

Board Office Use: Legislative File Info.	
File ID Number	11-2924
Introduction Date	11/07/2011
Enactment Number	11-2357
Enactment Date	11-16-11



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Tony Smith, Ph.D., Superintendent
By: Maria Santos, Deputy Superintendent, Instruction, Leadership & Equity-in-Action
Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date
(To be completed by
Procurement) November 16, 2011

Subject Individual Service Agreement - Master Memorandum of Understanding - East Bay Asian Youth Center (contractor) - Healthy Start Initiative - 118/Garfield Elementary School (site)

Action Requested Approval of the Individual Service Agreement to the Master Memorandum of Understanding (MOU) between District and East Bay Asian Youth Center, for services to be provided primarily to 118/Garfield Elementary School.

Background
A one paragraph explanation of why the consultant's services are needed.

The attached Individual Service Agreement is the contracting of services at the negotiated price, stated in the referenced Master MOU, approved by the Board of Education on June 22, 2011 (Enactment number 11-1111). The Healthy Start Initiative was enacted by a bill passed by the California State Legislature to address the needs of children and families in the school community. The state provides planning and program grants to local school district that wish to establish school-linked services at or near school sites. Through Healthy Start Collaborative funds, the goals of this initiative are to create learning environments that are optimally responsive to the physical, emotional, and intellectual needs of the each child, foster local interagency collaboration and communication to more efficiently and effectively deliver education and support services to children and their families, encourage the full use of existing agencies, professional personnel, and public and private funds to ensure that children of all ages are ready and able to learn, and to prevent duplication of services and unnecessary expenditures, and building on the strengths of children and families, and providing and enhancing opportunities for parents and children to be participants, decision-makers, and leaders in their communities.

Discussion
One paragraph summary of the scope of work.

Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and East Bay Asian Youth Center, Oakland, CA, for the latter to provide their Menu Option for Healthy Start Initiative for family support at Garfield Elementary School for the period of July 1, 2011 through June 30, 2012, in an amount not to exceed \$85,000.00, pursuant to the terms and conditions as specified in the MOU.

Recommendation Approval by the Board of Education of an Individual Service Agreement to the Master Memorandum of Understanding (MOU) between the District and East Bay Asian Youth Center for the latter to provide Healthy Start Initiative Family Support at Garfield Elementary School for the period July 1, 2011 through June 30, 2012.

Fiscal Impact Funding Resource: 6240/Healthy Start Initiative in an amount not to exceed \$85,000.00.

Attachments

- Individual Service Agreement
- Menu of Service
- Certificate of Insurance
- Copy of Master Memorandum of Understanding
- Copy of Healthy Start Initiative Grant

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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

INDIVIDUAL SERVICE AGREEMENT (ISA) 2011-2012

MASTER MOU INFORMATION			
VENDOR NAME	East Bay Asian Youth Center		
VENDOR #	V012162	ENACTMENT #	
SITE / DEPT NAME	Garfield Elementary School	SITE #	118
OUSD STAFF CONTACT - EMAILS ABOUT THIS CONTRACT SHOULD BE SENT TO:			

ORDER MENU OF SERVICES (EXHIBIT A OF MASTER MOU) - SELECT DESIRED SERVICE				
SERVICE AND UNIT OF SERVICE (SEE EXHIBIT A OF MASTER MOU FOR A FULL DESCRIPTION OF SCOPE OF WORK AND MENU OF SERVICES)	GRADE LEVEL(S) SERVED	RATE PER UNIT	DESIRED UNITS	AMOUNT (DESIRED UNITS TIMES RATE PER UNIT)
Lead Agency Unit of Services, Healthy Start	K-5	\$85,000.00	1	\$85,000.00
Family Support		\$		\$
		\$		\$
TOTAL AMOUNT				\$85,000.00
IF FEE DOES NOT EQUAL RATE PER UNIT MULTIPLIED BY DESIRED UNITS, EXPLAIN REASON FOR ALTERED RATE:				
Factor g: The actual amount is less than the rate per unit because the lead agency provides in kind administrative support to the after school program.				

BUDGET INFORMATION			
REQUISITION NUMBER		START DATE	07/01/2011
		END DATE	6/30/2011
RESOURCE #	RESOURCE NAME	ORG KEY	AMOUNT
6240	Healthy Start	1184870101-5825	\$85,000.00
			\$
			\$

This Individual Services Agreement is a contract for services. Its execution by an authorized OUSD agent, commits OUSD to pay for services provided by this VENDOR under the terms and conditions of the Master MOU referenced and incorporated herewith.

VENDOR	NAME	Ebayc - Gianna Tran	TITLE	Deputy Executive Director
SIGNATURE		<i>Gianna Tran</i>	DATE	6/20/11
OUSD SITE ADMINISTRATOR	NAME	Nima Tahai	TITLE	Principal
SIGNATURE		<i>Nima Tahai</i>	DATE	6/20/11

APPROVAL			
IF USING FUNDS REVIEWED BY STATE AND FEDERAL PROGRAMS OR Quality Community School Development			
SPSA ACTION ITEM NUMBER: _____ OR, SPSA MODIFICATION DOCUMENTATION ATTACHED			
RESOURCE MANAGER, if using funds managed by:			
<input type="checkbox"/> State and Federal <input type="checkbox"/> Quality Community School Development <input type="checkbox"/> Complementary Learning / After School Programs			
SIGNATURE		DATE	
SIGNATURE		DATE	
NETWORK OR DEPARTMENT EXECUTIVE OFFICER			
SIGNATURE		DATE	
PRESIDENT AND THE SECRETARY OF THE BOARD OF EDUCATION			
SIGNATURE		DATE	11/17/11
SIGNATURE		DATE	11/17/11



CERTIFICATE OF LIABILITY INSURANCE

OP ID: GY

DATE (MM/DD/YYYY)

05/16/11

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER CCI Financial & Ins. Solutions License #0381524 P. O. Box 5076 San Ramon, CA 94583-1328 George Yin	925-866-7050 925-866-8275	CONTACT NAME: PHONE (A/C, No, Ext): E-MAIL ADDRESS: PRODUCER CUSTOMER ID #: EASTBAA	FAX (A/C, No):
INSURED East Bay Asian Youth Center Amy 2025 E 12th St Oakland, CA 94606	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Oak River Insurance Company		
	INSURER B : Great American Insurance		
	INSURER C : Scottsdale Insurance Co		
	INSURER D :		
	INSURER E :		
	INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	GENERAL LIABILITY			PAC2153134	06/01/11	06/01/12	EACH OCCURRENCE	\$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						MED EXP (Any one person)	\$ 10,000
	<input checked="" type="checkbox"/> Professional 1mil						PERSONAL & ADV INJURY	\$ Excluded
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	\$ 2,000,000
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						PRODUCTS - COMP/OP AGG	\$ 1,000,000
B	AUTOMOBILE LIABILITY			PAC2153134	06/01/11	06/01/12	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input type="checkbox"/> ANY AUTO						BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS						BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> SCHEDULED AUTOS						PROPERTY DAMAGE (Per accident)	\$
	<input checked="" type="checkbox"/> HIRED AUTOS							\$
<input checked="" type="checkbox"/> NON-OWNED AUTOS				\$				
	UMBRELLA LIAB	<input type="checkbox"/>	OCCUR				EACH OCCURRENCE	\$
	EXCESS LIAB	<input type="checkbox"/>	CLAIMS-MADE				AGGREGATE	\$
	DEDUCTIBLE							\$
	RETENTION \$							\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			2200053101-082	06/08/11	06/08/12	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS	OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/>	N / A				E.L. EACH ACCIDENT	\$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
B	Property/Crime			PAC2153134	06/01/11	06/01/12	Limit	1,000,000
C	Directors & Off			EK13019024	05/14/11	05/14/12		

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 Named as additional insured

CERTIFICATE HOLDER**CANCELLATION**

OAKLUN1 Oakland Unified School Dist 1025 Second Avenue Oakland, CA 94606	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
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File ID Number	11-1234
Introduction Date	6-13-11
Enactment Number	11-1111 BT
Enactment Date	6-22-11



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Board of Education

June 8, 2011

TO: Board of Education

FROM: Dr. Anthony Smith, Ph.D., Superintendent

SUBJECT: Master Memorandum of Understanding between OUSD and East Bay Asian Youth Center

ACTION REQUESTED

Approval by the Board of Education of a Master Memorandum of Understanding between District and East Bay Asian Youth Center. This establishes a one year relationship with East Bay Asian Youth Center, and a Not-To-Exceed amount of \$1,482,910.00. This amount is projected using historical cost data, known changes to the number of sites served and expected available grant funding allowable.

BACKGROUND

The Oakland Unified School District enters into contracts each year to provide professional services that support the District's academic mission. The Master MOU establishes all terms and conditions, a defined menu of services with negotiated rates, and allows for the gathering of necessary supporting documentation to further streamline the process of receiving necessary services, while keeping the integrity of checks and balances, as well as maintaining oversight by the Governing Board.

A Menu of Services was established that would allow a principal to "Order" from the Menu using the Individual Service Agreement (ISA). This is essential to promoting transparency of services, and the costs of those services, between like schools. Each Individual Service Agreement will be submitted to the board for ratification. In the event that this vendor receives more orders for service than anticipated, an amendment to this MOU will request a new not-to-exceed amount.



DISCUSSION

Vendor: East Bay Asian Youth Center

Overview of Services: East Bay Asian Youth Center contracts with schools to provide case management and family support to young people who are on probation, parole, and are at-risk of violence and exploitation offering job training programs, paid work experience, access to mental health, social services and navigation of court appearances.

Not-To-Exceed Amount: \$1,482,910.00

Determination of Not-to-Exceed Amount: Based on historical data and projections for the coming school year, it is anticipated that East Bay Asian Youth Center will provide services to 8 school sites.

The District contracts with agencies to provide various activities and after-school programs. Chosen by the number of sites served with District and the long standing relationship with the agencies, the Master Memorandum of Understanding establishes a relationship with East Bay Asian Youth Center, defining terms and conditions as well as setting a maximum not-to-exceed ceiling amount. This ceiling is derived from historical cost data, known changes in sites to be served, as well as expected grant funding.

In addition, the District has been working with agencies to provide a Menu of Service, which delivers a clear and measurable scope of work. Analogous to ordering from a common table menu, each product is described and the price is clearly quoted, establishing and promoting a more perfect competition where the consumer, here the principal, is informed of the services offered, and the price for those services. This allows the principal to easily compare services and prices, and plan for programmatic needs.

FISCAL IMPACT

There is no funding associated with the Master Memorandum of Understanding. The Master Memorandum of Understanding establishes a relationship, as well as setting the terms and conditions with East Bay Asian Youth Center. The funding source for each Individual Service Agreement will be determined separately and individually. Funding for the Individual Service Agreement is verified through a review of the RBB Budget, and a review of State and Federal compliance funding when applicable.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

RECOMMENDATION

Approval by the Board of Education of a Master Memorandum of Understanding between District and East Bay Asian Youth Center in an amount Not-To-Exceed \$1,482,910.00.

ATTACHMENTS

Master MOU

Scope of Work, to include alignment to the OUSD Five (5) Year Strategic Plan

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Enactment Date	6-22-11



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**MEMORANDUM OF UNDERSTANDING
BETWEEN
OAKLAND UNIFIED SCHOOL DISTRICT and
East Bay Asian Youth Center
2011-2012**

1. INTENT

1.1 **Intent of this Memorandum of Understanding.** This Memorandum of Understanding (hereinafter "MOU") establishes the Oakland Unified School District's (hereinafter "OUSD") intent to establish a relationship with East Bay Asian Youth Center (hereinafter "CONTRACTOR"), to provide services to OUSD as described and stated in full in the Individual Service Agreement(s).

Cumulative Amount of ISA(s) NOT TO EXCEED \$ 1,482,910.00

1.2 **This Master MOU shall include an Individual Services Agreement (hereinafter "ISA")** developed for each OUSD site CONTRACTOR is to provide services. It is understood that this Master MOU does not commit OUSD to pay for services provided by any CONTRACTOR, unless and until an authorized OUSD representative approves the service, and a Purchase Order is issued by OUSD's Procurement department and the ISA(s) are ratified by the Board of Education.

2. TERMS AND CONDITIONS

2.1 **Term of Agreement.** The term of this agreement shall be July 1, 2011 to June 30, 2012 and may be extended by written agreement of both parties. **ISA's are void upon termination or expiration of the Master MOU.**

2.2 **All terms and conditions apply jointly and severally** to all CONTRACTOR'S employees, agents, partners, subcontractors, and/or volunteers acting on behalf of, and by the direction of CONTRACTOR.

2.3 **Notice of Termination.** OUSD may, at any time, terminate this Agreement upon not less than five (5) days written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.

2.4 **Choice of Law.** This Agreement shall be performed in Oakland, CA and is governed by the laws of the State of California.

2.5 **Licenses and Permits.** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

2.6 **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

2.7 **Conflict of Interest.** CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without first obtaining the prior written approval of OUSD. CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

- 2.8 **Drug-Free / Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these sites.
- 2.9 **Anti-Discrimination.** Consistent with the policy of OUSD in connection with all work performed under Contracts, CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation. CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s).
- 2.9A **Local, Small Local and Small Local Resident Business Enterprise Program (L/SL/SLRBE).** OUSD requires a twenty percent (20%) minimum local participation requirement for all professional service contracts over the informal bidding threshold (Public Contract Code Section 20111). Contractors shall comply with the twenty percent (20%) local business participation requirement at a rate of ten percent (10%) local and 10% small local and/or small local resident business participation. Business entities must be certified by the City of Oakland in order to earn credit toward meeting the twenty percent participation requirement. A copy of the District's S/SL/SLRBE Policy can be obtained from the OUSD website: www.ousd.k12.ca.us
- 2.10 **Limitation of OUSD Liability.** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
- 2.11 **CONTRACTOR costs or expenses.** OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD except as follows:
None, in an amount not to exceed \$0.00.
- 2.12 **Liability of CONTRACTOR to correct unsatisfactory work.** The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by District and in that case must be replaced by CONTRACTOR without delay.
- 2.13 **Waiver.** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
- 2.14 **Submittal of Documents.** CONTRACTOR shall not commence the Work under this Contract until CONTRACTOR has submitted and OUSD has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:
- a) Signed Agreement
 - b) Workers' Compensation Certification
 - c) Insurance Certificates and Endorsements
 - d) Fingerprinting/Criminal Background Investigation Certification (provided with invoice)
 - e) Tuberculosis Clearance – Test Showing Negative Results (provided with invoice)

2.15 **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

2.16 **Changing Legislation.** CONTRACTOR understands that changes in Federal, or state legislation or District policy may impact funding levels, grant requirements, and responsibilities of CONTRACTOR during an academic school year. This MOU may be amended during the 2011-12 fiscal year to reflect additional changes resulting from such legislation.

3. ADMINISTRATION OF MASTER MOU.

3.1 All notices provided for by this Master MOU shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

Contract Administrator	Joel Ross
Department	Procurement
Address	900 High Street
City, State, Zip	Oakland, CA 94601
Phone	510-879-8374

3.2 Notices to CONTRACTOR shall be addressed as indicated:

Name	Gianna Tran
Title	Deputy Executive Director
Agency	East Bay Asian Youth Center
Address	2025 E. 12th St.
City, State, Zip	oakland, CA 94606
Phone	(510) 533-1092

4. AREAS OF AUTHORITY

4.1 **Oakland Unified School District.** The Oakland Unified School District is responsible for fiduciary and programmatic oversight for the expenditure of funds contracted to CONTRACTOR by OUSD for fiscal year 2011-2012.

4.2 **Independent Contractor.** This is not an employment contract. CONTRACTOR, is an independent contractor or business entity, and will be responsible for operations and management of its employees to sufficiently carry out the agreed upon Scope of Work. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided or entitled to employees of OUSD, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions necessary to do business in the State of California, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

4.3 **Fiscal oversight and management.** CONTRACTOR shall be responsible for providing oversight, fiscal management, payroll services and technical assistance to its agents, employees or subcontractors. CONTRACTOR may be required to facilitate and collaborate with other service providers as necessary.

