

File ID Number	18-0216
Introduction Date	2/28/18
Enactment Number	18-0320
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-49

**ACTION REQUESTED:**

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD schools 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
18-0216	Yes	Grant	Oakland International High School	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
- 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 schools 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.** 18-0216

**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 High School After School Safety and Enrichment for Teens (ASSETs) Program Grant funding to support OUSD After School Program at Oakland International High School for fiscal years 2018-2023.

**Summarize the services this Vendor will be providing.**

The Oakland International High School 21st Century High School After School Safety and Enrichment for Teens (ASSETs) grant program is designed to support the academic, linguistic, and socio-emotional growth of newly-arrived immigrant youth from over 30 countries. It has a strong track record of reversing unacceptable trends in "failures" for newcomer immigrant youth and supporting students to find success, belonging, and strengths both inside and outside of the classroom. Prioritizing serving high-need students, programming will promote students' academic and social emotional skills and language development; support students to find belonging and build connections to one another and to caring adults in their new U.S. homes; and expose youth to college and career pathways, including work based learning opportunities, workshops, and trainings. Wraparound supports will address barriers to students' full engagement in school, and program activities will engage and equip families to support their children's success and build meaningful connections to their new school and home communities.

**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**

<b>Title of Grant:</b> 21 <sup>st</sup> Century After School Safety for Teens (ASSETs) Grant	<b>Funding Cycle Dates:</b> July 1, 2018 – June 30, 2023
<b>Grant's Fiscal Agent:</b> (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 <a href="mailto:Martha.Pena@ousd.org">Martha.Pena@ousd.org</a>	<b>Grant Amount for Full Funding Cycle:</b> \$250,000 annually for Core <u>\$ 25,000</u> annually for Equitable Access Total = \$275,000.00 Annually  Total Amount = \$1,375,000.00
<b>Funding Agency:</b> California Department of Education, 21 <sup>st</sup> Century After School Safety and Education for Teens (ASSETs) Grant Program	<b>Grant Focus:</b> Comprehensive After School programming for high school
<b>List all School(s) or Department(s) to be Served:</b> Oakland International High School	


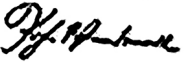
<b>Information Needed</b>	<b>School or Department Response</b>
How will this grant contribute to sustained student achievement or academic standards?	After school and summer programs provide opportunities to extend student learning outside of the regular school day, and to reinforce and complement classroom 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 <sup>st</sup> 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 <sup>st</sup> Century ASSETs after school grants at multiple high school sites. This network of OUSD after school programs 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 <a href="mailto:Martha.Pena@ousd.org">Martha.Pena@ousd.org</a>

**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
President, Board of Education 			
Superintendent 	Kyla Johnson-Trammell		



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## Oakland International High School 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
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-49

**Cover Page**





Mail or hand deliver signed original to:

Email questions to:  
expandedlearning@cde.ca.gov

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

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	Gianna Tran
Co-Applicant Professional Title	Deputy Executive Director
Co-Applicant FEIN	94-2925799
Co-Applicant Agency	East Bay Asian Youth Center
Co-Applicant Address	2025 East 12th St.
Co-Applicant City, State, Zip Code	Oakland, CA, 94606-4925
Co-Applicant Telephone Number	510-533-1092 Ext.
Co-Applicant E-mail Address	gianna@ebayc.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
President, Board of Education Signature 	Co-Applicant Signature: 
	Date: 01/12/2018




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

Application ID: 18-04-01-111-ASSETS-49

**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
01612590115667	Oakland International High	Veronica Garcia, Co-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-49

**Award Calculator**

<b>County-District-School Code</b>	<b>School Name</b>	<b>School Type (H)</b>	<b>Program Type</b>	<b>Days of Operation</b>	<b>Students Served</b>	<b>Amount Requested</b>
01612590115667	Oakland International High	H	After School Base	N/A	N/A	\$250,000.00
01612590115667	Oakland International High	H	Equitable Access	N/A	N/A	\$25,000.00
<b>Total</b>						<b>\$275,000.00</b>

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

Application ID: 18-04-01-111-ASSETS-49

**Core Grant Budget**

<b>Series Description</b>	<b>Series Category</b>	<b>Description</b>	<b>Requested Budget</b>
Certificated Personnel Salaries	1000	Teachers on Extended Contract	\$1,200.00
Classified Personnel Salaries	2000	OUSD ASPO admin staff salaries; Custodial Staffing	\$22,991.34
Employee Benefits	3000	Employee Benefits for Classified Staff OUSD ASPO admin staff benefits	\$9,152.36
Books and Supplies	4000	Supplies Field Trips Custodial Supplies	\$3,793.39
Services & Other Operating Expenditures	5000	Evaluation & other professional services contracts, & training/technical assistance costs	\$28,098.50
Subcontracts and Agreements	5100	Site Coordinator; Enrichment Facilitators; Refugee Transitions; Soccer Without Borders; Tutoring Program Manager; ASP Program Manager; Lead Agency benefit	\$181,502.64
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$3,261.77
			\$250,000.00

Note: Core includes After School Base.

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

Application ID: 18-04-01-111-ASSETS-49

**Equitable Access Grant Budget**

<b>Series Description</b>	<b>Series Category</b>	<b>Description</b>	<b>Requested Budget</b>
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	OUSD ASPO admin staff salaries; Custodial Staffing	\$1,706.69
Employee Benefits	3000	OUSD ASPO admin staff benefits	\$716.81
Books and Supplies	4000	Bus tickets for students Internship stipends for students	\$14,000.00
Services & Other Operating Expenditures	5000	Evaluation & other professional services contracts, & training/technical assistance costs, First \$25K of subcontract, for mental health consultant.	\$7,386.03
Subcontracts and Agreements	5100	Literacy academic instructors Mental Health consultant	\$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.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Oakland International High Budget Narrative

## Core Budget

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### CERTIFICATED PERSONNEL

- Teachers on Extended Contract. To provide academic intervention after school, as well as Quality Support Coaching = \$1,200.

### 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 = \$12,364.90
- Custodial Staffing. Maintain school site, provide additional adult support in emergency situations = \$8,226.44

### BENEFITS

- Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) = \$240
- Classified Staff on Extra Time/Overtime (benefits at 22%) = \$264
- OUSD ASPO admin staff benefits (42%) = \$8,648.36

## BOOKS AND SUPPLIES

- Supplies, materials used by students to support their college, career, and community readiness = \$1,000
- Field Trips. Transportation costs to local colleges, career-related sites in the community. = \$1,551.86
- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASP = \$1,241.52

## SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs = \$3,098.50
- For purposes of calculating OUSD indirect, the first \$25,000 of the subcontract with lead agency EBAYC is included in this section

## CONTRACTED SERVICES

- Site Coordinator from EBAYC, 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 = \$74,000 salary.
- EBAYC ASP Program Manager. Oversees OIHS program and Site Coordinator as part of a portfolio of 5-7 ASP sites. Helps plan the ASP, provide on-site coaching for the SC and line staff, workshops, and support in building partnerships with school and community partners. Convenes SCs for monthly supervision/coaching meetings and maintains regular email and phone communication. = \$11,400
- Enrichment Facilitators. Lead enrichment activities (e.g., visual and performing arts, STEM) for students = \$6,781.68
- ASP Lead Agency (EBAYC staff) benefits (rate: 25%) = \$21,350.00
- Refugee Transitions. Provide academic tutoring, homework, study skills, and English language development support to Newcomer students. Coordinate peer tutoring and alumni tutors. = \$15,000
- Soccer Without Borders. Soccer, fitness, and teambuilding program with home visiting, academic and career goal setting, tutoring, health and witness guidance, conflict resolution support for students. = \$ 50,000
- Tutoring Program Manager. Runs day to day operations of OIHS's dynamic after school tutoring program, in collaboration with Refugee Transitions, supporting staff, peer tutors, alumni tutors and volunteers to support 40-60 students/day, four days a week, with homework help, English language and academic skill building, mentoring, and cultural bridging. Responsible for all group activities and program setup, including opening and

- closing activities, restorative circles/conflict management, field trips, appreciation events, student recognition, sign in/sign out, snack. = \$20,000
- Lead agency administrative costs (4.94%) = \$7,970.95

## Equitable Access Budget

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### 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 = \$470.20

### BENEFITS

- OUSD ASPO admin staff benefits (42%) = \$716.81

### BOOKS AND SUPPLIES

- Bus passes for students = \$12,000.00. Covers \$26.50 monthly pass for 45 students, 10 months of the year, to facilitate their access to ASP
- Internship stipends for students = \$2,000. \$100 for 20 students, to incentivize students with economic barriers to participate in ASP and its linked learning opportunities

## SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs = \$309.85

## CONTRACTED SERVICES

- Targeted academic and English language support for newly-arrived ELL students, students with interrupted formal education, students with learning disabilities and other special needs, in English language, literacy/language arts, math, credit recovery = \$4,200
- Mental health consultant -- to provide training to ASP staff and partner staff in trauma-informed services in order to incorporated trauma-informed approaches into all ASP offerings and special program = \$2,876.17



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

Application ID: 18-04-01-111-ASSETS-49

**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

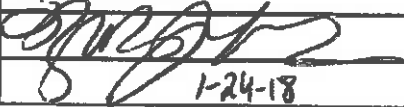
- How the children's needs will be identified (20 U.S.C. Section 7881[c][1][A]);
- What services will be offered (20 U.S.C. Section 7881[c][1][B]);
- How, where, and by whom the services will be provided (20 U.S.C. Section 7881[c][1][C]);
- How the services will be assessed and how the results of the 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-49

**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-49

**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](http://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: 41847 - Oakland International High ASSETs: Support Newcomer Immigrant Youth in Preparation for College, Career & 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

**Submitting Organization:** Expanded Learning Office

**Organization:**

**Division:**

**Project Title:** Oakland International High ASSETs: Support Newcomer Immigrant Youth in Preparation for College, Career & Community Success

**Project Description:** The OIHS ASSETs program is designed to support the academic, linguistic, and socio-emotional growth of newly-arrived immigrant youth from over 30 countries. It has a strong track record of reversing unacceptable trends in "failures" for newcomer immigrant youth and supporting students to find success, belonging, and strengths both inside and outside of the classroom. Prioritizing serving high-need students, programming will promote students' academic and social-emotional skills and language development; support students to find belonging and build connections to one another and to caring adults in their new U.S. homes; and expose youth to college and career pathways, including work based learning opportunities, workshops, and trainings. Wraparound supports will address barriers to students' full engagement in school, and program activities will engage and equip families to support their children's success and build meaningful connections to their new school and home communities.

**Water System ID:**

**District Office:**

### APPLICANT DETAILS

**Applicant Organization:** Oakland Unified School District

**Applicant Organization:**

**Applicant Organization:** Expanded Learning Office

**Organization:**

**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 ID:** 946000358      **DUNS Number:**  
**Tax ID:** 076554500

**Person Submitting information**

**Submitter Name:** Julia Ma  
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Pre Submission Attachment Title	Phase	Submission Period	Date & Time
<a href="#">Budget Narrative</a>	PHASE1	PRE SUBMISSION	1/25/2018 5:01:49 PM
<a href="#">Core Grant Budget from ASSIST</a>	PHASE1	PRE SUBMISSION	1/25/2018 5:02:28 PM
<a href="#">Equitable Access Budget</a>	PHASE1	PRE SUBMISSION	1/25/2018 5:02:36 PM
<a href="#">Written Agreements</a>	PHASE1	PRE SUBMISSION	1/25/2018 5:02:47 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 East Bay Asian Youth Center

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**ASSIST Grant Application ID Number**

Answer: 18-04-01-111-ASSETs-49

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**FEIN/CD Number (from the ASSIST Cover Page)**

Answer: 0161259

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**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: After School Programs (ASPs) are key components of OUSD's overarching Full Service Community Schools strategy to promote students' success. In this model, schools provide rigorous academic programs for students while serving as service hubs. OIHS partners with community service providers to give students and their families access to needed services on-site, such as ASPs, health and mental health care, immigration services, and other supports. OIHS, which serves 100% newly-arrived immigrants from more than 30 countries living in 12 Oakland zip codes, over 90% of whom receive free and reduced lunch, is committed to providing safe spaces to operate an ASP that supports students to be college, career, and community ready.

