access to tutoring in Spanish to help them access school day academic content; opportunities to learn about post-secondary options and explore career pathways; and linkages to needed services.

Many OUSD newcomers are refugees, asylees, and/or unaccompanied minors. Many are fleeing violence, human trafficking, or persecution in their home country. They arrive in the U.S. and Oakland after typically enduring an arduous, traumatic journey. Many require intensive, specialized services to meet their academic, socio-emotional, and mental health needs which, if unmet, can be barriers to participation in the ExLO program and success in school. The programs will connect with such students' case managers, or directly provide case management, including linkages to needed mental health and other services.

For students with special needs interested in the program, the SC will work with their resource program specialist and IEP team to determine which activities will be appropriate and beneficial and assign students to appropriate learning activities in the ExLO program, and collaborate with the COST and Community School Manager to connect such students and their families to other needed supports and resources. OUSD has committed to providing training for all staff (including ExLO staff) in a Universal Design for Learning framework for addressing learner variability and supporting all learners to gain the knowledge and skills they need to become strategic, self-motivated, and goal-directed learners.

There are currently approximately 100 students at the target schools on Probation. When a Probation student transfers to OUSD from the county Juvenile Justice Center or another school, he/she is presented to the school through the COST. The ASSETS SC participates on the COST and will use this venue to inform the student and his/her family about the ExLO program and encourage them to sign-up for it. Most Probation youth have IEPs; we will coordinate with their program specialist and IEP team to place them in program activities that address particular needs and be of benefit.

As students will attend ExLO programs at their schools, accessibility is not a barrier. The schools are handicap accessible and regularly maintained. ExLO lead agencies' use of ethnically diverse and culturally/linguistically representative staff will help programs effectively engage students from diverse racial/ethnic groups and ELs.

## 7 - Quality Staff

### a What is the planned recruitment and hiring process for staff, and how will staff members' experience, knowledge, and interests be considered?

Answer: ExLO lead agencies intentionally recruit staff who believe all Oakland youth deserve opportunities that prepare them to be college, career, and community ready. This commitment frames the recruitment process. They seek staff who have a passion for working with youth, strength in particular academic areas, and are open to coaching and continuous improvement. Many agencies grow their own staff from students who used to be in their programs, and typically hire people from the local community who reflect students' backgrounds and are well-qualified to serve as role models. Many high school SCs started as youth development workers in their agencies and have worked in the programs for several years, resulting in strong working relationships with stakeholders at their schools.

Some high school ExLO programs are creating a student-to-afterschool worker pipeline, where students gain internship experience working in nearby elementary ExLOs. The goal is to hire these students as program staff during and after their college years.

Our lead agencies use their websites, social media, networks, outreach through education-related programs and career centers at nearby colleges, and alumni associations at target schools, to recruit staff. OUSD's Talent Development Department shares available positions through district recruitment outlets, social media, job fairs, and with OUSD's pool of instructional aides, and screens viable candidates.

All ExLO staff are required to meet OUSD's minimum requirements for instructional aides. SCs are required to have a B.A. in a field related to education or youth development, and experience managing youth programs. Lead agencies' hiring processes include two interviews by agency staff, reference checks, and safety vetting (background checks and tuberculosis clearance).

OUSD is also piloting an Expanded Learning teacher pipeline, helping recruit ExLO workers interested in careers in teaching and supporting them to advance on that pathway.

### b If the program will use volunteers, how will recruitment of volunteers be conducted to ensure they are qualified persons? (Indicate if program[s] will not use volunteers.)

Answer: In OUSD ExLO programs, many volunteers work alongside program staff to help provide tutoring and assist with other program activities and reduce student: adult ratios. ExLO lead agencies recruit volunteers through the school communities and their existing networks, website, and local colleges, assisted by school staff (e.g., the Community School Manager and Family Liaison). The SCs will interview prospective volunteers to find out about their reasons for volunteering and qualifications.

The Oakland Ed Fund (OEF) manages all volunteers in OUSD programs and has an online platform for volunteer recruitment and enrollment. Any individual (e.g., parents, community members, workers in local businesses) who wishes to volunteer in the ASPs must complete all of the required steps to become an OUSD school volunteer. They must have a Live Scan fingerprint criminal background check, provide proof of TB clearance, fill out a volunteer application, attend an orientation session, and supply a photo for a badge to be worn whenever they are on a school campus to indicate that they have completed the OEF volunteer background screening. The OEF supports volunteers in completing the volunteer process. Individuals who wish to become academic tutors in ASPs attend a content training session hosted by OEF. OEF provides additional trainings to volunteers on literacy and math tutoring strategies.

At each site, volunteers will receive training from the QSC/CPL in areas such as tutoring strategies, checking for understanding, and doing group work. The SC and QSC will periodically observe volunteers in action and problem-solve as needed. They will also get student feedback on whether the volunteer was clear and professional, and what they learned.

Volunteers will be recognized for their contribution in gatherings during the ExLO program, in newsletters, family events hosted by the program, and end-of-year district-wide appreciation events hosted by OEF.

### c What type of continuous professional development will be provided to staff, and what is the schedule?

Answer: OUSD's ExLO programs, our lead agencies, other OUSD units, and outside partners all contribute to continuous professional development (PD) for ExLO staff. All PD is designed to

support the ExLOs to prepare youth to be college, career, and community ready.

Each August, the ExLO convenes a 4-day Summer Institute to train ExLO Site Coordinators (SCs) and lead agency directors in areas such as program policies/procedures, the Quality Standards for Expanded Learning in California, OUSD's SEL standards, school-day alignment, training in observing and coaching line staff to promote high program quality, and our ExLO programs' CQI process (see section #10 below).

SCs receive further PD from their agencies on topics such as youth development, curriculum development, program and staff management, and self-care. Each lead agency holds a yearly summer institute for SCs, convenes monthly SC team meetings, and provides 1:1 supervision and support for each SC, meeting biweekly to discuss site progress, provide PD, and problem-solve site challenges.

OUSD's ExLO Managers convene the high school SCs monthly for peer learning and discussion of best practices, and integration of SEL and 21st Century skills into ExLO programs. ExLO partnered with Lead by Learning to create a community of practice where agency directors from 13 after-school providers and SCs from 75 after-school programs would come together to collaborate with each other and with the ExLO. It was through this community of practice that ExLO providers were able to shift their program model during the pandemic based on what was working in the field. The opportunity for 13 organizations to collaborate and learn from one another allowed for ExLO programs to integrate in the school day and provide targeted support and enrichment opportunities to students.

We partner with other OUSD departments including Behavioral Health and SEL units to train ExLO staff in areas such as integrating a restorative justice framework into programming, trauma-informed practice, crisis response, and SEL standards. We also provide safety training in partnership with OUSD Culture and Climate Ambassadors, and training on college & career readiness with the Linked Learning Office. ExLO staff have been invited to participate in our district-wide racial justice and healing in Oakland Schools PD program.

We support ExLO staff in participating in outside PD opportunities, such as the Region 4 Action Changes Things (ACT) Expanded Learning conference, Temescal and Associates' How Kids Learn webinars, and National Afterschool Association Conference.

Quality Support Coaches/Career Pathways Liaisons (1 QSC/CPL per site, serving as liaison to the school day) participate in an orientation for this role each September, a training in October on OUSD Quality Standards and ExLO Program Plan cycle, and learning community meetings to strengthen coaching practices in support of CQI and positive program culture and climate.

Line staff working with youth will receive summer and monthly PD from their agency in policies and procedures, first-aid/CPR, mandated reporting, youth development practices, cultural competency, and trauma-informed practices. Their SC will engage them in on-site trainings, observations, and coaching on CDE quality standards, youth leadership building, and promoting SEL. The QSC/CPL will train and coach line staff in areas such as classroom/behavior management, project-based lesson planning, tutoring strategies and case management. SCs will host weekly staff meetings with line staff to reflect on program challenges and accomplishments and problem solve.

ExLO Managers will convene a variety of professional learning communities to provide ExLO program staff with ongoing training and curriculum for content-specific program areas.

This includes PLCs focused on areas such as English Learners, college & career readiness, STEM, Nutrition and Cooking, and Youth Participatory Action Research.

## 8 - Clear Vision, Mission, and Purpose

- a **What are the needs of the students in the specific communities (by program site or groups of similar program sites), how are the needs identified (i.e., the methods and how effective they are), the resources available, and how will those needs be addressed, including the needs of working families? (Community needs could be assessed in terms of, including but not limited to, percentage of ELs, dropout and absenteeism rates, academic performance, health related factors, family related stresses, and other community factors.)**

Answer: The schools in this application (6 comprehensive, 4 alternative or continuation) serve 6,651 of OUSD's 9,517 students in district-run high schools, the vast majority from high-need neighborhoods. To assess the needs of students and families in the school communities, we used student demographic and socioeconomic data; various indicators of academic achievement and family educational attainment; 2019-20 California Healthy Kids Survey (CHKS) findings; 2018-19 state Fitness Test results; and conducted youth and family surveys and student focus groups in 2021.

77% of students at these schools are socioeconomically disadvantaged, 28% English Learners, 11% in Special Ed, and 91% students of color. Many are from especially high-risk groups, including 39 students who are living in foster care.

More than 2,500 OUSD high school students are long-term English Learners, with 6+ years classified as such; youth who have not become proficient in English in that time frame are at high risk of dropping out of school and other negative outcomes. Among OUSD high school students, there are 990 newcomer youth, of whom 484 are unaccompanied immigrant youth; 640 students live in homeless situations, and approximately 150 youth are on Probation.

OUSD's 4-year graduation rate is 72.1%, compared to 87.6% statewide. Our dropout rate is 12.5%, nearly double the 7% in our county (Alameda) and California overall. While 41% of graduates meet the A-G requirements for UC/CSU admission, 70% and 87% of students at the target schools do not meet standards in ELA and Math, respectively, meaning the vast majority are not ready for college.

For the 2020-21 school year, 44% of entering 9th graders were considered not ready for high school, based on failing Math or English, being chronically absent or suspended in 8th grade. 42% of 9th grade students failed at least one course that year, getting off track for graduation right away.

\*A full 50% of all students at the 10 target schools are chronically absent, missing at least 10% of school days, representing substantial lost learning time and a slippery slope to dropping out.

Low family educational attainment is part of why many students need added learning time and support. 28% of OUSD parents are not high school graduates; another 25% did not go beyond high school. Too often parents lack the academic/study skills, English literacy, or knowledge of how to navigate the school system needed to effectively support their kids' education. 60% of the students we surveyed this fall said their parents could not help with English or Math assignments, 63% with Science class work, and only 40% said their parents could help them prepare for college.

Many Oakland youth wrestle with stress and trauma from realities such as family instability and pervasive violence in their inner city neighborhoods. These stressors lead to risk-taking and other poor choices and make it hard for them to fully engage in school. On the CHKS, 33% of OUSD high schoolers said they had been chronically sad or hopeless and 12% said they had considered suicide in the past year. 23% reported using alcohol or other drugs in the past month.

Oakland has the highest rates of violent crimes among California's 10 largest cities. Six percent of high school students said they had brought a gun or other weapon to school at least once in the past year; 16% had seen someone else with a weapon at school; and 4% said they were gang members, a dire reality often part of an intergenerational family pattern,



linked to truancy, crime, dropping out, and putting youths' lives at risk. Many students report lacking a high degree of key developmental assets: meaningful participation in school (68%), school connectedness (48%), caring adult relationships at school (37%), academic motivation (34%).

Our students need help building youth development assets, such as social-emotional, leadership, and other 21st century skills, caring relationships with their peers and adults,

**Question 8a continued (if extra space is needed):**

Answer: to better engage them in school, motivate them, and equip them to reduce their risk-taking and navigate their high school years safely and successfully. High-quality ExLOs can help promote all of these assets.

Many students also need health-promoting physical activity and nutrition education. Only 19% of OUSD 9th graders are physically fit, far below peer rates in the county (35%) and statewide (33%); 49% of our 9th graders are aerobically unfit, and 41% have an unfit body composition, typically meaning they are overweight or obese.

Our schools have a shortage of Resource teachers and paraprofessional staff for academic assistance for struggling students. Our current ASSETS-funded programs at all of the target schools offer tutoring in their ExLO programs. Tutoring, provided by school day teachers on extended contracts, has been well utilized and is very effective. Most of the high school ExLO programs also offer students access to credit recovery classes. This helps to fill a resource shortage in which OUSD is typically only able to provide credit recovery courses during the summer to 11th and 12th graders who apply for them. Further, due to a shortage of counseling staff at our schools, most students do not receive adequate counseling on high school, college, career planning, or navigating the college application process. Our ExLO programs are crucial in bridging these gaps. Without ASSETS-funding, our high schools have inadequate resources to provide additional academic, college and career preparation, and wraparound supports for at-risk students.

Outside of school, students have few options for daily, comprehensive expanded learning activities. Many families cannot afford fee-based programs, and community violence limits access to some community-based programs.

Student focus groups conducted in spring 2021 uncovered priorities for how our ExLO programs can support student learning and well-being: by enhancing collaboration with school-day programming, and by providing physical fitness, wellness, holistic health approaches, and additional mental health and emotional support. In prior focus groups, students have expressed that if it weren't for their school ExLO, they would "have nowhere to go" "to get work done" or "for help." They said the ExLO was a place to "keep us out of trouble" where they could be "around caring and positive people" and "productive and focused" rather than "doing something negative" and being "vulnerable to street violence." Students reported learning in their ExLO "how to speak English," "study skills," "how to study in groups" and "work as a team," "better communication skills," "critical thinking," "creative problem solving," and "how to do an interview for jobs."

When asked what ExLO activities they wanted, 46% of students identified internships (the highest ranked), followed by homework help and cooking classes (33% each) and life skills training (26%). 58% said they would attend an ExLO to try new activities or learn new skills.

More parents surveyed this fall chose internships (80%), college/career prep activities (76%), youth leadership opportunities (73%), sports or other physical activities (71%) than other activities for their kids. Many also said their kids needed opportunities to interact with positive adult mentors (74%), develop positive relationships with peers (71%), and learn good SE skills and positive behavior (69%) and conflict management skills (67%).

Our ExLO programs will prioritize connecting struggling students and those from high-risk groups to the academic and English language development supports, SEL, career readiness, and other enrichment/youth development activities. These groups include 9th graders who aren't high-school ready; students behind on credits toward graduation; newcomer youth; long-term ELs; homeless students; and youth on Probation. Each site will engage parents in workshops and other activities to equip them to support their children's success.

**b How has the program engaged or how will it engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other partners) in the creation of the program mission, vision, goals, and expected outcomes based on the needs of the specific community?**

Answer: OUSD ASSETS programs engage a broad range of stakeholders at each school site and at the district level.

At each school hosting a program, each year the lead agency partner engages school leadership, teachers, other school staff, parents, youth leaders, other partnering community organizations, and interested community members, in the creation, review, and updating of program goals and expected outcomes within the larger district mission and vision set forth by the Superintendent and our ExLO. Stakeholders are engaged each spring in developing and refining ASSETS program plans for the upcoming school year based on data on students' and families' needs. In the Fall and throughout the school year, ExLO SCs participate in Site Council, Instructional Leadership Team, and COST meetings alongside other school staff, parent and youth leaders, community members, and school leadership. These structured information and decision-making bodies provide stakeholders multiple opportunities to be engaged in ExLO planning and refinement. This also ensures that the ExLO lead agency partner at the school is not working in isolation, but rather is actively integrating and aligning program plans with school day efforts and overarching school goals and priorities.

At the OUSD district level, the ExLO has a strong, established infrastructure in place to set the overall direction for 21st Century and ASES ExLOs across 72 schools in our district. At least once every 3 years, and each time the OUSD strategic plan is updated, the ExLO engages multiple stakeholders to review and refine the OUSD Expanded Learning mission, vision, goals, and expected outcomes based on the needs of the Oakland community and the direction of the OUSD school district as a whole. The stakeholders we engaged this fall in collaborative meetings to prepare for the submission of our ASSETS grant application included the 13 CBOs that serve as lead agency partners for OUSD ExLO programs; the superintendent who supports the High School Network of schools within OUSD; key district department leaders and staff that provide leveraged resources to enhance OUSD ExLO program services, including Community Schools & Student Services and High School Linked Learning Departments, Behavioral Health Services and the Health and Wellness Department, SEL unit, English Learner and Multilingual Achievement Department and Newcomer Programs office, and OUSD's Family Engagement Unit. We also engaged leaders and staff from our city partner, Oakland Fund for Children & Youth. Feedback from these many stakeholders enables the ExLO to update our overarching mission, vision, goals and outcomes for OUSD Expanded Learning as a whole, and to set direction for our district's 72 ExLO programs. Our stakeholders also help inform the kinds of technical assistance, professional development, and capacity building supports our ExLO needs to provide to support our ExLO programs in meeting the district's overarching mission and vision for expanded learning.

OUSD's goals for students who participate regularly in our ExLO programs are:

\*\*For college readiness, students will improve school day attendance; academic skills and behaviors, including math, literacy, science, and English fluency (EL students); and progress toward graduation.

\*\*For career readiness, students will \*develop a variety of new interests and skills, become active participants in their communities, and participate in work-based learning activities.

\*\*For community readiness, students will experience increased safety during out-of-school-time hours, build relationships to feel connected and engaged in learning, practice SEL

skills, and have greater health and well-being, and increased levels of physical activity.  
Their families will increase participation in school-related activities.

**c What strategies will be used to share the program's mission, vision, goals, and expected outcomes with stakeholders?**

Answer: OUSD's Expanded Learning Program Office disseminates our annual evaluation report which reports on the program's mission, vision, goals, and outcomes to multiple stakeholders (district and school leaders, community partners, city partners, etc.). We post our evaluation report and share information on OUSD ExLO programs on our district Expanded Learning webpage and share it at public meetings via the Oakland Fund for Children & Youth. We have monthly meetings with OFCY and our Expanded Learning partners to share this information. Additionally, through support from OUSD's Communications Department, the ExLO disseminates program information, highlights, and best practices through OUSD's multiple communication channels (district website, community newsletters, social media outlets). Our lead agencies in turn share this info with their agency networks and partners. At the site level, Site Coordinators, Family Liaisons, and Community School Managers help disseminate information on the ExLO mission and vision, alignment with school priorities and goals, and activities to stakeholders. SCs make presentations about the program during teacher professional development days in August; at monthly faculty meetings; periodic meetings of community partners collaborating at the school, and COST meetings.

SCs share information about the program with students and families, at assemblies for incoming 9th graders and their families in the spring before they begin 9th grade, and during registration week each August. Registration packets include fliers or brochures about the program. At a fall meeting for 9th graders and their parents, SCs distribute information about the ExLO program and sign up students for it. SCs and other program staff make presentations about the program in students' classrooms and schoolwide assemblies. The schools and ExLO programs collaborate to distribute information about the program to school families via school and program newsletters and email blasts.

## 9 - Collaborative Partnerships

**a What system will be in place to ensure a collaborative and complementary partnership with the instructional day staff?**

Answer: At each school, a faculty member, serving as Quality Support Coach/Career Pathways Liaison, is a critical link to its ExLO program. The QSC/CPL provides guidance to the ExLO on curriculum articulation and extending student learning in an experiential environment; observes and coaches ExLO staff; provides academic assistance to individual students; and takes part in the CQI process. Use of school faculty for intervention, tutoring, and credit recovery classes, and extending career pathway programs into the ExLO further this linkage. All ExLO staff have OUSD emails which provides them access to OUSD's educational resources.

Each spring, the SC, their agency manager, the Principal or AP, and QSC/CP, plan the program for the coming year, using our Expanded Learning Planning tool. The plan will align the ExLO with OUSD Learning Goals and the school Site Plan, and include program goals; programming (educational & literacy supports, educational enrichment, physical fitness, career preparation, family engagement); a self-assessment and continuous quality improvement (CQI) plan; enrollment and program operations processes; and a budget for the ExLO program.

Each school will provide early warning lists and referrals of students at marking intervals, to help the program recruit students needing academic or other support.

The SC will meet with the Principal or AP at least biweekly to review student data, guide support for students of concern, identify others needing assistance, and problem solve. The SC will participate in faculty meetings, trainings, and school committees such as the COST, SST, and school partner meetings; and collaborate with the Community School Manager and Family Liaison(s) to connect students/families to needed resources.

During the Covid-19 stay-at-home period, our ExLOs strengthened their already close partnerships with school staff to align programming so it engages and assists the schools' neediest students and provides vital support to families.

**b. Which federal, state, local programs, or community-based organization(s) will be key partners with the expanded learning program? For each key partnership, include:**

- 1. The name of the partner(s).**
- 2. How the partnership will benefit the program (resources and/or support received).**
- 3. How often the program will meet with the partner(s) at the grant and site level.**
- 4. Written agreements (these may be uploaded as separate attachments in FFAST).**

Answer: OUSD's Full Service Community Schools model, OUSD partners with local non-profit community-based organizations (CBOs) to help plan and operate our ExLO programs and provide holistic support and equitable learning opportunities for students and their families.

OUSD issues a Request for Qualifications every 3 years to pre-qualify CBOs to lead our programs. We seek organizations with a track record leading high-quality ExLO programs, expertise in youth development, strong base fiscal systems and organizational infrastructure, a system of staff recruitment and ongoing professional development, a practical vision and program model, and a deep commitment to working with the OUSD ExLO on CQI efforts. At each school, the Principal selects a lead agency from the list of qualified agencies. OUSD is co-applying for grant funding in partnership with two CBOs (BACR and EBAYC). Each one is already serving as lead agency for multiple ASSETS ExLO programs included in this application. Each one has longstanding partnerships with OUSD and years of deep commitment to some or all of the school communities where they lead the ExLOs. Many of these partnerships have remained solid even through multiple Principal turnovers. The lead agencies have deepened their knowledge of the students, families, and Oakland communities/neighborhoods they serve.

BAY AREA COMMUNITY RESOURCES (BACR) runs 85 school-based ExLOs in Oakland, and six Bay Area counties, serving over 10,000 students daily, along with youth leadership, mental health, substance prevention/intervention, and national service programs. It will lead the ExLOs at Fremont High, Life Academy, Oakland Technical High, Ralph Bunche Continuation, Street Academy, and Rudsdale Continuation High. BACR has a 30+ year history of successful after-school and youth program development and management. BACR ExLO programs, while customized to individual school communities, are designed to promote the successful, holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark on their communities. BACR will contribute \$258,600 per year in in-kind resources in

staffing, training, recruitment, program materials, support programs, such as job readiness training and intern placement. EAST BAY ASIAN YOUTH CENTER (EBAYC) is a youth development organization based in Oakland's Chinatown and San Antonio neighborhoods, dedicated to helping youth be safe, smart, and socially responsible. It will lead the ExLO programs at Dewey Academy and Oakland High School. EBAYC serves a racially and ethnically diverse membership of 1,500 children, youth, and young adults, through after-school and summer learning programs at 15 OUSD schools, case management, parent engagement, and community-development activities in Oakland and Sacramento. Most of its 100+ staff members are Oakland natives, live in the neighborhoods where it provides services, and are alumni of EBAYC programs. Its staff can effectively communicate with and serve families with home languages including Spanish, Cantonese, Vietnamese, Lu-Mien, Khmer, and Tagalog. EBAYC will contribute \$321,500 in in-kind resources per year to the ExLOs, including staffing and academic mentoring for 9th-12th graders. A third CBO, OAKLAND KIDS FIRST (OKF), will serve as lead agency at Castlemont High School. In addition, it will deliver its REAL HARD youth leadership program at the four largest schools included in this application: Castlemont, Fremont, Oakland High, and Oakland Tech. Founded in 1995 by a multi-racial coalition of youth serving community-based organizations, OKF leads after-school programs for OUSD. Through REAL HARD, it trains hundreds of high-school leaders each year who work to advance safe and caring school cultures, academic success, and educational equity campaigns that center the needs of underserved Oakland students.

