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| File ID Number | 11-1281 |
| Introduction Date | 5-18-11 |
| Enactment Number | 11-0865 |
| Enactment Date | 5-18-11 |
| By |  |



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

To: Board of Education

From: Tony Smith, Superintendent
Peter Sarna, Chief of Police

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2011-12 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2011-12 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

| File ID # | Backup Document Included | Type | Recipient | Grant's Purpose | Time Period | Funding Source | Grant Amount |
|-----------|--------------------------|------|----------------------|---|-------------------|---|--------------|
| | | | OUSD Police Services | develop and implement strategies to change community norms regarding violence, provide alternatives, increase awareness | 10/1/11 - 9/30/14 | DOJ Office of Juvenile Justice and Delinquency Prevention | |

DISCUSSION:

The district created a Grant Face sheet process to:

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

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

FISCAL IMPACT:

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

- Grants valued at: \$500,000.00

RECOMMENDATION:

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

ATTACHMENTS:

OUSD Grants Management Face Sheet

| | |
|--|---|
| Title of Grant: Community-Based Violence Prevention Demonstration Program | Funding Cycle Dates: 10/1/11 – 9/30/14 |
| Grant's Fiscal Agent: (contact's name, address, phone number, email address) OUSD 1025 2 nd Ave. Oakland | Grant Amount for Full Funding Cycle: |
| Funding Agency: DOJ, Office of Juvenile Justice and Delinquency Prevention | Grant Focus: change community norms regarding violence, provide alternatives, increase awareness |
| List all School(s) or Department(s) to be Served: All OUSD schools | |

| Information Needed | School or Department Response |
|---|--|
| How will this grant contribute to sustained student achievement or academic standards? | We will develop and implement evidence-based programs or strategies to reduce and prevent violence. |
| How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.) | Providing a safe environment for students to learn has direct impact on their academic achievement. Crime data collected will be used for evaluation. |
| Does the grant require any resources from the school(s) or district? If so, describe. | OUSD Police Services will partner with the community based agencies: McCullum Youth Court, Oakland Parents Together, Positive Communications Practices and The Fetal Project |
| Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.) | No |
| 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.) | OUSD Police Service - 1011 Union St. Oakland CA 94607 ATTN: Jenny Wong. Email: police@ousd.k12.ca.us (510) 874-7777 |

Applicant Obtained Approval Signatures:

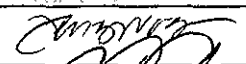

| Entity | Name/s | Signature/s | Date |
|--|--------|-----------------|------|
| Principal | | <i>attached</i> | |
| Department Head (e.g. for school day programs or for extended day and student support activities) | | <i>attached</i> | |

Grant Office Obtained Approval Signatures:

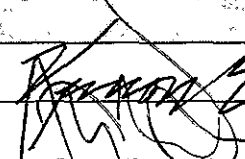
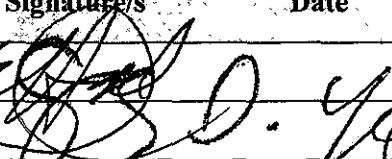
| Entity | Name/s | Signature/s | Date |
|----------------|------------|-------------|------|
| Fiscal Officer | Vernon Hal | | |
| Superintendent | Tony Smith | | |

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|--|--|
| Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.) | Not applicable |
| 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.) | OUSD Police Services Jenny Wong 1011 Union St, Oakland CA 94607 (510) 338-5322 Email: jenny.wong@ousd.k12.ca.us |

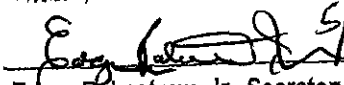
Applicant Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|--|------------------------------|--|--------|
| Principal | Jenny Wong |  | 5/1/11 |
| Department Head (e.g. for school day programs or for extended day and student support activities) | Peter Sarna, Chief of Police |  | 5/1/11 |

Grant Office Obtained Approval Signatures:

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

Gary D. Yee, Ed.D.
President, Board of Education


Edgar Rakestraw, Jr., Secretary
Board of Education

File ID Number: 11-1281
Introduction Date: 5-18-11
Enactment Number: 11-0865
Enactment Date: 5-18-11
By: PR

| | |
|--------------------------------|--|
| Opportunity Title: | OJJDP FY 2011 Community-Based Violence Prevention Demon |
| Offering Agency: | Office of Juvenile Justice Delinquency Prevention |
| CFDA Number: | 16.123 |
| CFDA Description: | Community-Based Violence Prevention Program |
| Opportunity Number: | OJJDP-2011-2967 |
| Competition ID: | |
| Opportunity Open Date: | 03/22/2011 |
| Opportunity Close Date: | 05/23/2011 |
| Agency Contact: | For assistance with any other requirements of this solicitation, contact the Justice Information Center via email to JIC@telesishq.com. Center hours of operation are 8:30 a.m. to 5:00 p.m., Eastern Time, Monday through Friday. On the solicitation close date, the Center will be open from 8:30 a.m. to 8:00 p.m. |

This electronic grant application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* **Application Filing Name:**

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Application for Federal Assistance (SF-424)
Project Narrative Attachment Form
Disclosure of Lobbying Activities (SF-LLL)
Budget Narrative Attachment Form
Other Attachments Form
Assurances for Non-Construction Programs (SF-42)

Optional Documents

Faith Based EEO Survey

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

- 1** Enter a name for the application in the Application Filing Name field.

 - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
 - You can save your application at any time by clicking the "Save" button at the top of your screen.
 - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

 - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
 - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
 - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☒ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

*** a. Legal Name:** Oakland Unified School District-Police Services

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

946000385

*** c. Organizational DUNS:**

0765545000000

d. Address:

*** Street1:** 1011 Union Street

Street2:

*** City:** Oakland

County/Parish:

*** State:** CA: California

Province:

*** Country:** USA: UNITED STATES

*** Zip / Postal Code:** 94607-2236

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: *** First Name:** Jenny

Middle Name:

*** Last Name:** Wong

Suffix:

Title: Program Manager

Organizational Affiliation:

*** Telephone Number:** 5103385322

Fax Number: 5108747788

*** Email:** jenny.wong@ousd.k12.ca.us

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

D: Special District Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Office of Juvenile Justice Delinquency Prevention

11. Catalog of Federal Domestic Assistance Number:

16.123

CFDA Title:

Community-Based Violence Prevention Program

* 12. Funding Opportunity Number:

OJJDP-2011-2967

* Title:

OJJDP FY 2011 Community-Based Violence Prevention Demonstration Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Through funds awarded by OJJDP, the OUSDPD Collaboration will implement the "Together We Can" Project. This Project will coordinate programs and organized systems to reduce youth truancy and violence.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="1,500,000.00"/> |
| * b. Applicant | <input type="text" value="0.00"/> |
| * c. State | <input type="text" value="0.00"/> |
| * d. Local | <input type="text" value="0.00"/> |
| * e. Other | <input type="text" value="0.00"/> |
| * f. Program Income | <input type="text" value="0.00"/> |
| * g. TOTAL | <input type="text" value="1,500,000.00"/> |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

| | | |
|---|---|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a contract <input checked="" type="checkbox"/> b grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input checked="" type="checkbox"/> a bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Oakland Unified School District"/> * Street 1 <input type="text" value="1025 2nd Ave."/> Street 2 <input type="text"/> * City <input type="text" value="Oakland"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="94602"/> Congressional District, if known: <input type="text" value="CA-009"/> | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: <input type="text" value="Office of Juvenile Justice and Delinquen"/> | | 7. * Federal Program Name/Description: <input type="text" value="Community-Based Violence Prevention Program"/> CFDA Number, if applicable: <input type="text" value="16.123"/> |
| 8. Federal Action Number, if known: <input type="text"/> | | 9. Award Amount, if known: \$ <input type="text"/> |
| 10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Tony"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Smith"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1025 2nd Avenue"/> Street 2 <input type="text"/> * City <input type="text" value="Oakland"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="94602"/> | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="OUSD Police Services"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Oakland Unified School District"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1011 Union St"/> Street 2 <input type="text"/> * City <input type="text" value="Oakland"/> State <input type="text" value="CA: California"/> Zip <input type="text" value="94607"/> | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Completed on submission to Grants.gov"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Tony"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Smith, PhD"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value="5108798200"/> Date: <input type="text" value="Completed on submission to Grants.gov"/> | | |
| Federal Use Only. | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

| | |
|--|---|
| <p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p> | <p>* TITLE</p> <p>Chief of Police</p> |
| <p>* APPLICANT ORGANIZATION</p> <p>Oakland Unified School District Police Services</p> | <p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p> |

PROGRAM DESCRIPTION

Through funds awarded by OJJDP, the OUSDPD Collaboration will implement the "Together We Can" Project. This Project will coordinate programs and organized systems to reduce youth truancy levels by utilizing proven violence prevention strategies for students in grades 8 and 9 who reside in the western region of Oakland, California in Alameda County.

This effort will link with ongoing resiliency efforts initiated in the West Oakland community. The Collaboration comprises representatives from Oakland Unified School District Police Department, Oakland Parents Together, Positive Communications Practices, McCullum Youth Court, and other public and private agencies serving youth, including the Alameda County Probation Department. Combined, this collaboration has over 20 years of history creating and implementing innovative programs for youth.

The purpose of the "Together We Can" project is to reduce truancy by providing intervention and prevention education and services to 240 youth and families in the West Oakland corridor.

The Violence Prevention Program has four main objectives.

1. Provide social/health activities such as anger management, mentoring, crime consequence awareness and drug and alcohol prevention to 240 students per year.
2. Provide applied learning activities through interactive restorative justice court hearings to 120 youth per year.
3. Improve academic attendance and performance with case management, academic coaching, and supplemental life skill support services to 240 youth participants per year.
4. Provide parental support, education, and case management services to 120 parents/caregivers.

Each youth participant will participate in violence abatement workshops. Supplemental life skills instruction will be provided by certified facilitators in various subjects. Applied learning, recreational, and social health activities will be provided by specialists such as Case Managers, Spiritual Practitioners, Educational instructors, Police staff, and Anger Management counselors. Each participant will undergo an individualized screening process and will be assigned to a case manager who will bridge the gap of services between the youth, their parents and the district.

