

File ID Number	18-0215
Introduction Date	2/28/28
Enactment Number	18-0369
Enactment Date	2/28/18 er
By	



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

February 28, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent

Subject: District Submitting Grant Proposal - Application ID: 18-04-01-111-ASSETs-65

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD high school for fiscal years 2018-2023 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 2018-23 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File LD#	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
18-0215	Yes	Grant	Madison Park Academy, Grades 6-12	Comprehensive After School programming for high school site.	July 1, 2018 - June 30, 2023	California Department of Education, 21st Century After School Safety and Education for Teens (ASSETs) Grant	\$275,000.00 Annually, Totaling \$1,375,000.00

DISCUSSION:

The District created a Grant Face Sheet process to:

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

FISCAL IMPACT:

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

- Grants valued at: \$1,375,000.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD high school for fiscal years 2018-2023 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 After School Safety and Education for Teens (ASSETs) Program Grant Application



CONTRACT JUSTIFICATION FORM
This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 18-0215

Department: After School Programs Office / Community Schools and Student Services Dept.

Vendor Name: California Department of Education

Contract Term: Start Date: 07/01/2018 End Date: 06/30/2023

Annual Cost: \$ 1,375,000.00 (\$275,000.00 annually)

Approved by: Andrea Bustamante, Sondra Aguilera

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

This is a grant application that was submitted to the California Department of Education, Expanded Learning Department, for 21st Century Community Learning Centers (21st CCLC) Grant funding to support OUSD After School Program at Madison Park Academy, Grades 6-12, for fiscal years 2018-2023.

Summarize the services this Vendor will be providing.

The Madison Park Academy 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Grant program is designed to support our district's vision that all students will graduate from high school ready to succeed in college, career, and the community. The program extends key district initiatives and school priorities into the after school hours. It will prioritize serving high-need students, providing academic assistance and help youth succeed in their classes and be college ready. It will link learning to specific career pathways and offer extensive work-based learning, to help support students to explore and be prepared for future careers. In addition, students will learn to use social and emotional skills vital to their success in school and in life. Athletics, arts enrichment, action research, and leadership development activities will prepare youth to be community ready. Wraparound supports will address barriers to students' full engagement in school. Programs will host activities to engage and equip families to support their children's success.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - Western States Contracting Alliance Contracts (WSCA)
 - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**



OUSD Grants Management Face Sheet

Title of Grant: 21 st Century After School Safety for Teens (ASSETs) Grant	Funding Cycle Dates: July 1, 2018 – June 30, 2023
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District c/o Martha Pena, Coordinator, After School Programs 1000 Broadway, Suite 150 Oakland, CA 94607 (510) 879-2885 Martha.Pena@ousd.org	Grant Amount for Full Funding Cycle: \$250,000 annually for Core \$ 25,000 annually for Equitable Access Total = \$275,000.00 Annually Total Amount = \$1,375,000.00
Funding Agency: California Department of Education, 21 st Century After School Safety and Education for Teens (ASSETs) Grant Program	Grant Focus: Comprehensive After School programming for high school
List all School(s) or Department(s) to be Served: Madison Park Academy, Grades 6-12	

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 extend 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 are based on content standards. After school programs work in alignment with the regular high school program to provide additional supports for students, including credit recovery, internships and work readiness activities, and college application support. These extended learning activities ultimately support the district's goals of high school graduation and college/career readiness for all students. Additionally, high school after school programs provide a variety of enrichment and health & wellness programming that support students' physical and social-emotional health, and foster increased student engagement that can support improved school day attendance.
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 5.59% 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 5.59% 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 21 st Century ASSETs after school grants at multiple high school sites. Currently Oakland International High School is unfunded. If funded, the school will become part of the existing network of OUSD after school programs that are supported by the OUSD After School Programs Office and Community Schools and Student Services (CSSS) Dept. in partnership with lead agency community based organizations.

Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Martha Pena, Coordinator After School Programs Office 1000 Broadway, Suite 150 Oakland, CA 94607 (510) 879-2885 Martha.Pena@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Martha Pena		2-6-18
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		2/6/18

Grant Office Obtained Approval Signatures:

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



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Madison Park Academy 21st Century Learning Community Grant

1. Cover Page
2. *Authorized Designee form (Not Applicable)*
3. Signatures/Approvals
4. Award Calculator
5. After School Grant Budget
6. Equitable Access Grant Budget
7. Budget Narrative
8. *Off-site Program Information (Not Applicable)*
9. Private Schools Certification
10. *Funding Priority Certification Form (Not Applicable)*
11. Federal Funding Accountability and Transparency Act Sub-award Reporting Form (FFATA)
12. *Core Grant Narrative (Not attached, uploaded in FFAST)*
13. *Equitable Access Grant Narrative (Not attached, uploaded in FFAST)*
14. Written agreements w Key Partners

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

Application ID: 18-04-01-111-ASSETs-65

Cover Page



Mail or hand deliver signed original to:

Expanded Learning Division
ASSETs Grant Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

Email questions to:
expandedlearning@cde.ca.gov

Agency Name	Oakland Unified
County-District Code/Federal Employer Identification Number	01612590000000
County Name	Alameda
Agency Type	LEA
Superintendent Name	Kyla Johnson-Trammell
Superintendent Professional Title	Superintendent
Superintendent Address	1000 Broadway, Suite 680
Superintendent City, State, Zip Code	Oakland, CA, 94607-4099
Superintendent Telephone Number	(510) 879-8200
Superintendent E-mail Address	kyla.johnson@ousd.org
Co-Applicant Name	Marisa Ramirez
Co-Applicant Professional Title	East Bay After School Programs Director
Co-Applicant FEIN	94-2346815
Co-Applicant Agency	Bay Area Community Resources
Co-Applicant Address	3219 Pierce Street
Co-Applicant City, State, Zip Code	Richmond, CA, 94804-5910
Co-Applicant Telephone Number	510-559-3025 Ext.
Co-Applicant E-mail Address	mramirez@bacr.org
Total Core Amount Requested	\$250,000.00
Total Equitable Access Amount Requested	\$25,000.00

I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing co-applicant(s), including all assurances and fiscal reporting requirements.

Superintendent Signature	Superintendent Signature: 
	Date: 1-24-18
Co-Applicant Signature	Co-Applicant Signature: 
	Date: 1-12-18


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

Application ID: 18-04-01-111-ASSETS-85

Signatures and Approvals

School Principal or Executive Director Approval

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

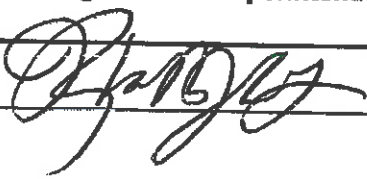
County-District-School Code	School Name	Name of School Principal or Executive Director	Signature of School Principal or Executive Director
01612596066450	Madison Park Academy 6-12	Lucinda Taylor, Principal	

School District Approval

The local educational agency (LEA) superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application.

If the LEA superintendent is already a signatory on this application, then signature below is not required.

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

County-District-School Code	School District Name	Name of Superintendent	Signature of Superintendent
01612590000000	Oakland Unified	Kyla Johnson-Trammell, Superintendent	

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

Application ID: 18-04-01-111-ASSETS-65

Award Calculator

County-District-School Code	School Name	School Type (H)	Program Type	Days of Operation	Students Served	Amount Requested
01612596066450	Madison Park Academy 6-12	H	After School Base	N/A	N/A	\$250,000.00
01612596066450	Madison Park Academy 6-12	H	Equitable Access	N/A	N/A	\$25,000.00
Total						\$275,000.00

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

Application ID: 18-04-01-111-ASSETS-65

Core Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Quality Support Coach/Career Pathways' Liaison; Certificated Teacher- English I; Certificated Teacher- Algebra; Career Pathway Teacher	\$13,623.00
Classified Personnel Salaries	2000	SSO OUSD ASPO admin staff salaries Custodial Staffing	\$30,091.34
Employee Benefits	3000	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) Employee Benefits for Classified Staff on Extra Time/Overtime (benefit	\$13,462.96
Books and Supplies	4000	Field Trips, Exploration & Events; Program Materials, Marketing & family engagement; Travel; Communications; Professional development; Custodial Supplies	\$4,487.19
Services & Other Operating Expenditures	5000	Evaluation and other professional services contracts, and training/technical assistance costs	\$28,098.50
Subcontracts and Agreements	5100	Site Coordinator; Family Liaison; Literacy Instructor; Boy's Sports Coach; Girl's Sports Coach; Credit Recovery Coach; Social Justice Instructor	\$155,748.87
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$4,488.14
			\$250,000.00

Note: Core includes After School Base.

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

Application ID: 18-04-01-111-ASSETs-65

Equitable Access Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	OUSD ASPO admin staff salaries Custodial Staffing	\$2,059.13
Employee Benefits	3000	OUSD ASPO admin staff benefits	\$864.84
Books and Supplies	4000	Field Trips and Exploration and Events Custodial Supplies	\$2,558.21
Services & Other Operating Expenditures	5000	Evaluation and other professional services contracts, and training/technical assistance costs. First \$25,000 of each subcontractor included in this category	\$18,327.35
Subcontracts and Agreements	5100	Family Liaison/Outreach Coordinator ASP ELL/Literacy Instructor College/career readiness facilitator	\$0.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$1,190.47
			\$25,000.00

Note: The Equitable Access grant is optional. A budget is required only if applying for Equitable Access funds.



Madison Park High

Budget Narrative

Core Budget

CERTIFICATED PERSONNEL

- Quality Support Coach/Career Pathways' Liaison = \$2,500.00 Helps plan program, align with school day curriculum and student needs; provides training and coaching to ASP staff. Participate in CQI process.
- Certificated Teacher - Credit Recovery - English I (\$26.61/hr X 3 hrs/wk X 30wks = \$2,395), Leads credit recovery classes in English.
- Certificated Teacher - Credit Recovery - Algebra I (\$26.61/hr X 3 hrs/wk X 30 wks = \$2,395). Leads credit recovery classes in Algebra 1.
- Career Pathway Certificated Teacher Extended Contracts (\$26.61/hr X 7 hrs wk for 34wks = \$6,333). Provides academic intervention and tutoring for students after school.

CLASSIFIED PERSONNEL

- School Safety Officer (SSO). Supports positive student behavior, ensures safety of students and staff. Helps manage conflicts before they escalate, secures the campus in emergencies = \$9,500.00
- OUSD After School Program Office administrative staff salaries. Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$12,364.90
- Custodial Staffing. Maintain school site, provide additional adult support in emergency situations = \$8,226.44

BENEFITS

- Employee Benefits for Certificated Staff on Extra Time/Overtime (benefits at 22%) = \$2,724.60
- Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%) = \$2,090.00
- OUSD ASPO admin staff benefits (42%) = \$8,648.36

BOOKS AND SUPPLIES

- Field Trips and Exploration and Events. Transportation costs to local workplaces, colleges, college & career fairs, to support students' college & career readiness and planning = \$1,500.00
- Program Materials. For program and family engagement; cost of printing materials in English and Spanish = \$239.22
- Travel, reimbursement for staff travel, parking related to ASP = \$150.00
- Communications, cell phone and Internet for Site Coordinator = \$800.00
- District professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings), entry fee and stipend to attend annual event = \$500.00
- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASP = \$1,297.95

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs = \$3,098.50
- First \$25,000 of each subcontractor is included in this section

CONTRACTED SERVICES

- Site Coordinator. Oversee program's day to day operations; supervise program staff, liaison with site administrator; coordinate with partners; manage data collection. On site 8 hours each day. Salary \$48,000+ 25% Fringe \$12,000 total = \$60,000
- ASP ELL/Literacy Instructor. Bilingual line staff, provides instruction, tutoring, help with schoolwork for ELL students and others needing academic assistance. \$18/hr x 6.25 hours/week x 36 weeks = \$4,000 + 25% Fringe = \$5,000.00
- Instructor/ Boy's Seasonal Sports Coach. Coaches seasonal sports teams daily that practice and compete on campus, participate in league. \$18/hr X 15 hrs/wk X 36 wks = \$9,720 + 25% Fringe = \$12,150

- Instructor/ Girl's Seasonal Sports Coach. Coaches seasonal sports teams daily that practice and compete on campus, participate in league. $\$18/\text{hr} \times 15 \text{ hrs/wk} \times 36 \text{ wks} = \$9,720 + 25\% \text{ Fringe} = \$12,150$.
- Credit Recovery Coach. Provides academic support to students taking on-line credit recovery classes. $\$18.00/\text{hr} \times 16 \text{ hrs/wk} \text{ for } 36 \text{ wks} = \$10,368 + 25\% \text{ fringe} = \$12,960$
- Social Justice & Leadership Instructor. Promotes youth voice, choice, and leadership by facilitating Youth Action Team, BIC activities, and restorative justice circles. $\$18.00 \text{ hr} \times 16 \text{ hrs/wk} \text{ for } 36 \text{ wks} = \$10,368 + 25\% \text{ fringe} = \$12,960$
- Academic Mentor for 9th graders. Provides academic skills and English language tutoring and help with schoolwork. $\$20/\text{hr} \times 2 \text{ hrs/wk} \text{ for } 34 \text{ wks} = \$1,360 + 25\% \text{ Fringe} = \$1,700$
- Youth Internship Stipends. For students to take part in pre-internship training and internships. $\$250 \times 10 = \$2,500$
- Zero period and After School Tutor ELA and Math. Instructors working w/ individuals and small groups on academic skills, classwork, homework support. $\$18.00/\text{hr} \times 12 \text{ hrs/week} \times 36 \text{ weeks} = \$7,776 + 25\% \text{ fringe} = \$9,720$
- Staff time to participate in Continuous Quality Improvement trainings and meetings. $\$1,820.72$
- BACR Program Manager Professional Development Coach, trainer and quality assessor $\$10,560 + 25\% \text{ fringe} = \$13,200.00$
- Partner agency TBD to provide STEM learning activities. $\$6,000.00$
- Rainbow Chefs. Provide "Health, Nutrition, and Wellness" program using culinary arts, to teach cooking and other life skills. $\$7,500.00$
- ReEvolution Farms. Provide dance and drumming program in the ASP. $\$5,400$.
- Partner consultant to provide Barber and hair styling skills class. $\$5,000$.
- Attitudinal Healing Connection. Provide Art Esteem visual arts program. $\$6,000$.
- ASP Lead Agency administrative costs (4.29%) = $\$6,688.15$

Equitable Access Budget

CERTIFICATED PERSONNEL

None

CLASSIFIED PERSONNEL

- OUSD After School Program Office administrative staff salaries. Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$1,236.49
- Custodial Staffing. Maintain school site, provide additional adult support in emergency situations = \$822.64