OIHS's ASP Lead Agency EBAYC will offer primarily ON CAMPUS programs at OIHS, and thus, safe travel is not an issue. In a few cases, as encouraged by students and parents via surveys, EBAYC and subcontractors will offer programs off-campus to deepen our newly-arrived immigrant students' exposure to and connections with their new communities, build connections between students and caring adults, and offer opportunities only available off-campus. These opportunities include educational field trips, teambuilding-focused camping trips, student leadership convenings (such as All City Council meetings), competitive team sports, and internship opportunities. In these cases, students will always travel with trusted adults, with parent permission, using either school district-approved busses, district-approved parent/staff drivers, or public transportation.

The OIHS ASP will have access to all school facilities. The ASPs will also be open to other students who live in the surrounding neighborhood. OIHS is easily accessible by public transit, and offers bus pass incentives for students who regularly attend ASPs, enabling students with challenges affording the bus to and from school to earn a bus pass through consistent attendance in ASP.

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**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: The OUSD and Oakland International High School 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 OIHS, 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:** Oakland International High (OIHS) is a school that serves 100% newly-arrived immigrant youth, many of whom have fled war zones, endemic poverty, years in insecurity and/or refugee settlements, community violence, abuse, family separation, and/or long, difficult roads to the United States. We recognize that creating safe and supportive environments are critical if we are to serve students' developmental, social-emotional, and physical needs -- and that without this attention and support, students will be very unlikely to succeed in school, or stay in school at all. For OIHS students, it is very often the support they get outside of the classroom during After School, summer, and weekend programs that most successfully connects students to one another, to caring adults, and to the school; builds their basic academic and language skills (which they often lack due to limited/interrupted formal education), and thus their confidence; and makes them feel safe, included, and supported in their new school and homes. In order to achieve these goals, OIHS relies on a number of strategies:

Lead agency & sub-contractor partnerships. OIHS selected East Bay Asian Youth Center (EBAYC) as the ASSETS program lead agency, and their subcontractors, based on their expertise, commitment to, and experience in supporting Oakland's immigrant youth, and serving their healthy development and readiness for college, career, and community. Each partner carefully selects staff that are reflective of our students' backgrounds and familiar with the conditions and challenges faced by young immigrants in multicultural, urban communities. ASP staff regularly receive training from OUSD, EBAYC, and OIHS staff to be able to understand and address the developmental and social-emotional needs of high school students and the unique

needs of Oakland's immigrant youth.

Training, Professional Development, Continuous Quality Improvement (CQI). Our ASPO provides training and coaching to OIHS's SC and line staff on positive practices to create a safe and supportive environment that promotes positive youth development, and use the Youth Program Quality Assessment (YPQA). ASP staff are required to do yearly self-assessments against the YPQA standards for safe and supportive environment and to develop and implement Action Plans.

(c) Program activities and approaches. OIHS, EBAYC, and other partner organizations provide programming that is responsive to the developmental needs of teenagers and the particular challenges of newcomer immigrant youth. Youth in all programs are called on to exert leadership, collaborate, develop social awareness, cultivate mutual respect, make decisions, and take responsibility for their actions and promote positive relationships with their peers and caring adults. Programs are scaffolded so that youth of varied English levels can actively participate. External evaluations consistently award very high marks to OIHS's ASP in the domains of safe and supportive environment. At OIHS, over 90% of students report feeling safe and supported in the program, and feel more safe in the program than in their home communities. The vast majority indicate that because of the program, they communicate better, get along better with others, developed a sense of mastery and more self-confidence.

(d) Partnerships for health services. OIHS youth suffer disproportionately from health conditions such as asthma, depression, anxiety, trauma, sexually transmitted infections, and become pregnant at disproportionate rates. OUSD Health & Behavioral Health teams, in conjunction with OIHS Wellness Program, La Clinica's Health Center and mental health agencies (La Familia, La Clinica, Wright Institute, SEEDS, Asian Health Services) serving the school, and the COST (a body that meets each week to discuss and triage students socio-emotional needs and of which the SC is a core member) will support ASP staff in addressing student health and mental health needs.

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## 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: OIHS's vision is for newcomer immigrant students to graduate college, career, and community ready. Of the 400 students at Oakland International High, 100% are English Language Learners (ELL), students of color, and newly-arrived to this country. 40% of students arrive at the school with limited or interrupted (a gap of two years or more) formal education. In Oakland, less than half of ELL students graduate on time; 39.5% drop out before graduation, and only 22.3% graduate A-G compliant and are qualified to apply to a CSU or UC campus. Newcomer students consistently perform far below their U.S.-born peers, and drop out at much higher rates in Oakland, in California, and throughout the country.

100% of OIHS parents surveyed in fall 2017 say that they rely on the school's after school program for their students to get extra help and have a safe place to be. 36% of OIHS students surveyed reported that they have no one at home to help them with their homework.

OIHS's ASP helps to interrupt these patterns by providing academic support and remediation, socio-emotional services, enrichment, health/wellness services, community connections, and leadership opportunities after school, during weekends, vacations, and the summer, in order to promote student success and full integration into their new homes. OIHS students outperform their district peers in graduation and college access rate for ELLs, in large part, thanks to the support they currently get after school. Based on student and family needs, OIHS's ASP will provide:

**ACADEMIC SUPPORTS**—including tutoring in core subjects, English Language support, study skills and homework support every day after school with Refugee Transitions; academic case management with coaches, tutors, and other ASP staff; ELD and credit recovery classes during the summer months on OIHS campus (that also support academic skills development, offer

positive opportunities for students during the summer months, and prevent "summer slide"); SAT preparation classes; and college/career counseling—in conjunction with the school day—to help youth be able to fully access the rigorous academic programs during school and be COLLEGE READY. For OIHS's newcomer immigrant youth of whom 40% arrive with a gap of two years or more in their education, these academic interventions and supports are particularly critical for their ability to catch up, learn English, and succeed in school.

**WORK-BASED LEARNING**—career awareness (such as guest speakers, field trips, and career fairs), career exploration (such as job shadowing), career preparation (service learning, internships with pre-internship training), and career training, through programs like Diversity in Health Training Institute and the International Rescue Committee, to help students be CAREER READY.

**ENRICHMENT PROGRAMS**—during after school, weekends, and holidays, to offer youth positive opportunities during unstructured time in which to learn and grow, and to prepare youth to be COMMUNITY READY. These opportunities include arts activities, which foster expression in positive and creative ways, and help youth attend to the adverse impacts of trauma; sports programs that provide a sense of connection among students and caring coaches, a sense of belonging, leadership, achievement, and capability (particularly for students who struggle, when they first arrive in the U.S., to feel successful in the classroom); projects in which students work productively with diverse peers in their community; leadership opportunities embedded in positive action and service to the community, and action research in which youth learn to critically analyze issues in their community and come up with solutions.

**WRAPAROUND SUPPORTS**—such as case management, health, and behavioral health care in conjunction with community partners and the OIHS Wellness Center.

**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. OIHS's ASP supports the Graduate Profile by providing students: extensive support to acquire English skills and access rigorous academic content; many opportunities for students to practice SEL, engage with others from diverse backgrounds, develop civic engagement and essential communication skills; and help to develop post-secondary plans.

OIHS's ASP provides students an array of academic and English skills supports for all grade levels, including 1:1 and small group tutoring by teachers, credit recovery classes during summer, on-site dual enrollment classes and study groups for students enrolled in them; mentoring and coaching for struggling students. ASP staff and providers review High School Readiness data, Early Warning lists, and grades at the end of each marking period with school leaders and community partners (like the Wellness Team, COST, and mental health providers), and design academic skills and other supports for struggling students.

Students take an array of ASP enrichment classes which allow them to practice SEL, 21st century, and English skills in the context of project based learning. ASPs work closely with College and Career Counselors to support students to define their post-secondary plans. Lastly, to support transitions from high school, ASPs familiarize students with the culture of post-secondary educational opportunities through college visits and college student panels—particularly key in the context of newcomer education, where over 90% of parents did not attend college—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:** OIHS's After School Program works closely with the school day staff and is intentionally designed to provide targeted support to all students through a variety of academic, socio-emotional programs, and on-site resources. OIHS's ASP Coordinator and our Tutoring Center Manager were former classroom teachers at OIHS, and our nine Newcomer Assistants – bilingual paraprofessionals who serve as second adults in the classroom during the school day – also staff the tutoring center after school and bridge the ASP and school day curriculum. OIHS is a Multimedia Academy ( "Linked Learning Pathway"), and the ASP offers hands-on project based learning to complement this skillset. These opportunities help students develop and retain academic skills in a real world context (Strobel & Barnveld 2009) and provide work-based learning experiences to prepare students for internships in their chosen pathway. All of OIHS's ASP programs are designed based on student feedback about their interests and needs (through annual after school program surveys), parent focus groups, and intensive data review. Students regularly report a desire for more positive and fun activities during the summer months; increased art and sports programming; and help preparing for college. OIHS's ASP works closely with school administrators and the COST Team to review "Early Warning for Dropping Out" data and ensure students who are academically at-risk receive academic interventions offered through the ASP. ASP academic supports include 1:1 and small group tutoring by teachers, credit recovery in algebra, geometry, biology and English during the summer months, on-site dual enrollment classes in conjunction with Laney College, and study groups for students enrolled in Dual Enrollment. ASP also provide case management supports for at-risk students in the form of mentoring and coaching, relying heavily on collaboration between teachers and ASP personnel so that no student falls through the cracks.

### 3 - Skill Building

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**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/in/cr/p21cskls.asp>.)**

**Answer:** OIHS and EBAYC, with support from the OUSD, design our ASP programs to help build the skills in OUSD's "Graduate Profile." 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.

OIHS's ASP will offer students opportunities to learn job readiness and technical skills related to future careers that extend career pathway programs at the school or respond to students' interests. Students in OIHS's KDOL-TV class and EBAYC's Media Arts/Storytelling class in the ASP develop skills in 21st century technologies.

The ASP offers students further opportunities for career exploration and learning via job shadowing and internships. Students enrolled in Genesys' Works Internship/Career Development program, the Wellness Ambassador Program, Event Planning Clubs, summer Health & Wellness Career Training with Diversity in Health Training Institute (DHTI), and Refugee Transitions' Peer Tutors, learn hands-on skills in leadership, planning, public speaking, and community engagement.

DHTI offers hands-on training for OIHS students interested in health and mental health careers. In addition to an annual summer career training program, DHTI will run an after school program on Community Wellness, supporting a cadre of career-focused students to look beyond the school setting and build knowledge, skills, and competencies while also seeing the diversity of the behavioral health/health workforce.

In collaboration with the International Rescue Committee, the ASP will also offer a career exposure and training class for immigrant young women during the winter break, as well as a year-long a gardening internship program, in which students receive stipends while learning

about food justice issues, building farming/community gardening skills, and planning all-school and community events related to nutrition and environmental justice.

In these career readiness programs, students will be paired with professional mentors, conduct job shadows, build resumes, and practice professional interviews.

All career training and internship opportunities will support students to advance their awareness of careers in the United States; their literacies and technical skills related to particular fields; 21st century/employability skills such as communication, teamwork, and problem solving; and career soft skills such as professionalism, workplace dress, language and conduct, self-motivation, responsibility, and self-management. Students will be paid internship stipends to reflect real world work experience.