A holistic model of community-building will be used to help evaluate current conditions and determine a course of action suited to each area's particular strengths, needs and population. A process evaluator will monitor the building and planning process and track the implementation of exemplary programs and strategies in the programs who choose to participate in this effort. This proposed project will provide several levels of support utilizing four waves of implementation over the next three years. Participant teams from year 1 will be used as peer mentors and provide support for subsequent students, enhancing the project's sustainability. The initiative will begin with the West Oakland area and over time expand to involve and mobilize the Oakland community in building a web of support for youth.

Program Design and Implementation

Truancy is a problem that extends beyond the school campus. Students who are truant have social and emotional issues. Academic issues include: falling behind in school, failing classes and dropping out. Students who are used to ditching class create bad habits which make it difficult for them to reintegrate back into the class room environment. Chronic truancy leads to dropping out. Studies have shown the highest growing number of drop outs is 9th and 10th graders. For this reason we have focused our project on 8th and 9th graders.

Once funded, a series of set-up activities will be accomplished. After completion of the set-up activities, the project will operate on four waves corresponding to Project Goals 1 through 4. Wave one is The Crime Abatement Program and community outreach program led directly by the school district police department. Wave two is the operation of a youth led court program partnered with West Oakland schools, SARB and McCullum Youth Court. Wave three is a youth awareness and violence interruption program. The fourth and final wave is a parent education and outreach program.

OUSDPD is providing office space for this project. The project director of our collaboration, Chief of Police, Peter Sarna, has the responsibility of leading this partnership and hiring the support staff. His first tasks will be to hire an on-site community police officer and a part-time administrative assistant. Although Sarna, serving as the project director, has the authority to make hiring decisions for project personnel, the collaboration partners will be consulted and will provide guidance. It will be the responsibility of the administrative assistant, along with the supporting staff from Oakland Parents Together and McCullum Youth Court, to prepare the facility for implementation of the project. This entails purchase, installation, and stocking of the materials, supplies, and equipment necessary for efficient operation of each component of the project.

The community police officer will provide necessary security, mentorship and consequence awareness to participants in the program. Case managers from the partner organizations will screen, process and coordinate the flow of youth and parent participants through each program component. These case managers will also work with the youth leadership teams and parent advocates to ensure sentencing goals and contract agreements are met.

Research has shown interventions designed to reduce and prevent truancy include both incentives and sanctions. A full continuum is critical to meet the variety of needs and circumstances of truant students. The first intervention comes from the school. All schools are required to notify the parent of unexcused absences. In some case, the phone calls are the only intervention before administrative action is taken. More elaborate interventions include developing attendance plans, student attendance review boards, mediation or family group

conferences and filing a truancy court petition. Our project begins with a referral from the *Student Attendance Review Board*.

Student Attendance Review Boards are located throughout the school district and are committed to improving student attendance and academic achievement. The objective of the SARB is to divert truant students from the juvenile justice system and to find the most appropriate agency that will help the student.

SARB will refer certain students directly to our case managers who we will then screen, assess and forward the youth and parents to our youth court program. *McCullum Youth Court* has partnered with this project to deliver a full spectrum court process to our youth offenders and their parents. Once a student is screened and processed he/she is then added to the calendar to attend truancy court. During this process the student goes through a full court trial staffed almost entirely by peers.

Once sentenced the youth and the youth's parents are mandated to attend behavior modification classes and parent education workshops.

Once the youth offenders have been assessed and screened, the Executive Director of *Positive Communications Practices* will insert them into the behavior modification series. This series runs 8 consecutive weeks and will introduce each youth offender to interactive workshops designed to foster a change in truancy patterns, provide an awareness of consequences for crime, create crime abatement opportunities, provide social and mental health referrals and case management, and offer academic coaching.

Understanding the whole family is often affected by their child's truant behavior, we have established a Parent Education and Outreach Committee. This committee will be led by the Executive Director, the Project Director, and two Parent Advocates of the *Oakland Parents Together* organization. The purpose of the parent education committee is to identify and create support systems for parents with chronically truant youth. The Executive Director and Project Director will facilitate mandated parent workshops focusing on: communication, utilizing parent assistance programs, identifying patterns of failure and assessing the needs of their families. The two educational advocates will provide additional case management and community outreach services.

All parent activities will be implemented in the program upon entering the sentencing contract. Each parent series last for a period of eight weeks and will run concurrently with the youth workshops. Upon completion, each family will receive certification of attendance.

During this process personal academic goal plans will be created for each youth and parent as a roadmap for success. Once both programs are completed, each family unit will be invited to a celebration focusing on the youth's re-entry into their academic career. It is within this time the student and parent have an opportunity to reveal the root causes of their truancy and begin to

implement new modes of behavior. This process will be facilitated by the case managers and the parent advocates.

Upon the completion of each segment of the program, a graduation ceremony will be held. This will be an opportunity for parents and youth participants to come reunite and make a resolution of their commitment to academic success and communication. The goal of this ceremony is to build a partnership within the family creating an internal support system for each child to merge back into the school setting with empowerment and self-esteem.

TWC Project Budget

1. Personnel..... \$40,474.40

Community Police Officer \$26,474.40

1@ \$36.77 x 15 hrs per week x 48 weeks

Administrative assistant \$14,000

1 @ \$28K x .50 = \$14K

2. Fringe Personnel \$9,713.86

1. Police Officer \$26,474.40 x 24% =

2. Administrative Assistant \$11K x 24% =

3. Partner Personnel..... \$153,000

1. MYC Program Director - 1 @ \$60K x .10FTE = \$6K \$6,000

2. MYC Asst Program Director - 1@ \$60K x .25FTE = \$15K \$15,000

3. MYC Case Manager - 2 @ \$40K x .25FTE = \$20K \$10,000

4. MYC Case Manager - 1 @ \$40K x .25FTE = \$10K \$10,000

5. OPT Program Director - 1 @ \$60K x .20FTE = \$12K \$12,000

6. OPT Asst Program Director - 1@ \$50K x .50FTE = \$25K \$25,000

7. OPT Parent Advocate - 1 @ \$40K x .25FTE = \$20K \$10,000

8. OPT Parent Advocate - 1 @ \$40K x .25FTE = \$10K \$10,000

9. PCP Program Director - 1 @ \$60K x .50FTE = \$30K \$30,000

10. PCP Asst Program Director - 1 @ \$50K x .50FTE = \$25K \$25,000

3. Fringe (Partner Personnel) \$36,720

1. MYC Program Director \$6K x 24% = 1440

2. MYC Asst Program Director \$15K x 24% = 3600

3. MYC Case Manager \$10K x 24% = 2400

4. MYC Case Manager \$10K x 24% = 2400

5. OPT Program Director \$12K x 24% = 2880

6. OPT Asst Program Director \$25K x 24% = 6000

7. OPT Parent Advocate \$10K x 24% = 2400

8. OPT Parent Advocate \$10K x 24% = 2400

9. PCP Program Director \$30K x 24% = 7200

10. PCP Asst. Program Director \$25K x 24% = 6000

Fringe rate = 24%

4. Travel \$18,250

This amount is for the travel, lodging, and meals required for grantor required meetings, staff mileage, parking and transportation expenses associated with field visits and youth activities.

5. Equipment \$3,930

Costs include purchase of television, projector, screen, printer/fax combo, and 3 desktop computers.

6. Materials and supplies \$67,350

Costs in this category include resources for curriculum, literature for parents, copies, postage, binders, pads pens, markers, flip charts, dry erase boards, tape, folders, paper for duplicating, reference materials, USB flash drives, fliers, nutrition, awards, decorations, incentives, food for workshops

7. Contractual services..... \$60,800

1 evaluator @ \$100 x 100 hours= \$10,000
1 grants administrator @ \$100 x 250 hrs = \$25,000
2 Child Care Providers @ \$50 x 48wks = \$4800
2 Guest Speakers @ \$125 x 12 months = \$3000
10 youth leadership court teams @ \$150 x 12 months = \$18,000

8. Construction \$0

No grant funds are being requested for construction

9. Other \$0

No grant funds are being requested for other costs

10. Total direct costs \$399,550.76

(direct cost is the sum of line items 1 through 8)

11. Indirect costs..... \$59,932.62
15% of direct costs

12. Training stipend costs..... \$0
No grant funds are being requested for training stipend costs

13. Total grant request \$459,483.38

"TOGETHER WE CAN" - Violence Prevention Program

Job Description and Personnel Bios

Project Director:

Peter Sarna is our choice for Project Director. He has numerous years of experience as a police officer and chief. He has an excellent record for supervising special projects and leads an impressive team of officers to handle the growing numbers of truants throughout the school district.

Responsibilities:

The Project Director will oversee each component of the project including the supervision of the administrative assistant and the police officer. He will be responsible for scheduling all meetings and promote the program to the outer community. This position will also coordinate the evaluation process and all financial expenses and reports.

Community Police Officer:

The Community Police Officer will supervise the daily operations of staff and participants on the on-site facilities provide group mentorship to youth participants and conduct crime abatement workshops. The Community Police Officer will report to the Project Director.

Program Evaluator

The Program Evaluator will design and administer a system to facilitate the record-keeping, evaluation, recognition and assessment of program staff, partners and participants. The Program Evaluator will report to the Project Director.

Responsibilities:

Provide ongoing support and guidance to program partners, staff, and participants, including designing and implementing performance evaluations. Evaluate all aspects of the program to ensure effectiveness and recommend/implement changes as appropriate.

Program Directors (3):

Program Director: Plans, executes and finalizes (or supports team lead to accomplish) projects designated by Project Director in accordance with criteria, timelines and budget.

Responsibilities:

- Coordinates the efforts of team members to deliver projects according to plan.
- Supports definition of project scope, goals and deliverables that meet organizational goals in collaboration with Project Direct and independent contractors.
- Leads and/or supports Facilitators in small teams around organizational issues.
- Effectively communicates project expectations to team members in a timely and clear fashion.
- Develops best practices, tools and systems for enhanced project management and execution.
- Contributes in the development of innovative ideas, solutions and initiatives for challenges.