**Question 9b continued (if extra space is needed):**

Answer: OKF will contribute \$155,263 in in-kind resources per year to the ExLO programs, in staff time, training and coaching, youth stipends, and curriculum and materials. A fourth local CBO, SAFE PASSAGES, will serve as lead agency at MetWest High. Since 1998, Safe Passages has been working to disrupt the cycle of poverty by engaging disadvantaged youth and families to build and drive a continuum of services that supports student success and community development. It currently leads after school programs at three OUSD campuses (MetWest will be the fourth) and five other schools in Alameda County, serving over 1,000 youth each year. It also operates early childhood and summer learning programs, the SuperStars Literacy programs, Family Resource Centers, AmeriCorps, social welfare internship, and other programs. Safe Passages will contribute \$115,000 in in-kind resources per year to the ExLO programs, in staff time, training and coaching, volunteer recruitment, curriculum and materials.. Each lead agency will work in close partnership with its school communities to design and implement a high quality ExLO program for the school's youth and families. The lead agencies will:

- \*Hire, supervise, train and support program staff and leaders
- \*Ensure the program meets OUSD and CDE compliance requirements
- \*Manage grant funds contracted to the agency
- \*Develop program plans in collaboration with school leadership
- \*Align program services to school site and district goals and priorities
- \*Ensure the ExLO program reflects youth development quality standards
- \*Become an integral partner in OUSD's community schools model, including integrating social emotional learning and restorative justice practices into the ASP
- \*Leverage additional grants and in-kind resources for the program including applying for OFCY funding, as appropriate
- \*Partner with the OUSD ExLO on district expanded learning initiatives, sustainability efforts, and quality improvement system building work
- \*Participate in the OUSD evaluation project and engage in an ongoing data-based CQI process

Each lead agency has an ExLO Program Manager who provides weekly supervision and onsite coaching, and helps train their full-time SCs. SCs communicate with their program manager by email, phone, or on-site as needed. Both take part in the yearly planning process for the ExLO with school leadership, as well as in the OUSD ExLO's Summer Institute and monthly collaborative meetings for agency directors and for SCs. SCs meet at least biweekly on-site with the Principal or other school leader to address issues like student recruitment, logistics, and problem solving. The SC will have daily check-in meetings on-site with their program staff and service providers. SCs will participate in monthly Coordination of Services Teams and convene All Partners Meetings on site to share information and coordinate services with other partner agencies. We are including letters of agreement from each of the four organizations that lead ASSETS programs at one or more of the target schools, detailing their roles, ASSETS funding they will receive, and in-kind resources they will contribute. Our ExLO programs will also partner with a variety of local organizations to support students to be powerful graduates who are ready for college, careers, and community life. As noted, Oakland Kids First will bring its REAL HARD after-school youth leadership program to the four largest target schools (Castlemont, Fremont, Oakland Tech, and Oakland High). At each school, a cadre of youth leaders will meet weekly to receive leadership training, identify problems at their schools, develop solutions, and plan program activities for the first Friday of each month. ASSETS lead agencies will subcontract with several local organizations to engage students in arts and other programs that promote youth development, 21st Century, and employment-related skills. These include:

**Question 9b continued (if extra space is needed):**

Answer: \*CodeNation (coding) and EAST BAY ACADEMY FOR YOUNG SCIENTISTS AT LAWRENCE HALL OF SCIENCE (STEM), at Life Academy  
\*YOUTH ALIVE (Teens on Target program, youth research community violence and teach a violence prevention curriculum to youth in ExLO programs at nearby elementary and middle schools), at Castlemont High and Fremont High  
UCSF BENIOFF OAKLAND CHILDREN'S HOSPITAL (health pathway internships), for Castlemont High students  
RAINBOW CHEFS (culinary arts), at Life Academy, Oakland Tech, and Bunche Continuation High.  
\*BAY AREA MUSIC PROJECT (guitar lessons), at Life Academy  
\*DESTINY ARTS (dance) at Rudsdale Academy and Street Academy  
\*RHYTHMIC MIND (hip hop), at Rudsdale  
\*TODAY'S FUTURE SOUND (beat making, music production) at Rudsdale and Ralph Bunche Academy  
\*ATTITUDINAL HEALING CONNECTION (ArtEsteem visual arts program), at Oakland Technical High



\*YOUTH BEAT/KDOL-TV (media training), at Castlemont and MetWest High

\*ABOUT FACE MEDIA (media literacy and activism for teen girls) at Street Academy

\*67 SUENOS (political education, activism, trauma-healing), at Rudsdale Academy

\*BAY AREA DRIVING SCHOOL (driver's ed), Fremont High and Life Academy

Programs will include on-site exhibits and performances of student products—paintings, murals, digital arts presentations, dance or theater performances—for the school community, including families. Some arts programs extend their work into the nearby community through mural projects and exhibits in local venues, in which students creatively express issues of identity and cultural background.

Our lead agencies will also engage a number of local organizations to provide programs that promote students' physical fitness and wellness.

\*CYCLES OF CHANGE will run a bike club in which students go on local bike rides and learn bicycle mechanics, at MetWest.

\*EAST BAY SWIM CLUB will collaborate in a swimming program and OAKLAND LACROSSE will bring its lacrosse program to students at Castlemont.

\*Various community partners will bring their soccer/youth development programs to our schools: SOCCER WITHOUT BORDERS at Castlemont, AMERICA SCORES BAY AREA and OAKLAND GENESIS SOCCER CLUB at Life Academy, and OAKLAND - STREET SOCCER USA at Rudsdale and Street Academies.

\*NIROGA INSTITUTE (yoga and mindfulness), at Street Academy

\*INNER CITY BLISS (trauma-informed yoga), at Fremont High

The ExLO programs will also partner with the agencies that run the school-based health centers at the target schools or provide behavioral health services on campus. SBHC lead agencies (some are also the ExLO lead) are EBAYC (Oakland High), La Clinica de la Raza (Oakland Tech, Fremont), UCSF Benioff Children's Hospital Oakland and Youth Uprising (Castlemont).

Behavioral health providers at the participating schools include East Bay Agency for Children, La Clinica de la Raza, Girls Inc., Lincoln Child Center, Wright Institute, Community Health for Asian Americans, UCSF Benioff Oakland Children's Hospital, and Seneca Center. Funding for school-based health and behavioral health services which the ExLO programs leverage derives from the Alameda County Health Care and Behavioral Health Care Services Agencies, City of Oakland Measure Z funding, MediCal-LEA funding accessed by OUSD, and OUSD Programs for Exceptional Children (Special Ed) funding.

OAKLAND FUND FOR CHILDREN & YOUTH, a city program funded through voter-approved initiatives since 1996, supports several programs for older youth which our ExLOs will leverage, noted above. OFCY also contributes \$50,000 per year for our ExLO program evaluation conducted by Social Policy Research Associates (SPR), another key OUSD partner, which contributes integrally to our CQI process. The OUSD ExLO convenes monthly collaborative meetings with OFCY and Social Policy Research Associates.

**c What ongoing outreach efforts will take place with other potential public and private programs partners in the community (rural and frontier programs might need to seek resources outside of their immediate communities)?**

Answer: OUSD's ASSETs ExLO programs and high schools build on many ongoing partnerships and regularly explore possible new partnerships that align to their school's vision and emerging student and family needs. We seek potential partners that have independent funding, to support ASSETs program sustainability. OUSD's Community School Student Services team regularly convenes Oakland and East Bay CBOs and educational institutions to keep current on what partners and resources are available to OUSD schools. OUSD maintains a database to assist the ExLO, our schools, and ExLO lead agencies in tracking and approving the many community partners that serve Oakland schools. Each year, as part of the ExLO planning process, the Principal, QSC/CPL, Community School Manager (CSM), and lead agency at each site will determine which activities to offer the next year and select community partners, typically for arts, sports, health and wellness, leadership development, internships and other career readiness programs. The lead agency manager or SC will request information from potential new partners including mission, vision, program materials, existing service sites and clientele, and outcome data. If the program is aligned with priorities and goals of the school and the ExLO program, the SC, CSM, and/or student leaders in the ExLO will interview the program manager to explore a potential partnership and discuss service options, target population, scheduling, funding, and cost sharing. In addition, the OUSD ExLO actively seeks out external partnerships for our schools based on district priorities such as linked learning/career pathways and social emotional learning. Establishing partnerships for internships is a priority for the ASSETs ExLO programs. Staff from each of our lead agencies and each school's CSM will partner with staff in the ExLO and the district's Health School Linked Learning Office to seek such partners.

**d What culturally and/or linguistically appropriate strategies will be used to engage families as advocates for their children's education and healthy development?**

Answer: Each ExLO program will engage and equip school families to be effective partners in supporting their children's success in school and healthy development. ExLO staff will partner with on-site Community School Managers, bilingual Family Liaisons, and staff from OUSD's Youth & Family Engagement Office to conduct outreach to ExLO families. Phone calls and home visits to families of high-need youth (such as Newcomers, especially through the Newcomer programs at Castlemont, Fremont, and Oakland High) will encourage them to sign up for the ExLO and suggest ways parents can support their children's education. Sites will use emails and robocalls to promote parent involvement in ExLO and school activities. Programs will provide family workshops each semester focused on issues including attendance, engaging your child in conversations about academics, how to use OUSD's online student information system, how to read transcripts, college readiness and access. At some schools, the program will connect parents to on-site classes. ExLO staff and school leaders will co-host quarterly breakfasts for families. ExLO programs will bring families together at showcase/celebration nights where students demonstrate their learning, display their projects, and perform (music, dance, theater), and Alternative Sports League games. The programs will provide or link families to case management and other resources, and partner with the schools to host community resource fairs. Yearly family surveys will elicit parents' priorities for youth and family activities. To facilitate culturally-responsive outreach, all ExLOs will have culturally-aligned staffing. For example, staff at Oakland High speak English, Spanish, Cantonese, Vietnamese, and Cambodian. Most staff at Castlemont are African American or Latinx, groups that make up 90+% of the school's enrollment. If needed, the lead agencies will hire interpreters or utilize multilingual services from OUSD's Translation Unit.

**a What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instructional day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities? How are these measures coherent with the instructional day and the goals of the program?**

Answer: Each ExLO program collects and reflects on data on many indicators of student success to help stakeholders monitor, plan, and continually improve the quality of academic support and enrichment programs for students to optimally promote students' college, career, and community readiness. Some measures are determined on a site-by-site basis; others are collected at all sites as part of our ExLO evaluation.

When developing its annual ExLO Plan, each site selects indicators to use to track student outcomes. This is a collaborative process involving the SC, lead agency ExLO Manager, Principal, and Quality Support Coach/Career Pathways Liaison, to ensure the measures are aligned with both the school's priorities and goals for academic achievement and the goals established for the program. Indicators are aligned with a school's overall goals for increasing the students' proficiency in core academic skills and graduation rate, and students' connections to engagement in school. These indicators may include:

- \*Pre- and post-results on tests used to determine whether a student needs academic support and is improving—most commonly, 9th graders' scores on the Scholastic Reading Inventory (SRI) or Scholastic Math Inventory.
- \*Course grades—each quarter, to identify students earning low grades (Ds or Fs) who need targeted support and monitor whether their grades improve while they are in the ExLO.
- \*Course completion—to identify students who are behind on credits, need credit recovery offerings, and in which particular classes, and track whether they complete courses and improve their status vis-à-vis being on track to graduate.
- \*Attendance data—whether a student has been chronically absent (present <90% of school days) or is at risk of chronic absenteeism (present 90-95% of school days), and to see whether their attendance has improved while they have participated in the ExLO.
- \*Specific indicators from the California Healthy Kid Survey every other year—such as the percentage of students indicating they feel safe at school or have a caring relationship with an adult on campus.

In addition, the QSC/CPL seeks feedback from faculty members teaching at the school during the regular school day and shares it with ExLO staff, so staff can utilize the feedback to help improve program offerings as well as targeted support for individual students.

OUSD, along with OFCY, commissions an annual external evaluation of our programs, conducted by Social Policy Research Associates. The evaluation assesses the degree to which each ExLO promotes positive outcomes for youth, and includes data collection on the following measures of student success at each program site:

- \*School day attendance—for regular participants in the ExLO and students at the school overall. This indicator is aligned with each school's efforts to ensure students regularly attend and engage in school, indispensable for their success.
- \*Student feedback on their experiences in the ExLO related to school-based outcome domains (academic behaviors, sense of mastery, social and emotional skills, physical well-being, school connectedness, and college and career exploration). We use yearly student surveys to gather data on these measures, which touch on many assets OUSD sees as fundamental underpinnings of students' college, career, and community readiness. The evaluation analyzes differences in student survey responses by gender, grade, days attended, and race/ethnicity.
- \*Academic achievement outcomes, including SRI scores for 9th graders and CASSPP test results, comparing outcomes for regular ExLO participants vs. students at the school overall, and EL participants vs. non-EL participants. These indicators reflect whether a student has developed proficiency in the Common Core standards, considered indicative of whether she/he is ready for college and career.

Program evaluation data inform each site's CQI process, professional development plans, and yearly program planning.

**b How (i.e., methods, tools, strategies, and frequencies) will the program engage in a data-driven continuous quality improvement (CQI) process (i.e., assess program quality, plan, improve program quality) based on the Quality Standards for Expanded Learning in California? Please visit the Quality Standards for Expanded Learning in California web page located on the California Afterschool Network at <http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california> (2MB).**

Answer: OUSD has been a pioneer in using a data-driven CQI process in partnership with schools, ExLO lead agencies, students, families, and our evaluator to lift the quality of all programs. The Oakland CQI framework is based on Peter Senge's Creative Tension framework: Truth, Hope, Change, Curiosity, & Celebration (TH3C). The CQI process of TH3C allows for innovation, creativity to thrive, and provides a space for inquiry. This was designed to shift the evaluation process from "Gotcha!" to "We got you!" with the hope of fostering a growth mindset in our lead agencies and staff, and provide stakeholders a more malleable, sustainable, and accessible space to talk about data.

We use OUSD's culturally responsive tool, developed by 13 OUSD ExLO lead agencies in partnership with Social Policy Research, to implement a CQI framework that captures the stories of our programs through the voices of the community. This tool, which aligns with CDE Quality Standards and OUSD district initiatives, is designed to reflect the unique needs of the Oakland community.

OUSD's CQI process incorporates extensive staff PD and a tiered system of support (see 10c) to help staff strengthen their program so it encourages a positive school climate, increased student attendance and engagement both in the school day and ExLO, and students' academic achievement, social-emotional development, health and wellness, and readiness for college, careers, and the community. Our CQI process also incorporates planning and collaboration between program staff, school leaders, and other stakeholders. Our TH3C framework includes the following elements.

In the TRUTH step, October to November, program site teams and stakeholders (including youth leaders and, at some sites, the principal and parents) reflect on the prior year's evaluation data. They gather current qualitative and quantitative data through a self-assessment process using OUSD's Culturally Relevant tool, program and student data, and community feedback. Site leaders identify challenges or growth areas based on their data and identify their Hope for the program. The SC then leads the team in meetings to share notes, data, and observations. Through this collective process of discussing program quality indicators and coming to a consensus on their Hope, program staff begin to design their improvement plan.

Each May, we use surveys to explore students' opinions regarding ExLO program quality (safety, positive relationships with peers and adults, engagement); benefits (changes in social skills, connections with others, building new skills, exposure to new experiences), support of school goals and youth social/academic growth; and ongoing student needs. Agencies use these data to inform their Truth.

In the HOPE step, in December and January, the ExLO team utilizes its data from the Truth step and program observations to reflect and identify 2-3 SMART goals for the upcoming year. Then, each site team develops a Program Plan that documents its improvement goals and action steps to achieve the goals and timelines for improvement. In the CHANGE step, each site implements the steps in its Program Plan over the winter/spring semester. ExLO staff may receive coaching to support improved facilitation skills. Site teams may receive training from the site's QSC. They may take part in training on particular pieces of program quality offered by the OUSD ExLO or in our content-specific learning communities, such as those focused on building students' literacy skills or working with English Learners.

In the CURIOSITY step, ExLO staff identify areas of curiosity and take time to research other opportunities, and ask questions that could help lead to better outcomes for youth. In the CELEBRATION step, ExLO staff intentionally acknowledge the program's growth and strengthening over the process. This allows each site to determine multiple venues for celebration as a way to share growth with families, students, and staff.

**c What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program? Please visit the CDE Guidance for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cq/guidance.asp>.**

Answer: ExLO staff at each program site are required to conduct yearly self-assessments against the six quality standards for a safe and supportive environment as part of their CQI process, in collaboration with students, the site Principal, and other stakeholders. These teams develop and implement annual Program Plans to improve practice. Each site conducts its THC3 CQI process in a succession of steps during the school year, including TRUTH (October through November), HOPE (December and January), CHANGE step (winter/spring semester), CURIOSITY (late spring), and CELEBRATION (end of school year). In addition, the ExLO Planning process and program evaluation each spring contribute to the CQI process. The SC and Principal examine site assessments, the Program Plan, and program evaluation findings and use them to inform the ExLO Program Plan for the following year.

As noted, OUSD's ExLO partners with OFCY and evaluator Social Policy Research Associates (SRI) to assess the quality and impact of our ExLO programs and inform the CQI process. Our ExLO and evaluator provide extensive support for sites in this CQI work. The annual CQI/program evaluation process and the ExLO and evaluator's support kick off at our annual Summer Institute, a three-day event for 4-6 hours daily with 100+ individuals. There, ExLO program managers and SCs are oriented about our ExLO program's CQI process, its steps and timelines, and receive training in conducting this process. SCs and lead agency program managers then receive bi-quarterly training to further support this CQI process through the ExLO's All Leaders Community of Practice, facilitated by Lead by Learning in partnership with the ExLO. Our ExLO Managers also continue to convene the SCs each month to build their capacity to lead the CQI cycle at their site. SCs will receive training and coaching in using our culturally responsive CQI tool, observing and coaching staff, assessing and reflecting on the quality of their ExLO program, identifying areas of growth, and holding "Program Plan Clinics" to construct a Program Plan.

ExLO Managers will also make on-site coaching visits to guide staff in strengthening point-of-service or programmatic quality areas, and be available on an ongoing basis to support ExLO staff needing extra support, via virtual office hours.

To optimally support ExLO sites in their CQI work, the ExLO will assign SCs to one of two tiers. New SCs and others who need extra assistance will receive the most intensive support on the process. More experienced SCs will receive support to deepen their leadership in their site's CQI work and involve youth in CQI.

Each fall or winter, trained evaluation team members from the ExLO, OFCY, and SRI will interview each site's SC, observe activities, conduct discussions with and survey staff, gauge the quality of services, document program strengths, and provide recommendations for improving programming and operations.

Each May, surveys will elicit students' opinions regarding ExLO program quality (safety, positive relationships with peers and adults, engagement); benefits (changes in social skills, connections with others, building new skills, exposure to new experiences), support of school goals and youth social/academic growth; and ongoing student needs.

ExLO staff will upload enrollment, attendance, activity, and staffing into our Aeries program database (linked to the OUSD student information system) on an ongoing basis. OUSD will provide academic records each summer/fall so the evaluator can compare the school-day attendance and scores on district (SRI) and state testing (CAASPP) in ELA and Math for regular ExLO program participants and those of all students school-wide.

ExLO site teams and school leaders will consider the evaluation findings—and the ExLO's potential impact on student academic achievement including a-g completion, course completion, graduation, and dropout rates—when devising ExLO Program Plans each year.

**11 - Program Management**

**a How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in the FAAST)?**

Answer: We will allocate ASSETS funding to maximize the role of our ExLO programs in supporting students to graduate college, career, and community ready. OUSD reserves 10.5% of each site grant for ExLO staff to provide training/technical assistance for sites, program evaluation and CQI support, and custodial services. Another 2-10% of grant funding is allocated to the school site for the QSL/CPL stipend and staffing such as extended contracts for teachers to lead intervention and credit recovery classes, and for Culture & Climate Coordinators to be on site during the ExLO program.

OUSD allocates the bulk of ASSETS funding, 70+% of the per site amount, to our lead agency partners. This reflects our commitment to the school-community partnership model and our respect for our lead agencies' expertise in youth development.

Each lead agency works with the school leadership to align its yearly budget to the school's improvement priorities and goals for student achievement, within OUSD's overall focus on equipping students to graduate college, career, and community ready. The cost for the full-time Site Coordinator, responsible for the program's day-to-day operations, integration with the instructional day, partnerships, program quality, and CQI, is the largest line item, accounting for about 25% of a per-site grant of up to \$254,500. Other funding supports staff PD.

Our lead agencies allocate substantial funding for staffing to provide academic support to students and thereby support their college readiness (e.g., tutors, academic mentors for 9th grade students, credit recovery/college and career readiness coaches). They also allocate funding for staff-provided or contracted enrichment services to support students' career readiness (e.g., career exploration, job readiness/career skills development, youth stipends for internships), community readiness (e.g., arts, action research/other leadership programs, and educational/support groups), and physical fitness.

**b What is the program organizational structure and role of staff (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication?**



Answer: At the school site level, OUSD's ExLO programs share the following basic staffing pattern.

The PRINCIPAL selects an ExLO-approved lead agency to operate the ExLO. He/she collaborates with lead agency staff to design the ExLO program so it aligns with district goals and the school's priorities and goals and students'/families' needs; allocates space for ExLO activities; facilitates the SC's liaising with school staff, involvement in relevant school-day activities, and access to student data; and meets at least biweekly with the SC to monitor and support the program as needed.

The lead agency is responsible for ensuring the ExLO program reflects youth development quality standards. It manages subcontracted program funds and also partners with the ExLO in efforts to sustain the program.

Lead agencies serving multiple OUSD schools assign a PROGRAM MANAGER to supervise and support 3-7 program sites through PD and on-site coaching for the SCs and line staff, help plan the ExLO programs, and provide support for partnerships with schools and community partners. They convene their SCs for monthly supervision/coaching meetings and maintain regular email and phone communication.

A full-time SITE COORDINATOR, co-supervised by his/her Program Manager and the Principal, manages ExLO day-to-day operations. The SC collaborates with school staff to identify the highest-need students; conducts recruitment outreach to students and families; develops the site brochure, program schedule, and program handbook for parents; trains and supervises line staff and volunteers; coordinates services providers working in the ExLO program; and oversees data collection for the program. The SC participates in school staff meetings and trainings; participates on the school COST, Student Study Teams, and School Culture/Climate Committee; collaborates with the Community School Manager to connect students and families to needed support services; leads the TH3C CQI process; collaborates with the Principal, QSC/CPL, and agency Program Manager to monitor and refine the program throughout the school year and develop the ExLO Plan and budget for the coming year.

A QUALITY SUPPORT COACH/ CAREER PATHWAYS LIAISON (QSC/CPL), typically a faculty member designated by the Principal, assists the ExLO program in promoting students' academic achievement. The QSC/CPL collaborates with school leadership and the SC to analyze student data to inform program planning, identify participants, and assess student progress; helps align programming with school day priorities, Common Core standards, students' learning needs, and school linked learning/career pathway initiatives; observes, coaches, and trains SCs and line staff based on PQA standards; liaises between ExLO program and school staff; and participates in the CQI process.

CERTIFICATED TEACHERS on extended day contract, usually faculty at the host school, lead Algebra and English intervention and credit recovery classes, and provide tutoring and academic case management for students.

COLLEGE & CAREER READINESS COACHES, provided by the lead agency and supervised by the SC at the alternative and continuation schools, will lead career-related classes, place students in internships, and provide college and career counseling.

YOUTH DEVELOPMENT WORKERS will provide tutoring and support academic case management, and lead some enrichment activities, such as arts, sports, and community engagement projects. They will be employed either by the lead agency (and supervised by the SC) or by partner community-based organizations bringing their programs to the site.

