

File ID Number	13-0763
Introduction Date	5-8-13
Enactment Number	13-0763
Enactment Date	5/8/13
By	o.s.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

May 8, 2013

To: Board of Education

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

Subject: District Submitting Grant Proposal

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools for fiscal years 2013-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2013-18 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-0763	Yes	Grant	Oakland Unified School District Schools: Sankofa Academy, United for Success Academy, Elmhurst Community Prep, Life Academy, Bret Harte, Edna Brewer, Montera, Roosevelt Middle Schools and Greenleaf Elementary School.	Comprehensive After School programming for high school site.	July 1, 2013 - June 30, 2018	California Department of Education, 21st Century Community Learning Centers (21st CCLC) Program Grant	\$2,541,382 Annually, for Core; \$ 250,000 Annually for Equitable Access; \$ 200,000 Annually for Family Literacy, Totaling \$14,956,910

DISCUSSION:

The District created a Grant Face Sheet process to:

- Review proposed grant projects at OUSD sites and assess their
- Identify OUSD resources required for program success.

FISCAL IMPACT:

The total donation value will be provided to OUSD school from the funders.

- Grants valued at: \$14,956,910.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal years 2013-2018 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grants Management Face Sheet

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


OUSD Grants Management Face Sheet

Title of Grant: 21 st Century Community Learning Centers (21 st CCLC)	Funding Cycle Dates: July 1, 2013 – June 30, 2018
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District 746 Grand Avenue Oakland, CA 94610	Grant Amount for Full Funding Cycle: \$2,541,382.00 annually for Core and Supplemental \$250,000 annually for Equitable Access \$200,000 annually for Family Literacy
Funding Agency: California Department of Education, 21 st Century Community Learning Centers (21 st CCLC) Grant Program	Grant Focus: Comprehensive After School and Summer Programming
List all School(s) or Department(s) to be Served: Sankofa Academy, United for Success Academy, Elmhurst Community Prep, Greenleaf Elementary, Life Academy Middle, Bret Harte Middle, Edna Brewer Middle, Montera Middle, Roosevelt Middle, Madison Middle	

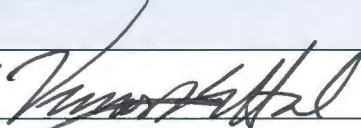

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	After school and summer programs provide opportunities to expand student learning outside of the regular school day, and to reinforce and complement classroom learning. Programs provide academic and enrichment activities that are aligned with school and district goals, and support content standards. Programs provide opportunities to engage students in expanded learning opportunities that support college and career readiness goals, support students' social and emotional learning, and foster increased student and family connectedness to school that can support improved school day attendance. Physical activity, gardening, and nutrition education programming will support district goals for student health and wellness.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The After School Programs Office conducts an annual external evaluation of all ASES and 21 st Century after school programs in OUSD. Student attendance data, test scores, and grades, along with survey results from students, parents, teachers, and principals, will be collected and analyzed to determine the impact of after school programming on students' academic performance, social-emotional development, school attendance and school engagement. Formal site visits will be conducted to monitor program quality.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes. This grant will be supported by the After School Programs Office and Family, Schools, and Community Partnerships Dept.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes. This grant will augment the school district's current ASES after school grants, and will expand after school services and increase summer learning opportunities at 10 middle school sites district-wide.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No


Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Julia Ma Julia.Ma@ousd.k12.ca.us After School Programs Office 746 Grand Avenue Oakland, CA 94610 (510) 273-1541
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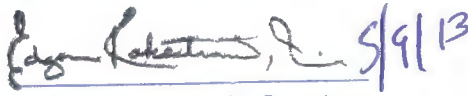
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey, Associate Superintendent of FSCP Dept.		4.19.2013

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		5/9/13


 David Kakishiba
 President, Board of Education


 Edgar Rakestraw, Jr., Secretary
 Board of Education

File ID Number: 13-0763
 Introduction Date: 5/8/13
 Enactment Number: 13-0775
 Enactment Date: 5/8/13
 By: EA

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

APPID: 13-04-01-81-21st-180

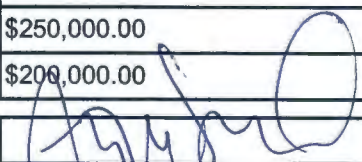
Cover Page

Mail signed original and 3 copies to:

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

Email for questions:
afterschool@cde.ca.gov

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

Agency Name	Oakland Unified
CDS/FEIN	01612590000000
County Name	Alameda
Agency Type	LEA
Name of Authorized Agent	Anthony Smith, Superintendent
Professional Title of Authorized Agent	Superintendent
Address	1025 Second Avenue
City, State, Zip	Oakland, CA 94606-2212
Phone Number	(510) 879-8582
Fax Number	(510) 879-1834
Email Address	tony.smith@ousd.k12.ca.us
Name of Program Contact	Ms. Julia Ma
Professional Title of Program Contact	Coordinator, After School Programs
Agency Name of Program Contact	Oakland Unified
Address	746 Grand Ave.
City, State, Zip	Oakland, CA 94610
Phone Number	510-273-1541
Fax Number	510-273-1551
Email Address	Julia.Ma@ousd.k12.ca.us
Total Grant Amount Requested	\$2,541,382.00
Total Equitable Access Amount Requested	\$250,000.00
Total Family Literacy Amount Requested	\$200,000.00
Signature of Authorized Agent	

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

Additional Required Information

APPID: 13-04-01-81-21st-180

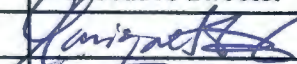




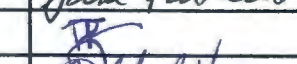


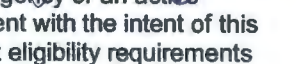

Grant Writer Information	
Agency Name	Oakland Unified School District
Grant Writer Name	Ms. Julia Ma
Address	746 Grand Avenue
City, State, Zip	Oakland, CA 94610
Phone Number	(510) 272-1550
Fax Number	(510) 273-1551
Email Address	Julia.Ma@ousd.k12.ca.us
Primary Subcontractor Information (if any)	
Organization Name	Bay Area Community Resources
Contact Person(s) Name	Martin Weinstein
Address	3219 Pierce Street
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 559-3025
Fax Number	(510) 559-5552
Email Address	mweinstein@bacr.org
Jointly Submitted Application	
LEA Name	Oakland Unified School District
CBO/Private Entity Name	Alternatives in Action East Bay Asian Youth Center Safe Passages

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

APPID: 13-04-01-81-21st-180

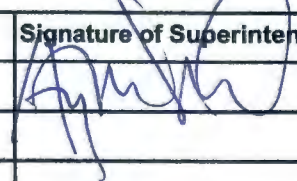
Signature and Approvals

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

CDS Code	School Name	Name of Principal or Executive Director	Signature of Principal or Executive Director
01612590110254	Sankofa Academy	Monique Brinson, Principal	
01612590112763	United for Success Academy	Elia Bustamante, Principal	
01612590112789	Elmhurst Community Prep	Kilian Betlach, Principal	
01612590115618	Greenleaf Elementary	Ms. Monica Thomas, Principal	
01612590130575	LIFE Academy	Preston Thomas, Principal	
01612596056998	Bret Harte Middle	Tom Hughes, Principal	
01612596057061	Edna Brewer Middle	Sam Pasarow, Principal	
01612596057079	Montera Middle	Tina Tranzor, Principal	
01612596057087	Roosevelt Middle	Clifford Hong, Principal	
01612596066450	Madison Middle	Lucinda Taylor, Principal	

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

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

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

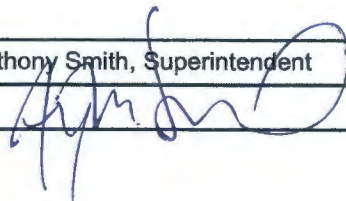
Authorized Agent Approval: Fiscal agents must agree to follow all fiscal reporting and auditing standards required by the 21st CCLC Program, federal and state funding, legal, and legislative mandates.

Agency Name	Oakland Unified
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Name of Authorized Agent

Anthony Smith, Superintendent

Signature of Authorized Agent

A handwritten signature in blue ink, appearing to read 'Anthony Smith', is written over the signature line of the form. The signature is cursive and includes a large loop at the end.

CORE APPLICATION NARRATIVE

1. COMMUNITY NEEDS ASSESSMENT

Oakland Unified School District (OUSD) and a collaborative of Lead Agency community partners – Bay Area Community Resources (BACR), East Bay Asian Youth Center (EBAYC), Safe Passages, and Alternatives in Action (AIA) – are jointly applying for funding for 10 middle schools in Program Improvement. We have selected these

schools due to urgent unmet needs (Table 1). There are 1,050 high-need students we are unable to serve with existing after-school program resources. 21st CCLC funding will address this need, and expand and strengthen existing programs to meet OUSD’s priority to improve outcomes for middle school students.

During the past eight years OUSD has had the greatest gains in student achieve-

ment of any large urban district in California. Yet, with an overall API of 730, a 61.6% graduation rate and a 26.6% dropout rate, we have a very long way to go. Our data for middle school students (below) is particularly concerning, and has raised a call to action within our district. Extensive longitudinal research reveals that many students in urban schools become disengaged at the start of the middle grades, which greatly reduces the odds that they will eventually graduate. Furthermore, poor attendance, misbehavior, and course failures in 6th grade are key predictors of dropout.¹

This proposal to expand year-round learning programs and family literacy supports powerfully supports district initiatives to strengthen core academic programs and serve the holistic needs of students/families. These are included in our new Middle School Initiative, calling for the mobilization, coordination, and refocusing of district resources to support middle school student success; our African American Male Achievement Initiative; and OUSD’s overall focus on developing Full Service Community Schools (FSCS) to ensure that all students graduate prepared for success in college and careers.

We analyzed extensive school-specific and district-wide middle school demographic and student achievement data, chronic absence and early warning reports, data com-

Table 1: Criteria for Selection	Middle Schools	Current ASES ADA	Unmet Need waitlist + other high-need students
Receives no after school state funding	Montera	n/a	120+
Expansion schools with new middle school programs this year (current funding not targeted for 6-8 th grade)	Greenleaf (K-8)	84	128
	Life Academy (6-12)	n/a	140
	Sankofa (K-8)	92	120
Existing middle schools where demand for services far exceeds current ASES program capacity	Bret Harte	105	49
	Edna Brewer	135	60
	Elmhurst Prep	265	101
	James Madison (6-9)	177	90
	Roosevelt	174	130
	United for Success	132	112
TOTAL STUDENTS:		1,164	1,050

¹ Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions, EDUCATIONAL PSYCHOLOGIST, 2007; 42(4), 223–35.

piled by our Office of African American Male Achievement, California Healthy Kids Survey responses, and surveys of students and parents. We also consulted evaluation data from existing after-school programs (ASPs) at these schools – derived from surveys of students, parents, and teachers – which reflects the need for ASPs and their effectiveness, and informs our strategies to strengthen the ASPs and increase their reach.

Student demographics. The target middle schools serve high-need families from across Oakland: 76% of students qualify for FRPM, and 34% (50+% at some schools) are limited English proficient; 94.6% are students of color, with African Americans and Latinos the largest groups; Low family educational attainment is widespread; at six of the schools, 40+% of parents did not graduate from high school.

Student achievement. Youth at these schools face multiple risk factors, and the vast majority of students are not meeting standards in core academic subjects (Table 3 below).

All of OUSD's middle schools are in Program Improvement (PI) status; with five of the target schools in Year 5 of PI. Over 60% of students at six of the target schools perform below grade level in ELA, and over 70% of students underachieve in Math. Though some schools have recently made significant gains, achievement varies widely by subgroup. At Brewer, for example, 42% of African American students are performing below grade level in ELA and 58% in math. 51% of Brewer Latino students perform below grade level in ELA and 61% in Math.

Attendance, Truancy, and Suspensions. Chronic absence is an early warning sign that students are academically at risk.² Improving school day attendance is a district wide priority, and our schools have made steady progress with a 95.98% average daily attendance in middle school. Table 3 shows that four schools fall below the district's average attendance rate. OUSD is also focused on reducing chronic absence, defined as missing 10% (18 days) or more days of school for any reason. A total of 355 students in our targeted middle schools were chronically absent last year, with African Americans and Latinos most affected. Four of them have truancy rates above 80%. Suspension of middle school students, another predictor of dropout, is a very serious concern for OUSD, again disproportionately affecting African American students: 39% of middle school African American males were suspended last year and 24% of all African American females. Working with Office of Civil Rights, OUSD has de-

Table 2. School	Students	FRPM	ELL	Students of color	Parents not high school graduates
Bret Harte	553	407 / 74%	179 / 32%	93%	1%
Edna Brewer	816	539 / 66%	157 / 20%	89%	29%
Elmhurst	366	331 / 90%	186 / 54%	99%	45%
Greenleaf	501	334 / 67%	213 / 80%	98%	50%
Life Academy	338	283 / 84%	126 / 37%	98%	55%
Madison	376	337 / 90%	172 / 56%	99%	43%
Montera	945	384 / 41%	89 / 9%	73%	7%
Roosevelt	632	540 / 85%	344 / 55%	99%	52%
Sankofa	218	335 / 65%	6 / 6%	100%	14%
United for Success	376	417 / 90%	288 / 75%	98%	58%
Totals	5,121	3907 / 76%	1760 / 34%	94.6%	35.4%

² Research conducted by Attendance Works, a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. By 6th grade chronic absence is a clear predictor of drop-out. By 9th grade, missing 20% of the school year is a better predictor of dropping out than test scores.

veloped a Voluntary Resolution Plan to significantly reduce disproportionality in suspensions at 38 schools, including all middle schools. ASPs will partner with school day staff to reduce disproportionate suspensions by increasing social emotional learning and positive behavioral supports for all students, strengthen family engagement efforts, and increase student engagement in school.

School	API	PI status	Attendance rate (ADA)	Chronic Absence rate	Truancy rate 3 days and/ or periods	Suspensions Students suspended at least once	Below grade level	
							ELA ⁴	Math
Bret Harte	670	Year 5	96.47%	74 / 12%	88%	149 / 23%	62%	78%
Edna Brewer	810	Year 5	97.53%	42 / 5%	81%	99 / 13%	34.9%	38.8%
Elmhurst Community Prep	684	Year 4	95.16%	36 / 10%	62%	39 / 11%	62.7%	73.7%
Greenleaf	813	Year 1	96.80%	17 / 4%	23%	1 / 0%	49.8%	23.4%
Life Academy	719	Year 2	96.48%	12 / 5%	87%	13 / 5%	68.2%	82.6%
Madison	725	Year 5	95.85%	26 / 8%	76%	46 / 14%	60.8%	64%
Montera	809	Year 1	98.34%	33 / 4%	72%	82 / 9%	34.7%	50.6%
Roosevelt	670	Year 5	96.29%	49 / 7%	81%	139 / 20%	67.6%	71.6%
Sankofa	773	Year 1	95.69%	21 / 11%	33%	3 / 2%	50.5%	40.0%
United for Success	622	Year 5	95.30%	45 / 11%	70%	66 / 16%	73.3%	84.1%
OUSD overall	730	Year 3	95.98% (6-8 th gr)	9% (6-8 th gr)	78% (6-8 th gr)	1299 / 19%	54.9%	55.5%

Juvenile crime. In 2009, Oakland had 848 juvenile felony arrests (204.5/10,000, compared to 144.8 statewide) and 52.8/10,000 juvenile violent arrests (38.4

	OUSD 7 th graders (n= 1,719, 71%)
Students who feel very safe at school	18%
Harassed at school during the past 12 months	31%
Afraid of being beaten up at school in past 12 months	27%
Carried a gun to school during past 12 months	7%
Drank alcohol in the past 30 days (current use)	12%
Gang Membership	12%
Opportunities for meaningful participation at school	17%
Caring relationships w/ teacher/other adults at school	32%

statewide), the third and second highest rates respectively among California's 23 largest cities. From 2006 to 2010, Oakland averaged 17 youth homicide victims per year – the vast majority of them African American males. At cohort schools, 35%-49% of surveyed students report they

are sometimes home alone after school. Our 2011-2012 ASP evaluation reports 83% of

³ Table 3 is based on 2011-12 data acquired through DataQuest.

⁴ Based on spring 2012 California Standards Test results in ELA and Math.

middle school students felt safe; 86% agreed there is an adult who cares about them; and 84% felt a sense of belonging in the ASP.

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

With at least 1,050 high-need middle school students unable to access comprehensive after school services, and numerous students unsupervised after school, the need for 21st CCLC grant funding is critical. Most families cannot afford fee-based after school services provided through Oakland Park and Recreation or community-based programs, and we found many providers do not offer middle school-specific programs. Lack of transportation after school and neighborhood safety concerns make it challenging for students to attend ASPs off campus. Surveys indicate a strong preference for school-based after school services: 92% of parents surveyed wanted their child to participate in their school's ASP; 70% of students surveyed agreed.

Deficits in academic supports and enrichment opportunities available to students during the school day. School day services that support student achievement and enrichment have eroded considerably in recent years. While we have worked diligently to avoid dramatic increases in student-teacher ratios, pupil services ratios have risen from 304:1 to 356:1 – a 17% increase to already untenably high ratios. The cohort middle schools have limited staff resources and time during school to integrate academic assistance, college and career readiness programming, enrichment activities, and social-emotional learning supports, or to provide more individualized attention to students most in need. Our 5-year strategic plan for the development of Full Service Community Schools (FSCS) is predicated on the premise that schools cannot do it alone; rather, schools must mobilize the full support of the community and expand learning and support well beyond the school day in order to truly promote student success. ASPs are a pillar for FSCS development, providing time and place for an array of academic, enrichment, and support services that students/families need, but cannot access during the school day.

2. PROGRAM ELEMENTS

The OUSD ASP model is designed to support close collaboration and alignment between the school day and ASP at each site. Each school selects a community-based organization that serves as its "Lead Agency" partner, responsible for implementing daily programming that is collaboratively developed with school leadership; complements classroom curriculum; and supports implementation of the Common Core State Standards (CCSS), the OUSD Middle School Action Plan, and school site goals and priorities embodied in its single plan for student achievement ("Community School Strategic Site Plan"). Lead Agencies are selected for expertise in youth development, cultural competency, their success in managing high quality ASPs, ability to leverage additional resources, and commitment to meaningful partnerships with school sites and OUSD. The Lead Agencies included in this application are exemplary organizations with deep roots in the Oakland community and experience running ASPs for well over the past 10 years.

Our middle school ASPs support each school's efforts to ensure that all students attend school regularly, matriculate to high school, and are on track for college and career. ASP operationalizes OUSD's new priority on implementing FSCS, in which each school will: 1) provide a coordinated, integrated system of academic and support services; 2) serve as a safe, healthy center of the community; 3) fosters trusting relationships and partnerships; 4) build the capacity of adults and students to share leadership

and decision-making; and 5) tailor approaches and services to each community. At each site, programming will be available from the end of the school day until 6:00 pm, on some Saturdays, and during the summer. Students will experience academic assistance, enrichment, leadership, and physical fitness activities each day that align closely with OUSD's academic goals, while responding to students' and families' needs, interests, and strengths. Staffing includes school-day teachers and youth development staff selected for their skills in engaging with high-needs youth, supplemented by trained peer tutors and mentors, arts instructors and other specialists. Many ASP staff members are from the Oakland community and reflect the cultural and racial/ethnic composition of the neighborhood. Many grew up in Oakland and went through Oakland public schools themselves, making them powerful mentors and role models for ASP youth.

a. **Academic Assistance activities** will help struggling students to build core skills and stay on track. Academic Assistance will cultivate high school readiness skills and strengthen student dispositions as learners. In homework assistance centers, students will receive structured, individual and small-group guidance to help them practice and master skills (primarily in ELA and math) and improve their study skills and overall academic performance. They will be supported by trained academic mentors, college volunteer tutors, and peer tutors. Academic supports will reinforce school day instruction in ELA and math. ASP staff will be trained and coached by select school faculty and the OUSD Leadership, Curriculum, and Instruction Dept. (LCI) on creating literacy-rich after school learning environments for all students, and how to align with and support the new ELA and Math CCSS in the ASP. Programs will provide targeted English Language Learner (ELL) support and Newcomer support. ELLs and Newcomer students will participate in structured practice language production. In math programs students will access Math Navigator, an online math intervention curriculum that helps to build their foundational math concepts to in preparation for the CCSS. Credentialed teachers will use experiential learning approaches to provide differentiated support in ELA and math for high-need students. Students will utilize group work and conversation to collaboratively find answers and use data to practice critical thinking and reasoning. To transform the school experience for all of their students, five of the targeted schools will implement extended day program models where all students participate in periods of academic support, advisory and enrichment, and are facilitated collaboratively by school day teachers and ASP youth development staff. Finally, students will be able to participate in year-round science education and STEM learning opportunities in the ASPs and 21st CCLC summer programs. ASP staff will receive professional development from Techbridge and the OUSD Science Department, focused on developing the knowledge and skills to support implementation of standard-based science programming in ASP.