Assistant Program Directors (3):

Assistant Program Director s will execute specific program goals as determined by each specific projects goal.

Responsibilities:

- Responsible for facilitating program groups (parent, youth courts, life skills, etc.)
- Supports definition of project in collaboration with Project Director and independent contractors.
- Effectively communicates project expectations to team members in a timely and clear fashion.
- Develops best practices, tools and systems for enhanced project management and execution.

Youth-In-Leadership (10):

Youth-in-Leadership bi-weekly youth courts to process and sentence the youth and parent participants of our program. These youth leaders will act as attorneys, bailiffs and clerks in peer court hearings for non-probation referred youth. Each youth will have specific responsibilities during court hearings, assist Case Managers management process and conduct peer led trainings for referred youth offenders. These youth will be paid monthly stipends for their time and service.

Case Managers (2):

The Case Managers assists in program coordination and reporting so as to ensure grant requirements are met. This position works closely with and reports to each Program Director. In addition to providing services to the youth in the program, the Case Managers will:

- Coordinate data and information in monitoring program caseloads.
- Participates in and attends program related meetings and trainings.
- Maintains up to date participant/program reports.
- Assists in quality assurance and improvement efforts.
- Monitors the needs of the program and facilitates for trainings as needed.
- Maintain a network of service providers and resources in Alameda County;
- Maintain strong collaborative relationships with school district, individual schools, school officials, program directors, School Based Health Centers, and other individuals and community agencies as directed.

Parent Advocates (2):

Each Parent Advocate must have experience working with parents. They are also required to be computer literate and capable of running and troubleshooting computer labs. Each Liaison must have supervisory experience. In addition, they must have excellent organizational skills.

Experience

Parent Advocates must have supervisory experience. Liaisons should have experience working with a team to meet programmatic goals.

Professional activities

Parent Advocates should be active in the community, because a part of the success of the Violence Prevention Program depends on communication with community resource agencies and organizations.

Guest Speakers:

During the course of the program, we will have guest speakers conduct youth awareness seminars. These will include topics on: academic coaching, crime consequences, interactive communication, career choices, goal planning and many others. The seminars will be conducted by active member of the community including: city officials, pastors, business owners, educational instructors, police officers, etc.

Administrative Assistant

The majority of this position focuses on assisting the organization with planning and calendar management, communications and administrative functions. In addition, the Executive Assistant will spend a minority of time supporting key projects. The position will report to the Project Director.

Responsibilities:

- Assist Directors and support staff with follow-up on their projects and schedules • Responsible for all operational, logistical and communication details of organizational meetings: schedules and communicates dates throughout the year; sends out hardcopy and virtual meeting reminders; coordinates agenda creation and logistical connectivity (booking rooms/conference calls); coordinates any necessary follow up or action items
- Manages expense reimbursements, record-keeping systems, prepares and edits data and written reports
- Maintains organizational files (electronic and hard copy) and filing system
- Handles incoming and outgoing correspondence on behalf of organization in a highly professional, appropriate manner
- Assists with preparation of presentations and public or community-wide communications
- Responsible for scheduling, logistical execution and participation in collaborative meetings communications, event oversight, personal room bookings, agenda and supporting materials creation.

Grants Administrator:

The Grants Development Coordinator is responsible for monitoring and maintaining the OJJDP grant. This coordinator will develop, lead and implement the development and marketing strategy for The Violence Prevention Program.

Responsibilities:

Specific areas of responsibility include but are not limited to the following:

- Write grant proposals, reports and action plans for organization, manage collaborative relationships and reporting requirements for current funders
- Create and manage office systems that support all development projects and operations.
- Manage databases of all records, files, and screening profiles.
- Enter data into information database on a timely basis for evaluation purposes.
- Gather results of research in the form of written reports which include, as appropriate, both detailed information organized to facilitate retrieval and analyses of the significance of the information.

Peter Sarna
Project Position, Project Director

Peter C. Sarna II was named Chief of Police for Oakland Public Schools in June 2009. As a deputy director of the Division of Law Enforcement, Sarna helped oversee hundreds of state agents, criminalists and other employees who provide investigative, intelligence, forensic and security services for the department.

Experience/ Summary

Chief Sarna began his work with the Oakland Police Department (OPD) in 1989, when he served as a part-time civilian employee responsible for performing a variety of administrative assignments. In 1992, Sarna began work as a Patrol Officer, becoming a Narcotics Investigator. He then moved on to OPD's sexual assault unit where he conducted more than 200 complex sexual assault and child abuse investigations and was responsible for presenting related criminal cases to the District Attorney's Office. In 2001, Sarna accepted the post of Narcotics Task Force Agent where he served as a member of a multi-agency narcotics task force and performed covert operations against supply-level drug traffickers. From 2003 through 2005, Sarna served as Chief of Staff to OPD's Chief of Police. He served as a liaison to outside law enforcement agencies and developed a city-wide violence reduction strategy which included initiatives such as inter-agency partnerships, gang intervention strategies and innovative probation and parole programs. In 2005, Sarna he served as Commander for the Special Operations Group of OPD, managing a \$10 million annual budget, 48 declared law enforcement officers and additional undercover police. He also managed numerous other operational units such as the Department's Gang Unit, Targeted Enforcement Task Force, Fugitive Unit, Police & Corrections, Parole & Probation Enforcement Team and the Intelligence Unit with personnel assigned to the Federal Bureau of Investigation's Joint Terrorism Task Force and Department of Homeland Security.

Professional activities

Sarna was second in command of a wide range of California state law enforcement functions including the Bureau of Firearms, Bureau of Narcotics Enforcement, Bureau of Intelligence, Bureau of Investigation, Bureau of Forensic Services, and Bureau of Gambling control. Personally he was responsible for the management of 1,900 statewide employees and an annual budget exceeding \$250 million. Sarna has also served as Security Manager for the Oakland-Alameda County Coliseum, developing and implementing protocols for event-based security and critical incidents. In addition, he has founded a pair of venture-backed software companies in the law enforcement field.

Education

Sarna received his Bachelor of Science in Business Management from SonomaStateUniversity in 1993.

Kelvin Potts
Project Position, Program Director

Kelvin Potts was born to inspire others. Using his own life as a demonstration of the power of spiritual transformation, for the past 16 years he has touched the lives of many individuals in the San Francisco Bay area and beyond. He is very passionate about teaching adolescent and adult males. He is a no-nonsense disciplinarian who has respect from staff and students. Kelvin is dynamic group facilitator who has excellent rapport with both parents and students.

Summary

Kelvin is the co-founder of the Men's Empowerment Group at The East Bay Church of Religious Science, and the Founder and Director of The Heru Foundation, transitional housing for men. He is a certified Anger Management Specialist as well as a certified Domestic Violence group facilitator and director of The Rights of Passage Program for young males in Oakland, California.

Kelvin has dedicated his life and his organization to healing the relationships created and held by men. His work has aided in the process of transforming the consciousness of what it means to be male and how that idea impacts family community and the world at large. He encourages men (young and old) to participate in settings ("healing circles") that promote transformation and healing which creates a safe place for men to "check in". This "check-in" process supports the importance and allows for vulnerability and full emotional expression by men in a group setting.

Experience

Kelvin was responsible for the programmatic supervision and delivery of services to all clients in the Heru Transitional Housing program. He developed systems to ensure clients achieved individual goals while transitioning to permanent housing. He also supervised staff and provided direct case management and advocacy to clients. Kelvin serves as liaison to key funding agencies and has developed a track record of delivering measureable outcomes.

Education

San Jose State University 1970 – 1975
Major: Business Administration
Minor: African American Studies
Laney Junior College, 1979-1980
Studies: Surveying and Engineering

Certifications

Certified Adult Anger Management Facilitator
Certified Adolescent Anger Management Facilitator
Certified Domestic Violence Certified
Violence Prevention Specialist
Executive Coach

Jamal Cooks, Ph.D.
Project Position, Academic Director

Dr. Jamal Cooks is originally from Oakland, CA. Dr. Cooks works tirelessly to uplift the local community, to impact state initiatives, and to influence national education. Dr. Cooks contributes extensively to his local community. He is an accomplished track coach at Skyline High School in Oakland and combines athletics with tutoring and mentoring students.

Summary

Dr. Cooks serves on many Advisory Boards including Youth Together Student Center, Skyline High School Education Academy, and for a non-profit called Creative Education. As part of his continuous community service in support of education, Dr. Cooks is a Lead Educational Development Officer for Academics for Success (AFS), where he serves as a trainer, evaluator, and presenter to community based organizations, institutions and groups on educational programs.

Experience

Currently, Dr. Cooks is a tenured, Associate Professor at San Francisco State University in the Department of Secondary Education. Dr. Cooks taught middle school and high school social studies and English (remedial coursework) at the junior college level.

Professional activities

On the state level, Dr. Cooks has served as a member of the Center for the Advancement of Reading, the Secondary Literacy Task Force through the California State University system, and the California State University System Faculty Advisory Committee. On the national level, Dr. Cooks has been a co-author of the Shades of Literacy Column in Voices from the Middle, a reviewer for the English Journal, and an active member of the National Council for Teachers of English, including a voted member of the Middle Level Steering Committee which provides insight about policy issues related to early adolescents. Dr. Cooks is a life member of the California Alumni Association-University of California at Berkeley, the National Association for the Advancement of Colored People (past chapter president), and Alpha Phi Alpha Fraternity Inc

Education

He earned his B.A. from University of California at Berkeley and a MA in Social Studies Curriculum Development from the University of Michigan. Dr. Cooks completed his Ph.D. at the University of Michigan with a dissertation entitled "Explicit Instruction, assumed skills, or something in the middle: Expository writing development in different learning environments with high school freshmen."