BENEFITS

- OUSD ASPO admin staff benefits (42%) = \$864.84

BOOKS AND SUPPLIES

- Field Trips. Transportation costs to local colleges, industry sites, to promote students' college and career awareness and planning. = \$2,501.25
- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASP = \$56.95

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs = \$309.85
- First \$25,000 of each subcontractor is included in this section. Specifically:
 - Family Liaison/Outreach Coordinator. Conduct outreach to families, to (1) build awareness of the ASSETS program, its activities, and potential positive benefits for their children and themselves; (2) encourage students to come to the

program, and parents to take part in program activities; and (3) provide workshops for families on topics including high school requirements, ways to support their children's education, college planning, and resources available at/through the school. $\$18/\text{hr} \times 10 \text{ hrs}/\text{wk} \times 36 \text{ weeks} = \$6,480 \times 25\% \text{ Fringe} = \$8,100.00$

- ASP ELL/Literacy Instructor. Bilingual line staff who will work intensively with a group of 5-10 high-need ELL students each semester to help them progress toward English fluency and proficiency in English language arts/literacy. The instructor will collaborate with faculty in English and other core subjects to look at each student's assessment data and schoolwork and the classroom curricula, to customize and flexibly refine interventions (instruction and tutoring) for each student. $\$18/\text{hr} \times 14.5\text{hrs}/\text{wk} \times 36 \text{ weeks} = \$8,874 \times 25\% \text{ Fringe} = \$6,092.50$
- College/career readiness facilitator. Will expand students' access to relevant, engaging activities that help them learn about college and career options and prepare for their future. He/she will collaborate with career pathway faculty in the school's Business & Art Academy, to extend school-day learning in school into career exploration and preparation opportunities (such as internships) available after school; broker other work-based learning opportunities in fields students are interested in; assist students with college planning, and arrange college visits and field trips to career-related sites. $\$18.00/\text{hr} \times 5/\text{hrs} \text{ a wk} \times 34\text{wks} = \$3060 + 25\%\text{fringe} = \$3,825.00$

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

Application ID: 18-04-01-111-ASSETs-65

**Private School Consultation Certification
(Page 1)**

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

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

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

I certify that (per 20 U.S.C. Section 7881[c][1]), the local educational agency (LEA), educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues: Yes

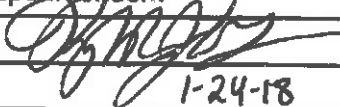
- How the children's needs will be identified (20 U.S.C. Section 7881[c][1][A]);
- What services will be offered (20 U.S.C. Section 7881[c][1][B]);
- How, where, and by whom the services will be provided (20 U.S.C. Section 7881[c][1][C]);
- How the services will be assessed and how the results of the assessment will be used to improve those services (20 U.S.C. Section 7881[c][1][D]);
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services (20 U.S.C. Section 7881[c][1][E]); and
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (20 U.S.C. Section 7881[c][1][F]).

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

Application ID: 18-04-01-111-ASSETs-65

**Private School Consultation Certification
(Page 2)**

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

Superintendent Name	Kyla Johnson-Trammell
Superintendent Title	Superintendent
Superintendent Signature	
Signature Date	1-24-18

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

Application ID: 18-04-01-111-ASSETs-65

Funding Priority Certification

<p>Does this application target services to students who primarily attend schools that are: (1) implementing comprehensive support and improvement activities or targeted support and improvement activities under 20 United States Code (U.S.C.) Section 6311(d), or (2) determined by the local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes and serve the families of such students? (20 U.S.C. Section 7174[i][1][A][i]).</p>	<p align="center">Yes</p>
<p>Does this application target services to schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models and serve families of such students? (20 U.S.C. Section 7174[i][1][A][ii]).</p>	<p align="center">Yes</p>
<p>Is this application jointly submitted by at least one Title 1 LEA and another eligible entity (20 U.S.C. Section 7174[i][1][B]), or demonstrate that the LEA or entity is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality? (20 U.S.C. Section 7174[i][2]).</p> <p>Note: This priority item will be applied to all schools in the application; however, a justification narrative for the inability to partner is required, and must be included with the application materials submitted to the CDE, if applicable.</p>	<p align="center">Yes</p>
<p>Does this application propose activities that are not accessible to students who would be served or that would expand accessibility to high quality services that may be available in the community? (20 U.S.C. Section 7174[i][1][C]).</p>	<p align="center">Yes</p>
<p>Does the application contain any programs that previously received funding for an ASSETs grant, are not currently expiring, proposing an expansion to the existing grant (up to the per site maximum), or contain any programs replacing expiring grants that satisfactorily met their projected attendance goals? (EC Section 8422[a]).</p> <p>Note: The CDE will give priority for this item based on our available records back to 2008. Anything preceding 2008 will require evidence submitted to the CDE that is specific to the school site. In this case, please contact the EXLD help desk for further assistance.</p>	<p align="center">Yes</p>

Federal Funding Accountability and Transparency Act Sub-award Reporting Compliance Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the California Department of Education (CDE) to receive funding. Recipients are required to register and maintain their Data Universal Numbering System (DUNS) in the System for Award Management (SAM) at www.sam.gov. **This form must be returned with the application package.** Per 2 CFR Part 25.205, failure to comply may result in the CDE determining that the applicant is not qualified to receive an award or may result in delayed payments.

Please read before completing this form.

If you are an educational agency that certifies thru the OPUS-CDE web application complete item 1 and sign the form. All other entities must complete all items below as it appears in your System for Award Management (SAM.gov) profile.

1. Name of entity receiving award Oakland Unified School District

2. Physical address associated with this DUNS number (city, state, zip + 4 required)
Address: 1000 Broadway Street, Suite 680
City: Oakland State: CA Zip: 94607-4090

3. Dun & Bradstreet (D&B) DUNS Number 076554500

4. Total compensation and names of top five executives *if*:
 - a. This business or organization receives 80% or more of its annual gross revenues from the U.S. Federal government *and* those revenues are \$25M or greater in annual gross revenues.
Yes No If yes, proceed to question b.

 - b. Does the public have access to compensation information filed under section 13(a) or 15(d) of the Securities Exchange Commission (SEC) and IRS requirements?
Yes No If no, complete the table below.

Name	Compensation Total
1.	\$

2. _____

_____ \$

3. _____

_____ \$

4. _____

_____ \$

5. _____

_____ \$

I certify that the above information is true and accurate.



Authorized official signature

1-24-18

Date

Kyla Johnson

Authorized official printed name

Superintendent

Title

Print Application

Pin No: 41321 - OUSD High School ASSETS program at Madison Park Academy: Preparing Students for College, Career, and Community Success - SUBMITTED

Application Overview

RFP Title: 21st CCLC or ASSETS After School Programs (Cohort 11 - Fiscal Year 2018/19)

Submitting Organization: Oakland Unified School District

Submitting Organization: Expanded Learning Office

Division:

Project Title: OUSD High School ASSETS program at Madison Park Academy:
Preparing Students for College, Career, and Community Success

Project Description: The Madison Park ASSETS program is designed to support our district's vision that all students will graduate from high school ready to succeed in college, career, and the community. The program extends key district initiatives and school priorities into the after-school hours. It will prioritize serving high-need students, providing academic assistance to help youth succeed in their classes and be college ready. It will link learning to specific career pathways and offer extensive work-based learning, to help support students to explore and be prepared for future careers. In addition, students will learn to use social and emotional skills vital to their success in school and in life. Athletics, arts enrichment, action research, and leadership development activities will prepare youth to be community ready. Wraparound supports will address barriers to students' full engagement in school. Programs will host activities to engage and equip families to support their children's success.

Water System ID:

District Office:

APPLICANT DETAILS

Applicant Organization: Oakland Unified School District

Applicant Organization: Expanded Learning Office

Division:

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

Address:

PROJECT LOCATION

Latitude :

Longitude:

Watershed:

County:
Responsible
Regional Water
Board:

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

Applicant Information

Name: Oakland Unified School District
Division: Expanded Learning Office
Address: 1000 Broadway Suite 680 Oakland, CA , 94607
Federal Tax ID: 946000358 **DUNS Number:** 076554500

Person Submitting information:

Submitter Name: Julia Ma
Submitter Phone: 510-879-2885
Submitter Fax:
Submitter Email: julia.ma@ousd.org

Pre Submission Attachment Title	Phase	Submission Period	Date & Time
Budget Narrative	PHASE1	PRE SUBMISSION	1/25/2018 4:52:58 PM
Core Grant Budget from ASSIST	PHASE1	PRE SUBMISSION	1/25/2018 4:53:07 PM
Equitable Access Budget	PHASE1	PRE SUBMISSION	1/25/2018 4:53:14 PM
Written Agreements	PHASE1	PRE SUBMISSION	1/25/2018 3:26:33 PM

Download all Pre Submission Attachments 

Questionnaire - Phase 1

21st CCLC After School Safety and Enrichment for Teens (ASSETs) Application Questions

Applicants must download, complete, sign, and submit ASSIST-generated application forms to the CDE prior to uploading their application narratives into FAAST. If you do not input your ASSIST Grant Application Identification Number we may not be able to identify your application narrative, resulting in no score for your application and therefore disqualification from funding consideration.

Applicant Agency Name

Answer: Oakland Unified School District and co-applicant Bay Area Community Resources

ASSIST Grant Application ID Number

Answer: Application ID: 18-04-01-111-ASSETS-65

FEIN/CD Number (from the ASSIST Cover Page)

Answer: 0161259

1 - Safe and Supportive Environment

1 If the program will be located off campus, how will students travel safely to and from the program site?

Answer: OUSD is committed to providing safe spaces to operate after-school programs (ASPs) that support students to be college, career, and community ready.

Our 75 school-based ASPs at Title I schools across grades K-12 are key components of the district's overarching Full Service Community Schools strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students, while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after school programs, health and mental health care, and other supports.

OUSD and our lead agency partner, Bay Area Community Resource, will operate the ASSETS programs ON CAMPUS at Madison Park Academy. While the school spans grades 6-12, the ASSETS program will be solely for high school students. Students who attend Madison Park Academy will participate in programming at their school; thus, safe travel to the site is not an issue. The program will purchase bus tickets for students who need this transportation support to get home from the program.

In needs assessment surveys we conducted in Fall 2016 and 2017, OUSD students and parents overwhelmingly indicated they prefer ASP activities to happen at their school site. In surveys conducted to evaluate OUSD ASPs, students consistently assert they feel safer in the ASP at their schools than at other points during the day.

All staff on site will wear staff identification badges. Staff will take attendance when students arrive and when they depart the program. Staff will carry walkie talkies for communication. Staff will have ready access to first aid kits and all students' emergency contact information.

On the school campus, the students, staff, family members, and community partners in the ASP will have access to classrooms, the library and computer lab, performance space, offices, athletic fields and the gym, and the school health center.

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

Answer: OUSD's ASPs consider ensuring students' safety an integral part of engaging students in programming to help them graduate college, career, and community ready.

Reflecting practice across OUSD ASPs, the ASP Site Coordinator (SC) at Madison Park Academy, in collaboration with the school Principal, will develop an After School Safety Plan that is part of the School Site Safety Plan. It will include an emergency plan, emergency procedures, family reunification plans, and emergency responder contact information. Once the After School Safety Plan has been approved by the Principal, it becomes part of the Site Safety Plan. This process occurs each year to ensure that all safety measures are up-to-date and successfully implemented.

The SC will receive training in safeguarding students' safety in the yearly Summer Institute for SCs hosted by OUSD's After School Programs Office (ASPO) and through his/her own agency. Trainings, provided in partnership with OUSD Police Services and Behavioral Health Department and external trainers, will cover site safety and emergency procedures, how to conduct safety drills and emergency preparedness assessments, behavior management practices to promote student safety, trauma-informed practices, and mandated reporting. The SC will, in turn, train line staff in these areas. ASP staff will also participate in safety-related trainings for regular school day

staff.

A School Safety Officer (SSO) will be on campus during ASP hours to support positive student behavior and student and staff safety. The SSO will intervene to help manage conflicts before they escalate to fights, mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

Each semester, the SC will conduct an emergency preparedness self-evaluation and remedy any shortcomings identified. This will include: ensuring staff are familiar with emergency protocols; emergency evacuation routes and protocols are posted in all classrooms and other program areas; there are fire extinguishers available, charged, and visible; and potential hazards on playing fields or other areas are documented and reported to school leadership and facilities personnel.

The ASP will hold regular emergency drills (fire/disaster drills, lockdowns, lockouts) for staff and students at least 2 times a year or more to match the frequency of these drills and mirror procedures followed on site during the school day.

If a crisis occurs during the ASP, the SC will initiate appropriate responses. He/she will immediately inform the Principal, who will follow district protocols; inform the ASPO so that we mobilize supports from other district departments; and inform his/her agency director who will mobilize agency crisis intervention supports.

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

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

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

OUSD selects lead agencies for each ASP based on their expertise, commitment to, and experience in supporting Oakland youth's healthy development. Our ASP lead agencies select staff reflective of our students' diverse backgrounds and familiar with the conditions and challenges faced by youth in inner city Oakland communities. Bay Area Community Resources (BACR), which runs the ASPs at 25 other OUSD schools, will be lead agency for the ASSETS program at Madison Park.

ASP staff will receive training from OUSD and BACR to understand and address the developmental and social-emotional needs of Oakland high school students in areas including the experiences and needs of students from high-risk groups (e.g., English Learners, Newcomers, those with disabilities), cultural competency, and trauma-informed services. Programming at Madison park will be responsive to the developmental needs of teenagers. For example, in community building activities, social activism projects, and peer-led restorative justice circles, youth will be called on to collaborate, develop social awareness, cultivate mutual respect, exert leadership, make decisions, and take responsibility for their actions. Staff will be assigned to the same group of students from day to day, to promote supportive relationships and opportunities for 1:1 support and mentoring. Staff will model positive behavior by demonstrating respect, listening to students, and conveying positive expectations. Youth will have regular

opportunities to work in pairs and small groups, to promote communication, collaboration, cooperation, and friendships.

Our ASPO provides training and coaching to ASP Site Coordinators and line staff on practices to create a safe and supportive environment that promotes positive youth development, aligned with the Quality Standards for Expanded Learning in California. ASP staff are trained on the Social Emotional Learning standards OUSD has adopted (self-management, self-awareness, social awareness, relationship skills, responsible decision making) and how to integrate and promote them in all activities and interactions with youth. Staff will teach teamwork, sharing, communication, perseverance, leadership, peaceful conflict resolution, and other pro-social skills as part of program activities, and give youth daily opportunities to reflect on the social-emotional skills they have demonstrated.

External evaluations consistently award high marks (4.6+ on a 1-5 scale) to OUSD's ASSETS programs in the domains of safe and supportive environment. Across our many sites, 90+% of students report feeling safe and supported in the program. The vast majority report that, because of the program, they communicate better, get along better with others, and have developed a sense of mastery and more self-confidence.