SCs will convene program staff for coaching, debriefings, and problem solving each week and in some cases daily at the end of the program day. SCs will also provide staff trainings on youth development quality standards, and involve staff in the CQI process.

#### **Question 11b continued**

Answer: A Culture & Climate Coordinator on campus will support positive student behavior and ensure the safety of students and staff. The CCC will intervene to help manage conflicts before they escalate to fights, help mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

At each school, the COMMUNITY SCHOOL MANAGER will collaborate with the SC to ensure ExLO services are coordinated with other support services at school. The CSM will establish and maintain relationships with community partners; convene and facilitate the COST; and help connect students and their families to needed services, among other duties. At some schools, one or two bilingual PARENT LIAISONS will conduct outreach to families, plan and lead family workshops and other family activities, and connect families to needed resources.

OUSD's Expanded Learning Program Office (ExLO) oversees expanded learning programs at 72 Title 1 schools, including 15 high schools.

The OUSD COORDINATOR OF AFTER SCHOOL PROGRAMS is supervised by the director of OUSD's Community Schools & Student Services Department. She works with stakeholders to create an overall vision and direction for the ExLO programs and align them with district goals and priorities; coordinates partnerships between schools and ExLO lead agencies; leads the RFQ process to select CBOs qualified to be lead agencies; convenes monthly collaborative meetings with lead agency directors; participates in monthly meetings with OUSD principals and network superintendents; sets direction for the annual ExLO and budget planning process and lead agency contracting process; reviews yearly ExLO Program Plans and budgets to ensure program compliance and quality; manages 21st Century and ASES grants; coordinates OUSD's role in the program evaluation with OFCY and the evaluator; seeks resources from philanthropic partners to support and sustain the ExLO programs; supervises the ExLO Program Managers and support staff; and disseminates program information to stakeholders.

One full-time PROGRAM MANAGER provides programmatic support to middle and high school programs, and bridges college and career readiness activities in our ExLO programs with the district's broader linked learning work. She partners with OUSD's High-School Linked Learning Office to identify ways the ExLO programs can help meet student needs around academic performance and credit recovery; and leverages internal and external partnerships that enhance the ExLO programs' work-based learning efforts. She facilitates monthly meetings for ASSETS SCs and their agency managers for peer learning and sharing of best practices and student data to inform their programs around 21st Century skill-development. She co-facilitates learning communities and trainings for ExLO staff.

Another full-time OUSD ExLO Program Manager provides programmatic support to ExLOs, and strengthens alignment between all ExLOs and OUSD's larger school culture and climate work, in the areas of SEL, restorative justice, and PBIS. She bridges the ExLO with OUSD's Behavioral Health Unit, leveraging curriculum and training resources for ExLOs and crisis response supports for program sites when needed. She collaborates with other ExLO managers to plan and implement the ExLO Summer Institute for SCs; various PLCs for program staff; and monthly SC meetings.

A DATA ANALYST for our ExLO programs (30% FTE dedicated to support our office) who is assigned to OUSD's Research Assessment & Data Department works directly with us to provide real-time student data to inform our CQI process. She also assists our sites and lead agencies to supply data used to develop program plans, and provides data for grant applications and other purposes.

#### **c What strategies will be used to create and maintain relationships and ensure communication with external stakeholders such as parents, subcontractors, and community partners?**

Answer: Our ExLO program SCs and Family Liaisons at each site will reach out to connect with and establish relationships with parents of youth starting with spring orientations for incoming

9th graders, continuing during enrollment week, and by co-hosting (with school leaders) a meeting each fall for 9th graders and their parents.

Whenever the school identifies a student who would benefit from tutoring or other ExLO services, the SC will contact the parent. This may be by letter or email informing the parent of the support available in the ExLO program, and a follow-up phone call or in some cases a home visit as needed. SCs will also make calls or home visits when students referred to the ExLO program for support stop coming regularly, to find out what is going on and broker any assistance needed to facilitate the student's return to the program. They will encourage return communication from parents via their cell phones, email, or in-person meetings. SCs or Family Liaisons will also call parents to report when students make notable progress or achievements in the program.

Each school will use robocalls, email blasts, messages in fliers, and postings on the school website for general messaging to school families about the ExLO program.

SCs and their program managers will maintain contact with subcontractors and other partners. They will initiate contact with a designated individual via at least biweekly check-ins in person, by phone or email, and inform partners when anything relevant to their work at the school occurs. The SC will take part in both regular Coordination of Services Team meetings at the school, and, at some schools, monthly "All Partners Meetings," which provide ways for the ExLO program to communicate, share information, and coordinate with school leaders and partners in providing holistic supports for students, such as health care through the school health clinic, counseling from a mental health partner, or other resources for families.

**d How will managers at all levels develop their leadership skills and stay apprised of research and best practices in the field of expanded learning?**

Answer: Leadership building for ExLO managers occurs at multiple levels. At our Oakland ExLO network level, the ExLO, in collaboration with external training partners, provides many leadership trainings and capacity building opportunities for SCs and agency managers. This includes program quality/leadership training at our Summer Institute and monthly SC meetings. We use training and resources from the National Equity Project and Shifting Norms to deepen SCs leadership skills. Leadership training equips veteran SCs to lead their site CQI work, effectively coach program staff, and mentor less experienced SCs. We have brought in a facilitator to train SCs and other program staff at our alternative and continuation high schools on best practices in promoting youth's college and career readiness.

Our Social and Emotional Learning unit trains our ExLO team, SCs and agency managers on research-based SEL practices and standards. We co-facilitate trainings with our Behavioral Health Unit on best practices in academic mentoring, including trauma-informed pedagogy and providing wraparound support.

OUSD funds ExLO staff to attend the yearly Region 4's Action Changes Things (ACT) Conferences to learn about evolving research and best practices to support their work

Lead agencies provide extensive youth development training and leadership development for their staff, in areas such as facilitation and supervision. This enables many program staff to grow into SC roles, and SCs into agency manager roles. Some of our lead agency managers have taken part in a Leaders of Color program that explored race, oppression, and the challenges of CBOs working with underserved communities.

At the school level, principals work to develop the leadership skills of SCs by including them in school faculty PDs and on relevant committees like COST and the Instructional Leadership team.

## 12 - Sustainability

**a What sustainability plan is in place that will allow each applicant, including school districts and other government agencies, to possess sufficient fiscal resources in order to operate the program for a period of up to 90 days without funding from the State (This figure should be a minimum of 25 percent of the annualized total of the contract beyond any other fiscal resources being held for other contractual obligations.)?**

Answer: ASSETs funding enables OUSD to develop and sustain comprehensive ExLO programs that help students graduate college, career, and community ready. OUSD, our schools, and lead agency partners leverage other funding sources to enhance and augment programming. Without this funding, we would rely on these other resources and partnerships to sustain at least a minimum level of ExLO programming (the most critical components students need, such as intervention and credit recovery, and college/career readiness programming) at the schools in this proposal.

Other funding sources we leverage and would use to sustain programming include LCFF and Measure N, Oakland's College & Career Readiness for All Act, passed by voters in 2014. Each school receives a substantial yearly allocation of CDE LCFF/LCAP monies because our schools serve high numbers of economically disadvantaged, ELL, and foster students, as well as a yearly per pupil funding allocation through Measure N. High schools may use these resources to sustain programming aligned to OUSD's college, career, and community readiness goals. For example, Measure N monies can help schools and their ExLO programs integrate challenging academic programs with career-based learning and real-world work experiences. Each school has flexibility to use this funding to benefit high-need youth. The schools may also utilize Title I funds for academic support provided by teachers on extended contracts. District staff will work with each school to target LCAP, Measure N, and Title I funding to help sustain high-value ExLO services. Maximizing other resources that contribute to our ExLO programs will be part of our sustainability plan. OUSD will contribute at least \$585,000 in resources to the ASPs each year, as detailed in our letter of agreement included in this application.

OUSD and our ExLO will continue to leverage existing funding streams and partnerships and seek others that can help sustain expanded learning services at the high schools. One is the Oakland Fund for Children & Youth's support for programs for older youth, a viable resource for sustaining some of our lead agencies' and other partners' programs. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and private entities interested in OUSD's linked learning and career pathways programs.

Our ExLO lead agencies also have strong track records obtaining funding to support their services, from private foundation grants and other sources. As detailed in their letters of agreement, the lead agencies at the target schools will collectively contribute a total of \$850,363 per year in resources, and are committed to helping OUSD sustain our ExLO programs. They will help us identify other funding available to sustain services (such as arts, leadership, and career preparation programs contributed by community partners), and to seek new resources to sustain key ASP programs.

To sustain the professional development and CQI work undertaken by the ExLO, we will continue to: leverage resources and support from other district departments and offices such as Community Schools & Student Services, Behavioral Health, Teaching & Learning, and Health & Wellness; leverage external partnerships with the assistance of our intermediary, Partnership for Children & Youth; and seek support from private funders. We are also investing heavily in lead agency capacity building and in the leadership and training skills of select veteran SCs, so that our ExLO partners can lead trainings and support for our Oakland After School network should we have to reduce the size of our ExLO team due to reduced grant funding.

The annual evaluation of our ExLO programs documents their impact and value to our students, families, schools, and city. It will help us build a strong case to district and school leaders, local stakeholders, and other potential funders, for investing in sustaining these programs.

**b List and describe what are possible partnerships and funding sources (cash, line of credit, emergency loans, etc.), what is the schedule for revisiting the sustainability plan, and who is responsible for resource development?**

Answer: School Site Councils, including the principal, Community School Manager, staff and parent leaders at each school, will be responsible for sustaining after-school services beyond ASSETS funding. They will have support in sustainability planning by OUSD central offices such as Expanded Learning and High School/Linked Learning, and our lead agency partners. These stakeholders will engage in regular conversations on the highest-priority services and potential funding sources. Since School Site Councils ultimately approve use of various funding streams, they will take part in thinking through which services they want to continue and how to fund them.

Several funding sources that contribute to the \$585,000/year in match detailed in OUSD's letter of agreement may help sustain key ExLO services. The schools may utilize Title 1 funds for academic support provided by teachers on extended contracts. Each school receives a yearly per pupil funding allocation through Oakland's Measure N as well as a substantial yearly allocation of CDE LCFF/LCAP monies because they serve high numbers of economically disadvantaged, ELL, and foster students. They have flexibility to use this funding to benefit high-need youth. Staff from district offices mentioned above will work with school leaders and their constituencies to target Title 1, Measure N, and LCAP funding to help sustain after-school services proven to have a high positive impact on students.

OUSD's lead agency partners—BACR, EBAYC, Oakland Kids First, Safe Passages—contribute considerable resources to the programs (valued at at least \$850,363 per year), derived from OFCY, private foundation grants and other sources, which will help sustain the ExLO programs. They will help us identify other funding in place to help sustain services (such as arts, leadership, and career preparation programs contributed by community partners), and to seek new resources to sustain key ExLO programs beyond the grant period.

OUSD and our ExLO will continue to partner with and leverage funding that can help sustain expanded learning services at our high schools. One is OFCY's support for programs for older youth, a viable funding stream for sustaining some of our lead agencies' and other partners' programs. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and even private entities like the local health centers including Summit and Kaiser that are particularly interested in the linked learning and career pathways work happening in our schools.

To sustain the PD and CQI work undertaken by the ExLO, we will continue to (1) seek support from private funders, (2) leverage resources and support from other district departments such as Behavioral Health, Teaching & Learning, and Health & Wellness, and (3) leverage external partnerships with the assistance of our intermediary, Partnership for Children & Youth. We are also investing heavily in lead agency capacity building and in the leadership and training skills of select veteran SCs, so that our Expanded Learning partners can lead trainings and support for our Oakland Expanded Learning network should we have to reduce the size of our ExLO team due to reduced grant funding.

By year 3 of the 2022-2027 grant cycle, each school will begin to develop plans for its ExLO program's long-term sustainability. The plans will include data- and evidence-driven decisions on the most impactful services to continue, per year funding needed, and funding sources to leverage or pursue. We will collaboratively revisit and refine these plans in year 4 based on program evaluation findings and any evolution in available funding sources and new potential sustainability resources. In year 5, our ExLO team, high school network superintendents, and school leaders will develop a post-grant-period annual budget for each ExLO program, including line item costs and specific committed funding sources to cover them.

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## Project Title

Oakland Unified School District High School ASSETS programs:  
Supporting Powerful Graduates -- Preparing Students to be College, Career, and Community Ready

## Project Description (1,000 characters)

OUSD and co-applicants BACR and EBAYC are seeking funding to replace expiring Cohort 10 ASSETS grants at 10 schools, building upon a strong program model and longstanding partnerships. OUSD's expanded learning opportunities (ExLO programs) are designed to support Initiative 2 of our 2021-24 Strategic Plan: "Supporting Powerful Graduates." Prioritizing serving high-need students, the ExLOs are designed to promote students' academic, creative, and social-emotional learning; embed social justice into arts enrichment and leadership development activities; and engage students in regular physical activity, as well as in work-based learning opportunities. These activities provide opportunities for Oakland students to practice being resilient learners, collaborative teammates, community leaders, critical thinkers, and creative problem solvers in workplaces, civic spaces, and other venues where they can tackle real-world problems, so they are prepared for college, careers, and community life.

Applicant Agency Name: Oakland Unified School District

ASSIST Grant Application ID Number: 22-04-01-131-ASSETS-34

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### 1. Safe & Supportive Environment

- a. If the program will be located off campus, how will students travel safely to and from the program site? (2000 characters)

OUSD is committed to providing safe spaces to operate expanded learning opportunities (ExLO programs) that support students to be "powerful graduates" who are prepared for college, careers, and community life.

ExLO programs are key components of OUSD's overarching Full Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after-school programs, health and mental health care, and other supports.

OUSD and our co-applicants Bay Area Community Resources and East Bay Asian Youth Center and other lead agency partners will operate ASSETS programs on the campus at each of the 10 high schools in this application. Students will participate in programming at the schools they attend during the day, so safe travel is not an issue. In a needs assessment survey conducted in Fall 2021, students and parents overwhelmingly indicated they prefer program activities to



happen at school sites. Students consistently assert they feel safer in the ExLO programs at their schools than at other points during the day.

The ExLOs will also be open to other students who live in the surrounding neighborhood, including those who utilize OUSD's open enrollment policy to attend other district schools or charters. All schools in this application are easily accessible by public transportation; programs will purchase bus tickets for students who need this transportation support.

At the school campuses, programs will have access to classrooms, libraries, computer labs, performance spaces, offices and family resource centers, athletic fields and gyms, and school-based health centers.

**b. What initiatives and measures will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff? (4000 characters)**

Our ExLO programs prioritize ensuring students' safety. This year, OUSD implemented the George Floyd resolution, replacing the OUSD Police Department with the Culture & Climate Office (CCO), which is developing a plan to advance school safety and student well-being.

Each program has an Expanded Learning Safety Plan, which includes an emergency plan and procedures, family reunification plans, and contact information for emergency responders. Each year, the ExLO Site Coordinator (SC) will meet with the Principal or Assistant Principal to discuss and refine this Plan, which then becomes part of the Site Safety Plan.

SCs will receive training in safeguarding students' safety in the yearly Summer Institute hosted by OUSD's Expanded Learning Programs Office (ExLO), in partnership with CCO and our Behavioral Health Department. Training will cover site safety and emergency procedures, how to conduct safety drills and emergency preparedness assessments, behavior management practices to promote student safety, trauma-informed practices, mandated reporting, and responding to crises based on OUSD's School Crisis Response Protocol. SCs will in turn train line staff in these areas. ExLO staff will also participate in safety-related trainings for regular school staff and through their own agencies.

All staff on site will wear badges and apparel that clearly identify them as ASP staff, and will carry 2-way radios for communication. Staff will have easy access to first aid kits, safety plans with clear protocols, and student emergency contact information.

Each semester, SCs will conduct an emergency preparedness self-evaluation and remedy any shortcomings identified. This will include ensuring staff are familiar with emergency protocols; emergency evacuation routes and protocols are posted in all program areas; fire extinguishers are available, charged, and visible; and potential hazards on playgrounds or other areas are documented and reported to school leadership and facilities personnel. Each site will hold emergency drills (fire drills, lockdowns, lockouts) for staff and students at least twice a year to match the frequency of these drills and mirror procedures followed during school.

A Culture and Climate Ambassador (CCA) will be on campus during program hours to support positive student behavior and ensure student and staff safety. The CCA will intervene to help manage conflicts before they escalate to fights, help mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

If a crisis occurs during the program, the SC will immediately inform the Principal or AP, who will follow district protocols; inform the ExLO so that we mobilize support from other OUSD departments; and inform their agency director who will mobilize agency crisis intervention supports.

Our ExLO will support sites to develop and practice safety procedures and plans so staff are prepared for emergencies. The ExLO provides templates for the ExLO Emergency Plan, for conducting an emergency preparedness self-evaluation, to guide lockdowns, lockouts, and family reunification plans, and for incident reports, which must be submitted to the district office within 24 hours of any serious incident. Our ExLO Operations Manual includes detailed safety procedure guidelines. It provides notification protocols for emergency/crisis incidents at schools; protocols for staff to follow in the event of student injuries, threats of physical harm, lockdowns, lockouts, suspected child abuse, endangerment, or sex crimes, and allegations of weapons on campus; information about bullying and its prevention; guidance on situations when it is mandatory to call 911 and notify the CCO. It includes the OUSD Crisis Response Protocol and contact numbers for OUSD's Safety Coordinator, Oakland PD, Fire and Paramedics personnel, Poison Control, Youth Crisis Hotline, Children's Emergency Services, and other relevant agencies.

**c. How will the program provide a safe and supportive learning environment for the developmental, social emotional, and physical needs of students? (4000 characters)**

As part of our Full Service Community Schools model, OUSD has invested heavily in an array of developmental, social-emotional, and physical student supports that extend into our ExLO programs.

We select ExLO lead agencies based on their expertise, commitment to, and experience in supporting Oakland youth's healthy development. Lead agencies select staff that reflect our students' backgrounds and are familiar with the conditions and challenges faced by youth in inner city Oakland communities.

ExLO staff receive training from OUSD and their agencies to be able to understand and address the developmental and social-emotional needs of high school students and the unique needs of Oakland youth. This includes training in cultural competency, trauma-informed services, restorative practices, and the experiences and needs of students from high-risk groups (e.g., English Learners, Newcomers, those with disabilities).

Our ExLO provides training and coaching to SCs and line staff on practices to create a safe, supportive environment that promotes positive youth development, aligned with the Quality Standards for Expanded Learning in California. In our continuous quality improvement process, the OUSD ExLO, in partnership with 13 ExLO lead agencies and Social Policy Research, implemented a CQI framework centered around culturally-responsive programming and based on Peter Senge's Creative Tension framework: Truth, Hope, Change, Curiosity, & Celebration. This framework led to the development of OUSD's new Quality Assessment tool, which incorporates six quality standards for a safe and supportive environment, one of which is to thoroughly integrate social-emotional learning (SEL) practices into program activities. ExLO staff are required to do yearly self-assessments against these quality standards and to develop and implement Program Plans to improve practice, supported by appropriate professional development. ExLO staff are also trained on the SEL standards OUSD has adopted (self-management, self-awareness, social awareness, relationship skills, responsible decision making) and how to integrate and promote them in all activities and interactions with youth.

Programming at each site will be responsive to teens' developmental needs. In community building activities, social activism projects, educational/support groups for young men, women, and students of color, and peer-led restorative justice circles, youth are called on to exert leadership, collaborate, develop social awareness, cultivate mutual respect, make decisions, and

take responsibility for their actions. Activities are designed to promote positive relationships with peers and caring adults.

External evaluations consistently award high marks (4.6+ on a 1-5 scale) to our high school ExLO programs in the domain of safe and supportive environment, based on site observations. Across sites, 90+% of students report feeling safe and supported in the program. The vast majority say that the program helps them communicate better, get along better with others, feel a sense of mastery and more self-confidence.

Oakland youth suffer disproportionately from health conditions such as asthma, diabetes, depression, anxiety, and trauma. Nurses from OUSD Health Services train ExLO staff on monitoring and supporting students with chronic health conditions. Our programs also partner with our Behavioral Health unit and health-focused external partners to give students access to needed behavioral and medical services. 4 of the schools in this application have campus health centers that treat and manage health and mental health conditions to help maximize student attendance, engagement in school, and learning. The other 6 schools have partners that provide on-site mental health care and linkages to medical care. Each SC will participate in the school's Coordination of Services Team to help triage students in the ExLO program to medical and behavioral health care and other services as needed.

## 2. Active & Engaged Learning

- a. In what ways are the planned program activities engaging and based on the school and community needs for an after school, before school, intersession, vacation, weekend, or summer/supplemental program? **(For ASSETs, provide examples for both secondary and workforce preparation.)** An applicant that offers summer/supplemental programming to complement existing ASES or 21st CCLS funded after school programs is not required to be the same entity that operates the existing program, but must identify the grantee with whom it is coordinating for the purpose of providing year-round programming. (2000 characters)

77% of the 6,651 students at the 10 target schools are socioeconomically disadvantaged, 91% students of color, 28% English Learners. Many are from very high-risk groups such as long-term ELs, unaccompanied immigrant, Probation, and foster youth.

Only 30% and 13% of 11th graders are proficient in ELA and Math respectively. OUSD's graduation rate is 71.1% versus 87.6% statewide.

A recent study identified “increasing learning time” outside the school day as among the “highest impact opportunities to maximize college and career readiness and high school graduation.”

Student focus groups in spring 2021 uncovered priorities for how our ExLO programs can support student learning and well-being: by enhancing collaboration with school-day programming, and providing physical fitness, wellness, and additional mental health and emotional support

To address student needs and in alignment with OUSD's overall goal that all students graduate college, career, and community ready, and other learning goals, each ExLO program will provide:

EDUCATIONAL AND LITERACY SUPPORTS—including tutoring and homework assistance in core subjects, credit recovery classes, English language support, and college/career counseling.

EDUCATIONAL ENRICHMENT that offers students engaging activities in a variety of areas, such as arts (to promote creative expression), joint projects (collaboration, communication), action research and community service (social awareness, critical thinking, leadership).

PHYSICAL ACTIVITY to promote fitness and wellness, such as sports, guided workouts, dance, biking, gardening, and yoga.

WORK-BASED LEARNING—career exploration and career preparation activities, such as service learning, on- and off-site internships, and career training.

WRAPAROUND SUPPORTS—such as case management, health and behavioral health care available at and through the target schools.

FAMILY ENGAGEMENT—to enlist and equip family members to support their children’s success.

**b. How are the program activities expected to contribute to the improvement of student academic achievement as well as overall student success? (2000 characters)**

OUSD defines student success through our Graduate Profile in which students are resilient learners, collaborative teammates, critical thinkers, creative problem solvers, and community leaders, thereby prepared for college, career, and community success.

To support the realization of the Graduate Profile, our ExLO programs provide students an array of academic supports for all grade levels. Program review high school readiness data, early warning lists, and grades each marking period, and design academic supports for struggling students. Programs actively recruit and enroll these students into intervention and credit recovery classes and tutoring provided by content area teachers. Program staff collaborate with school staff to identify Newcomers and English Learners and offer them tutoring and other opportunities to practice social and academic language to accelerate their development of English proficiency.

Students take an array of enrichment classes that use project-based learning approaches, in which youth collaborate with their peers, allowing them to practice and strengthen their social-emotional and 21<sup>st</sup> century skills including communication and teamwork skills. These include various arts activities that foster creative thinking, self-expression, and action research and community service projects through which they learn to analyze social issues and come up with solutions, in the process developing social awareness, critical thinking, problem solving skills, and leadership capacities.

Our ExLO programs also give students opportunities for career-related and work-based learning through which they explore and learn about career options and their own career interests and develop career-related skills. At each school, Quality Support Coach/Career Pathways Liaison (QSC/CPL), working with college and career specialists at the schools, will help students plan their future and navigate their transition from high school to college, careers, and community life.