Jonathan Colladay, M.F.T.
Project Position, Program Counselor

Currently Jon Colladay has a private counseling practice housed in the River Counseling Center in Antioch California. He conducts individual and adolescent therapy in addition to marital and couple therapy sessions. He also facilitates group therapy sessions.

Summary

Jonathan Colladay has over 15 years of experience as a family preservation therapist providing home counseling to multi-problem families to prevent foster care placement. As a mental health assistant he conducted assessment interviews with patients, created mental health profiles, and provided crisis intervention and short-term therapy for children, individuals and groups with acute psychiatric illness.

Experience

Jonathan Colladay has extensive experience in a private-practice setting working with adults and adolescents from diverse backgrounds. He is a trained teacher in Mindfulness-Based Stress Reduction (MBSR). He is experienced in teaching meditation, stress reduction and yoga to individuals and groups. He also has extensive experience leading therapy support groups.

Education/Training

- | | |
|------|--|
| 2008 | Mindfulness-Based Stress Reduction Teacher Training San Jose, California |
| 1987 | M.A. Transpersonal Counseling Psychology JFK University, Orinda, California |
| 1980 | B.A. – Recreation; Minor in Gerontology San Francisco State University (Honors Award) |

Professional Association

California Association of Marriage and Family Therapists, Member

License

MFT License # MFC27095

OnaAfrae, Consultant

Project Position, Grants Administrator

OnaAfrae is an extremely organized development consultant with a fifteen-year background in grant writing and program development, meeting and event planning, and budget and project management. As an individual and organizational coach, she has a proven track record to balance priorities, meet tight deadlines, and produce superior quality.

Summary

Ona is known for directing special and annual events, fundraisers, and community projects for various Bay Area non-profit organizations including churches, mentoring programs, school based programs and national service initiatives. She works directly with individuals and organizations to simplify their living and work spaces by providing direction, organization, and structure.

Experience

OnaAfrae has extensive experience in developing and maintaining various grants and district contracts. She has implemented various training courses for recruits, volunteers, and staff members. Additionally, she has organized and conducted volunteer recruitment strategies, facilitated workshops for non-profit members and partners, and has created internship partnerships with local colleges. She has also developed and directed national service programs.

Professional Activities

Currently, Ona is a licensed spiritual practitioner and life coach who integrates spiritual based education with effective organizational development tools to uplift and support community based organizations while utilizing techniques and practices drawn from the Science of Mind philosophy.

Education

Licensed Spiritual Counselor, Centers for Spiritual Living

B.A. in Clinical Psychology, San Francisco State University

A.A. in Social Sciences, Peralta Colleges

Certified Rape Counselor, BAWAR

Kwame Nitoto
Project Position, Program Director

Born and raised in Berkeley, CA. Kwame Nitoto attended school in the Berkeley Unified School District and graduated from Berkeley High School in 1973. He later received an Associate in Arts Degree from Merritt College. Kwame began his career as a Community Service Provider in 1977 at The Boy's Club of Clark County in Las Vegas, NV while attending the University of Nevada in Las Vegas.

Summary

Kwame is Certified Parent Workshop Facilitator, an instructor for the East Bay Church of Religious Science Teen Church, and a community organizer and team builder. He has extensive knowledge of existing community programs and resources and is well known and respected in the community.

Experience

Kwame has over 25 years of experience as a Community Service Provider. He was the founder and Executive Director of Friendly Youth Services, Inc. and the Parent Patrol at McClymonds High School. Kwame served as a coordinator for the Parent Engagement Program of Urban Services at YMCA in Oakland. He was a facilitator for the Parent Support Group at McClymonds High School and an Outreach Coordinator for Oakland Parents Together. He has been a coordinator for many local non-profits including: The Rites of Passage Program at East Bay Church of Religious Science and the Adolescent Behavior Modification program at Imani. He has been an active facilitator at the YMCA, hosting workshops such as: Urban Parenting, Cultural Education and Self Esteem and SEE Green Training.

Professional activities

Kwame is currently employed with Oakland Parents Together, a local non-profit, where he serves as the Project Director. Kwame facilitates parenting groups, organizes community support teams and supervises community outreach programs. Kwame is also an instructor for the East Bay Church of Religious Science Teen Church and facilitates various local community events such as Kwanzaa Celebrations and Town Hall meetings.

Education

Merritt College – Associate in Arts Degree, Real Estate
Merritt College – Associate in Arts Degree, Social & Behavioral Science
DeVry University – Bachelor of Arts Degree, Management (*Matriculating*)

Henry Hitz
Project Position, Program Director

Henry Hintz taught in the San Francisco Public Elementary and Child Development Centers for over 30 years. He was instrumental in bringing the nationally acclaimed Parent Services Project into the San Francisco Unified School District. He was the staff representative and organizer for The Cobb Family Involvement Group and has coordinated three Oakland Parents Together (OPT) annual citywide conferences, involving close to 400 parents each attending 40 different workshops in 7 different languages. Henry developed a chapter structure for Oakland Parents Together and has ongoing chapters in the Oakland Unified School District at Westlake, Allendale, and Sankofa schools. Henry is a creative and experienced administrator, trainer, teacher, and fund raiser who is committed to parent education.

Summary

Hintz established the Parent Support Group Project and served as co-facilitator for five years. He taught parenting classes at Dr. William Cobb Child Development Center and organized parent support groups at Cobb, John McLaren, and Burnett Child Development Centers. Henry developed and led "Listening to our Children – and to Each Other" parenting class at Washington, Manzanita, and Jefferson Child Development Centers in Oakland, funded by First 5. He also developed the Oakland Parents Together Supplementary Educational Services Tutoring program, which served 120 students in grades K-8 in the Oakland Unified School District in 2008-09.

Professional Experience

For the past five years, Henry Hintz has held the position of Executive Director at Oakland Parents Together in Oakland California. Prior to that, he was the Site Supervisor for ARC Connections, an after school Supplemental Educational Services (No Child Left Behind) tutoring program. Hintz was the lead teacher for 4 years at Dr. William Cobb and John McLaren Child Development Centers. He served as the Executive Director at Geneva Towers Children's Center and founded the Allendale Family Resource Center and the Allendale Afterschool Academy.

Education

MA degree, English/Creative Writing, San Francisco State University, San Francisco, CA

Standard Teaching Credential, Elementary, University of California, Berkeley, CA 1969

AB degree, University of California, Berkeley, CA 1967

Columbia College, New York, NY 1963

Phillips Exeter Academy, Exeter, NH 1962

James Walker
Project Position, Program Director

James has a long history working with various community-based organizations, universities and local governmental agencies to provide capacity building, technical assistance and training in the areas of evidenced-based interventions, program development, infrastructure and organizational sustainability, strategic planning, community organizing, environmental prevention strategies, positive youth development framework, and youth/adult partnerships. He is currently a resident of Oakland, CA.

Summary

In 2008, James implemented a training design on youth development via Coaching Corps. Since 2005 He developed and implemented various workshops covering a variety of issues such as "Reaching Young Men" and "Cultural Competency" for the Seneca Center in San Leandro. He conducted a formative evaluation process for program design, provided training to staff on youth and adult partnerships; and developed the organizations first Youth Advisory. James has developed and implemented trainings for

CARS clients (community-based organizations, businesses and universities) throughout

central and northern California on topics that included: focus group design, substance abuse in the workplace, underage drinking and strategic planning framework.

Experience

James Walker serves as an Intervention Coordinator in the Research Department across three different programs areas targeting both middle and high schools youth and young adults 18-24 years of age. In this capacity, He acts as the liaison between ETR Associates and other community partners. He is responsible for the day-to-day project operations, recruitment of school partners, advisory groups, content development, training and capacity building. He also supports the researchers with the implantation of focus groups and data collection.

Professional activities

James was a fellow of the CDC Institute for HIV Prevention in 2009. In 2005 was the Co-chair of the Policy & Advocacy Committee for Alameda County HIV Planning Prevention Council. He is currently a member of the Alameda County Task Force Against Minors Involved in Prostitution and the Omega Psi Phi Fraternity.

Education

University of California, Berkeley, CA,

BSMajor-American Studies, May 1998, Emphasis: Urban Planning & Policy Analysis
(Core courses in the social sciences)

Minors - Urban Planning and Public Policy

James Walker

9503 Stearns Avenue • Oakland, CA 94605 • (510) 967-3313 • james_walker_94601@yahoo.com

ABILITIES:

- Proven management, planning, organizational and communication skills
- Excellent interpersonal and negotiation skills
- Research, data analysis and administrative problem solving
- Flexible and able to manage multiple teams across disciplines
- Proven national sales and marketing experience.
- Clear understanding of policy.
- Good demonstration of fiscal responsibility.
- Demonstrates skills in the development of training and participant materials
- 10 years of supervisory experience

FACILITATION/CERTIFICATION:

- Has trained on multiple DEBI's
- Trainer for California Department of Education HIV Prevention Division
- State certified HIV Test Counselor & CPR certified
- Conflict resolution, violence prevention & substance abuse trainer.

EXPERIENCE:

9/2009-Present

Intervention Coordinator

ETR Associates, Scotts Valley, CA

As Intervention Coordinator, I serve in the Research Department across three different programs areas targeting both middle and high schools youth and young adults 18-24 years of age. In this capacity, I serve as liaison between our organization and our community partners. I am responsible for the day-to-day project operations, recruitment of school partners, advisory groups, content development, training and capacity building. I also support the researchers with the implantation of focus groups and data collection.

1/2009-9/2009

PROJECT DIRECTOR

ETR Associates, Scotts Valley, CA

As Project Director, I am responsible for the planning, designing, conducting and coordinating all project activities; this includes training, conferences, needs assessments, capacity building, developing curricula for Evidence-Based Interventions and other training materials and reporting to funders. This includes ensuring the quality and timely completion of all projects tasks, products and reports. In consultation/collaboration with Research Department staff as appropriate, I am responsible for the development, coordination and implementation of evaluation instruments and methodologies. Additionally, I interact collaboratively and effectively with clients, partner agencies and organizations that are served by our project. Effectively represents the interests of ETR with project funders, clients and partners. I also participate in writing grant proposals and reapplications for new project opportunities within the Program Area. Developing and monitoring operating budgets also falls under my purview.