Oakland youth suffer disproportionately from health conditions such as asthma, diabetes, depression, anxiety, and STIs. Nurses from OUSD Health Services will provide training to ASP staff at Madison Park on monitoring and supporting students with chronic health conditions including asthma or diabetes. The ASP will partner with OUSD's Behavioral Health unit and health-focused external partners to give students access to needed behavioral and physical health services. Madison Park has a campus health center, operated by Native American Health Center, where students can receive treatment for health and mental health conditions (the latter provided by Seneca Center) to promote positive health and maximize their school attendance, engagement in school, and learning. The Site Coordinator will participate in the school's Coordination of Services Team (COST) to help triage students in the ASP to physical and behavioral health care and other services as needed.

2 - Active and Engaged Learning

- 1 **In what ways are the planned program activities engaging and based on the school and community needs for an after school, before school, intersession, weekend, or summer program? (For ASSETS, provide examples for both secondary and workforce preparation.)**

Answer: The ASSETS program at Madison Park will support OUSD's vision that all students graduate from high school and are ready for college, to pursue a career, and succeed in the community. OUSD and lead agency BACR will prioritize engaging students who most need extra supports to achieve these goals.

Of the school's 407 students, 93% receive F/R-priced meals, 28% are English Learners, and 99% students of color.

70% of rising 9th graders come to Madison Park not ready for high school - based on failing Math or English, or being chronically absent or suspended in 8th grade. 53% of 9th graders receive an "F" or "D" grade in at least one class, putting them at high risk for dropping out.

Prior to the final marking period last spring, 17% of students were on the school's "Early Warning" list due to receiving an F or I (incomplete) grade in English, as were 19% due to their Math grade. 8% of students are chronically absent, missing at least 10% of school days, a slippery slope to dropping out.

Only 19% and 30% of 11th graders are proficient in Math and Language Arts, respectively, meaning the vast majority are not ready for college.

A recent study by Education Resource Strategies (ERS) found that OUSD's high schools have a short school day compared to other large urban districts, and many students are under-scheduled during school. Lack of resources leads to severe gaps in support for struggling students. Only 15% of all not-ready 9th graders are in intervention classes. In OUSD's 2016 high school exit survey (n=501), high numbers of graduates said they could have used more help in high school in math (43%), study skills (39%), time management (35%), writing (33%), reading (28%), career

development (26%). The ERS study identified "increasing learning time" outside the school day, integrated with and aligned to schools' vision and instructional model," as among the "highest impact opportunities, to maximize college and career readiness and high school graduation." In focus groups we conducted in Fall 2016 and 2017, students say that if it wasn't for their school ASP, they would "have nowhere to go" "to keep us out of trouble," be "productive and focused" and "get help" from "caring people," rather than "doing something negative" and being "vulnerable to street violence." With an inadequate supply of after-school programs in Oakland to meet the myriad of youth needs, there is an urgent need for a free, accessible after-school program at their school to help Madison Park students build assets to navigate the challenges of their teen years safely and successfully.

Based on these multiple data points regarding students' needs, the ASSETS program at Madison Park will provide:

ACADEMIC SUPPORTS—including tutoring in core subjects, homework support, academic case management, credit recovery classes, English language instruction and support, study skills, and college/career counseling to help youth be able to fully access rigorous academic programs at school and be COLLEGE READY.

WORK-BASED LEARNING—career awareness (e.g., guest speakers, career fairs), exploration (e.g., field trips), preparation (e.g., service learning, internships with pre-internship training), and career training, to help students be CAREER READY.

ENRICHMENT PROGRAMS—to prepare youth to be COMMUNITY READY, such as arts to foster expression in positive and creative ways, projects in which youth collaborate with diverse peers in their community, sports, life skills groups in which youth explore transitioning from young men and women to adulthood, and leadership embedded in action research in which youth learn to critically analyze issues in their school community and come up with solutions.

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

PARENT ENGAGEMENT—to enlist and equip parents to optimally support their children's success and advance their families' prospects.

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

Answer: OUSD defines student success through our Graduate Profile which names skills and habits of the mind we want for all OUSD graduates: strong Social and Emotional Learning (SEL) skills; physically thriving, culturally disciplined, civically engaged, strong communicators, and academically proficient; and have a post-high school plan in hand. The ASP at Madison Park will support the Graduate Profile by providing students (1) needed support to access and master rigorous academic content; (2) many opportunities to practice SEL, engage with others from diverse backgrounds, and develop civic engagement and essential communication skills; and (3) promote their career awareness and interests to help refine their post-secondary plans and prepare for college and careers.

The ASP will provide students with an array of academic supports. ASP and school staff will review High School Readiness data, Early Warning lists, and course grades each marking period, and design academic and case management supports for struggling students. We will actively recruit and enroll these students into ASP intervention and credit recovery classes and tutoring provided by content area teachers. ASP and school staff will collaborate to identify Newcomers and English Learners and offer them tutoring and other opportunities to practice social and academic language to accelerate their English proficiency.

Students will take an array of enrichment classes which allow them to learn and practice SEL and 21st Century skills through project-based learning. A Quality Support Coach/Career Pathways Liaison (QSC/CPL) will support students to define their post-secondary plans. Lastly, to support students' transition from high school, the ASP will familiarize students with the culture of post-secondary educational opportunities through college visits and college student panels, and support first generation college students to begin integrating "going to college" as part of their personal identity.

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

Answer: OUSD ASPs are data-driven and utilize a structured feedback loop to ensure schools and their respective ASPs collaborate to adjust programming to meet students' needs and wants. The Madison Park ASO will use OUSD's High School Readiness Data (which gauge exiting 8th graders' readiness based on Math, ELA, attendance, and suspension data) to help design appropriate supports for 9th graders.

The SC, Principal, and QSC/CPL will review Early Warning for Dropping Out data each marking period to identify students at-risk of failing and dropping out. ASP staff will then invite specific students to participate in the ASP and enroll them in appropriate ASP interventions, such as tutoring, academic intervention, study hall, or credit recovery. The ASP will also use academic data to determine which content-area teachers to hire to support students' academic needs. Annually, we will review grades, test scores, and A-G completion data to determine academic priorities for the following school year.

Madison Park Academy is in process of implementing an Academy of Business & Art. The ASP will work with the school's career pathway faculty to provide students hands-on learning activities to complement their career pathway.

ASP staff will utilize California Healthy Kids Survey data to gain insight on students' risks, needs, and strengths, identify priority areas for ASP culture and climate, and inform staff professional development plans.

Throughout the school year, the ASP will survey youth about their experiences in specific classes to help inform re-designing of course offerings. Lastly, the ASP will collect and respond to student feedback through our CQI process. Every May, OUSD ASP participants complete a survey to reflect on their ASP experiences. The ASP will use youth survey data as both a key data source for the CQI process, and to inform academic support and enrichment activities and other aspects of programming, so they meet students' needs and interests.

3 - Skill Building

1

What 21st century knowledge and/or skill(s) will students master when participating in projects, activities, and events based on the specific student needs at a site or groups of sites?

(Please visit the Information about 21st Century Skills found at the CDE's Partnership for 21st Century Skills Web page at <https://www.cde.ca.gov/eo/ln/cr/p21cskls.asp>.)

Answer: OUSD and our lead agencies design our ASPs so they help build the skills in OUSD's 'Graduate Profile.' As noted, this profile defines college, career, and community readiness as graduates having a post-high school plan in hand; being academically proficient; civically engaged; essential communicators; socially, emotionally, and physically thriving; and culturally disciplined.

The ASSETS program at Madison Park will support students to master academic skills (language arts, math, science, English language) essential for their success in school and life, through tutoring, academic mentoring, credit recovery classes, and project-based enrichment activities. All students will be able to get academic assistance to strengthen their core skills and complete classroom assignments and projects daily in the program. In addition, BACR will partner with TechBridge or another local organization to engage students in fun, educational, hands-on STEM projects with real-world applications. These and other enrichment activities will promote students' innovation skills such as creativity, critical thinking, and problem solving, as well as understanding of 21st Century themes (e.g., civic literacy, global awareness) that are at a premium in today's world.

Arts enrichment will be provided in partnership with Attitudinal Healing Connection, and dance and drumming with ReEvolution Farms. Creating projects and performances with peers, students will learn about and apply artistic techniques as well as innovation skills, including collaborating

and communicating with peers, thinking critically about social justice issues touched on by their projects, and expressing themselves creatively.

The ASP will also promote the development of life skills (social and cross-cultural skills, social awareness, communication, initiative, collaboration, leadership, civic engagement) essential for navigating today's complex school, life, and work environments, through the Youth Action Team program which other OUSD's ASSETS sites have been implementing since 2012-13. In this year-long program, students will be trained in action research, project planning, and working for social change and then carry-out a community action project. Students in the program will have further opportunities to exert leadership in their ASP by co-leading activities, such as community-building and restorative justice circles, athletics, and serving as peer tutors and mentors.

Girls/Boys Life Skills group will allow students to explore transitioning from young men and women to adulthood. These groups will be safe spaces for students to discuss gender-specific and other social issues, learn self- and social awareness and critical thinking, enhance their self-esteem, and create projects that showcase their awareness, creativity, and other skills.

The ASP will offer students opportunities to learn job readiness and technical skills related to future careers in culinary arts (in partnership with Rainbow Chefs), barbering skills, and other career fields planned in conjunction with teachers in the school's Academy of Business & Art career pathway program. The ASP will offer students further opportunities for career exploration and learning via job shadowing and internships. Internships for students in the program will include pre-placement training on workplace soft skills. Students will advance their literacies and technical skills related to particular fields, as well as 21st Century/employability skills such as communication, teamwork, problem solving, and career soft skills such as professionalism, workplace dress, language and conduct, self-motivation, responsibility, and self-management. Student interns will be required to complete an Intern portfolio (includes resume, cover letter, & reflection paper) and presentation (Powerpoint, poster, video, etc.) that highlights their learning and work experience. Students will be paid internship stipends to reflect real world work experience.

4 - Youth Voice and Leadership

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

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

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

The ASSETS program at Madison Park will also use the Building Intentional Communities model,

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

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

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

Answer: All students attending the ASSETS program at Madison Park will be able to make choices on which program activities they wish to participate in. Students will be provided descriptions of the program schedules and activities and, when they sign up for the ASP, they will select and rank classes/activities they want to take part in. For instance, they will be able to choose between several linked learning programs aligned with different career pathways, namely culinary arts, barbering, and business. Students will be able to choose between participating in particular linked learning programs, arts and sports programs, gender- or ethnic-specific learning groups, and study hall. Students will also have opportunities to switch programs every 6 weeks or half semester. Program staff will give students opportunities to provide feedback on programs they have participated in or are interested in and use this feedback to improve and/or plan new programs and activities, including field trips, that appeal to students' interests.

Linked learning programs for students in the lower high school grades will be designed around career awareness and exploration activities—including guest speakers, project-based learning activities, and field trips. For the upper grades, they will focus on career preparation and training, especially on promoting students' 21st Century skills, developing resumes, preparing them for internships, and providing work experience through internships.

Students in grades 11-12 will have the opportunity to conduct action research as part of a Youth Action Team, which other OUSD ASSETS sites have been implementing since 2012-13, to promote youth leadership, college, career, and community readiness. A team of 15-20 students at risk of dropping out will take part in a year-long class that meets for 4 hours a week. They will be lead through a step-by-step "learning map" curriculum with pedagogy on violence and training in action research, project planning, and working for social change. The curriculum will explore personal and community identity and the larger social context, and connect these learnings to a concrete community action project they carry out. Projects will include training on the research skills students need to complete their senior capstone project, a requirement for graduation in OUSD. This feature will help make this programming appealing to students in the upper grades. As part of their project, students will create and deliver a 90-minute workshop on a violence-prevention topic to their peers. In addition, they will visit college campuses, sit in on classes, and dialogue with students and professors about their topic. In addition, each student will build a portfolio including a resume, cover letter, personal statement, college visit reflection essay, curriculum for the violence-prevention workshop, and an academic essay on their chosen topic.

In addition to addressing real world problems they identify in their communities, students in the ASSETS program at Madison Park will have other opportunities to exercise and develop leadership skills through the program. As noted earlier, students will selected for the youth leadership team will take an active role in planning and implementing program activities, including community-building activities in the program, and family events such as holiday celebrations and showcases. Some youth will serve as tutors for their peers in the program or for younger students at nearby elementary schools. Some will help coach athletic programs at their schools. Youth will be trained to co-facilitate restorative justice circles for their peers. Youth will take part in school projects including cleaning up planting and tending school gardens, or mural projects. Many will serve as interns in roles of responsibility in their after school program, or at the health center on the school campus.

5 - Healthy Choices and Behaviors

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

Answer: OUSD's Board-approved Wellness Policy serves as the wellness plan for schools across the district. The following healthy practices and program activities in our ASSETS program at Madison Park Academy will be aligned with the seven areas of the district Wellness Policy.

*Nutrition. All students will receive a free nutritional snack each day they attend the program. This will support the Wellness Policy to "ensure no OUSD student goes hungry." Snacks, suppers, as well as food and beverages served during celebrations or other program activities will adhere to the Healthy Food Guidelines stated in the Wellness Policy, which meet or exceed all State and Federal requirements. The program will provide adequate facilities for students to eat their snacks and meals and ensure clean drinking water is available during the program. Nutrition education will be incorporated into sports and the Rainbow Chefs "Health, Nutrition, and Wellness" curriculum-based course that utilizes culinary arts as a vehicle to teach content in these areas and other life skills to students.

*Physical education and physical activity. The program will give students ample opportunities for physical activity—through seasonal boys and girls team sports, primarily soccer and basketball, as well as dance and drumming—that includes regular exercise and conditioning and promotes students' fitness and motor development. These activities will incorporate a focus on promoting prosocial skills, such as communication, cooperation, and team building in the achievement of common goals.

*Comprehensive health education. The ASP will include health education—through culinary arts programs, sports, and dance activities that address students' self-care and fitness.

*Positive school climate. Providing a safe, orderly, caring, respectful, and equitable learning environment that promotes students' social emotional learning are core practices of OUSD's ASPs. Program staff will be trained and coached extensively to ensure they create this kind of environment. The program will promote social emotional skills and competencies in students via intentional instruction for students on SEL skills, and many opportunities for students to practice and reflect on these skills incorporated into daily activities. The ASP will include education on bullying and discrimination and measures to prevent them. Community-building activities and restorative justice principles and practices will further contribute to a positive school climate in the ASP, as will parent engagement activities.