OIHS's athletic programs—including soccer, basketball, biking, and volleyball—will support students to work as teammates, collaborate and communicate with peers, and set goals related to college and career.

OIHS's arts enrichment programs—including Media Arts/Storytelling, gardening, cooking, dance, mural making, and performing arts—will support students to engage in arts activities and create projects 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 issues touched on by their projects, and expressing themselves creatively. For instance, visual arts and graphic design instructors will guide students, through reading, dialogue, and writing, to gain conceptual understandings of social and historical topics relevant to their lives and communities, and create self-expressive arts projects. Projects will also promote learning of academic skills (e.g., literacy), knowledge (e.g., history), understanding of 21st Century themes (e.g., civic literacy, global awareness), life skills (e.g., follow through, civic engagement), and career skills (e.g., digital graphic design, collaboration).

#### 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:** To support and help guide our ASP, a cohort of student leaders is elected by their peers to serve as the Wellness Ambassadors, OIHS's version of the OUSD-wide Youth Leadership Team. Students interested in serving on the Wellness Ambassadors will be required to submit an application, be interviewed by staff, elected by peers, and to maintain at least a 2.5 GPA, good school attendance, and positive peer relations. Wellness Ambassadors meet weekly in a classroom on campus, receive bi-weekly leadership and skills training, and assist in: recruiting and retaining students in the ASP; planning and reviewing program offerings, especially for college- and career-readiness, enrichment, wellness activities, 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. Wellness Ambassadors are also responsible for supporting newly-arrived students to our school (students enroll all year long), so are key bridges for their peers to engage with the ASP upon arrival at OIHS.

Students are also trained and deployed as leaders within the program, taking advantage of leadership opportunities unavailable to students during the school day. EBAYC and other partners actively engage youth—both high-achievers and youth who are non-traditional leaders—in planning and implementing programs, developing leadership skills in the process, utilizing the Building Intentional Communities model in which students actively help plan policies, shape the program climate, and share in leading activities, and gradually take on more leadership throughout the course of the year. For instance:

Refugee Transitions recruits a cadre of 10 peer tutors who support the after school tutoring program, helping their peers with homework and English practice and helping lead opening and closing activities.

Diversity in Health Training Institute trains 14 youth at OIHS in health and wellness skills and

careers, supporting them to launch health-related projects on campus (launching a wellness fair, for example, or a nutrition workshop after school).

Soccer Without Borders trains and supports all team members in building leadership skills through monthly team workshops (on positive coaching techniques, team building, personal and peer motivation, and restorative justice practices). Their 10 captains—two per team—receive additional leadership training and opportunities, and are responsible for team logistics, leading openers and closers, and daily appreciation rituals.

Partners 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. Given that our students are 100% newly-arrived immigrant youth, and the future leaders of their communities in the United States, the need for leadership opportunities is all the more dire.

Students also engage in leadership through the OIHS ASP by creating student-run clubs, like Asian Club and Latinas with Dreams, and by planning all-school events, such as Wellness Events, monthly food pantries, our annual International Festival, and Prom. These student-initiated opportunities provide for meaningful student engagement on topics that interest them, supporting students to build organizational, leadership, and planning skills, and to launch projects about which they feel passionate.

We provide students further opportunities to provide input into and shape our ASP, 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:** Upon registering for school OIHS students and families are given an orientation to our after school program (via translation), provided with our after school program schedule, and connected to the Wellness and After School Office. Newcomer Assistants—who work as second adults in classrooms and support our after school tutoring program in conjunction with Refugee Transitions—are key bridges between newly-arrived students and our ASP. With strong relationships built with students in class, they directly connect and encourage students to participate in ASP activities that meet their interests and needs. Newly-arrived students at OIHS rely on the ASP to build community, make friends, and more deeply connect with caring adults and older leaders. Our ASP is also where students build the deepest cross-cultural relationships. Because we enroll newly-arrived students all year long, we are engaged in a continuous process of recruitment and engagement.

Participation in the ASP at Oakland International is entirely voluntary and choice-based. In order to maximize student participation, and to encourage students to try new programs and activities, all programs (with the exception of academic credit courses) are structured as drop-in. This enables us to keep our offerings inclusive, representative, and nimble, while also allowing students to explore new opportunities, and those with barriers to regular after school attendance (jobs, childcare responsibilities, etc) to participate in enriching activities in the ASP when they can.

In all ASP offerings at OIHS, staff give students opportunities to provide feedback on programs and activities they have participated in or are interested in and use this feedback to improve and/or plan new programs and activities that appeal to students' interests.

At OIHS, students in younger grades aren't just adjusting to a new school, but to a new country. For this reason, we rely on ASP programming as opportunities for cross-grade connections, and to support students who are struggling to adapt to their new life and school context to set down roots. The soccer program, for example, provides opportunities for older youth who are both social leaders and leaders on the field to build and serve as leaders, engaging students in younger grades, facilitating restorative justice circles and team conversations, organizing

transportation logistics, and providing positive coaching to their fellow teammates. When conflicts occur during the school day or after school, soccer captains and team leaders are dispatched to help resolve these conflicts. Students build these leadership skills through bi-weekly manhood development circles, as well as periodic workshops, trainings, and all-team events. Similarly, Peer Tutors in Refugee Transitions' after school programming support the growth and conflict mediation of younger students, while students in our gardening and arts programming act as leaders to recruit, retain, and encourage their younger peers.

Service learning is a core component of many OIHS ASP offerings. Each soccer team votes on and participates in an annual service-learning project that runs the course of the Spring semester. Arts programming work with other community organizations (like the Islamic Cultural Center) to collaborate on stories and facilitate community access. The ASP also engages students in on-campus service projects- team trash pickups, for instance, or all-school cookouts - in order to bridge the diverse school community and strengthen connections to and appreciation for the school site.

## 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 OIHS. The following healthy practices and program activities in our ASP 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. Snacks, 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. Clean drinking water is available during the program. Nutrition education will be incorporated into programming in Alameda County Food Bank activities, Soccer (through periodic Team Wellness Workshops), Gardening, Biking, and Cooking, in which students prepare food from their home countries and study nutritional values of recipes and food they grow in the garden.

\*Physical education and physical activity. OIHS provides students opportunities for physical activity through team sports (soccer, basketball, volleyball), biking, gardening, dance, periodic outdoor outings (camping, snowboarding, kayaking, and hiking) and yoga. These opportunities for regular exercise and conditioning promote 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. OIHS's ASP will include health education—through culinary arts programs; linked learning through Department in Health Training Institute activities tied to health occupations; sports, fitness, and dance activities that address self-care and fitness; and yoga and mindfulness programs where students learn about stress, anger, and drug use and their management.

\*Positive school climate. Providing a safe, orderly, caring, respectful, and equitable learning environment that promotes students' social emotional learning are core practices of our ASP. Staff will be trained and coached extensively to ensure they create this kind of environment, and support youth and youth leaders to do the same. The ASP will include education on bullying and discrimination and measures to prevent them. Community-building activities—such as openers and closers in the tutoring program, cultural recipe sharing and storytelling in gardening, community mapping in the biking program, and the daily "positivity points" appreciation activity with Soccer Without Borders—as well as the use of restorative justice principles and practices, and parent engagement activities, will further contribute to a positive school climate in the ASP.

\*Physical school environment. Comprehensive measures will be in place to ensure that the physical environment of each ASP is safe and prepared for emergencies – as detailed in our responses under #1: Safe and Supportive Environment.

\*Access to and coordination of student health services. OIHS partners with La Clinica de la Raza

to utilize the health center at Oakland Technical High School, just a five minute walk away. Our ASP partners with several local mental health agencies (listed earlier), the TechniClinic, and the school's Coordination of Services Team (COST) 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. EBAYC's ASP Coordinator is a core member of COST.

\*Staff wellness. ASP lead agency EBAYC as well as our other service providers from the community will support the wellness of ASP program staff by ensuring they have safe and supportive working conditions; engaging them in developing personal wellness plans; encouraging self-care; offering once/semester staff celebrations/gatherings; 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 OIHS ASP receive a daily free nutritional snack that meets CDE after school snack requirements. Snacks are provided by OUSD Nutrition Services, funded through the National School Lunch Program. Education on healthy eating and cooking practices will be incorporated into culinary arts, fitness, sports, dance, and yoga programs. In addition OIHS offers physical activities in our ASP every day, sometimes several per day, from yoga, to sports teams, to biking club, to gardening, to dance.

Physical activities not only address physical fitness and the adverse impacts of poor nutrition, but 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. Studies have also shown other positive benefits for youth who take part in the yoga and dynamic mindfulness program at OIHS, including lower stress levels and greater self-control, school engagement, emotional awareness, and distress tolerance.

Many OIHS youth come from rural and/or agrarian backgrounds in their home countries, and find themselves navigating a new, urban context in their new Oakland homes. They long for the outdoors, which has proven (especially for immigrant youth) to reduce mental and physical stressors. After school and weekend programs in our ASP get youth outdoors, helping to support their engagement, reduce stress, build connections, and promote physical fitness.

OIHS's sports teams participate in a variety of leagues, including the Albany-Berkeley Soccer Club (which allows for more competitive play, and youth engagement during weekends, when they are often under-engaged and struggling to find positive activities), as well as the OUSD's Alternative Sports League and the Oakland Athletic League. Students must maintain a 2.5 GPA to be able to participate—a big incentive for them to do well in school.

Other partners that support the wellness of OIHS students and their families include:

\*East Bay Asian Youth Center, administers and oversees after school programming at Oakland International High School

\*Refugee Transitions, provides home based tutoring services and after school tutoring services to OIHS students, and daily English Language and Computer/Technology instruction to immigrant adults/OIHS family members.

\*Asian Community Mental Health Services, La Familia, SEEDS, La Clinica, and Partnerships in Trauma Recovery, provide one-on-one and group counseling and case management to address the deep trauma-related needs of OIHS's community.

\*Soccer Without Borders, provides soccer programming, life skills coaching and practice, mentorship, student-athlete support, and discipline management.

\*Alameda County Food Bank: provides monthly food giveaways, nutrition leadership team, and nutrition education.

\*La Clinica de la Raza/Oakland Technical High School's TechniClinic, provides primary health care and health education.

\*International Rescue Committee: provides cultural and social adjustment support and weekly gardening, cooking and nutrition education to OIHS students and families



\*Diversity in Health Training Institute: provides Wellness Training, career development and exploration programs, and connection to Wellness internships for OIHS youth.

\*Inner City Outings and Bay Area Wilderness Training: Provides financial, equipment, and logistical support to get youth outdoors (hiking, camping, boating, and snow sports).

\*OUSD Offices, such as the Transitional Students and Families Unit, the Behavioral Health Unit, the English Language Learner & Multilingual Achievement Office, and the Central Family Resource Center, which support students to access medical benefits, food stamps, and cash assistance.

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

**Answer:** Both OIHS and ASP lead agency EBAYC recruit staff from the local communities, with an eye to representative staff committed to leading by example. Many ASP staff are OIHS alumni. When hiring and training staff, EBAYC emphasizes the importance of serving as role models, modeling high expectations for youth, and modeling good workplace and social skills (e.g., communicating clearly, being positive and respectful), the importance of contributing to the community, and personal wellness (nutrition, mindfulness, and healthy lifestyles). When hired, staff make a commitment to uphold these values.

ASP staff will receive extensive training from both the ASPO and EBAYC 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 sugar-sweetened drinks during the program, and modeling positive relationships with technology. In all activities, staff will participate alongside youth, whether in art, opening and closing activities, or physical activities; will use positive messages to encourage youth to attempt new activities, and constructively redirect poor sportsmanship exhibited by youth.