5/2006-12/31/08

PROJECT COORDINATOR II

ETR Associates, Scotts Valley, CA

As Project Coordinator, I have been responsible for managing the day-to-day operations of diffusing a national HIV/STD prevention intervention sanction through the Centers for Disease Control and Prevention (CDC). My responsibilities have included developing detailed project scopes of work and developing evaluation measure to determine success. I oversee national marketing strategies to alert and inform communities of the intervention. This has included developing and implementing outreach strategies, focus groups and field test. Because this project is funded by CDC, I am responsible for developing and managing relationships between the federal

government, health departments and other non-governmental agencies. I am also responsible for the fiscal oversight of an annual budget of a half million dollars. My responsibilities also include developing training materials, providing technical assistance and capacity building services to a national audience. Finally, I am responsible for the development of quarterly reports to our funders.

2/2005 – 5/2006

DIRECTOR OF TRAINING & CONSULTING SERVICES

The Youth Leadership Institute, San Francisco, CA

I was responsible for the management of a national training institute. This included fiscal forecasting, sales and marketing to secure more than six hundred and seventy five thousand dollars of revenue. In this role, I was responsible for all contract negotiations, customer care and risk management for the Training Institute. I was also responsible for the development and implementation of training materials that covered a multiplicity of topics ranging from community organizing, environmental prevention strategies, philanthropic endeavors, evaluation methods and policy and advocacy. I managed the national arm of a model program sanctioned by Substance Abuse and Mental Health Services Administration (SAMHSA) called "Communities Mobilizing for Change on Alcohol" (CMCA). This is a community level approach to address the impact of alcohol and minors. As part of this initiative I would collect community profile data, conducting community needs assessments, delivering training on the intervention (3-5 days) and providing ongoing technical assistance. The technical assistance would range from on topics such as policy, marketing, media strategies and risk management. I was also responsible for the supervision of a team that consisted of both internal staff and national consultants.

8/2004-Present

PRESIDENT

Diogenes Community Solutions, Oakland, CA

As president, I work with various community-based organizations, universities and local governmental agencies to provide capacity building, technical assistance and training in the areas of evidenced-based interventions, program development, infrastructure and organizational sustainability, strategic planning, community organizing, environmental prevention strategies, positive youth development framework, youth/adult partnerships and other special projects. All trainings are designed to be interactive and grounded in the most current research in order to ensure maximum utility.

1/2002 – 8/2004

PROGRAM COORDINATOR – Alameda County, CDC, SAMSHA, OMH Grants

CAL PEP, Oakland, CA

I was responsible for the management of the day-to-day operations of federal, state and locally funded projects. Some of the funders included CDC, Office of Minority Health (OMH), Substance Abuse and Mental Health Services Administration (SAMHSA) and several private funding sources. In this position, I was completely responsible for producing all reports to our funders, the supervision of a staff of 14 across projects. During my tenure, I developed internal trainings for staff development. In my role, I was also responsible for developing and implementing local and national presentations on intervention strategies, planned and facilitate workshops, community forums and focus groups. I developed all scopes of work and budgets, as well as facilitated contract negotiations as they pertained to my project. I also served as a part of the program development planning team. My responsibilities included grant writing, budgetary planning, resource allocation, cost/benefit analysis, prioritization and team assembly.

1/2000 – 3/2002

PROGRAM ASSOCIATE – Research & Development

ETR Associates, Scotts Valley, CA

I was responsible for the direct delivery of prevention curricula to high-risk youth. I developed and modified curricula for training and research purposes. I was responsible for assisting in the development of protocols and facilitated national trainings for various federal, state, and local agencies. I also served as a liaison to community service providers. I was responsible for data collection regarding the intervention. I also managed expenditures specific to assigned projects.

6/1998 – 12/1999

CASE MANAGER

Larkin Street Youth Center, San Francisco, CA

Conduct one on one counseling sessions with high-risk homeless youth, create treatment plans to assist homeless youth with transitioning from the streets to safe and stable housing, report weekly "SOAP" notes during treatment planning meetings, collaborate with health and social service agencies for client referrals, mandated reporter to Child Protective Services (CPS), design and implement curricula for substance use, violence prevention and relationship negotiation skill building.

EDUCATION:

University of California, Berkeley, CA, BS Major-American Studies, May 1998, Emphasis: Urban Planning & Policy Analysis (Core courses in the social sciences)

Minors - Urban Planning and Public Policy

COMPUTER SKILLS:

Proficient in MS Office Suite & Macintosh platform and applications.

INVOLVEMENTS:

CDC Institute for HIV Prevention Leadership Fellow - 2009

Community Co-Chair, Alameda County HIV Planning Prevention Council - 2004

Co-chair, Policy & Advocacy Committee, Alameda County HIV Planning Prevention Council - 2005

Member, Alameda County Task Force Against Minors Involved in Prostitution

Omega Psi Phi Fraternity, Incorporated

Darren White
3543 Joaquin Miller Rd
Oakland Ca 94602
mrd515@yahoo.com
510-230-8450

Qualifications:

- Supervision and training of staff.
- Skilled in analyzing problems and finding creative solutions.
- Work well under pressure and thrive on challenging projects.
- Work independently, co-operative, team player.
- Bonded by the state of California to work with adolescents.
- Proficient in cross-platform system applications and word processing.

Experience:

McCullum Youth Court (MYC) -2/05 -Present
Oakland, CA.

Director of Public Relations & Strategic Partnerships, 01/09 - Presently: plays a vital role in promoting MYC in the Bay Area to build support in the public sector (from governmental agencies to local neighborhoods); increase public understanding of MYC's mission and the importance and impact of MYC's work; and expand MYC's partnerships with stakeholders in the corporate, public, and nonprofit sectors and The role of the Director of Public Relations & Strategic Partnerships is to work closely with the Executive Director to help define a vision and strategy for building key partnerships and increase MYC's visibility in order to expand support for the work, sustainability, and success of MYC; participate in relevant Board committees, such as the Fund Development Committee and the Program Committee, as assigned by the Executive Director. Ensures MYC is represented at key community and public events; sit on various municipal and County Committees to represent MYC and MYC's interests.

Director of Youth Offender Service, 6/07 - Presently: responsible for all aspects of implementation (from innovation and enhancement to evaluation) of effective case management and other services for first time youth offenders referred for diversion from the formal juvenile judicial system; coordinates referrals from Police Departments, the Alameda County Probation Department, and other sources; case management of youth referred to MYC; enrollment of youth offenders in special services; and Court processes for youth offenders and their families on Court Night; work closely with the Youth Law Program Coordinator and the Law & Justice Program Manager and to build the interface between the two programs, as well as two new programs targeting youth offenders – the Novice and the Apprentice programs; responsible for meaningful integration of Youth in Leadership at MYC assigned to assist with the Youth Offender Program – Youth in Leadership currently assist with scheduling services, conducting PreHearings with youth, conducting Service Planning with youth, monitoring youth offender progress, and assisting with delivery of special services.

Youth Offender Case Manager, 3/5 - 6/07: responsible for effective case management of first time youth offenders referred for diversion from the formal juvenile judicial system, multitask, manage stress, and maintain excellent boundaries with clients; assists with obtaining referrals from police departments in North Alameda County (a preponderance of Oakland youth) and the Alameda County Probation Department; case manage youth referred to MYC; supervising Court processes semi-monthly in a Courtroom; counseling youth and families; maintaining a youth offender database; building relationships with community stakeholders, especially but not exclusively Oakland Police Department, the Probation

Department, Oakland schools, families, communities, and other community-based organizations; consistently and thoroughly complete all aspects of case management including an intake and other assessments, service planning and goal setting, informal counseling, weekly groups, referral to other services as needed and appropriate, maintain case notes and case files, and maintain regular contact with families and youth on the case load; b) maintain systems and documentation; c) ensure consistent program evaluation and providing regular, thorough reports; e) assist the Program Manager with any other aspects of the Youth Offender program as needed.

Responsibilities and Essential Job Functions:

- **Administrative and managerial responsibilities**

Ensure that all aspects of the Youth Offender Program are in compliance with contractual and funded specifications on an annual basis. Ensure program database is accurate, current, and secure. Develop, coordinate, and oversee all aspects of MYC's Youth Offender Program services, based on transparent, uniform standards, systems, and protocols. Document and evaluate services and programming on a consistent basis; includes overseeing management of case files and client database, including regular case notes, updates of youth progress, etc. Ensure documentation, record keeping, and reporting all adhere to high standards and clear, established protocols. Compile data, analyze data, and write detailed reports for internal and external use. Partner with the Executive Director in recruitment, hiring, orientation, training, and addressing human resource issues. Cultivate a strong team of case management staff. Ensure that Youth Offender Program staffs receive regular, ongoing supervision and staff development. Conduct regular, timely work performance evaluations with staff.

- **Outreach and relationship building responsibilities**

Cultivate and expand positive working relationships with all stakeholders, including Police Departments, Probation, middle and high schools, other community based and faith based organizations, agencies, etc. in all cities served by McCullum Youth Court. Serve as liaison with subcontractors providing services to youth offenders and their families. Enhance the interface between Youth Offender and Youth Law programs, with special attention to the Novice and Apprentice Programs.

- **Clinical and Case Management responsibilities**

Ensure the program is emotionally and physically safe for all clients and staff. Oversee Court processes as they apply to youth offenders and their families on Court Nights. Mentor, coach, and supervise Youth Offender Program staff and Youth in Leadership. Ensure that Youth Offender staff a) consistently and thoroughly complete all aspects of case management including an intake and other assessments, informal counseling, referral to other services as needed and appropriate, maintain case notes and case files, and maintain regular contact with families and youth on the case load; b) maintain systems and documentation; c) ensure consistent program evaluation and providing regular, thorough reports; e) assist with any other aspects of the agency as needed. Case manage first time youth offenders: guide them and their parent/guardians through the Court process and sentence fulfillment; identify strengths and goals for each offender to build on; make referrals to meet individual needs; assign and monitor meaningful community service; and work with the youth in ways that are empowering rather than disenfranchising. Cultivate effective relationships with youth offender families and communities. Provide crisis intervention with youth as needed and mentor/supervise staff in crisis intervention.