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

*Access to and coordination of student health services. The ASP Site Coordinator will take part in the school's Coordination of Service Teams to help connect students to needed health services. Madison Park Academy has an on-site health center run by the Native American Health Center, a local CBO. Our ASP will partner with this center to connect students with needed medical and mental health care, health education, and benefits enrollment services regardless of students'

insurance status or ability to pay. We will partner with Seneca Center, which provides mental health services at the school, to connect students to needed counseling, case management, and other behavioral health services.

*Staff wellness. Lead agency BACR will support the wellness of ASP staff at Madison Park by ensuring they have safe and supportive working conditions; engaging them in developing personal wellness plans; and providing support in the event of difficult or crisis situations.

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

Answer: All students present in the ASP on any day will receive a free nutritional snack that meets CDE after school snack requirements. Snacks will be provided by OUSD Nutrition Services, funded through the National School Lunch Program (snacks). Education on healthy eating and cooking practices will be incorporated into culinary arts and sports programs, and be available through the school health center on the Madison Park campus. In culinary arts, students will work toward certification in food preparation.

As noted in section 8-1 below, poor physical fitness is widespread among students at Madison Park Academy. The ASSETS program will offer physical activities each day of the program. They will include boys and girls seasonal team sports, primarily soccer and basketball; dance and drumming, including Hip Hop Dance & Choreography, Ballet Folklorico Dance – Music, Dance, and Culture of Mexico, African Dance and Drumming, and other genres.

Students at Madison High will have a chance to play co-ed team sports in the cross-city Oakland Athletic League, which includes teams from the other high school ASPs BACR runs in Oakland, along with schools in the neighboring cities of Alameda and San Leandro. Students must maintain a 2.5 GPA to be able to participate—a big incentive for them to do well in school. This program will also help us engage families in the ASPs and schools.

Physical activities will help improve students' fitness and address weight problems. Moreover, studies have shown links between regular physical activity, such as via team sports, and benefits including improved academic performance and developmental assets such as communication, teamwork, positive relationships with peers and role models (older players and coaches), and self-confidence.

We will partner with the following wellness organizations to provide activities and other services to students at Madison Park Academy:

*Rainbow Chefs will provide a curriculum-based "Health, Nutrition, and Wellness" curriculum-based course that utilizes culinary arts as a vehicle to teach content in these areas, meal planning, budgeting, cooking, and other life skills.

*ReEvolution Farms will provide a variety of dance and drumming programs to students in the Madison Park ASSETS program.

*Attitudinal Healing Connection will provide its visual arts program with an emphasis on social justice and self-development.

*Native American Health Center will provide health services to students at the health center on the Madison Park Academy campus. Services will include physical exams/sports physicals, diagnosis and treatment of medical conditions, STD screening and treatment, health education related to nutrition, fitness, sexual health, and other topics; dental screening and treatment; immunizations/vaccinations; health insurance enrollment; and referrals for students and their families to health and social services providers on- and off-site.

*Seneca Center will provide mental health and case management services to students, working in partnership with the school and its school-based health center run by Native American Health Center.

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

Answer: Lead agency BACR recruits staff from the local communities. Many of its ASP staff are actually alumni of the schools where they work. When hiring and training staff, BACR emphasizes the importance of serving as role models and modeling high expectations for the youth they will work with. It emphasizes modeling good workplace skills (e.g., coming to work daily, on time, neatness)

and social skills (e.g., communicating clearly, being positive and respectful), and the importance of contributing to the community. When hired, staff make a commitment to uphold these values. ASP staff will receive extensive training from both the ASPO and BACR to guide them in modeling and maintaining a healthy lifestyle, culture, and environment in the ASPs. Following the same practices we uphold for youth, staff will refrain from eating junk foods or drinking soft drinks or other sugar- or caffeine-containing beverages during the program. In physical activities, staff will exert themselves alongside youth, use positive messages to encourage youth to attempt physical activities, and point out poor sportsmanship exhibited by youth.

Through our ASPO, Madison Park ASP staff will receive training in social-emotional skills and how to promote them in all activities and interactions with youth. This training emphasizes the SEL standards OUSD has adopted for our schools and extended-day programs: self-management, self-awareness, social awareness, relationship skills, and responsible decision making. In the course of daily activities, staff will engage youth in discussions to reflect on ways they have, or have not, demonstrated these skills, to help youth be more aware and intentional in their own SEL.

ASP staff will also receive extensive training from BACR in youth development practices and principles, such as the importance for youth of having supportive relationships with positive adult role models, and strategies for establishing and maintaining such relationships.

6 - Diversity, Access, and Equity

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

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

At Madison Park Academy, school leaders and the ASP SC will use newsletters and email blasts, translated into major languages of the school's families, to inform families about the ASP, its location on campus, activities, and sign-up procedures. School and ASP staff will announce and distribute program descriptions and sign-up sheets at Spring Orientations for 8th graders who have been accepted for the next fall, at school registration in August, fall meetings for 9th graders to discuss A-G college requirements and other topics, and Back to School Night each September. The Community School Manager, teachers, counselors, school leaders, and front-office staff share will info on the ASP with students and families. Working full-time at the school site, the SC will be easily accessible for students/families wanting more info about ASPs.

To help target outreach, school leadership and faculty and its Coordination of Services Team (COST) will alert ASP lead agency BACR about particular students with academic, attendance, or behavioral problems. The SC will call or send a letter home to parents (in Spanish or other languages, if appropriate) to let them know about tutoring, credit recovery, and other learning activities available on campus after-school.

In addition, the ASP SC will partner with school staff/teachers or case managers to conduct home visits to reach out to students/families in need of services – targeting, for example, families of chronically absent students and Newcomer students. If needed, we will use translators or students to help interpret in the home language.

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

Answer: We will use multiple strategies to ensure communication reaches Madison Park Academy's diverse students and families.

Every April, school leaders and ASP staff will hold early orientation assemblies for incoming 9th graders and families where they will distribute information about the ASP.

Each spring, staff will recruit students already in the program to continue to attend in the coming school year, and conduct targeted outreach to identified students from priority groups.

The school will feature the ASP on its website and include a description of it and registration

information in its enrollment package. ASP staff will table during registration days each August to distribute information about the program and recruit students.

Flyers about the ASP will be posted in school hallways, offices, and classrooms. ASP lead agency BACR will hold a program orientation in September.

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

School staff who interact with families, including teachers, COST and Student Study Team members, main office staff, the Community School Manager, family liaisons, and school health center staff, will inform students and families about the ASP and refer students to the program. ASP staff will conduct targeted outreach, through calls and home visits to chronically absent and newcomer students' homes, to encourage program participation.

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

Answer: Madison Park serves youth from many different ethnic and cultural communities. OUSD and lead agency partner BACR intentionally design our ASPs as spaces where students from different backgrounds can come together and build community within and across groups.

The ASP at Madison Park will create an inclusive environment that promotes, respects, and celebrates the great diversity of our students and families and our city's communities.

BACR, like our other ASP lead agencies, prioritizes hiring staff representative of the diversity of our school communities (in race/ethnicity, language, life experiences, gender identification, etc.) and who grew up in or have other first-hand familiarity with the urban neighborhoods where our students live and go to school. Partners that will bring enrichment activities to the ASP (e.g., culinary arts, dancing and drumming, barbering) are also grassroots local organizations with staff that reflect Oakland's diversity. This factor in itself helps to create an inclusive environment, and one where students have positive adult role models from similar backgrounds.

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

ASP arts programs will be key venues for students to explore and celebrate their cultural backgrounds. For example, the ArtEsteem visual arts program provided by local agency Attitudinal Healing Connection uses a multi-disciplinary curriculum that takes youth through a journey of self-exploration, critical thinking, family and cultural research, societal assessment, and the use of aesthetic tools for skill development and artistic creation. Students will learn basic drawing, printmaking, painting, and digital media tools and techniques, to create products that often express issues of identity and cultural background. In dance and drumming programs provided by ReEvolution Farms, students will learn about and express themselves through genres linked to their own and other cultural backgrounds and traditions, including Hip Hop Dance & Choreography, Ballet Folklorico (Music, Dance, and Culture of Mexico), African Dance and Drumming, and other genres.

Girls/Boys Life Skills groups in the ASP will give students ongoing opportunities to discuss gender-specific issues involved in transitioning from young men and women to adulthood and build self- and social awareness. They will create projects that showcase the awareness and other skills they have learned.

The Youth Action Team action research program at Madison Park will further promote diversity and inclusiveness in our ASP. Participants will learn about social-justice-related issues affecting

the school and larger community, and design and carry out projects to address them. Another important way OUSD promotes diversity and inclusiveness in our ASPs is through the restorative justice lens adopted across all schools and integrated into ASPs. Madison Park will incorporate the practice of having students lead restorative justice circles, a powerful strategy to resolve conflicts that arise and strengthen relationships between students from different groups. Finally, the program will host cultural celebrations for families at least once each semester. These activities will celebrate students' accomplishments and the cultures of the school community. They will include displays, exhibits, and performances of student products—paintings, murals, drawings, prints, digital arts presentations, dance and drumming routines—for the school community. These events will include potlucks in which families bring and share dishes from the school community's many culinary heritages.

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

Answer: OUSD's ASPs have a unique role in supporting ELLs, Newcomers, and special needs students to be college, career, and community ready. 170 of Madison Park Academy's 607 students (28% in all) are English Learners, and 66 of these students are long-term ELL's, having had this designation for at least 6 years. 9% of students are in Special Ed. There are 6 Newcomer students (who have been in the U.S. for three years or less), 1 unaccompanied minor, and 3 foster youth. We will actively reach out to recruit and serve students from these and other high-need groups who may have barriers to participating.

The After School Program Office, Madison Park Academy staff, and ASP lead agency BACR will partner with OUSD's Transitional Students & Families unit to identify and reach out to students and families from high-need groups (e.g., Newcomers, foster youth, students living in homeless situations) to ensure they are aware of the ASP and encourage students to participate. We will distribute information about the ASPs in multiple languages, via school registration packets, email, newsletters, phone calls, and presentations at family events.

The ASP will provide spaces and supports for ELLs, including Newcomer students, to improve their English skills. 95% of ELLs at Madison Park are native Spanish speakers. BACR plans to hire bilingual (English/Spanish) staff to help optimally engage and assist ELLs. Staff will provide homework help and structured and informal activities through which ELLs can practice their English speaking, reading, and writing skills with the instructor and their peers. The program will include a dedicated ELL/Literacy Instructor (14.5 hours/week), much of whose work will be assisting ELLs with their English language and literacy skills. Students will also have access to tutoring in Spanish to help them access and master regular school day academic content. They will also have opportunities to learn about post-secondary options and explore career pathways, and linkages to needed support services.

Many of OUSD's Newcomer students are refugees, asylees, and/or unaccompanied minors. Many are fleeing violence, human trafficking, or persecution in their home country. They arrive in the U.S. and Oakland after typically enduring an arduous and traumatic journey. Here they face challenges to adapting to a new home life, school environment, and community. They are likely to require intensive, specialized services to meet their academic, socio-emotional, and mental health needs. If unmet, these needs can be barriers to participation in the ASP and success in school. The ASP will connect with such students' case managers and facilitate linkages to needed health care, mental health, and other services available on and off campus.

For special need students interested in the program, the Site Coordinator will work with their resource program specialist and Individualized Educational Plan (IEP) team to recruit students, determine which program activities will be appropriate and beneficial, and assign students flexibly to appropriate learning activities after school.

The ASSETS Site Coordinator will collaborate with the COST and Community School Manager to connect students with disabilities and other special needs and their families to other needed supports and resources.

As students will attend the ASP at their school, accessibility is not a barrier. The school is handicap accessible and regularly maintained. Lead agency BACR's use of ethnically diverse and

culturally/linguistically representative staff will help the program effectively engage students from diverse racial/ethnic groups and ELLs. In addition, ASP staff will receive training to equip them to work effectively with students with various special needs, students from a variety of racial/ethnic groups, and those who have experienced trauma.

7 - Quality Staff

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

Answer: BACR and OUSD's other ASP lead agencies intentionally recruit staff who believe all Oakland youth deserve opportunities that will prepare them to be college, career, and community ready. This commitment frames the recruitment process. They seek staff with a passion for working with youth, strength in particular academic areas, skills related to leading arts, sports, or other enrichment programs, and who are open to being coached and continuously improving their skills. BACR and other agencies hire people from the local community who reflect students' backgrounds and experiences and are well qualified to serve as role models.

BACR frequency grows its own staff from students who used to be in their programs. Many high school SCs started as youth development workers in their agencies and have worked in the programs for several years, resulting in strong working relationships with stakeholder groups at their schools.

BACR uses its website, social media, networks, outreach through education-related programs and career centers at nearby colleges, and alumni associations at target schools to recruit staff. OUSD's Talent Development Department supports ASP staff recruitment by sharing available positions through district recruitment outlets, social media, job fairs, and with OUSD's pool of instructional aides, and screens viable candidates to ensure they meet minimum qualifications. All ASP staff are required to meet OUSD's minimum requirements for instructional aides. Site Coordinators are required to have a B.A. in a field related to education or youth development, and have experience managing youth programs.

BACR's hiring process includes two interviews by agency staff, reference checks, and safety vetting (background checks and tuberculosis clearance).

OUSD is also piloting a new after school teacher pipeline pilot project, helping to recruit ASP workers interested in careers in teaching and supporting them to advance on that pathway.

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

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

BACR and its site staff will recruit volunteers for the Madison Park program through the school community and its existing networks, website, and local colleges, assisted by school staff (e.g., the Community School Manager and Family Liaison). The Site Coordinator will interview prospective volunteers to find out about their reasons for volunteering and qualifications.

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

At Madison Park, volunteers will receive training from the QSC/CPL in areas such as tutoring strategies, checking for understanding, and doing group work. The SC and QSC will periodically

observe volunteers in action and problem solve as needed.

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

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

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

Each August, the ASPO convenes a 4-day Summer Institute to train ASP Site Coordinators (SCs) and lead agency directors in areas such as program policies/procedures, the Quality Standards for Expanded Learning in California, OUSD's SEL standards, and school-day alignment. ASPO partners with the David P. Weikart Center to provide Youth Program Quality Assessment (YPQA) Basics training to all SCs during the Summer Institute. This deepens SCs' understanding of youth development quality standards and prepares SCs to engage in our assess-plan-improve continuous quality improvement (CQI) cycle.

