

File ID Number	13-1048
Introduction Date	6-26-13
Enactment Number	13-1296
Enactment Date	6/26/13
By	O/S



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  
Subject: District Submitting Grant Application

**ACTION REQUESTED:**

Approval and support by the Board of Education of District's submitting grant application for OUSD to the Oakland Fund for Children and Youth, for fiscal years 2013 and 2014 and to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments there to, for the grant year, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2013 and 2014 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
13-1048	Yes	Grant	Oakland Unified School District, Leadership, Curriculum and Instruction	To support the summer PreK Program	5/1/13-6/30/14	Oakland Fund for Children and Youth	\$150,000.00

**DISCUSSION:**

The district created a Grant Face sheet process to:

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

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

**FISCAL IMPACT:**

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

- Grants valued at: \$150,000.00

**RECOMMENDATION:**

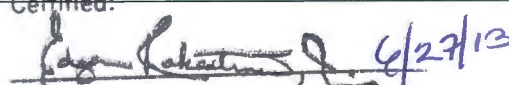
Approval and support by the Board of Education of District applicant submitting a grant application for OUSD schools for fiscal year 2013 and 2014 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

**ATTACHMENTS:**


Grant Face Sheet, grant application

OUSD Grants Management Face Sheet 2013-14

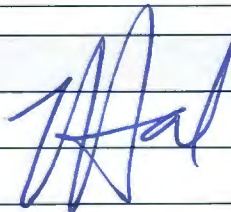
<b>Title of Grant:</b> Summer PreK Program	<b>Funding Cycle Dates:</b> May 1, 2013 – June 30, 2014
<b>Grant's Fiscal Agent:</b> Oakland Unified School District	<b>Grant Amount for Full Funding Cycle:</b> \$150,000
<b>Funding Agency:</b> Oakland Fund for Children and Youth	<b>Grant Focus:</b> Summer PreK Program
<b>List all School(s) or Department(s) to be Served:</b> Individual school sites selected to offer K-5 summer schools or at available state preschool sites, with fully equipped classrooms.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant would support the Summer PreK program, which provides a 5 – 6 week summer camp experience for incoming kindergartners who have never experienced formal preschool or licensed childcare. After attending camp, students and their families have greater levels of Kindergarten Readiness at the start of the school year. The SPK program is designed to provide children with an opportunity to learn in a developmentally appropriate classroom environment and expose them to social experiences and develop various skills necessary for success in kindergarten. Parent workshops are also provided through this program, as are child developmental screenings if a teacher or parent sees a need for them.
How will this grant be evaluated for impact upon student achievement?	The Kindergarten Readiness Survey will measure the impact on student achievement. We are already collecting this information for all students, so this will not be an additional cost.
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?	Yes. A fee of 4.57% indirect has been included in the budget
Will the proposed program take students out of the classroom for any portion of the school day?	No. Certified:  6/27/13 Edgar Rakestraw, Jr., Secretary
Who is the contact managing and assuring grant compliance?	Kyla Johnson, Assistant Superintendent 4551 Steele St Oakland, CA 94606 (510) 336-7591 kyla.johnson@ousd.k12.ca.us

**Applicant Obtained Approval Signatures:**

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

**Grant Office Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Maria Santos		6/14/13

COVER PAGE

-

Strategy Area

Healthy Development of Young Children

Strategy

Pre-Kindergarten Summer Camp

Applicant/Fiscal Sponsor

Organization/Public Agency Name

Oakland Unified School District

Contact First Name

Madeleine

Contact Last Name

Clarke

Contact Title

Development Director

Address

City

State

Zip

1025 Second Avenue

Oakland

CA

94606

Telephone

510-334-1859

Fax

510-273-3220

E-mail

madeleine.clarke@ousd.k12.ca.us

Project Title

Summer PreK Program

Project Description (600 character max.)

Oakland Unified School District's Birth to Eight Initiative is requesting \$150,000 in annual support for the school district to plan and sponsor up to 10 classes of a Summer PreKindergarten (SPK) program in Summer 2013 and to conduct year-round school readiness and school awareness activities for families; to recruit children with no prior experience in preschool or licensed childcare to attend SPK; and to conduct joint training of certificated elementary school teachers and early childhood educators so that they can jointly deliver a high quality summer program experience.

Designation

- Small and Emerging Organization (current organizational budget of 350K or less)
- Collaborative
- Single Agency Applicant

NARRATIVE

Oakland Unified School District - Summer PreK Program - Oakland Unified School District - Summer PreK Program

GENERAL HISTORY AND CAPACITY

Describe the organization(s) applying for funds, including history, mission, and types of services provided. How does your mission fit with the goals of OFCY and the strategy for which you are applying?

1. Vision: All students will graduate from high school. As a result, they are caring, competent, and critical thinkers, fully informed, engaged and contributing citizens, and prepared to succeed in college and career. (OUSD recognizes that College and Career Readiness is built upon a strong foundation grown out of high quality, developmentally, culturally, and linguistically responsive learning experiences in the early years and early grades.)
2. Mission: To create a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

3. History: Oakland Unified School District (OUSD), founded in the 1865, operates 117 schools (86 regular public schools and 31 charters) serving over 46,472 students in grades K-12, 36,811, in 86 regular public schools and 9,671 students in 31 charters. In recent years, our district has made great progress in addressing challenges such as chronic absence, historical under-achievement, severe fiscal crises, and a shortage of certificated teachers -- winning recognition as the most improved large urban school district in California over a seven-year period.

4. Types of Services: Superintendent Tony Smith is leading the implementation of Community Schools, Thriving Students: A Five Year Plan 2011-2016, which is creating a Full Service Community District. Such a district ensures all students and families equitable access to opportunities, and as a result provides many services not typically thought of as appropriate for schools. For example, OUSD has 16 School-Based Health Centers and collaborates with the Alameda County Health Services Agencies and health providers like La Clinica de la Raza to provide convenient, culturally appropriate services for all families. OUSD schools frequently provide Family Resource Centers where families can access services or get referrals and followup support. OUSD partners with the Oakland Housing Authority in serving over 6,000 students who live in public housing to address concerns from access to healthy food to chronic absence, from dental screenings to kindergarten readiness. In 2011, OUSD added a Transition Kindergarten (TK) program to serve students whose 5th birthday falls after the Kindergarten cutoff date, which has been moving each year and fall 2013 will be between October 2 and December 2. (In 2014-15, the cutoff date will be September 1.)