- **Youth Development responsibilities**

Ensure that an increased number of youth offenders enter the Youth Law Program. Ensure that Youth in Leadership are integrated into Youth Offender Program administration, operations, and service delivery in meaningful and innovative ways. Support outreach and recruitment of youth jurors from all cities served by McCullum Youth Court. Assist with agency special event planning, as needed.

Perform other duties, as needed and as assigned by supervisor.

Aspira Foster & Family Services, 9/01 – 2/05

Oakland CA.

Inclusion Facilitator Supervisor

Developed a professional support relationship with families, referral officers and community, provided support for trainings, resources, advocacy, and interventions to foster families. Prepared quality plans and reports, completed state incident reports, supervised visits upon county request, attended IEP meetings, monitored foster homes for compliance with agency and state licensing standards. Supervised seventeen staff members interviewed and recommended applicants for employments, managed monthly case review and training of Inclusion Facilitators, managed administrative paperwork (i.e.) time sheets, mileage, weekly schedules and other expense reimbursements.

Behavioral Counseling and Research Center LLC, 8/01 – 6/02

San Rafael, CA.

One-to-One Assistant

Implemented day-to-day instructions from the classroom teachers, observed behaviors, collected and provided data usually written and provided other input to help in the development of behavioral or other assessments as required by the IEP process. Implemented daily behavior change programs, researched curricular materials and developed curricular strategies, in conjunction with school personnel to fulfill the pupils IEP objectives.

Stars Adolescent Center, 11/98 – 11/00

San Leandro, CA.

Teachers Assistant

Visually and audibly monitored student assignments by providing individual guidance and assistance as needed. Graded student assignments supervised groups of students in a variety of learning experiences. Planned and conducted activity groups and outings independently, visually, and audibly observed and reported on adolescent physical and psychiatric conditions.

Beacon Day School, 11/95 – 11/98

Oakland, CA.

B.E.S.T. Teachers Assistant

Assisted in developing and organizing monthly activities and coursework that incorporated student self-management and problem resolutions goals. Acted as quasi-counselor and tutor in math, language, and science. Proactively developed and implemented classroom management procedure, which embodied leadership, courtesy, patience, and team orientation skills. Held the position of Assistant basketball coach. Created manageable sports, and extra-curricular goals. Tailored the program to fit each student's level of self-awareness, physical aptitude, and inter-communications. Successfully transferred this same methodology into the classroom, which resulted in a more interactive and open dialogue between parents, teachers and students.

Education:

1983 - 1985

Chabot College Hayward, Ca.

Mass Communication/Early Childhood Development

Conducted undergrad studies

References upon request

SEAN DUREN
270 Perkins Street Apt #208
Oakland, CA 94610
551-482-0812
urbanhealth1@yahoo.com

A seasoned professional with over 15 years experience in youth development, non-profit administration, program design and evaluation.

EXPERIENCE

McCullum Youth Court
Executive Director

Oakland, CA
April 2009- Present

- Director of all programming operations and staff.
- Administer, monitor and supervise all budgets and development initiatives.
- Supervise all day to day activities of all staff, interns and volunteers.
- Responsible for the identification, application and management of all grant and contract opportunities.
- Maintain grant compliance, reporting and funder relations.
- Responsible for donor relations and cultivation.
- Create protocol and standardization of programming operations.
- Design and conduct evaluations for all program areas.
- Create marketing/promotional campaigns and cultivate organizational branding.
- Supervise and conduct performance evaluations of adult and youth staff.
- Maintain strategic relationships with collaborators and community stakeholders.
- Manage special events and fundraising activities.
- Maintain and cultivate relationships with media outlets.
- Maintain strategic relationships with the Board of Directors.

Urban Strategies Council

Research and Program Associate – African American Male Achievement Initiative

Oakland, CA
January 2011 - April 2011

- Consulted with the Oakland Unified School District to provide "Best Practices" for decreasing the achievement gap of African-American males.
- Provided analysis of school district data and effective programs and practices for engaging minority and low income youth on a local and national level.
- Presented research findings to administrators, educators, community stakeholders and local task forces created by the Oakland Unified School District.

The Boys and Girls Club of San Francisco
Director of Teen Services, Treasure Island

San Francisco, CA
June 2008- March 2009

- Designed and implemented youth development program and initiatives.
- Supervised staff and volunteers regarding youth activities.
- Conducted program specific Grant writing to potential funders in both public and private sector.
- Developed leadership programs for teen participants.
- Facilitated health education and life-skills group sessions.
- Created structured social recreation programs to promote teen development.
- Conducted event planning for teen participants.

Youth Movement Records

Oakland, CA

Marketing Coordinator, Chief Recording Engineer, A&R, Producer

May 2007 – Sept. 2008

- Developed cost effective online and local marketing campaigns for new releases.
- Coordinated street team promotions.
- Created and maintained relationships with music industry professionals consistent with label's brand, marketing and promotional objectives.
- Monitored and analyzed airplay and sales activity including Sound Scan, BDS, Street Pulse, I-tunes, etc..
- Chief Recording Engineer for all recording projects.
- Quality Control for master recordings set for distribution.
- Responsible for recruiting and developing youth talent for music recording, performance and marketing opportunities.
- Producer for label artists with a diverse range of genres(i.e.hiphop, pop, r&b, rock, folk and spoken word).
- Instructor of music workshops, including Electronic and Hip Hop production.

The University of Medicine and Dentistry of New Jersey

Newark, NJ

Program Director, The Brotherhood Health Initiative

Dec. 2001-Dec. 2006

- Co-Author and Director of a grant funded program entitled "*The Brotherhood Health Initiative*" for the University of Medicine and Dentistry of New Jersey.
- Managed the Grant's 500k budget that included staff salaries, program events, and equipment.
- Responsible for the Program's case-management and promotion of health education for at-risk, urban male clients.
- Provided services for over 200 active clients.
- Conducted mental health assessments, treatment plans, and facilitated health education/life-skills and parental support groups.
- Supervised case-managers and support staff to ensure proper grant administration.
- Founder and coordinator of the Grant's First Annual community outreach initiative entitled, "*The Hip-Hop & Health Summit 2005.*"
- Created collaborative local city agreements with The City of East Orange, The City of Newark, and The County of Essex, NJ.
- Facilitated the Grant's local and regional marketing objectives including monthly newsletter, creation/distribution of promotional literature, and DVD production.
- Created and organized an Advisory Committee consisting of local community organizations, community leaders and business leaders.

The American Cancer Society

Elizabeth, NJ

Director, Tobacco Control and Comprehensive School Health Education

Apr. 2000-Nov. 2001

- Coordinated advocacy efforts for the implementation of health curriculums in the public school system.
- Implemented Tobacco Control Programs for corporate worksites, community organizations, and educational institutions.
- Reviewed grant proposals for local tobacco control programs.
- Trained volunteers to serve as facilitators for ACS cancer control programs (i.e., *Living Well Tobacco Free*, *Make Yours A Fresh-Start Family* and *Communities of Excellence*).
- Member of planning committees for ACS's annual events, including, *Great American Smoke-out* and *Making Strides Against Breast Cancer*.
- Member of the Essex/Union, *Communities Against Tobacco* Executive Board.

Riverwoods Psychiatric Facility
Case Manager, Adolescent Psychiatry

Riverdale, GA
March 1997-April 2000

- Served as Case Manager for mental health and chemically dependent youth patients.
- Assessed patient behavior and acted as a liaison between Psychiatrist and patient.
- Facilitated therapeutic group support, crisis counseling, and assisted in after-care placement of patients.

RESEARCH, PUBLICATIONS & PROFESSIONAL ORGANIZATIONS

CitySlicker Farms, West Oakland, California

August 2010- Present

Board Member, Fundraising and Strategic Planning Committee member

- Provide professional expertise in the development of the organizational strategic plan.
- Provide oversight of program management, programming, promotional and fundraising initiatives.

The National Association of Recording Arts and Sciences, San Francisco Chapter
Urban Outreach Committee Member and General Member

April 2008- April 2009

- Assist in the development and implementation of outreach initiatives for underserved urban communities within the Bay Area.

The U.S. Department of Health and Human Services

February 2006

Region II Male Involvement Advisory Committee, New York City

- Co-Author/Contributor to the Department of Health & Human Services publication entitled, "*Guidelines and Best Practices for Male Sexual and Reproductive Health. Vol. 1*"

The American Cancer Society, Elizabeth, NJ

May 2001

- Co-Authored the year 2000 American Cancer Society publication entitled, "*Community Needs Assessment and Community Action Plan*," for ACS's Eastern Division, metro NJ chapter.

American Society Composers, Authors and Publishers (ASCAP)

- Writer and Publisher member since 2001.

EDUCATION

California State University, East Bay

Hayward, CA

Candidate for M.A. degree in Geography and Environmental Studies - 2012

Morehouse College

Atlanta, GA

Bachelor of Science in Psychology, May 1995

Rutgers Business School

Certificate, Non-Profit Executive Leadership, 2006

Newark, NJ

REFERENCES AVAILABLE UPON REQUEST

TOGETHER WE CAN- LOGIC MODEL

PROBLEM

SUBPROBLEM(S)

ACTIVITIES

OUTPUT MEASURES

OUTCOME MEASURES

Short term

Long Term

1. Juvenile delinquency
2. Chronic truancy

Offset the growing problem of truancy and juvenile arrests

We will offer a restorative justice program utilizing youth led courts for chronically truant students, parent education workshops, violence prevention and intervention workshops, and group mentoring activities.