Each ASP will have a certificated faculty member serving as Academic Liaison (AL), responsible for guiding the academic component. ALs will align academic assistance with the core instructional program by liaising between teachers, ASP staff, and other partners; share and interpret assessment data with ASP staff to inform tutoring and academic assistance; and observe and provide professional development for ASP staff.

Title 1 funds will be leveraged to provide full day summer academic support and enrichment, including STEM programming that will counter pervasive summer learning loss. Summer program students will receive three hours of morning ELA and math instruction taught by credentialed teachers. In the afternoon youth will engage in enrich-

ment facilitated by youth development workers. Programming will include STEM curriculum, physical activity, and arts activities responsive to student's interests.

These programs build on past successes which include: Frequent ELL participants were 40% more likely to be re-classified as English fluent the following school year; frequent participants in general were 40% more likely to score at Proficient or Advanced on their CST; 76% of participants report that "this program has helped me to understand what is being taught in school"; and 81% agreeing "this program has helped me feel more confident about graduating from high school."

b. Enrichment is a critical component of our ASPs, providing engaging opportunities to foster 21st Century skills, social and emotional learning, health and wellness, youth leadership skills, and college and career readiness, through activities that are based on youth development best practices and aligned with the *Learning in After School* five core principles⁶. School and ASP leadership will develop enrichment program plans that complement school day curriculum, goals, and priorities, and meet students' needs and interests.

The OUSD After School Programs Office (ASPO) will work in partnership with the OUSD College and Career Readiness Office (CCRO) to provide students with College and Career Readiness (CCR) programming and workshops on topics such as high school career pathway options⁷, graduation requirements, A-G college entrance requirements, college and financial aid application process, etc. The OUSD Science Department and Techbridge will develop STEM programming connected to CCR efforts to expose students to STEM-related career pathway options. In alignment with the efforts of OUSD's African American Male Achievement Office (AAMA⁸), our ASPs will offer Manhood/Womanhood Development Circles that will use rituals, routines, and role-modeling to create a cohesive and supportive group culture. Culturally relevant Arts programming, including visual arts, instrumental music, African drumming, and Polynesian dance, will be facilitated by youth development workers and arts instructors. We will provide career-related activities integrating technology, such as beat-making classes, computer animation, and journalism. Various sports and physical activities will be offered daily, including organized competitive sports, dance, martial arts, cheerleading, and yoga. Based on the CDE After School Physical Activity Guidelines, these activities will promote students' health and well-being, and help overcome the threat of obesity among our youth. In alignment with the district's CASEL initiative⁹, Social and Emotional Learning (SEL) will be integrated into our ASPs through the Building Intentional Communities curriculum; adopting the Restorative Justice framework; and implementing peer conflict mediation, violence prevention, and anti-bullying work. With resources from Alameda County Public Health, ASPs will offer gardening, nutrition education, and cooking classes. We will offer Transition Support Programming, using older youth peer tutors and mentors during the school year and summer to support the critical transitions between 5th – 6th grades, and between 8th – 9th grades. We will reach out to rising 6th

⁶ The Learning in Afterschool & Summer Project (LIAS) is an effort by afterschool advocates and leaders to unify the field of afterschool and focus the movement on promoting young people's learning. www.learninginafterschool.org

⁷ OUSD offers over 20 different linked learning career pathway options in high schools throughout the city. These career pathways are aligned to key industry sectors such as green manufacturing, bioscience, engineering, and public service academies.

⁸ Information and data on the efforts and impact of AAMA can be found on the school district website at www.thrivingstudents.org.

⁹ OUSD is one of the few school districts in the nation chosen to be part of the Collaborative for Academic, Social and Emotional Learning (CASEL). Over the next several years, there will be concerted effort in the school day and after school to foster students' learning of SEL skills through effective, research-based strategies. www.casel.org

graders for “summer bridge” transition support programming to familiarize them with their new school environment and teach them important study skills they will need in their secondary school careers. Finally, in times of crisis (all too frequent due to the soaring violence and homicide rate in Oakland), OUSD’s Behavioral Health Unit will be mobilized to provide appropriate crisis response and intervention, including individual counseling and grieving circles. Unfortunately, the mental health supports in our ASPs are limited only to times of crisis. Since ongoing trauma and violence impact so many of our youth and are a real barrier to school participation and success, we are seeking Equitable Access funding to fill the urgent need to provide more proactive and consistent mental health supports for students in our ASPs.

c. Family Literacy and Educational Services. Of the 550 parents surveyed: 53.4% requested training to support their child with homework help, 46.4% wanted to understand school data and be involved at their school, 38.5% desired job skills, and 32.7% wanted adult education or ESL classes. 35.4% of cohort school parents have a high school diploma or less (Table 2 above) and many have limited English proficiency.

In partnership with the OUSD Family and Student Engagement Unit, we will train ASP staff on OUSD’s newly adopted Family Engagement Standards and provide parent education curricula on college and career readiness and supporting your child’s education. In partnership with local CBOs, each ASP will offer regular parent education workshops and facilitate positive parent-child learning opportunities (e.g., Family Literacy, Family Science, and Family Math Nights; student showcases, and open houses). These family engagement opportunities will provide ASPs with opportunities to share program updates and seek parent feedback on program offerings and impact. To help meet parents’ educational needs, we will work to connect families to educational opportunities provided by community-based organizations and local community colleges.

Unfortunately, like many districts, Oakland opted to “flex” Adult Ed funds to other critical areas, and, as a result, Adult & Career Ed was forced to put most of its adult programs (e.g., ESL, Parenting, and Career Technical Education) on hold. Services are currently limited to GED preparation classes and a small Family Literacy Program that assists parents to obtain skills needed to be partners in their children’s educational development. No family literacy programming is available to our middle schools. Seven of our cohort middle schools have neither a Family Resource Center nor a Parent Liaison to connect with families. A culturally competent staff person, focused on building relationships with those families most in need (e.g., newcomer families) and skilled in connecting families to resources in the school and community, would greatly increase family engagement. We are seeking Family Literacy funds to meet this need.

d. Nutritional Snack. All students will receive a free nutritional snack each day they attend the program. Snacks will be provided by OUSD Nutrition Services, funded by the NSLP. Students will provide input into the choice of snacks and by serving snacks each program day. Snacks will meet Ed Code 49431 nutritional requirements.

3. COLLABORATION AND PARTNERSHIPS

Collaborative Partners. The OUSD After School Program Office (ASPO) – part of the Family, Schools & Community Partnerships Department – oversees and supports our ASPs. The ASPO has developed many robust community partnerships, including with several “Lead Agencies” – local nonprofits with extensive experience in ASP manage-

ment, youth leadership/development, partnership development, alignment with the school day, and sustaining effective programs. School Principals select their ASP lead agencies based on their effectiveness in running programs and their ability to partner with site leadership and other service providing agencies. Bay Area Community Resources (BACR) is the ASP lead agency at 25 OUSD elementary, middle, and high schools. In addition to its program leadership and programmatic expertise, it brings considerable public and private matching resources to these programs, such as AmeriCorps. East Bay Asian Youth Center (EBAYC) serves as lead agency at nine schools, and has been serving the San Antonio neighborhood of Oakland since 1976 with vital youth development, family support, case management, and other needed services. Many of their staff were youth participants who “grew up” in EBAYC program and have returned as grassroots leaders. Alternatives in Action (AIA) currently a high school provider is expanding services to the middle school level, to promote stronger transition support and more continuity in the educational experiences of students from middle through high school. Their cascading leadership model is a hallmark of this organization. Safe Passages serves as our lead agency partner at four middle school sites, and has been successful in leveraging significant private dollars in support of OUSD middle school programs through the national Elev8 initiative.

State, federal, local resources. In addition to Lead Agency contributions, the ASPO leverages substantial support from public agency partners such as the CDE After School Education & Safety (ASES) program (\$1,232,173/year total for the target schools), and the City of Oakland’s Oakland Fund for Children & Youth (OFCY)¹⁰ (\$660,000/year current total). OUSD also contributes Title I funding to support family engagement and summer programming, and Medi-Cal dollars for physical and mental health supports. OUSD uses USDA monies to provide nutritious after-school snacks. We work closely with other district departments to leverage additional funding and resources in support of our 21st CCLC programs. OUSD provides an in-kind match of over \$1,240,000, see OUSD Letter of Agreement. Local CBOs provide specific services in our ASPs – including arts, mentoring, sports, science enrichment, gardening and nutrition education. Table 5 is a partial list of some of the most prominent ASP partners at the target schools. The MOU and Letters of Agreement detail their contributions.

Table 5. Partner Agency	Role	Sites	Leveraged per year
OUSD	Partner/Lead Agency	All 10 schools	\$1,240,000
BACR	Partner/Lead Agency	6 schools	\$99,660
EBAYC	Partner/Lead Agency	1 school	\$54,180
Alternatives in Action	Partner/Lead Agency	1 school	\$94,000
Safe Passages	Partner/Lead Agency	2 schools	\$338,121
City of Oakland – OFCY	Funder/Partner	8 schools	\$725,000
Citizen School	Academics	2 schools	\$410,000
Techbridge	Professional Devel.	All 10 schools	\$50,000
Cycles of Change	Enrichment	3 schools	\$40,000

Collaborative process. The ASPO convenes After School Collaborative meetings to ensure that the district, lead agency, and public partner organizations are working in

¹⁰ In the 2012-13 school year OFCY is investing over \$4 million into OUSD’s school-based ASPs and is also partnering with OUSD in funding the evaluation of these programs.

concert to meet the ASP objectives. Fourteen Lead Agency partners serving 75 OUSD schools attend these meetings monthly. Collaborative meetings include representatives from CBO partners, city agencies, and school district departments to share information and increase coordination and alignment between ASP efforts and larger city and district initiatives. At the site level, ASPs are accountable to the Principal, Community School Manager, School Site Council, and Educational Leadership Team. Each year, site leadership and the ASP Lead Agency collaboratively develop a site ASP Plan, aligned with the Community School Strategic Site Plan (CSSSP) in addressing key district and site targets for student achievement, extended learning, behavior, and family engagement. Key stakeholders meet regularly over the winter/spring to ensure that the ASP program aligns with the school day, leverages school resources, and is well-coordinated with other school and community efforts to support the needs of youth and families. Students are also involved in the implementation and quality improvement of their site's ASP (see Section 4 below). The external evaluation provides an objective assessment of program functioning each year, which the ASPO, lead agencies, and school leadership use to collaboratively guide program improvements.

Communication with school day staff. A faculty member will serve as Academic Liaison (AL) with the ASP. The AL is a critical link between the school day and the ASP by providing guidance on curriculum articulation; on academic assistance for individual students; and on ways the ASP can extend student learning in an experiential environment, and by observing and coaching ASP staff. Each school will have a full-time ASP Site Coordinator (SC) funded through ASES who will collaborate closely with the Principal, staff, and partners to ensure there is ongoing communication and to support alignment with the school day. The SC will participate in faculty meetings and some professional development activities for school day staff. The SC will also participate on the site's Coordination of Services Team (COST), Student Study Team (SST), Educational Leadership Team, and School Culture/Climate Committee. The COST brings together school staff and key service providers monthly to connect the highest-need students to support services, including after-school, and physical and mental health supports.

Commitment to safety and accessibility. All ASPs in this application are located on campus at OUSD middle schools. All staff and volunteers will be properly screened and trained to protect child safety, and the facilities are regularly maintained and handicapped accessible. Staffing ratios will be maintained at a minimum of 1:20. The ASPO works with the district's Violence Prevention/ Positive School Climate Unit to provide resources such as conflict mediation and restorative justice trainings to increase students' safety and prevent violence. Disciplinary matters will be addressed through best practice approaches including Response to Intervention strategies and restorative justice circles when an incident has already occurred. The ASPO also works with the OUSD Behavioral Health and Police Units to provide crisis response as necessary.

4. YOUTH INVOLVEMENT AND LEADERSHIP

ASPs are designed and evaluated based on youth development best practices embodied in the Youth Program Quality Assessment (YPQA) tool¹¹ and Learning in After-

¹¹ The YPQA tool is a research-validated instrument developed by the David P. Weikart Center for Youth Program Quality to assess the quality of youth programs. OUSD and City of Oakland adopted the YPQA tool in 2010 to evaluate the quality of after-school and youth development programs citywide, and to promote continuous program improvement.

School and Summer (LIAS) principles. ASPs provide youth with safe, supportive, and engaging learning experiences that promote meaningful engagement. They utilize youth voice and leadership to build youth motivation, promote learning and self-direction, improve programs and build community. Our programs utilize *Youth Input* and *Choice Time* as two important program practices to facilitate meaningful involvement of youth in our ASPs. Youth Input provides students real opportunities to shape the program. They are involved in deciding what activities the group or program will do and provide feedback and input to adults through structured surveys and focus groups. Choice Time permits youth to take active roles in managing their own time and learning. Youth have real, relevant choices about how they spend their. Programs offer "choice time" as part of the daily routine. In the development of our grant applications, over 1200 youth provided input on program design through surveys and focus groups that occurred in youth leadership classes. Students indicated they were most interested in the following enrichment activities: computer technology, sports, cooking, and the arts. The majority of students desired homework help and tutoring, and 75% of students indicated they would like the after school and summer programs to help them get ready for the next grade level. Every spring as part of our evaluation, ASPs administer student surveys to all participants, thereby capturing student feedback on the quality of the ASPs, their satisfaction, and the impact the programs are having in their lives. At the site level, youth input is collected every semester to inform the next semester's program activities.

Youth Leadership classes and Youth Advisory Committees are the primary vehicles to foster youth leadership and engage youth in shared leadership, design, and implementation of the program. Each ASP will have a functioning Youth Advisory Committee and/or Youth Leadership Class to provide opportunities for voice, choice and leadership. These advisory groups will make decisions about program offerings and the daily routine. Youth leaders will participate in the hiring of new staff and in outreach to bring new youth into the program. Our ASPs build upon several examples of successful youth leadership programs: Madison and Bret Harte leadership classes are responsible for student activities such as dances, spirit week, and fundraising. Leadership students give input into the program structure by voicing their opinions and interests, and seeking feedback from other students of the school about their likes and dislikes. The program is then designed to meet student interests within the allocated budget. At Roosevelt, the Youth Advisory Committee (YAC) works on building and administering student surveys twice a year to all program participants and facilitate Spring student focus groups to solicit youth input, voice, and choice. At Greenleaf, Student Advisory Council (SAC) members co-lead games and activities with program staff, emcee at showcases, mentor younger Greenleaf elementary students in Homework Help, and serve as Peace Ambassadors and Junior Coaches. Our ASPs will partner with Be the Change Consulting to implement the Building Intentional Communities (BIC) curriculum to foster youth engagement and cultivate youth leadership skills. BIC is a model of "fading facilitation" (shifting from adult led to youth facilitated) over the course of the school year. In our experience, young people hold themselves and each other to higher expectations as they see themselves in an empowered role.

ASP youth leadership efforts will be closely aligned with the work of the Family and Student Engagement Unit. The Meaningful Student Engagement (MSE) youth leadership curriculum will build youth's leadership skills, including facilitation, resiliency, and

violence prevention, conflict resolution, and understanding of ethnic studies and the root causes of current inequities impacting students' lives. ASP partners will participate in the MSE Collaborative, where district staff and district partners will meet quarterly to share promising practices, discuss challenges, coordinate efforts, and develop consistency in integrating the MSE standards into all of our work. ASP staff and other youth practitioners will participate in a MSE professional learning community where they will receive training and technical assistance on implementing youth leadership curriculum.

5. PROGRAM ADMINISTRATION

ASPO oversees 21st CCLC and ASES out-of-school-time programs at 75 schools. ASPO staff includes a District Afterschool Coordinator and four Program Managers, who are divided into OUSD's regional structure to provide direct ASP support and oversight. The ASPO has developed program design guidelines and a comprehensive program of professional development and technical assistance for ASP site staff. We collaborate with other OUSD departments and community partners to maximize resources for the ASPs. We have built an infrastructure for program oversight, evaluation, and reporting. The Lead Agencies in this application, EBAYC, BACR, Safe Passages, and Alternatives in Action, have extensive experience leading youth development programs and have strong managerial, professional development, and programmatic resources. Working with the ASPO and school leaders the Lead Agencies will be responsible for ASP staffing, budgeting, daily operations, engaging youth as participants and leaders, and data collection and compliance requirements for the school sites they serve.

Informing the community. We will use several strategies to keep youth, parents, and the school community informed about ASP at each school. The Site Coordinator (SC) will work with the Principal, Community School Manager, other community partners, and Lead Agency staff to publicize the program and engage students and parents. School newsletters, translated into major languages, will inform families about ASP. School-wide performances, art displays etc. will help attract participants and community. ASP evaluation results will be shared annually with the Board of Education and City Council, and posted on the school district and city websites. The district's Student Placement Office and Transitional Students and Family Unit will share program information with new families who enter OUSD.

Safe environment. To make ASPs safe physically and emotionally, all staff, providers and volunteers will be fingerprinted and cleared through the DOJ and FBI, and oriented by the SC before working with students. Staff will be trained in rules of conduct, conflict management, crisis response, CPR/first aid, mandated reporting, and the site Emergency Plan. Conflict mediation training, peer mediators, and young men's and women's groups will promote student dialogue and a sense of community, healthy communication, and non-violence. A School Security Officer (SSO) and custodial staff are on-hand to monitor access to the campus and secure the facilities. ASP, SSO, and custodial staff will use walkie-talkies as a means to alert each other and to keep students safe in case of an emergency at the program or in the neighborhood. We will also partner with the OUSD School Police Department to ensure ASP safety and strengthen communication when a violent incident occurs in the surrounding neighborhood. OUSD Health Services will provide school nursing support to ASP to ensure that students with chronic health conditions such as asthma or diabetes are able to participate safely.

Staff Development. The ASPO, BACR, EBAYC, AIA, and Safe Passages collaborate in providing a robust staff development program. The ASPO uses surveys, site visits, annual evaluation results and recommendations, and the Youth Program Quality Assessment (YPQA) tool to identify relevant professional development topics and help sites generate Quality Action Plans each fall. The ASPO convenes a 3-day training institute each August for SCs and lead agency directors to review policies and procedures and provide training on youth development quality standards. The ASP Managers convene the SCs monthly for professional development – on topics such as safety practices; aligning academic supports to District goals; CCSS; ELL learning needs; cooperative learning; planning and reflection; homework help; youth development practices; building intentional communities; youth engagement/leadership; integrating a restorative justice framework into the ASP; crisis response; family engagement; and school district resources. Training providers include Alameda County Office of Education (Region 4), Partnership for Children and Youth, OUSD Leadership, Curriculum, and Instruction Dept, Be the Change Consulting, and OUSD Behavioral Health unit. SCs and ALs regularly assess youth development staffers' organization, planning, and delivery of activities; identify areas for staff development, and deliver coaching and training.