4.4 **No Rights in Third Parties.** This agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

4.5 **Ownership of Documents.** All documents created by CONTRACTOR pursuant to this Agreement, including but not limited to reports, designs, schedules, and other materials prepared, or in the process of being prepared, for the services to be performed by CONTRACTOR, are and shall be at the time of

creation and thereafter the property of the OUSD, with all intellectual property rights therein vested in the OUSD at the time of creation. The OUSD shall be entitled to access to and copies of these materials during the progress of the work. Any such materials in the hands of CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the OUSD. If any materials are lost, damaged or destroyed before final delivery to the OUSD, CONTRACTOR shall replace them at its own expense and CONTRACTOR hereby assumes all risks of loss, damage or destruction of or to such materials. CONTRACTOR may retain a copy of all materials produced under this Agreement for its use in its general business activities.

- 4.6 Copyright/Trademark/Patent/Ownership.** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
- 4.7 Confidentiality.** The CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information and documents received. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
- 4.8 Contractor Changes.** CONTRACTOR may, at any time, by written order, make changes within the scope of work and services described in this Agreement. If such change(s) cause an increase or decrease in the budgeted cost of, or the time required for performance of the agreed upon work, CONTRACTOR shall so advise the OUSD immediately via the Contracts Administrator with a revised ISA. The revised ISA shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. Such notice shall be given the OUSD prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. Any and all pertinent changes shall be expressed in a written supplement to this Agreement prior to implementation of such changes.
- 4.9 Removal of Staff.** In the event that OUSD, in its sole discretion, at any time during the term of this MOU, desires the removal of any CONTRACTOR related persons, employee, representative or agent from OUSD school site and, or property, CONTRACTOR shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
- 4.10 CONTRACTOR Qualifications / Performance of Services.**
- (a) **CONTRACTOR Qualifications.** CONTRACTOR is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and regulations, as they may apply.
 - (b) **Standard of Care.** CONTRACTOR represents that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

4.11 **Employees or Subcontractors of CONTRACTOR.** Consistent with invoicing requirements in Section 7, CONTRACTOR shall submit a list of employees or other persons who were working on the District's school sites for the period CONTRACTOR is invoicing. In the event that OUSD, in its sole discretion, at any time during the term of this Agreement, desires the removal of any CONTRACTOR related persons, employee, representative or agent from the OUSD school site and, or property, CONTRACTOR shall immediately upon receiving notice from OUSD of such desire, cause the removal of such person or persons.

4.12 **OUSD's Evaluation of CONTRACTOR.** and CONTRACTOR's Employees and/or Subcontractors. OUSD may evaluate the CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:

(a) Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.

(b) Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).

5. CONDUCT OF CONTRACTOR.

5.1 **Maintain background check.** CONTRACTOR certifies that all persons permitted to work on school sites or, may come in contact with children, have been cleared under California law and the Education Code.

5.2 **Maintain clean, safe, and secure program environments** for staff and students in conjunction with OUSD, and following OUSD guidelines. CONTRACTOR, as they view as necessary, will initiate and establish additional cleanliness, safety, and security policies and protocol sufficient to ensure staff, student and family member safety.

5.3 **Comply with the Child Abuse and Neglect Reporting Act (CANRA)** guidelines as Mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code § 11164 – 11174.

5.4 **Mandatory participation** in technical assistance, training, orientation, monthly meetings and other support and resource development activities provided by the OUSD and collaborative partners in conducting program planning, implementation, and evaluation as necessary. These may include required regular meetings with the school principal or other identified designee to ensure collaboration with the school vision. Participation in meetings facilitated by OUSD to address program success, areas of concern and for general troubleshooting are also required.

5.5 **Ensure compliance with funding guideline requirements** and follow OUSD policies and procedures. This includes compliance with District staffing requirements and policies including No Child Left Behind and other legislative mandates.

5.6 **Maintain five sets of essential collaborative relationships** to ensure partnerships towards effective program implementation:

- a) Administration, faculty, and staff of OUSD
- b) OUSD central administration departments
- c) Parents/Guardians
- d) Youth
- e) Community organizations and public agencies

6. SCOPE OF WORK.

6.1 The attached Menu of Service outlines the specific scope of work, and is described in full and incorporated into this Master MOU. Services are ordered specifically by site as detailed in the Individual Service Agreement. Only the services detailed in the menu may be ordered by an OUSD site.

7. INVOICING.

- 7.1 **Updated listing of employees and their respective ATI number.** CONTRACTOR agrees as a condition of payment for services provided, CONTRACTOR will provide a complete updated listing with monthly invoices of all employees, subcontracted agencies, and volunteers, and their respective ATI number as registered with the Dept of Justice/FBI, at the site for which CONTRACTOR is providing services and invoicing OUSD.
- 7.2 **Submission of invoices to OUSD.** CONTRACTOR must submit invoices to OUSD in a format acceptable to OUSD and on a timely and regular basis for services rendered. Invoices must contain the following information: a) the name of the project or school site; b) a daily list of tasks/services performed; c) the hours (or portion of an hour) worked for each task described; and d) and an itemization of any reimbursable expenses, including receipts. All invoices shall be accompanied by the following verification statement signed by the CONTRACTOR:

I personally reviewed this invoice dated _____.

I have ensured that the invoice is correct and that the services and costs were incurred in compliance with all agreements between me and/or my firm and the Oakland Unified School District.

OUSD will not accept invoices submitted more than thirty days beyond the end of each fiscal quarter. No invoices will be accepted more than 30 days past the end of June 30 of the contractual fiscal year. CONTRACTOR must also submit invoices according to specific invoicing deadlines as outlined by OUSD to ensure timely processing. OUSD reserves the right to reject any invoice which does not meet the requirements in this Section 7.2.

- 7.3 **Payment for the Work** shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after the CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made. . All amounts paid by OUSD shall be subject to audit by OUSD.

8. INDEMNIFICATION

- 8.1 CONTRACTOR shall indemnify, hold harmless and defend the Oakland Unified School District, its Governing Board, State Trustee, Superintendent and each of its officers, officials, employees, volunteers and agents (hereinafter in this Section 8 collectively referred to as "the District") from any loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by the District, CONTRACTOR or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this agreement.
- 8.2 CONTRACTOR obligations under the preceding shall apply jointly and severally regardless of whether the District or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss of liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of the District.
- 8.3 If CONTRACTOR should subcontract all or any portion of the work or activities to be performed under this agreement, CONTRACTOR shall require each subcontractor to indemnify, hold harmless and defend the District, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph.

9. INSURANCE

- 9.1 Throughout the life of the MOU, CONTRACTOR shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A/VII" in Best Insurance Rating Guide, the following policies of insurance:

- a) **COMMERCIAL GENERAL LIABILITY** insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000 per occurrence.
- b) **WORKERS COMPENSATION** insurance, as required by the California Labor Code, with not less than the statutory limits.
- c) **PROPERTY AND FIRE** insurance shall provide to protect: Real Property, against risk of direct loss, commonly known as Special Form and Fire Legal Liability, to protect against liability for portions of premises leased or rented; Business Personal Property, to protect on a Broad Form, named peril bases, for all furniture, equipment and supplies of CONTRACTOR. If any District property is leased, rented or borrowed, it shall also be insured the same as real property.

9.2 The above policies of insurance shall be written on forms acceptable to the Risk Manager of the Oakland Unified School District and endorsed to name the Oakland Unified School District, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to the Oakland Unified School District prior to this Master MOU becoming valid. If at any time said policies of insurance lapse or become canceled, this agreement shall become void. The acceptance by OUSD of the above-required insurance does not serve to limit the liability or responsibility of the insurer or CONTRACTOR to OUSD.

ADDITIONAL ADDENDUM(S) ATTACHED

(If this box is checked, additional terms and conditions apply.)

- | | | |
|-------------------------------------|--------------------------|---|
| Yes | No | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | ASES PROGRAM GRANT (Elementary / Middle) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 21 st CCLC ASSET GRANT (High School) |
| <input type="checkbox"/> | <input type="checkbox"/> | FIELDTRIPS |

On behalf of our respective institutions or organizations, we hereby execute this Memorandum of Understanding.

Gannalean
CONTRACTOR

Date: 5/16/11

[Signature]
President, Board of Education
Oakland Unified School District

Date: 6/23/11

[Signature]
Secretary, Board of Education
Oakland Unified School District

Date: 6/23/11

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
By: *[Signature]*
Attorney at Law

Legislative File
File ID Number: 11-1234
Introduction: 6-13-11 *BT*
Enactment Number: 11-111 *BT*
Enactment Date: 6-22-11

**Master Memorandum of Understanding
2011-2012**

EAST BAY ASIAN YOUTH CENTER, OAKLAND, CA

Legislative File # 11-1234

SCOPE OF WORK

The After School Lead Agency, East Bay Asian Youth Center, Oakland, CA, will provide daily, comprehensive after school services during the 2011-12 school year at an anticipated 11 school sites in OUSD. The Lead Agency will work collaboratively with school leadership to develop after school programming that is aligned with the OUSD Strategic Plan, complements the regular school day program, and supports each school's overarching goals and priorities for student achievement. After school services will support one or more of the following OUSD desired outcomes and strategic questions:

- **High School Graduation:** How many more Oakland children are graduating from high school?
- **Improved School Day Attendance:** How many more Oakland children are attending school 95% or more?
- **Job Skills/Career readiness:** How many more students have meaningful internships and/or paying jobs?
- **Increased Access to Health Services:** How many more Oakland children have access to, and use, the health services they need?

As part of the program planning process for each school served, the Lead Agency and school leadership will engage in the following structured planning to ensure alignment with the district's desired outcomes:

- a) Identify which of the district's four desired outcomes/strategic questions will the after school program intentionally support.
- b) Describe the program activities that will support each desired outcome.
- c) Identify metrics indicating how the program will measure its efforts to support the desired outcomes.

Units of Service for Lead Agency: East Bay Asian Youth Center

Lead Agency Unit of Service

After School Services include:

After school program set up at school site and coordination of comprehensive services to ensure ASES and 21st Century grant compliance, alignment with school day, program quality, fiscal oversight, and compliance with district policies, including contracting processes, fiscal timelines, and Legal requirements.

Delivery of high quality after school programming consisting of academic, enrichment, and recreational/physical activity components to meet grant compliance. Services will be delivered by qualified, trained individuals and community providers with subject matter expertise and youth development experience.

After School program will serve up to 90 students at each elementary school site, 180 at the middle school site, and 150 at the high school site. Services will be offered daily, Monday through Friday, from September – June. Program will begin immediately at the end of the regular school day and will stay open until 6pm daily.

The After School Services include homework assistance, math intervention, reading intervention, and visual and performing art instruction.

Program activities will be provided by qualified staff. Student to staff ratio will not exceed 20:1.

For High School Programs: services also include family literacy programming and equitable access services. The Family Literacy workshops engages parents in their children's academic and leadership development process, and college and career exploration.

Option A: services for up to 90 Elementary students: \$93,900

Option B: services for up to 110 Elementary students: \$134,700

Option C: services for up to 160 Elementary students: \$193,800

Option D: services for up to 180 Middle School students: \$217,000

Option E: High School services for up to 150 students: \$246,000

Factors that may reduce or alter the school charge for above lead agency unit:

- a) School opting to utilize own teachers to provide academic services, reducing the academic programming charges to the cost above.
- b) School opting to directly contract with a different service provider for enrichment, reducing some of the enrichment charges to the cost above.
- c) School opting to provide supplies in support of after school programming, reducing supply costs from the total above.
- d) School opting to fund School Safety Officer, reducing above costs to provide safe and secure after school environment.

- e) Other specialty services from this menu have been selected to augment some of the basic lead agency services included in package above.
- f) School opting to augment after school services or serve additional students utilizing additional grant funds.
- g) Other: please describe

Healthy Start Family Support Unit of Service:

Healthy Start services incorporate a broad range of support services that aim to improve parent leadership, improve family health, improve school attendance and improve academic achievement. Services include: parent leadership workshops, parent literacy classes, truancy intervention services, and community education events.

Healthy Start programming will serve up to 300 families throughout the school year.

Cost: \$85,000

Atlantic Philanthropies Family Support Unit of Service:

Atlantic Philanthropies Family Support services incorporate a broad range of support services that aim to improve parent leadership, improve family health, improve school attendance and improve academic achievement. Services include: parent leadership workshops, parent literacy classes, truancy intervention services, and community education events.

Atlantic Philanthropies programming will serve up to 100 families throughout the school year.

Cost: \$57,000



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 17, 2009

Roberta Mayor, Superintendent
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

Dear Superintendent Mayor:

Congratulations on the successful completion of the planning process for the Healthy Start Combined Grant that has been awarded to your district for Garfield Elementary School. Having reviewed the written documentation submitted by David Kakishiba on behalf of the Healthy Start Collaborative, and validated the reported accomplishments through a site visit, we are satisfied that you are prepared to make a successful transition to the operational phase (Phase II) of the grant.

Enclosed please find a copy of the Site Validation Report. **Please sign and return the front page of the Report to the following address:**

**Judy Anderson, Education Programs Consultant
School Health Connections/Healthy Start Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901**

Under separate cover, we are sending Barbara McClung, grant contact, detailed instructions for completion of the Annual Sustainability Report (ASR). This annual report, which covers grant activity during the time period of July 1 – June 30 each year, will be due to the California Department of Education no later than September 30 each year. Your first ASR will be due September 30, 2010.

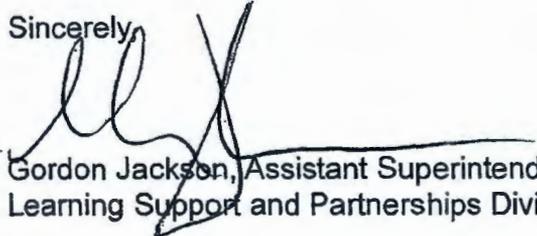
Upon receipt of your original signature on the Site Validation Report, the Phase II grant funds disbursement will commence. This process takes approximately six weeks. Your first disbursement will be \$200,000, and it will consist of the full \$100,000 start-up grant funds and the first \$100,000 of the \$300,000 annual funds awarded to Oakland Unified School District for Garfield Elementary School. You will be notified by e-mail when the request for the funds disbursement is sent to the State Controllers' Office.

Roberta Mayor, Superintendent
June 17, 2009
Page 2

Thank you very much for your continuing hard work in providing students with the array of learning supports they need to be academically successful.

If you have any questions regarding the review process or the Site Validation Report, please contact the Judy Anderson, Education Programs Consultant, School Health Connections/Healthy Start Office, at 916-319-0216 or by e-mail at juanders@cde.ca.gov. If you have any questions regarding fiscal issues, please contact Shirley Day, Associate Governmental Program Analyst, School Health Connections/Healthy Start Office, at 916-319-0298 or by e-mail at sday@cde.ca.gov.

Sincerely,



Gordon Jackson, Assistant Superintendent
Learning Support and Partnerships Division

GJ:ms
Enclosure

cc: Barbara McClung, Program Manager, Complementary Learning Office, Oakland
Unified School District
David Kakishiba, Executive Director, East Bay Asian Youth Center



California Department of Education
Healthy Start
Cohort 13 Combined Grants
Demonstration of Readiness for Phase II Operation

Garfield Site Validation Report

Grant Site Information

Grant ID Number: 01-13-016

Grant contact: Barbara McClung

Grant contact telephone number and e-mail address:

510-879-2406

barbara.mcclung@ousd.k12.ca.us

School/s on original grant: Garfield Elementary School

Local Educational Agency (LEA): Oakland Unified School District

County: Alameda

Site Validation Leader:

Maryann Straub, Education Programs Consultant, School Health Connections/Healthy Start Office, California Department of Education

Site Validation Team:

Judy Anderson, Education Programs Consultant, School Health Connections/Healthy Start Office, California Department of Education

Shirley Day, Associate Governmental Program Analyst, School Health Connections/Healthy Start Office, California Department of Education

Renee Newton, Director, Center for Community School Partnerships, University of California Davis

Site Validation Recommendation

The site validation team has validated the information in the Readiness Document and recommends that this site transition from Phase I Planning to Phase II Operations.