Annually we will provide:
24 Youth Courts per year
48 weeks of parent education workshops
48 weeks of violence intervention and prevention workshops
12 crime consequence awareness seminars
12 social group activities

After 1 year results will show:

10% of juvenile arrests
10% reduction of unexcused absences
25% increase in awareness of crime consequences
25% retention of active parent participation

In 3 years we will see:

25% reduction in juvenile arrests
30% reduction in unexcused absences
50% increase in awareness of crime consequences
50% retention of active parent participation

Goal(s)

Objective(s)

Goal 1- Decrease the rate of truancy within the OUSD
Goal 2- Provide alternatives to violence
Goal 3- Increase awareness of risks in violent activities

By 2014, decrease the amount of truancy among West Oakland students in grades 8 and 9 by 25%

OUSDPD
TOGETHER WE CAN
Project Timeline

| P r o j e c t Y e a r O n e | | | | | | | | | | | | |
|--|---------------------------|---|---|---|---|---|---|---|---|----|----|----|
| G o a l s a n d O b j e c t i v e s | P r o j e c t M o n t h | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Goal 1: Develop infrastructure | | | | | | | | | | | | |
| Obj 1: Hire project director | | | | | | | | | | | | |
| Obj 2: Hire liaisons, office admin, evaluator | | | | | | | | | | | | |
| Obj 3: Schedule youth court nights | | | | | | | | | | | | |
| Obj 4: Screen participants/referrals | | | | | | | | | | | | |
| Obj 5: Agreements with sub-contractors | | | | | | | | | | | | |
| Obj 6: Prepare facilities | | | | | | | | | | | | |
| Goal 2: Provide Orientation and Training | | | | | | | | | | | | |
| Obj 1: Staff/contractor orientation | | | | | | | | | | | | |
| Obj 2: Orient parents | | | | | | | | | | | | |
| Obj 3: Orient youth | | | | | | | | | | | | |
| Goal 3: Provide Supplemental Learning Activities | | | | | | | | | | | | |
| Obj 1: Begin youth court nights | | | | | | | | | | | | |
| Obj 2: Develop Individual Goal Plans | | | | | | | | | | | | |
| Obj 3: Begin Life Skill Sessions | | | | | | | | | | | | |
| Obj 4: Begin Academic support sessions | | | | | | | | | | | | |
| Obj 5: Begin VIP/A.M. Sessions | | | | | | | | | | | | |
| Obj 6: Begin Crime Abatement Program | | | | | | | | | | | | |
| Goal 4: Provide Parental Involvement Activities | | | | | | | | | | | | |
| Obj 1: Screen parents | | | | | | | | | | | | |
| Obj 2: Begin individual parent meetings | | | | | | | | | | | | |
| Obj 3: Parent workshops | | | | | | | | | | | | |
| Goal 5: Provide Social/Mental Health Services | | | | | | | | | | | | |
| Obj 1: Schedule social health activities | | | | | | | | | | | | |
| Obj 2: Assess mental health needs | | | | | | | | | | | | |
| Obj 3: Provide mental health referrals | | | | | | | | | | | | |
| Goal 6: Evaluate Program | | | | | | | | | | | | |
| Obj 1: Develop evaluation questions | | | | | | | | | | | | |
| Obj 2: Determine needed data | | | | | | | | | | | | |
| Obj 3: Determine measurement methodology | | | | | | | | | | | | |
| Obj 4: Obtain/develop measurement tools | | | | | | | | | | | | |
| Obj 5: Collect data | | | | | | | | | | | | |
| Obj 6: Analyze data | | | | | | | | | | | | |
| Goal 7: Manage Program | | | | | | | | | | | | |
| Obj 1: Manage project personnel | | | | | | | | | | | | |
| Obj 2: Manage funds | | | | | | | | | | | | |
| Obj 3: Make ongoing changes | | | | | | | | | | | | |
| Obj 4: Disseminate project information | | | | | | | | | | | | |
| Obj 5: Meet with Advisory board | | | | | | | | | | | | |
| Obj 6: Continue project | | | | | | | | | | | | |

Shaded areas indicate the beginning of project and ongoing projects

OUSDPD
TOGETHER WE CAN
Project Timeline

| P r o j e c t Y e a r T w o | | | | | | | | | | | | | |
|--|---------------------------|---|---|---|---|---|---|---|---|----|----|----|--|
| Goals and Objectives | P r o j e c t M o n t h | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Goal 1: Develop infrastructure | Completed | | | | | | | | | | | | |
| Obj 1: Hire project director | | | | | | | | | | | | | |
| Obj 2: Hire liaisons, office admin, evaluator | | | | | | | | | | | | | |
| Obj 3: Schedule youth court nights | | | | | | | | | | | | | |
| Obj 4: Screen participants/referrals | | | | | | | | | | | | | |
| Obj 5: Agreements with sub-contractors | | | | | | | | | | | | | |
| Obj 6: Prepare facilities | | | | | | | | | | | | | |
| Goal 2: Train Program Personnel | | | | | | | | | | | | | |
| Obj 1: Staff/contractor orientation | | | | | | | | | | | | | |
| Obj 2: Orient parents | | | | | | | | | | | | | |
| Obj 3: Orient youth | | | | | | | | | | | | | |
| Goal 3: Provide Supplemental Learning Activities | | | | | | | | | | | | | |
| Obj 1: Begin youth court nights | | | | | | | | | | | | | |
| Obj 2: Develop Individual goal plans | | | | | | | | | | | | | |
| Obj 3: Begin Life Skill Sessions | | | | | | | | | | | | | |
| Obj 4: Begin Academic support sessions | | | | | | | | | | | | | |
| Obj 5: Begin VIP/A.M. Sessions | | | | | | | | | | | | | |
| Obj 6: Begin Crime Abatement Program | | | | | | | | | | | | | |
| Goal 4: Provide Parental Involvement Activities | | | | | | | | | | | | | |
| Obj 1: Screen parents | | | | | | | | | | | | | |
| Obj 2: Begin individual parent meetings | | | | | | | | | | | | | |
| Obj 3: Begin parent workshops | | | | | | | | | | | | | |
| Goal 5: Provide Social/Mental Health Services | | | | | | | | | | | | | |
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| Obj 2: Assess mental health needs | | | | | | | | | | | | | |
| Obj 3: Provide mental health referrals | | | | | | | | | | | | | |
| Goal 6: Evaluate Program | | | | | | | | | | | | | |
| Obj 1: Develop evaluation questions | | | | | | | | | | | | | |
| Obj 2: Determine needed data | | | | | | | | | | | | | |
| Obj 3: Determine measurement methodology | | | | | | | | | | | | | |
| Obj 4: Obtain/develop measurement tools | | | | | | | | | | | | | |
| Obj 5: Collect data | | | | | | | | | | | | | |
| Obj 6: Analyze data | | | | | | | | | | | | | |
| Goal 7: Manage Program | | | | | | | | | | | | | |
| Obj 1: Manage project personnel | | | | | | | | | | | | | |
| Obj 2: Manage funds | | | | | | | | | | | | | |
| Obj 3: Make ongoing changes | | | | | | | | | | | | | |
| Obj 4: Disseminate project information | | | | | | | | | | | | | |
| Obj 5: Advisory board | | | | | | | | | | | | | |
| Obj 6: Continue project | | | | | | | | | | | | | |

Shaded areas indicate the beginning of project and ongoing projects

OUSDPD
TOGETHER WE CAN
Project Timeline

| P r o j e c t Y e a r T h r e e | | | | | | | | | | | | | |
|--|---------------------------|---|---|---|---|---|---|---|---|----|----|----|--|
| Goals and Objectives | P r o j e c t M o n t h | | | | | | | | | | | | |
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| Goal 2: Train Program Personnel | | | | | | | | | | | | | |
| Obj 1: Staff/contractor orientation | | | | | | | | | | | | | |
| Obj 2: Orient parents | | | | | | | | | | | | | |
| Obj 3: Orient youth | | | | | | | | | | | | | |
| Goal 3: Provide Supplemental Learning Activities | | | | | | | | | | | | | |
| Obj 1: Begin youth court nights | | | | | | | | | | | | | |
| Obj 2: Develop Individual goal plans | | | | | | | | | | | | | |
| Obj 3: Begin Life Skill Sessions | | | | | | | | | | | | | |
| Obj 4: Begin Academic support sessions | | | | | | | | | | | | | |
| Obj 5: Begin VIP/A.M. Sessions | | | | | | | | | | | | | |
| Obj 6: Begin Crime Abatement Program | | | | | | | | | | | | | |
| Goal 4: Provide Parental Involvement Activities | | | | | | | | | | | | | |
| Obj 1: Screen parents | | | | | | | | | | | | | |
| Obj 2: Begin individual parent meetings | | | | | | | | | | | | | |
| Obj 3: Begin parent workshops | | | | | | | | | | | | | |
| Goal 5: Provide Social/Mental Health Services | | | | | | | | | | | | | |
| Obj 1: Schedule social health activities | | | | | | | | | | | | | |
| Obj 2: Assess mental health needs | | | | | | | | | | | | | |
| Obj 3: Provide mental health referrals | | | | | | | | | | | | | |
| Goal 6: Evaluate Program | | | | | | | | | | | | | |
| Obj 1: Develop evaluation questions | | | | | | | | | | | | | |
| Obj 2: Determine needed data | | | | | | | | | | | | | |
| Obj 3: Determine measurement methodology | | | | | | | | | | | | | |
| Obj 4: Obtain/develop measurement tools | | | | | | | | | | | | | |
| Obj 5: Collect data | | | | | | | | | | | | | |
| Obj 6: Analyze data | | | | | | | | | | | | | |
| Goal 7: Manage Program | | | | | | | | | | | | | |
| Obj 1: Manage project personnel | | | | | | | | | | | | | |
| Obj 2: Manage funds | | | | | | | | | | | | | |
| Obj 3: Make ongoing changes | | | | | | | | | | | | | |
| Obj 4: Disseminate project information | | | | | | | | | | | | | |
| Obj 5: Advisory board | | | | | | | | | | | | | |
| Obj 6: Continue project | | | | | | | | | | | | | |

Shaded areas indicate the beginning of project and ongoing projects

Ona Afrac

5648 Bay Street Ste 427 ♦ Emeryville, CA 94608 ♦ (510) 472-6932 ♦ ona_afrae@yahoo.com

Profile

Extremely organized with a fifteen-year background in the successful planning and execution of exceptional meetings and events. Expert in managing facilities, schedules, travel and accommodations. Proven ability to balance priorities, meet tight deadlines, and produce superior quality. Known for thriving in dynamic, high-pressure environments.