5. Fit with OFCY Goals and Strategies: The proposed grant will allow OUSD to help the city to meet Measure D goal to Support the Healthy Development of Young Children in the Funding Strategy Area Healthy Development of Young Children: 5 – 6 weeks of Summer PreK (SPK) camps.

Depending upon funding, OUSD will provide 13 or more SPK classrooms in 2013 and strengthen the capacity of our OUSD Birth to Eight, School Readiness Team to continue to offer SPK programs in 2014 — when current matched funds from First Five are sunseting. The OUSD Birth to Eight Team will offer the program at individual school sites that are selected to offer K-5 summer schools or at available state preschool sites, with fully equipped classrooms. The SPK program will provide a 5 – 6 week summer camp experience for children who have never experienced formal preschool or licensed child care. Through the SPK program, OUSD Kindergarten and PreK teachers provide Kindergarten Orientation for children and their families (both for Transition Kindergarten and Kindergarten).

NOTE: Project Description incorrectly stated that OUSD will provide 10 classes; if we receive both OFCY and matching funds from First Five or other sources, we can offer 13 or more classes. Likewise for the program participant data, we used 180 participants or 10 classes but will serve more students and families as funding permits.

Describe similar work in current or past projects, services and accomplishments that relate to the type of work proposed. What was the size or scope of those efforts? Who were the populations served? Provide specific details on target population served, services provided, outcomes achieved, and funding sources.

The First 5 Alameda County Summer Pre-K program (SPK) has provided funding for OUSD to host a successful Summer Pre-K program for multiple years. In summer 2012, OUSD served 115 children in classes of up to 18 children at seven elementary school sites in low income neighborhoods. The program is a free service to any student in the target population of children with no prior preschool or licensed childcare experience, who will enter Kindergarten in the fall.

The SPK program strengthens parents' capacity to support their children at home in acquiring and practicing the skills that they will need in order to be successful in Kindergarten and in school overall, as well as building children's self-confidence through exposure to common routines, transitions, learning activities, and classroom expectations for the new year in Elementary School.

While neither OUSD nor First 5 have formally studied the efficacy of the program every year, a study conducted in 2009 demonstrated that "having experience in a First Five Alameda County Summer Pre-K program" was "significantly associated with higher readiness levels." Oakland Unified School District Summary: Alameda County School Readiness Assessment, (Applied Survey Research, Watsonville, CA April 22, 2010), p. 5

The SPK programs are designed to address Five Key Areas of School Readiness for Children:

- \*Promoting physical well-being and gross and fine motor development;
- \*Promoting social, emotional and self-regulation skills;
- \*Developing approaches to learning (awareness of how one learns best);
- \*Fostering literacy and language development; and
- \*Instilling cognitive development and general problem solving skills.

Starting in 2013, the OUSD Birth to Eight, School Readiness Team is taking responsibility for implementing the Summer Pre-K program. Previously the Early Childhood Education department oversaw the program. In 2012, a grant from First Five helped to pay for the School Readiness Program Coordinator, the teachers and the materials for the program. This funding was not sufficient for purchasing all the materials needed nor for supporting the year-round activities crucial to the success of the program. This source of funding is expected to end after summer 2013, so it is crucial that OFCY step forward to allow us to sustain and enhance the program.

Describe the organization's history and relationship with other partners that will work to deliver the proposed services. What is the extent of these partnerships, and what has been accomplished?

The OUSD Birth to Eight Initiative was launched in early 2012, to develop and implement a plan for OUSD to support children and families from birth through third grade in collaboration with the community, as part of a county-wide Cradle to Career movement to ensure that children have a protected pathway from prenatal experience into adulthood. Increasingly neighborhood school sites are transforming themselves into year-round beacons of support for families and children and the school district aims to continue the trend by becoming a Full-Service Community District.

The leader of the OUSD Birth to Eight Team is Michelle Grant-Groves, whose official title is 0-8 (Prenatal-3rd grade) Early Education Coordinating Officer. She joined the district in March 2012 and has conducted outreach to all the organizations that serve OUSD families and joined existing School Readiness initiatives with community partners. A key partner is First Five. First Five regularly convenes all the agencies and CBOs that address 0-5 in Alameda County and has developed and is implementing a collaborative strategic plan with shared metrics for success. First Five is helping OUSD to revitalize external community partnerships, assess gaps in 0-5 services, and provide technical assistance in developing detailed neighborhood and city plans for how to align and re-allocate internal and external resources to support the gaps. OUSD is targeting the school district's own investments as well as those of the CBOs and agencies to target the geographies with greatest need. We are activating our existing collaborations, such as those with Early Head Start and Head Start to foster linkages with K-5s in the target neighborhoods, and increasingly building our capacity to offer shared professional development to ensure 0-8 vertical alignment.

In addition to First Five, Early Head Start, and Head Start, the Birth to Eight Team partners with Alameda County Health Care Services Agency. The Oakland Education Cabinet, jointly chaired by the Mayor, Superintendent, and the Dean of Mills College, has established Prenatal to Eight: Early Childhood Committee to support interagency collaboration in delivery of services to families 0-8.

For the coming summer, the OUSD Birth to Eight, School Readiness Team plans to engage partners in an effort to increase enrollment for African American (AA) boys who are disproportionately likely to enter Kindergarten with no prior school experience.

Describe your organization's financial and administrative experience and capabilities. Include in that description experience in managing and accounting for federal, state or local funding sources in accordance with Generally Accepted Accounting Principles (GAAP).

Oakland Unified School District has an excellent record in managing and accounting for federal, state, and local funding sources and follows all the Generally Accepted Accounting Principles. Our books are reviewed by the county and by the state on an ongoing basis. We also have an auditor from the county on site two days a week.

#### **STAFFING QUALIFICATIONS**

Describe your organization's staffing and management structure. Identify key personnel and discuss the areas of responsibility, qualifications, and credentials for key staff. Identify all staff including subcontractors and community-based organizations and public agency partners working on this project, including their expected roles, and estimated percentage of time. Identify program staff's (lead agency and any subcontractors) explicit ability through past and current experience and/or training to work with the age range of children and youth your program proposes to serve. Show where any new positions funded by this RFP would fit. Identify the person who will have primary responsibility for managing the project and discuss their experience managing similar projects.

Kara Woo, the School Readiness Program Coordinator, provides day to day oversight of the SPK program, supervising and supporting both the certificated teachers and the preschool instructors. Each class has one certificated elementary school teacher one preschool instructor. Preschool instructional aides can be assigned to the classes, but there must always be at least one credentialed teacher present. On the sites where summer school is in session, the Principal of the summer school provides support regarding the facility

and is available to assist in an emergency. The grant would allow us to scale up the number of classes offered and to offer School Readiness year round.