**c. How will student feedback, assessments, evaluations, and integration with the instructional day be used to guide the development of training, curricula, and projects that will meet students’ needs and interests? (2000 characters)**

OUSD ExLO programs utilize a structured feedback loop to collaborate with schools to design and refine programming to meet students’ needs and interests.



We use data from OUSD on rising 9th graders “high school readiness” and “early warning for dropping out” data to help plan supports for 9<sup>th</sup> graders, identify at-risk students, and reach out to engage them in appropriate interventions, such as tutoring, academic intervention, study hall, or credit recovery. Annually, we review student course completion data, grades, and test scores to determine academic priorities and which content-area teachers to hire to address students’ academic needs the following year.

Each school is building out robust career pathways programs. ExLO programs work closely with their school’s pathway faculty to ensure programs provide students hands-on learning to complement their career pathway, including employment readiness, job skills, and leadership training, and internships. For instance, when Fremont High’s Social Justice Pathway wanted to offer students more opportunities to lead community impact projects, the ExLO program provided a class and venue for this experience.

ExLO programs review their school’s California Healthy Kids Survey data to gain insight on students’ risks, needs, and strengths, identify priority areas for ExLO culture and climate, and inform staff professional development. Some ExLO programs use validated tools to assess students’ strengths and areas for additional, targeted supports, and to guide staff training including various approaches to support students’ SEL, mental health first aid, and trauma-informed services.

Lastly, ExLO programs use informal surveys throughout the year and an end-of-year survey to elicit students’ reflections about their ExLO experiences. This feedback loop allows our programs to be responsive to students’ feedback.

- d. If your school site is closed and your program has to run virtually, what strategies will you use to continue running a high-quality, engaging virtual program? (2000 characters)

Prior to the pandemic, the OUSD ExLO implemented a community of practice for all 72 of our ExLO programs, consisting of 13 different after-school providers, 75 Site Coordinators, and 32 agency directors. Through this community of practice, ExLO staff shared best practices, lessons learned, and resources to support each other and build on the great work that was taking place in Oakland. When the pandemic closed all OUSD schools and required all ExLO programs to go virtual, OUSD providers came together to identify strategies to reconnect with youth, design curriculum that was easily accessible online, and provided on-the-ground support to schools with food and technology distributions.

Through the community of practice, ExLO program lead agencies developed an integrated program that involved working directly with school-day teachers to provide a variety of program options to all OUSD students. ExLO program staff collaborated with teachers on lesson plans and provided targeted support to our highest-need students. Teachers would introduce a lesson and ExLO staff would take ELL students to a breakout session to provide additional academic support to ensure all students were understanding the content. This provided opportunities for ExLO program staff to do fun enrichment activities during the school day to give students and teachers a break from their academics. It was these engaging and fun breaks that kept students engaged and logging back on, thereby increasing the attendance numbers in many OUSD schools.

In spring 2021, OUSD conducted several focus groups of students on distance learning experiences and the impact ExLO programs had on online learning. Among the key findings OUSD uncovered in this focus group was that the expanded collaboration between school-day

and ExLO staff to meet the students' needs had helped expand and enrich services for students. We would use this proven program model if our ExLO programs must run virtually again.

### 3. Skill Building

- a. What 21st Century knowledge and/or skills will students master when participating in projects, activities, and events based on the specific student needs at a site or groups of sites? (Please visit the information about 21st Century Skills found at the CDE's Partnership of 21st Century Skills [web page](#).(4000 characters)

OUSD and our lead agencies design our ExLO programs so they help build the skills in OUSD's Graduate Profile, defined as graduates who are resilient learners, collaborative teammates, critical thinkers, creative problem solvers, and community leaders.

In addition to helping students master core academic skills, each site will offer students opportunities to learn job readiness and technical skills related to future careers that extend career pathway programs at their school or respond to their interests. At Oakland High, which has a Computer Academy, students will augment their skills in 21st Century technologies in the Tech Techies and Code Nation programs. Students at various high schools will take part in the Rainbow Chefs program (culinary arts, entrepreneurship); at Bunche High, this program will be an extension of the school's Hospitality, Tourism, & Recreation pathway. Other ExLO activities will engage students in employment skills-related learning in fields including media training (Youth Beat/KDOL-TV), cosmetology (Beauty/Barber Shop programs), and music production (Today's Future Sound program).

The ExLO programs will offer students further opportunities for career exploration and learning via job shadowing and internships. Students in Castlemont's Community Health Equity Academy can job shadow and serve as interns at Oakland Children's Hospital and other clinical settings in the community. Students in its Sustainable Urban Design program can intern in the school's garden and orchard programs or become Garden Mentors, teaching gardening and nutrition to younger students. At all sites, students will engage in internships and receive stipends, on-site, off-site in industry settings, or both. In internships, students will advance their literacies and technical skills related to particular fields as well as employability skills such as communication, teamwork, problem solving, and career soft skills such as professionalism, workplace dress, language, and conduct, self-motivation, responsibility, and self-management. Student interns will be required to complete a portfolio (includes resume, cover letter, & reflection paper) and presentation (Powerpoint, poster, video, etc.) that highlights their work experience and learning.

Each site will offer arts enrichment, such as painting, drawing, graffiti arts, mural creation, digital graphic design, animation, filmmaking, and performing arts. At Life Academy, Bay Area Music Project will provide guitar lessons to students. Destiny Arts will bring its dance program to Rudsdale Academy. Oakland Tech will host Attitudinal Healing Connection's ArtEsteem visual arts program; Castlemont High, the Community Art program, which creates large murals in the community; Rudsdale and Ralph Bunche Academies will engage Today's Future Sound's hip hop music production program, which incorporates educational, therapeutic, and social components. Arts programs will be vehicles to engage students in community issues in our city and world, and reflect on how their own life experiences relate to them. Engaging in arts activities and creating projects, students will learn about and apply artistic techniques as well as innovation skills, including collaborating and communicating with peers and expressing themselves creatively. For

instance, visual arts and graphic design instructors will guide students, through reading, dialogue, and writing, to gain conceptual understandings of social and historical topics relevant to their lives and communities, and create self-expressive arts projects. Arts program and projects will also promote learning of academic skills (e.g., literacy), knowledge (e.g., history), understanding of 21<sup>st</sup> Century themes (e.g., civic literacy, global awareness), life skills (follow through, civic engagement), and career skills (e.g., digital graphic design, collaboration).

Students will also have opportunities to develop leadership skills in their ExLO programs (see below).

#### **4. Youth Voice & Leadership**

- a. What opportunities and physical meeting location/space are provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership. (4000 characters)

OUSD's ASSETS programs offer leadership opportunities unavailable to students during school. Our ExLO lead agencies and other partners actively engage youth in planning and implementing their ExLO programs, developing leadership skills in the process. We intentionally use these opportunities to strengthen students' sense that they are meaningfully engaged in their education, and to equip students to be career and community ready when they graduate from high school.

At each site, a cadre of 5-10 students will serve as a leadership team for their ExLO. Students interested in serving on this team will be required to submit an application and be interviewed by staff and peers, and to maintain at least a 2.5 GPA, good school attendance, and positive peer relations. Selected youth will receive leadership training. They will assist in: recruiting and retaining students; planning and reviewing program offerings, especially for college- and career-readiness, enrichment, and youth development; and keeping programs authentic and relevant to students and families. They will also be trained to take part in their ExLO program's self-assessment that is a key part of our CQI process. In this role a cadre of youth leaders, alongside program staff, will conduct observations of various program offerings, co-facilitate a scoring meeting, and participate in developing a Program Plan for program improvement. Team members will meet every other week in the ExLO office or other space on their campus, where they will plan activities and check in with their supervisor. They will also make presentations at monthly school faculty meetings, and write reflections on their progress and challenges.

At the four largest target schools (Castlemont, Fremont, Oakland Tech, and Oakland High), the student leadership team will be integrated into the "REAL HARD" after-school youth leadership program provided in partnership with Oakland Kids First, a local CBO. At each of these schools, 20 youth leaders will meet in two 2-hour weekly sessions to receive leadership training, identify problems at their schools, develop solutions, and plan program activities for the first Friday of each month.

Our sites also use the Building Intentional Communities model in which students actively help plan policies, shape the program climate, and share in leading activities. They start out each school year as co-creators of the program climate with staff as they identify rules to create an intentional community, build their skills to make group decisions and uphold group agreements, and play increasing leadership roles as the year progresses. From the outset of the year, youth

help take attendance and distribute snacks. By December, they begin taking turns as facilitators of program rituals, such as opening and closing circles, team-building exercises, group discussions, and restorative justice circles. Some have on-site internships and help ensure the program runs smoothly. Students are also trained and deployed as peer tutors and peer interpreters; lead warm-ups prior to physical activities, co-coach sports teams; and choreograph dance performances. Some tutor in elementary and middle school programs, or mentor rising 9<sup>th</sup> graders or students who join the program mid-year. Youth plan and lead school events and community service projects. In the spring, program staff engage youth in reflecting on skills (social-emotional, 21<sup>st</sup> century) they have mastered over the year and then identify ways to use those skills to give back to the community.

All sites will give students further opportunities to provide input into and shape their ExLO programs, including (1) filling out activity evaluations and (2) yearly surveys for the program evaluation, which inform program planning and CQI; (3) taking part in focus groups to discuss program strengths and weaknesses and make suggestions for program improvements; and (4) interviewing prospective program staff and contracted service providers.

- b. How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills in addressing real-world problems that they identify in their communities (.e., service-learning)? (4000 characters)**

All students attending any of the 10 ExLO programs in this application will be able to make choices on program activities to participate in. Students will receive descriptions of the program schedules and activities, and select and rank classes/activities they want to take part in when they sign up for the ExLO program. For instance, they will be able to choose between several linked learning programs aligned with different career pathways, which will vary from school to school. Students will be able to choose linked learning programs and particular arts and sports programs, gender- or ethnic-specific learning groups, and study hall. Students will also have opportunities to switch programs every six weeks or half semester. Program staff will give students opportunities to provide feedback on programs they have participated in or are interested in and use this feedback to improve and/or plan new programs and activities, including field trips, that appeal to students' interests.

Linked learning programs for students in the lower high school grades will be designed around career awareness and exploration. For the upper grades they will focus on career preparation and training, especially on promoting students' 21st century skills, developing resumes, preparing them for internships, and providing work experience through internships. All sites will offer opportunities for students in the upper high school grades to conduct action research and service learning addressing real world problems in their communities. Projects will include training on the research skills students need to complete their senior capstone project, a requirement for graduation in OUSD. This feature makes this programming appealing to students in the upper grades.

ExLO programs at the four largest high schools will partner with Oakland Kids First in the Representing Educated Active Leaders Having A Righteous Dream (REAL HARD) program. At each school, 20 youth, meeting twice a week for two hours throughout the school year, will be trained to help them conduct research on issues relevant to their school environment and take action to improve the school culture. In recent years, REAL HARD developed a Code of Respect that comprises a youth-friendly set of cultural expectations featuring declarative language



about the type of classroom culture students and teachers would like to uphold. The schools have approved the Code, and REAL HARD youth are working with school and after-school staff to uphold this policy. In the coming years, the program will work toward other positive changes in the school culture.

Many sites use the Youth Action Team program—which ASSETS sites have been implementing since 2012-13—to promote youth leadership, college, career, and community readiness. In this program, a team of students at risk of dropping out will take part in a year-long class that meets for four hours a week. The students will follow a step-by-step “learning map” curriculum, with pedagogy on violence, exploration of personal and community identity and the larger social context, and training in action research, project planning, and working for social change. Students will then connect these learnings to a concrete community action research project. Students will create and deliver a 90-minute workshop on a violence-prevention topic to their peers.

At some sites, youth will participate in Youth Participatory Action Research (YPAR) projects in which they conduct research on issues related to health in their community, and develop and carry out plans to promote health among young people and families, such as via healthy nutrition and physical activity.

At Castlemont and Fremont High, partner agency Youth Alive! will train a cadre of older youth to be Teens on Target youth leaders to research a violence-related topic in their community, and then teach a violence prevention curriculum to youth in ExLO programs at nearby elementary and middle schools.

## 5. Healthy Choices & Behaviors

- a. What types of healthy practices and program activities will be aligned with the school wellness plan? (4000 characters)

OUSD’s Board-approved Wellness Policy ([www.ousd.org/Page/15671](http://www.ousd.org/Page/15671)) serves as the wellness plan for schools across the district. The following healthy practices and program activities in our ExLO programs will be aligned with the seven areas of the district Wellness Policy.

\*Nutrition. All students will receive a free nutritional super snack each day they attend the program. Some schools will also provide a regular supper for students. The latter will support the Wellness Policy to “ensure no OUSD student goes hungry.” Super snacks, suppers, and food and beverages served during celebrations or other program activities will adhere to the Healthy Food Guidelines stated in the Wellness Policy, which meet or exceed all State and Federal requirements. The programs will provide adequate facilities for students to eat their snacks and meals and ensure clean drinking water is available during the program. Nutrition education will be incorporated into programming at some sites.

\*Physical education and physical activity. Each school program will give students opportunities for physical activity—through team sports (soccer, basketball, lacrosse), guided workouts, cycling, dance, walking, yoga—that includes regular exercise and conditioning and promotes students’ fitness and motor development. These activities will incorporate a focus on promoting prosocial skills – such as communication, cooperation, and team building in the achievement of common goals.

\*Comprehensive health education. The ExLO programs will include health education—through culinary arts programs; linked learning activities tied to health occupations; sports,

fitness, and dance activities that address self-care and fitness; and yoga and mindfulness programs where students learn about stress, anger, and drug use and their management.

\*Positive school climate. Providing a safe, orderly, caring, respectful, and equitable learning environment that promotes students' social emotional learning are core practices of our ExLO programs. Staff will be trained and coached extensively to ensure they create this kind of environment. The programs will promote social-emotional skills in students via intentional instruction for students and many opportunities for students to practice and reflect on these skills. The programs will include education on bullying and discrimination and measures to prevent them. Community-building activities and restorative justice principles and practices will further contribute to a positive school climate in ExLO programs, as will parent engagement activities.

\*Physical school environment. Comprehensive measures will be in place to ensure that the physical environment of each ExLO program is safe and prepared for emergencies – as detailed in our responses under question #1: Safe and Supportive Environment.

\*Access to and coordination of student health services. Four of the target sites have school-based health centers run by community-based organizations: Oakland High (run by East Bay Asian Youth Center, also the ExLO lead agency), Oakland Tech and Fremont (run by La Clinica de la Raza), and Castlemont (run by UCSF Benioff Children's Hospital Oakland and Youth Uprising).

Our ExLO programs will partner with these centers to connect students with needed medical and mental health care, health education, and benefits enrollment services regardless of students' insurance status or ability to pay. All 11 schools partner with mental health care providers; ExLO programs will coordinate with them to connect students to needed counseling and other behavioral health services. At all sites, ExLO staff will take part in Coordination of Service Teams to help connect students to needed health services.

\*Staff wellness. ExLO lead agencies will support the wellness of ExLO program staff by ensuring they have safe and supportive working conditions; engaging them in developing personal wellness plans; and providing support in the event of difficult or crisis situations.

- b. How will the program incorporate healthy nutritional practices, and what types of daily developmentally appropriate and/or research-based physical activities will the program conduct? Include any collaborative partnerships with wellness organizations. (4000 characters)**

All students present in the ExLO program on any day will receive a free nutritional super snack that meets CDE Expanded Learning snack requirements. At least six sites will provide hot suppers that follow state and federal healthy food guidelines. Super snacks and suppers will be provided by OUSD Nutrition Services, funded through the National School Lunch Program (snacks) and federal Child and Adult Care Food Program (suppers). Education on healthy eating and cooking practices will be incorporated into culinary arts, fitness, sports, dance, and yoga programs. In culinary arts at some schools, students will work toward certification in food preparation.

As noted in section 8-1 below, poor physical fitness is widespread at the target schools. Each site will offer physical activities multiple days each week. They will vary from site to site and include: fitness clubs; guided workouts; seasonal team sports; girls' and boys' basketball and soccer leagues for alternative/continuation high school students; cycling; lacrosse; walking; dance, including Polynesian and hip hop; and yoga.

Physical activities will help improve students' fitness and address weight problems. Moreover, studies have shown links between regular physical activity, such as via team sports, and benefits including improved academic performance and developmental assets such as communication, teamwork, positive relationships with peers and role models (older players and coaches), and self-confidence. Studies have also shown other positive benefits for youth who take part in the yoga and dynamic mindfulness program like the one in our ExLOs, including lower stress levels and greater self-control, school engagement, emotional awareness, and distress tolerance.

The Alternative Sports League will give students a chance to play team sports they wouldn't have otherwise, as our continuation and alternative high schools are left out of the Oakland Athletic League for comprehensive high schools. Students must maintain a 2.5 GPA to be able to participate—a big incentive for them to do well in school. This program will also help us engage families in the ExLO programs and schools.

Other partners that support wellness include:

\*Rainbow Chefs will provide its curriculum-based culinary arts program, with nutrition and cooking education and entrepreneurship, at Life Academy, Oakland Tech, and Street.

\*Cycles of Change will run a bike club in which students go on local bike rides and learn bicycle mechanics, at MetWest.

\*East Bay Swim Club will collaborate in a swimming program and Oakland Lacrosse will bring its lacrosse program to students at Castlemont.

\*Various community partners will bring their soccer/youth development programs to our schools: Soccer Without Borders at Castlemont, America Scores Bay Area and Oakland Genesis Soccer Club at Life Academy, and Oakland - Street Soccer USA at Ruidsdale and Street Academies.

\*Niroga Institute will provide its yoga and mindfulness class at Street Academy.

\*Inner City Bliss will provide its trauma-informed yoga program at Fremont High.

\*67 Suenos will deliver its political education, activism, and trauma-healing program at Ruidsdale Academy

\*Oakland Children's Hospital, La Clinica de la Raza, Highland Hospital, and Alta Bates Summit Medical Center will serve as health pathway internship sites for ExLO youth.

**c. How will the program staff model a healthy lifestyle and maintain a healthy culture and environment? (2000 characters)**

The lead agencies for the ExLOs programs at the target schools (Bay Area Community Resources, East Bay Asian Youth Center, Oakland Kids First, Safe Passages) recruit staff from the local communities, including alumni of the schools where they work. When hiring and training staff, these agencies emphasize the importance of serving as role models and modeling high expectations for youth they will work with, good workplace skills (e.g., coming to work daily, on time, appearance) and social skills (e.g., clear communication, positivity, respect), and the importance of contributing to the community. Staff make a commitment to uphold these values.

Staff receive extensive training from both OUSD's ExLO and their own agency to guide them in modeling and maintaining a healthy lifestyle, culture, and environment in the ExLOs. Following the same practices we uphold for youth, staff refrain from eating junk food or drinking soft drinks or other sugary/cafeinated beverages during the program. In physical activities, staff exert themselves alongside youth, use positive messages to encourage youth to attempt physical activities, and model sportsmanship and supportive behavior.

Through our ExLO staff receive training in social-emotional skills and how to use and promote them in all activities and interactions with youth. This training emphasizes the SEL standards OUSD has adopted for our schools and ExLO programs: self-management, self-awareness, social awareness, relationship skills, and responsible decision making. During daily activities, staff engage youth in discussions to reflect on ways they have, or have not, demonstrated these skills, to help youth be more aware of and intentional in their own SEL. SEL training for ExLO staff also includes youth development practices and principles, such as the importance of having supportive relationships with peers and positive adult role models, and strategies for supporting youth in establishing and maintaining such relationships.

## **6. Diversity, Access, & Equity**

- a. How will information about the program, including its address, be disseminated and made understandable and accessible to the community? (2000 characters)

OUSD's Enrollment Guide, which informs families about our school sites and services at schools, contains information on the ExLO program at each school, including location and hours. The guide is available in multiple languages in print and on the OUSD website.

At each school, school leaders and the ExLO SC use a digital platform, ParentSquare, to distribute newsletters and email blasts, translated into major languages of OUSD families, to inform families about the ExLO, its activities, and sign-up procedures. School and ExLO staff distribute program descriptions and sign-up sheets at spring orientations for rising 8th graders who have been accepted for the next fall, at school registration in August, fall meetings for 9th graders to discuss college requirements and other topics, and Back to School Night each September. Community School Managers, teachers, counselors, and front-office staff share information on the ExLO programs with students and families. SCs are full-time at their school site, easily accessible for students/families wanting more info about ExLOs.

At continuation schools, the ExLO SC participates in the orientation process for each new student that enrolls over the course of the year, where they share info about the program in a language parents can understand.

To help target outreach, each school and its COST will alert the ExLO lead agency about particular students with academic, attendance, or behavioral problems. The SC will call or send a letter home to parents (in Spanish or other language, if appropriate) to let them know about tutoring and other learning activities available on campus after-school.

At some sites, SCs partner with teachers or case managers to conduct home visits to reach out to students/families in need of services—targeting, for example, families of truant students, and newcomer students at Castlemont, Oakland, and Fremont High. If needed, we use translators or students to help interpret in the home language.

- b. How will information about the program be communicated to all students at the school site to encourage diverse participation? (2000 characters)

We use multiple strategies to ensure we reach our diverse students and families.



The ExLO has implemented a family facing website that provides families with direct contacts to their after-school providers. This gives families easy access to the enrollment process and more information about their child's ExLO program.

Every April, school leaders and program staff hold orientations for incoming 9<sup>th</sup> graders and families, where they distribute information about the program.

Each spring, staff recruit students in the program to continue to attend the next year, and conduct outreach, including home visits, to students from priority groups (e.g., truant and newcomer students).

Each school will feature the ExLO program on its website and include a description of the ExLO and registration information in its enrollment package. Staff will table during registration days each August to distribute information about the program and recruit students.

Flyers about the ExLO will be posted in school hallways and classrooms. The ExLO lead agency will hold a program orientation in September.

Schools will make frequent PA announcements to all classrooms about the program. ExLO staff will make presentations to advisory classrooms and table at lunch to recruit students. Schools will use newsletters and email blasts to inform students and families about the program and its offerings. Programs will hold special assemblies and make lunchtime presentations to showcase work students are doing, as an outreach/recruitment strategy. ExLO participants will serve as program ambassadors by making presentations about it to their peers in classrooms, assemblies, Back to School Night, interest clubs, feeder middle schools, and informal chats.

School staff who interact with families including teachers, COST members, main office staff, Community School Managers, family liaisons, and school health center staff will inform students and families about the ExLO and refer students to the program.

**c. How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds? (4000 characters)**

Each OUSD high school serves youth from many different ethnic and cultural communities. OUSD and our lead agency partners intentionally design our ExLO programs as spaces where students from different backgrounds can come together and build community within and across groups. Each program will create an inclusive environment that promotes, respects, and celebrates the vast diversity of our students and families and our city's communities.

Our ExLO lead agencies prioritize hiring staff representative of the diversity of our school communities (in race/ethnicity, language, life experiences, gender identification, etc.) and grew up in or have other first-hand familiarity with the urban neighborhoods where our students live and go to school. Partners that bring particular activities to the sites (e.g., arts, linked learning, sports) are also grassroots local organizations with staff that reflect Oakland's diversity. This helps to create an inclusive environment, and one where students have positive adult role models from similar backgrounds.

ExLO program staff will be trained to infuse social-emotional learning into all programming, based on OUSD's adopted SEL standards (self-awareness, self-management, social awareness, relationship skills, responsible decision making). These SEL skills strengthen students' and staff members' competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age.