The site validation team has concerns that were not resolved during the site validation and recommends additional time prior to transition from Phase I Planning to Phase II Operations at this time.

District Superintendent's Assurance

The LEA has reviewed this report and supports the findings of the site validation team.

Signature of the Superintendent

Date

Site Validation Team's Description

The documentation to demonstrate readiness to move from Phase I Planning to Phase II Operations addresses all of the required elements. The process by which stakeholders conducted the community assessment and developed the work plans was thorough and inclusive. Outcomes reflect the needs identified by stakeholders and are supported by relevant strategies and indicators. All application parts are connected and mutually supportive. Positive findings in the written information were substantiated by observations and interviews on site.

Garfield Elementary School entered into a contract with the East Bay Asian Youth Center (EBAYC) to manage the Healthy Start grant. The community assessment was conducted through a "Listening Campaign" in spring and fall 2007. EBAYC Parent Organizers and Garfield parent leaders conducted one-to-one interviews with 321 parents to hear their concerns, identify their most pressing needs, and invite them to participate in making Garfield Elementary School a better school. Interview information was collected through the use of a survey instrument and all survey data was analyzed by the Urban Strategies Council. Data findings were presented at the Listening Campaign Summit where over 100 parents discussed data findings, voted on initial service priorities, and volunteered to serve on project action teams. We commend EBAYC on their "Listening Campaign" and recommend it as a model for other collaboratives.

The administration and governance structure provides a sound basis for collaboration. Garfield Elementary School and EBAYC jointly established the "Garfield Complementary Learning Council (GCLC)" in fall 2007 to serve as the governing board of the Garfield Family Learning Center. The GCLC meets monthly. It is comprised of parents, teachers, at least one administrator, community-based organizations, and public agencies. The GCLC convenes annual strategic planning retreats, monitors the development of the Garfield Family Learning Center, and makes program and policy recommendations.

The Garfield Family Learning Center is housed in three separate facilities located adjacent to each other along the west entrance of the school. One portable classroom houses staff (Managing Director, After-School Coordinator, Family Advocates, Family Literacy Teacher) and serves as a parent information and referral center. Another portable classroom houses Family Literacy classes and various health education and income support workshops. A third room serves as a childcare facility. Facilities are currently fully operational.

Initial concerns about the alignment among needs, resources, strategies, and outcomes were mitigated by a revision of the work plans and through discussions with key stakeholders. Garfield Elementary School and EBAYC are fully committed to secure financial resources to sustain Healthy Start services when state funding ends. Major strategies of Garfield Healthy Start are expected to continue without the assistance of Healthy Start funds, including after-school and summer learning (After School Education and Safety Program, 21st Century Community Learning Centers Program, City of Oakland, foundations), pre-school education (State Pre-School, Proposition 10), and Family Literacy (Adult Education, foundations). EBAYC also plans to position the school

to capitalize on emerging community school initiatives developing among regional and national foundations, and the federal government. Garfield Healthy Start priorities and strategies are embedded in the school's 2009-2010 Single-Plan for Student Achievement (SPSA).

Validation Strategies

Indicate all validation strategies that the site validation team used to validate the information in this site's Readiness Document.

1. Stakeholder Interviews

Formal or informal interviews were held with the following individuals or groups:

- Grant Contact/Grant coordinator
- Principal/Assistant Principal
- Students
- Parents/Caregivers
- Counselors, School nurse, other school support service providers
- District Staff
- Community and business partners

Did the individuals interviewed appear to be representative of their constituency?

Yes No (If no, explain)

2. Facilities Tour

Yes No (If no, explain)

3. Document Review

Yes No (If no, explain)

As a result of the validation strategies used on the previous page, along with the information reported in the Readiness Document, indicate the degree to which each of the elements below has been addressed.

1. Needs Assessment

Outstanding Satisfactory Raises Concerns

2. Outcomes

Outstanding Satisfactory Raises Concerns

3. Collaborative Process for Governance and Administration

Outstanding Satisfactory Raises Concerns

4. Resources

Outstanding Satisfactory Raises Concerns

5. Strategies

Outstanding Satisfactory Raises Concerns

6. Facility

Outstanding Satisfactory Raises Concerns

7. Staffing

Outstanding Satisfactory Raises Concerns

8. Case management

Outstanding Satisfactory Raises Concerns

9. Evaluation Plan: Preparation for the Annual Sustainability Report

Outstanding Satisfactory Raises Concerns

10. Sustainability

Outstanding Satisfactory Raises Concerns

11. Budget/Fiscal Foundation

Outstanding Satisfactory Raises Concerns



MEMORANDUM OF UNDERSTANDING
Garfield Elementary School Healthy Start Initiative
& Garfield Elementary School

Garfield Elementary School hereby agrees to the terms and conditions of this Memorandum-of-Understanding for the purpose of establishing and sustaining the Garfield Family Learning Center, a California Healthy Start initiative to provide a comprehensive, integrated, and culturally-appropriate delivery system of educational, health, and human services that is responsive to the needs of children, youth and families of Garfield Elementary School.

Garfield Elementary School hereby commits the following financial and human resources to the development and operation of the Garfield Family Learning Center.

2007-2008 Planning Phase

1. Garfield Elementary School's Principal, Assistant Principal, and five Teachers will participate in and provide leadership to all Garfield Transformation Team (GTT) meetings.
2. Garfield Elementary School's Principal, Assistant Principal, teachers, nurse, and/or other support staff will participate in and provide leadership to each of the GTT's five Action Teams – Early Childhood Education, After-School/Summer School, Parent Education, Family Support Services, and Parent Leadership – for the purpose of planning the services to be deployed from the Garfield Family Learning Center.
3. Garfield Elementary School will serve as the venue for the Garfield Family Learning Center Kick-Off event in October 2007 - facilities will be made available; administrators, teachers, and support staff will be encouraged to participate in planning and hosting; and parents will be notified through mail and telephone calls.
4. The Garfield Elementary School principal will provide an appropriate and accessible physical space for the Garfield Family Learning Center, and will work with the Garfield Family Learning Center director to plan needed renovations and identify appropriate equipment purchases.

5. The Garfield Elementary School principal will meet regularly with the Garfield Family Learning Center director to finalize the OUSD/EBAYC contract for services; develop and monitor the 2007-2008 Work Plan; and develop and submit the Five-Year Strategic/Sustainability Plan and Report documenting our readiness for the Healthy Start Operational Phase grant application.

2008-2012 Four-Year Operational Phase

1. Garfield Elementary School (Principal, Assistant Principal, and Teachers) will continue to serve as an active member and leader of the Garfield Transformation Team and in the governance of the Garfield Family Learning Center.
2. Garfield Elementary School will provide space for the Garfield Family Learning Center and will contribute to the Center's maintenance.
3. Garfield Elementary School will consider school site budget proposals aimed at supporting selected programs and services prioritized in the Garfield Family Learning Center strategic plan.
4. Garfield Elementary School will continue to partner with the East Bay Asian Youth Center in the operation and sustainability of Garfield Higher Learning, an after-school academic support and enrichment education program serving 150 Garfield Elementary School students.
5. Garfield Elementary School will participate in Garfield Family Learning Center evaluation processes as required by the California Department of Education and the Garfield Transformation Team.
6. Garfield Elementary School will participate in Garfield Transformation Team efforts to sustain and enhance the Garfield Family Learning Center beyond the expiration of the California Department of Education Healthy Start grant.

This agreement is entered into for the duration of the Garfield Healthy Start initiative grant period 2007-2012 and may be modified at any time by mutual agreement.


Maria Dehghanfard
Principal
Garfield Elementary School

02/02/07
Date



East Bay Asian Youth Center

Dedicated
to inspiring
and empowering
young people to be
life-long builders
of a just and caring
multi-cultural
society

MAIN OFFICE

2025 East 12th Street
Oakland, CA 94606
510.533.1092
510.533.6825 fax
email: ebayc@ebayc.org

BERKELEY OFFICE

1950 Carleton St. D1
Berkeley, CA 94704
510.849.4898
510.849.4553 fax
email: rise@ebayc.org

web: www.ebayc.org

MEMORANDUM OF UNDERSTANDING
**Garfield Elementary School Healthy Start Initiative
& East Bay Asian Youth Center**

Garfield Elementary School and East Bay Asian Youth Center hereby agree to the terms and conditions of this Memorandum-of-Understanding for the purpose of establishing and sustaining the Garfield Family Learning Center, a California Healthy Start initiative to provide a comprehensive, ~~integrated, and culturally appropriate delivery system of educational, health, and human services that is responsive to the needs of children, youth and families of Garfield Elementary School.~~

The East Bay Asian Youth Center hereby commits the following financial and human resources to the development and operation of the Garfield Family Learning Center.

2007-2008 Planning Phase

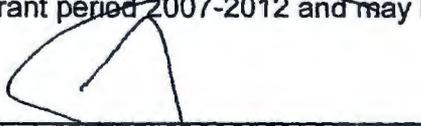
1. The East Bay Asian Youth Center will be an active member of the Garfield Transformation Team (GTT) and will participate in all GTT meetings. In addition to the GFLC/Healthy Start Director, EBAYC's Executive Director will attend all GTT meetings, which represents a \$1,000.00 contribution to the planning phase.
2. The East Bay Asian Youth Center will enter into a contractual agreement with the Oakland Unified School District to serve as Lead Agency for the Garfield Family Learning Center, and manage the day-to-day implementation of the 2007-2008 Garfield Healthy Start initiative planning phase.
3. The East Bay Asian Youth Center will deploy four bilingual Parent Organizers at 25% FTE each (totaling \$50,000.00 in matching funds) to provide on-going engagement of parents in the Listening Campaign Survey, Garfield Transformation Team, five Action Teams, and the Garfield Family Learning Center Kick-Off. Services include surveys, one-to-one outreach, home visits, translation and interpretation, and leadership training.
4. The East Bay Asian Youth Center will provide a cash match to the Garfield Healthy Start initiative of up to \$25,000.00 to provide incentive stipends for Parent Leaders participating in the Classroom Parents Project. Parent Leaders will be involved in all phases of the planning process, including surveying, kick-off event, and Garfield Transformation Team and Action Team meetings.
5. The East Bay Asian Youth Center will develop the Listening Campaign Survey; translate the Survey into Spanish, Chinese, and Vietnamese; enter Survey data and tabulate results; and write a summary report of the survey findings. This in-kind contribution amounts to \$2,500.00.

6. The East Bay Asian Youth Center Executive Director will write the final Strategic Plan/Sustainability Plan. This in-kind contribution amounts to \$1,500.00.

2008-2012 Four-Year Operational Phase

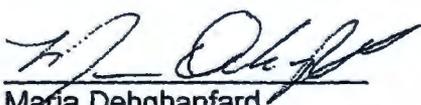
1. The East Bay Asian Youth Center will continue to serve as an active member of the Garfield Transformation Team and will participate in all GTT meetings.
- ~~2. The East Bay Asian Youth Center will enter into a contractual agreement with the Oakland Unified School District to serve as Lead Agency for the Garfield Family Learning Center, and manage the day-to-day implementation of the 2008-2012 Garfield Healthy Start initiative operational phase.~~
3. The East Bay Asian Youth Center will continue to deploy bilingual Parent Organizers, equaling no less than \$50,000.00 each year, to provide on-going parent engagement, including one-to-one outreach, home visits, translation and interpretation, and leadership training.
4. The East Bay Asian Youth Center will continue to raise up to \$50,000.00 each year to support the Classroom Parents Project and other Garfield Family Learning Center Parent Leadership Action Team initiatives.
5. The East Bay Asian Youth Center will continue to operate and sustain Garfield Higher Learning, an after-school academic support and enrichment education program for 150 students, equaling no less than \$300,000.00 in City of Oakland, private foundation, and CDE ASES funds each year.
6. The East Bay Asian Youth Center will participate in Garfield Family Learning Center evaluation processes as required by the California Department of Education and the Garfield Transformation Team.
7. The East Bay Asian Youth Center will participate in Garfield Transformation Team efforts to sustain and enhance the Garfield Family Learning Center beyond the expiration of the California Department of Education Healthy Start grant.

This agreement is entered into for the duration of the Garfield Healthy Start initiative grant period 2007-2012 and may be modified at any time by mutual agreement.



David Kakishiba
Executive Director
East Bay Asian Youth Center

1 / 30 / 07
Date



Maria Dehghanfard
Principal
Garfield Elementary School

02 / 02 / 07
Date

MEMORANDUM OF UNDERSTANDING
Garfield Elementary School Healthy Start Initiative
& United Way of the Bay Area



United Way of the Bay Area

Garfield Elementary School and United Way of the Bay Area hereby agree to the terms and conditions of this Memorandum-of-Understanding for the purpose of establishing and sustaining the Garfield Family Learning Center, a California Healthy Start initiative to provide a comprehensive, integrated, and culturally-appropriate delivery system of educational, health, and human services that is responsive to the needs of children, youth and families of Garfield Elementary School.

221 Main St., Suite 300
San Francisco, CA 94105
415.808.4300

1970 Broadway, Suite 600
Oakland, CA 94612
510.238.2410

401 Amador St.
Vallejo, CA 94590
707.644.4131

www.uwba.org

United Way of the Bay Area hereby commits the following financial and human resources to the development and operation of the Garfield Family Learning Center.

2007-2008 Planning Phase

1. United Way of the Bay Area will be an active member of the Garfield Transformation Team (GTT) and will participate in all GTT meetings. UWBA will send one representative to no less than ten meetings throughout the year, which represents a contribution of \$1,000.00 to the planning process.
2. United Way of the Bay Area will be an active member of the GTT Family Support Services Action Team and will participate in all A-Team meetings. UWBA will send one representative to no less than five meetings throughout the year, which represents a contribution of \$500.00 to the planning process.
3. United Way of the Bay Area will provide a cash match to the Garfield Healthy Start initiative of up to \$25,000.00 to support the full-time position of the Garfield Family Learning Center/Healthy Start Director.

2008-2012 Four-Year Operational Phase

1. United Way of the Bay Area will continue to serve as an active member of the Garfield Transformation Team and will participate in all GTT meetings.
2. United Way of the Bay Area will consider providing up to \$100,000.00 in general operating support for the Garfield Family Learning Center.



3. United Way of the Bay Area will participate in Garfield Family Learning Center evaluation processes as required by the California Department of Education and the Garfield Transformation Team.



4. United Way of the Bay Area will participate in Garfield Transformation Team efforts to sustain and enhance the Garfield Family Learning Center beyond the expiration of the California Department of Education Healthy Start grant.

221 Main St., Suite 300
San Francisco, CA 94105
415.808.4300

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Vallejo, CA 94590
707.644.4131

www.uwba.org

This agreement is entered into for the duration of the Garfield Healthy Start initiative grant period 2007-2012 and may be modified at any time by mutual agreement.

Maria Dehghanfard
Principal
Garfield Elementary School

Molly Wertz
Vice-President
United Way of the Bay Area

2 11 107 *MWertz*
Date

02/02/07
Date



900 ALICE STREET, 3RD FLOOR, OAKLAND, CA 94607 (510) 763-4120

MEMORANDUM OF UNDERSTANDING
Garfield Elementary School Healthy Start Initiative
& Making Connections Oakland

Garfield Elementary School and Making Connections Oakland hereby agree to the terms and conditions of this Memorandum-of-Understanding for the purpose of establishing and sustaining the Garfield Family Learning Center, a California Healthy Start initiative to provide a comprehensive, integrated, and culturally-appropriate delivery system of educational, health, and human services that is responsive to the needs of children, youth and families of Garfield Elementary School.

Making Connections Oakland hereby commits the following financial and human resources to the development and operation of the Garfield Family Learning Center.

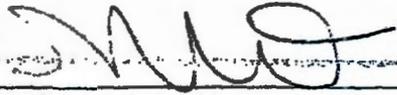
2007-2008 Planning Phase

1. Making Connections Oakland will be an active member of the Garfield Transformation Team (GTT) and will participate in all GTT meetings. MCO will send one representative to no less than ten meetings throughout the year, which represents a \$1,000.00 contribution to the planning process.
2. Making Connections Oakland will be an active member of the GTT Early Childhood Education Action Team and will participate in all A-Team meetings. MCO will send one representative to no less than five meetings throughout the year, which represents a \$500.00 contribution to the planning process.
3. Making Connections Oakland will provide a cash match to the Garfield Healthy Start initiative of up to \$25,000.00 to support school readiness pilot projects.