The School Readiness Program Coordinator reports to Michelle Grant-Groves, the 0-8 Early Education Coordinating Officer, who reports to Kyla Johnson, the Associate Superintendent of Leadership, Curriculum and Instruction. Ms. Johnson reports to Maria Santos, the Deputy Superintendent of Leadership, Curriculum, and Equity-in-Action, who reports to the Superintendent Tony Smith. John Santoro, Director of Early Childhood Education, who will support enrollment oversight of the Summer PreK program with Michelle Grant-Groves, currently reports to Maria Santos in partnership with Curtiss Sarikey, Assistant Superintendent of Full Service Community Partnerships. Both Michelle and John have have long experience supporting early childhood sites in public school districts.

John Santoro, Director Early Childhood Education Department, oversees the State Department of Education Child Development Program and the Preschool Budget. He is responsible for the fiscal/operational components of our preschool programs as well as teacher & classified negotiations for operating both a preschool program for 1500 preschool children and an after school program for another 300 children. John holds the following credentials: Multiple Subjects Elementary, Severely Handicapped, Professional Administrative Services, Master's of Arts Exceptional Children.

He has served as a teacher in both Oakland and Berkeley. He taught in Programs for Exceptional Children in Oakland Unified and in Special Education in Berkeley. He became Program Supervisor of Special Education & Early Childhood in Berkeley and then later the Principal of Early Childhood Education. In 2006, her rejoined Oakland Unified as Site Administrator for Early Childhood Education and most recently, in 2011, assumed his current position as the Director of Early Childhood Education for the whole district.

He has accomplished a great deal in OUSD. He most recently successfully completed the State's Child Development review on Compliance and Program Monitoring in May 2012. He has successfully Implemented Early Reading First, a federal grant-funded program, one of only 35 in the US. He has implemented Early Mental Health Grants partnerships with Alameda County so that we now have mental health specialists working in our preschools with parents, staff, and children. He launched the first "Swing into Preschool" campaign of outreach for preschool access and enrollment into Oakland preschools in collaboration with members of the Superintendent's office and the Mayor's office.

Michelle Grant-Groves, 0-8 Early Childhood Coordinating Officer, fills a pivotal role in supporting systems integration of Early Education community services and our own OUSD early education grade levels (Pre-K-3rd Grade). Whether developing the systems for community outreach and enrollment support for Pre-K-1st grade, supporting the effective integration and linkage of Pre-K/TK curriculum and assessment within the larger K-12 instructional and data systems, or being available as liaison and resource to our district department heads and community agency leaders, her focus is ensuring a seamless and maximized educational experience for children from birth/preschool through the early primary grades.

Ms. Grant-Groves' educational and professional trajectory brings her to OUSD with a combination of skills and experience that are perfectly aligned with the work of implementing the District's Strategic Plan through the creation of Full-Service Community Schools. She served as State Pre-K Site Director in Santa Cruz, coordinated Early Childhood Assessment & Technical Assistance for the Marian Edelman Wright Institute at San Francisco State University, became the Technical Assistance Director at First 5 Children and Families Commission of San Francisco, and lastly before joining OUSD, served as the P-3 Equity in Instructional Leadership Coordinator with San Francisco Unified School District. As a former teacher of Pre-K and early grades and an expert on Balanced Literacy, she is grounded in direct service and high quality instruction,, and believes firmly in the importance of including administrators, instructors, students, and families in implementing new policies, curricula, and tools.

She is overseeing the Birth to Eight Team and as the leader of evaluating the OUSD 0-8 Community Collaborative Initiative in Oakland, with an emphasis on higher rates of preschool recruitment for African American males and more effective support for AAMs so that they will be reading on or above grade level by the end of third grade.

Kara Woo, School Readiness Coordinator provides the following for the program

- \*Actively support and articulate the 0-8 (P-3), and P-12 instructional alignment vision to all internal and external partners, instructional staff, specialists, and consultants
- \*Meets weekly with the OUSD 0-8 Early Education Team and share ideas, plans, suggestions, challenges, etc.
- \*Attends the Oakland Education Cabinet, Birth to 8 Subcommittee as the OUSD School Readiness Coordinator
- \*Attends the Oakland Literacy Collaborative meetings at least every other month – if not every month as the OUSD School Readiness Program Coordinator

- \*Plans, facilitates, and evaluates monthly collaborative meetings with Oakland Headstart and Unity Council School Readiness Leadership
- \*Attends and participates in OUSD ECE Site Administrator meetings at least once a month to share out School Readiness efforts, events, and gain feedback and ideas from Site Administrators
- \*Plans, facilitates, implements, and evaluates an OUSD School Readiness Task Force focused on the development of a "Passport to Success" template and transition plan for all OUSD TK and Kindergarten teachers to receive by the first week of school in 2013-14. The final "Passport" will be sent from all OUSD Preschool, Oakland Headstart, Unity Council, and Oakland Housing Authority educational staff – with a clear and consistent protocol – originating from within OUSD with our School Readiness Coordinators
- \*Plans, facilitates, implements, and evaluates at least 10 School Readiness Community events for families in Oakland: 4 Community Summits (Literacy, Attendance, Nutrition, Health and Wellness), and 6 OUSD Elementary School-based "Kindergarten Readiness" events for families and communities (Standards, Instruction, Assessment, and Differentiation)
- \*Plans, facilitates, implements, and evaluates the programmatic aspects of a free Summer "PreK to K" Program in partnership with OUSD Summer School and the Alameda First 5 Children and Family Commission: five-six week SPK program (Program Coordinator is responsible for all instructional and programmatic aspects of the SPK program) – working in partnership with the School Readiness Enrollment & Outreach Coordinator).

Describe how you provide ongoing staff support, training and professional development opportunities to promote the overall well-being of your staff and equip them with the most current information, tools, and promising practices in providing age appropriate content, curriculum, and methods of service delivery.

The 0-8 Coordinating Officer is building internal OUSD capacity for delivering coherent services and instruction Pre-K to 3rd grade and oversees a pilot program of vertical professional development for 20 Pre-K to 1st grade teachers. She supports district-wide planning and implementation of shared professional development and curricular alignment Pre-K to 3rd grade (DRDP, ECERS, CLASS, etc.) focused on balanced literacy and fostering culturally and linguistically responsive academic language in every classroom.