Our ExLO arts programs are key venues for students to explore and celebrate their cultural backgrounds. Some examples are the Attitudinal Healing Connection's ArtEsteem program (visual art/murals), Bay Area Music Project (youth orchestra), Rainbow Chefs (culinary arts),

Destiny Arts (dance), Rhythmic Mind (hip hop), Today's Future Sound (beat making, music production). Programs will include on-site exhibits and performances of student products—paintings, murals, digital arts presentations, dance or theater performances—for the school community, including families. Some arts programs extend their work into the nearby community through mural projects and exhibits in local venues, in which students creatively express issues of identity and cultural background.

Many ExLO programs for specific student groups will focus on building self- and social-awareness and life skills, including Black Gold Ethnic Studies class (Dewey), First Love Yourself, for youth of color (Fremont), Ethnic Studies (Fremont), Raza Studies (Met West), Gay Straight Alliance (Street), Man Up/Sister Circle/We Out Here groups for African-Americans and other students of color (Castlemont), Real Ambitious Women, Multicultural Club, Life Holds No Punches, Be A Man groups and activism projects (LIFE Academy), and 67 Sueños (political education, activism, and trauma-healing work, primarily with Latinx undocumented youth, at Rudsdale).

Action research programs will further promote diversity and inclusiveness in our ExLOs. Examples include REAL HARD participants' work to promote a culture of respect and to plan First Friday activities at 4 of the schools, Youth Participatory Action Research programs (most of the schools), and the Teens on Target program (Castlemont, Fremont) that teaches leadership and social-emotional skills through the lens of social justice and understanding historical injustices, to empower students of color toward racial awareness and healing.

Another important way we promote diversity and inclusiveness in all of our ExLO programs is through the restorative justice lens adopted across OUSD schools and integrated into these programs. The practice of having students lead restorative justice circles is a powerful strategy to resolve conflicts that arise and strengthen relationships between students from different groups.

Some sites will host cultural celebrations for families each semester or quarter. These activities will celebrate students' accomplishments and the cultures of the school community.

- d. How will the program reach out and provide support to students with disabilities, English learners (ELs), and other students who have potential barriers so they can participate in the program? (4000 characters)**

OUSD's ExLO programs have a unique role in supporting English Learners, newcomers, and students with special needs to be powerful graduates. Of the 6,651 students at the target schools, 1,842 are ELs, more than 800 are newcomers (in the U.S. for 3 years or less), 500+ are living in homeless situations, 39 are in foster care, and about 11% are in Special Ed. We will actively reach out to recruit and serve students from high-need groups who may have barriers to participating.

ExLO lead agencies will partner with OUSD's Transitional Students & Families unit to identify and reach out to newcomer students and families, and students in homeless situations or foster care, to ensure they are aware of the ExLO programs and encourage students to participate. We will distribute information about the programs in multiple languages, via ParentSquare, school registration packets, email, newsletters, phone calls, and presentations at family events. At placement sites for newcomers (Castlemont, Oakland, & Fremont High), ExLO program staff or family liaisons will make home visits in which they inform newcomers' families about the programs and encourage signing up for it.

The ExLO programs will provide spaces and supports for newcomers and other ELs to improve their English skills. Staff in the newcomer programs at Oakland High, Castlemont, and Fremont will provide homework help and structured and informal activities through which ELs

can practice their English speaking, reading, and writing skills with the instructor and their peers. Students will have access to tutoring in Spanish to help them access school day academic content; opportunities to learn about post-secondary options and explore career pathways; and linkages to needed services.

Many OUSD newcomers are refugees, asylees, and/or unaccompanied minors. Many are fleeing violence, human trafficking, or persecution in their home country. They arrive in the U.S. and Oakland after typically enduring an arduous, traumatic journey. Many require intensive, specialized services to meet their academic, socio-emotional, and mental health needs which, if unmet, can be barriers to participation in the ExLO program and success in school. The programs will connect with such students' case managers, or directly provide case management, including linkages to needed mental health and other services.

For students with special needs interested in the program, the SC will work with their resource program specialist and IEP team to determine which activities will be appropriate and beneficial and assign students to appropriate learning activities in the ExLO program, and collaborate with the COST and Community School Manager to connect such students and their families to other needed supports and resources. OUSD has committed to providing training for all staff (including ExLO staff) in a Universal Design for Learning framework for addressing learner variability and supporting all learners to gain the knowledge and skills they need to become strategic, self-motivated, and goal-directed learners.

There are currently approximately 100 students at the target schools on Probation. When a Probation student transfers to OUSD from the county Juvenile Justice Center or another school, he/she is presented to the school through the COST. The ASSETS SC participates on the COST and will use this venue to inform the student and his/her family about the ExLO program and encourage them to sign-up for it. Most Probation youth have IEPs; we will coordinate with their program specialist and IEP team to place them in program activities that address particular needs and be of benefit.

As students will attend ExLO programs at their schools, accessibility is not a barrier. The schools are handicap accessible and regularly maintained. ExLO lead agencies' use of ethnically diverse and culturally/linguistically representative staff will help programs effectively engage students from diverse racial/ethnic groups and ELs.

## **7. Quality Staff**

- a. What is the planned recruitment and hiring process for staff, and how will staff members' experience, knowledge, and interests be considered? (2000 characters)

ExLO lead agencies intentionally recruit staff who believe all Oakland youth deserve opportunities that prepare them to be college, career, and community ready. This commitment frames the recruitment process. They seek staff who have a passion for working with youth, strength in particular academic areas, and are open to coaching and continuous improvement. Many agencies grow their own staff from students who used to be in their programs, and typically hire people from the local community who reflect students' backgrounds and are well-qualified to serve as role models. Many high school SCs started as youth development workers in their agencies and have worked in the programs for several years, resulting in strong working relationships with stakeholders at their schools.

Some high school ExLO programs are creating a student-to-afterschool worker pipeline, where students gain internship experience working in nearby elementary ExLOs. The goal is to hire these students as program staff during and after their college years.

Our lead agencies use their websites, social media, networks, outreach through education-related programs and career centers at nearby colleges, and alumni associations at target schools, to recruit staff. OUSD's Talent Development Department shares available positions through district recruitment outlets, social media, job fairs, and with OUSD's pool of instructional aides, and screens viable candidates.

All ExLO staff are required to meet OUSD's minimum requirements for instructional aides. SCs are required to have a B.A. in a field related to education or youth development, and experience managing youth programs. Lead agencies' hiring processes include two interviews by agency staff, reference checks, and safety vetting (background checks and tuberculosis clearance).

OUSD is also piloting an Expanded Learning teacher pipeline, helping recruit ExLO workers interested in careers in teaching and supporting them to advance on that pathway.

- b. If the program will use volunteers, how will recruitment of volunteers be conducted to ensure they are qualified persons? (Indicate if program[s] will not use volunteers.) (2000 characters)**

In OUSD ExLO programs, many volunteers work alongside program staff to help provide tutoring and assist with other program activities and reduce student: adult ratios.

ExLO lead agencies recruit volunteers through the school communities and their existing networks, website, and local colleges, assisted by school staff (e.g., the Community School Manager and Family Liaison). The SCs will interview prospective volunteers to find out about their reasons for volunteering and qualifications.

The Oakland Ed Fund (OEF) manages all volunteers in OUSD programs and has an online platform for volunteer recruitment and enrollment. Any individual (e.g., parents, community members, workers in local businesses) who wishes to volunteer in the ASPs must complete all of the required steps to become an OUSD school volunteer. They must have a Live Scan fingerprint criminal background check, provide proof of TB clearance, fill out a volunteer application, attend an orientation session, and supply a photo for a badge to be worn whenever they are on a school campus to indicate that they have completed the OEF volunteer background screening. The OEF supports volunteers in completing the volunteer process. Individuals who wish to become academic tutors in ASPs attend a content training session hosted by OEF. OEF provides additional trainings to volunteers on literacy and math tutoring strategies.

At each site, volunteers will receive training from the QSC/CPL in areas such as tutoring strategies, checking for understanding, and doing group work. The SC and QSC will periodically observe volunteers in action and problem-solve as needed. They will also get student feedback on whether the volunteer was clear and professional, and what they learned.

Volunteers will be recognized for their contribution in gatherings during the ExLO program, in newsletters, family events hosted by the program, and end-of-year district-wide appreciation events hosted by OEF.

- c. What type of continuous professional development will be provided to staff, and what is the schedule? (4000 characters)**



OUSD's ExLO programs, our lead agencies, other OUSD units, and outside partners all contribute to continuous professional development (PD) for ExLO staff. All PD is designed to support the ExLOs to prepare youth to be college, career, and community ready.

Each August, the ExLO convenes a 4-day Summer Institute to train ExLO Site Coordinators (SCs) and lead agency directors in areas such as program policies/procedures, the Quality Standards for Expanded Learning in California, OUSD's SEL standards, school-day alignment, training in observing and coaching line staff to promote high program quality, and our ExLO programs' CQI process (see section #10 below).

SCs receive further PD from their agencies on topics such as youth development, curriculum development, program and staff management, and self-care. Each lead agency holds a yearly summer institute for SCs, convenes monthly SC team meetings, and provides 1:1 supervision and support for each SC, meeting biweekly to discuss site progress, provide PD, and problem-solve site challenges.

OUSD's ExLO Managers convene the high school SCs monthly for peer learning and discussion of best practices, and integration of SEL and 21st Century skills into ExLO programs. ExLO partnered with Lead by Learning to create a community of practice where agency directors from 13 after-school providers and SCs from 75 after-school programs would come together to collaborate with each other and with the ExLO. It was through this community of practice that ExLO providers were able to shift their program model during the pandemic based on what was working in the field. The opportunity for 13 organizations to collaborate and learn from one another allowed for ExLO programs to integrate in the school day and provide targeted support and enrichment opportunities to students.

We partner with other OUSD departments including Behavioral Health and SEL units to train ExLO staff in areas such as integrating a restorative justice framework into programming, trauma-informed practice, crisis response, and SEL standards. We also provide safety training in partnership with OUSD Culture and Climate Ambassadors, and training on college & career readiness with the Linked Learning Office. ExLO staff have been invited to participate in our district-wide racial justice and healing in Oakland Schools PD program.

We support ExLO staff in participating in outside PD opportunities, such as the Region 4 Action Changes Things (ACT) Expanded Learning conference, Temescal and Associates' How Kids Learn webinars, and National Afterschool Association Conference.

Quality Support Coaches/Career Pathways Liaisons (1 QSC/CPL per site, serving as liaison to the school day) participate in an orientation for this role each September, a training in October on OUSD Quality Standards and ExLO Program Plan cycle, and learning community meetings to strengthen coaching practices in support of CQI and positive program culture and climate.

Line staff working with youth will receive summer and monthly PD from their agency in policies and procedures, first-aid/CPR, mandated reporting, youth development practices, cultural competency, and trauma-informed practices. Their SC will engage them in on-site trainings, observations, and coaching on CDE quality standards, youth leadership building, and promoting SEL. The QSC/CPL will train and coach line staff in areas such as classroom/behavior management, project-based lesson planning, tutoring strategies and case management. SCs will host weekly staff meetings with line staff to reflect on program challenges and accomplishments and problem solve.

ExLO Managers will convene a variety of professional learning communities to provide ExLO program staff with ongoing training and curriculum for content-specific program areas. This includes PLCs focused on areas such as English Learners, college & career readiness, STEM, Nutrition and Cooking, and Youth Participatory Action Research.

## 8. Clear Vision, Mission, & Purpose

- a. What are the needs of the students in the specific communities (by program site or groups of similar program sites), how are the needs identified (i.e., the methods and how effective they are), the resources available, and how will those needs be addressed, including the needs of working families? (Community needs could be assessed in terms of, including but not limited to, percentage of ELs, dropout and absenteeism rates, academic performance, health related factors, family related stresses, and other community factors.) (4000 characters + extra 4000-character space provided)

The schools in this application (6 comprehensive, 4 alternative or continuation) serve 6,651 of OUSD's 9,517 students in district-run high schools, the vast majority from high-need neighborhoods. To assess the needs of students and families in the school communities, we used student demographic and socioeconomic data; various indicators of academic achievement and family educational attainment; 2019-20 California Healthy Kids Survey (CHKS) findings; 2018-19 state Fitness Test results; and conducted youth and family surveys and student focus groups in 2021.

77% of students at these schools are socioeconomically disadvantaged, 28% English Learners, 11% in Special Ed, and 91% students of color. Many are from especially high-risk groups, including 39 students who are living in foster care.

More than 2,500 OUSD high school students are long-term English Learners, with 6+ years classified as such; youth who have not become proficient in English in that time frame are at high risk of dropping out of school and other negative outcomes. Among OUSD high school students, there are 990 newcomer youth, of whom 484 are unaccompanied immigrant youth; 640 students live in homeless situations, and approximately 150 youth are on Probation.

OUSD's 4-year graduation rate is 72.1%, compared to 87.6% statewide. Our dropout rate is 12.5%, nearly double the 7% in our county (Alameda) and California overall. While 41% of graduates meet the A-G requirements for UC/CSU admission, 70% and 87% of students at the target schools do not meet standards in ELA and Math, respectively, meaning the vast majority are not ready for college.

For the 2020-21 school year, 44% of entering 9th graders were considered not ready for high school, based on failing Math or English, being chronically absent or suspended in 8<sup>th</sup> grade. 42% of 9th grade students failed at least one course that year, getting off track for graduation right away.

\*A full 50% of all students at the 10 target schools are chronically absent, missing at least 10% of school days, representing substantial lost learning time and a slippery slope to dropping out.

Low family educational attainment is part of why many students need added learning time and support. 28% of OUSD parents are not high school graduates; another 25% did not go beyond high school. Too often parents lack the academic/study skills, English literacy, or knowledge of how to navigate the school system needed to effectively support their kids' education. 60% of the students we surveyed this fall said their parents could not help with English or Math assignments, 63% with Science class work, and only 40% said their parents could help them prepare for college.

Many Oakland youth wrestle with stress and trauma from realities such as family instability and pervasive violence in their inner city neighborhoods. These stressors lead to risk-taking and other poor choices and make it hard for them to fully engage in school. On the CHKS, 33% of OUSD high schoolers said they had been chronically sad or hopeless and 12% said they had considered suicide in the past year. 23% reported using alcohol or other drugs in the past month.

Oakland has the highest rates of violent crimes among California's 10 largest cities. Six percent of high school students said they had brought a gun or other weapon to school at least once in the past year; 16% had seen someone else with a weapon at school; and 4% said they were gang members, a dire reality often part of an intergenerational family pattern, linked to truancy, crime, dropping out, and putting youths' lives at risk. Many students report lacking a high degree of key developmental assets: meaningful participation in school (68%), school connectedness (48%), caring adult relationships at school (37%), academic motivation (34%).

Our students need help building youth development assets, such as social-emotional, leadership, and other 21<sup>st</sup> century skills, caring relationships with their peers and adults,

(second text block)

to better engage them in school, motivate them, and equip them to reduce their risk-taking and navigate their high school years safely and successfully. High-quality ExLOs can help promote all of these assets.

Many students also need health-promoting physical activity and nutrition education. Only 19% of OUSD 9<sup>th</sup> graders are physically fit, far below peer rates in the county (35%) and statewide (33%); 49% of our 9<sup>th</sup> graders are aerobically unfit, and 41% have an unfit body composition, typically meaning they are overweight or obese.

Our schools have a shortage of Resource teachers and paraprofessional staff for academic assistance for struggling students. Our current ASSETS-funded programs at all of the target schools offer tutoring in their ExLO programs. Tutoring, provided by school day teachers on extended contracts, has been well utilized and is very effective. Most of the high school ExLO programs also offer students access to credit recovery classes. This helps to fill a resource shortage in which OUSD is typically only able to provide credit recovery courses during the summer to 11<sup>th</sup> and 12<sup>th</sup> graders who apply for them. Further, due to a shortage of counseling staff at our schools, most students do not receive adequate counseling on high school, college, career planning, or navigating the college application process. Our ExLO programs are crucial in bridging these gaps. Without ASSETS-funding, our high schools have inadequate resources to provide additional academic, college and career preparation, and wraparound supports for at-risk students.

Outside of school, students have few options for daily, comprehensive expanded learning activities. Many families cannot afford fee-based programs, and community violence limits access to some community-based programs.

Student focus groups conducted in spring 2021 uncovered priorities for how our ExLO programs can support student learning and well-being: by enhancing collaboration with school-day programming, and by providing physical fitness, wellness, holistic health approaches, and additional mental health and emotional support. In prior focus groups, students have expressed that if it weren't for their school ExLO, they would "have nowhere to go" "to get work done" or "for help." They said the ExLO was a place to "keep us out of trouble" where they could be "around caring and positive people" and "productive and focused" rather than "doing something negative" and being "vulnerable to street violence." Students reported learning in their ExLO "how to speak English," "study skills," "how to study in groups" and "work as a team," "better

communication skills,” “critical thinking,” “creative problem solving,” and “how to do an interview for jobs.”

When asked what ExLO activities they wanted, 46% of students identified internships (the highest ranked), followed by homework help and cooking classes (33% each) and life skills training (26%). 58% said they would attend an ExLO to try new activities or learn new skills.

More parents surveyed this fall chose internships (80%), college/career prep activities (76%), youth leadership opportunities (73%), sports or other physical activities (71%) than other activities for their kids. Many also said their kids needed opportunities to interact with positive adult mentors (74%), develop positive relationships with peers (71%), and learn good SE skills and positive behavior (69%) and conflict management skills (67%).

Our ExLO programs will prioritize connecting struggling students and those from high-risk groups to the academic and English language development supports, SEL, career readiness, and other enrichment/youth development activities. These groups include 9<sup>th</sup> graders who aren't high-school ready; students behind on credits toward graduation; newcomer youth; long-term ELs; homeless students; and youth on Probation. Each site will engage parents in workshops and other activities to equip them to support their children's success.

- b. How has the program engaged or how will it engage stakeholders (i.e., principal instructional day teachers and other instructional day staff, families, students, program staff, community members, and other partners) in the creation of the program mission, vision, goals, and expected outcomes based on the needs of the specific community? (4000 characters)**

OUSD ASSET's programs engage a broad range of stakeholders at each school site and at the district level.

At each school hosting a program, each year the lead agency partner engages school leadership, teachers, other school staff, parents, youth leaders, other partnering community organizations, and interested community members, in the creation, review, and updating of program goals and expected outcomes within the larger district mission and vision set forth by the Superintendent and our ExLO. Stakeholders are engaged each spring in developing and refining ASSET's program plans for the upcoming school year based on data on students' and families' needs. In the Fall and throughout the school year, ExLO SCs participate in Site Council, Instructional Leadership Team, and COST meetings alongside other school staff, parent and youth leaders, community members, and school leadership. These structured information and decision-making bodies provide stakeholders multiple opportunities to be engaged in ExLO planning and refinement. This also ensures that the ExLO lead agency partner at the school is not working in isolation, but rather is actively integrating and aligning program plans with school day efforts and overarching school goals and priorities.

At the OUSD district level, the ExLO has a strong, established infrastructure in place to set the overall direction for 21st Century and ASES ExLOs across 72 schools in our district. At least once every 3 years, and each time the OUSD strategic plan is updated, the ExLO engages multiple stakeholders to review and refine the OUSD Expanded Learning mission, vision, goals, and expected outcomes based on the needs of the Oakland community and the direction of the OUSD school district as a whole. The stakeholders we engaged this fall in collaborative meetings to prepare for the submission of our ASSET's grant application included the 13 CBOs that serve as lead agency partners for OUSD ExLO programs; the superintendent who supports the High School Network of schools within OUSD; key district department leaders and staff that provide



leveraged resources to enhance OUSD ExLO program services, including Community Schools & Student Services and High School Linked Learning Departments, Behavioral Health Services and the Health and Wellness Department, SEL unit, English Learner and Multilingual Achievement Department and Newcomer Programs office, and OUSD's Family Engagement Unit. We also engaged leaders and staff from our city partner, Oakland Fund for Children & Youth. Feedback from these many stakeholders enables the ExLO to update our overarching mission, vision, goals and outcomes for OUSD Expanded Learning as a whole, and to set direction for our district's 72 ExLO programs. Our stakeholders also help inform the kinds of technical assistance, professional development, and capacity building supports our ExLO needs to provide to support our ExLO programs in meeting the district's overarching mission and vision for expanded learning.

OUSD's goals for students who participate regularly in our ExLO programs are:

\*\*For college readiness, students will improve school day attendance; academic skills and behaviors, including math, literacy, science, and English fluency (EL students); and progress toward graduation.

\*\*For career readiness, students will \*develop a variety of new interests and skills, become active participants in their communities, and participate in work-based learning activities.

\*\*For community readiness, students will experience increased safety during out-of-school-time hours, build relationships to feel connected and engaged in learning, practice SEL skills, and have greater health and well-being, and increased levels of physical activity.

Their families will increase participation in school-related activities.

**c. What strategies will be used to share the program's mission, vision, goals, and expected outcomes with stakeholders? (2000 characters)**

OUSD's Expanded Learning Program Office disseminates our annual evaluation report which reports on the program's mission, vision, goals, and outcomes to multiple stakeholders (district and school leaders, community partners, city partners, etc.). We post our evaluation report and share information on OUSD ExLO programs on our district Expanded Learning webpage and share it at public meetings via the Oakland Fund for Children & Youth. We have monthly meetings with OFCY and our Expanded Learning partners to share this information. Additionally, through support from OUSD's Communications Department, the ExLO disseminates program information, highlights, and best practices through OUSD's multiple communication channels (district website, community newsletters, social media outlets). Our lead agencies in turn share this info with their agency networks and partners.

At the site level, Site Coordinators, Family Liaisons, and Community School Managers help disseminate information on the ExLO mission and vision, alignment with school priorities and goals, and activities to stakeholders. SCs make presentations about the program during teacher professional development days in August; at monthly faculty meetings; periodic meetings of community partners collaborating at the school, and COST meetings.

SCs share information about the program with students and families, at assemblies for incoming 9<sup>th</sup> graders and their families in the spring before they begin 9<sup>th</sup> grade, and during registration week each August. Registration packets include fliers or brochures about the program. At a fall meeting for 9<sup>th</sup> graders and their parents, SCs distribute information about the ExLO program and sign up students for it. SCs and other program staff make presentations about the program in students' classrooms and schoolwide assemblies. The schools and ExLO programs collaborate to distribute information about the program to school families via school and program newsletters and email blasts.

## 9. Collaborative Partnerships

- a. What system will be in place to ensure a collaborative and complementary partnership with the instructional day staff? (2000 characters)

At each school, a faculty member, serving as Quality Support Coach/Career Pathways Liaison, is a critical link to its ExLO program. The QSC/CPL provides guidance to the ExLO on curriculum articulation and extending student learning in an experiential environment; observes and coaches ExLO staff; provides academic assistance to individual students; and takes part in the CQI process. Use of school faculty for intervention, tutoring, and credit recovery classes, and extending career pathway programs into the ExLO further this linkage. All ExLO staff have OUSD emails which provides them access to OUSD's educational resources.

Each spring, the SC, their agency manager, the Principal or AP, and QSC/CP, plan the program for the coming year, using our Expanded Learning Planning tool. The plan will align the ExLO with OUSD Learning Goals and the school Site Plan, and include program goals; programming (educational & literacy supports, educational enrichment, physical fitness, career preparation, family engagement); a self-assessment and continuous quality improvement (CQI) plan; enrollment and program operations processes; and a budget for the ExLO program.

Each school will provide early warning lists and referrals of students at marking intervals, to help the program recruit students needing academic or other support.

The SC will meet with the Principal or AP at least biweekly to review student data, guide support for students of concern, identify others needing assistance, and problem solve. The SC will participate in faculty meetings, trainings, and school committees such as the COST, SST, and school partner meetings; and collaborate with the Community School Manager and Family Liaison(s) to connect students/families to needed resources.

During the Covid-19 stay-at-home period, our ExLOs strengthened their already close partnerships with school staff to align programming so it engages and assists the schools' neediest students and provides vital support to families.