2008-2012 Four-Year Operational Phase

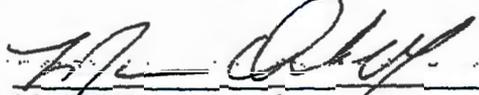
1. Making Connections Oakland will continue to serve as an active member of the Garfield Transformation Team and will participate in all GTT meetings.
2. Making Connections Oakland will consider providing and/or identifying co-funders to provide up to \$100,000.00 to support the operation of Early Childhood Education programs and services.
3. Making Connections Oakland will participate in Garfield Family Learning Center evaluation processes as required by the California Department of Education and the Garfield Transformation Team.
4. Making Connections Oakland will participate in Garfield Transformation Team efforts to sustain and enhance the Garfield Family Learning Center beyond the expiration of the California Department of Education Healthy Start grant.

This agreement is entered into for the duration of the Garfield Healthy Start initiative grant period 2007-2012 and may be modified at any time by mutual agreement.



Deborah Montesinos
Director
Making Connections Oakland

11/31/07
Date



Maria Dehghanfard
Principal
Garfield Elementary School

02/02/07
Date



**ALAMEDA COUNTY HEALTH CARE SERVICES AGENCY
PUBLIC HEALTH DEPARTMENT**

David J. Kears, Director
Anthony Iton, MD, JD, MPH
Director, County Health Officer

Diabetes & Asthma Program
7200 Bancroft Avenue, Suite 202
Oakland, CA 94605
(510) 383-5185
(510) 383-5183 FAX

MEMORANDUM OF UNDERSTANDING
**Garfield Elementary School Healthy Start Initiative
& Alameda County Public Health Department
Diabetes & Asthma Programs**

Garfield Elementary School and the Alameda County Public Health Department/Diabetes & Asthma Programs hereby agree to the terms and conditions of this Memorandum-of-Understanding for the purpose of establishing and sustaining the Garfield Family Learning Center, a California Healthy Start initiative to provide a comprehensive, integrated, and culturally-appropriate delivery system of educational, health, and human services that is responsive to the needs of children, youth and families of Garfield Elementary School.

Alameda County Public Health Department/Diabetes & Asthma Programs hereby commits the following financial and human resources to the development and operation of the Garfield Family Learning Center.

2007-2008 Planning Phase

1. ACPHD/Diabetes & Asthma Programs will be an active member of the GTT Family Support Services Action Team and will participate in all A-Team meetings. ACPHD/Diabetes & Asthma Programs will send one representative to no less than five meetings throughout the year, which represents a contribution of \$500.00 to the planning process.
2. ACPHD/Diabetes & Asthma Programs will deploy community health outreach workers and nurses to participate in targeted home visit drives as part of the health outreach/school attendance campaign pilot project.

2008-2012 Four-Year Operational Phase

1. ACPHD/Diabetes & Asthma Programs will continue to be an active member of the GTT Family Support Services Action Team.
2. ACPHD/Diabetes & Asthma Programs will provide on-going deployment of public health staff to provide asthma and diabetes education and outreach to parents.
3. ACPHD/Diabetes & Asthma Programs will participate in Garfield Family Learning Center evaluation processes as required by the California Department of Education and the Garfield Transformation Team.

4. ACPHD/Diabetes & Asthma Programs will participate in Garfield Transformation Team efforts to sustain and enhance the Garfield Family Learning Center beyond the expiration of the California Department of Education Healthy Start grant.

~~This agreement is entered into for the duration of the Garfield Healthy Start initiative grant period 2007-2012 and may be modified at any time by mutual agreement.~~

Brenda Rueda-Yamashita

Brenda Rueda-Yamashita
Director, Diabetes & Asthma Programs
Alameda County Public Health Department

1/29/07
Date

MA Dehghanfard

Maria Dehghanfard
Principal
Garfield Elementary School

02/02/07
Date

California Department of Education
 Healthy Start
 Grant Contact Person Update
 Request Form

FAX

to

(916) 445-7367

Please complete one update form per grant.

If you have questions, contact Shirley Day at (916) 319-0298 or sday@cde.ca.gov

California Department of Education
 School Health Connections/Healthy Start Office
 1430 N Street, Suite 6408
 Sacramento, CA 95814

Date: <p style="text-align: center; font-size: 1.2em;">8/28/07</p>	District or County Office of Education on Application/Grant <p style="text-align: center; font-size: 1.2em;">Oakland Unified School District</p>
Grant ID Number: <p style="text-align: center; font-size: 1.2em;">06 24833 6125 016</p>	First School Listed on Application/Grant: <p style="text-align: center; font-size: 1.2em;">Garfield Elementary School</p>
Type of Grant	
<input type="checkbox"/> Operational (5 years) <input type="checkbox"/> Collaborative Planning (2 years) <input checked="" type="checkbox"/> Combined Grant Phase One and Phase Two (7 years)	

Healthy Start Contact Person		
Name: <p style="font-size: 1.2em;">GIANNA TRAN</p>	Title: <p style="font-size: 1.2em;">Deputy Executive Director</p>	
Address: <p style="font-size: 1.2em;">2025 E. 12th Street</p>		
City: <p style="font-size: 1.2em;">oakland</p>	Zip: <p style="font-size: 1.2em;">94606</p>	
Telephone: <p style="font-size: 1.2em;">(510) 533 1092 x 27</p>	FAX: <p style="font-size: 1.2em;">(510) 533 6825</p>	E-mail: <p style="font-size: 1.2em;">gianna@ebayc.org</p>

6/4/07 *Jo Kim*
 ORIGINAL FROM ME
 KLFJ

GRANTEE NAME AND ADDRESS Kimberly Statham, State Administrator Oakland Unified School District 1025 Second Avenue Oakland, CA 94606-2212 STATE ADMIN.	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
	06	24833	6125	016

Attention Denice Leong	MAY 21 2007	COUNTY 1	STANDARDIZED ACCOUNT CODE STRUCTURE	
Program Office Healthy Start: Garfield Elementary	O. U. S. D.		Resource	Revenue Object
Telephone (510) 879-8580			6240	8590

Name of Grant Program
 Healthy Start Support Services for Children

GRANT AMOUNT	Original/Prior Amendments	Amendment Number	Amendment Amount	Total	Index	Federal Catalog Number
	\$450,000			\$450,000	0604	

AWARD DATES	Starting May 4, 2007	Ending June 30, 2014
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Dear State Administrator Statham:

Congratulations! I am pleased to inform you that you have been funded for a Healthy Start, seven-year combined grant. Funds will be apportioned through the offices of your County Treasurer upon receipt of this completed Certification of Acceptance of Grant Conditions.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:

Shirley Day, Healthy Start Analyst
 School Health Connections/Healthy Start Office
 California Department of Education
 1430 N Street, Room/Suite 6408
 Sacramento, CA 95814-5901

California Department of Education Contact Shirley A. Day	Title Associate Government Program Analyst
---	--

E-mail Address sday@cde.ca.gov	Telephone (916) 319-0298
--	------------------------------------

Signature of the State Superintendent of Public Instruction or Designee <i>Paul Bonnell</i>	Date May 9, 2007
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CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent Dr. Kimberly Statham	Title State Administrator
---	-------------------------------------

E-mail Address kimberly.statham@ousc.k12.ca.us	Telephone 510-879-8200
--	----------------------------------

Signature <i>Kevin Robinson Jr</i>	Date 5/30/07
--	------------------------

ORIGINAL

GRANT AWARD NOTIFICATION (Continued)

1. The seven year, combined grant, Phase One and Phase Two, was established by the FY2006-07 Budget Act. All terms, conditions, assurances and certifications of the grant as stated in the Request for Application (RFA), California *Education Code* sections 8800 through 8807, Healthy Start Budget Information Packet, and California Code of Regulations 11900 through 11930 apply to the combined grant award. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use and accounting for public school funds, including but not limited to, the *Education Code* of the State of California.
2. The grantee shall submit required expenditure reports. Each year of the grant an annual expenditure report is due to the California Department of Education (CDE) no later than September 30. A final expenditure report is due no later than September 30 of the year phase one ends and at the end of phase two. Any unexpended funds must be returned to the CDE. Failure to submit required reports may result in future funding being withheld.
3. Annual evaluation reports are due October 30, each year of the phase-two grant period.

Sign and return this two-page document within ten days of receipt to:

California Department of Education
School Health Connections/Healthy Start Office
Attn: Shirley Day, Analyst
1430 N Street, Suite 6408
Sacramento, CA 95814

May 15, 2007

HEALTHY START GRANT NOTIFICATION PACKET

The complete list of grant awards for cohort 13 is posted at the CDE Web site at <http://www.cde.ca.gov/fg/fo/r8/healthystart06result.asp>.

ACTION ITEM:

Grant Award Packet and Funding.

The Grant Award Notification (AO-400) that details conditions of your grant award is enclosed. Your designated applicant agency (the authorized fiscal agent identified on Form A of your application package) will need to **sign and return the AO-400** to our office in order for the CDE to schedule your first payment. Please return, **within ten days of receipt**, the Grant Award Notification with your **original signature** (or designee). The return address is listed on the AO-400 document.

BUDGETS:

All budget revisions must be resolved prior to the first disbursement of grant funds. Later this year, you will receive a budget packet that provides all reporting forms and well as budgetary guidelines and restrictions. In general, funded grantees will receive a grant award in the amount of either \$450,000 (for combined grants) or \$400,000 (for operational grants). Your first annual expenditure report will not be due until September 30, 2008.

ORIENTATION

The orientation for new grantees will be scheduled during fall 2007. The California Department of Education (CDE) will notify new grantees of the location of the orientation by the end of the summer. Participation in the Healthy Start orientation is expected, and each grantee is encouraged to attend as a team of two to four people. You are also invited to visit the Healthy Start Web site at <http://www.cde.ca.gov/ls/pf/hs> for related resources and technical assistance contacts.

Program Information

Designation of Contact Person. We will depend on the designated contact person you identify to disseminate information to your organization and to your collaborative partners throughout the calendar year, including the summer months. Please notify the School Health Connections/Healthy Start Office in writing if a change is made in the contact person or contact information for your Healthy Start grant. The contact update form is located at: <http://www.cde.ca.gov/ls/pf/hs/documents/hscontact.doc>.

We anticipate that you will have questions. Please direct questions to Shirley Day, Analyst, School Health Connections Office, at (916) 319-0298 or by e-mail at sday@cde.ca.gov, or dial our general office at (916) 319-0914.

**Healthy Start Combined Grant Application
Oakland Unified School District
Identification # 01-13-016**

Contractual Services – East Bay Asian Youth Center

- \$33,300.00 Garfield Healthy Start Director
(60% FTE @ \$55,500.00 annually)

- \$ 6,000.00 Employee Benefits
(18% of gross salary of \$33,300.00)

- \$ 1,746.00 October 2007 Kick-Off Event
(food, supplies, sound equipment, hand-outs)

- \$ 500.00 Childcare Services at community planning meetings

- \$ 500.00 Hospitality at community planning meetings

- \$ 3,000.00 Graphic Design/Printing/Postage of Multilingual Information Materials

- \$ 2,000.00 Travel to CDE Trainings

\$47,046.00 Total Contractual Budget

Broader Collaborative

The Garfield Family Learning Center collaborative is currently much broader than the contractor, including Garfield Elementary School administrators, teachers, and parents, United Way of the Bay Area, Making Connections Oakland, and Alameda County Public Health Department. Through the planning process, the Collaborative will grow significantly in its organizational membership (Oakland Ready To Learn, Oakland Parks & Recreation, OUSD Adult Education, OUSD Early Childhood Education, Peralta Community Colleges, Youth Employment Partnership, St. Anthony's Catholic Church) and hard resources committed and deployed.

Making Connections Oakland is not the collaborative for the Garfield Family Learning Center. MCO is a foundation-directed initiative that will expire in two years, and is focused on early childhood education and family economic success. MCO provides modest and increasingly declining foundation investments to its two focus areas. MCO has no operational capacity and does not function as a planning or governing body for Garfield school improvement efforts.

Form 5

Combined Planning and Operational Grant Budget – Phase One

California Department of Education
 School Health Connections/Healthy Start Office
 GRANT ID#01-13-016

Applicant LEA: Oakland Unified

Identifying School (one): Garfield Elementary

Combined grant, Phase One, funds are awarded to a maximum of \$50,000 budgeted over a one to two year period. The following restrictions apply to Phase One grant funds:

- Funds may not be used toward the purchase of direct services. (Direct services do not include salaries for staff who are developing the program or for case management.)
- Funds may not be used for capital outlay.
- Funds may not be used toward facilities rental, lease, purchase, or renovation.
- Equipment costs may not exceed 10 percent of the total planning grant budget.
- Funds may not be used for out-of-state travel.
- Series 5100 (Contracts) are **not** subject to indirect costs.

List of Budget Expenditures		Amount Year 1	Amount Year 2	Total all years
Series				
CERTIFICATED PERSONNEL SALARIES				
Series				
CLASSIFIED PERSONNEL SALARIES				
Series				
EMPLOYEE BENEFITS				
BOOKS AND SUPPLIES				
Series 5000	CONTRACTED SERVICES: Total \$47,046 Healthy Start director contract (first \$25,000 subject to indirect costs)	\$25,000		\$25,000
Series 5100	NOT SUBJECT TO INDIRECT COST CHARGES: Healthy Start director contract (costs in excess of \$25,000 are not subject to indirect cost charges) Garfield Center HS Director (balance of \$33,300 salary not subject to indirect costs) Contracted HS Director Benefits (not subject to indirect costs) Food, Supplies, equipment for 10/2007 Garfield Center Kick Off Event (not subject to indirect costs) Childcare services at GTT & Action Team Mtgs Hospitality at GTT & Action Team Meetings Graphic Design, printing, postage of Multilingual Info Materials Travel and Expenses for CDE Orientation, Workshops, and Technical Assistance	8,300 6,000 1746 500 500 3000 2000		8,300 6,000 1746 500 500 3000 2000
SERVICES AND OTHER OPERATING EXPENSES				\$47,046
Series 6400/6500				
EQUIPMENT AND EQUIPMENT REPLACEMENT				
SUBTOTAL FOR SERIES 1000-6500				
Indirect Costs	<ul style="list-style-type: none"> • Indirect costs may <i>not</i> exceed the March 2006 CDE-approved rate for FY 2006-07. • Series 5100 expenditures are not included in the calculation. $\\$25,000 \times 6.28\% = \\$1,570$ • Indirect costs rates are listed by county at http://www.cde.ca.gov/fg/ac/ic/. • Additional information on indirect costs may be viewed at http://www.cde.ca.gov/fg/ac/ic/icrrate0607letter.asp. 			\$1,570

\$48616

GRAND TOTAL (not to exceed \$50,000)

13			
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YR N/S O/P Appl. #

Healthy Start Support Services Application for Funding

Due: February 2, 2007

Submit original and 2 copies to:
 School Health Connections/Healthy Start Office
 California Department of Education
 1430 N Street, Suite 6408
 Sacramento, CA 95814

For CDE Use Only

Part I: Application Information	
Name of Applicant LEA <div style="border: 1px solid black; padding: 5px; min-height: 40px;">OAKLAND UNIFIED SCHOOL DISTRICT</div>	Check the one box that applies: <input type="checkbox"/> Combined Planning and Operational (up to 7 years) <input type="checkbox"/> Operational (up to 5 years)
County <div style="border: 1px solid black; padding: 5px; min-height: 20px;">ALAMEDA</div>	County/District Code* <div style="border: 1px solid black; padding: 5px; text-align: center; min-height: 20px;"> </div>
Total Grant Amount Requested: <div style="text-align: right; font-size: 1.2em;">\$ 450,000.00</div>	

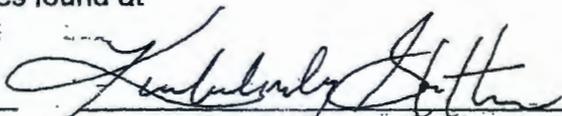
*CDE County (2 digits)-District (5 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified)

LEA information: Complete for LEA submitting application for funding.