Funds from this grant will allow OUSD to offer joint professional development for the paired teachers in the Summer Pre-K program. Early Childhood educators and elementary school educators emerge from different kinds of training programs and certification processes. In the camp setting, each contributes a set of best practices for the transition to Kindergarten that complement each other to produce the best outcomes for the children. OUSD is a leader in the nation in terms of our commitment to coherent services from Pre-K to 3rd grade but our work has only just begun. The way that we deepen teacher practice through the Summer Pre-K camps will be a model for school year efforts to foster communication between early childhood educators and elementary school teachers.

In addition to unique opportunities for these teachers to create coherence Pre-K to K, they also have access to districtwide supports.

The district offers an employee health program through our Health and Wellness department which promotes the health and wellbeing of staff. There are monthly trainings and professional development opportunities throughout the school year and there are summer institutes for teachers to acquire the most current information, tools, and promising practices in providing age appropriate content, curriculum, and methods of service delivery. The Family, School, and Community Partnerships office provides skill-building in the area of Family Engagement.

#### DEMONSTRATION OF NEED

Describe the need that your program will address. Cite relevant public data, program-level data, evaluation reports, and/or research from the field to describe the needs of the population you propose to serve that relate to and will justify your proposed program intervention.

We have data demonstrating the need for Pre-K camp in the form of data on Kindergarten Readiness, which is measured for entering kindergartners. It is clear that those with prior experience in a preschool or child care setting meet more of the standards for Kindergarten Readiness than those without that experience. First Five conducted a rigorous needs assessment regarding both Kindergarten Readiness and Second Grade in 2009.

"In 2009, First 5 Alameda County commissioned an assessment of the school readiness levels of new kindergarten students for the second consecutive year. In both 2008 and 2009, Oakland Unified School District was among the participating school districts, which also included Livermore Valley Joint Unified School District, San Lorenzo Unified School District, Hayward Unified School District, and Emery Unified School District. Oakland Unified's participation included two kindergarten classrooms (n = 18 students total); thus, some caution should be used in interpreting these district data.

"The assessment included four measurement instruments completed by teachers and parents of entering kindergarten students. Teachers indicated each of their students' proficiency levels on 24 readiness skills, and they reported how smoothly students had transitioned into kindergarten. Parents completed a survey that asked them to provide information about children's early care and family environments, as well as basic demographic and background information. Finally, teachers completed a survey about their beliefs about the skills children need for school.

The study examined which family factors and child characteristics are associated with higher levels of school readiness.

"A set of analyses was conducted to examine what factors were associated with greater school readiness. These analyses take into account all important measured variables simultaneously, so that the relationship between readiness and particular family, student, and school-level factors could be examined after "ironing out" the influence of other, related factors. (These analyses were conducted for the whole county sample only, and not for Oakland Unified specifically.)

- The strongest predictors of readiness included being older, scoring highly on an index of basic well-being (teacher reports of whether a child seemed well-fed, well-rested, and generally healthy), and being from a household with a higher income.
- Being a girl and having experience in either a F5AC Summer Pre-K program or licensed preschool or childcare center (including Head Start, State Preschool, or private programs) were also significantly associated with higher readiness levels.

In August 2012, First Five released baseline data for Oakland students in region 3 schools. Region three schools are in East Oakland and fairly representative of the population that will be served in the Summer PreK program.

"According to the kindergarten readiness study, Region 3 students' highest scores were in areas related to Physical Well-Being & Motor Development and Self-Care and Motor Skills, and their lowest scores were in Communication and Language Usage and Self-Regulation." "Thirty-one percent of students possessed the combination of Kindergarten Academics and Self-Regulation skills that is most likely to lead to success on third grade standardized tests." "Across all three grades (K-2), 18 percent of Region 3 students were chronically absent in 2010-11, meaning they were absent for 10 percent or more of the school year." (pp. 7-8) A detailed report on Region 3 proficiency levels across the 24 School Readiness Skills measured on the formal School Readiness Assessment administered to all entering Kindergarten (ans Transition Kindergarten) students.

Describe how your program's particular outcomes and activities will meet the needs identified above.

The Summer PreK classes are taught by certificated teachers and early childhood education professionals, skilled in instruction in the 24 School Readiness Skills.

The activities of the Summer PreK program are aligned exactly to the goals identified in the RFP. They are designed to

1. Increase children's Kindergarten readiness
  - \*Promote social, emotional and self-regulation skills
  - \*Develop approaches to learning (awareness of how one learns best)
  - \*Foster literacy and language development
  - \*Instill cognitive development and general problem solving skills
  - \*Promote physical well-being and gross and fine motor development

2. Increase children's attachment to the school

The Summer PreK experience helps to familiarize the child with the school site and school routines which fosters their attachment to the school. Families and children "make friends" at the camp, which increases their attachment when they find each other in the same Kindergarten class or on the school yard in the fall.

3. Increase parent and family engagement

Families have opportunities to learn how best to support their children in workshops as well as through written materials about age-appropriate skill levels and activities. They have opportunities to socialize and are encouraged to use local parks and recreational facilities together.

4. Increase screening and linkage to mental health services for children identified as needing additional support

The school sites offer child development screening, health-related support for families, and referral to mental health services.

PROGRAM DESIGN



Describe your overall program design and structure. Provide details on the key activities to be undertaken, where the activities will take place, and the number of participants projected to be served for each of those activities in a session and over the course of one year. Describe the key stages of your program design and numbers of children and youth reached in each stage. Your narrative response should correspond to the online Activities and Events you created. If working in partnership, describe the specific roles each will fulfill and how you will integrate your services based on your respective strengths.

As described on the First Five website:

“The Summer Pre-K program (SPK) is a five-to-six week program for children with no prior preschool or licensed childcare experience. Currently First Five funds the program in 11 Alameda County school districts: Berkeley, Castro Valley, Fremont, Hayward, Livermore, New Haven, Newark, Oakland, Pleasanton, San Leandro and San Lorenzo.

“The SPK program is designed to provide children with an opportunity to learn in a developmentally appropriate classroom environment and expose them to social experiences and develop various skills necessary for success in kindergarten. Parents and children are introduced to the school setting, easing the transition to kindergarten. Parent workshops are also provided through this program, as are child developmental screenings if a teacher or parent sees a need for them. Every child who participates in F5AC’s SPK program also receives a school backpack filled with essential school supplies necessary upon entering kindergarten.”