SCs receive further PD from their agencies on topics such as youth development, curriculum development, program and staff management. For example, Bay Area Community Resources, which will be the lead agency at Madison Park, holds a yearly summer institute for SCs, convenes monthly SC team meetings, and provides 1:1 supervision and support for each SC, meeting biweekly to discuss site progress, provide PD, and problem-solve site challenges. OUSD's ASP Managers convene the high school SCs monthly for peer learning and discussion of best practices, and integration of SEL and 21st Century skills into all aspects of after-school program. We also provide guidance to SCs on our CQI process (see section #10 below). PD sessions are informed by our CQI data. We provide SCs and program staff with Youth Work Methods workshops on strategies aligned to the YPQA standards. Training topics include Youth Voice and Choice, Ask-Listen-Encourage, Cooperative Learning, and Planning & Reflection. SCs will also receive training in observing and coaching line staff to promote high program quality. We partner with other OUSD departments including Behavioral Health and SEL units to train ASP staff in areas such as integrating a restorative justice framework into programming, trauma-informed practice, crisis response, and SEL standards. We also provide safety trainings in partnership with OUSD Police Services, and training on college & career readiness with the Linked Learning Office.

We support ASP staff in participating in outside PD opportunities, such as the Region 4 Bridging the Bay after school conference, Temescal Associates' How Kids Learn annual conference, and Partnership for Children and Youth's Summer Matters conference.

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

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

OUSD's ASPO Managers convene a variety of professional learning communities (PLCs) each month to provide ASP staff with ongoing training and curriculum for content-specific program areas. This includes PLCs focused on English Language Learners, academic case management, college & career readiness, STEM, Nutrition and Cooking, and Youth Participatory Action Research.

8 - Clear Vision, Mission, and Purpose

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

Answer: Oakland, across the Bay from San Francisco, population 419,267, has a 29.5% childhood poverty rate and the highest crime rates of California's 10 largest cities.

OUSD's Madison Park Academy serves 407 students in grades 9-12, the vast majority from disadvantaged families living in inner city neighborhoods.

To assess the needs of the school's students and families, we used student demographic and socioeconomic data; various indicators of academic achievement and family educational attainment; 2016-17 California Healthy Kids Survey (CHKS) findings and state Fitness Test results; and conducted youth and family surveys and student focus groups in Fall 2017.

93% of Madison Park students receive F/R meals, 28% are English Learners, 9% are in Special Ed, and over 99% are students of color (including 82% Latino and 14% African American).

A full 70% of 9th graders entering Madison Park are considered not high school ready - based on failing Math or English and/or being chronically absent or suspended in 8th grade. Once at Madison Park, 53% of 9th graders get off track for graduation right away, receiving an "F" or "D" grade in at least one class. Among all students in Spring 2017, 17% were on the school's "Early Warning" list due to receiving an "F" or "I" (incomplete) grade in English, as were 19% due to their Math grade. 8% of students are chronically absent, missing at least 10% of school days, a slippery slope to dropping out.

OUSD's 4-year graduation rate is 63%, compared to 82% statewide. Our dropout rate is 24%, 2.5 times higher than in our county (Alameda) and California. At Madison Park, 81% and 70% of 11th graders do not meet standards in Math and Language Arts, respectively, meaning the vast majority are not ready for college.

Only 5% of the English Learners in grades 9-12 at Madison Park were reclassified as English Fluent Proficient last year. 66 students are long-term ELLs (6+ years with this designation), a status associated with high risk for poor outcomes in classes, standardized testing, A-G completion, and graduation.

Low family educational attainment is part of why many students need added learning time and support. 49% of Madison Park parents are not high school graduates; another 28% did not go beyond high school. Too often parents lack the academic/study skills, English literacy, or knowledge of how to navigate the school system needed to effectively support their kids' education. In our Fall 2017 student survey (n=30), 67% of students said their parents could not help with English or Math assignments, 77% with Science classwork; 43% said their parents could not help them prepare for college.

Many Oakland youth wrestle with stress and trauma from realities such as family instability, pervasive community violence, and immigration. These stressors lead to risk-taking and other poor choices and make it difficult to fully engage in school. On the CHKS, 8% of Madison Park students indicated their living situation is something other than "a home with one or more parents or guardian," and 4% said they live in "a home with more than one family." 29% said they had been chronically sad or hopeless; 8% had considered suicide in the past year. 15% reported having been in a physical fight at school in the past year; 8% said they had brought a gun or other weapon to school at least once in the past year, and 27% had seen someone else with a weapon at school. 20% said they had used drugs or alcohol in the past month. 4% of students said they were gang members, a dire reality often part of an intergenerational family pattern linked to truancy, crime, dropping out, and putting youths' lives at risk. Only 33% and 27% of students, respectively, report having a high degree of school connectedness or meaningful participation in school.

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

Question 1 continued:

Answer: engage them in school, equip them to reduce their risk-taking and navigate their high school years safely and successfully. A high-quality ASP can help promote all these assets. Many students also need health-promoting physical activity and nutrition education. Only 20% of 9th graders are physically fit, far below rates among their peers in the county (36%) and state (38%); 66% of 9th graders are aerobically unfit, and 51% have an unfit body composition, typically meaning they are overweight or obese.

Madison Park has a shortage of Resource teachers and paraprofessional staff for academic assistance for struggling students. OUSD's current ASSETS-funded programs at other high schools offer tutoring before and after school. Tutoring, provided by school day teachers on extended contract, has been well-utilized and is very effective. Without ASSETS-funding, Madison Park has inadequate resources to provide additional academic and wraparound supports for high risk students.

Only 700 of the 1,200 OUSD students who applied for credit recovery classes last summer were able to enroll; a shortage of resources that forces OUSD to reserve these classes for 11th and 12th graders only. ASSETS funding would enable us to provide credit recovery classes after school to all Madison Park students who need them. Due to a shortage of counseling staff, most students do not receive adequate counseling on high school, college, career planning, or navigating the college application process. This is another gap ASSETS funding would help us bridge.

Outside of school, Madison Park students lack options for daily, no-cost, comprehensive after school programming. Their families typically cannot afford fee-based programs. In 8 focus groups held recently with a total of 115 students at OUSD high schools with existing ASSETSs programs, students said if it weren't for their school ASP, they would "have nowhere to go" "to get work done" or "for help." They said the ASP was a place to "keep us out of trouble," "stay off the streets," where they could be "around caring and positive people" and "productive and focused" rather than "doing something negative" and being "vulnerable to street violence." Students reported learning in their ASP "how to speak English," "study skills," "how to study in groups" and "work as a team," "better communication skills," "critical thinking," "creative problem solving," and "how to do an interview for jobs."

43% of students surveyed expressed interest in getting help with homework after school, tied with internships for the 3rd highest ranked activity, after sports (63%) and college tours (53%). 30% said they would like tutoring in Math or English. 50% said they would attend an ASP to try new activities or learn new skills and as an opportunity to do schoolwork.. Many students (37%) and parents (60%) surveyed said they want the ASP to host workshops for families on graduation requirements and college planning. More parents (n=15) chose sports (87%), homework help (60%), tutoring (53%), arts, dance or theater classes (53%), credit recovery classes (47%), and activities to prepare for college or future careers (47%) than other activities for their kids. Many said their kids needed opportunities to interact with positive adult mentors (73%), engage in learning activities during after school hours (60%), learn conflict management skills (40%), and learn good social-emotional skills and positive behavior (40%).

The ASP at Madison Park will prioritize connecting students from high-risk groups to the academic supports, SEL, career readiness, and other enrichment/youth development activities detailed in this proposal. These groups include 9th graders who aren't high-school ready; students with frequent absenteeism; those behind on credits toward graduation; long-term ELLs; Newcomer youth, and African-American males. The ASP will also engage parents in workshops and activities to equip them to support their children's success.

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

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

At the OUSD district level, the ASPO has a strong, established infrastructure in place to set the overall direction for 21st Century- and ASES-funded ASPs at 75 schools in our district. At least once every 3 years, and each time the OUSD strategic plan is updated, the ASPO engages a broad base of district, student, family, ASP lead agency, and other community partner stakeholders to review and refine the OUSD After School mission, vision, goals, and expected outcomes based on the needs of the Oakland community and the direction of the OUSD school district as a whole.

Their feedback enables the ASPO to update our overarching mission, vision, goals, and outcomes for OUSD After School as a whole, and to set direction for our district's 75 ASPs. Our stakeholders also help inform the kinds of technical assistance, professional development, and capacity building supports our ASPO needs to provide to support our ASPs in meeting the district's overarching mission and vision for expanded learning.

OUSD's goals for students who participate regularly in ASSETS are:

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

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

For community readiness, students will experience increased safety during out-of-school-time hours; increase positive social interactions with peers and caring adults; practice SEL skills; and have greater health and well-being, and increased levels of physical activity.

Their families will increase participation in school-related activities.

The stakeholders we engaged this fall in meetings to prepare this grant proposal included the OUSD ASP Coordinator, the Madison Park Academy Principal, the network superintendent who supports Madison Park and other OUSD High Schools, and BACR's East Bay After School Director. We also met with key district department leaders and staff that provide leveraged resources to enhance OUSD ASP services, including the Director of Community Schools & Student Services, and leaders of our High School Linked Learning, Post-Secondary Learning, Summer Learning, Health & Wellness, Behavioral Health, SEL, and Transitional Students & Families units.

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

Answer: OUSD's After-School Program Office disseminates our annual evaluation report, which reports on our ASPs' mission, vision, goals, and outcomes to stakeholders, including district and school leaders, community partners, city partners, and families. We post this report and share information on the ASPs on our district after school webpage; at public meetings via the Oakland Fund for Children & Youth (OFCY), which supports after-school and other youth programs in our city; and at monthly meetings with OFCY and our ASP lead agency partners. Also, with support from OUSD's Communications Department, the ASPO disseminates program information,

highlights, and best practices through various OUSD's communication channels (district website, community newsletters, social media outlets). Our lead agencies in turn share this info with their networks, partners, and clients.

At the site level (including Madison Park), the Site Coordinator, Family Liaison, and Community School Manager disseminate information on the ASP mission and vision, alignment with school priorities and goals, and activities to stakeholders. The SC will make presentations about the program during teacher professional development days in August; at monthly faculty meetings; periodic meetings of community partners collaborating at the school, and COST meetings. The SC will share information about the program at assemblies for incoming 9th graders and their families in the spring before they begin 9th grade, and during registration week each August. Registration packets will include flyers or brochures about the program. At a meeting each fall for 9th graders and their parents, SCs will distribute information about the ASP and sign up students for it. SCs and other program staff will make presentations about the program in students' classrooms and school assemblies. The school and ASP will collaborate to distribute information about the program to school families via school and program email blasts.

9 - Collaborative Partnerships

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

Answer: A faculty member from the school, serving as Quality Support Coach/Career Pathways Liaison, will be a critical link to the ASP. The QSC will provide guidance on curriculum articulation, academic assistance for individual students, and ways the ASP can extend student learning in an experiential environment; observe and coach ASP staff, and participate in the CQI process. Use of school faculty for intervention and credit recovery classes, academic mentoring, and extending school-day career pathway programs into the ASP will further this linkage.

Each spring, the SC, their agency manager, the Principal, and QSC will jointly complete the After School Planning tool developed by OUSD's ASPO to plan the program for the coming year. The plan will align the ASP with the school Site Plan and priorities and OUSD strategic priorities for our high schools, and include goals for the ASP, programming (academic support, work-based learning, enrichment, family engagement); measures to reduce chronic absenteeism, support a positive school climate and culture and students' SEL; priority target populations; enrollment processes & timelines; contributing partners; and a budget for the ASP.

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

The SC will meet with the Principal at least biweekly to review student data, guide support for students of concern, identify others needing assistance, and problem solve. The SC will communicate regularly with Algebra teachers to monitor the impact of Algebra interventions for 9th graders. The SC will participate in faculty meetings, staff development, and school committees such as the COST, SSTs, Culture & Climate Committee, and school partners' meetings to help integrate the ASP in the school's overall program; and collaborate with the Community School Manager and Family Liaison to connect students and their families to needed resources.

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

- a. The name of the partner(s).
- b. How the partnership will benefit the program (resources and/or support received).
- c. How often the program will meet with the partner(s) at the grant and site level.
- d. Written agreements (these may be uploaded as separate attachments in FAAST).

Answer: In the spirit of OUSD's Full Service Community Schools vision, OUSD partners with local non-profit community-based organizations (CBOs) to help plan and to operate our ASPs and provide

holistic supports and equitable learning opportunities for students and their families. OUSD selects CBOs eligible to lead our ASPs through a Request for Qualifications process every 3 years. We seek organizations with a track record in leading high-quality ASPs, expertise in youth development, a strong base of fiscal systems and organizational infrastructure, a system of staff recruitment and ongoing professional development, a practical vision and plan for program model, design and execution, and a deep commitment to working with the OUSD ASPO on CQI efforts. At each school, the Principal selects a lead agency from the list of qualified agencies. OUSD is submitting this application in partnership with Bay Area Community Resources (BACR), which will serve as lead agency for the proposed new ASSETS ASP Madison Park Academy. BACR is already lead agency for the middle school ASP at Madison Park Academy, serving students in grades 6-8 and their families. It has a strong multiyear partnership with the school, representing years of deep commitment and deep familiarity with the school community. More broadly, BACR has a 30+ year history of successful after-school and youth program development and management. It currently runs ASPs at 25 Oakland Unified School District schools, including 4 OUSD high school programs, and has a longstanding partnership with the ASPO. These programs are among its 85 school-based ASPs in six Bay Area counties, serving over 10,000 students daily, along with the organization's youth leadership, mental health, substance prevention/ intervention, and national service programs. BACR ASPs, while customized to individual school communities, are designed to promote the successful, holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark on their communities. We have uploaded in FAAST a letter of agreement from BACR, detailing its roles, ASSETS funding it will receive as lead agency, and in-kind resources it will contribute, which amount to \$52,500 per year in staffing, training, volunteer recruitment, program materials, and support programs, such as job readiness training and intern placement. As lead agency at Madison Park Academy, BACR will work in close partnership with the school community to design and implement a high-quality ASP for the school's youth and families. It will:

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

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

Question 2 continued:

Answer: The ASSETS program at Madison Park will collaborate with other local partners to provide services to students and families. The SC will have daily check-in meetings on-site with their program staff and service providers. The SC will participate in monthly Coordination of Services Teams and All Partners Meetings on site to share information and coordinate services with other partner agencies. The program will partner with the following local organizations (as detailed in additional letters of agreement) to promote students' CAREER READINESS: ATTITUDINAL, HEALING CONNECTION will provide its ArtEsteem visual arts program with an

emphasis on social justice and self-development to students in the ASSETS program, contributing \$4,500 per year in resources to the Madison Park ASSETS program. RAINBOW CHEFS will provide its "Health, Nutrition, and Wellness" curriculum-based course to students, utilizing culinary arts as a vehicle to teach content in these areas, meal planning, budgeting, cooking, and other life skills. It will contribute \$2,500 a year in resources to the ASP. RE-EVOLUTION FARMS will provide its dance and drumming program in the ASP at Madison Park, contributing approximately \$1,500 per year in staff time, curriculum development, and staff training to the program

BACR will subcontract with other community organizations, TBD, to provide hands-on STEM learning and barbering programs.