- b. Which federal, state, local programs, or community-based organization(s) will be key partners with the expanded learning program? For each key partnership, include:
- i. The name of the partner(s).
  - ii. How the partnership will benefit the program (resources and s/or support received).
  - iii. How often the program will meet with the partner(s) at the grant and site level.
  - iv. Written agreements (these may be uploaded as separate attachments in FFAST).

(12000 characters)(split into three 4,000)

OUSD's Full Service Community Schools model, OUSD partners with local non-profit community-based organizations (CBOs) to help plan and operate our ExLO programs and provide holistic support and equitable learning opportunities for students and their families.

OUSD issues a Request for Qualifications every 3 years to pre-qualify CBOs to lead our programs. We seek organizations with a track record leading high-quality ExLO programs, expertise in youth development, strong base fiscal systems and organizational infrastructure, a system of staff recruitment and ongoing professional development, a practical vision and

program model, and a deep commitment to working with the OUSD ExLO on CQI efforts. At each school, the Principal selects a lead agency from the list of qualified agencies.

OUSD is co-applying for grant funding in partnership with two CBOs (BACR and EBAYC). Each one is already serving as lead agency for multiple ASSETS ExLO programs included in this application. Each one has longstanding partnerships with OUSD and years of deep commitment to some or all of the school communities where they lead the ExLOs. Many of these partnerships have remained solid even through multiple Principal turnovers. The lead agencies have deepened their knowledge of the students, families, and Oakland communities/neighborhoods they serve.

BAY AREA COMMUNITY RESOURCES (BACR) runs 85 school-based ExLOs in Oakland, and six Bay Area counties, serving over 10,000 students daily, along with youth leadership, mental health, substance prevention/intervention, and national service programs. It will lead the ExLOs at Fremont High, Life Academy, Oakland Technical High, Ralph Bunche Continuation, Street Academy, and Rudsdale Continuation High. BACR has a 30+ year history of successful after-school and youth program development and management. BACR ExLO programs, while customized to individual school communities, are designed to promote the successful, holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark on their communities. BACR will contribute \$258,600 per year in in-kind resources in staffing, training, volunteer recruitment, program materials, and support programs, such as job readiness training and intern placement.

EAST BAY ASIAN YOUTH CENTER (EBAYC) is a youth development organization based in Oakland's Chinatown and San Antonio neighborhoods, dedicated to helping youth be safe, smart, and socially responsible. It will lead the ExLO programs at Dewey Academy and Oakland High School. EBAYC serves a racially and ethnically diverse membership of 1,500 children, youth, and young adults, through after-school and summer learning programs at 15 OUSD schools, case management, parent engagement, and community-development activities in Oakland and Sacramento. Most of its 100+ staff members are Oakland natives, live in the neighborhoods where it provides services, and are alumni of EBAYC programs. Its staff can effectively communicate with and serve families with home languages including Spanish, Cantonese, Vietnamese, Iu-Mien, Khmer, and Tagalog. EBAYC will contribute \$321,500 in in-kind resources per year to the ExLOs, including staffing and academic mentoring for 9th-12th graders.

A third CBO, OAKLAND KIDS FIRST (OKF), will serve as lead agency at Castlemont High School. In addition, it will deliver its REAL HARD youth leadership program at the four largest schools included in this application: Castlemont, Fremont, Oakland High, and Oakland Tech. Founded in 1995 by a multi-racial coalition of youth serving community-based organizations, OKF leads after-school programs for OUSD. Through REAL HARD, it trains hundreds of high-school leaders each year who work to advance safe and caring school cultures, academic success, and educational equity campaigns that center the needs of underserved Oakland students.

(new box)

OKF will contribute \$155,263 in in-kind resources per year to the ExLO programs, in staff time, training and coaching, youth stipends, and curriculum and materials.

A fourth local CBO, SAFE PASSAGES, will serve as lead agency at MetWest High. Since 1998, Safe Passages has been working to disrupt the cycle of poverty by engaging disadvantaged

youth and families to build and drive a continuum of services that supports student success and community development. It currently leads after school programs at three OUSD campuses (MetWest will be the fourth) and five other schools in Alameda County, serving over 1,000 youth each year. It also operates early childhood and summer learning programs, the SuperStars Literacy programs, Family Resource Centers, AmeriCorps, social welfare internship, and other programs. Safe Passages will contribute \$115,000 in in-kind resources per year to the ExLO programs, in staff time, training and coaching, volunteer recruitment, curriculum and materials..

Each lead agency will work in close partnership with its school communities to design and implement a high quality ExLO program for the school's youth and families. The lead agencies will:

- \*Hire, supervise, train and support program staff and leaders
- \*Ensure the program meets OUSD and CDE compliance requirements
- \*Manage grant funds contracted to the agency
- \*Develop program plans in collaboration with school leadership
- \*Align program services to school site and district goals and priorities
- \*Ensure the ExLO program reflects youth development quality standards
- \*Become an integral partner in OUSD's community schools model, including integrating social emotional learning and restorative justice practices into the ASP
- \*Leverage additional grants and in-kind resources for the program including applying for OFCY funding, as appropriate
- \*Partner with the OUSD ExLO on district expanded learning initiatives, sustainability efforts, and quality improvement system building work
- \*Participate in the OUSD evaluation project and engage in an ongoing data-based CQI process

Each lead agency has an ExLO Program Manager who provides weekly supervision and onsite coaching, and helps train their full-time SCs. SCs communicate with their program manager by email, phone, or on-site as needed. Both take part in the yearly planning process for the ExLO with school leadership, as well as in the OUSD ExLO's Summer Institute and monthly collaborative meetings for agency directors and for SCs. SCs meet at least biweekly on-site with the Principal or other school leader to address issues like student recruitment, logistics, and problem solving.

The SC will have daily check-in meetings on-site with their program staff and service providers. SCs will participate in monthly Coordination of Services Teams and convene All Partners Meetings on site to share information and coordinate services with other partner agencies.

We are including letters of agreement from each of the four organizations that lead ASSETS programs at one or more of the target schools, detailing their roles, ASSETS funding they will receive, and in-kind resources they will contribute.

Our ExLO programs will also partner with a variety of local organizations to support students to be powerful graduates who are ready for college, careers, and community life.

As noted, Oakland Kids First will bring its REAL HARD after-school youth leadership program to the four largest target schools (Castlemont, Fremont, Oakland Tech, and Oakland High). At each school, a cadre of youth leaders will meet weekly to receive leadership training, identify problems at their schools, develop solutions, and plan program activities for the first Friday of each month.



ASSETS lead agencies will subcontract with several local organizations to engage students in arts and other programs that promote youth development, 21st Century, and employment-related skills. These include:

(new box)

\*CodeNation (coding) and EAST BAY ACADEMY FOR YOUNG SCIENTISTS AT LAWRENCE HALL OF SCIENCE (STEM), at Life Academy

\*YOUTH ALIVE (Teens on Target program, youth research community violence and teach a violence prevention curriculum to youth in ExLO programs at nearby elementary and middle schools), at Castlemont High and Fremont High

UCSF BENIOFF OAKLAND CHILDREN'S HOSPITAL (health pathway internships), for Castlemont High students

RAINBOW CHEFS (culinary arts), at Life Academy, Oakland Tech, and Bunche Continuation High.

\*BAY AREA MUSIC PROJECT (guitar lessons), at Life Academy

\*DESTINY ARTS (dance) at Ruidsdale Academy and Street Academy

\*RHYTHMIC MIND (hip hop), at Ruidsdale

\*TODAY'S FUTURE SOUND (beat making, music production) at Ruidsdale and Ralph Bunche Academy

\*ATTITUDINAL HEALING CONNECTION (ArtEsteem visual arts program), at Oakland Technical High

\*YOUTH BEAT/KDOL-TV (media training), at Castlemont and MetWest High

\*ABOUT FACE MEDIA (media literacy and activism for teen girls) at Street Academy

\*67 SUENOS (political education, activism, trauma-healing), at Ruidsdale Academy

\*BAY AREA DRIVING SCHOOL (driver's ed), Fremont High and Life Academy

Programs will include on-site exhibits and performances of student products—paintings, murals, digital arts presentations, dance or theater performances—for the school community, including families. Some arts programs extend their work into the nearby community through mural projects and exhibits in local venues, in which students creatively express issues of identity and cultural background.

Our lead agencies will also engage a number of local organizations to provide programs that promote students' physical fitness and wellness.

\*CYCLES OF CHANGE will run a bike club in which students go on local bike rides and learn bicycle mechanics, at MetWest.

\*EAST BAY SWIM CLUB will collaborate in a swimming program and OAKLAND LACROSSE will bring its lacrosse program to students at Castlemont.

\*Various community partners will bring their soccer/youth development programs to our schools: SOCCER WITHOUT BORDERS at Castlemont, AMERICA SCORES BAY AREA and OAKLAND GENESIS SOCCER CLUB at Life Academy, and OAKLAND - STREET SOCCER USA at Ruidsdale and Street Academies.

\*NIROGA INSTITUTE (yoga and mindfulness), at Street Academy

\*INNER CITY BLISS (trauma-informed yoga), at Fremont High

The ExLO programs will also partner with the agencies that run the school-based health centers at the target schools or provide behavioral health services on campus. SBHC lead agencies (some are also the ExLO lead) are EBAYC (Oakland High), La Clinica de la Raza (Oakland Tech, Fremont), UCSF Benioff Children's Hospital Oakland and Youth Uprising (Castlemont).

Behavioral health providers at the participating schools include East Bay Agency for Children, La Clinica de la Raza, Girls Inc., Lincoln Child Center, Wright Institute, Community Health for Asian Americans, UCSF Benioff Oakland Children's Hospital, and Seneca Center. Funding for school-based health and behavioral health services which the ExLO programs leverage derives from the Alameda County Health Care and Behavioral Health Care Services Agencies, City of Oakland Measure Z funding, MediCal-LEA funding accessed by OUSD, and OUSD Programs for Exceptional Children (Special Ed) funding.

OAKLAND FUND FOR CHILDREN & YOUTH, a city program funded through voter-approved initiatives since 1996, supports several programs for older youth which our ExLOs will leverage, noted above. OFCY also contributes \$50,000 per year for our ExLO program evaluation conducted by Social Policy Research Associates (SPR), another key OUSD partner, which contributes integrally to our CQI process. The OUSD ExLO convenes monthly collaborative meetings with OFCY and Social Policy Research Associates.

- c. **What ongoing outreach efforts will take place with other potential public and private programs partners in the community (rural and frontier programs might need to seek resources outside of their immediate communities)? (2000 characters)**

OUSD's ASSETs ExLO programs and high schools build on many ongoing partnerships and regularly explore possible new partnerships that align to their school's vision and emerging student and family needs. We seek potential partners that have independent funding, to support ASSETs program sustainability. OUSD's Community School Student Services team regularly convenes Oakland and East Bay CBOs and educational institutions to keep current on what partners and resources are available to OUSD schools. OUSD maintains a database to assist the ExLO, our schools, and ExLO lead agencies in tracking and approving the many community partners that serve Oakland schools.

Each year, as part of the ExLO planning process, the Principal, QSC/CPL, Community School Manager (CSM), and lead agency at each site will determine which activities to offer the next year and select community partners, typically for arts, sports, health and wellness, leadership development, internships and other career readiness programs.

The lead agency manager or SC will request information from potential new partners including mission, vision, program materials, existing service sites and clientele, and outcome data. If the program is aligned with priorities and goals of the school and the ExLO program, the SC, CSM, and/or student leaders in the ExLO will interview the program manager to explore a potential partnership and discuss service options, target population, scheduling, funding, and cost sharing.

In addition, the OUSD ExLO actively seeks out external partnerships for our schools based on district priorities such as linked learning/career pathways and social emotional learning. Establishing partnerships for internships is a priority for the ASSETs ExLO programs. Staff from each of our lead agencies and each school's CSM will partner with staff in the ExLO and the district's Health School Linked Learning Office to seek such partners.

- d. **What culturally and/or linguistically appropriate strategies will be used to engage families as advocates for their children's education and healthy development? (2000 characters)**

Each ExLO program will engage and equip school families to be effective partners in supporting their children's success in school and healthy development.

ExLO staff will partner with on-site Community School Managers, bilingual Family Liaisons, and staff from OUSD's Youth & Family Engagement Office to conduct outreach to ExLO families.

Phone calls and home visits to families of high-need youth (such as Newcomers, especially through the Newcomer programs at Castlemont, Fremont, and Oakland High) will encourage them to sign up for the ExLO and suggest ways parents can support their children's education. Sites will use emails and robocalls to promote parent involvement in ExLO and school activities.

Programs will provide family workshops each semester focused on issues including attendance, engaging your child in conversations about academics, how to use OUSD's online student information system, how to read transcripts, college readiness and access. At some schools, the program will connect parents to on-site classes. ExLO staff and school leaders will co-host quarterly breakfasts for families.

ExLO programs will bring families together at showcase/celebration nights where students demonstrate their learning, display their projects, and perform (music, dance, theater), and Alternative Sports League games.

The programs will provide or link families to case management and other resources, and partner with the schools to host community resource fairs.

Yearly family surveys will elicit parents' priorities for youth and family activities.

To facilitate culturally-responsive outreach, all ExLOs will have culturally-aligned staffing. For example, staff at Oakland High speak English, Spanish, Cantonese, Vietnamese, and Cambodian. Most staff at Castlemont are African American or Latinx, groups that make up 90+% of the school's enrollment. If needed, the lead agencies will hire interpreters or utilize multilingual services from OUSD's Translation Unit.

## **10. Continuous Quality Improvement**

- a. What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instructional day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities? How are these measures coherent with the instructional day and the goals of the program? (4000 characters)

Each ExLO program collects and reflects on data on many indicators of student success to help stakeholders monitor, plan, and continually improve the quality of academic support and enrichment programs for students to optimally promote students' college, career, and community readiness. Some measures are determined on a site-by-site basis; others are collected at all sites as part of our ExLO evaluation.

When developing its annual ExLO Plan, each site selects indicators to use to track student outcomes. This is a collaborative process involving the SC, lead agency ExLO Manager, Principal, and Quality Support Coach/Career Pathways Liaison, to ensure the measures are aligned with both the school's priorities and goals for academic achievement and the goals established for the program. Indicators are aligned with a school's overall goals for increasing the students' proficiency in core academic skills and graduation rate, and students' connections to engagement in school. These indicators may include:

\*Pre- and post-results on tests used to determine whether a student needs academic support and is improving—most commonly, 9<sup>th</sup> graders’ scores on the Scholastic Reading Inventory (SRI) or Scholastic Math Inventory.

\*Course grades—each quarter, to identify students earning low grades (Ds or Fs) who need targeted support and monitor whether their grades improve while they are in the ExLO.

\*Course completion—to identify students who are behind on credits, need credit recovery offerings, and in which particular classes, and track whether they complete courses and improve their status vis-à-vis being on track to graduate.

\*Attendance data—whether a student has been chronically absent (present <90% of school days) or is at risk of chronic absenteeism (present 90-95% of school days), and to see whether their attendance has improved while they have participated in the ExLO.

\*Specific indicators from the California Healthy Kid Survey every other year—such as the percentage of students indicating they feel safe at school or have a caring relationship with an adult on campus.

In addition, the QSC/CPL seeks feedback from faculty members teaching at the school during the regular school day and shares it with ExLO staff, so staff can utilize the feedback to help improve program offerings as well as targeted support for individual students.

OUSD, along with OFCY, commissions an annual external evaluation of our programs, conducted by Social Policy Research Associates. The evaluation assesses the degree to which each ExLO promotes positive outcomes for youth, and includes data collection on the following measures of student success at each program site:

\*School day attendance—for regular participants in the ExLO and students at the school overall. This indicator is aligned with each school’s efforts to ensure students regularly attend and engage in school, indispensable for their success.

\*Student feedback on their experiences in the ExLO related to school-based outcome domains (academic behaviors, sense of mastery, social and emotional skills, physical well-being, school connectedness, and college and career exploration). We use yearly student surveys to gather data on these measures, which touch on many assets OUSD sees as fundamental underpinnings of students’ college, career, and community readiness. The evaluation analyzes differences in student survey responses by gender, grade, days attended, and race/ethnicity.

\*Academic achievement outcomes, including SRI scores for 9<sup>th</sup> graders and CASSPP test results, comparing outcomes for regular ExLO participants vs. students at the school overall, and EL participants vs. non-EL participants. These indicators reflect whether a student has developed proficiency in the Common Core standards, considered indicative of whether she/he is ready for college and career.

Program evaluation data inform each site’s CQI process, professional development plans, and yearly program planning.

- b. How (i.e., methods, tools, strategies, and frequencies) will the program engage in a data-driven continuous quality improvement (CQI) process (i.e., assess program quality, plan, improve program quality) based on the Quality Standards for Expanded Learning in California? Please visit the [Quality Standards for Expanded Learning in California web page](#) located on the California Afterschool Network. (4000 characters)

OUSD has been a pioneer in using a data-driven CQI process in partnership with schools, ExLO lead agencies, students, families, and our evaluator to lift the quality of all programs. The Oakland CQI framework is based on Peter Senge’s Creative Tension framework: Truth, Hope, Change,



Curiosity, & Celebration (TH3C). The CQI process of TH3C allows for innovation, creativity to thrive, and provides a space for inquiry. This was designed to shift the evaluation process from “Gotcha!” to “We got you!” with the hope of fostering a growth mindset in our lead agencies and staff, and provide stakeholders a more malleable, sustainable, and accessible space to talk about data.

We use OUSD’s culturally responsive tool, developed by 13 OUSD ExLO lead agencies in partnership with Social Policy Research, to implement a CQI framework that captures the stories of our programs through the voices of the community. This tool, which aligns with CDE Quality Standards and OUSD district initiatives, is designed to reflect the unique needs of the Oakland community.

OUSD’s CQI process incorporates extensive staff PD and a tiered system of support (see 10c) to help staff strengthen their program so it encourages a positive school climate, increased student attendance and engagement both in the school day and ExLO, and students’ academic achievement, social-emotional development, health and wellness, and readiness for college, careers, and the community. Our CQI process also incorporates planning and collaboration between program staff, school leaders, and other stakeholders.

Our THC3 framework includes the following elements.

In the TRUTH step, October to November, program site teams and stakeholders (including youth leaders and, at some sites, the principal and parents) reflect on the prior year’s evaluation data. They gather current qualitative and quantitative data through a self-assessment process using OUSD’s Culturally Relevant tool, program and student data, and community feedback. Site leaders identify challenges or growth areas based on their data and identify their Hope for the program. The SC then leads the team in meetings to share notes, data, and observations. Through this collective process of discussing program quality indicators and coming to a consensus on their Hope, program staff begin to design their improvement plan.

Each May, we use surveys to explore students’ opinions regarding ExLO program quality (safety, positive relationships with peers and adults, engagement); benefits (changes in social skills, connections with others, building new skills, exposure to new experiences), support of school goals and youth social/academic growth; and ongoing student needs. Agencies use these data to inform their Truth.

In the HOPE step, in December and January, the ExLO team utilizes its data from the Truth step and their program observations to reflect and identify 2-3 SMART goals for the upcoming year. Then, each site team develops a Program Plan that documents its improvement goals and action steps to achieve the goals and timelines for improvement.

In the CHANGE step, each site implements the steps in its Program Plan over the winter/spring semester. ExLO staff may receive coaching to support improved facilitation skills. Site teams may receive training from the site’s QSC. They may take part in training on particular pieces of program quality offered by the OUSD ExLO or in our content-specific learning communities, such as those focused on building students’ literacy skills or working with English Learners.

In the CURIOSITY step, ExLO staff identify areas of curiosity and take time to research other opportunities, and ask questions that could help lead to better outcomes for youth.

In the CELEBRATION step, ExLO staff intentionally acknowledge the program’s growth and strengthening over the process. This allows each site to determine multiple venues for celebration as a way to share growth with families, students, and staff.

- c. What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program? Please visit the [CDE Guidance for a Quality Improvement Process web page](#). (4000 characters)

ExLO staff at each program site are required to conduct yearly self-assessments against the six quality standards for a safe and supportive environment as part of their CQI process, in collaboration with students, the site Principal, and other stakeholders. These teams develop and implement annual Program Plans to improve practice.

Each site conducts its THC3 CQI process in a succession of steps during the school year, including TRUTH (October through November), HOPE (December and January), CHANGE step (winter/spring semester), CURIOSITY (late spring), and CELEBRATION (end of school year). In addition, the ExLO Planning process and program evaluation each spring contribute to the CQI process. The SC and Principal examine site assessments, the Program Plan, and program evaluation findings and use them to inform the ExLO Program Plan for the following year.

As noted, OUSD's ExLO partners with OFCY and evaluator Social Policy Research Associates (SRI) to assess the quality and impact of our ExLO programs and inform the CQI process. Our ExLO and evaluator provide extensive support for sites in this CQI work.

The annual CQI/program evaluation process and the ExLO and evaluator's support kick off at our annual Summer Institute, a three-day event for 4-6 hours daily with 100+ individuals. There, ExLO program managers and SCs are oriented about our ExLO program's CQI process, its steps and timelines, and receive training in conducting this process.

SCs and lead agency program managers then receive bi-quarterly training to further support this CQI process through the ExLO's All Leaders Community of Practice, facilitated by Lead by Learning in partnership with the ExLO. Our ExLO Managers also continue to convene the SCs each month to build their capacity to lead the CQI cycle at their site. SCs will receive training and coaching in using our culturally responsive CQI tool, observing and coaching staff, assessing and reflecting on the quality of their ExLO program, identifying areas of growth, and holding "Program Plan Clinics" to construct a Program Plan.

ExLO Managers will also make on-site coaching visits to guide staff in strengthening point-of-service or programmatic quality areas, and be available on an ongoing basis to support ExLO staff needing extra support, via virtual office hours.

To optimally support ExLO sites in their CQI work, the ExLO will assign SCs to one of two tiers. New SCs and others who need extra assistance will receive the most intensive support on the process. More experienced SCs will receive support to deepen their leadership in their site's CQI work and involve youth in CQI.

Each fall or winter, trained evaluation team members from the ExLO, OFCY, and SRI will interview each site's SC, observe activities, conduct discussions with and survey staff, gauge the quality of services, document program strengths, and provide recommendations for improving programming and operations.

Each May, surveys will elicit students' opinions regarding ExLO program quality (safety, positive relationships with peers and adults, engagement); benefits (changes in social skills, connections with others, building new skills, exposure to new experiences), support of school goals and youth social/academic growth; and ongoing student needs.

ExLO staff will upload enrollment, attendance, activity, and staffing into our Aeries program database (linked to the OUSD student information system) on an ongoing basis.

OUSD will provide academic records each summer/fall so the evaluator can compare the school-day attendance and scores on district (SRI) and state testing (CAASPP) in ELA and Math for regular ExLO program participants and those of all students school-wide.

ExLO site teams and school leaders will consider the evaluation findings—and the ExLO’s potential impact on student academic achievement including a-g completion, course completion, graduation, and dropout rates—when devising ExLO Program Plans each year.

## **11. Program Management**

- a. How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in the FAAST)? (2000 characters)

We will allocate ASSETS funding to maximize the role of our ExLO programs in supporting students to graduate college, career, and community ready.

OUSD reserves 10.5% of each site grant for ExLO staff to provide training/technical assistance for sites, program evaluation and CQI support, and custodial services. Another 2-10% of grant funding is allocated to the school site for the QSL/CPL stipend and staffing such as extended contracts for teachers to lead intervention and credit recovery classes, and for Culture & Climate Coordinators to be on site during the ExLO program.

OUSD allocates the bulk of ASSETS funding, 70+% of the per site amount, to our lead agency partners. This reflects our commitment to the school-community partnership model and our respect for our lead agencies’ expertise in youth development.