Some of the specific activities that help to build school readiness are: playing in a group, building with blocks, sorting colors, naming colors, writing letters, learning one’s full name, speaking in sentences, asking for help or attention by using words vs. gestures or pulling on the teacher’s clothes, lining up, using the restroom independently.

Oakland Unified School District needs funding to enhance the camp offerings for summer 2013 and to fully implement the program to be offered in summer 2014. In 2013, depending on funding, we would like to serve 13 school sites; however, First Five funds will only cover 160 children at eight school sites in 2013. Each site costs approximately \$15,000 which until now has come partially from First Five and was supplemented by the teachers’ own materials and supervision provided by the school district. The total cost for the SPK program includes year-round support for a Coordinator of School Readiness who conducts year-round activities as well as supervising the summer camps at all sites. This position needs to be full time to ensure the success of SPK but is currently only part time.

The School Readiness Coordinator Kara Woo promotes and implements year-around school readiness (SR), school transition and parent education activities, reaching families with children ages 0-5 in Oakland. To support the transition to kindergarten, The School Readiness Coordinator implements the following in addition to recruitment and supervision for the Summer PreK camp.

1. Coordinates outreach efforts to make connections between families with children 0-5
2. Develops and disseminates Parent education information related to school readiness, Kindergarten registration and the transition to Kindergarten.
3. Implements transition activities for parents and children in collaboration with local elementary and early childhood sites.
4. Coordinates/Conducts 3 K-ECE Collaborative meetings and or events.
5. Coordinates at least 10 parent education activities including workshops related to school readiness in collaboration with Head Start, Unity Council, and other community organizations.

(The full year work-plan for OUSD School Readiness program, which includes details for each of the five areas above, is available upon request.)

Describe in detail how your proposed program interventions meet the intended outcomes and priorities of the particular OFCY strategy for which you are applying.

The Summer PreK camp is exactly what OFCY recommends as a strategy for supporting healthy development of young children: OFCY “Supports a 5 – 6 week summer camp experience for children who have never experienced preschool, to provide orientation and structured learning experience prior to first entry to kindergarten.”

The basic intervention is for the child to actually be in a school setting where children as a group are engaged in activities that prepare them for school. In addition to specific skills, children learn the routines of school life. Many OUSD Kindergartners are chronically absent. The program has the potential to reduce chronic absence by fostering in both parents and children the routine of getting up and going to school and helping families to access the health and community services that address the root causes of chronic absence.

The basic intervention for families is providing education and home activities to enhance children's readiness skills and educating parents on available community resources. Parents also have opportunities to become familiar with the school site and to learn how to advocate for their own child in the school enrollment process and beyond.

Describe how your program design effectively responds to a particular age range targeted for service. Include how the program design addresses the developmental stage of participants to meet their interests, needs, and meet their capacities.

The skills that are fostered in the Summer PreK program are developmentally appropriate and designed specifically for students who based on their age will be entering OUSD school in the fall, whether entering a Transition Kindergarten (students whose 5th birthday falls between October 2 and December 2) or Kindergarten (students whose 5th birthday falls on or before October 1). (In 2014-15, the cutoff date will be September 1).

The K-5 teachers and the preschool teachers hired for the Summer PreK program are specifically trained to meet a child where he or she is developmentally, to observe the child's strengths and challenges, and to provide experiences that foster their age-appropriate development in the context of school readiness. The location for the programs is either a preschool classroom or a Kindergarten classroom, so that the teachers and students have access to materials that are age-appropriate and meet a variety of student interests.

Describe your program's cultural and linguistic competency in reaching the community you are proposing to serve. Include information on how the staffing, curriculum design and materials, and/or outreach efforts make your program accessible to diverse participants.

First Five and OUSD translate all materials targeted at families. OUSD classrooms provide books and videos with culturally diverse role models, and in areas with high numbers of English Language Learners, schools strive to collect and make available materials in the child's home language. Many of OUSD's teachers are bilingual in Spanish. Part of the funds requested in this grant proposal are to purchase bilingual books, creative play costumes for SPK Classrooms, bilingual posters, lacing boards, magnet letters and instructional videos.

First Five's website offers translated developmental checklists for each age group 6months to 5 years in English, Chinese, Cambodian, and Spanish. The school district provides Kindergarten enrollment information packets in English, Chinese, Vietnamese, Farsi, Cambodian, Spanish, and several other languages.

The School Readiness Coordinator conducts outreach for Summer PreK programs and for Kindergarten enrollment in collaboration with community agencies that concentrate on services to families from specific language groups.

OUSD strives to recruit teachers that represent the diversity of our community and has a program dedicated to supporting local Oakland residents to become certificated teachers in Oakland: Teach Tomorrow Oakland.

Describe the planned hours of operation and scheduled services and other logistics of the site, considering the community or population being served and other specifics of the location. Describe how the facility(ies) where the project is to be implemented is suitable to the program design (age appropriate amenities, security, etc.)

We plan to offer the program this summer between June 17-July 25 from 8:30AM to 11:30AM, Monday through Thursday at an elementary site in a PreK or a Kindergarten classroom. OUSD offered the program at the following elementary schools in 2012: Allendale, Burckhalter, Community United, Garfield, Greenleaf, Reach, and Sobrante Park.

For summer 2013, we will be locating the programs based on which elementary schools are already offering K-5 summer school and/or in state preschool classrooms. The selection of sites takes place during the spring, beginning in February and finalized by May. All sites selected will be in the areas identified as high-stress neighborhoods as show on the Measure Y map.

In general, Oakland Unified School District schools are safe for children and families and the district has an excellent internal emergency response system and OUSD's own police force routinely patrols the areas where summer school is offered.

How will your program engage the families and caregivers of children or youth served? What specific activities and events will be conducted to continually engage families and caregivers through the duration of the program? How does your program engage with the broader neighborhood or community?

The Summer PreK camp is designed to develop family capacity to support their students and families are encouraged to attend workshops offered on site during the time that students are in class and all across the

community on topics including nutrition, health, social and emotional learning, and Kindergarten Readiness. The district coordinates its summer nutrition programs with the Summer PreK program so that students often eat together before and after school. Teachers also foster relationships among the parents through class lists, birthday parties, etc.

Describe how your program is operating in alignment with other community-based organizations, public agencies, or systems of care to address key community needs. How does your program and services align with these efforts and entities?

The school district, First Five, Alameda County Health Services Agency, Oakland Housing Authority, city recreation and dozens of other service-providers hold collaborative meetings year-round to coordinate services. In addition the school district is committed to fostering community schools and facilitating hubs where families can receive a wide array of services from various local providers and can receive appropriate referrals to services.