Superintendent: DR. KIMBERLY STATHAM		Grant Contact Person: DENICE LEONG	
Address: 1025 SECOND AVENUE		Address: 1025 2ND AVENUE, PORTABLE 15	
City: OAKLAND	Zip Code: 94606	City: OAKLAND	Zip Code: 94606
Telephone: 510-879-8200	FAX:	Telephone: 510-879-8580	Fax: 510-879-4665
E-mail : kimberly.statham@secmail.ousd.k12.ca.us		E-mail: denice.leong@ousd.k12.ca.us	

Part II: Signature (must be original)
 The superintendent of the LEA (county or district) submitting the application signs on behalf of the superintendents and principals included in the application. The superintendent signature verifies his/her agreement with the general assurances found at <http://www.cde.ca.gov/fq/fo/fm/genassur.asp>:

DR. KIMBERLY STATHAM
 Superintendent's Name


 Superintendent's Signature

Part III: School Eligibility

Schools: Please list the names and seven-digit school codes (from CDS codes) of all the schools included in the application. The Healthy Start legislation requires that grants shall be awarded to LEAs on behalf of one or more qualifying schools within the LEA(s) (EC Section 8802 [h]). Please demonstrate that the schools for which Healthy Start grant monies will be used qualify by indicating the values of *either* Option 1 or Option 2 below. See Section II, Part C, of the Healthy Start RFA for the definition of a qualifying school. (Note: The first school listed will be used by CDE for the purpose of application identification.) Schools that have already had an operational grant may not apply for additional funding.

(Attach an extra page if necessary.)

School Code**	School Name	Enrollment	Grade Span	Option 1		Option 2	Indicate with an "X" if Title I Schoolwide Project School
				A Percent of enrolled students receiving TANF/Cal-WORKS	B Percent of enrolled students that are EL	Percent of students eligible to receive free or reduced-price meals	
6001846	GARFIELD ELEMENTARY	714	K-5	%	%	85.5%	X
				%	%	%	
				%	%	%	
				%	%	%	

** The CDE School Code is a 7-digit code published in the *California Public School Directory* and available from <http://www.cde.ca.gov/re/sd/> (Example: 6110779 Bay Farm Elementary).

Healthy Start (EC Section 8802[g][3]) allows schools to participate if they do not meet the qualifying criteria but do demonstrate other factors that warrant consideration. *Only up to 10 percent of the schools funded statewide may participate under the "special factors" criteria.* (Refer to Section, II, Part C, of the RFA). If this application for funding includes a school or schools in this category, the entire application is considered a special factors application. Please list the schools above and describe briefly below the special circumstances to be considered and all relevant documentation (attach an additional page if necessary).

Special factors statement (if applicable).

General Assurances

California Department of Education general assurances required for grants supported by state or federal funds.

Note: By signing the grant application and including a copy of this document with it, the authorized official agrees to the assurances presented here. No signature should be placed on this page.

Discrimination

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 *United States Code [USC]* sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 *USC* sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 *USC* Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 *USC* Section 6101, *et seq.*) prohibiting discrimination on the basis of age.

Costs

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 *Code of Federal Regulations (CFR)* Section 74.27 and 34 *CFR* Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department Guidelines Administrative Regulations (EDGAR) contained in Title 34 of the *CFR*.

Records

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.

Applicable Law

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

CDE-100A (Revised Aug-2005) - California Department of Education

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

1025 Second Avenue
Oakland, CA 94606

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:

Oakland Unified School District

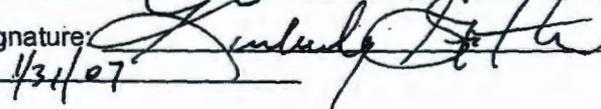
Name of Program:

Healthy Start Planning for Gayfield

Printed Name and Title of Authorized Representative:

Dr. Kimberly Statham, State Administrator

Signature:



Date:

1/31/07

CDE-100DF (Aug-2005) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov

**Additional Agreements
Healthy Start Support Services Act Application**

Evaluation and Data Collection (all applicants)

The collaborative agrees to collect additional data that will be necessary for the evaluation of Healthy Start, as may be required by the Department of Education. Failure to submit annual evaluation reports as required may result in withholding further payments on this grant or other Healthy Start grants to the local educational agency,


District or County Superintendent
on Behalf of the Healthy Start Collaborative

OAKLAND UNIFIED SCHOOL DISTRICT
District or County Name

Medi-Cal Certification (all applicants)

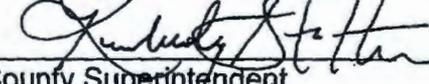
The LEA agrees to enroll as a Medi-Cal provider under the LEA Medi-Cal Billing Option. The LEA agrees that LEA Medi-Cal Billing Option decisions (including the decisions on reinvestment priorities and policies) must be made by the local Healthy Start collaborative (or a similarly configured group when there is no Healthy Start collaborative).


District or County Superintendent
on Behalf of the Healthy Start Collaborative

OAKLAND UNIFIED SCHOOL DISTRICT
District or County Name

Sustaining Operations Certification (all applicants)

The LEA agrees to sustain funded Healthy Start combined grant sites and operational site(s) before receiving additional Healthy Start collaborative planning or operational grants. (The guidelines for sustaining a Healthy Start site are listed in Section II, Part B, of this RFA.)


District or County Superintendent
on Behalf of the Healthy Start Collaborative

OAKLAND UNIFIED SCHOOL DISTRICT
District or County Name

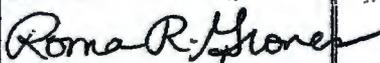
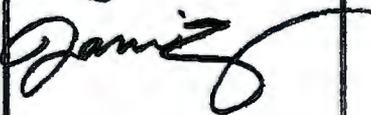
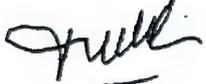
Supplement, not Supplant, Certification (all applicants)

CERTIFICATION: EC Section 8804(b)(2) requires that "Operational grants shall supplement, not supplant, existing services and funds." As superintendent of the LEA submitting the Healthy Start application on behalf of the collaborative governing body, I certify that the supplement, not supplant, requirement will be met.


District or County Superintendent
on Behalf of the Healthy Start Collaborative

OAKLAND UNIFIED SCHOOL DISTRICT
District or County Name

**Collaborative Signatures
Healthy Start Support Services Act Application**

Name	Title	Agency Affiliation	Signature
Dr. Maria Dehghanfard	Principal	Garfield Elementary	
Roma Groves	Assistant Principal	Garfield Elementary	
Bart Alexander	Teacher, 1 st Grade	Garfield Elementary	
Cora Catangay	Teacher, 4 th Grade	Garfield Elementary	
Helen Lim	Teacher, 5 th Grade	Garfield Elementary	
Paulette Smith	Teacher, 4 th Grade	Garfield Elementary	
David Kakishiba	Executive Director	East Bay Asian Youth Center	
Jamie Lopez	Managing Director	Garfield Higher Learning/East Bay Asian Youth Center	
Evangelina Lara	Parent Organizer	East Bay Asian Youth Center	
Lew Chien Saelee	Parent Organizer	East Bay Asian Youth Center	
Dung Thi Tran	Parent Organizer	East Bay Asian Youth Center	
Molly Wertz	Vice-President	United Way of the Bay Area	
Jennie Mollica	Early Childhood Development Director	Making Connections Oakland	

**Collaborative Signatures
Healthy Start Support Services Act Application**

Name	Title	Agency Affiliation	Signature
Maria Sara A.	Parent	Garfield Elementary	Maria Sara A.
Lizbeth Mallo	Parent	Garfield Elementary	Lizbeth Mallo
Eliabert Chavez	Parent	Garfield Elementary	Eliabert Chavez
Norma Ramirez	Parent	Garfield Elementary	Norma Ramirez
Yolanda Arreguin	Parent	Garfield Elementary	Yolanda Arreguin
Joye MARTIN	Parent	Garfield Elementary	Joye Martin
Mouangdi Saeda	Parent	Garfield Elementary	Mouangdi Saeda
MEYLINH SAECHAO	Parent	Garfield Elementary	Meylinh Saechao
Sophia Gutierrez	Parent	Garfield Elementary	Sophia A. G.
Consuelo Benitez	Parent	Garfield Elementary	Consuelo Benitez
LIZN LE	Parent	Garfield Elementary	Lizn Le
PHAT TO	Parent	Garfield Elementary	Phat To
LETICIA HERNANDEZ	Parent	Garfield Elementary	LETICIA HERNANDEZ
Maria Ramos	Parent	Garfield Elementary	Maria Ramos
Maria Lopez	Parent	Garfield Elementary	Maria Lopez
Martha Robles	Parent	Garfield Elementary	Martha Robles
MA DOLORES DE LEON	Parent	Garfield Elementary	Ma Dolores de Leon
Maria Carrillo	Parent	Garfield Elementary	Alfina C.
Irene Flores	Parent	Garfield Elementary	Irene Flores
Rosa Lorenzo			Rosa Lorenzo

Form 4b

Collaborative Signatures – Interagency
Healthy Start Support Services Act Application

A. Counties with Interagency Children’s Services Councils (EC Section 8806)

If the LEA or consortium is located within a county that has established an interagency children’s services coordinating council under the provisions of Senate Bill 997, the council must approve the application.

The signature below represents approval by the Senate Bill 997 council for this application for Healthy Start funding.

Name, Title

Signature

B. Counties with Other Interagency Child and Youth Councils

If the county has established an interagency coordinating body other than through Senate Bill 997, which will review Healthy Start applications, or has established some other mechanism to review applications, that council should use this section.

The signature below represents approval by the appropriate council for this application for Healthy Start funding.

David J. Kears, Director
Alameda County Health Care Services Agency
Executive Chair, AC Interagency Children’s Policy Council

David Kears

Name, Title

Signature

Alameda County Interagency Children’s Policy Council

Title of Council

The collaborative will will not:
submit under separate cover, a letter indicating which applications from the local area are considered the highest priority for funding. **The School Health Connections/Healthy Start Office must receive letters by February 2, 2007.**

Mail the letter to:

California Department of Education
School Health Connections/Healthy Start Office
1430 N St., Suite 6408
Sacramento, CA 95814

Form 5

Combined Planning and Operational Grant Budget – Phase One

California Department of Education
 School Health Connections/Healthy Start Office

Applicant LEA: OAKLAND UNIFIED SCHOOL DISTRICT Identifying School (one): GARFIELD ELEMENTARY

Combined grant, Phase One, funds are awarded to a maximum of \$50,000 budgeted over a one to two year period. The following restrictions apply to Phase One grant funds:

- Funds may not be used toward the purchase of direct services. (Direct services do not include salaries for staff who are developing the program or for case management)
- Funds may not be used for capital outlay.
- Funds may not be used toward facilities rental, lease, purchase, or renovation.
- Equipment costs may not exceed 10 percent of the total planning grant budget.
- Funds may not be used for out-of-state travel.

List of Budget Expenditures		Amount Year 1	Amount Year 2	Total all years
Series 1000				
CERTIFICATED PERSONNEL SALARIES				
Series 2000				
CLASSIFIED PERSONNEL SALARIES				
Series 3000				
EMPLOYEE BENEFITS				
Series 4000				
BOOKS AND SUPPLIES				
Series 5000	Contracted Services	\$47,046.00		\$47,046.00
SERVICES AND OTHER OPERATING EXPENSES				
Series 6400/6500				
EQUIPMENT AND EQUIPMENT REPLACEMENT				
SUBTOTAL FOR SERIES 1000-6500				\$47,046.00
Indirect Costs	<ul style="list-style-type: none"> • Indirect costs may <i>not</i> exceed the March 2006 CDE-approved rate for FY 2006-07. • Indirect costs rates are listed by county at http://www.cde.ca.gov/fq/ac/fic/. • Additional information on indirect costs may be viewed at http://www.cde.ca.gov/fq/ac/fic/icrrate0607letter.asp. 			\$2,954.00
GRAND TOTAL (not to exceed \$50,000)				\$50,000.00

Form 6c

**Healthy Start Grant Application Budget
Sources of Matching and In-Kind Support from Partners**

California Department of Education
School Health Connections/Healthy Start Office

Applicant LEA: GAKLAND UNIFIED SCHOOL DISTRICT Identifying School (one): GARFIELD ELEMENTARY SCHOOL

All Healthy Start grantees must match the state grant funds they receive by at least 25 percent in cash, services, or resources. That is, one dollar of value must be supplied for every four dollars. Please refer to Section IV, Part B, for Combined Planning and Operational-Phase One Grants and to Section IV, Part C, for Combined-Phase Two and Operational Grants. Note the following restrictions:

- Any full-time district or county office of education administrative staff (e.g., LEA administrators, principals, etc.) may *not* be used toward meeting the match requirement.
- State or federal education categorical funds may *not* be used toward meeting the match requirements.
- Additional matching funds are encouraged.
- Education categorical funds or administrative staff match are listed under "Other Match." The funds listed under "Other Match" will *not* count toward meeting the match requirement.

Sources of Match* and In-Kind Support (e.g., name of private or public agency)	Description (e.g., full time LSW position, gift certificates for parent stipends, in-kind painting contract for renovated classroom, etc.)	Totals
Match		
East Bay Asian Youth Center	Four 25% full-time-equivalent Parent Organizers conducting parent outreach, leadership development, translation/ interpretation	\$50,000
East Bay Asian Youth Center	Classroom Parents Project/Parent Stipends – conducting one-to-one outreach and engagement of parents on a classroom-by-classroom basis	\$25,000
United Way of the Bay Area	40% of Healthy Start Director salary and benefits	\$25,000
TOTAL MATCH		\$100,000
Other Match (include education categorical funds)		
TOTAL OTHER		

*Please list those sources of support meeting the "Match" requirements first.

Grant Narrative

1. Summary of School Site Profile

LEA: Oakland Unified School District	Grant Contact: Denice Leong Title: Coordinator
Address: 1025 Second Avenue Oakland, CA. 94606	Site : Dept of Student/Family/Community Service Street: 1025 Second Avenue, Portable 15
Telephone: 510-879-8200	City/Zip: Oakland, CA. 94606
FAX: 510-879-8800	Telephone: 510-879-8580 FAX: 510-879-4665 E-mail: denice.leong@ousd.k12.ca.us

School*	Enrollment	Grades	School*	Enrollment	Grades
Garfield Elementary	714	K-5			

Community Characteristics	Garfield, the third largest of OUSD's 70 elementary schools, serves Oakland's Lower San Antonio neighborhood, a multicultural and densely-populated community plagued by pervasive poverty, crime, and a shortage of enriching activities for children. All of our students are from minority groups, 57% are English Learners, and 86% receive F/R-priced lunch. The vast majority are low performing academically. Our school is in its second year of NCLB Program Improvement status. We have long lacked a coherent plan to improve our school. This changed last spring when our school community mobilized to form the Garfield Transformation Team and began a comprehensive school reform initiative. Our Healthy Start program will focus on the development and operation of the Garfield Family Learning Center. The Center will house and coordinate a system of comprehensive, school-integrated services for children and families which will support Garfield children's success in school.
Goals	Our goals for Phase I: <ul style="list-style-type: none"> • Develop a Strategic/Sustainability Plan for the Garfield Family Learning Center • Establish partnerships, service and funding agreements for the Center's operation • Select a site for the Center at Garfield and design needed modifications • Be ready to renovate (if needed) and open the Center by Fall 2008
Collaborative Partners	Garfield Elementary School, OUSD Central Administration, Garfield teachers and parents, East Bay Asian Youth Center, Making Connections Oakland, United Way of the Bay Area, Alameda County Public Health Department

1. Description of Proposed Combined Planning and Operational Process – Phase I

a. What is the purpose of the combined planning and operational process – Phase I?