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

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

Plan to attract students needing support. As noted, we will prioritize serving students who are struggling academically and/or have risk factors such as chronic absen-

teism, behavioral problems, or the need for social-emotional support. In addition to teacher referrals, OUSD's Research, Assessment, and Data (RAD) dept. will provide sites with Early Warning Reports highlighting students of concern with multiple risk factors. Early Warning reports identify students as needs and concerns begin to surface, so that intervention services are timely. Each May, the SC, AL, and Principal at each site will meet to review student data and the early warning lists to prioritize students for enrollment in the upcoming school year ASP. SCs will work with school staff to reach out to identified students' families and pre-register the students by early June for the ASP for the subsequent school year. SCs will also work with their schools to inform families of supports available through the ASPs, such as when families register for school, at back-to-school night, via newsletters, and parent-teacher conferences. Recruitment will continue until enrollment goals are met with a priority on attracting highest-need students. On an ongoing basis, monthly COST meetings will provide regular opportunities to identify students of concern to target for ASP services.

6. SUSTAINABILITY PLAN

The proposed 21st CCLC funding will leverage considerable federal, state, and local resources. During the grant period, ASPO, the 10 middle schools in this application, and our Lead Agencies will seek resources to support the program beyond the 2013-2018 funding cycle. As our Letter of Agreement details, OUSD will contribute at least \$1,240,000/year in matching resources to support the programs. These resources derive from district General Funds; state ASP funding and professional development; USDA funding; Title 1; state and foundation funding for STEM programming and social-emotional learning; and MediCal county funding streams for health services the program will leverage. Maximizing these funding streams and coordinating/integrating the services they support is part of our FSCS strategic plan and our long-term sustainability strategy. The ASPO devotes staff to sustaining the district's comprehensive out-of-school-time programs. A major success of these efforts has been leveraging \$4 million/year of grants from OFCY. As this strategy area is in the new 2013-1016 OFCY strategic plan, we expect that OFCY funding will continue to be a viable source for sustaining and expanding the middle school ASPs. Lead Agency partners will also actively engage in resource development. Since 2010, the ASPO and our partners in the Oakland Community After-school Alliance launched the Oakland After-school Sustainability Initiative to sustain out-of-school-time programs.

Our FSCS vision offers opportunities to sustain the ASPs because our strategic plan has captured national attention and is attracting foundation, corporate, and government support for new educational models that address the comprehensive needs of students and families. The selection of OUSD as one of eight urban school districts to participate in the Collaborative for Academic, Social, and Emotional Learning national initiative will bring resources to OUSD to support student learning of essential 21st Century skills.

OUSD and the City of Oakland jointly invest \$115,000 annually in an independent evaluation of our out-of-school-time programs. By documenting and publicizing the program's outcomes, we build a strong case for local stakeholders and other funders to help sustain and expand OUSD ASPs. (See below for details)

Partner contributions. OUSD, our ASP Lead Agencies, and other partners bring significant resources to the program for the benefit of Oakland youth and their families. The Memorandum of Understanding and Letters of Agreement detail a total of

\$1,228,461 of contributions that community partners will make to OUSD ASPs' planning, programming, staffing, staff training, volunteer recruitment, data gathering, evaluation, and sustainability. Key in-kind contributions are as follows: East Bay Asian Youth Center (\$54,180/year); Bay Area Community Resources (\$99,660/year); Safe Passages (\$338,121/year); Alternatives in Action (\$94,000/year); and Citizen School (\$410,000/year). These agencies have a strong track record in obtaining public and private funding to support their services. The attached MOU indicates these partners are committed to assisting OUSD in seeking resources to sustain our ASP program subsequent to the 2013-2018 funding period.

7. CAPACITY FOR EFFECTIVE EVALUATION

OUSD evaluates our ASP programs in collaboration with OFCY and an independent evaluator. We coordinate data collection with our Lead Agency SC and Director and the Research, Assessment, and Data Office. Our evaluation team developed a Theory of Action (See Figure 2) based on literature that emphasizes the links between regular participation, high quality programming, and positive student outcomes.¹² We hypothesize, students who participate regularly in high quality programs demonstrate the greatest intermediate improvements in key outcomes, including school engagement, social skills development, academic skills and behaviors. In the longer term we hypothesize that participation improves academic performance, credit acquisition, matriculation to and success in high school.

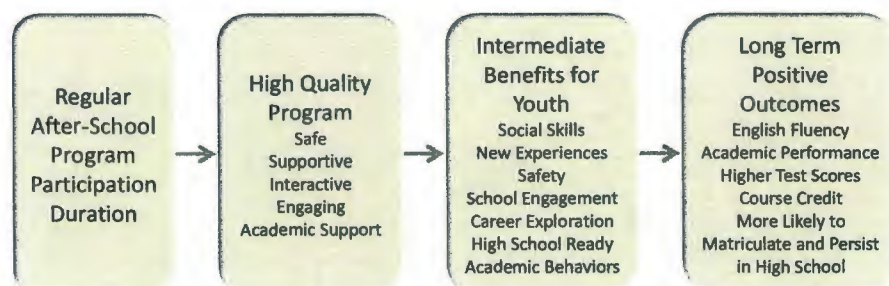
We collect data to inform continuous quality improvement and to meet CDE data requirements, guided by four evaluation questions: What progress have Oakland ASP programs made toward target enrollment and daily attendance rates? In what ways are ASP programs providing high quality services? What changes in behavior, attitude, and skills are observed among ASP participants? What changes in academic performance are observed among ASP participants? Since 2010-11, we have used the YPQA to drive ASP evaluation, site-based continuous program improvement, and professional development. The

YPQA is a nationally tested, research-based observation tool that sets a high standard for program quality based on best practices for youth development.

Data collection.

The ASPO and evaluator host an evaluation orientation each August for SCs, to discuss the Theory of Change, data collection, site visits, and stakeholder surveys. SCs are responsible for documenting their program outputs, enrollment, and attendance. At each site, staff enroll youth into ASP and record daily participation using pre-set rosters in the CitySpan data system, which is linked to OUSD's Edusoft student data system. This enables us to document attendance, unduplicated numbers of youth served, retention rate, match par-

Figure 2. Theory of Change



¹² Smith C, Devaney T, Sugar S. Quality and Accountability in the Out-of-School Time Sector. *New Directions for Youth development*, Number 121, Spring 2009.

ticipation records with school attendance and performance, correlate the degree of participation (dosage) with particular outcomes, and compare participants' performance on these indicators with non-participants. Staff also document menus of activities, and staffing levels. The evaluator will analyze these data and complete required CDE and federal 21st Century CCLC reports within the mandated time frames.

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

Indicator	Administration	Used in Evaluation to...
CitySpan – Enrollment and attendance records	Staff enroll youth into ASP using pre-set rosters linked to OUSD SIS and record daily participation	Match participation records with school performance records. Document attendance, number of youth served, and youth retention rate, progress in school attendance and chronic absence rates.
CitySpan – Activity information	Staff completes menus with information on activity type, focus, and staffing.	Document the variety of activities provided and to complete 21 st CCLC federal reporting.
External Site Visit, utilizing YPQA	Evaluator/ASPO interview SC, conduct on-site observation and follow-up staff interviews and surveys.	Determine and summarize the degree to which ASP is providing high-quality service.
Site Self-Assessment	SC completes YPQA self-assessment in preparation for OUSD coaching visit.	Provide site-level perspective on policies and procedures that contribute to high quality youth development practices but are not observable during most site visits.
Youth, parent, teacher and principal surveys	Prepared by Evaluation Team, distributed by SC. Conducted in May.	Explore youth and parent opinions about program quality and benefits. Educator opinions about program quality, including support for school goals and contribution to youth's social/ academic growth.
Participant academic records	Provided by OUSD each summer and fall.	Document academic performance outcomes: English fluency, academic improvement (CST ELA and Math performance, ELA and Math course grades).

Program improvement and use of data. The evaluator will use local and state evaluation data to provide formative and summative feedback on program strengths and challenges, document best practices, and make data-driven recommendations for program improvement. Each March, the evaluator will submit an *Interim Report* summarizing available program performance and point of service quality data to the ASPO and to OFCY, and post it online. The evaluator will prepare an *Annual Findings Report* by each October. It will include annual performance, point of service quality, and participant outcome data. It will highlight program strengths and best practices for possible replication, and make recommendations for program improvement based on program quality findings and outcomes, in areas such as youth engagement, interaction, and quality of academic assistance provided. At each school, the ASP and school site Leadership Teams will review evaluation findings and use them to inform updates in the Community School Strategic Site Plan. The evaluation data is actively used to engage ASPs in data-based decision making for continuous program improvement.

Awareness of Results. OUSD and OFCY share the *Annual Findings Report* with all ASP schools, program partners, and the larger community by posting it on the OUSD website and presenting findings at Board of Educating and City Council meetings. At the schools involved in this application, findings are shared with the SSC and SLT, ASP collaborative members, and parent and student leadership groups, all important avenues for stakeholder awareness and input. Findings will be highlighted in school bulletin boards, newsletters and other communications.

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

APPID: 13-04-01-81-21st-180

Award Calculator

CDS Code	School Name	School Type	Program Type	Days of Operation	Students Served	Amount Requested
01612596056998	Bret Harte Middle	M	Family Literacy	0	0	\$20,000.00
01612596057061	Edna Brewer Middle	M	Family Literacy	0	0	\$20,000.00
01612590112789	Elmhurst Community Prep	M	Family Literacy	0	0	\$20,000.00
01612590115618	Greenleaf Elementary	M	Family Literacy	0	0	\$20,000.00
01612590130575	LIFE Academy	M	Family Literacy	0	0	\$20,000.00
01612596066450	Madison Middle	M	Family Literacy	0	0	\$20,000.00
01612596057079	Montera Middle	M	Family Literacy	0	0	\$20,000.00
01612596057087	Roosevelt Middle	M	Family Literacy	0	0	\$20,000.00
01612590110254	Sankofa Academy	M	Family Literacy	0	0	\$20,000.00
01612590112763	United for Success Academy	M	Family Literacy	0	0	\$20,000.00
01612596056998	Bret Harte Middle	M	Equitable Access	0	0	\$25,000.00
01612596057061	Edna Brewer Middle	M	Equitable Access	0	0	\$25,000.00
01612590112789	Elmhurst Community Prep	M	Equitable Access	0	0	\$25,000.00
01612590115618	Greenleaf Elementary	M	Equitable Access	0	0	\$25,000.00
01612590130575	LIFE Academy	M	Equitable Access	0	0	\$25,000.00
01612596066450	Madison Middle	M	Equitable Access	0	0	\$25,000.00
01612596057079	Montera Middle	M	Equitable Access	0	0	\$25,000.00
01612596057087	Roosevelt Middle	M	Equitable Access	0	0	\$25,000.00
01612590110254	Sankofa Academy	M	Equitable Access	0	0	\$25,000.00
01612590112763	United for Success Academy	M	Equitable Access	0	0	\$25,000.00
01612590130575	LIFE Academy	M	After School Supplemental	0	0	\$44,955.00
01612596057079	Montera Middle	M	After School Supplemental	0	0	\$44,955.00
01612596056998	Bret Harte Middle	M	After School Supplemental	0	0	\$64,845.00

01612596057061	Edna Brewer Middle	M	After School Supplemental	0	0	\$69,300.00
01612590115618	Greenleaf Elementary	M	After School Supplemental	0	0	\$78,705.00
01612596066450	Madison Middle	M	After School Supplemental	0	0	\$81,450.00
01612590110254	Sankofa Academy	M	After School Supplemental	0	0	\$89,475.00
01612590112789	Elmhurst Community Prep	M	After School Supplemental	0	0	\$89,955.00
01612590112763	United for Success Academy	M	After School Supplemental	0	0	\$89,955.00
01612596057087	Roosevelt Middle	M	After School Supplemental	0	0	\$120,187.00
01612596056998	Bret Harte Middle	M	After School Base	180	49	\$66,150.00
01612596057061	Edna Brewer Middle	M	After School Base	180	60	\$81,000.00
01612596066450	Madison Middle	M	After School Base	180	90	\$121,500.00
01612590112789	Elmhurst Community Prep	M	After School Base	180	111	\$149,850.00
01612590115618	Greenleaf Elementary	M	After School Base	180	111	\$149,850.00
01612590130575	LIFE Academy	M	After School Base	180	111	\$149,850.00
01612596057079	Montera Middle	M	After School Base	180	111	\$149,850.00
01612596057087	Roosevelt Middle	M	After School Base	180	111	\$149,850.00
01612590110254	Sankofa Academy	M	After School Base	180	111	\$149,850.00
01612590112763	United for Success Academy	M	After School Base	180	111	\$149,850.00
					Total:	\$2,541,382.00

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

APPID: 13-04-01-81-21st-180

CORE Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Teachers on Extended contract for extended day academic assistance, intervention, and coaching/PD	\$294,885.00
Classified Personnel Salaries	2000	Custodial, summer School Safety Officers, portion of ASPO Program Managers' time for training, coaching, technical assistance, and program oversight	\$142,410.00
Employee Benefits	3000	Estimated at 25%	\$87,459.00
Books and Supplies	4000	Summer field trips, STEM and enrichment supplies, custodial supplies, office supplies	\$92,455.53
Services & Other Operating Expenditures	5000	Evaluation, professional development, mileage	\$20,280.00
Subcontracts and Agreements	5100	Lead agency contracts for site coordinators, program assistants, academic tutors, enrichment staff, STEM instructors, agency admin	\$1,422,018.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$31,874.47
Total Amount Requested			\$2,091,382.00

Core Budget Narrative

1000 Certificated Personnel

Academic Liaison/Coach. Provided in-kind through ASES. Training and coaching support on academic supports; 1 Liaison/Coach x 133 hrs x \$30.12/hr = \$4,006 X 8 sites with ASES funds = **\$32,048**

Extended Day Teachers. 5 schools X 6 teachers X 2 hrs/day X 180 days X \$23.16 extended contract rate = **\$250,128**

Certificated Teacher Extended Contracts. Targeted intervention and specialized EL instruction at 4 schools (4 sites X 4 hrs/wk 36 weeks X \$23.16 = **\$13,340.**

Extended Contracts for Instructional Coaches; math, ELA, and science professional development for ASP staff; 40 hrs X \$30.12 X 3 coaches = **\$3,614.**

Summer Extended Teacher contracts to support enrichment field trips: 10 sites X 4 hrs X 4 week X \$23.16 = **\$3,705**

Certificated Teacher Extended Contracts for Summer STEM Coaches. 10 sites X 1 coach X 70 hrs over summer for training and coaching X \$23.16 = **\$21,686**

Extended contract with science department for STEM curriculum development: 80 hrs X \$30.12 = **\$2410**

2000 Classified Personnel

School Security Officer for Summer. Ensure campus safety and support student supervision; 10 sites X \$18 overtime X 4 hrs X 30 day = **\$21,600**

Custodial overtime. 10 sites X \$20 overtime rate X .8 hrs/day X 180 days for ASP and 4.2 hrs of supplemental custodial for 30 days = **\$54,060**

3 ASPO Program Managers: Training, coaching, technical assistance, and site monitoring; \$89,000 average salary X .15FTE from Core and .1 from supplemental = **\$66,750**

3000 Fringe/Benefits

Fringe/Benefits Certificated. 25% x Total Personnel= **\$87,459**

4000 Books and Supplies

Summer Field trips: Transportation, Admission; \$5000 X 10 sites = **\$50,000**

Supplies. Summer STEM enrichment; office supplies, Pens & pencils, art supplies, chart paper, whiteboard markers, copier paper, walkie-talkies, equipment for technology-based enrichment, cleaning supplies, etc. = **\$40,863**

5000 Services and Other Operating

Evaluation. \$5000 for ASP evaluation; \$7500 for Summer evaluation = \$12,500

Weikart Center YPQA training materials and facilitator. \$200 X 10 sites = \$2500

Cityspan database system. Licensing fees for new sites = \$3,500

Mileage Reimbursements = \$1,780

5100 Subcontracts and Agreements

Subcontracts with East Bay Asian Youth Center, Bay Area Community Resources, Alternatives in Action, and Safe Passages to cover the following program expenses:

Program Directors. Training, coaching, supervision for Site Coordinator and direct service ASP staff; lead agency liaison with OUSD. 9 sites X \$50/hr x 2hrs/wk x 40wks including benefits = **\$36,000**

Site Coordinators. \$38 x 40 hrs/wk x 40 wks including 25% benefits X 2 sites = **\$121,600.** (8 Site Coordinators in-kind from ASES, valued at \$494,899)

Program Assistants. Attendance, outreach, and student progress monitoring; \$28/hr x 6hrs/wk x 40wks for 7 sites (36 weeks in ASP; 4 in summer) = **\$47,936.**

College and Career Readiness Lead Staff (9 sites * \$22/hr * 20 * 36); includes salary plus benefits; 1 summer staff X 10 sites for 220 hrs = **\$183,832**

STEM instructors. Estimated \$22/hr, including benefits; 36 weeks of program plus 2 weeks of training; 4 staff for summer at 30 days X 6 hrs/day, plus 40 hrs training=220 hrs; total = **\$332,110**

Enrichment instructors (estimated \$16/hr, plus benefits = \$20); calculated at 9 sites; 4 summer staff for 220 hrs per site = **\$299,120**

Academic Tutors/Mentors: 9 sites*1 tutor* \$20/hr including benefits *18 hrs*38 weeks = **\$123,120**

Manhood/Womanhood circle facilitators. 9 sites * 1 facilitator * \$22/hr including benefits * 18 hrs * 36wks = **\$183,832**

Agency Professional Development= **\$1896**

Agency Administrative costs @ 3% of total contract = \$41,355

7000 Indirect Costs

5% X Direct Costs (excluding 5100 Subcontracts) = \$31,874

Total Costs. \$2,091,382

Collaborative partner contributions. As detailed in the MOU and LOAs included in this proposal, **OUSD** will contribute at least **\$1,240,000/year in matching resources** to help implement these 21st CCLC programs, including fiscal and programmatic oversight, training and curriculum, in-kind summer instructors, additional support services, etc. Oakland Fund for Children and Youth will contribute **\$775,000** annually. Collaborative partners and other community partners will contribute a total of **\$1,228,461** in-kind contributions each year including: lead agency administrative support, resource development, additional program supplies, etc from Alternative in Action (\$94,000), BACR (\$99,660), EBAYC (\$54,180), and Safe Passages(\$338,121). Training and professional development will be provided by Techbridge (\$50,000), Partnership for Children and Youth (\$6,500), Be the Change (\$50,000). Academic programming will be provided by Citizen School (\$410,000) and Sytan Learning Center (\$20,000), and UC Build (\$15,000). Enrichment services will be provided by Cycles of Change (\$40,000), Brothers on the Rise (\$7000), Ace Kids Golf (\$3000), Girl Scouts (\$4000), and Oakland Youth Chorus (\$12,000), and Girls Inc. (\$25,000).

Statement Regarding Consultation with Private Schools

Oakland Unified School District (OUSD) is applying to the California Department of Education for 21st CCLC funding for Bret Harte, Edna Brewer, Elmhurst, Greenleaf, Life Academy, Montera, Madison, Roosevelt, Sankofa, and United for Success schools. We understand that, as part of the application process, we are required to consult with private schools in our enrollment area to determine their interest in participating in the program in some way.