Each lead agency works with the school leadership to align its yearly budget to the school’s improvement priorities and goals for student achievement, within OUSD’s overall focus on equipping students to graduate college, career, and community ready. The cost for the full-time Site Coordinator, responsible for the program’s day-to-day operations, integration with the instructional day, partnerships, program quality, and CQI, is the largest line item, accounting for about 25% of a per-site grant of up to \$254,500. Other funding supports staff PD.

Our lead agencies allocate substantial funding for staffing to provide academic support to students and thereby support their college readiness (e.g., tutors, academic mentors for 9th grade students, credit recovery/college and career readiness coaches). They also allocate funding for staff-provided or contracted enrichment services to support students’ career readiness (e.g., career exploration, job readiness/career skills development, youth stipends for internships), community readiness (e.g., arts, action research/other leadership programs, and educational/support groups), and physical fitness.

- b. What is the program organizational structure and role of staff (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication? (8000 characters)

At the school site level, OUSD’s ExLO programs share the following basic staffing pattern.

The PRINCIPAL selects an ExLO-approved lead agency to operate the ExLO. He/she collaborates with lead agency staff to design the ExLO program so it aligns with district goals and the school's priorities and goals and students'/families' needs; allocates space for ExLO activities; facilitates the SC's liaising with school staff, involvement in relevant school-day activities, and access to student data; and meets at least biweekly with the SC to monitor and support the program as needed.

The lead agency is responsible for ensuring the ExLO program reflects youth development quality standards. It manages subcontracted program funds and also partners with the ExLO in efforts to sustain the program.

Lead agencies serving multiple OUSD schools assign a PROGRAM MANAGER to supervise and support 3-7 program sites through PD and on-site coaching for the SCs and line staff, help plan the ExLO programs, and provide support for partnerships with schools and community partners. They convene their SCs for monthly supervision/coaching meetings and maintain regular email and phone communication.

A full-time SITE COORDINATOR, co-supervised by his/her Program Manager and the Principal, manages ExLO day-to-day operations. The SC collaborates with school staff to identify the highest-need students; conducts recruitment outreach to students and families; develops the site brochure, program schedule, and program handbook for parents; trains and supervises line staff and volunteers; coordinates services providers working in the ExLO program; and oversees data collection for the program. The SC participates in school staff meetings and trainings; participates on the school COST, Student Study Teams, and School Culture/Climate Committee; collaborates with the Community School Manager to connect students and families to needed support services; leads the TH3C CQI process; collaborates with the Principal, QSC/CPL, and agency Program Manager to monitor and refine the program throughout the school year and develop the ExLO Plan and budget for the coming year.

A QUALITY SUPPORT COACH/ CAREER PATHWAYS LIAISON (QSC/CPL), typically a faculty member designated by the Principal, assists the ExLO program in promoting students' academic achievement. The QSC/CPL collaborates with school leadership and the SC to analyze student data to inform program planning, identify participants, and assess student progress; helps align programming with school day priorities, Common Core standards, students' learning needs, and school linked learning/career pathway initiatives; observes, coaches, and trains SCs and line staff based on PQA standards; liaises between ExLO program and school staff; and participates in the CQI process.

CERTIFICATED TEACHERS on extended day contract, usually faculty at the host school, lead Algebra and English intervention and credit recovery classes, and provide tutoring and academic case management for students.

COLLEGE & CAREER READINESS COACHES, provided by the lead agency and supervised by the SC at the alternative and continuation schools, will lead career-related classes, place students in internships, and provide college and career counseling.

YOUTH DEVELOPMENT WORKERS will provide tutoring and support academic case management, and lead some enrichment activities, such as arts, sports, and community engagement projects. They will be employed either by the lead agency (and supervised by the SC) or by partner community-based organizations bringing their programs to the site.

SCs will convene program staff for coaching, debriefings, and problem solving each week and in some cases daily at the end of the program day. SCs will also provide staff trainings on youth development quality standards, and involve staff in the CQI process.



(next box Part II b.)

A Culture & Climate Coordinator on campus will support positive student behavior and ensure the safety of students and staff. The CCC will intervene to help manage conflicts before they escalate to fights, help mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

At each school, the COMMUNITY SCHOOL MANAGER will collaborate with the SC to ensure ExLO services are coordinated with other support services at school. The CSM will establish and maintain relationships with community partners; convene and facilitate the COST; and help connect students and their families to needed services, among other duties.

At some schools, one or two bilingual PARENT LIAISONS will conduct outreach to families, plan and lead family workshops and other family activities, and connect families to needed resources.

OUSD's Expanded Learning Program Office (ExLO) oversees expanded learning programs at 72 Title 1 schools, including 15 high schools.

The OUSD COORDINATOR OF AFTER SCHOOL PROGRAMS is supervised by the director of OUSD's Community Schools & Student Services Department. She works with stakeholders to create an overall vision and direction for the ExLO programs and align them with district goals and priorities; coordinates partnerships between schools and ExLO lead agencies; leads the RFQ process to select CBOs qualified to be lead agencies; convenes monthly collaborative meetings with lead agency directors; participates in monthly meetings with OUSD principals and network superintendents; sets direction for the annual ExLO and budget planning process and lead agency contracting process; reviews yearly ExLO Program Plans and budgets to ensure program compliance and quality; manages 21st Century and ASES grants; coordinates OUSD's role in the program evaluation with OFCY and the evaluator; seeks resources from philanthropic partners to support and sustain the ExLO programs; supervises the ExLO Program Managers and support staff; and disseminates program information to stakeholders.

One full-time PROGRAM MANAGER provides programmatic support to middle and high school programs, and bridges college and career readiness activities in our ExLO programs with the district's broader linked learning work. She partners with OUSD's High-School Linked Learning Office to identify ways the ExLO programs can help meet student needs around academic performance and credit recovery; and leverages internal and external partnerships that enhance the ExLO programs' work-based learning efforts. She facilitates monthly meetings for ASSETS SCs and their agency managers for peer learning and sharing of best practices and student data to inform their programs around 21st Century skill-development. She co-facilitates learning communities and trainings for ExLO staff.

Another full-time OUSD ExLO Program Manager provides programmatic support to ExLOs, and strengthens alignment between all ExLOs and OUSD's larger school culture and climate work, in the areas of SEL, restorative justice, and PBIS. She bridges the ExLO with OUSD's Behavioral Health Unit, leveraging curriculum and training resources for ExLOs and crisis response supports for program sites when needed. She collaborates with other ExLO managers to plan and implement the ExLO Summer Institute for SCs; various PLCs for program staff; and monthly SC meetings.

A DATA ANALYST for our ExLO programs (30% FTE dedicated to support our office) who is assigned to OUSD's Research Assessment & Data Department works directly with us to provide real-time student data to inform our CQI process. She also assists our sites and lead agencies to supply data used to develop program plans, and provides data for grant applications and other purposes.

- c. What strategies will be used to create and maintain relationships and ensure communication with external stakeholders such as parents, subcontractors, and community partners? (2000 characters)

Our ExLO program SCs and Family Liaisons at each site will reach out to connect with and establish relationships with parents of youth starting with spring orientations for incoming 9<sup>th</sup> graders, continuing during enrollment week, and by co-hosting (with school leaders) a meeting each fall for 9th graders and their parents.

Whenever the school identifies a student who would benefit from tutoring or other ExLO services, the SC will contact the parent. This may be by letter or email informing the parent of the support available in the ExLO program, and a follow-up phone call or in some cases a home visit as needed. SCs will also make calls or home visits when students referred to the ExLO program for support stop coming regularly, to find out what is going on and broker any assistance needed to facilitate the student's return to the program. They will encourage return communication from parents via their cell phones, email, or in-person meetings. SCs or Family Liaisons will also call parents to report when students make notable progress or achievements in the program.

Each school will use robocalls, email blasts, messages in fliers, and postings on the school website for general messaging to school families about the ExLO program.

SCs and their program managers will maintain contact with subcontractors and other partners. They will initiate contact with a designated individual via at least biweekly check-ins in person, by phone or email, and inform partners when anything relevant to their work at the school occurs. The SC will take part in both regular Coordination of Services Team meetings at the school, and, at some schools, monthly "All Partners Meetings," which provide ways for the ExLO program to communicate, share information, and coordinate with school leaders and partners in providing holistic supports for students, such as health care through the school health clinic, counseling from a mental health partner, or other resources for families.

- d. How will managers at all levels develop their leadership skills and stay apprised of research and best practices in the field of expanded learning? (2000 characters)

Leadership building for ExLO managers occurs at multiple levels. At our Oakland ExLO network level, the ExLO, in collaboration with external training partners, provides many leadership trainings and capacity building opportunities for SCs and agency managers. This includes program quality/leadership training at our Summer Institute and monthly SC meetings. We use training and resources from the National Equity Project and Shifting Norms to deepen SCs leadership skills. Leadership training equips veteran SCs to lead their site CQI work, effectively coach program staff, and mentor less experienced SCs. We have brought in a facilitator to train SCs and other program staff at our alternative and continuation high schools on best practices in promoting youth's college and career readiness.

Our Social and Emotional Learning unit trains our ExLO team, SCs and agency managers on research-based SEL practices and standards. We co-facilitate trainings with our Behavioral Health Unit on best practices in academic mentoring, including trauma-informed pedagogy and providing wraparound support.

OUSD funds ExLO staff to attend the yearly Region 4's Action Changes Things (ACT) Conferences to learn about evolving research and best practices to support their work

Lead agencies provide extensive youth development training and leadership development for their staff, in areas such as facilitation and supervision. This enables many program staff to grow into SC roles, and SCs into agency manager roles. Some of our lead agency managers have taken part in a Leaders of Color program that explored race, oppression, and the challenges of CBOs working with underserved communities.

At the school level, principals work to develop the leadership skills of SCs by including them in school faculty PDs and on relevant committees like COST and the Instructional Leadership team.

## 12. Sustainability

- a. What sustainability plan is in place that will allow each applicant, including school districts and other government agencies, to possess sufficient fiscal resources in order to operate the program for a period of up to 90 days without funding from the State? (This figure should be a minimum of 25 percent of the annualized total of the contract beyond any other fiscal resources being held for other contractual obligations.) (4000 characters)

ASSET's funding enables OUSD to develop and sustain comprehensive ExLO programs that help students graduate college, career, and community ready. OUSD, our schools, and lead agency partners leverage other funding sources to enhance and augment programming. Without this funding, we would rely on these other resources and partnerships to sustain at least a minimum level of ExLO programming (the most critical components students need, such as intervention and credit recovery, and college/career readiness programming) at the schools in this proposal.

Other funding sources we leverage and would use to sustain programming include LCFF and Measure N, Oakland's College & Career Readiness for All Act, passed by voters in 2014. Each school receives a substantial yearly allocation of CDE LCFF/LCAP monies because our schools serve high numbers of economically disadvantaged, ELL, and foster students, as well as a yearly per pupil funding allocation through Measure N. High schools may use these resources to sustain programming aligned to OUSD's college, career, and community readiness goals. For example, Measure N monies can help schools and their ExLO programs integrate challenging academic programs with career-based learning and real-world work experiences. Each school has flexibility to use this funding to benefit high-need youth. The schools may also utilize Title I funds for academic support provided by teachers on extended contracts. District staff will work with each school to target LCAP, Measure N, and Title I funding to help sustain high-value ExLO services. Maximizing other resources that contribute to our ExLO programs will be part of our sustainability plan. OUSD will contribute at least \$585,000 in resources to the ASPs each year, as detailed in our letter of agreement included in this application.

OUSD and our ExLO will continue to leverage existing funding streams and partnerships and seek others that can help sustain expanded learning services at the high schools. One is the Oakland Fund for Children & Youth's support for programs for older youth, a viable resource for sustaining some of our lead agencies' and other partners' programs. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care

Services Agency, and private entities interested in OUSD’s linked learning and career pathways programs.

Our ExLO lead agencies also have strong track records obtaining funding to support their services, from private foundation grants and other sources. As detailed in their letters of agreement, the lead agencies at the target schools will collectively contribute a total of \$850,363 per year in resources, and are committed to helping OUSD sustain our ExLO programs. They will help us identify other funding available to sustain services (such as arts, leadership, and career preparation programs contributed by community partners), and to seek new resources to sustain key ASP programs.

To sustain the professional development and CQI work undertaken by the ExLO, we will continue to: leverage resources and support from other district departments and offices such as Community Schools & Student Services, Behavioral Health, Teaching & Learning, and Health & Wellness; leverage external partnerships with the assistance of our intermediary, Partnership for Children & Youth; and seek support from private funders. We are also investing heavily in lead agency capacity building and in the leadership and training skills of select veteran SCs, so that our ExLO partners can lead trainings and support for our Oakland After School network should we have to reduce the size of our ExLO team due to reduced grant funding.

The annual evaluation of our ExLO programs documents their impact and value to our students, families, schools, and city. It will help us build a strong case to district and school leaders, local stakeholders, and other potential funders, for investing in sustaining these programs.

- b. List and describe what are possible partnerships and funding sources (cash, line of credit, emergency loans, etc.), what is the schedule for revisiting the sustainability plan, and who is responsible for resource development? (4000 characters)**

School Site Councils, including the principal, Community School Manager, staff and parent leaders at each school, will be responsible for sustaining after-school services beyond ASSETS funding. They will have support in sustainability planning by OUSD central offices such as Expanded Learning and High School/Linked Learning, and our lead agency partners. These stakeholders will engage in regular conversations on the highest-priority services and potential funding sources. Since School Site Councils ultimately approve use of various funding streams, they will take part in thinking through which services they want to continue and how to fund them.

Several funding sources that contribute to the \$585,000/year in match detailed in OUSD’s letter of agreement may help sustain key ExLO services. The schools may utilize Title 1 funds for academic support provided by teachers on extended contracts. Each school receives a yearly per pupil funding allocation through Oakland’s Measure N as well as a substantial yearly allocation of CDE LCFF/LCAP monies because they serve high numbers of economically disadvantaged, ELL, and foster students. They have flexibility to use this funding to benefit high-need youth. Staff from district offices mentioned above will work with school leaders and their constituencies to target Title 1, Measure N, and LCAP funding to help sustain after-school services proven to have a high positive impact on students.

OUSD’s lead agency partners—BACR, EBAYC, Oakland Kids First, Safe Passages—contribute considerable resources to the programs (valued at at least \$850,363 per year), derived from OFCY, private foundation grants and other sources, which will help sustain the ExLO programs. They will help us identify other funding in place to help sustain services (such as arts,

leadership, and career preparation programs contributed by community partners), and to seek new resources to sustain key ExLO programs beyond the grant period.

OUSD and our ExLO will continue to partner with and leverage funding that can help sustain expanded learning services at our high schools. One is OFCY's support for programs for older youth, a viable funding stream for sustaining some of our lead agencies' and other partners' programs. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and even private entities like the local health centers including Summit and Kaiser that are particularly interested in the linked learning and career pathways work happening in our schools.

To sustain the PD and CQI work undertaken by the ExLO, we will continue to (1) seek support from private funders, (2) leverage resources and support from other district departments such as Behavioral Health, Teaching & Learning, and Health & Wellness, and (3) leverage external partnerships with the assistance of our intermediary, Partnership for Children & Youth. We are also investing heavily in lead agency capacity building and in the leadership and training skills of select veteran SCs, so that our Expanded Learning partners can lead trainings and support for our Oakland Expanded Learning network should we have to reduce the size of our ExLO team due to reduced grant funding.

By year 3 of the 2022-2027 grant cycle, each school will begin to develop plans for its ExLO program's long-term sustainability. The plans will include data- and evidence-driven decisions on the most impactful services to continue, per year funding needed, and funding sources to leverage or pursue. We will collaboratively revisit and refine these plans in year 4 based on program evaluation findings and any evolution in available funding sources and new potential sustainability resources. In year 5, our ExLO team, high school network superintendents, and school leaders will develop a post-grant-period annual budget for each ExLO program, including line item costs and specific committed funding sources to cover them.



**OUSD 21st Century High School ASSETS Program  
Grant Application**

**Grant Budget Detail Narrative**

APPID: 22-04-01-131-ASSETS-34

**1000 Certificated Personnel**

- Quality Support Coach/Career Pathways' Liaisons - extended contracts, @ \$1,245 to \$5,000 per site, varies by site, total = \$18,745
- Certificated Teachers - extended contracts, to lead credit recovery classes, @ \$1,500 to \$18,675 per site, varies by site, total = \$32,295
- Certificated Teachers - extended Contracts, to provide academic interventions and tutoring, \$2,500 to \$7,500 at each of four sites, varies by site, total = \$22,968.

**2000 Classified Personnel**

- Extended Learning Office Program Managers, to provide program management, site support, professional development, program monitoring, a portion of their time funded by this grant = \$43,393.44
- Custodial staff - overtime, \$73,794
- Culture & Climate Coordinators @ \$9800 at four sites, total = \$39,200

**3000 Fringe/Benefits**

- Employee Benefits for Certificated Teachers on Extended Contracts % 24.5% of hourly pay = \$16,778.34
- Employee Benefits for Classified Staff (ExLO Program Managers) @ 42% of salaries prorated = \$18,225.24
- Employee Benefits for Classified Staff (Custodial staff on extended contracts) @ 42% of hourly pay = \$35,255.64

**4000 Books and Supplies**

- Materials and supplies for professional development activities = \$11,347
- Custodial supplies, including PPE = \$36,897
- Program and curriculum materials, varies by site = \$18,100
- Computers for program staff = \$2,200

**5100 Subcontracts and Agreements with lead agencies and other service providers**

- After school program external evaluation contract (with Social Policy Research Associates) = \$15,879
- Contracts for databases (with Aeries and Salesforce) = \$23,804
- Contracts with professional development providers = \$57,131

Lead agency subcontracts

**Ralph Bunch Continuation High: Bay Area Community Resources**

- Site Coordinator, Jason Peters @ 40 hrs/wk x 52 weeks @ \$26.44/hour = \$55,000 + 25% fringe (\$13,750) = \$68,750 (\$23,781 covered by sit funds)
- Family Liaison, Dwana Timms @ 40 hrs/wk x 37 weeks @ \$25/hour = \$37,000 + 25% fringe (\$9,250) = \$46,250 (provided as match by site funds)

- College & Career Readiness Coach, Willmer Reyes, 40 hrs/wk x 37 weeks @ \$18.00/hour = \$26,640 + 25% fringe (\$6,660) = \$33,300, 50% in lead agency match, 50% in site match
- BACR Program Manager, John Fuentes, to provide site oversight/supervision, professional development, coaching, quality assessment = \$4,176 + 25% fringe (\$1,044) = \$5,220
- BACR program support staff, Shayne Shapiro, \$672 + 25% fringe (\$168) = \$840
- Extra staff time to participate in continuous quality improvement trainings and meeting = \$800
- Subcontract with Today's Future Sound Beat making = \$5,000
- Subcontract with sports (soccer and basketball) providers = \$4,500
- Crucible workforce Wednesday = \$4,226 in lead agency match

#### **Castlemont: Oakland Kids First**

- Site Coordinator = \$54,777 grant funds + \$21,911 match
- Family Liaison = \$7,220
- After School Program Assistant = \$35,880 grant funds + \$11,960 match
- Executive Director, Lukas Brekke-Miesner = \$10,586 grant funds + \$3,529 match
- Youth Internship Stipends = \$14,156 grant funds + \$50,000 match
- Academic Mentor = \$5,016 grant funds + \$5,016 match
- Enrichment Facilitators (TBD) = \$12,464
- Culinary Arts Facilitator, Grace Johnson = \$7,488 grant funds + \$2,600 match
- Culture Keeper Facilitator, Rickey Barkley = \$6,624
- REAL HARD Coordinator, Hadiyah Owens = \$11,960 grant funds + \$24,120 match
- Additional enrichment subcontractors = \$10,000 grant funds + \$7,500 match

#### **Dewey Academy: East Bay Asian Youth Center**

- Site Coordinator = \$67,500 + 31% benefits = \$88,425 total
- College & Career Readiness Coach = \$60,000 + 31% benefits = \$78,600 total
- Youth internship stipends @ \$250/month x 5 months x 6 = \$7,060
- Enrichment Facilitators, 4 for 172 days x 2 hours @ \$30 hour = \$41,280
- Field trips = \$5,000
- Deputy Executive Director = \$10,200

#### **Fremont High: Bay Area Community Resources**

- Site Coordinator, Darlene Kato, \$25.50/hr x 40 hrs/wk x 52 weeks = \$53,040 plus 25% fringe (\$13,260) = \$66,300
- Family Liaison, Ofelia Ana Quintero, \$23/hr x 25 hrs/wk x 37 weeks = \$21,275 plus 25% fringe (\$5,318.75) = \$26,593.75
- College & Career Readiness Coach, Jaliza Collins, \$21.50/hr x 25 hrs/wk x 37 weeks = \$19,887.50 + 25% fringe (\$4,972) = \$24,859
- Academic Mentor for 9th graders, Amelia Neal, \$21.50/hr x 25 hrs/wk x 37 weeks = \$19,887.50 + 25% fringe (\$4,972) = \$24,859
- Youth internship stipends = \$2,500
- Subcontract with Oakland Kids First for REAL HARD leadership program = \$15,000
- Subcontract with Bay Area Driving School = \$3,600
- Subcontract with Barber Shop = \$5,000
- Subcontract with Youth Alive for Teens on Target program = \$5,000
- Subcontract with Inner City Bliss = \$1,000
- BACR Program Manager, John Fuentes, to provide site oversight/supervision, professional development, coaching, quality assessment = \$10,000 + 25% fringe (\$2,500) = \$12,500

- BACR program support staff, Shayne Shapiro, \$672 + 25% fringe (\$168) = \$840
- Extra staff time to participate in continuous quality improvement trainings and meeting = \$2,052.68

Matching resources

- BACR East Bay Director = \$2,500
- BACR Support Staff = \$1,600
- BACR Administrative Support = \$1,000
- Trainings - CPR, classroom management, lesson planning, SEL, and more = \$1,200

**Life Academy: Bay Area Community Resources**

- Site Coordinator, Ian Fox, .5 FTE of salary for co-coordinator position with Life Middle School, \$35,000 + 25% fringe (\$8,750) = \$43,750.
- Assistant Coordinator, \$21.50/hr x 30 hrs/wk x 38 weeks = \$24,510 + 25% fringe (\$6,127.50) = \$30,637.50
- Family Liaison, Margarita Guzman, \$21.50/hr x 25 hrs/wk x 37 weeks = \$19,887.50 + 25% fringe (\$4,971.88) = \$24,859.38
- Credit Recovery Coach, \$18/hr x 15 hrs/wk x 37 weeks = \$9,990 + 25% fringe (\$2,497.50) = \$12,487.50, provided as lead agency match
- Academic Mentor for 9th graders, Amelia Neal, \$18/hr x 15 hrs/wk x 34 weeks = \$9,180 + 25% fringe (\$2,295) = \$11,475, with \$6,297 from grant funds and \$5,208 provided as lead agency match
- Youth internship stipends, \$200 x 15 and \$100 x 1 = 3,100, provided as match
- BACR Program Manager, John Fuentes, to provide site oversight/supervision, professional development, coaching, quality assessment = \$10,000 + 25% fringe (\$2,500) = \$12,500
- BACR program support staff, Shayne Shapiro, \$672 + 25% fringe (\$168) = \$840
- Extra staff time to participate in continuous quality improvement trainings and meeting = \$660, with \$80.67 provided as lead agency match

Subcontracts with:

- East Bay Consortium = \$27,000
- Bay Area Driving School = \$3,600
- Youth Beat (multimedia program) = \$9,800
- Rainbow Chefs (culinary arts program)= \$4,500
- Bay Area Music Project = \$3,500
- America SCORES Bay Area and Oakland Genesis Soccer = \$13,500
- Code Nation = \$10,000