This proposal is the outgrowth of an unprecedented mobilization of stakeholders to rally around Garfield Elementary School's children and families. Our project will be undertaken by the Garfield Transformation Team (GTT), a broad-based school reform initiative we began in spring 2006 to improve students' academic achievement. We are requesting funding to support the development and operation of the Garfield Family Learning Center. The Center will be the GTT's vehicle to house and coordinate a system of comprehensive, school-integrated services for children and families which will support Garfield children's success in school. During Phase I, we will deploy Garfield parents to assess our children's and family's needs and service priorities. Our parent leaders, teachers, and other stakeholders will inventory school and community resources that can help support Garfield children and families. We will create a strategic and sustainability plan for the Center and establish agreements with service providers to support the Center's work. We will select a location for the Center at Garfield and design and make needed renovations. By the end of this *one-year planning period*, we will be ready to open the Garfield Family Learning Center.

Needs of Garfield students, families, and community

Garfield, the third largest of OUSD’s 70 elementary schools, serves Oakland’s Lower San Antonio neighborhood, a multicultural and densely-populated community and federally-designated Enterprise Zone plagued by pervasive poverty, crime, and a shortage of enriching activities for children. All of our 714 students are from minority groups, 57% are English Learners, and 86% receive F/R-priced lunch. The vast majority are low performing academically. Our school is in its second year of NCLB Program Improvement status.

Despite Garfield’s long history of poor academic performance, we have not had a coherent plan to improve our school for many years. We have lacked strong leadership and OUSD’s administration has paid more attention to other low-performing schools. This changed last spring due to the leadership of parents and the proactive role of East Bay Asian Youth Center (EBAYC).¹

In early 2006, our school was seriously vandalized several times. In one incident, vandals broke into and “trashed” a kindergarten classroom. The teacher found several of the class’s stuffed bunny rabbits stabbed with knives into tables. What appeared to be blood but was red paint was splashed everywhere. This incident and how the school handled it especially alarmed Garfield parents. Parents made it clear that they were unhappy with conditions at Garfield. Their concerns ranged from their children’s safety² to the school’s lack of cleanliness and the playground’s poor condition,³ to concerns about what was being done to improve the academic program and student learning. This helped galvanize our school community to begin the school improvement and children/family support process we hope to focus, expand, and sustain with Healthy Start funding.

Rate of satisfaction with school	43%
Perceive that school is clean	40%
Perceive that children are safe	56%
Perceive children held to high expectations	61%

Under the GTT’s guidance, we have developed a new standards-aligned English Language Development program across subject areas. We are now using diagnostic reading assessments to give teachers a picture of each student’s reading strengths and weaknesses. We are using OUSD’s EduSoft information system to study student data from multiple sources in order to differentiate instruction that responds to each student’s needs and strengths. Teachers are providing targeted intervention before school and during lunch and are collaborating with after school staff to study student data and discuss instructional strategies to help individual students. We are piloting our Classroom Parent Project.⁴ With these efforts we are beginning to tackle the many factors that a comprehensive program must address to promote our children’s success in school.

Many of our children are already “behind” when they start kindergarten. In our neighborhood, there is a *shortage of high-quality early childhood education programs* that can promote school readiness. A recent study found that, in Garfield’s catchment area, 48% of families with children ages 3-5 used preschool programs and child care, compared to 82% of such families in Alameda County, and that all of the child care and preschool slots available in Garfield’s zip code (94606) were full.⁵

¹ EBAYC has run an after school program at Garfield since 1999 and, along with our Principal, is leading the GTT.

² 32% of our 5th graders report feeling safe at school never or only some of the time. CA Healthy Kids Survey, Fall ’04.

³ During a recent renovation of the Garfield campus, the playground was damaged and has not been repaired. The basketball courts were removed, there are no lines on the playground (for 4-square and other games), and the hardtop surface has holes and other irregularities from the use of heavy equipment in the renovation.

⁴ A network of parent leaders guided by EBAYC Parent Organizers who are working to help parents better support their children’s learning. Currently, 30 parents are volunteering regularly in 15 Garfield classrooms. They meet with other parents to encourage them to meet with their children’s teacher and to volunteer in the classroom. They work with teachers to train other parents on the reading, math, and ELD curricula, state testing, and report cards.

⁵ Urban Strategies Council. *Data and Information on Early Childhood Education and School Readiness*. October 2006.

Attendance problems are widespread at Garfield and interfere with many students' learning (see "Profile of Student Population"). There is also a shortage of out-of-school-time learning and enrichment opportunities for students. Our after school program (Garfield Higher Learning, run by EBAYC) serves 170 students, less than 25% of the total, and we have no summer program. In the past year, 47% of children in our neighborhood took part in organized activities outside of school hours, compared to 66% of children countywide. For children age 6-8 who did not, the primary reason was "no service available in the area."⁶ Significantly, 23% of our 5th graders report being at home without adult supervision sometimes; 24% say they watch 3+ hours of TV per day.⁷

Our students' struggles to succeed in school are inseparable from the realities of their families and neighborhood, and from the multiple challenges inner city residents typically face.

U.S. Census data indicate that 50% of adults in our school's census tract are foreign born⁸; 72% of families speak a language other than English at home; and 50% speak English "less than well." Educational disadvantages are the norm in our community: 54% of adults age 25 and over have not graduated from high school and only 7% have earned a B.A. degree or higher. These barriers hamper many Garfield parents' ability to support their children's education and their family. Given these linguistic and educational barriers, the high rate of poverty among Garfield families is not surprising. The data in Table 2 suggest the extreme economic disadvantages families in our neighborhood face. Only 14% of children in our neighborhood live in families that own their own home, compared to 53% countywide; 45% of renters pay at least 35% of their household income for rent.⁹

	Garfield neighborhood	Oakland	Alameda County
Families living in poverty	35%	17%	9%
Mean household income	\$38,107	\$44,124	\$61,014
Per capita income	\$9,730	\$25,738	\$30,943

In 2004, EBAYC undertook a Family Economic Success survey of parents in our school neighborhood. Of 415 respondents from a variety of backgrounds, only 15% had a high school diploma or higher. 48% did not have a driver's license. 32% were undocumented immigrants. 55% did not have a job. The average monthly salary for those with full-time work was \$1,700. Fewer than 10% owned their own home; 54% had to cut back on buying clothes for their children because of the high cost of housing and 40% said they had to cut back on buying food. The most oft-cited barriers to getting a job or a better job were lack of education/training (30%), poor English skills (21%), and immigration documentation (14%). These findings suggest important areas of need which a comprehensive effort to support Garfield children and families can help address.

Regarding our community's health-related needs, Table 3 presents telling comparisons

between our neighborhood and our county. In addition, children in Oakland are hospitalized for asthma at four times the rate of all California children, and the rate in our neighborhood exceeds Oakland's.¹¹ Only 9.8% of Garfield 5th graders are physically fit, far below the 29.1% of 5th graders in our county and

	Lower San Antonio	Alameda County
Pregnant women who received late or no prenatal care	16%	12.6%
% of children born to parents ages 11-17	5.6%	2.6%
% born to parents ages 18-21	13.9%	6.9%
% of infants with low birth weight	9%	6.9%
Rate of child abuse and neglect among children 0-6	8.5%	6%

⁶ Urban Strategies Council report cited earlier.

⁷ Fall 2004 California Healthy Kids Survey results.

⁸ 59% of foreign-born adults are from Asia and 37% from Latin America.

⁹ Sources: U.S. Census 2000; 2005 American Community Survey; Urban Strategies Council report cited earlier.

¹⁰ Urban Strategies Council report cited earlier.

¹¹ Oakland/Berkeley Asthma Hospitalization Report. Oakland Berkeley Asthma Coalition. Vol. 1 2004.

25.6% state wide who meet fitness standards.¹²

Pervasive crime is another harsh reality for Garfield children and families. Our school is located in one of the highest-crime areas (East Oakland) of a city with *the highest rates of violent crimes and property crimes of any of the 10 California cities with populations exceeding 300,000.*¹³ Much of the crime locally is drug- and gang-related. Active Latino, African-American, and Asian street gangs operate in our part of the city. In EBAYC's survey, 15% of respondents said they or members of their family had been incarcerated or were on probation or parole; rates were higher among male respondents (33%), Cambodians (57%), Mien (31%), and African Americans (30%). Fully 58% of Garfield 5th graders report feeling safe outside of school "never" or only "some of the time."¹⁴ Growing up in this threatening environment, Garfield children are highly vulnerable to future gang and criminal involvement. Our school and partners can play a key role in equipping our children with the resiliency assets needed to avoid this dangerous path and to succeed in our society.

Our school community's key known needs are:

1. More out-of-school-time academic support programs for low-performing students.
2. Reduce attendance problems and contributing factors that interfere with learning.
3. Expand access to early childhood education for children in Garfield's catchment area.
4. Facilitate parents' involvement in their children's education and school-improvement efforts.
5. Offer educational and job training opportunities to Garfield parents.
6. Provide other supportive services to help families meet their needs and succeed.

School community strengths

Despite the many barriers our students and families face, we believe our strengths far outweigh our needs. Over the past year, we have begun to identify and tap into other strengths that will be invaluable if we are able to move forward in planning and establishing a Family Learning Center at Garfield.

Our GTT is a collaborative of stakeholders that have been working together to "turn Garfield around" since spring 2006 and are committed to enabling all of our students and families to succeed. The GTT has already guided important reforms (described earlier in the "Need" section).

Parental involvement is strong at Garfield. Garfield parents are taking leadership roles in changing the conditions of the school, through the GTT, Classroom Parent Project, and our after school program's Parent Action Committee.¹⁵ Parent Leaders will be deployed to survey their peers as part of our Phase I process (see below). Among Garfield 5th graders, 88% report having a high degree of caring relationships with adults at home; 88% believe these adults have high expectations for them.¹⁶ This parental support will be a valuable asset to our collaborative.

EBAYC has been strongly committed to children and families since beginning the after school program here in 1999. EBAYC proactively proposed a comprehensive plan to improve academic achievement at Garfield, which led to the creation of the GTT. EBAYC is contributing considerable resources to working with parents, teachers, and other stakeholders in a multifaceted school reform effort. EBAYC has piloted the Classroom Parent Project and has led the

¹² 2005-06 California Physical Fitness Report; percentages refer to students who achieved all six fitness standards. In addition, only 57% of Garfield 5th graders met at least 4 of 6 fitness standards compared to 73% of 5th graders statewide.

¹³ Anaheim, Fresno, Long Beach, Los Angeles, Oakland, Sacramento, San Diego, San Francisco, San Jose, Santa Ana. FBI, Uniform Crime Reports, Table 8, Offenses Known to Law Enforcement, 2005.

¹⁴ Fall 2004 California Healthy Kids Survey results.

¹⁵ 60-70 parents attend Parent Action Committee meetings each month. Last year, parents' advocated instrumentally for collaborative and systematic action at our school. Currently, a Parent Action Team is advocating to get OUSD to renovate our school playground. Another group of Garfield parents successfully lobbied the City to build curb bulb-outs at two intersections adjacent to the school, to slow traffic and shorten the time needed to cross the street.

¹⁶ Fall 2004 California Healthy Kids survey results.

development of the Listening Campaign Survey we will utilize in our Healthy Start planning process.

Making Connections Oakland and United Way, community partners on the GTT, provide funding and other resources to help us establish the Family Learning Center and to bring a pre-school to Garfield. (Please see "Linkages with Other Initiatives")

We are ready and eager to move forward. We are in a strong position to work with our families and our community for mutually beneficial change. In Phase I we will identify the academic and non-academic supports which we can build, in partnership with Garfield parents, teachers, and other stakeholders in the community, to help our students achieve high academic standards. Because families provide the backbone for their children's success at school, key elements of our plan will be to identify the highest-priority issues for Garfield families and to bring appropriate programs and services that can benefit them to Garfield.

Our school community's key known strengths are:

1. Strong parental involvement at Garfield and strong family support for children.
2. Existing broad-based collaborative which has already guided key reforms at Garfield.
3. Commitment of site administration, teachers, and OUSD to comprehensive school reform.
4. Active community partners who will help carry out, finance, and sustain our project.

What our collaborative hopes to achieve for students, for families, and for the community

Our collaborative plans to utilize the Healthy Start process to develop and operate the Garfield Family Learning Center (Center). The Center's purpose is to support the interrelated outcomes of improved academic achievement, positive child development, and improved family functioning. We anticipate that the Center will achieve these outcomes via three broad strategies:

- Deploying a continuum of *educational supports*, encompassing pre-school, after school and summer academic and enrichment for children, family literacy programs, and parent and adult education.
- Providing access to *family support services*—such as attendance case management, basic needs assistance, health insurance and health care, counseling, and job training and placement services.
- *Recruit, train, and deploy parent leadership* to support classroom learning, improve school climate, participate in governance, and advocate for positive community change.

During Phase I, Garfield parents will survey our diverse group of parents about their families' needs. We will inventory existing and potential resources at Garfield and in our community to support the Center. We will study what *isn't* working well and what might be done to use resources more effectively. Parent leaders will interview service providers to assess their expertise and potential contributions to our community. Our kick-off event, designed as a resource fair, will showcase potential Center services and solicit further input on community needs and wishes. In planning workshops with parent and teacher leaders and service partners, we will discuss our findings, establish priorities, define measurable outcomes, and choose feasible strategies. We will identify a site for the Center at Garfield. Based on all of this work, we will create a comprehensive plan for the Center's development, role, and sustainability. We will establish partnerships with public and private service providers and funders to support the operation of the Family Learning Center. We will be ready to renovate the facility if needed in Summer 2008 and open the Center by Fall '08.

b. What do we need to find out about the needs and strengths of our school community?

Parent Survey. Our collaborative will undertake a Listening Campaign Survey of parents to identify what Garfield families need and want to help them succeed in school and in the community. We will use it to find out what Garfield parents want in the following areas:

Early childhood education—Do families have children under age 5? Do they currently attend child development programs? Would they enroll their children in a pre-school at Garfield.

Parent leadership—How much contact do parents have with their children's teacher and other parents? Are they interested in working more closely with teachers and parents? In family learning activities? What would enable parents to be more involved in supporting their children's education?

Before-school, after-school, and summer programs—Do families want expanded programs before or after school or during the summer? Which activities would be most helpful (e.g., help with reading, writing, math, science; sports and physical activities; art, music, dance)?

Neighborhood safety—Do parents think their children are safe coming to and leaving school? Do they see a need for new crosswalks, street narrowing, and/or other safety measures?

Adult education—How much interest is there in classes for adults at Garfield? Would parents enroll in classes in, for example, GED, ESL, English, mathematics, citizenship, job readiness skills, or training programs in fields such as construction, medical or dental assistant?

Health services—Do parents and their children have medical insurance? Do they want help getting insurance or medical services (e.g., dental check-ups and treatment for their children)? Do they need/want counseling for issues such as depression, alcohol/drug abuse, domestic violence?

Family support services—Do families need help getting connected to resources such as free or low-cost food, clothes, job placement, affordable housing opportunities, tax return or legal services?

EBAYC will translate the survey into Spanish, Vietnamese, and Chinese (Cantonese). We plan to have a culturally/linguistically representative sample of 350 Garfield parents complete the survey. GTT and EBAYC will deploy Parent Organizers and Parent Leaders to administer the survey one-on-one in parents' native language. EBAYC's four Parent Organizers will target parents of children in our after school program at Garfield. Leaders from our Classroom Parents Project will administer surveys to other parents in their children's classrooms. We will deploy the Organizers and Leaders for this purpose because of their language skills, cultural competencies, and existing relationships and rapport with Garfield parents. Finally, this task will help parent volunteers develop leadership skills they can use to benefit their families, our school, and the community.

EBAYC's Data Services Coordinator will enter the survey results into an ACCESS database. We will perform cross-tabulations to study how family need and preferences may differ based on respondents' gender, race/ethnicity, and children's grade level. EBAYC's Executive Director will write a report summarizing and analyzing the findings, which will be shared with the GTT and Action Teams responsible for our planning process (see below).

Asset/resource mapping. Parallel to our Listening Campaign, we will inventory existing resources at Garfield and in our community that can be mobilized to support children and families and the development of a Center. We will identify school financial, staff, and service resources; study whether they are being used effectively to support our children and families, and how they may be better coordinated, reallocated, and leveraged to optimally benefit our school community. We will identify an appropriate location for the Center. We will map community service resources that can help us address families' priorities (e.g., family support, child care/preschool, and adult education).