Through the ASPO, OIHS ASP staff will receive training in how to promote SEL skills 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 EBAYC in youth development practices and principles, and strategies for establishing and maintaining strong, supportive relationships with youth.

## 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:** Upon enrolling at OIHS, 100% of students receive a comprehensive orientation (in their home languages) to the school—reviewing the school schedule, grading system, and services—which includes an extensive orientation to the ASP. The orientation includes information about school safety, staff qualifications, and the research that links student achievement and ASP participation (as some newcomer families initially worry that their children's participation in ASPs will detract from their school achievement).

When a new program is added to the offerings in the OIHS ASP, ASP leaders use text and phone calls, as well as flyers translated into multiple languages, to inform families. The school's Community School Manager, teachers, counselors, school leaders, and front-office staff regularly share info on the ASP with students and families. During our annual Fall Parent Conferences—which have over 90% attendance rates—and our annual Spring home visits (20% of students are visited each year) teachers encourage students and families to participate in OIHS's ASP. The EBAYC SC is full time at the school site, deeply engaged in our school community and known by students and families, and is thus easily accessible to interested students and families.

The Coordination of Services Team is another avenue for more targeted ASP connections. When students are referred to the COST, a warm referral to an after school program—tutoring, for

example, if the student is experiencing anxiety about his or her grades, or soccer if he or she is struggling to make friends—is a common intervention. The ASP SC also partners with school staff, teachers, and case managers working at the school to conduct visits to the homes of struggling students and their families—targeting, for example, families of truant students. We use these visits to tell students and families about the ASP, its various activities and supports and potential benefits, and encourage them to participate.

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

**Answer:** OIHS is, by its nature, extremely diverse. We serve 400 students from 34 countries, who speak more than 30 languages combined. They also come from a variety of experiences. For instance, 18% of students are refugees or asylees who have fled conflict, war, or persecution in their home countries; 28% are unaccompanied minors who fled endemic poverty and gang violence in Central America, traveling by themselves to the U.S.

While our ASP participation diverse, we are constantly examining our participation data to understand and address disproportionate attendance gaps, creating a resulting action plan, which includes meeting with students and families.

To encourage diverse participation, OIHS incorporates information about the ASP into our school's annual orientation and registration activities in August, as well as individual orientations for families who enroll throughout the year. We feature our ASP on our school website, and flyers about the ASP are posted in school hallways and classrooms. Student leaders conduct monthly announcement sessions in advisory classes to encourage participations, and make presentations during assemblies, parent meetings, interest clubs, and informal chats. OIHS also makes weekly PA announcements to all classrooms about the program and holds special lunchtime presentation—such as soccer juggling in the courtyard, food prepared by the culinary arts program—to showcase work students are doing after school, as an outreach and recruitment strategy.

School staff who interact with families including teachers, COST members, main office staff, Wellness Center Staff, family liaisons, and school health center staff regularly inform students and families about and refer students to the ASP. As noted earlier, ASP staff also conduct targeted outreach, such as home visits to truant 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:** OIHS students come from over 34 countries, speaking over 30 languages combined, and this diversity is reflected in our staff, the programs we offer, and the nature of those programs. EBAYC has deep roots serving immigrant youth in the Oakland community and building relevant, engaging programs for youth to grow and thrive—and in which youth see themselves reflected. OIHS and EBAYC intentionally design our ASPs as spaces where students from different backgrounds can come together and that build community within and across groups. Our ASP will continue to create a collaborative and inclusive environment that promotes, respects, and celebrates the vast diversity of our students and families and our city's communities.

EBAYC and OIHS prioritize hiring staff representative of the diversity of our school communities, with a particular emphasis on hiring staff from immigrant backgrounds and who grew up in or have other first-hand familiarity with the urban neighborhoods where our students live and go to school; we have seven current ASP staff—from coaches to program assistants to paid tutors—who are OIHS alumni. All ASP partners are local organizations with staff that reflect Oakland's diversity, who build programs and activities to reflect students cultures, interests, and backgrounds. For example:

Soccer Without Borders—which serves over 170 of our students each year in drop-in practices and on five formal teams—capitalizes on the cultural relevance and importance of soccer in the majority of countries from which our students come, and use the sport as a tool to bring students from these disparate countries together.

Our gardening program with the International Rescue Committee focuses on traditional foodways

and farming practices, creating recipes from key celebrations in students' home countries and rotating recipes each week for cross-cultural feasts (while also inviting in parents and community leaders to teach students about food and farming practices from their home countries).

Media arts classes focus on community storytelling, lifting up the stories and memories of students, their families, and their communities to share with one another, the school community and, through exhibitions on and off-site (such as at the Islamic Cultural Center), the wider community of Oakland. ASP staff support students to offer after school cultural celebrations (like Eid, Day of the Dead, and Lunar New Year). Several annual all-school after school events—such as the Wellness Event and International Festival—bring students and families together to share cultural stories, arts, food, and performances.

OIHS and EBAYC staff are 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 strengthen students' and staff members' competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age.

The ASP also has several cultural groups—such as Latinas with Dreams and Asian Club—that focus on cultural exploration and celebration, building self- and social-awareness, leadership and social-emotional skills, all through the lens of social justice and understanding historical injustices, to empower students of color toward racial awareness and healing. Our Gay/Straight Alliance learns the history of and raises awareness about LGBTQ issues—a particular need among newly-arrived immigrant communities, who tend to have had little exposure to issues of LGBTQ rights, justice, and allyship—at school and in the community.

OIHS's Restorative Justice (RJ) model further promotes diversity, inclusion, and breaking down perceived cultural, racial, and linguistic divides. The ASP uses weekly RJ circles to build community, deepen students connections to one another and to the team, to resolve conflicts, and repair harm.

**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:** Because 100% of OIHS students are English Language Learners (ELLs), ELL principles and practices are integrated into each and every one of our programs and activities, ensuring they are scaffolded for different proficiency levels, offer multiple methods of engagement (verbal, visual, kinetic, etc), and are inviting and inclusive.

With 18% of students being refugees/asylees fleeing war and persecution, 27% unaccompanied minors fleeing gang violence and endemic poverty, an additional 11% from a country currently enduring a brutal war (Yemen), 95% of students receiving free/reduced lunch, and 100% of students making the complex transition as adolescents to a new country, a new urban context, and a new school, OIHS students 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. As a result, ASP staff are deeply trained and adept at providing trauma-informed programming and support, and OIHS/EBAYC have forged deep linkages between school day supports (teachers, case managers, administrators, therapists) and the ASP.

Participation in the ASP is vital for our ELL students. It is exhausting spending all day immersed in another language in a formal learning environment, and after school activities offer the support students need to make meaning of their classes (e.g., in tutoring), as well as opportunities for non-academic engagement, through the arts or sports. Our students regularly report that, upon enrolling at OIHS, soccer, basketball, and/or arts programming allowed them to feel successful in a way that, as newcomers to this country with practically no English, they did not feel during the school day. Each year, at least 10 students from the graduating class cite the Soccer Without Borders program as what kept them in school during challenging points in their lives and their school career.

OIHS distributes information about the ASP in multiple languages, via school registration packets, email, newsletters, phone calls, and presentations at family events and meetings. Teachers, just

as much as ASP staff, are invested in the ASP offerings and encourage attendance, often accompanying students to after school programs when they first arrive.

When a new student enrolls at OIHS, the OUSD Enrollment Office and/or the Transitional Students and Families unit provides us basic information about the student's background and interests. During our school orientation for the student and family, we provide extensive information about the ASP and encourage participation. In this orientation, we gauge each student's interest in these programs, and introduce them, via warm handoff, to ASP program staff. ASP staff are continuously recruiting new students—either newly-arrived to the school, or those who have long been at OIHS but have yet to engage in programs—doing presentations in advisory classes, lunchtime discussions, and informal relationship building after school and during lunch.

OIHS and EBAYC further partner with OUSD's Transitional Students & Families unit to identify students in homeless situations or foster care, to encourage participation.

The SC works with Special Education staff to determine what appropriate accommodations must be made for students with learning differences and/or physical challenges. OIHS is fully handicap accessible and regularly maintained.

As OIHS students will attend the ASP on the school campus, accessibility is not a barrier. If paying for a bus pass to get to school is a barrier—which it is, according to surveys, for over 30% of students—we offer bus passes as incentives for regular and positive ASP participation.

Furthermore, EBAYC's and other program partners' employment of ethnically diverse and culturally/linguistically representative staff help our program effectively engage students from diverse cultural, linguistic, and racial/ethnic groups.

## 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:** OIHS, OUSD, and EBAYC, as well as our key program partners like the IRC, Soccer Without Borders, and Refugee Transitions, intentionally recruit staff who believe all newly-arrived immigrant youth deserve opportunities that will prepare them to be college, career, and community ready, and who are reflective of students' backgrounds, experiences and cultures. We prioritize the recruitment and hiring of staff and volunteers from immigrant backgrounds, and/or who are bilingual/bicultural. Currently, we have ASP staff who speak English, Spanish, Vietnamese, Tigrinya, Burmese, Mam, Arabic, Farsi, Karen, Tagalog, Italian and French. OIHS, EBAYC, and partners seek staff who have a passion for working with youth, strength in particular academic areas, and are open to coaching and continuous improvement. Many partners grow their own staff from students who used to be in our programs, and typically hire people from the local community who reflect students' backgrounds and are well-qualified to serve as role models. Alumni Tutors, Coaches, Newcomer Assistants, Program Assistants and other roles in the ASP program are filled by OIHS alumni.

OUSD's Talent Development Department assists with ASP staff hiring by sharing available positions through the district's recruitment outlets. OIHS and EBAYC also outreach to our strong volunteer and partner networks—including Community Based Organizations run by and for emerging and established immigrant communities in Oakland, and through education-related programs and career centers at nearby colleges. EBAYC screens viable candidates to ensure they meet the criteria detailed above and minimum qualifications.

All program staff are required to meet OUSD's minimum requirements for instructional aids. The Site Coordinator is required to have a B.A. in a field related to education or youth development, and experience managing youth programs. All staff must pass criminal background checks and be tested negative for tuberculosis.

### 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:** OIHS and EBAYC work with Refugee Transitions and the Oakland Education Fund (OEF) to

recruit, train, screen, schedule, and provide ongoing support to volunteers throughout our dynamic after school programs. Volunteers come from local colleges and universities (including UC Berkeley, Mills, San Francisco State, Cal State East Bay, Laney College, Merritt College, and the University of San Francisco), our committed network of neighbors, and from people who contact us directly out of a desire and commitment to support immigrant youth.

OIHS has a committed base of volunteers who serve in our classrooms during the school day (over 90 each year) whom we encourage to work in our after school program. Across all program activities, volunteers work alongside program staff to help reduce ratios and support student needs. All volunteers attend a minimum of two hours of training that covers school policies and procedures; OIHS, EBAYC, and partner agency mission, history, and collaboration; best practices for working with youth, and techniques for supporting English Language Learners and newcomers to the U.S. (along with supplementary trainings offered throughout the year) Prospective volunteers in all programs are interviewed to find out about their reasons for volunteering and qualifications, and are screened for tuberculosis and fingerprinted for criminal background clearance before participating in the ASPs. The Site Coordinator and/or other program staff will observe volunteers when they begin volunteering, and share the feedback with volunteers. Volunteers will be recognized for their contribution in gatherings during the ASP, program newsletters, and at family events hosted by the program, and end-of-year recognition events hosted by OEF.

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

**Answer:** OUSD's After School Program Office (ASPO), EBAYC, outside partners, and OIHS staff 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, and to design programs based on students' needs, assets, backgrounds, and goals.

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. The ASPO partners with the David P. Weikart Center to provide Youth Program Quality Assessment (YPQA) Basics training to all SCs.