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

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

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

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

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

Outcome Measures Based upon Individual Program Focus

APPID: 13-04-01-81-21st-180

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

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

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

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

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

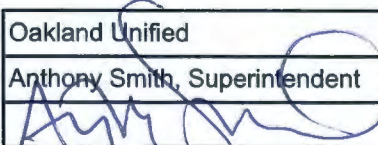
**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-180

Disqualification Form

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

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

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

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

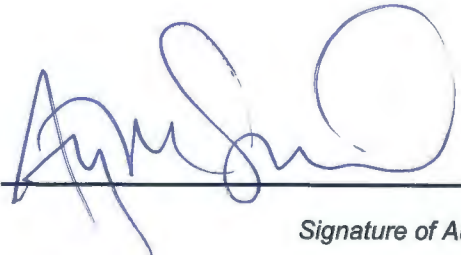
APPID: 13-04-01-81-21st-180

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

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

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

I acknowledge understanding of and agreement with Certified Assurances



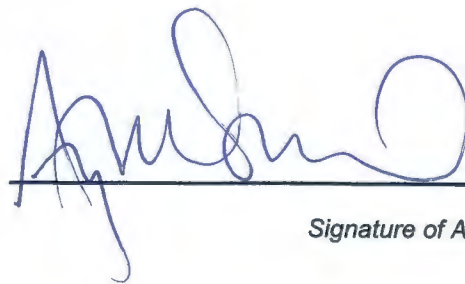
Signature of Authorized Agent

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

APPID: 13-04-01-81-21st-180

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

I acknowledge understanding of and agreement with Certified Assurances



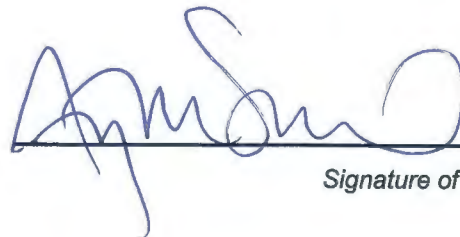
Signature of Authorized Agent

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

APPID: 13-04-01-81-21st-180

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

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

21st Century Community Learning Centers Program
Grant Application

APPID: 13-04-01-81-21st-180

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

I acknowledge understanding of and agreement with Certified Assurances


Signature of Authorized Agent

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

APPID: 13-04-01-81-21st-180

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

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

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

Name of Collaborative Member:	<i>Yenus E. Mesini</i>
Professional Title of Collaborative Member:	<i>Admin. Site Coordinator</i>
Address:	<i>2101 35th Ave.</i>
City, State, Postal Code:	<i>Oakland, Ca. 94601</i>
Phone Number:	<i>510.715.4493</i>
Signature and Date:	<i>Yenus E. Mesini 11/29/12</i>

Name of Collaborative Member:	<i>Marina Mendoza</i>
Professional Title of Collaborative Member:	<i>Madre Coordinadora</i>
Address:	<i>1669 82nd Ave.</i>
City, State, Postal Code:	<i>Oakland Ca. 94621</i>
Phone Number:	<i>(510) 219 0104</i>
Signature and Date:	<i>Marina Mendoza 11/29/12</i>

Name of Collaborative Member:	<i>Carlton Jones</i>
Professional Title of Collaborative Member:	<i>School Security Officer</i>
Address:	<i>2325 92 Ave Oak. Ca. 94603</i>
City, State, Postal Code:	
Phone Number:	<i>(510) 395-1420</i>
Signature and Date:	<i>Carlton Jones 11-29-12</i>

Name of Collaborative Member:	<i>Carlos Casanova</i>
Professional Title of Collaborative Member:	<i>6th Grade Teacher</i>
Address:	<i>956 62nd St # R</i>
City, State, Postal Code:	<i>Oakland Ca 94608</i>
Phone Number:	<i>510.423.4248</i>
Signature and Date:	<i>Carlos Casanova 11.29.12</i>

Attach additional sheets, if necessary.


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

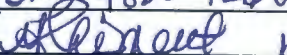
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Name of Collaborative Member:	TOM HUGHES
Professional Title of Collaborative Member:	PRINCIPAL
Address:	3700 COOLIDGE AVE.
City, State, Postal Code:	OAKLAND, CA 94602
Phone Number:	(510) 482-6873
Signature and Date:	 10/30/12

Name of Collaborative Member:	Elizabeth Chiment
Professional Title of Collaborative Member:	Teacher
Address:	3700 Coolidge Ave.
City, State, Postal Code:	Oakland CA 94602
Phone Number:	(510) 482-7260
Signature and Date:	 10/30/12

Name of Collaborative Member:	Sheila Brethauer
Professional Title of Collaborative Member:	teacher
Address:	3700 Coolidge Ave
City, State, Postal Code:	Oakland 94602
Phone Number:	510-482-7256
Signature and Date:	 10/31/12

Name of Collaborative Member:	Elena C. LOERA
Professional Title of Collaborative Member:	Parent Resource Center
Address:	3289-DALCOTE ST
City, State, Postal Code:	Oakland, Ca 94602
Phone Number:	510-367-1573
Signature and Date:	 11/1/12

Attach additional sheets, if necessary.

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

APPID: 13-04-01-81-21st-180

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Name of Collaborative Member:	Clare Colon Hopkins
Professional Title of Collaborative Member:	Speech Therapist/Parent
Address:	98 Selkirk St.
City, State, Postal Code:	Oak CA 94619
Phone Number:	510-384-9273
Signature and Date:	CC Hopkins 10/30/12

Name of Collaborative Member:	Ruby Marshall
Professional Title of Collaborative Member:	Youth
Address:	2017 Danforth St.
City, State, Postal Code:	Oakland, CA, 94602
Phone Number:	(510) 336-1601
Signature and Date:	Ruby Marshall 10/30/12

Name of Collaborative Member:	Ellie Deming
Professional Title of Collaborative Member:	Youth
Address:	3075 California Street
City, State, Postal Code:	Oakland, CA, 94602
Phone Number:	(510) 798-8671
Signature and Date:	Ellie Deming

Name of Collaborative Member:	ANTHONY ROTH
Professional Title of Collaborative Member:	SCHOOL SECURITY OFFICER
Address:	1141 73rd AVE. #3
City, State, Postal Code:	OAKLAND, CA 94621
Phone Number:	(510) 477-1705
Signature and Date:	Anthony Roth 10/30/12

Attach additional sheets, if necessary.

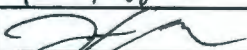
**21st Century Community Learning Centers Program
Grant Application**


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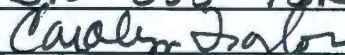
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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Joel Unpingco
Professional Title of Collaborative Member:	Afterschool Instructor
Address:	25 Arreha St.
City, State, Postal Code:	Martinez, CA, 94553
Phone Number:	(925) 588-6156
Signature and Date:	 10/26/12

Name of Collaborative Member:	SIMONE LONDRE
Professional Title of Collaborative Member:	Afterschool Instructor
Address:	407 Grand St. #205
City, State, Postal Code:	Oakland, CA 94610
Phone Number:	(269) 740-3202
Signature and Date:	 10.26.12

Name of Collaborative Member:	Carolyn Traylor
Professional Title of Collaborative Member:	Counselor
Address:	3700 Coolidge Ave
City, State, Postal Code:	Oakland, CA 94618
Phone Number:	510-333-9315
Signature and Date:	 10/29/12

Name of Collaborative Member:	Betty Diew
Professional Title of Collaborative Member:	3700 Coolidge Ave
Address:	Oakland, CA 94618
City, State, Postal Code:	510-207-0347
Phone Number:	Attendance Clerk
Signature and Date:	 10/29/12

Attach additional sheets, if necessary.

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

APPID: 13-04-01-81-21st-180

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

Name of Collaborative Member:	Rechelle Richie-Leach
Professional Title of Collaborative Member:	
Address:	2518 23rd Avenue
City, State, Postal Code:	Oakland, CA 94606
Phone Number:	510 842 3011
Signature and Date:	<i>Rechelle Richie-Leach</i> 11-29-2012

Name of Collaborative Member:	KATHERYNE POSEY
Professional Title of Collaborative Member:	Food Service Manager
Address:	2818 Minna Ave
City, State, Postal Code:	OAKLAND, CA 94619
Phone Number:	(510) 712-7923
Signature and Date:	<i>Katherine Posey</i> 11/29/12

Name of Collaborative Member:	Emily Rigotti
Professional Title of Collaborative Member:	Academy Director Clife Academy
Address:	2101 35th Ave
City, State, Postal Code:	Oakland, CA 94601
Phone Number:	(510) 534-0282
Signature and Date:	<i>Emily Rigotti</i> 11/29/12

Name of Collaborative Member:	Shirley Taribale
Professional Title of Collaborative Member:	H.S. Secretary
Address:	2101 35th Ave Oakland
City, State, Postal Code:	OAKLAND, CA 94601
Phone Number:	(510) 534-0482
Signature and Date:	<i>Shirley Taribale</i>

Attach additional sheets, if necessary.

Appendix
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Attachments

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Restructuring Youth Leadership, A Tiered Approach.....	A-8

SAMPLE Middle School After School Program Schedule (Traditional) 2012-2013

TIME	MONDAY	TUESDAY	TIME	WEDNESDAY	THURSDAY	FRIDAY
			1:00 - 2:30	STEM Activities		
			2:30 - 3:00	Organized Recreation		
3:00-4:15	Homework Clubs and STEM Activities	Homework Clubs and Small Group Academic Intervention	3:00-4:15	Homework Clubs	Homework Clubs and Small Group Academic Intervention	Homework Clubs and STEM Activities
4:15 - 4:30	Snack & Community Building	Snack & Community Building	4:15 - 4:30	Snack & Community Building	Snack & Community Building	Snack & Community Building
4:30 - 5:45	Organized Sports, Art, Gardening, Martial Arts, Cycles of Change, Leadership class	Organized Sports, Art, Gardening, Cooking, Cycles of Change, Leadership class	4:30 - 5:45	Organized Sports, Art, Gardening, Hip Hop Dance, Cycles of Change, Leadership class	Organized Sports, Art, Gardening, Cooking, Cycles of Change, Leadership class	Organized Sports, Art, Gardening, Cycles of Change, Leadership class
5:45 - 6:00	Closing & Reflection	Closing & Reflection	5:30-6:00	Closing & Reflection	Closing & Reflection	Closing & Reflection

Program Schedule, Extended Day.....A-2

SAMPLE Middle School Extended Day Schedule 2012-2013

Time	Monday	Tuesday	Wednesday	Thursday	Friday
12:45			SCHOOL DAY OFFICIALLY ENDS		
12:45-1:20			6 th , 7 th , 8 th grade Lunch		
1:20 - 2:20			Structured academic intervention, homework support, and snack.		
2:20 - 3:00			Universe Quest, Music, Boxing, Wrestling, Basketball Team, Graffiti, Citizen Schools		
3:00	SCHOOL DAY OFFICIALLY ENDS	SCHOOL DAY OFFICIALLY ENDS		SCHOOL DAY OFFICIALLY ENDS	SCHOOL DAY OFFICIALLY ENDS
3:00 - 4:00	Citizen Schools Structured academic intervention, homework support, and snack.	Citizen Schools Structured academic intervention, homework support, and snack..		Citizen Schools Structured academic intervention, homework support, and snack.	Citizen Schools Structured academic intervention, homework support, and snack.
4:00-5:00	Boxing, Wrestling, Sports, Gardening Universe Quest Art, Music 8 th Grade Soccer, Girls Inc, Graffiti Citizen Schools	Boxing, sports, Gardening , Art, Music 8 th Grade Soccer, Girls Inc, Wrestling, Citizen Schools	Advisory Curriculum Film Extension & Discussion	Boxing, sports, Gardening , Art, Music 8 th Grade Soccer, Girls Inc, Wrestling, Citizen Schools	Wrestling, Basketball Team, Graffiti Citizen Schools
5:00 - 6:00	Tutoring, HW support, online learning	Tutoring, HW support, online learning		Tutoring, HW support, online learning	Tutoring, HW support, online learning

**Academic intervention, homework support and snack time are embedded in all enrichment course

Scientific Research Supporting Planned Activities

Academic Activities

“The Promising Afterschool Programs Study, a study of about 3,000 low-income, ethnically-diverse elementary and middle school students, found that those who regularly attended high-quality programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised during the afterschool hours.”

Source: “The Promising After-School Programs Study,” Deborah Lowe Vandell, University of California, Irvine; Elizabeth R. Reisner, Policy Studies Associates, Inc.; and Kim M. Pierce, University of California, Irvine, October 2007.

Focus on Low Achieving Students, English Learner Students, and Mandatory Attendance

“A 2006 meta-analysis synthesizing 35 out-of-school time (OST) afterschool program studies, conducted by Mid-continent Research for Education and Learning (McREL) with funding from the U.S. Department of Education, found that afterschool programs had positive and significant effects among students at risk of failure in reading or math. Researchers found positive results on reading achievement, particularly in lower elementary grade levels and in high school and positive and significant effects on math achievement, particularly for middle and high school students.”

Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). Out-of-school time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76, 275–313.

STEM (Science, Technology, Engineering, Math)

“Our review of evaluations found that attending high-quality STEM afterschool programs yields STEM-specific benefits that can be organized under three broad categories: improved attitudes toward STEM fields and careers; increased STEM knowledge and skills; and higher likelihood of graduation and pursuing a STEM career. Below is a brief overview of these three types of outcomes, followed by specific findings that were common across a number of the evaluations.”

Source: Afterschool Alliance, *STEM Learning in Afterschool: An Analysis of Impact and Outcomes*, 2011.

Sports and Enrichment Activities

“The students who performed better academically in this study were the most active, meaning those who participated in a sport or other vigorous activity at least three times a week. Most of the vigorous activity was achieved outside the classroom, in sports.”

Source: “Academic Achievement Higher Among Most Active Kids - Vigorous Physical Activity Linked To Better Grades,” American College of Sports Medicine, *Medicine & Science in Sports & Exercise*, 2006.

Summer Learning Loss

A strong body of evidence supports the conclusion that summer learning loss affects nearly all young people. The types and amounts of losses vary, but overall, the research consistently shows that summer learning loss is real and results in long-term, life-altering consequences.

“Most students lose about two months of grade-level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, while their middle-class peers make slight gains. When this pattern continues throughout the elementary school years, lower income youth fall more than two and one-half years behind their more affluent peers by the end of fifth grade.”

Source: National Summer Learning Association, “More Than a Hunch: Kids Lose Learning Skills Over the Summer Months,” 2011.

Promoting Personal and Social Skills

“The study found that regular participation was linked to reductions in behavior problems among disadvantaged students and led to significant gains in teachers’ reports of students’ improved social skills with peers. Teachers also reported reductions in misconduct over the two-year period and reduced use of drugs and alcohol, compared to those in the low supervision group.”

“The Promising After-School Programs Study,” Deborah Lowe Vandell, University of California, Irvine; Elizabeth R. Reisner, Policy Studies Associates, Inc.; and Kim M. Pierce, University of California, Irvine, October 2007.

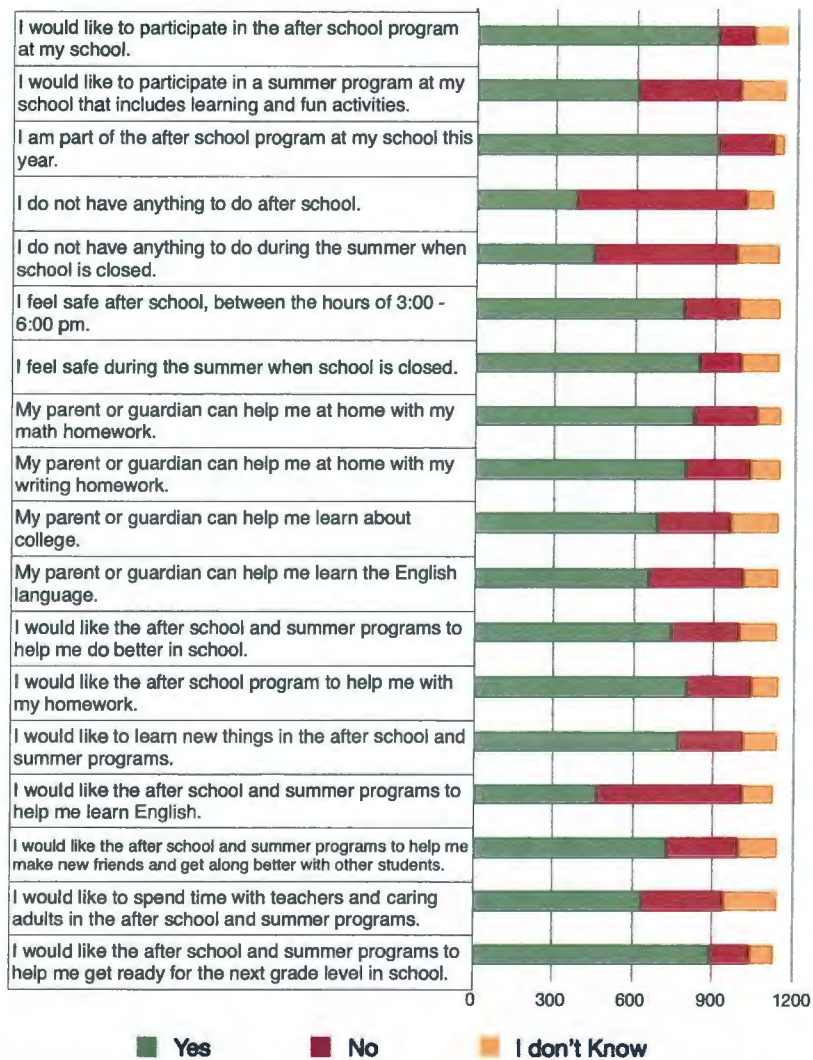
Attendance

“Evaluations of LA’s BEST by the UCLA Center for the Study of Evaluation revealed that students’ regular school day attendance improved once they began participating in the afterschool program. Students also reported higher aspirations regarding finishing school and going to college. In a longitudinal study, researchers at UCLA found dropout rates among LA’s BEST students were significantly lower than the overall district dropout rate.”

Source: “Keeping Kids in School: An LA’s BEST Example A Study Examining the Long-Term Impact of LA’s BEST on Students’ Dropout Rates,” National Center for Research on Evaluation, Standards, and Student Testing (CRESST) University of California, Los Angeles. Denise Huang, Kyung Sung Kim, Anne Marshall, and Patricia Pérez. 2005

Youth and Parent Survey Results

Youth Survey: 1,241 Responses

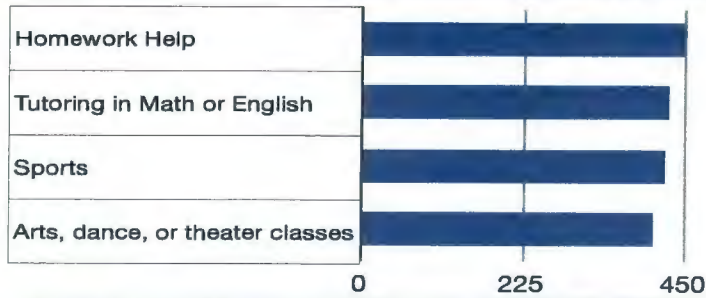


Please check all the different kinds of after school and summer activities you would like to participate in:

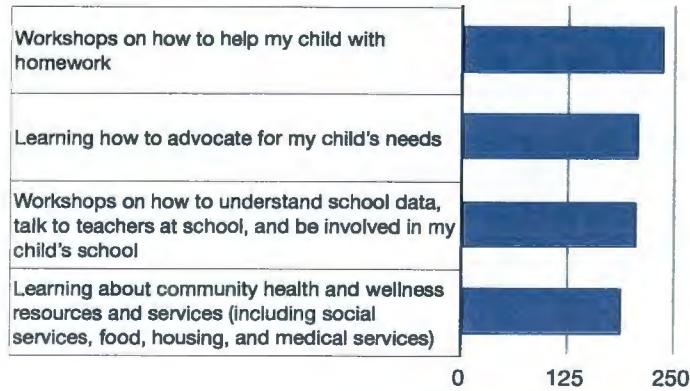


Parent Survey: 572 Responses

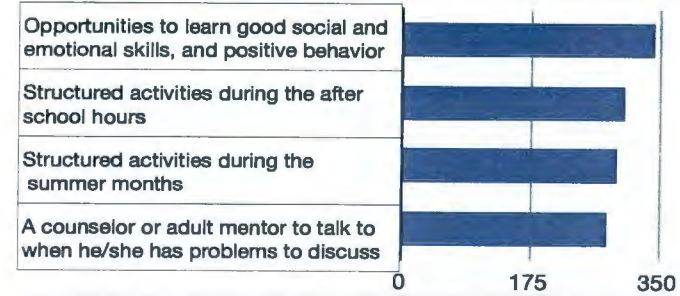
What kinds of after school or summer activities would you like your child to participate in? Check all that apply.