## OUTCOMES AND EVALUATION

Describe the objectives, outcomes and impact your program aims to achieve. Refer to Strategies section and the 2013-2016 Strategic Investment Plan for information on expected OFCY and shared objectives and outcomes for each funding strategy. Describe how your program will measure its impact and achievement of objectives and outcomes. What are the performance targets that will be met? Describe how the data will be tracked – describe what tools will be used, what staff will be responsible, the data management system to be used, and the frequency. Be specific.

The proposed program will meet all the requirements set forth in the RFP:

- \*Operate on an elementary school site (or a preschool site on or near the elementary school), since in some cases the preschool classroom has more materials than the \*Operate for 5-6 weeks, at a minimum of 3 hours/day, 4 days/week.
  - \*Classrooms co-taught by Early Childhood Education teacher and Kindergarten classroom teacher
  - \*Outreach and enroll 16 to 18 children per classroom
  - \*Purchase and utilize age appropriate materials for classroom including backpacks and basic school supplies for each student, which we call the “basic school toolkit”.
  - \*Provide culturally and linguistically appropriate activities and experiences for the diverse classroom reflected by materials, resources, and staffing
  - \*Provide children with nutritious daily snack and/or meal
  - \*Coordinate and implement parent/caregiver education component including conducting parent/caregiver education workshops, with topics including school readiness, health and nutrition, and literacy/ library services, in addition to any others determined appropriate by site
1. A simple measure of impact is the number of students enrolled and attending the program since it is a program devoted to providing an experience for children who have not previously attended childcare or preschool.
  2. When the PreK program meets its goal of increased school readiness, students enter Kindergarten better prepared for school. Kindergarten Readiness assessments are administered annually and historically students in the PreK program have performed at higher levels than students who do not participate.
  3. Families will be surveyed for feedback on the workshops and teachers will “check for understanding” to ensure that parents are building their skills. Teachers will also track screenings and referrals made.
  4. The Nutritional Services department will track the number of meals served.

The school district collects data on school readiness, administers the DRDP in all its preschools, at least once per year, and complies fully with the state and federal data collection and management standards set for state preschools. OUSD Kindergarten teachers routinely assess students using the Kindergarten Readiness Assessment, a nationally accepted tool for tracking students’ skills. First Five has verified the general efficacy of the program for preparing students for Kindergarten.

We do not have specific plans for analyzing data on the students who participate in the program for summer of 2013 and 2014, but First Five's Project Launch is conducting a three year study and will collect and analyze the data for a representative sample on an annual basis.

Describe how your organization works to continually improve programming using evaluation and program monitoring data to inform your program design. Give an example of how such feedback was used in the past to implement changes that have resulted in program improvement for your agency.

The School Readiness Coordinator collects teacher feedback on the program as it is being implemented and adjusts immediately to ensure that the students experience is of the highest quality. For instance, the School

Readiness Coordinator will observe that a class needs more materials or will learn that a family has special needs and will procure the material or obtain the referral that addresses the problem. In a broader level of assessment and feedback, the School Readiness Coordinator observed that the K-5 Teachers and the PreK instructors used different methods to build students' school readiness skills, unique to their training or their school year setting. Grant funds will allow OUSD to provide training so that the two types of instructors can share best practices and develop common approaches in advance of, during, and after implementation.

**REQUIRED RESOURCES AND BUDGET REQUEST**

Provide a short description of your program budget and how funds requested are reasonable to support the proposed numbers of children to be served and program design. If applying as a Collaborative, please describe in detail how the extra 4% indirect for collaborative-building costs will be used.

The basic budget for the program is approximately \$15,000 per class of up to 18 children for 5 to 6 weeks. In 2013, this includes the cost of one half of the School Readiness Coordinator from First Five. Salary costs are the largest part of the program and all classrooms must have one certificated Kindergarten teacher and one Early Childhood Education professional. We anticipate only one class per school site and will offer the program at as many sites as funding permits. The funds requested are reasonable as determined by the guidelines that OFCY has created for Summer PreK camps.

Describe the other resources of revenue that are secured or anticipated to support the program during the proposed funding period. List the funding agency, amount of funds, and whether the funds have been received, are committed, or will be pending.

For summer 2013, OUSD will provide half of the cost for the School Readiness Coordinator, and the remainder will come from First Five. Funds from First Five are pending. For summer 2014, OUSD will provide half of the cost of the School Readiness Coordinator and OFCY or another partner will have to pay the other half. Funds from First Five will constitute the 25% match to the OFCY contribution.

Describe processes your agency has in place to ensure that OFCY funding does not supplant funding available from any other public funding sources (including but not limited to: MediCal, EPSDT, Title 1, ASES, Title IV E, Measure Y, the Oakland WIB, First 5 Alameda County, etc.) and how OFCY funding for your program will complement these funding sources. If your agency and program does not receive public funding, describe how OFCY funding supports an unmet grant need and plans for the project's future sustainability.

OFCY funds will complement funds from First Five and from Oakland Unified School District by paying for the essential infrastructure and training for the teachers in the program as well direct program costs such as teacher salaries, materials, office supplies, and mileage reimbursement for the supervisor who must travel among the sites on a daily basis. Once First Five funding sunsets, for the 2014 program OUSD will seek private grants to provide a minimum of 25% match to the OFCY contribution.

**BUDGET**

Oakland Unified School District - Summer PreK Program - Oakland Unified School District - Summer PreK Program

**PERSONNEL**

Lead Agency Positions	FTE Annual Salary	% Time (99% = .99)	Total Project Budget	OFCY Funds Requested	Projected Match
Teachers	152800	0.50	76,400.00	74000	2,400.00

Narrative for the row above

Teacher pay for part time summer positions.

	Per Hour Rate	#Hours	Total Vol in-kind	
Volunteer Hours (In-kind)	10.83	0	.00	.00

Narrative for the row above

Not applicable

For the 'Total Project Budget' column of the Fringe row below, enter the total dollar cost for fringe; be sure to include only those personnel that receive benefits from your agency.