The ASP will also partner with the agencies that run the school-based health center (NATIVE AMERICAN HEALTH CENTER) and provide behavioral health services (SENECA CENTER) on campus at Madison Park Academy. Services available through these agencies will include physical exams/sports physicals, diagnosis and treatment of medical conditions, STD screening and treatment, health education related to nutrition, fitness, sexual health, and other topics; dental screening and treatment; immunizations/vaccinations; health insurance enrollment; mental health and case management services, and referrals for students and their families to health and social services providers on- and off-site. Funding for school-based health and behavioral health services the ASP will leverage derives from the Alameda County Health Care and Behavioral Health Care Services Agencies, City of Oakland Measure Z funding, MediCal-LEA funding accessed by OUSD, and OUSD Programs for Exceptional Children (Special Ed) funding. OAKLAND FUND FOR CHILDREN & YOUTH, a city program funded through voter-approved initiatives since 1996, supports several programs for older youth, and also allocates \$50,000 per year for our ASP evaluation conducted by Public Profit, another key OUSD partner. This evaluation will contribute integrally to our CQI process at Madison Park Academy. The OUSD ASPO convenes monthly collaborative meetings with OFCY and Public Profit.

Question 2 continued:

Answer: PURPOSELY LEFT BLANK

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

Answer: OUSD's ASSETS ASPs and high schools have many ongoing partnerships to build upon, and regularly explore possible new partnerships that align to their school's vision and goals and emerging student and family needs. We seek potential partners that have independent funding to support ASSETS program sustainability. ASPs also receive offers from organizations interested in providing services at the schools. OUSD's Community Partnerships Unit maintains a database to assist the ASPO, our schools, and ASP lead agencies in tracking the many community partners that serve Oakland.

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

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

In addition, the OUSD ASPO actively seeks out external partnerships for our schools. Attitudinal Healing Connection's ArtEsteem program and Rainbow Chefs' culinary arts program are examples of programs the ASPO learned about, then brokered a connection to several of our target high schools, resulting in valuable learning opportunities for youth.

Establishing partnerships for internships is a priority for the ASSETS ASPs. At Madison Park, the

ASP SC and the school's CSM will partner with staff in the ASPO and the district's Linked Learning Office to seek such partners.

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

Answer: The ASSETS program at Madison Park will engage and equip school families to be effective partners in supporting their children's educational success and healthy development. We will hire a Family Liaison/Outreach Coordinator, who will partner with the on-site Community School Manager to conduct outreach to ASP families. The Family Liaison will make targeted phone calls and home visits to families of high-need youth (such as those with chronic absenteeism and Newcomers) to encourage them to sign up for the ASP and suggest ways parents can support their children's education. The program will provide family workshops each semester focused on issues such as the importance of school attendance, high school graduation requirements, college readiness and access, engaging your child in conversations about academics, how to use OUSD's online student information system, and how to read transcripts. ASP staff and school leaders will co-host quarterly breakfasts for families. The school and ASP will use emails and robocalls to promote parent involvement in ASP and school activities. The ASSETS program will bring families together at showcase/celebration nights at least twice per year where students demonstrate their learning, display their visual arts, action research, STEM, and other projects, and perform (dance, drumming). The ASP will also link families to benefits enrollment, case management, and other resources available through the on-campus health center. Yearly surveys in English and Spanish will elicit parents'/caregivers' priorities for youth and family activities. 82% of Madison Park students are Latino and 14% African American. To facilitate culturally-appropriate outreach, we will prioritize hiring ASP staff representing both groups, including some who speak Spanish. If needed, BACR will utilize multi-lingual services from OUSD's Translation Unit and/or rely on students to interpret for their families.

10 - Continuous Quality Improvement

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

Answer: The ASSETS program at Madison Park will build on program assessment and data collection approaches used across OUSD's ASPs. Each OUSD ASP collects and reflects on data on many indicators of student success to help program stakeholders monitor, plan, and continually improve the quality of academic support and enrichment programs for students after school to optimally promote students' college, career, and community readiness. Some measures are determined on a site-by-site basis; others are collected at all sites as part of our ASP evaluation. When developing its annual ASP Plan, the Madison Park program will select indicators with which to track student outcomes. This is a collaborative process involving the SC, BACR ASP Manager, Principal, and faculty liaison, to ensure the measures are aligned with both the school's priorities and goals for academic achievement and the goals established for the ASP. We expect to track indicators aligned with the school's goals for increasing student academic skills, the graduation rate, and the percentage of students meeting A-G requirements when they graduate. These indicators may include:

- *Pre- and post-results on tests used to determine whether a student needs academic support and is improving—such as 9th graders' scores on the Scholastic Reading Inventory (SRI) or Scholastic Math Inventory.
- *Course grades—each quarter, to identify students earning Ds or Fs who need targeted support

after school and monitor whether their grades improve while they are in the ASP.

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

*Attendance data—whether a student has been chronically absent (present <90% of school days) or is at risk of chronic absenteeism (90-95% of days), and whether their attendance has improved with their participation in the ASP.

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

In addition, the QSC/CPL will seek feedback from school faculty and share it with ASP staff, to help inform targeted support for individual students as well as program improvements.

OUSD, along with OFCY, commissions an annual external evaluation of our ASPs, conducted by Public Profit. The program at Madison Park will be incorporated in this evaluation. The evaluation assesses the degree to which each ASP promotes positive outcomes for youth, and includes data collection on the following measures of student success at each site:

*School day attendance—for regular participants in the ASP and students at the school overall.

This indicator is aligned with each school's efforts to ensure students regularly attend and engage in school, indispensable for their success.

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

*Academic achievement outcomes, including SRI scores for 9th graders and CAASPP test results, comparing outcomes for regular ASP participants vs. all students at the school, and EL participants vs. EL non-participants. These indicators reflect whether student have developed proficiency in the Common Core standards, indicative of their college and career readiness. Program evaluation data will inform the CQI process, professional development plan, and yearly program planning for the ASP at Madison Park.

2

How (i.e., methods, tool, strategy, and frequency) will the program engage in a data-driven continuous quality improvement process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*. Please visit the [Quality Standards for Expanded Learning in California Web page](#) [2MB]. What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program?

Please visit the [CDE Guidelines for a Quality Improvement Process Web page](#).

Answer: OUSD has been a pioneer in using a data-driven CQI process in partnership with schools, ASP lead agencies, students, families, and our evaluator to lift up the quality of all ASPs. Our Assess-Plan-Improve CQI cycle, developed by the David P. Weikart Center for Youth Program Quality, served as a model for state legislation requiring 21st Century grantees to engage in CQI. The new ASSETS program at Madison Park Academy will adopt OUSD's ASP CQI process and cycle.

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

We use the Youth Program Quality Assessment, developed by the Weikart Center, to assess and evaluate the quality of our high school ASPs, inform Quality Action Plans, and identify staff PD

needs at each site each year. The YPQA, a nationally tested, research-based observation tool, sets a high standard for program quality based on research that identifies the kinds of developmental experiences young people need to thrive and grow into healthy adulthood. It consists of a set of score-able standards with which to measure the quality of youth's experiences in expanded learning programs, and staff practices that support high program quality.

Our Assess-Plan-Improve Cycle includes the following elements.

In the ASSESS step, in October and November, program site teams and stakeholders (including youth leaders and, at some sites, the Principal and parents) reflect on the prior year's evaluation data. They gather current data through a well-structured self-assessment process. Program staff, trained for this purpose, observe each other's ASP classes to gather evidence-based observational data. The SC then leads the team in a series of meetings to share notes and use the data to score the overall ASP using the YPQA tool. Through this collective process of discussing program quality indicators and coming to consensus on scores for each YPQA indicator, they reflect on data that will inform plans for improvement.

In the PLAN step, in December and January, the ASP team utilizes its data from the ASSESS step and their discussions during scoring meetings to target 2-3 SMART goals for improvement for the year. Each site team develops a Quality Action Plan that documents its goals vis-à-vis aspects of staff practice and other areas of program quality they want to improve, action steps to achieve the goals, and timelines for improvement.

In the IMPROVE step, over the second semester of the school year, each site implements the steps in their Quality Action Plan. ASP staff may receive coaching to support improved facilitation skills. Site teams may receive training from the site's Quality Support Coach. They may participate in trainings on particular aspects of program quality offered by the OUSD ASPO, or in our content-specific learning communities such as those focused on building students' literacy skills or working with ELL students.

OUSD uses the Weikart Center's Scores Reporter database to support the Assess-Plan-Improve process. Each site inputs their self-assessment scores and Quality Action Plans into the database. In the Spring, they go back into Scores Reporter to record progress on their SMART goals. External assessment scores (see below) are also inputted into Scores Reporter. The database allows the ASPs to print out side by side reports where they can compare their self-assessment scores to their external assessments, and compare their program quality scores over time, since we have been using the database since 2014-15.

PROFESSIONAL DEVELOPMENT. To support this

Question 2 continued:

Answer: CQI process, SCs and lead agency program managers receive training on the Youth Program Quality Standards, provided by the Weikart Center, during the ASPO's Summer Institute. OUSD's ASP Managers also convene the SCs each month (including the SC at Madison Park) in a PLC to build their capacity to lead the CQI cycle at their site. They will receive training and coaching on using the YPQA tool, observing and coaching staff, assessing and reflecting on the quality of their ASP, identifying gaps in programming, and holding "planning with data" meetings with their team to construct a Quality Action Plan. Each year, the ASPO will offer two training summits on modules from the Weikart Center's Youth Work Methods, selected based on needs outlined in site Quality Action Plans. ASP Managers will also make on-site coaching visits to guide staff in strengthening areas of point-of-service or programmatic quality.

To support ASP sites in their CQI work, the ASPO will assign SCs to one of two tiers. New SCs and others who need extra assistance will receive the most intensive support on the process. More experienced SCs will receive support to deepen their leadership in the CQI work at their site and involve youth in CQI. They will take part in a Youth Work Methods training of trainers program to help them coach their less experienced peers.

In addition, the ASP Planning process each spring (detailed under section #9) will contribute to the CQI process. The SC and Principal will examine site assessments, the Quality Action Plan, and program evaluation findings and use them to inform updates in the ASP Plan for the next year.

ROLE OF PROGRAM EVALUATION IN CQI process:

OUSD's ASPO partners with OFCY and evaluator Public Profit to assess the quality and impact of our ASPs and inform the CQI process. We assess measures of program quality closely aligned with the Quality Standards for Expanded Learning in California: the degree each program provides a safe and supportive environment for youth; actively engages youth in learning and in meaningful, leadership roles; provides academic supports that help youth build academic and other skills; and promotes students' social, emotional, and physical well-being. We look at whether through the ASP, students benefit in terms of academic behaviors and performance; a sense of mastery; college and career readiness; school engagement; social-emotional skills and positive relationships with their peers and adults in the ASP; and safety.

Each fall or winter, trained evaluation team members from the ASPO, OFCY, and the evaluator, or veteran SCs, conduct EXTERNAL ASSESSMENTS of each ASP site using the YPQA tool. (15 experienced SCs have received external assessment certification training.) They interview the SC, observe activities, and interview and survey staff, to gauge the quality of services, document program strengths, and provide recommendations for improving programming and operations.

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

ASP staff will upload ENROLLMENT, ATTENDANCE, ACTIVITY, & STAFFING into the CitySpan database (linked to the OUSD student information system) on an ongoing basis.

OUSD will provide ACADEMIC RECORDS each summer/fall so the evaluator can compare the school-day attendance and scores on district (SRI) and state testing (CASSPP) in ELA and Math for regular ASP participants and those of all students schoolwide.

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

11 - Program Management

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

Answer: ASSETS funding will be allocated to help maximize the role of the ASP at Madison Park in ensuring that students graduate college, career, and community ready.

OUSD will reserve 15% the site grant for ASPO staff to provide training/technical assistance for sites, for program evaluation, the CitySpan data system, PD contracts, and CQI support, custodial services, and indirect costs. 22% is allocated to the school site for the QSC/CPL stipend, extended contracts for school faculty to lead intervention and credit recovery classes and extend the school's career pathway programs into the ASP, and for a School Safety Officer to be on site during the ASP.

The greater part of funding (63%) is allocated to lead agency BACR. This reflects OUSD's commitment to the school-community partnership model and our respect for our lead agencies' expertise in youth development.

BACR worked with school leadership to align the budget to the school's priorities and goals for student achievement, within OUSD's overall focus on equipping students to graduate college, career, and community ready. The Site Coordinator, responsible for day-to-day program operations and quality, integration with the school day, partnerships, and CQI, is the largest line item, 24% of the \$250,000 grant.

We have allocated funding for an ELL Literacy Instructor, an Academic Mentor for 9th graders, a Credit Recovery Coach, and Tutors to support students' college and career readiness.

Contracted enrichment programs (culinary arts and barber program, STEM enrichment program), youth internship stipends, and field trips will support students' college and career readiness. A social justice and leadership instructor working in the program, and a contracted arts/social justice program, will support students' community readiness. Other funding will support boys' and

girls' sports coaches, a Family Liaison and family engagement events, program materials, and PD for program staff PD.

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

Answer: The ASSETS program at Madison Park will follow the staffing pattern used in other OUSD ASPs. BACR will run the ASP and ensure it reflects youth development quality standards. It will manage subcontracted program funds, select and subcontract with other service providers, and partner with the ASPO in efforts to sustain the program.

AN AGENCY PROGRAM MANAGER at BACR, assigned to Madison Park as part of a portfolio of 5-7 program sites, will help plan the ASP, provide on-site coaching for the SCs and line staff, workshops, and support in building partnerships with school and community partners; and convene the SCs for monthly supervision/coaching meetings and maintain regular email and phone communication.

A full-time SITE COORDINATOR, based at the school, will be responsible for day-to-day operations of the program, co-supervised by the Program Manager and Principal. The SC will collaborate with school staff to identify the highest-need students; conduct recruitment outreach to students and families; develop the program schedule, and program handbook for parents; train and supervise line staff and volunteers; coordinate services providers working in the ASP; and oversee data collection for the ASP. The SC will participate in school staff meetings and trainings and the school COST, SST, and School Culture/Climate Committee; collaborate with the Community School Manager and Family Liaison to connect students and families to needed support services; collaborate with the Principal, QSC/CPL, and agency Program Manager to monitor and refine the program throughout the school year and develop the ASP Plan and budget for the coming year.

A QUALITY SUPPORT COACH /CAREER PATHWAY LAISON (a faculty member from Madison Park) will be designated by the Principal to assist the ASP in promoting students' academic achievement. The QSC/CPL will collaborate with school leadership and the SC to analyze student data to inform program planning, identify participants, and assess student progress; help align programming with school day priorities, Common Core standards, students' learning needs, and career pathways programs at the school; observe, coach, and train the SC and line staff based on PQA standards; liaise between ASP and school staff; and participate in the CQI process.