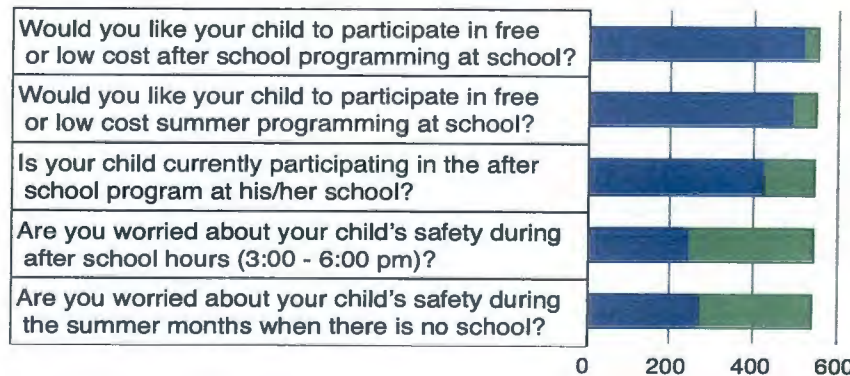
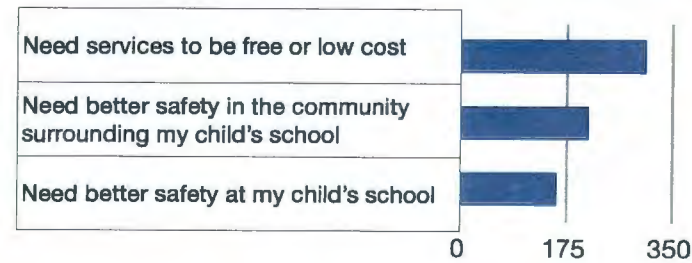
What educational activities or classes would help you as a parent? Check all that apply.



What supports do you feel your child needs to ensure his/her safety and well-being?



Sometimes there are barriers to a student or family's participation in after school or summer activities. Our program would like to provide supports to help overcome these barriers to participation. Please tell us what supports your child or you need in order to fully participate in program activities:



■ Yes
■ No

Oakland Out of School Time 2011 - 12 Program Profile

All Middle Schools

Program Attendance and Enrollment

	10-11 Enrollment	11-12 Enrollment	10-11 Units of Service	11-12 Units of Service	10-11 UOS % Towards Target	11-12 UOS % Towards Target	10-11 Progress Toward Attendance (CDE)	11-12 Progress Toward Attendance (CDE)	10-11 Participation Rate	11-12 Participation Rate
This Program	409	355	73,944	63,696	235%	124%	119%	119%	74%	75%
Overall	409	355	73,944	63,696	235%	124%	119%	119%	74%	75%

Enrollment: The number of unduplicated children and youth served.

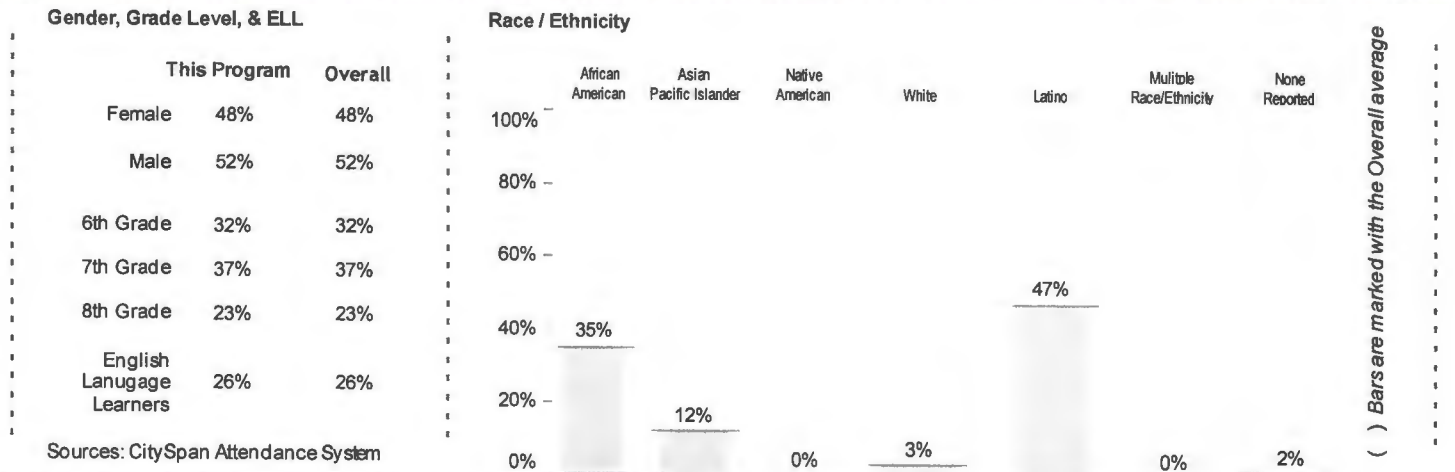
Units of Service (UOS): The number of service hours, a key measure of program capacity.

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

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

Sources: CitySpan Attendance System

Participant Demographics



Sources: CitySpan Attendance System

Youth Outcomes by Theme

ABOUT YOUTH OUTCOMES

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

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

	This Program	Overall
Caring Adults	0%	84%
Family Engagement	0%	64%
Communication and Social Skills	0%	59%
School Engagement	0%	69%
Sense of Mastery & Accomplishment	0%	76%
Decision Making	0%	69%
Career Exploration	0%	55%
Wellness	61%	62%
N=1,560		1,560

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

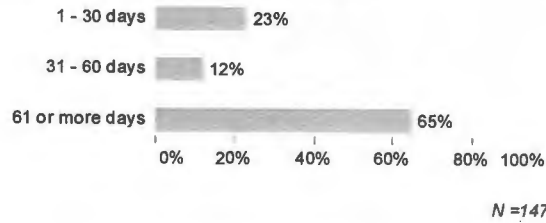
All Middle Schools

Contributory Outcomes

EL Redesignation Rate

% Redesignated youth in this program 12%
 N = 1,193
 All programs in this grade level 12%
 N = 1,193

Redesignated Youth by ASP Days Attended



School Day Attendance Rate

School day attendance rate for youth in this program 96%
 N = 4,420
 All programs in this grade level 96%
 N = 4,420

California Standards Test Results for ASP Participants

	N=	Below / Far Below				Basic		Proficient / Advanced					
		This Program		This grade level in 11-12		This Program		This grade level in 11-12		This Program		This grade level in 11-12	
		This Program	This grade level in 11-12	This Program	This grade level in 11-12	This Program	This grade level in 11-12	This Program	This grade level in 11-12	This Program	This grade level in 11-12	This Program	This grade level in 11-12
CST: ELA Results by Participant Demographics	African American	1,042	1,042	33%	34%	34%	33%	32%	32%	34%	34%	34%	
	American Indian	4	4	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Asian / Pacific Islander	421	421	21%	20%	20%	29%	29%	29%	50%	51%	51%	
	Hispanic / Latino	1,497	1,497	28%	31%	31%	37%	35%	35%	35%	35%	35%	
	Race/Ethnicity Unknown	43	43	26%	28%	28%	26%	35%	35%	49%	37%	37%	
	White	84	84	19%	18%	18%	19%	14%	14%	62%	68%	68%	
	ELL	751	751	61%	60%	60%	33%	33%	33%	6%	7%	7%	
	Overall	3,091	3,091	29%	30%	30%	34%	32%	32%	37%	38%	38%	
CST: Math Results by Participant Demographics	African American	1,031	1,031	37%	54%	54%	29%	26%	26%	34%	20%	20%	
	American Indian	2	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Asian / Pacific Islander	420	420	18%	22%	22%	17%	24%	24%	65%	54%	54%	
	Hispanic / Latino	1,492	1,492	28%	41%	41%	28%	30%	30%	45%	30%	30%	
	Race/Ethnicity Unknown	43	43	23%	40%	40%	23%	35%	35%	53%	26%	26%	
	White	84	84	15%	18%	18%	17%	26%	26%	68%	56%	56%	
	ELL	747	747	50%	62%	62%	28%	25%	25%	23%	13%	13%	
	Overall	3,072	3,072	29%	42%	42%	26%	27%	27%	45%	30%	30%	

Sources: Cityspan Attendance System, OUSD

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

All Middle Schools

Early Warning For Dropping Out List

Elmhurst Community Prep

Early Fall 2012-13: Grades 7-12

Students At Risk For Dropping Out - Listed By Grade & Then Name

("Tripped" indicators are greyed in)

Indicators*

- 1 - Final mark of "F" in Math for 2011-12
- 2 - Final mark of "F" in ELA for 2011-12
- 3 - Full Day Attendance Rate < 80% In 2011-12
- 4 - More than 1 Out Of School Suspension In 2011-12; In House discipline is NOT used as an indicator

community Schools. Thinking Students

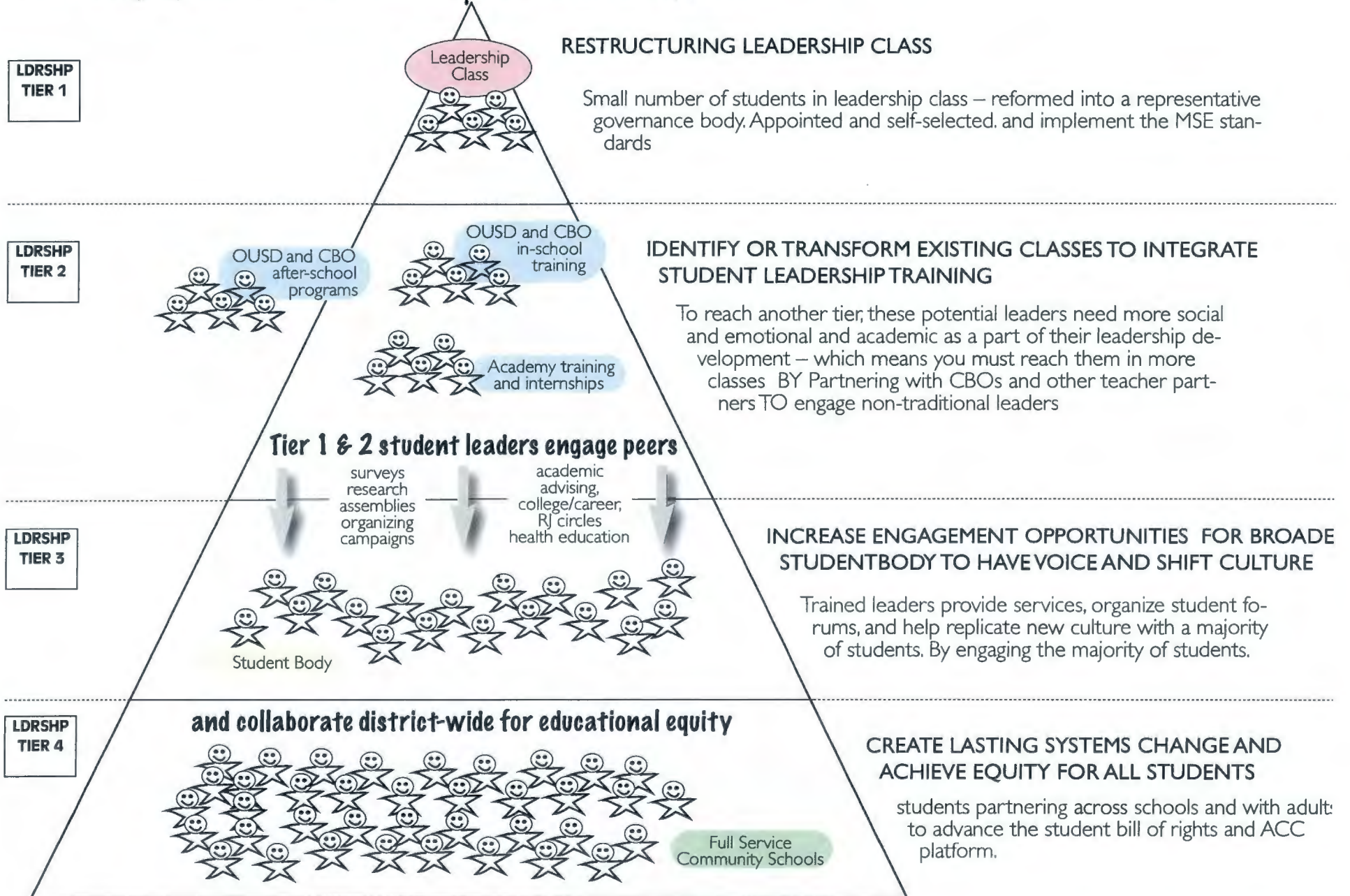
Laura Robell

	LastName	FirstName	ID	Gr	Age	Indicator 1		Indicator 2		Indic 3		Indicator 4		Tot Indic Tripped	Extra Demographics					
						Math Mark & Course	Eng Mark & Course	Attend	OOS	In Hse	Eth	Gen	Lang		Flu	Dis	Prog			
1	Student		300077	7	12.2	D- MATH 06	F ENGLISH 6/ELD	97%	3	7	2	Latino	M	Spanish	IFEP					
2	Student		303464	7	12.0	F MATH 06	C- ENGLISH 6/ELD	86%			1	AfrAmer	F	English	EO					
3	Stude		303872	7	12.0	F MATH 06	B- ENGLISH 6/ELD	88%		1	1	AfrAmer	F	English	EO					
4	Stud		329391	7	12.9	F MATH 06	B ENG INTENS 6-8	96%	2	7	2	AfrAmer	M	English	EO					
5	Stude		305581	7	11.8	F MATH 06	D+ ENGLISH 6/ELD	96%			1	AfrAmer	M	English	EO					
6	Student		348255	7	12.7	F MATH 06	D+ ENGLISH 6/ELD	96%			1	Latino	M	English	EO					
7	Stud		347874	7	13.0	F MATH 06	F ENG INTENS 6-8	79%	1	3	3	AfrAmer	M	English	EO					
8	Stude		307799	7	12.4	D MATH 06	F- ENGLISH 6/ELD		1	13	1	AfrAmer	F	English	EO					
9	Student		319534	7	11.8	F MATH 06	C- ENGLISH 6/ELD	91%		2	1	AfrAmer	F	English	EO					
10		Student, t	303945	7	12.6	D- MATH 06		87%	3	6	1	AfrAmer	M	English	EO					
11	Stud		304726	7	12.5	D+ MATH 06	F ENGLISH 6/ELD	95%			1	AfrAmer	F	English	EO					
12	Student		303244	7	11.8	F MATH 06	B+ ENGLISH 6/ELD	99%			1	Latino	F	Spanish	EL					
13		SStu	303938	7	11.8	C- MATH 06	F ENGLISH 6/ELD	98%			1	AfrAmer	F	English	EO					
14	Stude	Stu	301822	7	11.7	F MATH 06	C ENGLISH 6/ELD	99%			1	Latino	M	Spanish	RFEP					
15	Stud	Stude	313361	7	12.6	F MATH 06	D+ ENGLISH 6/ELD	92%			1	Latino	F	Spanish	EL					
16	Stu		308176	7	12.6	F MATH 06	D ENG INTENS 6-8	86%			1	AfrAmer	M	English	EO	Lrng Disa	RSP			
17	Stude		316492	7	12.5	F MATH 06	B ENG INTENS 6-8	83%			1	Latino	F	Spanish	EL	Lrng Disa	RSP			
18	Student		342981	7	13.2	F MATH 06	C- ENGLISH 6/ELD	98%		1	1	AfrAmer	M	English	EO					
19	Stud		349948	7	12.7	F MATH 06	F ENGLISH 6/ELD	97%		3	2	AfrAmer	M	English	EO					
20	WStud		249749	7	13.2	B 6-7-8 MATH SDC	B VOYAGER ENG	95%	2	1	1	AfrAmer	M	English	EO	Speech I	SDC			
21	Stu	Stude	250264	8	13.2	C MATH 07	B- ENGLISH 7/ELD	93%	2		1	AfrAmer	F	English	EO					
22	Student	Stu	245298	8	13.4	F MATH 07	D ENGLISH 7/ELD	92%		2	1	Latino	M	Spanish	EL					
23	Student	Stu	307783	8	13.4	D MATH 07	D ENGLISH 7/ELD	85%	5	30	1	AfrAmer	M	English	EO					
24	Student	Stu	249226	8	13.4	F MATH 07	D+ ENGLISH 7/ELD	94%	2		2	AfrAmer	M	English	EO					
25	Student	Student,	315969	8	13.4	F MATH 07	F ENGLISH 7/ELD	92%	3	5	3	AfrAmer	M	English	EO					
26	Student	Student	236320	8	14.0	B+ 6-7-8 MATH SDC	B+ VOYAGER ENG	99%	2	1	1	AfrAmer	M	English	EO	Oth Impai	SDC			
27	Stu	Stude	246589	8	13.0	C MATH 07	D ENGLISH 7/ELD	92%	3		1	AfrAmer	M	English	EO					
28	Stu	Student,	246453	8	12.8	C- MATH 07	F ENGLISH 7/ELD	97%		10	1	AfrAmer	F	English	EO					
29	Student	Student,	250315	8	13.5	F 6-7-8 MATH SDC	F VOYAGER ENG	69%	1	9	3	AfrAmer	F	English	EO	Lrng Disa	SDC			
30	Stude	Stude	247519	8	12.8	D+ MATH 07	C- ENGLISH 7/ELD	94%	3	10	1	AfrAmer	M	English	EO					
31	Stude	Studen	247529	8	12.8	B+ MATH 07	C ENGLISH 7/ELD	91%	4	3	1	AfrAmer	F	English	EO					
32		Student,	241703	8	13.8	F MATH 07	F- ENGLISH 7/ELD	97%	1	9	2	AfrAmer	M	English	EO					

Names in Yellow indicate 3 indicators tripped
Names in Red indicate all 4 indicators tripped

Early Warning Drop Out List (Sample)A-7

How do we maximize the number and types of kids trained in Leadership and engaged in school improvement efforts?



Appendix

Table of Contents

Letter of Agreement

Oakland Unified School District

City of Oakland, Oakland Fund for Children and Youth

National Summer Learning Association

Citizen Schools

Partnership for Children and Youth

Bay Area Community Resources, BAYAC AmeriCorps

Be the Change Consulting

Cycles of Change, Bret Harte

Cycles of Change, James Madison

Cycles of Change, Roosevelt

Destiny Arts, Bret Harte

Destiny Arts, Sankofa

East Bay Consortium of Educational Institutions, Inc

Girls Inc

Native American Health Center

Oakland Youth Chorus, Bret Harte

Sylvan Learning, Roosevelt

Techbridge

University of California, Berkeley (BUILD), Sankofa



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT'S OFFICE

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

November 26, 2012

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

Dear Mr. Funk:

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

I am writing this letter to outline our district's commitments to supporting 21st CCLC program implementation for the 2013-2018 period at the following OUSD middle schools: Roosevelt, Brewer, Bret Harte, Madison, Life Academy, Greenleaf, Sankofa, United for Success, Montera, and Elmhurst. These ten middle school programs are part of a districtwide network of 75 elementary, middle, and high school programs funded by ASES and 21st CCLC grant dollars. The following details the in-kind resources OUSD will contribute to supporting this cohort of 21st CCLC middle school programs, and OUSD comprehensive after school programs districtwide:

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

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

- 2) OUSD's After School Programs Office will provide a schedule of training workshops to the After School Site Coordinators and activity leaders provided by ASPO staff and our partner lead agencies, and will facilitate a professional learning community for the Site Coordinators each month, to support their work, share information and best practices, and problem solve. Training and related costs which the OUSD After School Programs Office will contribute to this effort are valued at approximately \$27,000 per year.
- 3) OUSD will provide access to facilities at each of the schools listed above, including libraries, classrooms, technology labs, fields, health and wellness centers, and other campus spaces as needed to offer activities to students and families.
- 4) OUSD schools listed above will provide 21st CCLC staff with access to equipment and supplies, including duplication equipment, computers, printers, office supplies, phones, and other supplies for use in the program.
- 5) School leadership at each 21st CCLC school site will provide on-site coaching, support, and monitoring of Site Coordinators and participate in monthly collaborative planning meetings with after school lead agency partners to ensure alignment between after school and school day goals, and to ensure that 21st CCLC academic and enrichment activities support content standards and complement classroom instruction.
- 6) School leadership at 21st CCLC school sites will implement Coordination of Services Teams that will foster coordination between after school, other service providers, and school resources in order to meet the holistic needs of students and families and maximize resources.
- 7) OUSD will provide summer academic programs that will complement 21st CCLC summer enrichment. The value of OUSD's contribution to the schools included in this application is approximately \$420,000 per year.
- 8) OUSD's Leadership, Curriculum, and Instruction Department (LCI) will provide content-specific professional development, curriculum, and resources to 21st CCLC programs to support the alignment of after school and school day instruction in math, science, and English language arts; facilitate integration of the new content core standards into after school programming; and provide focused supports and intervention resources for English language learners and students performing below grade level. LCI will provide training and curriculum to support summer STEM programming at middle school sites. LCI will also provide resources and training in support of after school gardening, physical

activity, and nutrition education. LCI's staff time and resources contributing to the overall 21st CCLC programs are valued at approximately \$30,000 per year.