SCs receive further PD from EBAYC and OIHS on topics such as youth development, curriculum development, program and staff management, student/family resources, and self-care. Each year, OIHS ASP staff participate in the five-day back to school professional development along with OIHS teachers, wellness staff, and administrators, to ensure the ASP activities are planned in conjunction with school day work, and that data, school goals, and priorities are integrated into ASP planning. ASP staff also attend the two-day mid-year and end of year retreats at OIHS. ASP staff are included in bi-annual partner convenings, coordinated by OIHS's Community School Manager, to share resources, updates and data, while collaboratively planning non-academic programs to align with one another and serve student and parent needs and goals.

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 programming. Training topics include Youth Voice and Choice, Ask-Listen-Encourage, Cooperative Learning, and Planning & Reflection. SCs also receive training in observing and coaching line staff to promote high program quality.

OIHS partners with other OUSD departments including the 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. ASP Quality Support Coaches/Career Pathways Liaisons (1 QSC/CPL per site, a certificated faculty member from the school serving as liaison to the school day) participate in an orientation for this role each September, and a training in October on the YPQA standards and ASP quality improvement cycle.

Line staff working with youth will receive summer and monthly PD from EBAYC 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 for the OIHS ASP will train and coach line staff in areas such as classroom/behavior management, project-based lesson planning, tutoring strategies, and academic management. SCs host weekly meetings with line staff to reflect on program challenges and accomplishments and problem solve.

ASPO Managers will convene a variety of professional learning communities (PLCs) 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. OIHS & EBAYC 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.

## 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:** 100% of OIHS students are English Language Learners who, upon enrolling at OIHS, have been in the U.S. for an average of six months (the majority of students enroll at OIHS upon arrival in the United States.) Data from internal surveys, COST referrals, the California Healthy Kids Survey (CHKS), and the Oakland Unified School District (OUSD) demonstrate tremendous needs among the schools' students.

According to the 2016-17 CHKS, 46% of OIHS students report frequent sad/hopeless feelings, with 8% considering suicide in the last year and 22% having lost friends/family to violence. 10% of students are frequent alcohol/drug users and 8% identify as gang members. 5% live alone, with no adult family members supporting them. 34% work to support themselves, with 11% having routinely missed school due to work.

21% of OIHS students are chronically absent, missing at least 10% of school days, losing invaluable learning time and on a slippery slope to dropping out. OIHS' severe chronic absence rate (students who miss at least 20% of school days) is 78% higher than the rate district-wide. Unaccompanied students (111 students at OIHS) are at high risk for dropping out. 51% of these students are currently earning Ds/Fs. More than 30% of OIHS students are undocumented and over 35% lack health insurance. Over the course of the past three years, OIHS's student body has become increasingly vulnerable and resource-intensive, largely due to the influx of unaccompanied minors (27% of students.)

To assess and identify the needs of students and families in the school communities, we used student demographic and socioeconomic data; various indicators of academic achievement and family educational attainment; 2016-176 California Healthy Kids Survey (CHKS) findings; our annual 11th grade demographic survey; parent focus groups; truancy data; district and state data on outcomes for ELLs; and conducted youth and family surveys and student focus groups in fall 2017. OIHS also conducts ongoing individual interviews regarding academic and socio-emotional backgrounds with 100% of newly-arrived students, the results of which are referenced in this application.

In Oakland, English Language Learners represent the fastest growing demographic in the city's public schools. Currently, 51% of students in Oakland public schools speak a language other than English in their homes, and one third are English Language Learners. Between 2012 and 2016, Oakland's newcomer students (students who arrived to the US in the past three years) increased by more than 50% (from 1,278 to 1,916 students), a number that continues to spike due to international migration dynamics, including but not limited to the recent influx of unaccompanied

minors and young families across the southern border. OUSD estimates that, by the end of this current school year, one in seven high school students will be a newcomer—a student who immigrated to the U.S. within the past three years. Newcomers are no longer a fringe minority in Oakland, but are increasingly the norm in the OUSD, and OIHS is at the forefront of creating best practices for serving this important, and growing, population.

In Oakland, in California, and in the U.S., newcomer students are disproportionately failing in school—which is to say that school is failing newcomer students, compounding the barriers to access to higher education and well-paying jobs, and hinging immigrant families into cycles of poverty. These so-called "failures" are all the more stark at the high school level, where newcomers—seeing the number of credits they must earn and the amount of time it takes to master the language needed to understand enough to earn those credits—often drop out, particularly when facing economic pressures at home. Newcomer students consistently perform far below their U.S.-born peers, and drop out at much higher rates in Oakland, in California, and throughout the country. At OIHS, 0% of 11th graders score proficient

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**Question 1 continued:**

**Answer:** in state testing in English language arts, and only 3% are proficient in Math. In Oakland, less than half of ELL students graduate on time; 39.5% drop out before graduation, and only 22.3% graduate A-G compliant and are qualified to apply to a four year university.

OIHS students come to us with a high incidence of trauma, having fled war, physical abuse, protracted refugee crises, gang violence, and having made perilous journeys to the United States. As noted, 27% of our students as unaccompanied minors; 30% have been incarcerated by the U.S. immigration system. In the current political climate, with the great threat of deportation (often to countries where students' lives would be in danger), we have seen a marked increase in socio-emotional crises among OIHS students, with over 25 panic attacks in the past year.

For 80% of students, OIHS is the first school they have attended in the United States. 40% of our students arrive in the United States with a gap of two or more years in their formal education; the average OIHS student has only attended sixth grade in their home country, and some students have only attended one or two years of school at all. Even those who have attended school up to their current grade level often attended struggling, resource-strapped schools in rural areas or even in refugee camps, meaning that their literacy levels and academic skills, even in their home languages, are limited. Not only must they catch up to grade level, but they must do so while learning another language and, sometimes, while learning how to read and write (having never before done so in their home languages.)

Over 95% of OIHS students receive free/reduced-price lunch, and the vast majority live in high-poverty, high-crime inner city areas of Oakland rife with environmental stressors. Parents work long hours, often at multiple jobs, and sometimes hardly see their children at all during the week. 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. Given their limited English and literacy skills, they are not able to help their children with their homework. Of the 77 OIHS students surveyed this Fall, only 25% said they have someone they can rely on at home to help them with homework, and only 31% said their parents are able to provide support in preparation for college). As a result, high numbers of both students (40%) and parents in focus groups (95%) said they want the ASP to host workshops for families on graduation requirements and how to help prepare one's kids for college.

50% of students surveyed expressed that they rely on the ASP at OIHS to get support with homework, and 42% said they come to the program to participate in activities new to them and learn new skills. In addition to the popular programming in soccer, gardening, biking, arts, dance, yoga and tutoring that we already offer, students surveyed expressed interest in additional programs, with photography, drawing, and expanded music offerings being the most popular. 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 engage them in school, equip them to reduce their risk-taking, and navigate their high school years safely and successfully.

Given that all of OIHS's students are newly-arrived immigrants with limited social connections and U.S. system-savvy, and the very high rates of trauma and poverty among our student body, many will not be able to succeed in school—or even show up at all—without targeted interventions after school that support them in building their skills, connecting to their new homes, to one another, and to caring adults at the school, and providing positive activities to counteract the adverse impacts of trauma and/or the stressors of immigrating to a new country.

**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:** OIHS and EBAYC's ASSETS program at OIHS engage stakeholders at two levels: at OIHS and at the district level.

At OIHS, EBAYC and school leadership work hand in hand in proactive and responsive program planning, engaging 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.

Each Spring, OIHS and EBAYC engage in planning meetings that include the above stakeholders to develop and refine ASSETS program plans for the upcoming school year based on stakeholder input and data on students' and families' needs. In the Fall and throughout the school year, our ASP SC participates in Site Council and COST meetings alongside other school staff, parent and youth leaders, community members, and school leadership. These structured information 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 (EBAYC) is not working in isolation, but rather is actively integrating and aligning program plans with school day efforts and overarching school goals and priorities. OIHS school-day staff see the ASP program as as a vital extension of the school day and are thus deeply committed to the ASP's success. Our current and former ASP Site Coordinators were OIHS teachers, making them uniquely equipped to bridge the school day and after school programs, while engaging teachers as meaningful stakeholders for input in program design.

Community partnerships are vital for the success of our ASP offerings, and for OIHS as a whole. As a full-fledged Community School, OIHS has received local and national awards for its wraparound services and partnership efforts, including the 2017 Community School of the Year award from the OUSD, a 2017 National Community School Award from the D.C.-based Coalition for Community Schools, and a national Schools of Opportunity award. Our partners allow us to offer diverse programming, and provide diverse perspectives on program design and improvement.

At the district level, the ASPO provides critical support to OIHS's programs, leveraging its strong, established infrastructure to set the overall direction for ASPs at 75 schools throughout the district. At least once every 3 years, and each time the OUSD strategic plan is updated, the ASPO engages multiple 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 as a whole. Feedback from these many stakeholders enables the ASPO to update our overarching mission, vision, goals, and outcomes for OUSD after school programs. 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.

OIHS'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; \*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;  
 \*Have greater health and well-being, and increased levels of physical activity.  
 Their families will \*Increase participation in school-related activities.

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

**Answer:** Through deep collaboration between the ASP Site Coordinator and the Community School Manager, OIHS and EBAYC regularly share program activities, outcomes, goals, demographics, reports, and alignment with school priorities and goals with multiple stakeholders, including the School Site Council, OIHS's Leadership Team, the OIHS Office Team, ASP program partners, student leaders, parents, funders, and the Community School Advisory Committee (comprised of community partners working on the OIHS campus). The Site Coordinator makes presentations about the program during teacher professional development days in August; new staff trainings; at regular faculty meetings; biannual partner meetings, COST meetings, family workshops, and school leadership meetings. The result of this collaboration and engagement with stakeholders is that all parties can articulate the mission and vision for the school, and for the after school program, and how the two overlap and work together.

The Site Coordinator and Community School Manager also share information about the program and its outcomes with students and families, registration for new students, during orientations to OIHS, and at ongoing parent meetings, trainings, and workshops.

At the district level, OUSD's After-School Program Office disseminates our annual evaluation report which reports on the program's mission, vision, goals, and outcomes to multiple stakeholders (district and school leaders, community partners, city partners, etc.). We have monthly meetings with OFCY and our after school partners to share this information. Additionally, with support from OUSD's Communications Department, the ASPO disseminates program information, highlights, and best practices through OUSD's multiple communication channels (district website, community newsletters, social media outlets). EBAYC in turn shares this info with their agency networks, partners, and "members" (clients).

## **9 - Collaborative Partnerships**

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

**Answer:** EBAYC's SC and the OIHS Community School Manager will work closely with school day staff to align, monitor, and improve programming so it engages and assists the schools' neediest students and families.

Many ASP staff, including the SC, the Volunteer/Tutoring Program Coordinator, Newcomer Assistants, coaches, club leaders and enrichment providers, have direct experience working during the school day. The SC and Tutoring Coordinator were former classroom teachers; Newcomer Assistants serve as second adults in the classroom while also supporting students after school; coaches and enrichment coordinators are regularly leveraged to support conflict resolution, restorative justice, and academic planning in coordination with school administrators and teaching staff. Classroom teachers are leveraged to work in the ASPs, as summer school teachers and enrichment instructors (basketball coaches, biking program leaders, etc.). Each spring, the SC and EBAYC's ASP Manager, along with the Principal and Quality Support Coach/Career Pathways Liaison, will collaboratively complete the After School Planning tool developed by OUSD's ASPO to plan the program for the coming year in alignment with the school Site Plan and district LCAP goals. The QSC/CPL will help align programming with school day instruction, expected learning standards, career pathway programs at the school, and students' learning needs; train and coach SCs, line staff, and volunteers; and participate in the CQI process.