CERTIFICATED TEACHERS ON EXTENDED-DAY CONTRACT from Madison Park will plan and lead academic intervention and credit recovery classes and extend career pathways programs from the school into the ASSETS program after-school.

LINE STAFF will lead activities, build supportive relationships with youth, and ensure youth are safe during program hours. They will include: an ELL/Literacy Instructor, ELA and Math Tutor, and an Academic Mentor for 9th graders, to provide academic skills and English language tutoring and help with schoolwork; a Credit Recovery Coach to provide academic support to students taking online credit recovery classes; a Social Justice/Leadership Instructor who will promote youth voice, choice, and leadership by facilitating the Youth Action Team, Building Intentional Communities activities, and restorative justice circles; and Boys' and Girls' Seasonal Sports Coaches. These positions are often filled by college students or other community members, who will work in the program 5-16 hours per week, during the school year. They will be employed by lead BACR and supervised by the SC. Other line staff will be from partner CBOs bringing their programs to Madison Park.

A FAMILY LIAISON will conduct outreach to families, plan and lead family workshops and other family activities, and connect families to needed resources.

PRINCIPAL. The school site administrator, who has selected BACR to operate the ASP, will collaborate with lead agency staff to design the ASP so it aligns with the school's priorities and goals and students'/families' needs; allocate space for ASP activities; facilitate the SC's liaising with school staff, involvement in relevant school-day

Question 2 continued:

Answer: activities, and access to student data; and meet at least biweekly with the SC to monitor and support the program as needed.

A SCHOOL SAFETY OFFICER will be on campus to support positive student behavior and ensure the safety of students and staff. The SSO will intervene to help manage conflicts before they escalate to fights, help mentor students to prevent challenging behaviors from arising, and secure the campus when community violence occurs nearby.

Madison's COMMUNITY SCHOOL MANAGER will collaborate with the SC to coordinate ASP services with other support services at school. The CSM will establish and maintain relationships with community partners; convene and facilitate the schools Coordination of Services Team; and help connect students and their families to needed services, among other duties.

OUSD's Expanded Learning Unit, consisting of the After School Program Office (ASPO) and Summer Learning Office, oversees ASPs at 75 Title 1 elementary, middle, and high schools. The OUSD COORDINATOR OF AFTER SCHOOL PROGRAMS is supervised by the director of OUSD's Community Schools & Student Services Department. She works with stakeholders to create an overall vision and direction for the ASPs and align them with district goals and priorities; coordinates partnerships between schools and ASP lead agencies; leads the RFQ process to select CBOs qualified to be lead agencies; convenes monthly collaborative meetings with lead agency directors; participates in monthly meetings with OUSD principals and network superintendents; sets direction for the annual ASP and budget planning process and lead agency contracting process; reviews yearly ASP Plans and budgets to ensure program compliance and quality; manages OUSD's 21st Century and ASES grants; coordinates OUSD's role in the program evaluation with OFCY and the evaluator; seeks resources from philanthropic partners to support and sustain the ASPs; supervises the ASP Program Managers and support staff; and disseminates program information to stakeholders.

The EXPANDED LINKED LEARNING/SECONDARY PROGRAM MANAGER provides programmatic support to middle and high school programs, and bridges college and career readiness activities in our ASPs with the district's broader linked learning work. She partners with OUSD's Post-Secondary Readiness Office to identify ways the ASPs can help meet student needs around academic skill-building; and leverages internal and external partnerships that enhance the ASPs' work-based learning efforts. She facilitates monthly meetings for SCs and their agency managers for peer learning and sharing of best practices and student data to inform their programs around 21st Century skill-development. She co-facilitates learning communities and trainings for ASP staff.

The COMPLIANCE & OPERATIONS PROGRAM MANAGER provides training, technical assistance (TA), and program monitoring to ensure ASPs meet all ASES and 21st Century grant-related compliance requirements and OUSD standards for effective operations and program quality. She trains and builds the capacity of SCs to lead the CQI process. She closely monitors attendance data and site budgets to ensure the ASPs meet attendance targets and appropriately spend down grant funds. She maintains relationships with other OUSD departments that support effective ASP operations, and coordinates safety and emergency preparedness training and TA for ASPs.

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

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

Answer: The ASP Site Coordinator and Family Liaison/Outreach Coordinator at Madison Park will seek to

connect with and establish relationships with parents of youth starting with spring orientations for incoming 9th graders, continuing during enrollment week, and by co-hosting (with school leadership) a meeting each fall for 9th graders and their parents.

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

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

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

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

Answer: PD and leadership capacity building for ASP managers occur at multiple levels.

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

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

OUSD funds ASP staff to attend the yearly Bridging the Bay regional after school conferences to learn about evolving research and best practices to support their work

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

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

12 - Sustainability

1 What sustainability plan is in place that will allow the program to continue when the grant ends?

Answer: ASSETS funding provides critical seed money that enables us to develop and sustain comprehensive ASPs that help students graduate college, career, and community ready. OUSD, our schools, and lead agency partners leverage other funding sources to enhance and augment

programming. We will rely on these other resources and partnerships to sustain at least a minimum level of after-school programming (the most critical components students need, such as intervention and credit recovery, and college and career readiness programming) when ASSETS funds sunset.

Other funding sources key to our sustainability plan are LCAP funds and Measure N, Oakland's College & Career Readiness for All Act, passed by voters in 2014. High schools may use these resources to sustain programming aligned to OUSD's college, career, and community readiness goals. For example, Measure N monies can help schools and their after-school programs integrate challenging academic programs with career-based learning and real-world work experiences.

Maximizing other resources that contribute to our ASPs will be part of our sustainability plan. As detailed in the letters of agreement, OUSD will contribute at least \$302,000 in resources to the ASP at Madison Park each year, and BACR \$52,500/year. BACR has a strong track records obtaining funding to support their services, and are committed to helping OUSD sustain our ASPs.

The ASPO will also continue to seek partnerships that can help sustain after school services at the high school, OFCY, philanthropy, public agencies like Alameda County Health Care Services Agency, and private entities like local medical centers that are interested in our career pathways programs.

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

2 What are possible partnerships and funding sources, what is the schedule for revisiting the sustainability plan, and who is responsible for resource development?

Answer: The School Site Council, including the Principal, Community School Manager, staff and parent leaders at Madison Park Academy will be responsible for sustaining after-school services beyond ASSETS funding. They will have support in sustainability planning by OUSD central offices such as Expanded Learning, high school network, and Linked Learning and Post-Secondary Readiness, and our lead agency partner. These stakeholders will engage in regular conversations on the highest-priority services and potential funding sources. Since the School Site Council ultimately approves use of various funding streams, it will take part in thinking through which services they want to continue and how to fund them.

Several funding sources referenced in OUSD's letter of agreement may help sustain key ASP services. The schools may utilize Title 1 funds for academic support provided by teachers on extended contract. The school receives a yearly per pupil funding allocation through Oakland's Measure N, as well as a substantial yearly allocation of CDE LCFF/LCAP monies because it serves high numbers of economically disadvantaged, ELL, and foster students. It has flexibility to use this funding to benefit high-need youth. Staff from district offices mentioned above will work with the school to target Title 1, Measure N, and LCAP funding to help sustain after-school services proven to have a high positive impact on students.

OUSD's lead agency partner in this application, BACR, contributes considerable resources to the program, derived from private foundation grants and other sources, which will help sustain the ASP. It will help us identify other funding in place to help sustain services (such as arts, leadership, and career preparation programs contributed by community partners), and to seek new resources to sustain key ASP programs beyond the grant period.

OUSD and our ASPO will continue to partner with and leverage funding that can help sustain after school services at our high schools. One is OFCY's support for programs for older youth, a viable funding stream for sustaining some of our lead agency's and other partners' programs. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and even private entities that are interested in the linked learning and career pathways work being developed at Madison Park.

To sustain the professional development and CQI work undertaken by the ASPO, we will continue to (1) seek support from private funders, (2) leverage resources and support from other district

departments and offices such as Community Schools & Student Services, Behavioral Health, Teaching & Learning, and Health & Wellness, and (3) leverage external partnerships with the assistance of our intermediary, Partnership for Children & Youth. We are also investing heavily in lead agency capacity building and in the leadership and training skills of select veteran SCs, so that our after school partners can lead trainings and support for our Oakland After School network should we have to reduce the size of our ASPO team due to reduced grant funding.

By year 3, Madison Park Academy will begin to develop a plan for the program's long-term sustainability. The plan will include data- and evidence-driven decisions on the most impactful services to continue, per year funding needed, and funding sources to leverage or pursue. We will collaboratively revisit and refine this plan in year 4 based on program evaluation findings and any evolution in available funding sources and new potential sustainability resources. In year 5, our ASPO team, high school network superintendents, and the school Principal will develop a post-grant-period annual budget for the ASP at Madison Park, including line item costs and specific committed funding sources to cover them.

21st Century After School Safety and Enrichment for Teens (ASSETs) Equitable Access Application Questions

The following questions are for applicants applying for Equitable Access (EA) funds to supplement their after school programs by providing access to 21st Century ASSETs programs and participating in community learning center programs according to the needs determined by the local community. Only those eligible sites funded with a 21st Century ASSETs after school grant through this RFA process will be considered for this funding.

1 How were the transportation needs and access to the program(s) assessed?

Answer: The OUSD ASPO, lead agency partner BACR, and the school Principal and Community School Manager examined data on students at Madison Park to identify high-need groups that might have barriers to full access to the ASP.

Of the school's 407 students, 114 (28%) are English Learners. Only 1 English Learner in the school scored proficient in English Language Arts/Literacy in 2017. Just 10% of ELLs were reclassified as Fluent English Proficient during 2016-17. 66 students are long-term ELLs who have had this designation 6+ years. Six are newcomer youth who have been in the U.S. less than 3 years.

9% of students receive Special Education services, and three students are in foster care.

We consulted F/R-priced lunch percentages as an indicator of potential poverty-related barriers to access. 93% of all students receive F/R lunch.

We looked at attendance and disciplinary data, factors that affect students' engagement in school and ability to benefit from school programs. 8% of students (2-3 per classroom) are chronically absent, missing 10+% of school days. 9% were suspended from school last year, 14% of them multiple times. In these cases, students lose considerable school-day (and potentially after-school) learning time.

We reviewed 2016-17 California Healthy Kids Survey results to gain further insight into risk factors that contribute to challenges students face in attending school, being ready to learn, and succeeding (see below).

We looked at family educational attainment. 49% of Madison Park parents are not high school graduates; another 28% did not go beyond high school. Low educational attainment is often linked to barriers for parents to be involved in and able to support their children's education.

We conducted surveys of students at these schools and their families in which, among other questions, we asked them whether there were particular obstacles they would face in attending or participating fully in an after-school program at their school.

2 What are the transportation and access issues for the program site(s) (e.g., programs located in rural areas, programs located off the school site, high crime neighborhoods)?

Answer: Many students have language-related barriers to potentially participating in and benefitting fully in

an after-school program at Madison Park. English Learners are in need of additional support to accelerate their English and language arts/literacy skills development, to be able to take full advantage of learning and enrichment programs available after school and to succeed in school. The ASSETS program will have limited staffing to provide access to students who need targeted assistance with their English language and literacy skills. There is an urgent need for greater staffing capacity for this type of support.

The program also has limited capacity for outreach to families to recruit students needing targeted assistance with academic, English language, or other supports to participate in the ASP, and to reach out to re-engage students' whose attendance lapses. At the same time, many parents of Madison Park students lack the academic/study skills, English literacy, or knowledge of how to navigate the school system needed to effectively support their kids' education. In our Fall 2017 survey, 67% of students said their parents could not help with English or Math assignments, 77% with science classwork; 43% said their parents could not help them prepare for college. Increasing bilingual outreach would help strengthen the ASPs' and schools' partnerships with their families, and parents' access to activities hosted in the ASP to equip them to effectively support their children's education.

On the 2016-17 CHKS, 29% of Madison Park students reported they had been chronically sad or hopeless and 8% said they had considered suicide in the past year. Only 33% and 27% of students, respectively, reported having a high degree of school connectedness or meaningful participation in school. These factors can discourage students from taking part in after-school programs, and reflect a need to offer meaningful activities that attract students to the program.

3 How many students in the ASSETS program are likely to be affected by a lack of access to programs, such as students receiving special education services or ELs?

Answer: There are 114 English Learners in grades 9-12 at Madison Park Academy. Seventy percent of them score at the intermediate level or below in the California English Language Development Test. While all 114 students may need targeted support with their English language and language arts/literacy skills, approximately 80 of these students have more urgent needs that can only be partially met with resources available through the base ASSETS grant.

Given the widespread low educational attainment among Madison families (49% of whom did not complete high school) and many parents' own negative experiences during their education (which discourages them from getting involved in school activities), along with the fact that even higher numbers of parents than students have limited English proficiency, at least 200 families might have barriers to access to the program, for both children and parents.

Approximately 33 students may have barriers to access due to chronic absenteeism, and 36 due to suspensions, with some overlap between these groups. During the 2016-17 school year, 96 students at Madison Park were referred to school's Coordination of Services Team, typically in response to attendance, behavioral, or health issues contributing to poor classroom engagement and academic achievement. Many of these students may have barriers to participating related to factors including family and housing instability, immigration-related stress, socio-emotional and health issues, and lack of a strong sense of connection to the school.

2 - Meeting Program Access Needs

1 How does the plan provide for increased and Equitable Access to the ASSETS program participants (i.e., how the Equitable Access funds will improve or mitigate the access issues among students), including any current or potential collaborative partners?

Answer: To mitigate barriers to participation and improve access to the ASSETS program at Madison Park Academy:

We propose to allocate Equitable Access funding for an English Language Learner/Literacy Instructor who will work intensively with a group of 5-10 high-need ELL students each semester to help them progress toward English fluency and proficiency in English language arts/literacy. The instructor will collaborate with faculty in English and other core subjects to look at each student's assessment data and schoolwork and the classroom curricula, to customize and flexibly

refine interventions (instruction and tutoring) for each student. Having access to this personalized support will encourage students needing it to enroll in and come to the ASSETS program consistently.

Second, we plan to hire a College & Career Readiness Facilitator, who will focus on expanding students' access to relevant, engaging activities that help them learn about college and career options and prepare for their future. He/she will collaborate with career pathway faculty in the school's Business & Art Academy, to extend school-day learning in school into career exploration and preparation opportunities (such as internships) available after school; broker other work-based learning opportunities in fields students are interested in; assist students with college planning, and arrange college visits and field trips to career-related sites.