<b>FRINGE</b>	<b>Fringe Rate 26.47%</b>	<b>20223.00</b>	<b>19588</b>	<b>\$635.00</b>
<b>PERSONNEL TOTAL</b>		<b>\$96,623.00</b>	<b>\$93,588.00</b>	<b>\$3,035.00</b>

<b>OTHER DIRECT COSTS</b>	<b>Total Project Budget</b>	<b>OFCY Funds Requested</b>	<b>Projected Match</b>
Duplicating/Copying	1000.00	750.00	250.00
Narrative for the row above			
These funds will cover fliers and outreach materials as well as professional development and family education materials.			
Equipment Lease Agreement(s)	0.00	0.00	.00
Narrative for the row above			
Not applicable			
Equipment/Furniture Purchase	0.00	0.00	.00
Narrative for the row above			
Not applicable			
Facility Rental	0.00	0.00	.00
Narrative for the row above			
Not applicable			
General Office Supplies/Software	1000.00	750.00	250.00
Narrative for the row above			
Office materials for program preparation including enrollment and application process.			
Postage	0.00	0.00	.00
Narrative for the row above			
Not applicable			
Program Materials and Supplies	6436.00	4707.00	1,729.00
Narrative for the row above			
New material for classroom usage.			
Telephone/Internet/Communications	0.00	0.00	.00
Narrative for the row above			
Not applicable			
Travel/Transportation	1200.00	900.00	300.00
Narrative for the row above			
Transportation for School Readiness Programs Coordinator to travel from site to site.			
Youth Stipends	0.00	0.00	.00
Narrative for the row above			
Not applicable			
Professional Development	1000.00	750.00	250.00
Narrative for the row above			
Teacher training prior to start of program.			
<b>OTHER DIRECT COSTS TOTAL</b>	<b>\$10,636.00</b>	<b>\$7,857.00</b>	<b>\$2,779.00</b>
<b>SUBCONTRACTS</b>	<b>Total Project Budget</b>	<b>OFCY Funds Requested</b>	<b>Projected Match</b>
<u>unnamed subcontractor</u>	0.00	0.00	.00
<b>SUBCONTRACTOR TOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

CONSULTANTS	Total Project Budget	OFCY Funds Requested	Projected Match
(Not to include youth stipend, youth grants, or subcontractors)			
Kara Woo- School Readiness Programs Coordinator	84000.00	42000.00	42,000.00
Narrative for the row above			
OFCY to pay half of School Readiness Programs Coordinator; OUSD and First Five to pay other half			
<b>CONSULTANTS TOTAL</b>	<b>\$84,000.00</b>	<b>\$42,000.00</b>	<b>\$42,000.00</b>

<b>SUBTOTAL WITHOUT INDIRECT COSTS</b>	<b>\$191,259.00</b>	<b>\$143,445.00</b>	<b>\$47,814.00</b>
Indirect Costs (cannot exceed 11% of total direct costs). Currently: 4.57%	Total Project Budget	OFCY Funds Requested	Projected Match
	8741.00	6555.00	2,186.00
Narrative for the row above			
Oakland Unified School District's indirect rate is set by the state annually. As of April 2012, the rate was 4.57%			
<b>TOTAL</b>	<b>\$200,000.00</b>	<b>\$150,000.00</b>	<b>\$50,000.00</b>

#### BUDGET - SUBGRANTEE

Oakland Unified School District - Summer PreK Program - Oakland Unified School District - Summer PreK Program

Subcontractor Name

#### PERSONNEL

Lead Agency Positions	FTE Annual Salary	% Time (99% = .99)	Total Project Budget	OFCY Funds Requested
			.00	

Narrative for the row above

	Per Hour Rate	#Hours	Total Vol in-kind
Volunteer Hours (In-kind)	10.83		.00

Narrative for the row above

For the 'Total Project Budget' column of the Fringe row below, enter the total dollar cost for fringe; be sure to include only those personnel that receive benefits from your agency.

<b>FRINGE</b>	Fringe Rate n/a		
<b>PERSONNEL TOTAL</b>		<b>\$ .00</b>	<b>\$ .00</b>

OTHER DIRECT COSTS	Total Project Budget	OFCY Funds Requested
--------------------	----------------------	----------------------

Duplicating/Copying

Narrative for the row above

Equipment Lease Agreement(s)

Narrative for the row above

Equipment/Furniture Purchase

Narrative for the row above

Facility Rental

Narrative for the row above

General Office Supplies/Software

Narrative for the row above

Postage

Narrative for the row above

Program Materials and Supplies

Narrative for the row above

Telephone/Internet/Communications

Narrative for the row above

Travel/Transportation

Narrative for the row above

Youth Stipends

Narrative for the row above

**OTHER DIRECT COSTS TOTAL** **\$ .00**

**SUBTOTAL WITHOUT INDIRECT COSTS** **\$ .00**

Indirect Costs (cannot exceed 11% of total direct costs). Currently: .00%	Total Project Budget	OFCY Funds Requested
--	-------------------------	-------------------------

Narrative for the row above

**TOTAL**

**\$0.00** **\$0.00**

**DEMOGRAPHICS**

Oakland Unified School District - Summer PreK Program - Oakland Unified School District - Summer PreK Program

Please estimate the total clients your program projects to serve during the period July 1, 2013 through June 30, 2014 if funded by OFCY:

- Total Unduplicated Youth Participants
- Total Unduplicated Adult Participants (If applicable)

Total Unduplicated Youth Participants 180

Total Unduplicated Adult Participants 360

Race and Ethnicity (required)	# to be Served	% to be Served
-------------------------------	----------------	----------------

African American	47	26.11%
Latino/Hispanic	77	42.78%
Asian/Pacific Islander	17	9.44%
Native American/Alaskan Native	1	0.56%
Caucasian	0	0.00%
Multiracial or Biracial	13	7.22%
Other	25	13.89%
<b>Total</b>	<b>180</b>	
<b>Ages to be Served (required)</b>	<b># to be Served</b>	<b>% to be Served</b>
0 - 5 years	180	100.00%
6 - 10 years	0	0.00%
11 - 15 years	0	0.00%
16-20 years	0	0.00%
<b>Total</b>	<b>180</b>	
<u>Find District</u>		
District 1	26	14.44%
District 2	26	14.44%
District 3	26	14.44%
District 4	26	14.44%
District 5	26	14.44%
District 6	25	13.89%
District 7	25	13.89%
<b>Total</b>	<b>180</b>	
<b>Gender (required)</b>	<b># to be Served</b>	<b>% to be Served</b>
Female	90	50.00%
Male	90	50.00%
Transgendered	0	0.00%
<b>Total</b>	<b>180</b>	
<b>Disability</b>	<b># to be Served</b>	<b>% to be Served</b>
Physical	0	0.00%
Cognitive/ Learning/ Developmental	0	0.00%
Mental	0	0.00%
Sensory (Hearing/Vision)	0	0.00%
<b>Total</b>	<b>0</b>	
<b>Populations</b>	<b># to be Served</b>	<b>% to be Served</b>
Foster child/ youth	0	0.00%
Homeless child/youth	0	0.00%
Limited- or non-English speaking child/youth, or child/youth of non-English speaking parents	0	0.00%
LGBTQQI	0	0.00%
Teenage parent	0	0.00%
Youth in the juvenile justice system	0	0.00%
Other	180	100.00%
<b>Total</b>	<b>180</b>	
<b>Adult Participants to be Served</b>	<b># to be Served</b>	<b>% to be Served</b>
Family members	360	100.00%