The SC will meet with the Community School Manager bi-weekly to review student data, guide support for students of concern, identify others needing assistance, and problem solve. The SC will participate in faculty meetings, trainings, COST, SSTs, Attendance Team, Office Team

meetings, and school partners' meetings; and collaborate with the Wellness Program to connect students and their families to needed resources while serving as a bridge between the school day and the ASP.

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, OIHS partners with local non-profit and/or 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. OIHS has been recognized locally and nationally with awards for its strong, innovative partnerships in service of meeting the needs and building the leadership and voice of newcomer students and their families.

Since it opened 11 years ago, OIHS has developed deep and lasting partnerships with community organizations with an eye to overlapping missions and vision, representative voices from organizations that reflect students' communities and backgrounds, and complementary programs and services that fill critical gaps in our school and after school programming, while also offering mutual benefit for all involved. Through co-locating services on the OIHS campus, these organizations receive free space for program operations from which they are able to expand their reach with OIHS students and families, while OIHS is able to provide critical supplemental services—from mentorship to mental health to after school enrichment offerings—in support of student needs. Our ASPs are central to our Community School Efforts, and many organizations that support and work at OIHS during the school day also provide services and programs after school.

OUSD selects CBOs eligible to lead our ASPs through a Request for Qualifications process every 3 years, seeking 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. When initially seeking a qualified after school partner during our previous ASSETS funding application in 2013, OIHS assembled a committee of students, parents, administrators, partners and teachers to interview site coordinators from a variety of CBOs and visited ASP sites throughout Oakland. The committee unanimously deemed East Bay Asian Youth Center (EBAYC) to be the strongest CBO partner with which to build our ASSETS program, given its excellent track record in leading ASPs at other school sites, its deep connections with neighborhoods and communities throughout Oakland, and its commitment—and original mission—to serve and engage immigrant youth. This partnership has proven an excellent marriage of mission, vision, and expertise in providing supplemental learning opportunities during out of school time for OIHS's newly-arrived immigrant youth. As a result, OIHS/the OUSD is submitting this application in partnership with EBAYC to continue to expand and improve ASP programming at Oakland International High School. (We have included a letter of agreement from EBACY, detailing its role, ASSETS funding it will receive, and in-kind resources EBAYC will contribute to these programs.) EAST BAY ASIAN YOUTH CENTER (EBAYC) is a youth development organization based in Oakland's Chinatown and San Antonio neighborhoods, dedicated to helping youth be safe, smart, and socially responsible. It is the current lead agency for the ASP at Oakland International High School and will continue in this role. EBAYC serves a racially and ethnically diverse membership of 1,500 children, youth, and young adults, through after-school and summer learning programs at 15 OUSD schools, case management, parent engagement, and community-development activities in Oakland, Sacramento, and Fresno. Most of its 100+ staff members are Oakland

natives, live in the neighborhoods where it provides services, and are alumni of EBAYC programs. Its staff can effectively communicate with and serve families with home languages including Spanish, Cantonese, Vietnamese, lu-Mien, Khmer, and

**Question 2 continued:**

**Answer:** Tagalog. EBAYC will contribute \$12,000 in in-kind resources per year to the ASP, including staffing and academic mentoring for 9th graders. EBAYC will work in close partnership with OIHS to design and implement a high quality ASP for the school's youth and families. EBAYC 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

EBAYC employs an ASP Program Manager who provides weekly supervision and onsite coaching, and helps train their full-time SCs. SCs communicate with their program manager by email, phone, or on-site as needed. Both 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. SCs meet at least biweekly on-site with the Principal to address issues like student recruitment, logistics, and problem solving.

EBAYC will collaborate with other local partners to provide services to students and families, and provide bi-annual program updates to the Community School Partnership Team. The SC will have daily check-in meetings on-site with their program staff and service providers. SCs will participate in weekly Coordination of Services Teams and convene All Partners Meetings on site to share information and coordinate services with other partner agencies.

Our ASPs will partner with the following local organizations (as detailed in additional letters of agreement) to promote students' career readiness; connections to community, school, peers and caring adults; academic skills; physical fitness and socio-emotional wellness; and preparation for college.

-SOCCER WITHOUT BORDERS: To support students health, community engagement, conflict resolution skills, service opportunities, student-athlete identity, cross-cultural connections, confidence, life skills, and mentorship, SWB will provide programming four afternoons/week for 150+ drop-in OIHS students, plus weekend games for 5 teams (2 girls, 3 boys) of newcomer youth, deepening their connections to each other, caring adults and their new homes. It will contribute \$100,742 per year in in-kind resources, derived from grants from the Oakland Fund for Youth and several private foundations.

-REFUGEE TRANSITIONS: To support OIHS students academic skill building, English development, connections to caring adults, and remediation, RT will provide four days/week of after school tutoring (50 students/day), as well as home based tutoring services and two daily (Mon-Thurs) English Language and Computer/Technology instruction to immigrant adults/OIHS family members focusing on education-related English. RT will also run a peer and alumni tutoring program, building leadership and career skills for 20 OIHS students and recent alum. It will contribute \$46,000 per year in in-kind resources to the program.

-INTERNATIONAL RESCUE COMMITTEE: Will provide weekly gardening, cooking, and nutrition education to OIHS students and families once/week, offering intergenerational activities, and running a once/week youth internship program to build career skills and community linkages for 10 OIHS students. It will provide these services in-kind; they are valued at approximately \$79,000

per year.

## DIVERSITY IN HEALTH TRAINING

### Question 2 continued:

**Answer:** INSTITUTE: DHTI will run an after school program on Community Wellness, supporting 14 OIHS students to build knowledge, skills, and competencies related to the behavioral health/health workforce. It will provide these services in-kind; they are valued at approximately \$33,000 per year, and are funded by a grant from the Alameda County Behavioral Health Care Services Agency.

-LANEY COLLEGE: In collaboration with Laney College, OIHS offers 6 dual enrollment/college credit courses each year to build academic skills and college preparation, and/or recover credits. Classes serve an average of 25 students each, reaching 60+ students total each year. These classes help newcomer students arrive better prepared for college, and to place out of remediation classes that too often put students behind on their college credits before they've even begun classes.

-OUSD SUMMER PROGRAM: In collaboration with the OUSD summer program, OIHS offers a minimum of 8 for-credit courses during a 5 week summer session on campus, serving a minimum of 200 OIHS students/summer.

-GENESYS WORKS: Supports 12-15 OIHS students/year with 8 week summer career development training focusing on professionalism, job skills, technical skills, and goal setting, which is followed by a year-long paid internship with Bay Area companies (6-20 hours/week; students also receive a laptop and support with college advising). Genesys Works offers real world experience as well as connections outside of OIHS/students' neighborhoods, and real-world application of English language skills.

-INNER CITY OUTINGS/SIERRA CLUB: ICO of the Sierra Club provides logistical support, volunteers, supplies and some supplemental funding for outdoor programs for OIHS students, including camping, boating, hiking, skiing, etc (approximately 6 trips/year with ICO).

-BAY AREA WILDERNESS TRAINING: BAWT provides logistical support and gear access to support outdoor programs for OIHS students in ASP programs, including camping, boating, hiking, skiing, team retreats, etc (approximately 10 trips/year with BAWT).

-YOUTH DEVELOPMENT WORKERS/CONSULTANTS: Individual Youth Development Workers will provide additional programs and services under the auspices and oversight of EBAYC and the SC, including programs in music/guitar, mural making, biking, volleyball, track, multimedia storytelling, yoga, and photography. Utilizing individual consultants and programs will allow us to further recruit representative educators from the community to teach/instruct students in programs of interest to them, and to offer more diverse program offerings.

-ALAMEDA COUNTY FOOD BANK: In support of student and family wellness and food access, ACFB will provide monthly Food Pantries, periodic all-school wellness events (3/year), and leadership and nutritional training (2/month) to OIHS students and families after school. It will provide these services in-kind; they are valued at approximately \$20,400 per year,

-WELLNESS AGENCIES: To address the socio-emotional, case management, and trauma-related needs of OIHS's community, OIHS ASP will also partner with the agencies involved in OIHS's Wellness Center, including La Clinica De la Raza's TechniClinic and Cultura y Bienestar Program, Partnerships in Trauma Recovery, La Familia, The Wright Institute, OUSD's Tobacco and Alcohol Prevention Program, SEEDS of Awareness, Centro Legal de la Raza, Asian Health Services, OUSD's Transitional Students and Families Unit, and Alameda County Our Kids Program. These programs will meet during the school day and after school, and will collaborate with ASP line staff to support students' health and socio-emotional needs. 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

- 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:** OIHS's ASP programs are driven by student needs and student/parent voice; we are thus constantly refining programs and adding new programs that fill unmet (and ever-changing, along with our immigrant student population) needs. Each year, as part of the ASP planning process, EBAYC, OIHS Staff, and program partners determine which types of activities to offer the next year and identify additional community partners, typically for arts, sports, health and wellness, leadership development, service learning, internships and other career readiness programs. OIHS looks to the OUSD ASSETS Coordinator and fellow high school programs for additional partnerships where needed, as well as the OUSD's Community Partnerships Unit. OIHS is also deeply connected to Oakland's immigrant serving community. As a core member of the East Bay Refugee Forum, OIHS is able to solicit partnerships and resources from fellow member agencies with pre-existing connections to and expertise in working with immigrant communities. We seek potential partners that have independent funding in service of sustainability, but also partners who are equipped to serve youth, ELLs, youth who have experienced trauma, and students from diverse backgrounds.

For any new partnerships, EBAYC's Program manager and the ASP Site Coordinator will request information from organizations including mission, vision, program materials, existing service sites and clientele, and outcome data. The ASP, the SC, Principal, and/or student leaders in the ASP will interview agencies to explore potential partnerships and discuss service options, target population, scheduling, funding, and cost sharing. EBAYC's ASP Coordinator works closely with OIHS's Community Schools Manager, who oversees partnerships and programs at the school, to ensure that school day and after school partnerships are in alignment, and are leveraged for mutual benefit.

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**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:** OIHS's ASP will engage and equip school families to be effective partners in supporting their children's educational success and healthy development.

To do this, our ASP program will collaborate with The OIHS Family Resource Center (FRC), a dedicated space on OIHS's campus that provides classes, workshops, wellness events, resources for families, school-family engagement, and opportunities to serve in leadership roles in the school and in the community, reaching more than 250 adult family members/year during and after school. The ASP SC works with the FRC staff and Community School Manager to connect with parents through the FRC programs, make announcements about program offerings, opportunities, or changes, and solicit feedback from parents on ASP programming. The ASP and FRC collaborate to offer several family workshops each semester focused on issues including attendance, engaging your child in conversations about school, how to use OIHS's online system, Know Your Rights trainings, how to read transcripts, and college readiness and access. The ASPs and FRC staff will also coordinate to bring families together at showcase/celebration nights. OIHS's ASP will employ phone calls and home visits to families of high-need youth (such as chronically truant students, or those at risk of dropping out) to more deeply engage them in ASP interventions. Our ASP program has culturally aligned staff that speak English, Spanish, Tigrinya, Burmese, Karen, Mandarin, Mam, Farsi, Vietnamese, and Arabic, allowing us to connect and communicate with parents and family members. OIHS will use home-language texts and robocalls to promote parent involvement in ASP and school activities, and ASP staff will work closely with teaching staff to support annual parent conferences and teacher home visits. Yearly translated family surveys and home-language focus groups, as well as the California Healthy Kids Survey, will elicit their priorities for youth and family activities.

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**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: OIHS and EBAYC collaboratively collect and reflect on data on many indicators of student success to help 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.