**MetWest High: Safe Passages**

- Site Coordinator = \$69,959 (salary and benefits)
- Enrichment Facilitators = 150 days x 4 hours day x \$30/hr x 5.67 consultants = \$102,060
- Deputy Executive Director = \$10,200

**Oakland High: East Bay Asian Youth Center**

- Site Coordinator, \$82,500 x .5 FTE + 27.8% benefits = \$53,527
- Academic Mentor for 9th graders, \$55,500 salary + 27.3% benefits = \$69,595
- Study Hall tutors = \$12,919
- Youth internship stipends, \$500 x 78 youth = \$40,873.41
- Program Assistant, 185 days x 5 hrs/day @ \$24/hr = \$24,448

### **Oakland Technical High School: Bay Area Community Resources**

- Site Coordinator, Taylor Wallace, \$59,000 + 25% fringe (\$14,750) = \$73,750
- Assistant Coordinator, Maalena Crawford, \$20.50/hr x 25 hrs/wk x 37 weeks = \$18,962.50 + 25% fringe (\$3,690.75) = \$23,703.13
- Credit Recovery Coach, Kembre James, \$19/hr x 21 hrs/wk x 35 weeks = \$14,673 + 25% fringe (\$2,497.50) = \$18,453.75
- Mentor Coach, Taylor Wallace, \$20.40/hr x 12 hrs/wk x 37 weeks = \$9,102 + 25% fringe (\$2,275.50) = \$11,377
- Credit Recovery Coach, \$18hr x 20hrs wk for 36wks = \$12,960 + 25% fringe (\$3,240) = \$16,200
- Youth Internship Stipends, \$150 x 16 and \$100 x = \$2,500
- Family Liaison, Debra Carter Kelly = \$5,000
- BACR Program Manager, John Fuentes, to provide site oversight/supervision, professional development, coaching, quality assessment = \$10,000 + \$25% fringe (\$2,500) = \$12,500
- BACR program support staff, Shayne Shapiro, \$672 + 25% fringe (\$168) = \$840
- Extra staff time to participate in continuous quality improvement trainings and meeting = \$1,812.53

#### Subcontractors

- Oakland Kids First REAL HARD (social justice and leadership) = \$7,000
- Bay Area Driving School = \$3,502
- Attitudinal Healing Connection (arts) = \$6,500
- Rainbow Chefs Academy (culinary arts) = \$4,000

#### Matching resources

- BACR East Bay Director = \$2,500
- BACR Support Staff = \$1,600
- BACR Administrative Support = \$1,000
- Trainings - CPR, classroom management, lesson planning, SEL, and more = \$1,200

### **Rudsdale Continuation High: Bay Area Community Resources**

- Site Coordinator, Francisco Sanchez, \$70,000 + 25% fringe (\$17,500) = \$87,500, \$51,250 in grant funds, \$36,250 provided as match
- Family Liaison, Yvonne Salvador, \$20/hr x 20 hrs/wk for 36wks = \$14,400 + 25% Fringe (\$3,600) = \$18,000
- College & Career Readiness Coach, Yasmin Arreola, \$25/hr x 4 hrs/wk x 30 weeks = \$3,000 + 25% fringe (\$750) = \$3,750
- Youth internship stipends, \$125 x 18 and \$250 x 4 = \$2,250
- Recreational team building instructor, \$18/hr x 10 hrs/wk x 34 weeks = \$6,120 + 25% fringe (\$1,530) = \$7,650
- Enrichment facilitator, arts instructor, \$20/hr x 4 hrs/wk x 36 weeks = \$2,800 + 25% fringe (\$750) = \$3,750
- Field trips = \$2,500
- BACR Program Manager Professional Development Coach, trainer and quality assessor \$8,000 + 25% fringe \$2,000 = \$10,000
- BACR Program Manager, John Fuentes, to provide site oversight/supervision, professional development, coaching, quality assessment = \$6,768 + 25% fringe (\$1,692) = \$8,460
- BACR program support staff, Shayne Shapiro, \$672 + 25% fringe (\$168) = \$840
- Extra staff time to participate in continuous quality improvement trainings and meeting = \$2,500

#### Subcontractors

- Bay Area Driving School = \$6,000

- Rhythmic Mind (music) = \$6,000
- 67 Suenos (political education, activism, and trauma-healing) = \$6,000
- Destiny Arts (song writing) = \$6,000
- Street Soccer = \$4,000
- Today's Future Sound Beat Making = \$9,000

Matching resources

- BACR East Bay Director = \$2,500
- BACR Support Staff = \$1,600
- BACR Administrative Support = \$1,000
- Trainings - CPR, classroom management, lesson planning, SEL, and more = \$1,200
- Fly Law, Anova, and New Door = \$15,000

**Street Academy: Bay Area Community Resources**

- Site Coordinator, Juan Ramirez, \$54,080 + 25% fringe (\$13,702) = \$67,782, + 50 hours for weekend sessions and holiday program offerings, \$26/hr x 50 hours + 25% fringe (\$3,25) = \$1,625
- Family Liaison, Yvonne Salvador, \$20/hr x 212 hrs/wk for 34 weeks = \$8,160 + 25% Fringe (\$2,040) = \$10,200
- College & Career Readiness Coach, \$20/hr x 12 hrs/wk x 24 weeks = \$5,760 + 25% fringe (\$1,440) = \$7,200
- Youth internship stipends = \$3,500
- BACR Program Manager, John Fuentes, to provide site oversight/supervision, professional development, coaching, quality assessment = \$5,184 + \$25% fringe (\$1,296) = \$6,480
- Extra staff time to participate in continuous quality improvement trainings and meeting = \$981.05

Subcontractors

- Niroga Yoga = \$9,000
- Street Soccer = \$4,500
- Destiny Arts = \$5,500
- About Face Media = \$2,000
- Code Nation = \$2,500

Matching resources

- BACR East Bay Director = \$2,500
- BACR Support Staff = \$1,600
- BACR Administrative Support = \$1,000
- Trainings - CPR, classroom management, lesson planning, SEL, and more = \$1,200

4% administrative costs for subcontractors = \$52,229.10

**7000 Indirect Costs**

4.42% Administrative and Indirect (current CDE-approved 2021-22 rate) of direct costs including first \$25,000 of each subcontract = \$17,564.63



Expense	After School	Calculation	calc	calc	calc	Purpose
<b>1000 Certificated Personnel</b>		<b>FTE \$/Yr</b>	<b>sites</b>	<b>or hrs</b>	<b>\$/Hr</b>	
Teachers, QSCs	68,483.00					For teachers serving as Quality Support Coaches/Career Pathway Liaisons at each school and leading credit recovery classes and other academic support
<b>Subtotal Personnel</b>	<b>68,483.00</b>					
<b>2000 Classified Personnel</b>		<b>FTE \$/Yr</b>	<b>dy or wk</b>	<b>/yr</b>	<b>\$/Hr</b>	
ExLO Managers	43,393.44					OUSD ExLOO Managers (program admin, PD), tutors for students, custodial staff extended hours, and site-based Culture and Climate Coordinators
Custodial Staff	73,794.00					
Culture and Climate Coords.	52,119.00					
<b>Subtotal Personnel</b>	<b>169,306.44</b>					
<b>3000 Fringe/Benefits</b>		<b>Rate</b>	<b>Base</b>			<b>Description Characters:</b>
Teachers, QSCs	16,778.34	24.50%	Subtotal Certificated Personnel (extended contracts)			141
ExLOO Managers	18,225.24	42.00%	Subtotal Classified Personnel			
Custodial Staff, Culture & Climate Coordinators	35,255.64	28.00%	Subtotal Classified (extended contracts)			
<b>Subtotal Fringe/Benefits</b>	<b>70,259.22</b>					<b>Description Characters:</b>
<b>4000 Books and Supplies</b>		<b>\$/Unit</b>	<b># Yr1</b>			
Materials and supplies for PD activities	6,347.00					Materials and supplies for professional development activities and custodial supplies including PPE
Custodial supplies	36,897.00					
<b>Subtotal Supplies</b>	<b>43,244.00</b>					<b>Description Characters:</b>
<b>5000 Services and Other Operating</b>		<b>\$/Unit</b>	<b># Yr1</b>			
<b>Subtotal Services</b>						<b>Description Characters:</b>
<b>5100 Subcontracts and Agreements</b>		<b>FTE \$/Yr</b>	<b>hrs/wk</b>	<b>Wks/yr</b>	<b>\$/Hr</b>	
ExLO Lead Agency Subcontracts (BACR, External Evaluator (Social Policy Community)	1,801,423.71					Subcontracts with lead agencies to lead programs, with PD providers, database providers (Aeries, Salesforce), and external evaluator (SPR)
Professional development subcontracts	57,131.00					
<b>Subtotal Consultants/Contracts</b>	<b>1,898,228.71</b>					<b>Description Characters:</b>
<b>6000 Capital Outlay</b>						
None						
<b>Subtotal Capital Outlay</b>	<b>0.00</b>					
<b>Total Direct Costs</b>	<b>2,249,521.37</b>					#####
<b>7000 Indirect Costs</b>		<b>Rate</b>	<b>Base</b>			
Indirect Cost Rate	17,564.63	5.00%	Direct Costs			4.42% Administrative and Indirect (current 2021-22 rate) of direct costs including first \$25,000 of each subcontract
<b>Total Costs</b>	<b>2,267,086.00</b>					2021-22 approved rate
Max Allowed	2,267,086.00					
Left Over/(Over Budget)	0.00					

2500.00

# Grant Calculator

School Name	CDS Code	Size of school 2020-21
Castlemont	*01612590125161	749
Dewey Academy	*01612590132688	195
Fremont	*01612590125716	927
Life Academy	*01612590130575	464
Metwest High	*01612590100701	247
Oakland High	*01612590135905	1650
Oakland Tech	*01612590136051	1961
Ralph J. Bunche	*01612590118653	77
Rudsdale Continuation	*01612590130146	294
Street Academy	*01612590130179	87
<b>TOTAL REQUESTS:</b>		<b>6651</b>

## After School

After School # of students (target ADA)	Days of base (reg school yr) program	After School Rate per student	After School Max Available	After School Base
139	180	\$10.18	<b>\$254,500</b>	\$254,500
139	180	\$10.18	<b>\$254,500</b>	\$254,500
139	180	\$10.18	<b>\$254,500</b>	\$254,500
139	180	\$10.18	<b>\$254,500</b>	\$254,500
139	180	\$10.18	<b>\$254,500</b>	\$254,500
139	180	\$10.18	<b>\$254,500</b>	\$254,500
139	180	\$10.18	<b>\$254,500</b>	\$254,500
70	180	\$10.18	<b>\$254,500</b>	\$128,268
110	180	\$10.18	<b>\$254,500</b>	\$201,564
85	180	\$10.18	<b>\$254,500</b>	\$155,754
<b>1238</b>	<b>180</b>		<b>\$2,545,000</b>	<b>\$2,267,086</b>

Cover Sheet Totals	
Total Core Requested	\$2,267,086
Cost/Student/Day	\$10.17
Total Grant for 5 years	\$11,335,430

- EBAYC
- BACR
- Oakland Kids First
- Safe Passages



## OFFICE OF THE SUPERINTENDENT

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October 22, 2021

Michael Funk  
Director, Expanded Learning Division  
California Department of Education  
1430 N Street  
Sacramento, CA 95814

Dear Mr. Funk:

Oakland Unified School District (“OUSD”) has implemented 21<sup>st</sup> Century Community Learning Center, High School ASSETs, and ASES after-school programs since 2002. These programs provide beneficial expanded learning and other supports for students and families. They are an integral part of OUSD’s work to ensure that all students graduate from high school ready for college, career, and the community. Each program is planned, implemented, monitored, and continually improved in a collaborative process involving OUSD’s Expanded Learning Office (“ExLO”) and multiple stakeholders; school leadership and faculty; lead agency partners and other community organizations; and students and families in Oakland schools.

I am writing this letter to outline OUSD’s commitments to supporting the 21st Century High School ASSETs program during the 2022-27 grant cycle at 10 OUSD high schools: Castlemont High, Fremont High, Dewey Academy, Life Academy, Met West, Oakland High, Oakland Technical High, Ralph J. Bunche Continuation, Rudsdale High School Technology Academy,, and Street Academy. The following list details, subject to OUSD Board approval, OUSD’s in-kind contributions to that program:

- Space for programming and program management at the school sites.
- Grants management, fiscal oversight, support with planning and quality improvement, and support with partnership development and long-term program sustainability by OUSD’s After School Programs Office and Community Schools & Student Services Department, valued at approximately \$10,000 per site per year.
- OUSD High School Career Pathway/Linked Learning resources, including support for program development, work internship coordination, work-based learning resources, and school day alignment by Career Pathway Coaches, Work-based Learning Specialists, and College & Career Readiness Specialists, funded through Oakland’s Measure N funding (2014 College and Career Readiness for All Act) and leveraged philanthropic dollars, valued at over \$30,000/year per site
- High School summer academic intervention, credit recovery programs, and bridge-to-9th-grade programs funded with school district unrestricted, Title I, and Measure N funds at approximately \$50,000/year per site.
- After school snacks and supper provided by OUSD Nutrition Services, and funded through the U.S.D.A’s School Meals Program, valued at approximately \$25,000/year per site.
- Community School Managers at the high school sites to support coordination of services and site-based partnership development, valued at \$25,000/year per site.
- School-linked health services providing students with a range of health and wellness services including health screenings, immunizations, diagnosis and treatment of medical conditions, mental health services, dental screenings, health insurance enrollment, and health education, valued at approximately \$100,000/year per site.





## OFFICE OF THE SUPERINTENDENT

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- Behavioral health services and social and emotional learning (SEL) supports including: case management training, Restorative Justice training, and on-site facilitation, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit, valued at over \$30,000/year per site.
- Youth leadership and family engagement curriculum and training, including facilitation of communities of practice for parent liaisons and parent education curriculum provided by the OUSD Student and Family Engagement Unit, valued at \$2,000/year per site.
- Health and wellness-related programming support, including curriculum and training for gardening, healthy eating, and physical activity; and funding support for health-related youth participatory action research projects, provided by the OUSD Health and Wellness Unit and OUSD Teaching & Learning Department, valued at approximately \$15,000/year per site.
- Curriculum and professional development from the OUSD Teaching & Learning Department and Office of Post-Secondary Readiness, including APEX credit recovery teacher stipends and student subscriptions to learning modules, valued at approximately \$6,000/year per site.
- Data sharing and assistance with annual evaluation reports by OUSD's Research & Evaluation Office, valued at approximately \$2,000/year.
- Fiscal monitoring and accounting of grant funds and expenditure reporting by OUSD Financial Services Dept., valued at approximately \$2,500/year per site.
- Training and coordination around after school safety and emergency planning, and management of Culture and Climate Coordinators, valued at approximately \$2,500/year per site.
- Additional in-kind resources from OUSD including translation services and communications support provided by our Communications Department, valued at over \$2,000/year per site.

Overall, through the numerous in-kind resources and leveraged partnerships described above, OUSD will contribute, subject to OUSD Board approval, **at least \$585,600 per school site each year** in leveraged resources throughout the 2022 – 2027 ASSETs grant period.

We appreciate the Expanded Learning Division's consideration of OUSD's ASSETs grant application, and look forward to continued partnership with your division.

Sincerely,

Kyla Johnson-Trammel  
Superintendent



October 22, 2021  
Kyla Johnson-Trammel, Superintendent  
Oakland Unified School District  
1000 Broadway, Suite 150  
Oakland, CA 94607

Dear Ms. Johnson-Trammel:

Bay Area Community Resources is writing this letter to confirm our role as co-applicant in Oakland Unified School District's proposal to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding and as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families and communities. There are three core components to our mission: a) To provide direct services to promote healthy development, b) To encourage volunteers to provide service to their community; and c) To build and strengthen all of the communities we serve, so that community members and institutions can effect change. BACR direct services are organized into program industry groups: After School, Behavioral Health Advocacy Prevention Treatment, Healthy Communities, National Service, and Youth Workforce.

Bay Area Community Resources has been a partner with OUSD in providing expanded learning programming to students since 2004. For the 2022-2027 grant cycle, Bay Area Community Resources will serve as site lead agency for OUSD's 21<sup>st</sup> Century ASSETS programs at Fremont High School, Life Academy, Oakland Technical High School, Ralph J. Bunche High, Street Academy, Rudsdale High School Technology Academy. In that role, BACR will:

1. Provide a Site Coordinator for each school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership development activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.



6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2012-27 grant period.

BACR will provide these services under a subcontract with OUSD in the amount of approximately \$980,000 per year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

In addition, BACR will provide the following in-kind resources in support of OUSD's 21" Century programs:

1. The time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$8,000 year/site x 6 sites = \$48,000 annually.
2. Specialized training for ASSETS program staff provided by in-house staff, in (supervision, mandated reporting, trauma, conflict mediation, youth development, etc.). The in-kind value of this resource is estimated at \$3,500 year/site x 6 sites = \$21,000 annually.
3. Volunteer recruitment, outreach, support, and training by our Administrative Resource Coordinator valued at \$1,600 year/site x 6 sites= \$9,600 annually.
4. Supplies and program materials, valued at \$2,500 year/site x 6 sites = \$15,000 annually.
5. Supporting programs such as our workforce development programs that focus on job readiness and intern placement, valued at \$165,000.

Bay Area Community Resources' total in-kind contribution to the ASSETS after-school programs is \$258,600 per year for the next five years.

Sincerely,



Martin Weinstein  
Chief Executive Officer



October 22, 2021

Kyla Johnson-Trammel, Superintendent  
Oakland Unified School District  
1000 Broadway, Suite 150  
Oakland, CA 94607

Dear Superintendent,

Please accept this letter as confirmation of the East Bay Asian Youth Center's role as co-applicant in Oakland Unified School District's proposal to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

The East Bay Asian Youth Center (EBAYC) is non-profit youth development organization dedicated to supporting young people to be safe, smart, and socially responsible. East Bay Asian Youth Center provides a continuum of integrated support services to a racially and culturally diverse membership of over 2,500 children, youth, and young adults in Oakland, California. Our services – Intervention, Employment, and Expanded Learning – result in higher school attendance rates, lower school suspension rates, and lower incarceration rates.

EBAYC has been a partner with OUSD in providing expanded learning programming to students since 1996. For the 2022-2027 grant cycle, EBAYC will serve as site lead agency for OUSD's 21st Century ASSETS programs at Oakland High School and Dewey Academy High School. In this role, EBAYC will:

1. Provide a Site Coordinator for each school site and be responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership development activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.





3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2022-2027 grant period.

EBAYC will provide these services under a subcontract with OUSD in the amount of approximately \$200,000 per program, per year, for five years. We agree that the partnership between EBAYC and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process EBAYC engages in with school site leadership at each program site named above.

In addition, EBAYC will provide the following in-kind resources in support of OUSD's 21<sup>st</sup> Century programs:



*Where young people grow, thrive and lead!*

1. High-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$21,500 per year at all high school sites.
2. After-School and Summer job placements for up to fifty Oakland High School and Dewey Academy students at an estimated value of \$300,000, inclusive of youth wages and benefits.

East Bay Asian Youth Center's total in-kind contribution to the ASSETS after-school programs is approximately \$321,500 per year for the next five years.

Thank you very much.

Sincerely,

David Kakishiba  
Executive Director



*Building pathways to  
community success for  
our kids.*

250 Frank H. Ogawa Plaza, Ste. 6306  
Oakland, CA 94612  
[www.safepassages.org](http://www.safepassages.org)

October 29, 2021

Kyla Johnson-Trammel, Superintendent  
Oakland Unified School District  
1000 Broadway, Suite 150  
Oakland, CA 94607

Dear Ms. Johnson-Trammel:

Safe Passages is writing this letter to confirm our role as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

Since 1998, Safe Passages has been working to disrupt the cycle of poverty by engaging disadvantaged youth and families to build and drive a continuum of services that supports student success and community development. We currently lead after school programs at three OUSD campuses and five other schools in Alameda County, serving over 1,000 youth each year. We also operate early childhood programs, the Super Stars Literacy Program, summer learning programs, Family Resource Centers, AmeriCorps, social welfare internship, and other programs.

Safe Passages has been a partner with OUSD in leading expanded learning programming for students since 2006. For the Cohort 13 21st Century High School ASSETS 2022-2027 grant cycle, we will serve as site lead agency for OUSD's 21st Century ASSETS programs at MetWest High School. In that role, Safe Passages will:

1. Provide a Site Coordinator for the school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership development activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.



6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2012-27 grant period.

Safe Passages will provide these services under a subcontract with OUSD in the amount of approximately \$175,000 per year. We agree that the partnership between our agency, OUSD's ExLOO, and MetWest High will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership.

In addition, Safe Passages will provide the following in-kind resources in support of OUSD's 21" Century High School ASSETS program at MetWest High:

1. The time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$20,000 per year.
2. Specialized training for ASSETS program staff provided by in-house staff, in (supervision, mandated reporting, trauma, conflict mediation, cultural competency, youth development, etc.). The in-kind value of this resource is estimated at \$25,000 annually.
3. Volunteer recruitment, outreach, support, and training, valued at \$30,000 year.
4. Supplies and program materials, valued at \$20,000 annually.
5. Ethnic Studies Curriculum and Training, valued at \$20,000 per year.

Safe Passage's total in-kind contribution to the ASSETS after-school program is \$115,000 per year for the next five years.

Sincerely,



Josefina Alvarado Mena, Esq.  
Chief Executive Officer



October 29, 2021

Kyla Johnson-Trammel, Superintendent  
Oakland Unified School District  
1000 Broadway, Suite 150  
Oakland, CA 94607

Dear Ms. Johnson-Trammel:

Oakland Kids First is writing this letter to confirm our role as one of OUSD's site lead agencies and collaborating partners for its expanded learning programs, and to detail how we will participate in and support the programs.

Founded in 1995 by a multi-racial coalition of youth-serving community-based organizations, Oakland Kids First leads the ASSETs expanded learning program at Castlemont High School. In addition, through our Representing Educated Active Leaders Having A Righteous Dream (REAL HARD) program, we train more than 100 high school leaders each year who plan and implements projects that center the needs of underserved Oakland students, designed to advance safe and caring school cultures, academic success, and educational equity.

Oakland Kids First has been a partner with OUSD in leading expanded learning programming for students since 2017. For the Cohort 13 21st Century High School ASSETs 2022-2027 grant cycle, we will serve as site lead agency for OUSD's 21st Century ASSETs programs at Castlemont High School. In that role, OKF will:

1. Provide a Site Coordinator for the school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership development activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.





5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2012-27 grant period.

Oakland Kids First will provide these services under a subcontract with OUSD in the amount of approximately \$176,000 per year. We agree that the partnership between our agency, OUSD's ExLOO, and Castlemont High will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership.

Oakland Kids First also anticipates continuing to implement our REAL HARD program at four of the schools in OUSD's application for ASSETS funding for 2022-2027: Castlemont, Fremont High, Oakland High, and Oakland Technical High. For the programs at the latter three schools, we anticipate receiving approximately \$22,000 in subcontracted funds from the ExLO program lead agencies at those sites.

In addition, OKF will provide the following in-kind resources in support of OUSD's 21st Century High School ASSETS programs:

1. The time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$42,204 per year.
2. Specialized training for ASSETS program staff provided by in-house staff, in (supervision, mandated reporting, trauma, conflict mediation, youth development, etc.). The in-kind value of this resource is estimated at \$7,020 annually.
3. Supplies and program materials, transportation, food, valued at \$19,400 annually.
4. Youth Stipends and Incentives, valued at \$51,800



5. In-kind contributions that support REAL HARD, valued at \$34,839

Oakland Kids First's total in-kind contribution to the ASSETS after-school programs is approximately \$155,263 per year for the next five years.

Sincerely,

A handwritten signature in blue ink, appearing to read "LBM", is written over the printed name.

Lukas Brekke-Miesner  
Executive Director