Other adults (i.e. child care providers)	0	.00%
<b>Total</b>	<b>360</b>	

ACTIVITIES SUMMARY

Oakland Unified School District - Summer PreK Program - Oakland Unified School District - Summer PreK Program

ACTIVITIES SUMMARY is read only and compiles information from the activities and events created using the tabs on the left banner. For more guidance, please refer to STEP 6 – LOCATIONS & ACTIVITIES in the complete RFP which can be found on [www.ofcy.org](http://www.ofcy.org)

Group Activities

Category	Average Session Participants	Sessions				Total Number of Sessions	Average Hours per Session	Projected Units of Service (6 months)	Projected Units of Service (12 months)
		Q1	Q2	Q3	Q4				
		Community building							
Community service and service learning									
Consultation with preschool providers									
Early learning activities with parents and children in reading, math and science									
Enrichment activities with parents and children in arts, dance, and music									
Family education/workshops									
Family engagement events									
Field trips									
Home visits to families with children at risk of developmental delays									
One on one consultation with family on child developmental concerns									
One-on-one intervention with children at risk of delays									
Orientation to kindergarten	180	1	0	0	0	1	72	12960	12960
Other									
Outreach/intake & registration									

Peer-to-peer family support activities										
Playgroup intervention for children with developmental delays										
Resource and referral services										
Screening and assessment for socio-emotional of developmental delays										
Snack/meals										
<b>Total</b>	<b>180</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>72</b>	<b>12960</b>	<b>12960</b>	

**Individual Activities**

Category	Average Session Participants	Sessions				Total Number of Sessions	Average Hours per Session	Projected Units of Service (6 months)	Projected Units of Service (12 months)
		Q1	Q2	Q3	Q4				
Community building									
Community service and service learning									
Consultation with preschool providers									
Early learning activities with parents and children in reading, math and science									
Enrichment activities with parents and children in arts, dance, and music									
Family education/workshops									
Family engagement events									
Field trips									
Home visits to families with children at risk of developmental delays									
One on one consultation with									

family on child developmental concerns										
One-on-one intervention with children at risk of delays										
Orientation to kindergarten										
Other										
Outreach/intake & registration										
Peer-to-peer family support activities										
Playgroup intervention for children with developmental delays										
Resource and referral services										
Screening and assessment for socio-emotional of developmental delays										
Snack/meals										
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

**Events**

Category	Average Session Participants	Sessions				Total Number of Sessions	Average Hours per Session	Projected Units of Service (6 months)	Projected Units of Service (12 months)
		Q1	Q2	Q3	Q4				

Community building									
Community service and service learning									
Consultation with preschool providers									
Early learning activities with parents and children in reading, math and science									
Enrichment activities with parents and children in									

arts, dance,  
and music  
Family  
education/  
workshops  
Family  
engagemen  
t events  
Field trips  
Home visits  
to families  
with  
children at  
risk of  
developme  
ntal delays  
One on one  
consultatio  
n with  
family on  
child  
developme  
ntal  
concerns  
One-on-one  
interventio  
n with  
children at  
risk of  
delays  
Orientation  
to  
kindergarte  
n  
Other  
Outreach/  
intake &  
registration  
Peer-to-  
peer family  
support  
activities  
Playgroup  
interventio  
n for  
children  
with  
developme  
ntal delays  
Resource  
and referral  
services  
Screening  
and  
assessment  
for socio-  
emotional  
of  
developme  
ntal delays  
Snack/  
meals

Total	0	0	0	0	0	0	0	0	0
Total Project Budget			Total Grant Requested			Total Match			
\$200,000.00			\$150,000.00			\$50,000.00			
Total Unduplicated Participants			Total Unduplicated Adult Participants			Event Participants			
		180			360				0
Units of Service Unduplicated Youth Participants			Units of Service Event Participants						
			12960						0
OF CY Cost Per Unduplicated Youth Participant			TOTAL Cost Per Unduplicated Youth Participant			Average Hours of Service per Unduplicated Youth Participant			
\$833.33			\$1,111.11						72
OF CY Cost Per Unit of Service Unduplicated Youth Participant			Total Cost Per Unit of Service Unduplicated Youth Participant						

\$11.57		\$15.43	
OFCY Cost Per Unduplicated Youth + Adult Participant		Total Cost Per Unduplicated Youth + Adult Participant	
\$277.78		\$370.37	
OFCY Cost Per Unduplicated Youth + Event Participant	Total Cost Per Unduplicated Youth + Event Participant		Average Hours of Service per Event Participant
\$833.33	\$1,111.11		NaN

**UPLOADS**

Oakland Unified School District - Summer PreK Program - Oakland Unified School District - Summer PreK Program

**Organizational Chart**

[OUSD Org Chart.pdf](#)

**Board Roster**

[OUSD Board Members, Spring 2013.doc](#)

**Organizational Budget**

[OUSD Budget 2012-13.pdf](#)

**IRS Letter Certifying Tax Exempt Status (from 2010 or later)**

[General Counsel Tax Status Letter \(8-30-2010\).pdf](#)

**Letter of Agreement (LOA)**

**Applicable Financial Statements**

[2006-07AuditReportfromtheStateControllersOffice.pdf](#)

**Applicable Financial Statements**

[Oakland Unified School District, Unaudited Actuals, Fiscal Year 2011-12.pdf](#)

**Applicable Financial Statements**

[Explanation regarding state audit of OUSD.docx](#)

**Resume/Job Description of Key Staff**

[2012-13 School Readiness Program Coordinator.pdf](#)

**Schedule E - Project Consultant Team Listing**

[Schedule E Not Applicable Oakland Unified School District.pdf](#)

**Schedule O - Campaign Contributions Limit**

[Schedule O Not Applicable Oakland Unified School District.pdf](#)