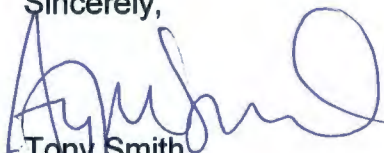
- 9) OUSD's Research, Assessment, and Data (RAD) Department will provide data (i.e. attendance, academic performance) to the ASPO periodically in order to help target recruitment and specific 21st CCLC services to the students who most need support. In addition, RAD will provide data on 21st CCLC students and non-21st CCLC students to the ASPO and Evaluator to assist in documenting program attendance, profiling participants, and documenting outcomes, and in undertaking program evaluation. Research, Assessment, and Data Department staff time and resources contributing to the overall 21st CCLC programs are valued at approximately \$10,000 per year.
- 10) OUSD's Financial Services Dept. will provide an Accountant and Fiscal Associate who will work with ASPO staff to monitor grant funds, ensure compliance with all internal fiscal monitoring controls and procedures, and ensure timely completion of quarterly 21st CCLC expenditure reports. The value of OUSD's Fiscal Services Department's resources in support of OUSD 21st CCLC programs is valued at approximately \$24,000 per year.
- 11) OUSD's Family and Student Engagement Unit will work closely with ASPO personnel to leverage community resources and provide parent leadership opportunities, family conferences, parent education curriculum, and family literacy resources that will increase parent participation in the schools; support parents' educational goals; and empower parents to be full partners in their children's education. They will convene regular Family Collaborative meetings with schools and community partners to facilitate the coordination of services and leveraging of resources in support of the district's new Family Engagement standards. The Family and Student Engagement Unit will also provide student leadership curriculum and trainings, and facilitate learning communities and collaborative meetings with broad stakeholders to support the implementation of OUSD's Meaningful Student Engagement standards. The OUSD in-kind resources in support of 21st CCLC family literacy goals and youth leadership goals are valued at approximately \$25,000 per year.
- 12) OUSD's Translations Unit will provide translations of program enrollment materials, surveys, and other parent communication in multiple languages to meet the language needs of participating families and provide equitable access.
- 13) OUSD's Behavioral Health Unit, including its violence prevention/positive school climate resources, will work with ASPO personnel and 21st CCLC after school programs to provide relevant trainings on topics including Restorative Justice, positive behavioral supports, positive school climate, CPS reporting, and violence prevention; and will coordinate crisis response and services of mental health providers, as needed, for program sites. The value of OUSD's Behavioral Health resources in support of OUSD 21st CCLC programs is at least \$50,000 per year.
- 14) OUSD's Nutrition Services Department will provide nutritious snacks for all students attending the program each day. Additionally, Nutrition Services will also provide suppers to at least 600 students in 21st CCLC middle school

programs. The value of these snacks and supper meals is approximately \$589,000 per year.

- 15) OUSD's ASPO and Communications Department will publicize the 21st CCLC program to OUSD students, families, and the community, through the OUSD website, newsletters, and other outreach.
- 16) On an ongoing basis, OUSD will seek funding and other resources to sustain and strengthen the 21st CCLC program during and after the 2013-18 grant period.

Overall, OUSD will contribute over \$1,240,000 per year in matching resources to the 21st Century Community Learning Center grant being requested in this application, for the duration of the 2013-2018 21st Century grant period.

Sincerely,



Tony Smith
Superintendent

CITY OF OAKLAND



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

Department of Human Services
Children & Youth Services Division

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

November 26, 2012

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

Dear Superintendent Smith,

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

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

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

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

- Collaborate with OUSD in the implementation of the OUSD Strategic Plan, development of full service community schools, and alignment between City of Oakland and school district efforts, in support of Oakland youth and families.

- As aligned with the OFCY Strategic Investment Plan, provide OFCY match funding to OUSD school-based after school programs through a competitive grant application process for lead agency partners. Past annual funding from OFCY to OUSD school based after school programs have totaled approximately \$4 million annually, including approximately \$660,000 annually for the middle school after school programs included in this grant application.
- Work in partnership with the OUSD After School Programs Office to provide training and technical assistance to elevate the quality of Oakland after school programs.
- Collaborate with other project partners to help make the project activities and design of the 21st CCLC programs responsive to the needs of participants and the Oakland community.
- Collaborate with the district and its other partners to evaluate key program outcomes, and contribute approximately \$65,000 annually to the annual Oakland After School evaluation project- a shared project of the City of Oakland and Oakland Unified School District.

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

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

Sincerely,



Sandra Taylor

Children and Youth Services Manager



www.summerlearning.org

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

410-856-1370 *phone*
410-856-1146 *fax*

Gary Huggins
Chief Executive Officer

Melissa Baal Guidorizzi
Chief Operating Officer

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November 20, 2012

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

Dear Superintendent Smith,

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

The National Summer Learning Association (NSLA) serves as an intermediary for thousands of summer learning program providers and stakeholders across the country, providing tools, resources, and expertise to improve program quality, generate support, and increase youth access and participation. Our mission is to connect and equip schools, providers, communities, and families to deliver high-quality summer learning opportunities to our nation's youth to help close the achievement gap and support healthy development.

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

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

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

- Through funding from the Walmart Foundation, NSLA will provide a sub-grant of an estimated \$360,000 to Oakland Unified School District to operate summer programs serving rising sixth through ninth grade students during summer 2013 as part of the District Summer Learning Initiative.
- As a grantee of the District Summer Learning Initiative, OUSD will receive in-kind consultation on program design and evaluation with NSLA staff. Estimated value over one year: \$4,000
- As a member of NSLA's New Vision for Summer School Network, OUSD staff will participate in quarterly webinars with subject matter experts and twice annual meetings with more than 20 other school districts nationally who are focused on reimagining the role of summer learning in school improvement and student success. Estimated value over five years: \$50,000.

In delivering this support, NSLA also commits to:

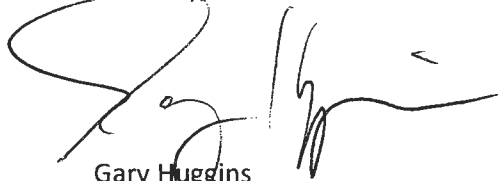
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Gary Huggins', written over a white background.

Gary Huggins
CEO, National Summer Learning Association

November 29, 2012

[LOA]

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

Dear Superintendent Smith,

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

Citizen Schools provides after-school programming to approximately 400 students at two middle schools in Oakland Unified School District, United For Success Academy and Elmhurst Community Prep. Since its 1995 inception, Citizen Schools has been committed to closing the opportunity and achievement gap for low-income students and reestablishing public education as a gateway to economic and civic opportunity. Citizen Schools provides a "second shift" of caring adults: a full-time staff of emerging educators, who teach 60-90 minute English Language Arts lessons that are aligned with common core standards and customized to meet school needs, and adult volunteers, who teach project-based "apprenticeship" courses. Citizen Schools' enriching curriculum gives students a window into college and career opportunities and puts them on a path to succeed in middle school and beyond.

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

- *Staff (full-time Teaching Fellows employed by Citizen Schools) to partner with OUSD teachers and administrators in planning and implementing the OUSD 21st CCLC after school program, Citizen Schools. (\$30,000 per Teaching Fellow; \$240,000 total)*
- *Recruitment, screening, and training of volunteers to assist in providing "apprenticeship" courses to youth. In **apprenticeships**, students work alongside volunteers in project-based courses that culminate in public celebrations of learning. Working with volunteer experts, students argue mock trials, plant organic gardens, publish blogs, race solar cars, and much more. (\$30,000 for recruitment, screening, and training)*
- *Pre-service training, in-service support, and professional development to equip OUSD 21st CCLC after-school program staff (Citizen Schools' teaching staff) to effectively work with OUSD youth and provide academic support. During Citizen Schools' **academic***

support block, students are offered daily homework support and 60-90 minute lessons in English Language Arts that are aligned with standards and customized to meet school needs. (\$40,000 for training and support)

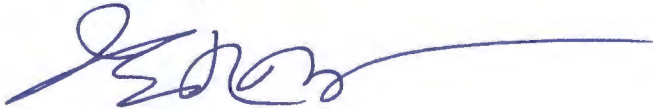
- **Collaboration** with other project partners to help make the project activities and design responsive to the needs of participants; and
- **Collaboration** with the district and its other partners to evaluate key program outcomes.

The annual value of Citizen Schools' in-kind commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$410,000.

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

Please contact me at (650) 274-8688 or joeross@citizenschools.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Joe Ross

Vice President and California Executive Director
Citizen Schools

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



November 20, 2012

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

Dear Superintendent Smith,

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

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

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

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

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

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

In delivering this support, PCY also commits to:

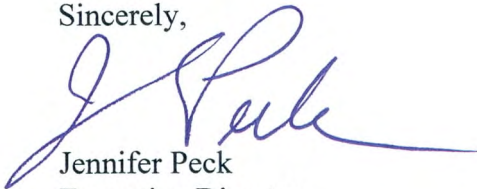
- Collaborating with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborating with the district and its other partners to evaluate key program outcomes.

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

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

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

Sincerely,



Jennifer Peck
Executive Director



Bay Area
Community
Resources

Administrative Office

171 Carlos Drive
San Rafael
California 94903-2005

Phone
415.444.5580
Fax
415.444.5598
Website
www.bacr.org

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November 9, 2012

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

Dear Superintendent Smith,

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

BAYAC Americorps mission is to "expand services and opportunities for Bay Area youth in high risk communities so that they can in turn create productive, successful lives for themselves. Americorps members provide youth development services during the school day and in after-school programs in communities where students have limited opportunities for positive youth development. Members provide additional resources to community based youth serving agencies that may not have the capacity to independently operate an AmeriCorps program."

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

1. Staff to assist AIA and its others partners in planning and monitoring the program, through attendance at quarterly collaborative meetings, valued at **\$5000** per year.
2. Staff to assist in publicizing and promoting the proposed program in and beyond the school communities, valued at **\$1000** per year.
3. Assistance with data collection on program activities, participants, and outcomes, for program documentation and evaluation purposes.
4. Assistance with continuously monitoring and improving the



program, so that it provides maximum benefits to youth and their families.

5. Assistance in seeking funding and other resources to sustain and strengthen the program during and after the 2012-17 ASSETS grant period.

The annual value of BAYAC Americorps commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$6,000

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

Please contact me at Adolfo Rivera at (510) 5259980 if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink that reads "Adolfo" followed by a long, sweeping horizontal line.

Adolfo Rivera

BACR Director of National Service Programs

November 28, 2012

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

Dear Superintendent Smith,

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

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

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

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

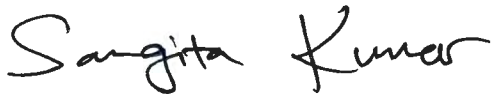
- Facilitate Professional Learning Community meetings designed to strengthen Social/Emotional Learning (SEL) in middle school afterschool programs.
- Assist programs in the integration of SEL with the College and Career Readiness programming.
- Coordinate on-site coaching support.
- Provide Building Intentional Communities curriculum for each of the 10 middle school sites.

Be the Change is committed to work with the Oakland Unified School After School Programs raise additional private funding to support his work

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

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

Sincerely,



Sangita Kumar
Founder & Principal



Developing Boys Into Men

Strengthening Systems

Building a Movement

November 19, 2012

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

Dear Superintendent Smith,

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

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

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

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

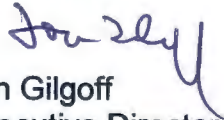
- Training and technical assistance for BACR to implement cascading mentorship using young men as assistant facilitators and role models for boys
- Program supplies and events, including field trips and family completion ceremonies
- Program coordination, administration and fund development activities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

The annual value of BOTR's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$7,000.

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

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

Sincerely,



Jon Gilgoff
Executive Director



Cycles of Change



To help the East Bay grow and sustain a mosaic of healthy urban communities, deeply connected to each other and the living world.



PO Box 70292 Oakland, CA 94612; voicemail 510-595-4625; E-mail cyclesofchange@yahoo.com; website www.cyclesofchange.org

November 9, 2012

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

Dear Superintendent Smith,

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

Cycles of Change has worked with young people in Oakland for fourteen years. We provide environmental education, bicycling instruction, and youth development programming through after school bike clubs, mentorship, curriculum development, Safe Routes to Schools, and the Bikemobile bike repair teaching van.

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

- Coordinate the Bret Harte Middle School Bike Club after school programming;
- Conduct the earn-a-bikes unit allowing participants to refurbish and keep their own bicycles while learning about bicycle mechanics and repair;
- Lead the riding unit taking participants on adventures in our community to destinations including our neighborhood creeks, historical spots, and fun places;
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of Cycles of Change commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$20,400.

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

Please contact me at 510-842-1006 or financialcoordinator@cyclesofchange.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Stacie Chun
Administrative Coordinator
financialcoordinator@cyclesofchange.org
510-842-1006

Cycles of Change

To help the East Bay grow and sustain a mosaic of healthy urban communities, deeply connected to each other and the living world.



PO Box 70292 Oakland, CA 94612; voicemail 510-595-4625; E-mail cyclesofchange@yahoo.com; website www.cyclesofchange.org

November 9, 2012

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

Dear Superintendent Smith,

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

Cycles of Change has worked with young people in Oakland for fourteen years. We provide environmental education, bicycling instruction, and youth development programming through after school bike clubs, mentorship, curriculum development, Safe Routes to Schools, and the Bikemobile bike repair teaching van.

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

- Coordinate the James Madison Middle School Bike Club after school programming;
- Conduct the earn-a-bikes unit allowing participants to refurbish and keep their own bicycles while learning about bicycle mechanics and repair;
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of Cycles of Change commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$4,400.

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

Please contact me at 510-842-1006 or financialcoordinator@cyclesofchange.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Stacie Chun

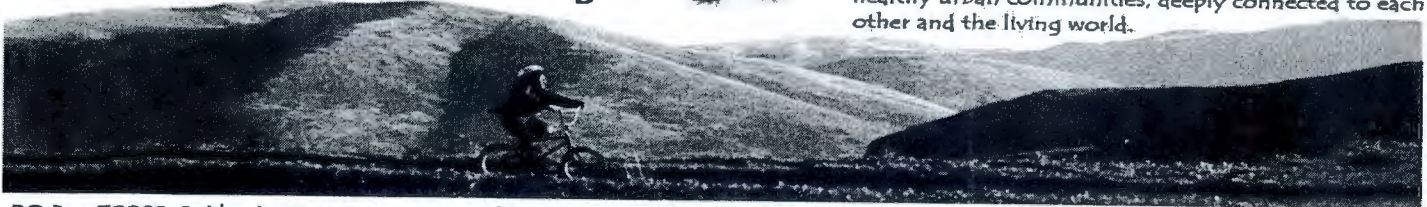
Administrative Coordinator

financialcoordinator@cyclesofchange.org

510-842-1006

Cycles of Change

Helping the East Bay grow and sustain a mosaic of healthy urban communities, deeply connected to each other and the living world.



PO Box 70292 Oakland, CA 94612; voicemail 510-595-4625; E-mail cyclesofchange@yahoo.com; website www.cyclesofchange.org

November 9, 2012

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

Dear Superintendent Smith,

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

Cycles of Change works to improve the health and sustainability of our neighborhoods by increasing the use of bicycles as transportation, connecting youth with the extraordinary living systems of our local area, and building a diverse community of visionary young leaders. The organization began in 1998 at Roosevelt Middle School in East Oakland and has grown steadily to sites in Oakland, Alameda, and Berkeley.

By taking part in Cycles' programs, youth and adults gain strong and lasting connections to the living world and the larger community. These connections become a foundation for reshaping the relationships between people and land to make our urban neighborhoods healthy and sustainable.

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

- **The Bikery Community Bike Shop:** A Community bike shop located in East Oakland, committed to utilizing bikes as a creative and necessary movement-building tool for social and environmental justice. Makes healthy and reliable transportation accessible to all through their earn-a-bike programs, tools and advice for people fixing their bikes, repair classes, and safe riding instruction.

- **After School Bike Clubs:** Give youth opportunities to learn bicycle mechanics, earn bikes of their own, and go on pedal-powered adventures that explore our neighborhoods and beyond!
- **The Bikemobile:** Hosts fix-a-thons at schools, community centers, parks, and local events across Alameda County where we help youth repair their bikes, teach mechanics and safety, and provide accessories and decoration supplies.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of Cycles of Change commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$15,200.

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

Please contact me at 510-917-0180 or sansr5@sbcglobal.net if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read 'San Saephan', with a stylized flourish at the end.

San Saephan
Cycles of Change Instructor



November 9, 2012

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

Dear Superintendent Smith,

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

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

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

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

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

The annual value of Destiny Arts Center's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$4,000.

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

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

Sincerely,



Salim Rollins
Outreach Programs Director



November 9, 2012

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

Dear Superintendent Smith,

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

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

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

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

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

The annual value of Destiny Arts Center's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$4,000.

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

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

Sincerely,



Salim Rollins
Outreach Programs Director



east bay consortium of educational institutions, inc.

A California Student Opportunity and Access Project (Cal-SOAP)

1100 Third Avenue, P-3, Oakland, CA 94606 P: 510-451-5917 F: 510-451-5923 www.eastbayconsortium.org

November 9, 2012

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

Dear Superintendent Smith,

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

EBC has partnered with Oakland Unified School District for the past thirty years. Services provided to students include college advising, academic support, mentoring, parent programs, college fairs and college field trips. For the past seven years, EBC has served as the regional coordinator for a statewide program called Cash for College. Over 50 Cash for College workshops are conducted at local high schools and community colleges to assist seniors fill out the FAFSA. For the past 22 years, EBC, Oakland Unified School District and Merritt College hold the Pre-Collegiate Academy at Merritt College which enroll over 130 students from Oakland. PCA was established to increase the number of students from low socio-economic backgrounds who qualify for and attend colleges and universities. EBC staffs and coordinates college and career information centers at four high schools, including Life Academy, and holds after school tutoring at five schools.

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

- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants.
- Collaborate with the district and its other partners to evaluate key program outcomes.
- Attend monthly collaborative meeting with other service providers to support progress towards overall goals and outcomes.
- Assist with recruitment and training of qualified college student tutors.
- Extend an invitation to 7th graders at Life Academy to attend our Pre-Collegiate Academy Program at Merritt College.

MEMBER INSTITUTIONS:

Berkeley High School
California State University, East Bay
Contra Costa College

East Bay Asian Youth Center
Holy Names University
Mills College
Oakland Unified School District

Peralta Community College District:
Berkeley City College
College of Alameda
Laney College
Merritt College

St. Elizabeth High School
St. Mary's College of California
University of California, Berkeley
West Contra Costa Unified School District



The annual in-kind value of the East Bay Consortium's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$10,000.