Third, we propose to hire a bilingual (English/Spanish) Family Liaison/Outreach Coordinator. This position will conduct outreach to families, to (1) build awareness of the ASSETS program, its activities, and potential positive benefits for their children and themselves; (2) encourage students to come to the program, and parents to take part in program activities; and (3) provide workshops for families on topics including high school requirements, ways to support their children's education, college planning, and resources available at/through the school.

Certification And Submission Statement

Please read before signing and submitting application.

I certify under penalty of perjury:

- The information entered on behalf of Applicant Organization is true and complete to the best of my knowledge;
- I am an employee of or a consultant for the Applicant Organization authorized to submit the application on behalf of the Applicant Organization; and
- I understand that any false, incomplete or incorrect statements may result in the disqualification of this application.

By signing this application, I waive any and all rights to privacy and confidentiality of the proposal on behalf of the applicant, to the extent provided in this RFP.

Submission By: JuliaMa **Submitter Initials:** MP **Submission Date:** 1/25/2018 4:55:12 PM



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Written Agreements

1. Oakland Unified School District
2. Rainbow Chefs
3. Bay Area Community Resources (BACR)
4. reEvolution Farms
5. Attitudinal Healing Connection, Inc.



OFFICE OF THE SUPERINTENDENT

January 22, 2018

Michael Funk
Director, Expanded Learning Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Mr. Funk:

Oakland Unified School District (“OUSD”) has implemented 21st Century Community Learning Center, ASSETS, and ASES after school programs since 2002. These programs provide beneficial expanded learning and other supports for students and families. They are an integral part of OUSD’s work to ensure that all students graduate from high school ready for college, career, and the community. Each program is planned, implemented, monitored, and continually improved in a collaborative process involving OUSD’s After School Program Office (“ASPO”) and multiple stakeholders: School leadership and faculty; lead agency partners and other community organizations; and students and families in Oakland schools.

I am writing this letter to outline OUSD’s commitments to supporting the 21st Century High School ASSETS program during the 2018-23 grant cycle at Madison Park Academy. The following details, subject to OUSD Board approval, OUSD in-kind contributions to that program:

- Space for programming and program management at the school.
- Grants management, fiscal oversight, support with planning and quality improvement, and support with partnership development and long-term program sustainability by OUSD’s After School Programs Office and Community Schools & Student Services Department, valued at approximately \$10,000 per/year.
- OUSD High School Career Pathway/Linked Learning resources, including support for program development, work internship coordination, work-based learning resources, and school day alignment by Career Pathway Coaches, Work-based Learning Specialists, and College & Career Readiness Specialists, funded through Oakland’s Measure N funding (2014 College and Career Readiness for All Act) and leveraged philanthropic dollars, valued at over \$30,000/year.
- High School summer academic intervention, credit recovery programs, and bridge-to-9th-grade programs funded with school district unrestricted, Title 1, and Measure N funds at approximately \$50,000/year.
- After school snacks and supper provided by OUSD Nutrition Services, and funded through the U.S.D.A’s School Meals Program, valued at approximately \$25,000/year.
- The Community School Manager at the site to support coordination of services and site-based partnership development, valued at \$25,000/year.
- School-linked health services providing students with a range of health and wellness services including health screenings, immunizations, diagnosis and treatment of medical conditions, mental health services, dental screenings, health insurance enrollment, and health education, valued at approximately \$100,000/year.
- Behavioral health services and social and emotional learning (SEL) supports including: case management training, Restorative Justice training and on-site facilitation, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of



OFFICE OF THE SUPERINTENDENT

- Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit, valued at over \$30,000/year.
- Youth leadership and family engagement curriculum and training, including facilitation of communities of practice for parent liaisons and parent education curriculum provided by the OUSD Student and Family Engagement Unit, valued at \$2,000/year.
 - Health and wellness-related programming support, including curriculum and training for gardening, healthy eating, and physical activity; and funding support for health-related youth participatory action research projects, provided by the OUSD Health and Wellness Unit and OUSD Teaching & Learning Department, valued at approximately \$15,000/year.
 - Curriculum and professional development from the OUSD Teaching & Learning Department and Office of Post-Secondary Readiness, including APEX credit recovery teacher stipends and student subscriptions to learning modules, valued at approximately \$6,000/year.
 - Data sharing and assistance with annual evaluation report by OUSD's Research & Evaluation Office, valued at approximately \$2,000/year.
 - Fiscal monitoring and accounting of grant funds and expenditure reporting by OUSD Financial Services Dept., valued at approximately \$2,500/year.
 - Training and coordination around after school safety and emergency planning, and management of School Safety Officers by OUSD Police Services, valued at approximately \$2,500/year.
 - Additional in-kind resources from OUSD including translation services and communications support provided by our Communications Department, valued at over \$2,000/year.

Overall, through the numerous in-kind resources and leveraged partnerships described above, OUSD will contribute, subject to OUSD Board approval, **at least \$302,000 per year** in matching resources throughout the 2018 – 2023 ASSETS grant period.

We appreciate the Expanded Learning Division's consideration of OUSD's ASSETS grant application, and look forward to continued partnership with your division.

Sincerely,

Kyla Johnson-Trammel
Superintendent



These resources we are contributing to the OUSD 21st Century expanded learning program derive from RainbowChefs Inc.

RainbowChefs total in-kind contribution to the 21st Century programs in this application is \$2,500 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in black ink, appearing to read "David Bortolin", written over a faint circular stamp or watermark.

David Bortolin,
Executive Director



January 12, 2018

Kyla Johnson-Trammel, Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

Dear Ms. Johnson-Trammel:

RainbowChefs is writing this letter to support OUSD's application to the California Department of Education for 21st Century Community Learning Center funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

Rainbow Chefs was created to make the difference in as many children's lives as possible by teaching life lessons through the exciting world of Culinary Arts. Our curriculum based classes concentrate on nutrition education, healthy life choices, healthy cooking and baking, meal planning, manners, etiquette, and learning about fresh foods from diverse cultural traditions. We empower our aspiring chefs to develop healthy eating habits, explore their creativity, and enjoy being in the kitchen!

RainbowChefs has been a partner with OUSD in providing expanded learning programming to students since 2014. For the 2018-2023 grant cycle, RainbowChefs will take part in OUSD's 21st Century ASSETs programs at Madison Park High School. In that role, RainbowChefs will:

1. Health, Nutrition and Wellness course that utilizes the culinary arts to deliver the material to the students. RainbowChefs has developed curriculum and the program to develop life skills that will instill nutritional lifestyle values that will carry throughout the student's maturation into adulthood. We also provide certifications and relationships into related local markets giving the students career pathways, job opportunities and work experience. We can serve on a given year 20-40 students with a staff of 1 instructor, 1 content and support manager.
2. 1 instructor, 1 content/curriculum manager.
3. The course is broken down into sequence culminating in skills development on a quarterly and semester basis. Upon completion of the course, students will be able to distinguish different foods and their associates nutritional value. Portion control, etiquette, meal planning, budgeting and culinary skill building will be understood. Career pathways, food industry overview, resume and interview techniques as well as entrepreneurship are embedded into the lesson plans. Lastly, we provide certifications that will translate into job interview opportunities within the community partner network that we have nurtured. Partners like Wholefoods, Trader Joe's, Molly Stones and many other food industry businesses from local restaurants and farmers markets.

RainbowChefs will provide these services under a subcontract with OUSD in the amount of approximately \$7,500 per year (if relevant).



January 12, 2018

Kyla Johnson-Trammel, Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

Dear Ms. Johnson-Trammel:

Bay Area Community Resources is writing this letter to confirm our role as co-applicant in Oakland Unified School District's proposal to the California Department of Education for 21st Century Community Learning Centers funding as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

The mission of Bay Area Community Resources (BACR) is to promote the healthy development of individuals, families and communities. There are three core components to our mission: a) To provide direct services to promote healthy development, b) To encourage volunteers to provide service to their community; and c) To build and strengthen all of the communities we serve, so that community members and institutions can effect change. BACR direct services are organized into program industry groups; After School, Behavioral Health Advocacy Prevention Treatment, Healthy Communities, National Service, and Youth Workforce.

Bay Area Community Resources has been a partner with OUSD in providing expanded learning programming to students since 2004. For the 2018-2023 grant cycle, Bay Area Community Resources will serve as site lead agency for OUSD's 21st Century Middle School after-school and summer programs at **Madison Park High School**.

In that role, Bay Area Community Resources will:

1. Provide a Site Coordinator for each school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership developments activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to

promote their college and career readiness.

4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.
7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2018-23 grant period.

Bay Area Community Resources will provide these services under a subcontract with OUSD in the amount of approximately \$206,952/year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

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

1. Time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$8,000 year/site x 1 site= \$8,000 annually.
2. Specialized training for ASSETS staff provided by in-house staff, in (supervision, mandated reporting, safety, trauma, conflict mediation, youth development, curriculum development, classroom behavior management, etc.). The in-kind value of this resource is estimated at \$3,000 year/site x 1 site= \$3,000 annually.
3. Volunteer recruitment, outreach, support, and training by BACR Administrative Development Assistant valued at \$2,000 year/site x 1 site = \$2,000 annually.
4. Supplies and program materials, valued at \$2,500 year/site x 1 site= \$2,500 annually.
5. Supporting programs/funding – such as grant writing, valued at \$4,000 year/site x 1 site = \$4,000 annually.

6. Supporting programs such as our workforce development programs that focus on job readiness and intern placement, valued at \$33,000 year/site x 1 site = \$33,000 annually.

Bay Area Community Resources total in-kind contribution to the 21st Century after-school and summer programs is \$52,500 per year for the next five years.

Sincerely,



Martin Weinstein

Bay Area Community Resources

Chief Executive Director

reEvolution Farms
4421 Webster St
Oakland, CA 94609

January 14, 2018

Kyla Johnson-Trammel, Superintendent
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

Dear Ms. Johnson-Trammel:

reEvolution Farms is writing this letter to support OUSD's application to the California Department of Education for 21st Century Community Learning Center funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

The mission of reEvolution Farms is to provide visual and performing arts programs in the community and schools to foster creativity, imagination, develop self esteem, cooperation, teamwork, build leadership, expand learning modalities, and develop cross cultural understanding of the arts. reEvolutionFarms also trains farmer entrepreneurs from the local community and supports them to learn about urban farming and business through transforming vacant land into non traditional farming enterprises.

reEvolution Farms been a partner with OUSD in providing expanded learning programming to students since 2014. For the 2018-2023 grant cycle, reEvolution Farms will take part in OUSD's 21st Century programs at Madison High School. In that role, reEvolution Farms will:

1. Provide master artists, who are also teaching artists, to come into the school to teach music, dance, theater, circus arts, poetry, spoken word, or visual arts, depending on what the students' and the schools' needs and interests are. The teaching artist will come in to teach two classes, 2x/week to work with approximately 20-25 students in each class for 15 weeks.

2. Some examples of the types of programs reEvolution Farms has provided for the BACR-OUSD schools are Storytelling/Improv, Theater, Ballet Folklorico Dance - Music, Dance and Culture of Mexico, Capoeira - Movement, Music and History of Brazil, African Dance and Drumming from Ghana, Hip Hop Dance & Choreography, Art & Gardening, African Printmaking/Drawing & Painting, Yoga & Meditation, Circus Arts, and African Drum, Dance, History and Culture of Senegal.

reEvolution Farms will provide these services under a subcontract with OUSD in the amount of approximately \$5,400 per year.

AND

reEvolution Farms will contribute the following in-kind resources in providing the above-detailed services in OUSD's 21st Century programs:

1. Education Director for program development, coaching, curriculum development, classroom management, sustainability and staff training. The in-kind value of this resource is estimated at \$1000 per year. Art supplies and percussive instruments donated, and valued at \$500 per year.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from agency funds and donations.

reEvolution Farms total in-kind contribution to the 21st Century programs in this application is \$1500 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,



Nicolas Sher, Executive Director
reEvolution Farms



Attitudinal Healing Connection, Inc.
 4276 West Street
 Oakland, CA 94612
 (510) 436-7020
 FAX: (510) 436-7021
www.ahc.oakland.ca

Advisory Board

- Dr. Billie Brinkman**
 Director of Special Education
- Sharon Kaplan**
 Executive Director of Special Education
- Michelle Aronson**, Psychologist
- Nancy Robinson**
- Elina Mackay**
- Dawn Jackson**
- Dr. Terry Tompolsky**
 Dr. Dennis Tompolsky
 Educational Psychologists
- Jonathan Klein**
- Robin Mitchell-Lerner**
- Steve Lurie**
- Dr. Louise Oliver**
- Arnold Peres**
- Dr. Tom Pinkson**
- Ellen Webb**
- Robin Mitchell-Douglas**

January 17, 2018

Kyle Johnson-Trammel, Superintendent
 Oakland Unified School District
 1000 Broadway, Suite 680
 Oakland, CA 94607

Dear Ms. Johnson-Trammel:

Attitudinal Healing Connection is writing this letter to support OUSD's application to the California Department of Education for 21st Century Community Learning Center grant funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

Attitudinal Healing Connection (AHC) was founded in 1989 out of a need to create a safe community space that would allow residents to partake in expressive and uplifting programs. AHC's mission is to empower individuals to be self-aware and inspired through arts, creativity, and education, making positive choices to break the cycle of violence for themselves and their communities. AHC provides arts experiences through Art-Steem to schools and organizations in marginalized communities who generally lack the intrinsic benefits of experiencing art in one's everyday life. Over the past decade, AHC has emerged as an arts leader in the Oakland community.

Attitudinal Healing Connection has been a partner with OUSD in providing expanded learning programming to students since 1995. For the 2018-2023 grant cycle, Attitudinal Healing Connection will take part in OUSD's 21st Century programs at Madison High school. In that role, Attitudinal Healing Connection will:

1. Provide Visual Arts Programming with an emphasis on social justice and self-development for 38 weeks at 1.5 hours of class instruction per week serving approximately 50 to 60 students.
2. Provide a high quality Visual Arts Instructor trained in Art-Steem curriculums.
3. Provide arts integrated curriculum linked to common core standards and provide tools, materials, methods and

techniques that fosters critical thinking, creativity and develops skill in the visual arts.

Attitudinal Healing Connection will provide these services under a subcontract with BACR in the amount of approximately \$6,000 per year.

And

Attitudinal Healing Connection will contribute the following in-kind resources in providing the above-detailed services in OUSD's 21st Century programs

1. Time of AHC director/managers for program development, training/professional development for program instructors in classroom management, visual art materials, methods and techniques, valued at \$2,400 per year.
2. Administrative staff, interns and volunteer time in the program, valued at \$1,000 per year.
3. Supplies and program materials, valued at \$1,100 year per site.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from (Zecca Foundation, OLCY, personal donations).

Attitudinal Healing Connection total in-kind contribution to the 21st Century programs in this application is \$4,500 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Ariana Harris
Executive Director