The GTT's broad-based membership and cultural/linguistic diversity (see "How will collaboration be done?") will include a variety of perspectives regarding our strengths and available resources. We will ask parents to identify informal supports (family, churches, etc.) they draw on to support their children and families. We will build on the community assessment done by Making Connections Oakland, a GTT member which has gathered information about resources to support our children's health and school readiness and family economic success. Parent leaders will interview potential service providers to gauge their expertise, cultural/linguistic competencies to serve Garfield families, and interest in and ability to be part of the Garfield Family Learning Center.

Planning workshops. The GTT will convene five Action Teams in a series of planning meetings to discuss the survey and asset inventory findings. Each team will focus on one of these

service areas: Early Childhood Education; After school/Summer Programs; Parent/Adult Education; Family Support Services; Parent Leadership. Teams will prioritize the needs of children and families in their focus area, define outcomes (both process and outcome) and identify which strategies and resources would address the highest-priority needs. We will review student data the GTT is gathering to add context to our planning (e.g., the relationship between sub-par reading skills and attendance patterns, parent education levels, and family literacy activities). Other constituents will help us to help us better understand the causes of and interrelationships between identified needs (e.g., attendance and academic performance) to target strategies and resources. To help define priority areas for the Center, we will invite representatives of CBOs, public agencies,¹⁷ and local business and philanthropy to participate in our planning and to address the feasibility and the parameters of their providing needed services in partnership with our school.

Strategic plan. This planning process will inform development of a 5-year Strategic/Sustainability Plan for the Garfield Family Learning Center, including a summary of student and family needs; the priorities of the Center; how the Center's work will be integrated into Garfield's school improvement process; the results we plan to achieve through the Center; strategies and resources we will use; a description of the Center's physical site (and of renovations needed); a budget and staffing plan for the Center; the participating public and private entities and the nature and value of their contribution (cash, in-kind, staffing, etc.); a workplan and timeline for establishing and opening the Center; how the Center will be governed; a plan for evaluating and continuously improving the Center's functioning and impact; and a plan for its long-term sustainability. This plan will help us demonstrate our readiness for the Healthy Start operational phase.

Profile of student population: Garfield Elementary is a K-5 school with an enrollment of 714 students—the third largest of OUSD's 70 elementary schools. All of our students are from minority groups. Latinos (46%) are our largest group, followed by Asian students (35%; predominately Southeast Asian) and African-Americans (13%). Over half (57%) are English Learners.¹⁸ A full 86% of Garfield students receive F/R lunch. The immunization rate is 95%, with 5% in pending status. Approximately 80% have had physical examinations. Although overall attendance is 94.89%, many students have poor attendance.¹⁹ In kindergarten, absenteeism is as high as 15% some months. We sent letters requesting School Attendance Review Team meetings to 63 parents in 2005-06. However, only 24 SART meetings were held, as most parents notified did not attend. Five students were suspended in 2005-06 (a 0.7% rate).

Our school is low-performing. Our 2004 statewide ranking (API) was a "2" on a 1-10 scale and a "1" compared to similar schools. We fell into Program Improvement status after failing to meet NCLB AYP criteria in 2004 or 2005; this is our second year as a PI school. The graph profiles our students' test scores and indicates clear disparities between groups. Although we achieved a 45 point API increase last year (from 661 to 706) and met all AYP targets, 72% of all Garfield students did not meet grade level standards in ELA and 36% scored Below Basic or Far Below Basic. Greater proportions of Latinos, English Learners, and African Americans did not meet standards and scored

¹⁷ Examples include: OUSD Early Childhood Education, Adult Education, and Facilities Departments; Oakland Parks & Recreation Department (potential provider of summer recreation programs); Alameda County Public Health Department (potential provider of public health outreach to support better student attendance); Alameda County Health Care Services (e.g., assistance in Healthy Families insurance enrollment, potential provider of dental screening to Garfield children); Alameda County First Five (financial and other resources to support establishment of pre-school).

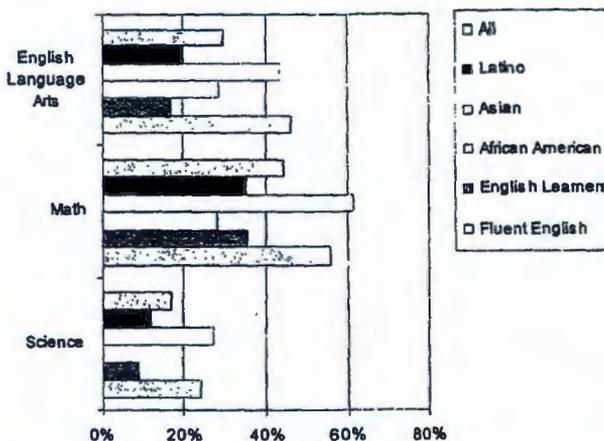
¹⁸ Of our EL students' 13 home languages, Spanish is the most prevalent (63%), followed by Vietnamese (12%), Cantonese (7%), Mien/Yao (7%), and Khmer (7%).

¹⁹ A recent study showed that approximately 14% of our children in our neighborhood missed three or more days of school over a four-week period, nearly triple the 5% rate for children throughout Alameda County. Annie E. Casey Foundation. Cross Site Survey. See Urban Strategies Council report cited earlier.

at these low levels. There are similar disparities in Math. In Science, only 17% of 5th graders scored at the “proficient” or “above” levels. This is only about half of the 32% of 5th grade students statewide who meet grade level standards in Science.

Looking at results by grade level, we see only 27% of 2nd grade students and 35% of 5th graders are meeting standards in ELA. On the CAT/6 test (spring 2006), only 18% of 3rd graders scored at or above the 50th percentile nationwide in Reading. Among Latinos, our largest group, only 8% achieved this score. Meanwhile, over half (51%) of all Garfield 3rd grade students scored in the *lowest quartile* nationwide in Reading, and our “average” 3rd grader ranked in the 29th percentile nationwide, slightly above the lowest quartile. It is also notable that, in Math, among our Asian students, the strongest performing group, the proportion meeting grade level standards drops from 74% in 2nd grade to 57% by 5th grade. Among English Learners, the corresponding figures are 53% in 2nd grade and only 28% in 5th grade.

Garfield students who meet grade-level standards
Spring 2006 California Standards Tests



Overall, our students are not succeeding academically; our Latino and African-American students are faring more poorly than their Asian peers; and students’ skills decline relative to grade level expectations as they age. Last year, 155 of our English Learners (38%) failed to advance one level on the CELDT. These realities are very distressing to us. We know children who have difficulty accessing grade level material in elementary school are less likely than their higher performing peers to succeed in secondary school. However, effective early intervention and support can help children learn basic skills during the elementary years and be well-prepared for their ongoing education. With additional resources and programs, we can do much better.

c. How does our Phase I process link with other initiatives?

Our proposed project extends the work of the Garfield Transformation Team, a comprehensive school reform initiative we launched in spring 2006. The GTT is focusing on improving classroom instruction and strengthening several areas of child/family support, including: targeted intervention for struggling students; aligning school day and after school programs to address students’ learning needs; promoting parents’ involvement in their children’s education; and expanding support services for Garfield children and families. Our plan to build the groundwork for the Garfield Family Learning Center during Phase I directly supports the GTT’s efforts. Our planning process will promote further parental involvement; focus our efforts to equip parents to support their children’s education; identify supports Garfield families need; and mobilize resources to meet those needs. All of these strategies will in turn support effective teaching and learning at Garfield.

Our Phase I work also links with Garfield Higher Learning, an after-school education partnership between our school, EBAYC, and the OUSD Department of Students, Family & Community Services. With a daily attendance of 160 students, the program is supported by CDE’s ASES and 21st Century CCLC, and the Oakland Fund for Children & Youth, a local voter-approved initiative that funds a network of integrated services for children and youth in Oakland. During Phase I, we will explore expanding the program to include a summer session and adult education opportunities. Ultimately, Garfield Higher Learning will be one of the key supports for children and

families—and as a result, for student success in school—to be deployed and coordinated by the Garfield Family Learning Center. This will also be the case for the Classroom Parent Project, another EBAYC-led strategy to support children's success in school and family empowerment.

Our Phase I process is also linked to and leverages Making Connections Oakland (MCO), an Annie E. Casey Foundation community development initiative. One of MCO's primary focus areas is to ensure that children are healthy and prepared to succeed in school. To this end it is working to establish a family literacy program and preschool at Garfield, in partnership with OUSD Early Childhood Education, Oakland Ready to Learn, Alameda County First 5 and other agencies. MCO is facilitating a partnership in which community health outreach workers and nurses from the Alameda County Public Health Department provide health and nutrition services, attendance case management, and other vital supports for children and families. MCO is investing in a summer bridge program at Garfield for entering kindergarteners as well as K-1 tutoring programs before and after school. MCO's Coordinator of Early Childhood Education's is a GTT member, and MCO is working with us to plan the Family Learning Center, which will coordinate all of these services and supports. Thanks to MCO, United Way of the Bay Area (another GTT member) is committing \$25,000 to help hire a full-time Family Learning Center (and Healthy Start) Coordinator.

Our initiative further links with Alameda County's work with schools and districts to help plan and implement comprehensive, integrated school-linked services. The Interagency Children's Policy Council (ICPC) is a County-sponsored collaborative of agencies which since 1994 has worked to improve outcomes for low-income children and families. ICPC is responsible for linking the planning and development of the AB 1741 Youth Pilot Project, Family Preservation and Support, and county-wide school-linked services. As part of its work with Healthy Start sites throughout the county, the ICPC will provide our collaborative with technical assistance and training.

d. How will collaboration be done?

Our collaborative for the Phase I process is the existing Garfield Transformation Team. The GTT will plan and implement our project and will govern the Garfield Family Learning Center.

The GTT is the outgrowth of dissatisfaction expressed by Garfield parent leaders about what was going on at our school, and EBAYC's proactive efforts to support Garfield and its children. Last March, responding to parents' concerns, EBAYC presented a proposal to our Principal and OUSD to establish a strategic partnership between our school and EBAYC with the goal of improving student academic achievement.²⁰ The result was the GTT, the collaborative leadership group responsible for "turning the school around," and a forum where stakeholders can work together to seek solutions to issues our school, children, and families face and to identify and allocate the appropriate resources.

The GTT is representative of our culturally diverse school and neighborhood and of other stakeholders in the health, well being, and success of Garfield children and families. GTT members include site and district administrators, teachers, parents, and representatives from EBAYC and its programs at Garfield, Making Connections, and United Way of the Bay Area (see Form 4a). The GTT meets monthly, jointly convened and facilitated by our Principal (Dr. Maria Dehghanfard) and the EBAYC Executive Director (Mr. David Kakishiba). We engage in team building activities; review ongoing projects and new data on student achievement; provide time for partner organizations (e.g., EBAYC, Making Connections) to report on their work; and plan new projects.

²⁰ EBAYC offered to provide \$50,000 to Garfield to support the development and implementation of an "internal restructuring" plan; to organize, train, and support up to 100 parents to facilitate ongoing collaboration between parents and teachers within each classroom; to align the academic support strategies of EBAYC's after school program with the school's; to organize parents and other neighborhood residents to improve public safety and cleanliness in and around the school; and to work to establish, operate, and sustain a family support center for Garfield families.

We see the Healthy Start process as an incentive and a vehicle to extend the GTT's work, deepen our knowledge of Garfield students and families, expand outreach to the community, forge new partnerships and broaden our representation, and integrate current programs and services at Garfield with new ones. We have developed our Phase I plan in monthly meetings since September 2006. We have chosen a one-year planning process because of the pressing need to expand and integrate services for our children and families; because we have an existing strong collaborative; we are ready to begin our service needs assessment and resources mapping; and because we see this as sufficient time to develop the strategic plan for the Center and agreements with service providers. We want the Center to become a permanent "community center" at Garfield, providing services and supports for Garfield children and families. The GTT will oversee the Center and serve as a bridge between the school, families, and the community.

Tasks and decision-making. The GTT will meet monthly or more frequently as needed during Phase I. Its tasks will adhere to our Work plan (see below). Members will keep their constituencies apprised of our work and will bring constituents' concerns to the GTT's attention.

To make decisions regarding the Healthy Start project, the GTT will use a "modified consensus" approach. When an issue requiring action is raised (such as selecting a service provider for a given program), we will strive to work toward a consensus — using the gradients of agreement scale as needed. If, at the end of the discussion, consensus is not possible, we will utilize a supermajority vote of 75% to make a final decision. Minority opinions will be recorded for the record, but everyone will agree to move forward with the majority.²¹

The GTT will delegate day-to-day implementation of our Phase I work to a full-time *Project Director* (PD). The PD will: draft the work plan and timeline for our planning process; organize and publicize the kick-off event for the Family Learning Center; convene Action Team planning meetings; reach out to local service providers to engage them in our planning; establish partnerships and broker agreements with private and public service providers for Phase II; keep the GTT and our school community informed of project activities; and document our Phase I process and readiness for Phase II. For this position we will select someone who is comfortable working at a grass-roots level with a multicultural group of people, familiar with our community and local service resources, and has worked in education and/or social services. EBAYC will seek and select a qualified candidate, with our Principal's agreement. EBAYC will be lead agency for the grant project's implementation and the PD's employer of record. It will administer the contracted budget and report on expenditures to the GTT.

EBAYC's Executive Director will write the Listening Campaign Survey, working closely with the GTT. EBAYC staff will translate the survey into our school's primary languages. *EBAYC's Data Services Coordinator* will tabulate the survey results, and its Executive Director will write a report summarizing the findings. *Parent Leaders from the Classroom Parents Project* will play an ongoing role in Phase I, serving as a major and continuous outreach and information loop to involve other parents in the planning process. They will conduct Listening Campaign Surveys; participate on the GTT and GTT Action Teams, and reach out to get other parents involved in these efforts; help organize and coordinate the kick-off event; and interview community service providers.

Parent Organizers from EBAYC will conduct Listening Campaign Surveys; support the Parent Leaders' role in this project; and participate on all of the Action Teams. *MCO* will help us identify

²¹ Developed by Community at Work, this scale facilitates participatory decision making when everyone may not agree on an issue. Instead of asking for simple Yes or No votes on a proposal, which can force people to take positions that do not fully reflect their opinion, we ask each team member to choose a position on this scale: endorsement; agreement with reservations; abstain; formal disagreement but willing to go with the majority; formal disagreement with request to be absolved of responsibility for implementation. This teases out opinion differences and helps us find compromises.

resources and establish partnerships to: develop pre-school and family literacy programs at Garfield, link families to needed health services, connect parents with job training and other economic supports, and plan for the Center's funding and sustainability. *United Way of the Bay Area* will provide funding for the PD position; it will be a member of the Family Support Services Action Team, as will the *Alameda County Public Health Department/Diabetes & Asthma Programs*. EBAYC's Executive Director will write the 5-Year Strategic/Sustainability Plan for the Family Learning Center.