When developing its annual ASP Plan, OIHS selects indicators with which to track student outcomes. This is a collaborative process involving the SC, EBAYC ASP Manager, Principal, QSC/CPL, and Community School Manager, to ensure the measures are aligned with both the school's priorities and goals for academic achievement and the goals established for the ASP. The indicators sites track are aligned with OIHS' overall goals for supporting newcomer immigrant youths' success in school, building language skills, increasing the graduation rate, and decreasing chronic absenteeism and dropout rates. These indicators include:

\*Pre- and post-results on reading, math, language and literacy tests, including the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory.

\*Course grades--each quarter, to identify students earning low grades (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 particular 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 (present 90-95% of school days), and to see whether their attendance has improved while they have participated in the ASP.

\*Particular indicators from the California Healthy Kid Survey every other year--such as the percentage of students indicating they feel safe at school, or have a good relationship with an adult on campus.

These indicators are discussed and analyzed in collaboration between ASP staff, school administrators, and teachers (involving, in some cases, parents and students) in order to make meaning of the data and implement collaborative action plans that span across the school day and after school programs. In addition, the QSC/CPL seeks feedback from faculty members teaching at the school during the regular school day and shares it with ASP staff, so staff can utilize the feedback to help improve program offerings as well as targeted support for individual students.

OUSD commissions an annual external evaluation of our ASPs, conducted by Public Profit. 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 program 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 and 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 and lexile levels. These indicators reflect whether a student has developed language proficiency as well as growth toward Common Core standards, considered indicative of whether she/he is ready for college and career.

Program evaluation data informs OIHS's CQI process, professional development plans, and yearly program planning.

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. OUSD's CQI process incorporates extensive staff PD and a tiered system of support to help OIHS and EBAYC 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 will incorporate the following elements.

In the ASSESS step, October through 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 classrooms 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 their 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 English Language Learners.

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 also compare their program quality scores over time, since we have been using the database since 2014-15.

**PROFESSIONAL DEVELOPMENT.** To support this CQI process, SCs and EBAYC program managers

**Question 2 continued:**

**Answer:** receive training on the Youth Program Quality Standards, provided by the Weikart Center, during

the ASPO's Summer Institute. OUSD's ASP Managers will also continue to convene the SCs each month 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 sites 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 OIHS in its 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 to 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 point-of-service 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 school-wide.

ASP site teams and school leaders will consider the evaluation findings—and the ASP's potential impact on student academic achievement including language development, truancy rates, 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 our ASPs in ensuring students graduate college, career, and community ready.

OUSD reserves 14% of each site grant for ASPO staff to provide training/technical assistance for sites, program evaluation, other professional services, CQI support, custodial services, and



indirect costs. Another 2-10% is allocated to the school site level for staffing such as extended contracts for teachers to lead intervention and credit recovery classes after school, and for School Safety Officers to be on site during the ASP.

The bulk of ASSETS funding is allocated directly to the lead agency partner, reflecting the OUSD's commitment to the school-community partnership model and our respect for EBAYC's expertise in youth development, as well as OIHS's commitment to have every dollar possible directly serve our newly arrived immigrant students through support programs and increased opportunities for learning, growth, and building connections in students' new Oakland homes. EBAYC and OIHS work together to align our yearly budget to OIHS's data-driven school improvement priorities and goals for student achievement, within OUSD's overall focus on equipping students to graduate college, career, and community ready. The cost for the full-time Site Coordinator, responsible for the program's day-to-day operations, integration with the school day, partnerships, program quality, and CQI, is the largest line item, accounting for 37% of a \$250,000 grant, and allowing OIHS to have a dedicated and qualified staff member to oversee year-round programs. EBAYC allocates substantial funding for staff (literacy and math academic instructors and Tutoring Manager) to provide academic support to students, in support of their college readiness, and for enrichment and athletic programs that build students' skills, confidence, and their connections to one another, to school, and to caring adults.

**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:** OUSD's Expanded Learning Unit, consisting of the After School Program Office (ASPO) and Summer Learning Office, oversees expanded learning programs at 75 Title 1 schools, including 15 high schools, of which Oakland International High School is the only school exclusively focusing on serving newly-arrived immigrant youth.

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 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 and summer programs 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 performance and credit recovery; and leverages internal and external partnerships that enhance the ASPs' work-based learning efforts. She facilitates monthly meetings for ASSETS 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, and program monitoring to ensure OUSD's 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 our after school safety work, including

safety and emergency preparedness training and technical assistance 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.

At OIHS, the staffing pattern is as follows (in alignment with other OUSD ASSETS programs)

The PRINCIPAL and COMMUNITY SCHOOL MANAGER (CSM) select an ASPO-approved lead agency to operate the ASP (in this case, EBAYC). They 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 activities, and access to student data. The CSM meets at least biweekly with the SC to monitor and support the program

**Question 2 continued:**

**Answer:** as needed, and collaborates with the SC to ensure ASP services are coordinated with other support services at school. The CSM will establish and maintain relationships with community partners; convene and facilitate the COST; help connect students and their families to needed services, among other duties; and convene parent workshops and other family activities in collaboration with the ASP.

EBAYC, the lead agency, is responsible for ensuring the ASP reflects youth development quality standards. It manages subcontracted program funds and also partners with the ASPO in efforts to sustain the program.

Since EBAYC serves as ASP lead agency at multiple OUSD schools, it has assigned a PROGRAM MANAGER to supervise the ASPs, including the OIHS program, by helping plan the ASPs, providing PD and on-site coaching for the SCs and line staff, and providing support for partnerships with schools and community partners. The Program Manager convenes EBAYC SCs for monthly supervision/coaching meetings and maintain regular email and phone communication.

A full-time EBAYC SITE COORDINATOR, co-supervised by his/her Program Manager and the Principal and CSM, manages ASP day-to-day operations. The SC collaborates with school staff to identify the highest-need students; conducts recruitment outreach to students and families; develops program schedule and program handbook for parents; trains and supervises line staff and volunteers; coordinates services providers working in the ASP; and oversees data collection for the ASP. The SC participates in school staff meetings and trainings; participates on the school COST and Culture/Climate Committee; collaborates with the CSM to connect students and families to needed support services; leads the Assess-Plan-Improve CQI process; collaborates 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 PATHWAYS LIAISON (QSC/CPL), a school faculty member designated by the Principal, assists the ASP in promoting students' academic achievement. The QSC/CPL collaborates with school leadership and the SC to analyze student data to inform program planning, identify participants, and assess student progress; helps align programming with school day priorities, Common Core standards, students' learning needs, and school linked learning/career pathway initiatives; observes, coaches, and trains SCs and line staff based on PQA standards; liaises between ASP and school staff; and participates in the CQI process.

CERTIFICATED TEACHERS on extended day contract, usually faculty at the host school, lead Algebra and English intervention and credit recovery classes, and provide tutoring and academic case management for students.

YOUTH DEVELOPMENT WORKERS provide tutoring and support academic case management, and lead some enrichment activities, such as arts, sports, and community engagement projects.

They are employed either by the lead agency (and supervised by the SC) or by partner community-based organizations bringing their programs to the site.

AGENCY SUBCONTRACTORS, like Soccer Without Borders and Refugee Transitions, bring their unique programs and community connections to the ASP, working directly with EBAYC and the SC to align programs with wider program goals.

The SC convenes subcontractors and other program staff for coaching, debriefings, and problem solving each week and in some cases daily at the end of the program day. The SC also provide staff trainings on youth development quality standards, and involves staff in the CQI process.

A SCHOOL SAFETY OFFICER on campus will 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.

**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:** Our ASP SC will seek to connect with and establish relationships with parents of youth through Fall Registration events and early connections with the Family Resource Center programs and staff, to build relationships with parents from the moment they enroll in OIHS programs. Whenever OIHS identifies a student who would benefit from services or programs after school, the SC will contact the parent. The SC 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. The SC will encourage return communication from parents via their cell phones, texts, or in-person meetings. The SC or other program staff will also call parents to report when students make notable progress or achievements in the program.

OIHS uses translated robocalls, text blasts, fliers, and postings on bulletin boards for general messaging to school families about the ASP.

In direct collaboration with the OIHS Community School Manager, the SC will maintain contact with subcontractors and other partners working on campus. All individuals and program partners working in the ASP will be met with at least bi-weekly via in person check-ins and/or group meetings, and the SC will inform partners when anything relevant to their work at the school occurs. The SC also participates in bi-annual partner meetings and weekly COST meetings.

These meetings are a chance for the ASP to get updates from and provide updates to school leaders and program partners, and find opportunities to collaborate with partners in providing holistic supports for students, such as health care through a school-based clinic, counseling from a mental health partner, or other resources for families. Regular COST meetings are also vehicles for ASP staff to maintain communication and coordinate with community partners.

**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:** The OUSD After School Program Office, in collaboration with systems-level partners like Weikart Center and Partnership for Children & Youth, provides leadership trainings and capacity building opportunities for Site Coordinators and their lead agency Managers (including the EBAYC staff in these positions for the OIHS ASP). These ASPO activities include program quality/leadership training at the ASPO's Summer Institute, monthly SC meetings, and training and resources from the National Equity Project and Shifting Norms to deepen our SC's leadership skills.

OUSD's Social and Emotional Learning unit trains our ASPO team, SCs, and lead agency Managers on research-based SEL practices and standards. ASPO staff co-facilitate trainings with OUSD's 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

EBAYC provides extensive youth development training and leadership development for its staff, in areas such as facilitation and supervision. This enables many program staff to grow into SC roles, and SCs into agency manager roles. OIHS will also take part in a Leaders of Color program

that explores race, oppression, and the challenges of CBOs working with underserved communities.

At the school level, OIHS's co-Principals and Community School Manager work to develop the leadership skills of SCs by including them in faculty PDs, tri-annual retreats, the office team, and on relevant committees like COST. The SC works closely under the supervision of the CSM, engaging in bi-weekly meetings to continue to identify strengths and areas of growth (and seek/provide resulting training), monitor progress, review and analyze data, troubleshoot, and plan in both the short- and long-term for the success of the ASP and the SC's role.

## 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 OIHS to offer a comprehensive ASP program for newly-arrive newcomer youth that helps students adapt to their new communities, build connections across cultures, and graduate college, career, and community ready. Our ASP is fundamental to these efforts and we are dedicated to sustaining it beyond ASSETS funding. OIHS already leverages other funding sources to enhance programming in the ASP and diversify our funding portfolio, from OUSD, community foundations, individual donors, and strategic partnerships with programs that have received external funding, or can, in exchange for space on campus, offer reduced-cost programming. We will rely on these resources and partnerships to sustain at least a minimum level of after-school programming when ASSETS funds sunset. Other funding sources key to our sustainability plan are district LCAP funds and Oakland's Measure N. Measure N monies can help high schools and their ASPs 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 each year. EBAYC will utilize its funding, along with strategic partnerships, to help sustain the ASP into the future. The OUSD ASPO will also continue to seek partnerships that can help sustain after school services at OIHS, including from Alameda County Health Care Services Agency, and private entities that are interested in the school's linked learning and career pathways work.

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, their school communities, local stakeholders, and other potential funders, for investing in sustaining the ASP.

### 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:** OIHS's Leadership Team, School Site Council, and Community Partner Council, along with staff and parent leaders, will be responsible for sustaining after-school services beyond ASSETS funding. These entities will have support in sustainability planning by OUSD central offices such as Expanded Learning, the high school network, and Linked Learning and Post-Secondary Readiness, in collaboration with EBAYC. These stakeholders will engage in regular conversations on the highest-priority services and potential funding sources.