Flexible and versatile ~ able to maintain a sense of humor under pressure. Thrive in deadline-driven environments. Excellent team-building skills.

Skills Summary

- | | | |
|-------------------------|---------------------|------------------------------|
| ➤ Project Management | ➤ Customer Service | ➤ Accounting/Bookkeeping |
| ➤ Report Preparation | ➤ Scheduling | ➤ Front-Office Operations |
| ➤ General Office Skills | ➤ Marketing & Sales | ➤ Professional Presentations |

Professional Experience

Event Planner/Organizer

- Directed annual events, fundraisers, and community projects for various non-profit organizations including churches, mentoring programs, school based programs and national service initiatives.
- Experienced in leading contracted teams of event contractors including musicians, photographers, DJs, caterers, florists, carpenters, painters and building maintenance. Conduct small-group sessions on meditation/relaxation techniques.
- Seamlessly orchestrated events, with budgets up to \$20,000, with up to 750 attendees.

Project Director

- Developed and maintained various grants and district contracts.
- Develop and implement strategic marketing plan for business:
- Conceived, organized, & facilitated recruitment strategy.
- Implemented training course for new recruits and staff members.

Project Manager

- Facilitated workshops and meetings for agency members and partners.
- Created & maintained internship partnerships with local community colleges.
- Coordinated Big Brother/ Big Sister program.

C

Employment History

THE FETAL PROJECT - Oakland, CA
Owner/Executive Director, 2000 to Present

MASSIVE SUCCESS - Oakland, CA

Owner, 2004 - Present
BAY AREA COMMUNITY RESOURCES /BAYAC- Richmond, CA
Project Director, 1993 to 2000

Ona Afrac

Education

S.F. State University, B.A. in Psychology

Peralta Colleges, A.A. in Social Sciences

Licensed Spiritual Practitioner for the United Centers for Spiritual Living.

Kwame Nitoto

kwamean@gmail.com

6644 P MacArthur Blvd. Oakland, CA 94605

510 395-2633

Skills and Qualifications

- Local resident, well known and respected in the community
- Certified Parent Workshop Facilitator, Oakland Parents Together
- Outstanding parent and caregiver organizing skills
- Excellent leadership skills, and very loyal team player
- Excellent communication skills, both written and verbal
- Extensive knowledge of existing community programs and resources
- Ability to work with culturally diverse groups of all ages
- Established collaborations throughout the local service provider industry
- Ability to motivate people to participate and perform beyond their ability
- Professional Motivational Speaker and Master Storyteller
- Licensed Real Estate Professional & Certified Financial Consultant

Experience and Accomplishments

- Over 25 years of experience as a Community Service Provider
- Founder / Executive Director, Friendly Youth Services, Inc.
- Founder / Director, Parent Patrol, McClymonds High School
- Coordinator, Parent Engagement Program, Urban Services YMCA
- Facilitator, Parent Support Group, McClymonds High School
- Outreach Coordinator & Home Visits, Oakland Parents Together
- Housing Coordinator, East Bay Church of Religious Science
- Coordinator, Imani Program Adolescent Behavior Modification
- Facilitator, Urban Parenting Workshops, Urban Services YMCA
- Teen Church Facilitator, East Bay Church of Religious Science
- Facilitator, Cultural Education and Self-Esteem Workshops
- Coordinator, Rights of Passage Programs and Kwanzaa
- Case Manager, Imani Program, Urban Services YMCA
- Soft Skills Trainer, SEE Green Training, Urban Services YMCA

Employment History

2004 – 2011 Licensed Real Estate Consultant, Infinity Investments

2009 – 2011 Project Director, Oakland Parents Together

2006 – 2009 Parent Engagement Coordinator, Urban Services YMCA

2004 – 2006 Case Manager, Leadership Excellence / O. U. S. D.

Education

Merritt College – Associate in Arts Degree, Real Estate

Merritt College – Associate in Arts Degree, Social & Behavioral Science

DeVry University – Bachelor of Arts Degree, Management (*Matriculating*)

Henry Hitz

320 Lenox Avenue
Oakland, CA 94510

Home: 510-268-8808
Work: 510-325-8680

Email: henry@parentstogether.org

HIGHLIGHTS

- Creative and experienced administrator, trainer, teacher, and fund raiser
- Committed and innovative parent educator/organizer
- Leader who breaks down barriers between people

RELEVANT EXPERIENCE

ADMINISTRATION

- Executive Director, Oakland Parents Together, 5 years. Coordinator, 5 years.
- Site Supervisor for ARC Connections, an after school Supplemental Educational Services (No Child Left Behind) tutoring program
- Lead teacher 4 years at Dr. William Cobb and John McLaren Child Development Centers. Executive Director, Geneva Towers Children's Center, Inc. Co-facilitator, Parent Support Group Project.
- Founded the Allendale Family Resource Center and the Allendale Afterschool Academy

TEACHING

- Taught for 30 years in San Francisco Public Elementary and Child Development Centers with consistently outstanding evaluations (retired July, 1999).

PARENT ORGANIZING

- Instrumental in bring nationally acclaimed Parent Services Project into the San Francisco Unified School District. Staff rep and organizer for Cobb Family Involvement Group.
- Coordinated three Oakland Parents Together (OPT) annual citywide conferences, involving close to 400 parents each attending 40 different workshops in 7 different languages. Developed a chapter structure for OPT, with ongoing chapters at Westlake, Allendale, and Sankofa schools.

PARENT EDUCATION

- Established the Parent Support Group Project and served as co-facilitator for five years. Taught parenting classes at Dr. William Cobb Child Development Center. Organized parent support groups at Cobb, John McLaren, and Burnett Child Development Centers.
- Developed and led "Listening to our Children – and to Each Other" parenting class at Washington, Manzanita, and Jefferson Child Development Centers in Oakland, funded by First 5.

TUTORING

- Developed the Oakland Parents Together Supplementary Educational Services Tutoring program, which served 120 students in grades K-8 in the Oakland Unified School District in 2008-09.
- Taught SAT Prep for Kaplan in the summer of 2007.

WORK HISTORY

| | | |
|----------------------|---|----------------|
| <i>2005-Present:</i> | Executive Director, Oakland Parents Together Oakland, CA | (510) 452-9854 |
| <i>2007</i> | SAT Prep Tutor, Kaplan Test Prep and Admissions San Francisco, CA | (415) 905-9000 |
| <i>2001-2005</i> | Coordinator, Oakland Parents Together | (510) 834-9455 |
| <i>2001-2005</i> | Director, Allendale Family Resource Center Oakland, CA | (510) 879-1010 |
| <i>2002-2005:</i> | Site Coordinator, ARC Connections SES tutoring program Oakland, CA | (510) 834-9455 |
| <i>1969-1999:</i> | Teacher, San Francisco Unified School District San Francisco, CA | (415) 241-6000 |
| <i>1992-1999:</i> | Founder and Co-facilitator, Parent Support Group Project San Francisco, CA | (415) 749-3544 |
| <i>1995-2000</i> | Workshop leader, Trainer, Parent Services Project San Rafael, CA | (415) 454-1870 |

EDUCATION

MA degree, English/Creative Writing, San Francisco State University, San Francisco, CA
Walter Van Tilburg Clark Prize for thesis project 1986

Standard Teaching Credential, Elementary, University of California, Berkeley, CA 1969

AB degree, University of California, Berkeley, CA 1967

Columbia College, New York, NY 1963

Phillips Exeter Academy, Exeter, NH 1962

REFERENCES AVAILABLE UPON REQUEST

Kelvin Potts

2627 57th Avenue
Oakland, CA 94605
(510) 917-1515
kppotts@aol.com

Professional Experience:

East Bay Church of Religious Science
Oakland, CA

Director of Community Outreach Program: 1/2009-Present

Responsible for the developing the outreach and community service ministries of EBC. Supports the EBC outreach ministries efforts to develop and implement effective programs of education, volunteer service, and advocacy in our community. Participate and represent EBC in community and denomination groups, meetings and events that will help create collaborations that will assist in the effort to promote community cohesiveness.

Anger Management Institute
Oakland, CA

Lead Facilitator: 3/2006-11-2009

Taught skills in managing anger, stress, improving communication and increasing emotional intelligence. Responsible for the structure and conduct of the group sessions. Managed issues which may threaten group cohesiveness.

Heru Foundation / Men's Transitional Housing
Richmond, CA

Program Director: 2/2002-2/2006

Responsible for the programmatic supervision and delivery of services to all clients in the Transitional Housing programs. Developed Transitional Programs to ensure that clients achieve goals and transition to safe permanent housing. Supervised staff that provided direct case management and advocacy to clients. Supported staff and residents in managing crisis and challenges. Facilitated case review for all program residents. Hires, evaluates and fires staff in collaboration with board and management team. Represents agency interest at public meetings, conferences and events. Serves as liaison to key funding agencies. Developed trackable outcome measures and oversees data recording/reporting. Managed program budget and organization budget. Reported to the Board of Directors.

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East Bay Church Men's Empowerment Group
Oakland, CA

Co-founder/Lead Facilitator-3/1996-12/2005

Lead facilitator of various men's retreats and seminars. Provided mentoring service

for at-risk youth.

Conducted weekly meetings. Organized and made arrangements for presenters and guest speakers.

Education:

San Jose State University 1970 - 1975

Major: Business Administration

Minor: African American Studies

Laney Junior College, 1979-1980

Studies: Surveying and Engineering

Certifications:

Adult Anger Management Certified Facilitator

Certified Adolescent Anger Management Facilitator

Violence Prevention Specialist

Executive Coach Certification

Domestic Violence Certified Facilitator

References upon request

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