Commitments. In the attached MOUs, Garfield School, EBAYC, MCO, United Way of the Bay Area, and Alameda County Public Health demonstrate the substantial role they intend to play during Phase I. All of these partners (other than County Public Health) are members of the GTT, which links our efforts to develop the Family Learning Center with Garfield's comprehensive school reform initiative. All will contribute considerable in-kind staff time to our planning process. In addition, United Way will provide funding for 40% of the PD's salary and benefits (\$25,000 cash match). EBAYC will fund the Parent Organizers and Parent Leaders' ongoing outreach/planning work and efforts to engage other parents in our process (\$75,000 cash match). Moreover, the MOUs evidence these agencies' commitment to supporting the Garfield Family Learning Center during the Operational Phase by providing school-based services and/or funding, participating in the Center's governance and evaluation, and working to sustain and enhance the Center beyond the grant period.

e. What are the planned implementation strategies? (See Work plan on the next page)

3a. Grant Budget (see Form 5); 3b. Matching and In-Kind Support Budget (see Form 6c)

3c. Budget Narrative. OUSD will contract with the East Bay Asian Youth Center (EBAYC), a private non-profit youth & family services organization, to manage the Garfield Family Learning Center's planning process. EBAYC will utilize Healthy Start funds as follows:

Series 5000:	CONTRACTED SERVICES	\$47,046
\$33,300	Garfield Center/Healthy Start Director .60 of full-time position @ \$55,500 annually	
\$ 6,000	Benefits for Director (workers comp, health, payroll taxes) @ 18% of .60 FTE salary	
\$ 1,746	Food, Supplies, Equipment for October 2007 Garfield Center Kick-Off Event	
\$ 500	Childcare Services at GTT & Action Team Meetings	
\$ 500	Hospitality at GTT & Action Team Meetings	
\$ 3,000	Graphic Design/Printing/Postage of Multilingual Information Materials	
\$ 2,000	Travel and Expenses for CDE Trainings	
\$ 2,954.00	OUSD Indirect costs @ 6.28% —	
Phase I Total	\$50,000.00	

MATCHING FUNDS	\$125,000
\$50,000	EBAYC: Four .25 FTE Bilingual Parent Organizers
\$25,000	EBAYC: Classroom Parents Project/Parent Stipends
\$25,000	United Way of the Bay Area: .40 FTE of Garfield Center/Healthy Start Director

4. Plans for Transition to Operational Process. The attached MOUs document our partners' commitment to remain part of our collaborative as we transition to Phase II and to contribute to the Garfield Family Learning Center's operation, funding, evaluation, and sustainability throughout and beyond the Healthy Start grant period. As noted, the Strategic/Sustainability Plan we develop during Phase I will include all of the elements the CDE requires for us to proceed with the operational phase. EBAYC's Executive Director will be responsible for providing the CDE with a written report and appropriate documentation to demonstrate our readiness for Phase Two.

Listening Campaign Survey

a project of Garfield Elementary School and the East Bay Asian Youth Center

Thank you very much for meeting with me!

My name is _____ and I am a parent at Garfield Elementary School.

I am working with the "Garfield Transformation Team". The GTT includes parents, teachers, neighborhood organizations, and the school principal and assistant principal. We're working together to make our school better.

We're talking with parents to find out how Garfield school can better support parents and our children. We're using this survey to find out what parents want, including about:

- * early childhood education
- * before, after-school, and summer programs
- * adult education
- * health services
- * family support services
- * parent leadership

This survey and conversation should take about 40 minutes. Do you have any questions?

Okay, let's start . . .

GENERAL INFORMATION

1. Are you the: mother
 father
 grandmother
 grandfather
 other guardian
2. Right now, how many children do you have at Garfield Elementary School? _____
3. What grade-levels are your children: _____
 kindergarten
 1st grade
 2nd grade
 3rd grade
 4th grade
 5th grade
4. What language do you speak at home? _____
 English
 Spanish
 Vietnamese
 Cantonese
 other Chinese
 Mien
 Lao
 Khmer
 other
-
5. Do you have a job right now? Yes
 No
- 5a. If yes, do you work full-time or part-time? _____
 Full-Time
 Part-Time
- 5b. When do you normally work? _____
 Morning
 Afternoon
 Evening
 Graveyard

NEIGHBORHOOD SAFETY

6. How does your child get to and from school? _____
 I walk them to school
 I drive them to school
7. If you walk to school, do you feel safe crossing the street at Foothill Blvd? _____
 Yes
 No
- 7a. Will it be helpful to you if Garfield School worked to get new crosswalks at Foothill Blvd and 22nd Avenue and 23rd Avenue? _____
 Very Helpful
 Somewhat Helpful
 Not Helpful
- 7b. Will it be helpful to you if Garfield School worked to narrow Foothill Blvd from four-lanes to two-lanes? _____
 Very Helpful
 Somewhat Helpful
 Not Helpful

HEALTH SERVICES

8. Do you have health insurance? Yes
 No
- 8a. Will it be helpful to you if Garfield School could help parents get HEALTH INSURANCE? Very Helpful
 Somewhat Helpful
 Not Helpful
-
9. Does your child get regular check-ups from a dentist? Yes
 No
- 9a. Will it be helpful to you if Garfield School could help parents get DENTAL SERVICES for your child? Very Helpful
 Somewhat Helpful
 Not Helpful
10. How many times has your child been absent from school since September? None
 1 to 3 Times
 More than 3 Times
- 10a. What is the main reason(s) your child has been absent from school? at home sick
 family emergency
 family travel
 other
-
11. Have you or anyone in your household ever had a need for counseling? Yes
 No
- 11a. Will it be helpful to you if Garfield School could connect parents to counselors and therapists who specialize in treating depression? Very Helpful
 Somewhat Helpful
 Not Helpful
- 11b. Will it be helpful to you if Garfield School could connect parents to counselors and therapists who specialize in abuse and violence issues? Very Helpful
 Somewhat Helpful
 Not Helpful
- 11c. Will it be helpful to you if Garfield School could connect parents to counselors or therapists who specializes in alcohol and drug addiction? Very Helpful
 Somewhat Helpful
 Not Helpful
12. Are you interested in participating in nutrition education and cooking classes? Yes
 No
13. Are you interested in participating in physical activity and exercise classes? Yes
 No

FAMILY SUPPORT SERVICES

14. Will it be helpful to you if Garfield School could help parents get free or low-cost FOOD SUPPLIES? _____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
15. Will it be helpful to you if Garfield School could help parents get free or low-cost CLOTHING and BEDDING? _____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
16. Will it be helpful to you if Garfield School could help parents get free or low-cost INCOME TAX RETURN SERVICES? _____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
17. Will it be helpful to you if Garfield School could help parents get free or low-cost LEGAL SERVICES? _____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
18. Will it be helpful to you if Garfield School could connect parents to JOB PLACEMENT opportunities? _____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
19. Will it be helpful to you if Garfield School could connect parents to AFFORDABLE HOUSING opportunities? _____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful

PARENT EDUCATION

20. If Garfield Elementary School offered adult education or community college classes, would you be interested in enrolling in these classes? _____ Yes
_____ No
- 20a. If yes, which class or classes are you interested in enrolling: _____ GED
_____ Mathematics
_____ English
_____ English as a Second Language
_____ Citizenship
_____ Construction Training
_____ Medical or Dental Assistant Training
_____ Job Readiness Skills
_____ other
-

EARLY CHILDHOOD EDUCATION

21. Do you have any children younger than five-years old? Yes
 No
- 21a. If yes, how old are your younger children? 0-1
 1-2
 2-3
 3-4
 4-5
- 21b. If yes, do your younger children stay at home or are they enrolled in a child development program? Stay Home
 In Program
- 21c. If your child or children are in a child development program, which one are they enrolled in? Centro Infantil CDC
 Yuk Yau CDC
 Cesar Chavez CDC
 Head Start at San Antonio CDC
 Head Start at San Antonio Park
 Head Start at Franklin Recreation Ctr
 other
22. If Garfield Elementary School had its own pre-school, would you enroll your child in this program? Yes
 No

BEFORE, AFTER-SCHOOL, and SUMMER EDUCATION

23. Does your child participate in any of these AFTER-SCHOOL programs at Garfield Elementary School? EBAYC
 Sports4Kids
 Bobby Brown
- 23a. Will it be helpful to you if Garfield School offered more after-school programs that helped children be better at reading and writing? Very Helpful
 Somewhat Helpful
 Not Helpful
- 23b. Will it be helpful to you if Garfield School offered more after-school programs that helped children be better at math and science? Very Helpful
 Somewhat Helpful
 Not Helpful
- 23c. Will it be helpful to you if Garfield School offered more after-school sports and physical activity programs? Very Helpful
 Somewhat Helpful
 Not Helpful
- 23d. Will it be helpful to you if Garfield School offered more after-school art, music, and dance programs? Very Helpful
 Somewhat Helpful
 Not Helpful
- 23e. Will it be helpful to you if Garfield School offered more after-school programs for kindergarten and first-grade students? Very Helpful
 Somewhat Helpful
 Not Helpful
24. If Garfield Elementary School offered a BEFORE-SCHOOL tutorial program, would you enroll your child in this program? Yes
 No
25. If Garfield Elementary School offered a SUMMER education program, would you enroll your child in this program? Yes
 No

BEING A CLASSROOM PARENT LEADER

26. Do you know the name of your child's teacher?
_____ Yes
_____ No
27. How many times have you talked with your child's teacher this school year?
_____ None
_____ Once
_____ Twice
_____ Three or More Times
- 27a. Will it be helpful to you if you had a regular opportunity to volunteer in your child's classroom?
_____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
- 27b. Will it be helpful to you if your child's teacher held regular meetings with parents to keep everyone informed about homework, tests, grades, and other classroom activities?
_____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
- 27c. Will it be helpful to you if you had a regular opportunity to meet and work together with other parents in your child's classroom?
_____ Very Helpful
_____ Somewhat Helpful
_____ Not Helpful
28. If Garfield Elementary School offered learning activities that involved the whole family, like Family Math, Family Reading, and Family Science, would you and your child participate in these programs?
_____ Yes
_____ No
29. If Garfield Elementary School started a PTA (Parent & Teacher Association), would you join the Garfield PTA?
_____ Yes
_____ No

Work plan for Garfield Healthy Start Project—Phase I					
Major Planning Steps	Responsible Partners	Activities	Resources and Strategies	Timeline	Evidence of Successful Planning
Execute OUSD HS contract with EBAYC	Principal, GTT, EBAYC, OUSD Finance Dept	Draft scope-of-work & budget; GTT ratifies	Healthy Start proposal and \$; EBAYC role on GTT and at Garfield; school/district buy-in	6/07 to 7/07	Contract approved by State Administrator;
Hire PD	EBAYC, Principal	Recruit & interview candidates	HS and United Way \$; EBAYC, GTT propose candidates	7/07	Project Director hired
Establish 2007-08 Garfield Center Campaign Plan	Project Director (PD), GTT	PD drafts work plan/calendar; GTT adopts plan	Workplan from Healthy Start grant proposal	7/07 to 8/07	Action Calendar distributed to school staff School Site Council, GTT
Write, translate & conduct Listening Campaign Survey	GTT, EBAYC ED, Parent Organizers, Parent Leaders	Survey 350 Garfield parents	Survey, translated into prevalent languages; cultural/linguistic competency of survey personnel	6/07 to 9/07	350 surveys completed, representative of school community
Tabulate, analyze, and document survey results	EBAYC Data Coordinator and Exec. Director	Input, aggregate, and cross tabulate data; write report	ACCESS database; database & statistical analysis skills	10/07	Report documenting survey results completed and shared with GTT
Map resources	GTT	Inventory school & local resources	School Site Plan; partner knowledge; MCO work plan, etc.	8/07 to 10/07	Existing/potential Center resources documented
Launch Garfield Family Learning Center Campaign	PD, GTT, parent & teacher leaders Parent Organizers	Mail/distribute flyers; hold kick-off event	Survey and resource mapping results; "resource fair" with prospective community partners	9/07 to 10/07	Event attended by 600 parents, students, teachers, residents
Establish Program Priorities	PD, Parent Organizers, parent and teacher leaders, GTT	Convene Action Teams; review data; prioritize services; interview providers	EBAYC funding for Parent Organizers and stipends for Parent Leaders; EBAYC, MCO, United Way, and County Public Health participate in planning	10/07 to 12/07	GTT votes on programs/services and desired service partners
Establish Facility Plan	PD, Principal, GTT	Identify space, interior design, equipment needs	Garfield campus; OUSD Facilities Dept.; visit other Center's locally	12/07 to 01/08	GTT approves facility renovation & equipment purchase plan
Develop 5-Year Strategic Plan	PD, EBAYC ED, GTT	Write Strategic/Sustainability plan	Needs/resource data, service priorities, providers, funders	1/08 to 3/08	Phase II grant planning report submitted
Negotiate service & funding agreements	PD	Make agreements with CBOs, First 5, Medi-Cal, County Public Health, etc.	Resources from Healthy Start, EBAYC, other partners; PD, MCO, partners broker agreements	1/08 to 6/08	2008-09 service and funding agreements finalized

Healthy Start School-Linked Services Initiative, California Department of Education

The Healthy Start Initiative was enacted by a bill passed by the California State Legislature to address the needs of children and families in the school community. Under this legislation, the state provides planning and program grants to local school districts that wish to establish school-linked services at or near school sites. California school districts, county offices of education, and collaborative partners apply for Healthy Start funds from the Interagency Children and Youth Services Division of the California Department of Education.

Through Healthy Start funds, schools develop collaborative partnerships with local health and service agencies. The coordinator of the collaborative has the responsibility of facilitating the school-linked services at the school and obtaining funds. Often the coordinator is a school or district administrator, but sometimes the responsibilities are split between two persons. The support of the principal, the involvement of parents in planning and decision making, and the participation of teachers in the initial design and administration of the services are considered to be essential to the success of the program.

There is no single model for the types of services offered at schools through the Healthy Start Initiative. Rather, local collaboratives design a specific program to fit the needs of children and families in the community. Available services range from basic needs (food, clothing, shelter) to family support (parenting education and child care) to health and medical care to tutoring, dropout prevention, and job training.

According to the California Department of Education (1997), the goals of the Healthy Start program are as follows:

- "Creating learning environments that are optimally responsive to the physical, emotional, and intellectual needs of each child.
- Fostering local interagency collaboration and communication to more efficiently and effectively deliver education and support services to children and their families.
- Encouraging the full use of existing agencies, professional personnel, and public and private funds to ensure that children of all ages are ready and able to learn, and to prevent duplication of services and unnecessary expenditures.
- Building on the strengths of children and families, and providing and enhancing opportunities for parents and children to be participants, decision-makers, and leaders in their communities."

For more information, refer to the following sources:

- Healthy Start Office: School-Linked Services (California Department of Education, 1997)
- California's Healthy Start School-Linked Services Initiative: Summary of Evaluation Findings (Wagner & Golan, 1996)

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East Bay Asian Youth Center

*Inspiring
young people to be
life-long builders
of a just and
compassionate
multi-cultural
society*

East Bay Asian Youth Center

The East Bay Asian Youth Center (EBAYC) is a community-building organization dedicated to inspiring young people to be life-long builders of a just and compassionate multi-cultural society.

EBAYC works in the context of place . . . making Oakland's San Antonio neighborhood a place where young people are successful in school; physically and emotionally safe and healthy; and are engaged in building community.

Stopping Violence

EBAYC provides intensive and culturally-accessible case management and family support to young people who are on probation, parole, and are at-risk of violence and exploitation. We develop strong working relationships with young people - relationships based on trust, honesty, consistency, and mutual accountability for behavior. We help young people re-enter school and enroll in job training programs; obtain paid work experience; access medical, mental health, and social services; complete community service and restitution requirements; and navigate their court appearances.

Making Schools Work

EBAYC has strong partnerships with every San Antonio neighborhood public school to ensure that all students are ready to learn. EBAYC works with seven schools: Garfield Elementary School, Franklin Elementary School, Manzanita Community School, Bella Vista Elementary School, La Escuelita Elementary School, Roosevelt Middle School, and Oakland High School. Our community/school partnerships provide: After-School and Summer Bridge programs; Intervention Services for students with serious health and safety issues; Health Services; Family Support Services; and Parent Leadership.

Improving Our Neighborhood: EBAYC engages families to envision, develop and lead grassroots efforts to improve the quality of life in their neighborhood. Our families have organized to: reduce gang violence at Roosevelt Middle School; create the Oakland Fund for Children & Youth, which provides services to over 15,000 Oakland children annually; and negotiate agreements with Signature Properties to construct 465 affordable family housing units and to create 300 new career construction apprenticeships for neighborhood residents at the planned Oak-to-Ninth housing development.

EBAYC is governed by a 32-member Board of Directors: 14 youth and 14 parents representing seven major programs, and 4 alumni.

EBAYC serves a membership of over 1,200 children, youth, and their families, including Asians (50%), Latinos (35%), and African Americans (15%).

EBAYC administers an annual budget of nearly \$5 million and manages a staff of 35 full-time and over 200 part-time employees.

EBAYC was founded in 1976.

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