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

Please contact me at (510) 451-5917 or at monica@eastbayconsortium.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in cursive script that reads "Monica Montenegro".

Mónica Montenegro
Executive Director

Girls Incorporated®
of Alameda County
Pathways
Counseling Center

13666 East 14th Street
San Leandro, CA 94578
Tel: 510 357-5515
Fax: 510 357-5112
www.girlsinc-alameda.org

November 9, 2012

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



Inspiring all girls
to be strong,
smart and bold™

Dear Superintendent Smith,

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

Girls Incorporated of Alameda County (Girls Inc.) is an affiliate of the national Girls Incorporated, the nation's leading expert on issues affecting girls and young women. Our goal is to inspire all girls to be strong, smart, and bold. The Girls Inc. All STARS program works directly with middle school age girls to spark academic achievement, motivation, confidence, persistence, and leadership. The All STARS Program at Elmhurst Community Prep is a three day per week after-school program focusing on the following areas: technology; sports and fitness; and academic achievement.

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

- Expertise in STEM programming: Build IT!, the technology component of All STARS, is delivered two times per week for 60 minutes. Build-IT is a two-year Science, Technology, Engineering and Mathematics (STEM) problem-based curriculum that capitalizes on girls' interest in design and communication technologies.
- Expertise in Physical Activity programming: The Sports component is delivered one time per week for 60 minutes. Sports time is dedicated to assisting the girls in increasing their knowledge and skills in a variety of sports, as well as to encourage girls to play with respect for the game, their bodies, and their peers.

**Girls Incorporated®
of Alameda County**
Pathways
Counseling Center

13666 East 14th Street
San Leandro, CA 94578
Tel: 510 357-5515
Fax: 510 357-5112
www.girlsinc-alameda.org

- Provide academic support for students: Homework time is offered three days per week for 60 minutes per day.
- Assist with data collection on program activities, participants, and through stakeholder surveys, for the program evaluation.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

**girls
inc.®**

Inspiring all girls
to be strong,
smart and boldsm

The annual value of Girls Inc. of Alameda County's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$25,000.

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

Please contact me at (510) 357-5515 if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Linda Boessenecker
Chief Executive Officer
Girls Incorporated of Alameda County



**AMERICAN
HEALTH CENTER**
community since 1972

September 9, 2012

www.nativehealth.org
www.facebook.com/NAHC.Inc

Mr. [Name] Smith
Superintendent
Oakland Unified School District
1025 2nd Avenue, Room 301
Oakland, CA 94606

Dear Superintendent Smith,

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

American Health Center (NAHC) was established in 1972 in San Francisco to meet the underserved health care needs of one of the largest urban concentrations of Native Americans in the country. Today, NAHC is a Federally Qualified Health Center (FQHC) providing comprehensive, wrap-around services to patients in five Bay Area counties. The agency has a 20-year history of providing school based health services at schools in Alameda County. NAHC provides services at 6 school-based health centers, serving middle and high school students and their families. The school based health services support the core mission and goals of the school district by eliminating barriers and improving community health; increasing prevention and health services as a way to promote lifelong health; and empowering students to take an active role in their health.

In addition to working with other partners to support the activities identified by this proposal, we request the following in order to further leverage a 21st CCLC grant for OUSD:

- Obtain and develop a successful Peer Health Educators Program with 15 health educators meeting twice weekly (Monday 3:30 to 6 p.m. and Wednesday 3 p.m. to 6 p.m.)
- Have health educators to conduct a needs assessment of Life Academy at the 7 Generations school-based health center staff.
- Have health educators and/or other community health education ever

OAKLAND CENTER
50 International Blvd.
Oakland, CA 94601
Tel: (415) 535-4400
Fax: (415) 535-4400

SAN FRANCISCO CENTER
160 Capp Street
San Francisco, CA 94110
Medical
PH (415) 621-8054
Dental

RICHMOND CENTER
260 23rd Avenue
Richmond, CA 94804



Oakland Youth Chorus
685 Fourteenth Street
Oakland, CA 94612
510.287.9700 Tel
510.893.7056 Fax
www.oaklandyouthchorus.org

November 15, 2012

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

Dear Superintendent Smith,

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

Oakland Youth Chorus (OYC) provides a multicultural music education and performance program for youth, fostering talent, confidence and community. **Our mission focuses on creating and sustaining programs of high artistic merit that are accessible to and supportive of children and youth who might otherwise not be able to experience the joy of making music with others.**

OYC trains youth to learn and perform a varied repertoire, supporting the Oakland community's rich artistic diversity by providing community-based music education programs that reflect the cultural richness of our city. OYC youth develop self-confidence, a knowledge of the music of several cultures, and a lifelong love of music. At Bret Harte, we provide weekly choral music education classes to students focusing on knowledge and appreciation of the world's cultures through its music, and the development of musical skills and literacy.

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

- Access for OUSD students/ families to other services provided by our organization, such as opportunities for school and community performances, including 2 annual OYC concerts and local tours.
- Expertise/curriculum in multicultural choral music education programming, with a curriculum aligned with CA VAPA standards and moving toward supporting instruction aligned with Common Core State Standards

- Assist with data collection on program activities, participants, and through stakeholder surveys, for the program evaluation.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of Oakland Youth Chorus (OYC) commitment to the Oakland Unified School District's 21st CCLC After School Program at Bret Harte is approximately \$12,000.

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

Please contact me at 510-287-9700 or keri@oaklandyouthchorus.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Keri Lindell Butkevich
Executive Director, Oakland Youth Chorus



November 19, 2012

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

Dear Superintendent Smith,

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

Sylvan Learning of the Bay Area has served over 7,000 school-site students since 2006. Over 3000 of these students are from Oakland Unified. Approximately 60% of these students were English Language Learners. Based on Growth Scale Value for GMADE & GRADE by Pearson, the average ELA GSV growth score for 2009 was +18 and the average Math GSV growth score for 2009 was +11.8. A further record of success is indicated by Sylvan students, in multiple school districts, on the California Standards Test. In English Language Arts 69% of students attending Sylvan intervention increased their CST scale score from one year to the next; 50% moved a proficiency band. In Mathematics, 68% of students increased their CST scale score from one year to the next; 40% moved a proficiency band.

Our programs are focused on building strong academic skills and self-esteem. We work with students for between 1 and 2 hours a day in small group settings – never more than 8 students to a teacher. Most teachers are credentialed and all have a 4 year college degree. We first test the students to determine their skill level, then group them with other students of like ability.

We offer our BookAdventure program to all students who participate in our programs. It is an internet based program that encourages reading and measures reading comprehension while rewarding students for their ability to answer questions about what they have read. www.bookadventure.com

1345 Grand Avenue
Piedmont, CA 94610
Telephone: (510) 428-4000
Fax: (510) 428-4030
director@sylvanpiedmont.com

10612 San Pablo Avenue
El Cerrito, CA 94530
Telephone: (510) 559-1400
Fax: (510) 559-1404
director@sylvanelcerrito.com

3200 Castro Valley Blvd., Suite B
Castro Valley, CA 94546
Telephone: (510) 856-9000
Fax: (510) 856-9005
director@sylvanvalley.com

2493 Solano Avenue
Napa, CA 94558
Telephone: (707) 258-9000
Fax: (707) 258-9001
director@sylvannapa.com

3658 Mt. Diablo Blvd.
Lafayette, CA 94549
Telephone: (925) 403-5500
Fax: (925) 403-5505
director@sylvanlafayette.com

5089 Business Ctr. Drive, #102
Fairfield, CA 94534
Telephone: (707) 864-1800
Fax: (707) 864-1889
director@sylvanfairfield.com

2031-C Harbison Drive
Vacaville, CA 95687
Telephone: (707) 448-7000
Fax: (707) 455-3463
director@sylvanvacaville.com

2050 N. Broadway
Walnut Creek, CA 94596
Telephone: (925) 234-3000
Fax: (925) 407-0206
www.director@sylvanwalnutcreek.com



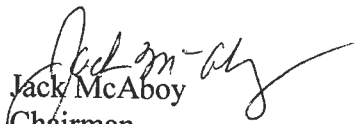
We also make our School Math Prep program available to students between the 5th and 12th grades . This program has more than 2000 videos of math instruction covering everything from pre-algebra to Algebra 2 skills. It also allows the students to take mini-tests and to print worksheets they may use at home or school.
www.schoolmathprep.com.

The annual value of Sylvan Learning of the Bay Area's commitment to the Oakland Unified School District's 21st CCLC After School Program is approximately \$20,000

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

Please contact me at 510-428-4125 or jackmcaboy@comcast.net if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Respectfully Submitted,


Jack McAboy
Chairman



November 28, 2012

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

Dear Superintendent Smith:

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

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

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

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

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

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

UNIVERSITY OF CALIFORNIA, BERKELEY
DIVISION OF STUDENT AFFAIRS

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SANTA BARBARA • SANTA CRUZ

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

November 19, 2012

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

Dear Superintendent Smith,

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

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

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

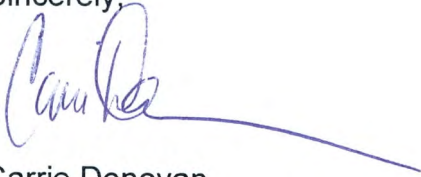
- Expertise and curriculum in literacy programming including word work, fluency practice, or reading comprehension
- Training for volunteer tutors in partnership with district literacy specialists to equip OUSD 21st CCLC After School Program staff and volunteers to effectively work with OUSD youth.
-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

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

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

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

Sincerely,

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

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



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT'S OFFICE

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

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

**For Middle School After School Programs
at the following schools:**

Roosevelt Middle School
Madison Middle School
Bret Harte Middle School
Edna Brewer Middle School
Montera Middle School
Life Academy Middle School
United for Success Academy
Elmhurst Community Prep
Greenleaf School (K-8)
Sankofa School (K-8)

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is by and between the **OAKLAND UNIFIED SCHOOL DISTRICT** ("Oakland Unified") on behalf of the schools listed above and Bay Area Community Resources, East Bay Asian Youth Center, Safe Passages, and Alternatives in Action ("Partners").

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

RECITALS

- A. Oakland Unified and Bay Area Community Resources intend to collaborate to jointly deliver high-quality 21st Century Community Learning Centers (CLCs) at Roosevelt Middle, Madison Middle, Bret Harte Middle, Brewer Middle, Montera Middle, Life Academy, United for Success, Elmhurst Community Prep, Greenleaf, and Sankofa schools. The goals of each CLC are:

1. To create, develop, refine, evaluate and sustain successful out-of-school-time programs that support students academically and provide enrichment programming;
2. To provide their families with family literacy and other supports so that they can more effectively support their children's educations; and
3. To integrate into the CLC the existing array of school support programs at the schools listed above in a seamless, comprehensive support system.

Oakland Unified and Bay Area Community Resources, East Bay Asian Youth Center, Safe Passages, and Alternatives in Action have engaged the school communities, affected youth, and community organizations in a comprehensive planning process which has resulted in the program design being proposed for the After School Programs at Roosevelt Middle, Madison Middle, Bret Harte Middle, Brewer Middle, Montera Middle, Life Academy, United for Success, Elmhurst Community Prep, Greenleaf, and Sankofa schools. This process of organizational collaboration and engagement with the community and the affected youth will continue for the life of the program. We the undersigned hereby commit to collaborative decision making and planning on behalf of youth and families in our community.

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

NOW, THEREFORE, the parties agree as follows:

- A. Program Support. Oakland Unified shall provide adequate space at Roosevelt Middle, Madison Middle, Bret Harte Middle, Brewer Middle, Montera Middle, Life Academy, United for Success, Elmhurst Community Prep, Greenleaf, and Sankofa schools for the CLCs.
- B. Management Services by Partners. Bay Area Community Resources, East Bay Asian Youth Center, Safe Passages, and Alternatives in Action will provide management and human resources services to the CLCs during the entire Term of this MOU.
- C. Training and Planning. Oakland Unified will invite selected Partners' staff members to participate in relevant in-service training and will invite them to participate in those planning activities as are reasonably determined by Oakland Unified to be relevant to the work of the Partners' staff members.

- D. Consultation, Advice and Assistance. Bay Area Community Resources, East Bay Asian Youth Center, Safe Passages, and Alternatives in Action will provide consultation, advice and assistance to the CLCs and Oakland Unified in maximizing other revenue sources which could support the CLCs on a sustainable basis.
- E. Collaboration and Governance. Oakland Unified, Partners, and the school sites will participate in a collaborative governance process that includes the voices of children, youth, families, and other community stakeholders. We will meet regularly as a collaborative to maximize our effectiveness by coordinating efforts and leveraging resources. We will utilize a rigorous evaluation to inform our collaborative about program achievements and challenges, and we will make data-driven decisions about program improvement.

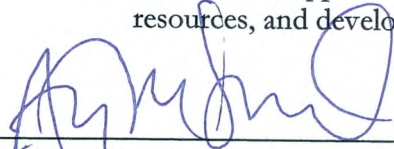
Term and Termination. This MOU shall commence on the Effective Date and shall continue until June 30, 2018 unless sooner terminated pursuant to this paragraph. Either party may terminate this MOU prior to expiration upon 30 days written notice to all parties.

NOW THEREFORE, the Parties Further Agree as follows:

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

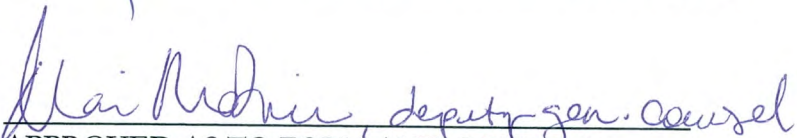
1. Through its After School Programs Office and Family, Schools, and Community Partnerships Department, OUSD will leverage resources from other District departments (i.e. Leadership, Curriculum, and Instruction Dept., College and Career Readiness Office, Behavioral Health Unit) and from community partners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

6. Through its After School Programs Office, OUSD will provide ongoing oversight to ensure that the after-school programs listed above meet after school program attendance targets.
7. Through its After School Program Office and Research and Assessment Department, OUSD will coordinate formative and summative evaluation of the CLCs.
8. OUSD will provide access to and training on student data systems.
9. OUSD will support sustainability of the CLCs by leveraging grant writing and district resources, and developing additional community partnerships.



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

Date: 11-27-12



Blair Rubin, deputy gen. counsel

Date: 11/27/12

APPROVED AS TO FORM AND CONTENT
OFFICE OF THE OAKLAND UNIFIED SCHOOL DISTRICT GENERAL COUNSEL

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Alternatives in Action has been a partner with OUSD in providing after-school programming to students since 2003. Alternatives in Action will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center program at the following school: Life Academy Middle School. In that role, Alternatives in Action will provide the following services:

1. Provide a Site Coordinator for the 21st CCLC program, responsible for overseeing all program activities, supervising staff, working in partnership with the school Site Administrator on program development and implementation, collaborating with the school's Academic Liaison to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide mentors, enrichment instructors, sports coaches, and youth development leaders who will lead academic and enrichment activities for students, including homework assistance, tutoring, sports and other physical fitness activities, gardening and nutrition education, STEM activities, arts, and college and career exploration.
3. Provide academic support and enrichment offerings through partnerships with other community organizations including BAYAC Americorps and Life Academy.
4. Provide professional development, training, coaching, staff observations and general feedback for program quality.
5. Provide summer enrichment and transition support programming, in partnership with OUSD summer school.
6. Provide leadership development training for students.
7. Provide parent workshops and parent education opportunities on topics supporting families' needs, including child development, understanding school data, school system advocacy, college and career readiness, job skills training, financial literacy, and computer literacy.
8. Provide volunteers to lead youth development and academic activities.
9. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.
10. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
11. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC program, so that it provides maximum

benefits to youth and their families.

12. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2012-17 grant period.

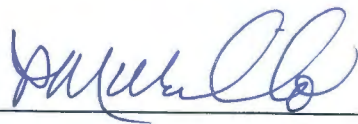
Alternatives in Action will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$150,000 per year. We agree that the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site.

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

1. Provide a Site Coordinator for these programs, responsible for overseeing all program activities, supervising staff, collaborating with school staff and leadership to ensure after school and school day alignment, coordinating with the OUSD After School Programs Office. The in-kind value of this resource is estimated at \$52,000 annually.
2. Support program sustainability through grant writing and fundraising efforts by the Executive Director and Fund Development Department. The in-kind value of this resource is estimated at \$18,000 annually.
3. Provide After School Youth Leaders/Mentors who will lead academic and enrichment activities for students, including E-Team Program, 20 youth leaders that collaborate with all Extended Day Program Coaches to co-create and facilitate meetings. The in-kind value of this resource is estimated at \$3,000 annually.
4. Provide additional professional development and trainings such as youth development, reflection, communication, staff and youth management, budgeting, differentiated learning, evaluation, state standards. The in-kind value of this resource is estimated at \$5,000 annually.
5. Provide additional supplies and program materials. The in-kind value of this resource is estimated at \$4,000 annually.
6. Provide volunteers to 21st CCLC programs to support with academic and enrichment activities. The in-kind value of this resource is estimated at \$2,000 annually.
7. Provide computers, printers, and other equipment to support programming. The in-kind value of this resource is estimated at \$10,000 annually.

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

Signed:



Name: Patricia Murillo

Title: Executive Director

Date: 11/28/12

Organization: Alternatives in Action

Address: 3666 Grand Avenue, Suite A

Phone Number: 510-285-6290

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Bay Area Community Resources (BACR) been a partner with OUSD in providing after-school programming to students since 2005. BACR will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center programs at the following Program Improvement schools: James Madison Middle, Elmhurst Community Prep, Bret Harte Middle, Sankofa Academy (K-8), and Greenleaf (K-8). In that role, BACR will provide the following services:

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

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

Bay Area Community Resources will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$600,000 per year. We agree that the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site(s).

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

1. Provide coaching, quality/compliance assurance, monitoring, and seek funding and other resources by BACR East Bay After School Programs Director. The in-kind value of this resource is estimated at \$2,647/site/year x 5 sites = \$13,235 annually.
2. Support program sustainability through grant writing and fundraising efforts by Development Director.. The in-kind value of this resource is estimated at \$2,400/site/year x 5 sites = \$12,000 annually
3. Provide site specific annual evaluation reports and data analysis by BACR Evaluator. The in-kind value of this resource is estimated at \$1,750/site/year x 5 sites = \$8,750 annually.
4. Provide program development support by Administrative Assistant. The in-kind value of this resource is estimated at \$1,471/site/year x 5 sites = \$7,355 annually.
5. Provide volunteer recruitment, outreach, support, training by Volunteer Coordinator. The in-kind value of this resource is estimated at \$764/site/year x 5 sites = \$3,820 annually.
6. Provide trainings by BACR in-house staff, such as CPS Reporting, Supervision Trainings, Classroom Behavior Management & Lesson Plan Training site. The in-kind value of this resource is estimated at \$500/site/year x 5 sites = \$2,500 annually.

7. Provide additional supplies and program materials. The in-kind value of this resource is estimated at \$400/site/year x 5 sites = \$2,000 annually.
8. Provide 3 AmeriCorps members to lead academic and youth development activities at Greenleaf programs. The in-kind value of this resource is estimated at \$14,000/member x 3 members = \$42,000.
9. Provide volunteers to 21st CCLC programs to support with academic and enrichment activities. The in-kind value of this resource is estimated at \$8,000 annually.

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

Signed: 

Name: Martin Weinstein

Title: CEO

Date: November 15, 2012

Organization: Bay Area Community Resources

Address: 3219 Pierce Street, Richmond, CA 94804

Phone Number: (415) 755-2321

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

East Bay Asian Youth Center (EBAYC) has been a partner with OUSD in providing after-school programming to students since 2005. EBAYC will serve as site lead agency for the Oakland Unified School District's 21st Century program at Roosevelt Middle School. In that role, EBAYC will provide the following services:

1. Provide a Site Coordinator for the 21st CCLC program, responsible for overseeing all program activities, supervising staff, working in partnership with the school Site Administrator on program development and implementation, collaborating with the school's Academic Liaison to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide mentors, enrichment instructors, sports coaches, and youth development leaders who will lead academic and enrichment activities for students, including homework assistance, tutoring, sports and other physical fitness activities, gardening and nutrition education, STEM activities, music, arts, and college and career exploration.
3. Provide academic support and enrichment offerings through partnerships with other community organizations including Sylvan Learning Center and Cycles of Change.
4. Provide professional development, training, coaching, staff observations and general feedback for program quality; training topics include classroom management, science instructional strategies and math intervention.
5. Provide summer enrichment and transition support programming, in partnership with OUSD summer school.
6. Provide leadership development training for students.
7. Provide parent workshops and parent education opportunities on topics supporting families' needs, including child development, understanding school data, school system advocacy, college and career readiness, job skills training, financial literacy, and computer literacy.
8. Provide volunteers to lead youth development and academic activities.
9. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.
10. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
11. Assist OUSD and its other partners in continuously monitoring and

improving the OUSD 21st CCLC program, so that it provides maximum benefits to youth and their families.

12. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2012-17 grant period.

East Bay Asian Youth Center will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$150,000 per year. We agree that the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site.

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

1. Additional program supplies and resources. The in-kind value of this resource is estimated to be \$4,000 annually.
2. Additional Program Operation support. The in-kind value of this resource is estimated to be \$10,180 annually.
3. 50% FTE of one coordinator. The in-kind value of this resource is estimated to be \$25,000 annually.
4. Provide volunteers to 21st CCLC programs to support with academic and enrichment activities. The in-kind value of this resource is estimated at \$15,000 per year = \$15,000 annually.

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

Signed: _____

Gianna Tran

Name: Gianna Tran _____

Title: Deputy Executive Director _____

Date: 11/15/12 _____

Organization: East Bay Asian Youth Center _____

Address: 2025 E. 12th Street, Oakland CA 94606 _____

Phone Number: (510) 533-1092 x 27 _____

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Safe Passages has been a partner with OUSD in providing after-school programming to students since 2008. **Safe Passages** will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center program at the following schools: Edna Brewer Middle School and United for Success. In that role, **Safe Passages** will provide the following services:

1. Provide Site Coordinators for the 21st CCLC program, responsible for overseeing all program activities, supervising staff, working in partnership with the school Site Administrator on program development and implementation, collaborating with the school's Academic Liaison to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide mentors, enrichment instructors, sports coaches, and youth development leaders who will lead academic and enrichment activities for students, including homework assistance, tutoring, sports and other physical fitness activities, gardening and nutrition education, STEM activities, music, arts, and college and career exploration.
3. Provide academic support and enrichment offerings through partnerships with other community organizations including Brothers on the Rise, the Safe Passages AmeriCorps Program and Elev8.
4. Provide professional development, training, coaching, staff observations and general feedback for program quality; training topics include: Youth Development, YPQA Training Modules, Lesson Plan Development, Implementation of Mental and Social-Emotional Supports for Youth, Continuous Program Improvement, etc.
5. Provide summer enrichment and transition support programming, in partnership with OUSD summer school.
6. Provide leadership development training for students.
7. Provide parent workshops and parent education opportunities on topics supporting families' needs, including child development, understanding school data, school system advocacy, college and career readiness, job skills training, financial literacy, accessing legal services, and computer literacy.

8. Provide volunteers to lead youth development and academic activities.
9. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.
10. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
11. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC program, so that it provides maximum benefits to youth and their families.
12. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2012-17 grant period.

Safe Passages will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$300,000 per year (\$150,000 per school). We agree that the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site.


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

1. Time allocated to the support of the program by the Safe Passages Chief Executive Officer, AmeriCorps Director, HR Manager, Policy Director and Chief Financial Officer.
2. Support program sustainability through grant writing and fundraising efforts by Executive Director and Policy Director.
3. Provide additional professional development and trainings such as Fundamentals of Youth Development, Building High Quality After School Programs, and Implementing Differentiated Learning in the After School Environment.
4. Provide additional supplies and program materials.

5. Provide volunteers to 21st CCLC programs to support with academic and enrichment activities.

The total amount on in-kind services and match are \$338,121 per year.

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

Signed: 

Name: Josefin Alvarado Mena

Title: CEO

Date: 11/27/12

Organization: Safe Passages

Address: 250 Frank H. Obama, # 6306 Oakland CA 94612

Phone Number: (510) 238-4458

Equitable Access Application Narrative

1. Need to Facilitate Access to 21st CCLC.

OUSD has identified (1) transportation and safety-related issues, (2) emotional-behavioral challenges, and (3) limited English language skills as potential barriers to equitable access to the 21st CCLC after-school programs at the four targeted schools.

Transportation and Safety-related issues. Oakland middle school students are confronted with daily challenges of growing up in a densely populated metropolitan area with the highest level of violent crime in California. In a survey of parents of the middle schools cohort conducted by our After School Program Office (ASPO) in fall 2012, 40% of parents surveyed agreed that they worry about their child's safety during after school hours.

The cohort middle schools are "neighborhood schools" and many of the children walk home from school. While some students are driven or accompanied home by parents, many children walk home unescorted. Unfortunately, the neighborhoods of these cohort middle schools are among the city's highest-crime areas – hot spots for youth gang activity, drug dealing, prostitution, and homicides, exposing children to crime and ambient violence. In recent years several shootings have occurred within a block or two of these schools. Parents who do not feel there is enough safety on campus during the after school hours will not allow their youth to participate in program. Middle school parents have requested the increased presence of School Safety Officers after school and have requested that the district provide funding for School Safety Officers and parent patrols. There is an urgent need to increase supervision and therefore students' safety in and around our 21st CCLC programs in order to increase and ensure equitable access to the programs.

Among the 5,121 students currently enrolled, 94.6% are minorities, and among them, 34% are English Language Learners. Poverty is widespread, with 76% of the cohort middle school student populations are enrolled in the Free/ Reduced Meal Program (FRMP). Families' very limited incomes affect day-to-day quality of life, leaving families prone to high stress and unmet challenges. Living paycheck to paycheck, families often lack the means to purchase city bus passes. Consequently, their children cannot dependably get to and from school or home from the ASP on a regular basis. The truancy rate for the cohort middle schools is alarmingly high at 78%, which is nearly double the OUSD rate of 42.3%, and significantly higher than the California rate of 29.7%. 21st CCLC Family poverty exacerbates attendance problems because students often cannot afford monthly bus passes.

Emotional-behavioral challenges. There is a close correlation between attendance and academic achievement. The more frequently students miss school, the lower their scores on achievement tests tend to be and the more likely they are to drop out of school.¹ Many of the most common contributors to attendance problems are related to poverty, including unstable home environments and homelessness; asthma and other chronic illnesses; chronic community violence, including gang activity, and turf issues that can make going to school or going home unsafe; as well as violence-related trauma, anxiety, bereavement, and other mental health problems. Students often lack

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

health, mental health, and safety supports to help ensure they go to school.²

Many OUSD students face emotional and behavioral challenges that limit their ability to participate in after school and summer activities. Nationwide, an estimated 20% of children and adolescents suffer from mental health problems that result in moderate to severe functional impairments, and less than 50% of those with a mental illness receive adequate (if any) services, especially those of minority status.³ In Oakland, due to the high rate of violent crime and intergenerational poverty, we estimate even higher rates of emotional distress among our students. In a 2010 survey of 500+ OUSD students, according to youth, improving the student support-counseling system at their schools was one of the primary things our schools can do to improve attendance. Regrettably, due to cuts in MediCal, in funding for mental health services for Special Ed students, and lack of funding for mental health services for undocumented youth, more and more students lack access to these vital mental health support services.

Limited English proficiency. 34% of the cohort middle school students are English Learners. Additional ELL supports during expanded learning time would provide these students will full access to the core curriculum, improving their achievement.

2. Accessing Community Needs, Strengths and Resources Related to Equitable Access

In assessing community need, OUSD-ASPO reviewed school data on truancy, chronic absence, FRPM, student demographic information, and student achievement; data from Oakland Police Dept on incidences of crime in the school neighborhoods; and 2012 CHKS findings. We reviewed research on the correlation of chronic absences with indicators of student achievement and graduation rates. We reviewed a 2009-10 study conducted by the Da Town Researchers, the student-led research arm of OUSD's Meaningful Student Engagement initiative; and results of parent surveys conducted by our ASPO in fall 2011. We concluded that for many students, access to ASPs may be compromised by safety concerns and/or needs for mental health counseling and/or specialized instruction that are not being adequately addressed. This affects students' attendance in the regular school day and ability to fully engage in their education during and after school

3. Plan for Addressing Need

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

Currently available resources. OUSD partners with CBOs that provide behavioral

² Wing J. Chronic Absence in Oakland Schools. OUSD Research, Assessment & Data Office. Nov. 2011.

³ Hurwitz L, Weston K. "Using Coordinated School Health to Promote Mental Health for All Students," National Assembly on School-Based Health Care, July, 2010.

health services for students at the target schools during the regular school day, but not in the ASPs. OUSD is one of eight districts nationally chosen to participate in the Collaborative for Social, Academic, and Emotional Learning. This initiative brings curriculum and training resources to help integrate student learning of essential social, emotional, and leadership skills into ASP activities to support a healthy school climate and reduction of violence

Mental Health Programs have offered campus-based case management and counseling for students impacted by poverty, trauma, homelessness, family and street violence. These program serves a limited number of high need students and helps them attain stability so they stay engaged in school.

How the program will meet unmet needs. The Middle School Cohort seeks Equitable Access funds to address three significant barriers to program participation: transportation, safety, and emotional-behavioral challenges. Equitable Access funding would be used to provide ASP-enrolled students with emergency bus passes so that they are able to safely get to and from school regularly. To increase campus safety during the after school hours, this funding will allow us to hire an After School Safety Officer (SSO) to provide positive behavioral supports and monitor student safety during program and on their way home from program. To address emotional and behavioral health concerns, this funding will allow us to integrate targeted mental health-related supports into the ASPs. Finally, to give ELL students greater access to the program and to their education, we will provide specialized instruction for ELL students in the after school hours. These efforts will help ensure equitable access, enabling students to develop social, emotional, and behavioral assets and resiliency; and support a positive program environment for all students.

Justification of Specific Plans and Uses. 1) To support after school safety, one School Safety Officers (SSO) will be hired to provide 2 hours of safety monitoring every day after school per site (school day SSO is present until 4pm daily, so after school coverage is needed during the last two hours of programming only.) 2) 50 city bus passes valued at \$1.30 each, will be purchased over the year to provide 50 after school students at each site, with this transportation support. 3) Two middle school Health Interns will be assigned to the ASPs for 2 days/ 2 hours per week, where they will lead therapeutic recreational activities with targeted groups of 16 students, 8 students per day, along with boys groups (focusing on anger management) and girls groups (focusing on self-esteem and other common issues) and 4) 1 credentialed teacher per site will be hired on extended contract to provide specialized instruction to 10-15 English Learners after school, 4 days/ 12 hours per week.

Record Keeping, Fiscal Audit & Annual Budget Reporting. OUSD's After School Programs Office (ASPO), in partnership with school leadership, will allocate and track the use of Equitable Access Funds. The Afterschool Leadership Team at each site will develop an annual after school budget detailing the planned use of these funds. This budget will be reviewed and approved by the ASPO. School sites will maintain accurate records of any expenditures and provide documentation every other month, or as requested to ASPO. OUSD conducts an annual fiscal audit which covers all district programs, including 21st CCLC. OUSD's Fiscal Department, in partnership with ASPO, will fulfill all expenditure reporting to CDE, as required.

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

APPID: 13-04-01-81-21st-180

Equitable Access Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	School nurses on extended contract to support ASP students with chronic health conditions	\$29,182.00
Classified Personnel Salaries	2000	School Safety Officers, custodial, 4% of ASPO Program Managers' time	\$113,280.00
Employee Benefits	3000	Estimated at 25%	\$28,492.00
Books and Supplies	4000	Bus tickets, walkie-talkies	\$14,760.29
Services & Other Operating Expenditures	5000		\$0.00
Subcontracts and Agreements	5100	Parent safety patrols, mental health consultants, agency admin	\$55,000.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$9,285.71
Total Amount Requested			\$250,000.00

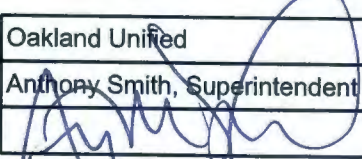
**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-21st-180

Equitable Access Grant Assurances

As the designated applicant agency representative, I certify that the 21st CCLC Program will conduct an annual fiscal audit of funds received for Equitable Access purposes. I further certify that:

- The program will maintain adequate, accurate fiscal records.
- The funds will be expended only for those services and supports for which the Equitable Access grant was funded.
- Grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these Equitable Access grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

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

Family Literacy Application Narrative

1. Community Assessment

Community needs and strengths related to family literacy were assessed in a comprehensive OUSD assessment conducted in the Fall of 2012 for this 21st CCLC and as part of the district's planning for the Community Schools, Thriving Students Strategic Plan. This assessment was completed by OUSD After School Programs Office (ASPO), which will serve as the lead agency partner for the proposed 21st CCLC program. The assessment was focused on the sites of the proposed Middle School Cohort programs. The assessment included collection and analysis data on poverty, parental educational attainment levels, unemployment, school demographic information, including data on the number of English learners and California Standardized Test scores. The numerous sources included the US Census Bureau; CDE's Dataquest; California Employment Development Division, and surveys and focus groups conducted among school staff, parents, students, and other key stakeholders. Conclusions drawn from this needs assessment indicate tremendous urgency in addressing the many barriers that interfere with parents' ability to fully support their children academically, socially, and economically, and that well targeted efforts are needed to build parents' capacity to provide this support.

2. Need for Family Literacy Services

As noted in the core narrative, all of the middle school cohort sites are all Title 1 schools, five are in 5+ years of Program Improvement. These schools' families face many challenges to supporting their children's academic success. Many families are recent immigrants from Mexico, China, Cambodia and Burma with language barriers. Many families are not familiar with the US educational system or how to navigate it on behalf of their children. Employment is higher than the national average, which in the Oakland community, it is 13.1%, compared with 7.9% nationally.¹ Key indicators point to the need for increased family literacy services at the Middle School Cohort sites:

- 76% of students are enrolled in Free Reduced Meal Program (FRMP)
- 54.9% of students below the proficiency standard in language arts
- 55.5% of students are below the proficiency standard in math
- 34% are English Language Learners, many with non-English speaking parents
- 35.4% of parents have a high school education or lower

In focus groups for OUSD's planning process, parents expressed interest in becoming better equipped to be involved in and share responsibility at the schools. They also called for more school outreach to parents and increased opportunities to volunteer in their children's school.

In spite of these community needs, the OUSD Adult and Career Education Department, traditionally the primary source of family literacy programs in the district, has ex-

¹ State of California, Employment Development Department, Labor Market Information Division. "OAKLAND-FREMONT-HAYWARD METROPOLITAN DIVISION (MD) (ALAMEDA AND CONTRA COSTA COUNTIES)" November 13, 2012.

perienced drastic funding cuts from \$11.7 million to less than \$1 million. Parenting Education and Career and Technical Education have been put on hold. The remaining services are GED preparation classes and a small Family Literacy Program. The district's Family Literacy Program follows the national model of Family Literacy, and exists to help parents to obtain educational skills needed to be full partners in their children's educational development, with majority of services aimed at pre-K and elementary school families. The district lacks funding for family literacy services to meet parents' high priority identified needs, especially at the middle and high school levels.

At the school site level, through partnerships with local CBOs, three of the seven sites offer family literacy services through an existing, campus-based Family Resource Center (FRC). These family resource centers address issues of poverty, acculturation, family engagement, and other challenges that present barriers to parents ability to fully support their children's success in school. With 21st CCLC family literacy support, the FRC programs will be strengthened to provide focused outreach and support to families in the greatest need.

3. Proposed Family Literacy Services

A half-time Parent Liaison at each site will serve to help parents and caregivers receive the support they need to help their children become successful and to make family life easier. The Parent Liaison will help families in a wide variety of ways, including assisting new and immigrant parents understand and navigate the public school system. The Parent Liaison also helps families obtain essential resources, such as emergency student transportation assistance, ESL and basic literacy, computer and employment training, public benefits enrollment assistance, information and referral to municipal resources for housing, employment, and information and referral to subsidized health insurance, and more.

Each site's Parent Liaison has the flexibility to respond to rising needs so long as resources are available. As a community builder, the Parent Liaison fosters family-school engagement by co-sponsoring events with the school site such as school registration, Back-to-School Night, adult exercise classes, potluck gatherings and school carnivals. The Parent Liaison plays a substantial role in reaching out to families and engaging adult family members through volunteerism. The Parent Liaison is a trusted source of support and information. Through memos, calendar postings, face-to-face communication, and emails, the Parent Liaison keeps families up-to-date about school events and more.

With 21st CCLC support, Parent Liaisons at each of the cohort middle school sites will be the focus of targeted outreach, education and training to these middle schools' underserved families. The Parent Liaisons will recruit underserved parents and caregivers at each site to be actively involved in the life of the school. As a natural liaison between the school sites and parents, the Parent Liaisons will provide input on ways to strengthen collaborative services provided by the school day and After School Programs (ASPs) that support struggling families. The Parent Liaisons will collaborate with district programs, the ASPs, and the Mental Health Programs to help bring about seamless support to families. The Parent Liaisons will also assist in 21st CCLC efforts aimed at promoting student attendance by reaching out to families of truant and chroni-

cally absent students, and connecting them to health, mental health, transportation, and other needed resources to mitigate future attendance problems.

The Family Resource Centers link parents to essential services and support, including computer and job preparedness training, financial literacy support, and more. As the first point of contact for many families, the FRCs outreach and engage families, including limited- and non-English speaking immigrants, and families disengaged from school activities. These programs help to build strong connections between the schools, the student communities and their families; thereby, encouraging better communication and regular attendance.

Existing Resources to be Coordinated, Extended and Augmented. The 21st CCLC Family Literacy grant will be used to provide parent education classes on topics relevant to families, such as computer training, job preparation, accessing community resources, navigating the school system, obtaining ESL and GED support, as well as training to increase parents' capacity to serve as leaders at Westlake. At the start of the school year, the Parent Liaisons will survey parents to determine educational topics of interest and schedule workshops accordingly. To further foster family literacy, the Parent Liaisons will partner with teachers to hold a Family Literacy Night at each site. This family-friendly event will feature guest appearances by local authors, free books, and a variety of interactive literary-focused games and activities. A student t-shirt design competition will be held in advance and the winning student's art work will be featured on event's t-shirt and given to all attendees. Given the high number of families impacted by poverty, coupled with high employment rates in the Oakland area, far too many families are struggling to pay bills, get out of debt, find a job, avoid housing loss, etc., it is a high priority for OUSD to help families gain greater economic self-sufficiency.

Through the Parent Liaisons, ASPs, and our Mental Health Programs the Middle School Cohort weaves together a system of wraparound support for high-risk students and their families. These programs are interdependent and intentionally interface to ensure vigilant outreach to at-risk families, including those who are not actively engaged at school. These programs will be leveraged by the 21st CCLC Program.

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

APPID: 13-04-01-81-21st-180

Family Literacy Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	Custodial overtime for family literacy events and classes	\$4,450.00
Employee Benefits	3000	Estimated at 25%	\$890.00
Books and Supplies	4000	Office supplies, supplies for Family Resource Centers	\$5,136.19
Services & Other Operating Expenditures	5000	.5 FTE Parent Liaison at each site	\$180,000.00
Subcontracts and Agreements	5100		\$0.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$9,523.80
Total Amount Requested			\$199,999.99

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

APPID: 13-04-01-81-21st-180

Family Literacy Grant Assurances

As the designated applicant agency representative, I certify that the 21st CCLC Program will conduct an annual fiscal audit of funds received for Family Literacy purposes. I further certify that:

- The program will maintain adequate, accurate fiscal records.
- The funds will be expended only for those services and supports for which the Family Literacy grant was funded.
- Grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these Family Literacy grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

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