Several funding sources referenced in OUSD's letter of agreement may help sustain key ASP services. OIHS may utilize Title 1 funds for academic support provided by teachers on extended contract. OIHS 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 we serve high numbers of economically disadvantaged and ELL students. We have flexibility to use this funding to benefit high-need youth, and ASPs are an ongoing priority. Staff from district offices will work with school leaders and their constituencies to target Title 1, Measure N, and LCAP funding to help sustain after-school services proven to have a high positive impact on students.

EBAYC is committed to continuing services at Oakland International High School beyond this seed funding from ASSETS. EBAYC already contribute considerable resources to the program, derived from private foundation grants and other sources, which will help sustain the ASPs. 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 OIHS. Examples include our current partnerships with Soccer Without Borders, Refugee Transitions, IRC, and DHTI detailed earlier. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and even private entities like the local health centers including Summit and Kaiser that are interested in the linked learning and career pathways work happening in our schools. To sustain the PD 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 such as 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, OIHS will begin to develop plans 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 school leaders will develop a post-grant-period annual budget for OIHS's ASP, 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:** To assess transportation needs, OIHS relied on a combination of data sources, including family income, commute distances, truancy rates, and socio-emotional factors. Because OIHS serves newly-arrived immigrant youth from throughout the school district—400 students from 12 Oakland zip codes—students live throughout Oakland and, according to our annual socio-emotional survey, have an average one way commute of 45 minutes. We further consulted free-and-reduced-price lunch percentages as an indicator of potential poverty-related barriers to access. 95% of students are eligible for Free/Reduced-Price Lunch, and few are driven or able to drive to school. 74% of OIHS students surveyed in Fall 2017 rely on the bus to get to school each day. On the 2016-17 California Healthy Kids Survey, 30% of OIHS students said that they experienced frequent sad/hopeless feelings, and 11% had strongly considered suicide, in the past year. One-third of students reported lacking a sense of school connectedness. These factors negatively impact student engagement and success in school, and discourage students from taking part in ASPs.

The challenges in accessing school can also be seen in OIHS's high chronic absenteeism rates—among the highest in the OUSD. 21% of OIHS students are chronically absent, with an additional 18.5% at risk of chronic absenteeism.

In 2017, in collaboration with the OUSD data office, OIHS conducted a study to identify the main risk factors for newcomer students dropping out of school, identified as: 1) entering school in the

U.S. after the age of 16; 2) maintaining a GPA of less than 2.0; 3) entering school credit-deficient from their home countries; and 4) an attendance rate of 95% or less. The average age of students enrolling at OIHS is 16, and the majority of them (over 40%) are credit-deficient upon arrival.

ASP interventions are critical to student success, and without support accessing ASPs, students are at high risk of dropping out of 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:** Because of high poverty rates, and the absence of school transportation for Oakland youth, a full 54% of OIHS families rely on free bus passes provided by OIHS in order for their children to come to school each day (Fall 2017 survey results). At \$26.50, a monthly bus pass is simply too costly for over half of OIHS families; without support from OIHS/OUUSD, they would struggle to afford to send their kids to school, and more students would be required to work after school, which would limit their ability to attend ASPs.

Long commutes mean OIHS students must wake up earlier and arrive later at home; often cross through multiple gang territories to and from school; and walk long distances from the bus stop through neighborhoods with high crime rates. This arduous commute reflects students' dedication to education, and also an additional hardship for our newcomer students—who already arrive with limited English skills and behind grade level—to achieve academic success.

Approximately 25% of OIHS students already work after school and on weekends, or are responsible for after-school childcare for younger siblings. Some students cannot take part in internships or other work-based learning opportunities in the community because they cannot afford the costs of transportation to these sites from school or from these sites home. Providing youth with internship/leadership stipends and transportation support removes access barriers to the ASPs.

Because 100% of OIHS students are English Language Learners, with 40% having experienced interrupted formal education, they have only a few years to learn English, remediate the gaps in their education, build academic skills, and earn enough credits to graduate. Thus, OIHS students are in need of additional support to accelerate their English language development and be able to take full advantage of the learning and enrichment programs available in their school after-school programs.

**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:** 100% of OIHS students are newly-arrived English Language Learners; 68% report that OIHS is the only U.S. school they have ever attended. 40% students have a gap of two years or more in their formal education, with the average student having attained a 6th grade education before enrolling in 9th or 10th grade at OIHS. OUUSD students not only need additional support to become fluent in English and catch up academically, but are in dire need of socio-emotional supports and services.

28% of OIHS students are unaccompanied minors who have fled gang violence and/or experienced arduous journeys, alone, to the U.S. and are now facing deportation proceedings; 30% are undocumented; 18% are refugees who have fled war/persecution, with another 10% of students coming from active war zones in their home country. 44% of students have been separated from their parents for a period of at least 2 years, and 5% currently live alone or in a shelter, without family support.

Our students struggle with life stressors and the adverse impacts of trauma; as a result, 20% of OIHS students are active drug/alcohol users. In the first five months of the 2017-2018 school year, 158 students—40% of our school population—have been referred to our Coordination of Services Team (COST) for mental health/socio-emotional supports (including case management). OIHS has 28 identified Special Education students—7% of our student body—with an additional 12 students awaiting SPED assessment. 100% of SPED students are not meeting grade level standards in one or more core subjects

OIHS has one of the highest chronic absence rates—21%—in the OUUSD.

Based on OIHS's free/reduced lunch data, 95% of students' families are living in poverty or on low-incomes, meaning they have economic barriers (including inability to afford transportation and child care, housing insecurity, and a reliance on high school students to work) to full participation and equitable access to the after-school program.

## 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:** In order to provide increased and equitable access to the ASP, OIHS plans to offer specialized academic and enrichment programs embedded with wraparound supports for our high-need newcomer students, including:

\*Targeted academic and English language support, mentorship, and tutoring for newly-arrived students, with language scaffolding integrated into 100% of ASP programs.

\*Targeted academic support for ELLs and students with interrupted formal education—in math, language acquisition, credit recovery, etc—and students with learning disabilities and other special needs.

\*Bus passes (for approximately 45 students 10 months/year) and internship stipends (for approximately 20 students), to incentivize participation and enable students with economic barriers to participate in the ASP and its linked learning opportunities.

\*Attendance Interventions: ASP staff will regularly conduct home visits and offer incentivized attendance contracts to support students' improved attendance.

\*Community Building: For students who struggle to feel connected to or successful in school, enrichment opportunities like Soccer Without Borders will provide a sense of community, belonging and success, incentivizing students to participate in the ASP. High interest programs like soccer engage students with challenges that negatively affect their regular attendance and full engagement in and after school.

\*Trauma Support Socio-Emotional Interventions linked with the school day: All ASP offerings will be trauma informed, and special programs—like camping trips, restorative circles, mindfulness, and outdoor programs—will provide a venue for the most struggling students to express their challenges, re-group, connect with themselves and one another, and set goals.

To support these programs, staff will receive training in areas including working with newcomers, trauma-informed services, and outdoor leadership skills and techniques for serving high risk populations.

### 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 5:03:03 PM







# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## Written Agreements

1. Oakland Unified School District
2. East Bay Asian Youth Center (EBAYC)
3. Diversity in Health Training Institute (DHTI)
4. Alameda County Community Food Bank (ACCFB)
5. Soccer Without Borders
6. Refugee Transitions
7. International Rescue Committee (IRC-Oakland)



**OFFICE OF THE SUPERINTENDENT**

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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 21<sup>st</sup> 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 Oakland International High School. 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

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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



January 12, 2018

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

Dear Ms. Johnson-Trammel:

East Bay Asian Youth Center (EBAYC) 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 21<sup>st</sup> 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.

EBAYC is non-profit community-building organization dedicated to supporting young people to be safe, smart, and socially responsible. EBAYC provides a continuum of integrated services to a diverse membership of 2,000 children, youth, and young adults in Oakland's San Antonio, Eastlake, and Chinatown neighborhoods. Our services: juvenile justice case management, expanded learning, and community development result in higher school attendance rates, lower school suspension rates, and lower incarceration rates.

EBAYC has been a partner with OUSD in providing expanded learning programming to students since 1996. For the 2018-2023 grant cycle, EBAYC will serve as site lead agency for OUSD's 21st Century after-school and summer programs at Oakland International High School. In that role, EBAYC will:

1. Provide a Site Coordinator for each school site, and 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.



*Where young people grow, thrive and lead!*

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.

EBAYC will provide these services under a subcontract with OUSD in the amount of approximately \$236,204 per year. We agree that the partnership between our agency and Oakland International High School 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.

In addition, EBAYC will provide the following in-kind resources in support of OUSD's 21<sup>st</sup> Century programs:

1. Agency staff for fiscal services including financial and audit reports. The in-kind value of this resource is estimated at \$12,000 year.

EBAYC's total in-kind contribution to the 21<sup>st</sup> Century after-school and summer programs is \$12,000 per year for the next five years.

Sincerely,



David Kakishiba  
Executive Director



**DIVERSITY IN HEALTH  
TRAINING INSTITUTE**

**LOA**

January 12, 2018

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

Dear Ms. Johnson-Trammel:

Diversity in Health Training Institute is writing this letter to support OUSD's application to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

Diversity in Health Training Institute (DHTI) was established in 2011 by then Alameda County Supervisor Alice Lai-Bitker to address the increasing demand for a linguistically and culturally diverse healthcare delivery system by assisting multicultural health professionals to enter or re-enter the U.S. healthcare profession while also enabling healthcare employers to diversify their workforce to be responsive to patient needs. Since 2011, DHTI's Healthcare Career Pathways Initiative has helped over 300 refugees and immigrants from over 30 countries to pursue careers in health by offering individualized career coaching; trainings about the U.S. Healthcare System, Community Health Work, and professional skills; and linkages to work-based exposure and learning placements. All DHTI participants are unemployed or underemployed, 17% are enrolled in a community college or vocational training program, 44% are incumbent workers, and 54% are internationally trained healthcare professionals.

Diversity in Health Training Institute (DHTI) began partnering with Oakland International High School (OIHS) in 2017 to provide career exploration for OIHS youth in the health and behavioral health fields. For the 2018-2023 grant cycle, DHTI will take part in OUSD's 21st Century programs at OIHS. In that role, DHTI will offer individualized coaching, group trainings and hands-on experiences for students to build leadership and confidence to pursue health/behavioral health careers during after school, weekends, school vacations and summer months, reaching at least 100 students. DHTI will provide qualified youth professionals and teaching staff, as well as career mentors, and will organize school-wide events, field trips and career exploration for OIHS youth interested in health/behavioral health fields. DHTI is committed to delivering integrated and contextualized career pathway programs for OIHS students that connect educational and employment partners in health/behavioral health systems and build pipelines for youth to enter health/behavioral health careers.

Diversity in Health Training Institute (DHTI) will provide these services in-kind to Oakland International High School/ the East Bay Asian Youth Center, leveraging funds from Alameda County Behavioral Health Care Services (ACBHCS) Innovations (INN) grants focused on Workforce Education & Training (WET) and Technology. The approximate in-kind cost of these services that DHTI provides to Oakland International's After School Program is \$33,000 per year, and we anticipate providing similar resources throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in black ink, appearing to read "Beatrice Lee". The signature is fluid and cursive, with the first name being more prominent.

Beatrice Lee  
Executive Director



ALAMEDA COUNTY  
COMMUNITY  
FOOD BANK

Until everyone's fed

January 22, 2018

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

Dear Ms. Johnson-Trammel:

The Alameda County Community Food Bank (ACCFB) is writing this letter to support OUSD's application to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

ACCFB is an Oakland-based non-profit organization that distributes food equivalent to over 540,000 meals per week through 250 community based organizations across Alameda County, California, including food pantries, soup kitchens, child-care and senior centers, and after-school programs. We provide an emergency food helpline, teach nutrition and hunger education, and conduct outreach to enroll eligible participants in CalFresh. Fresh fruits and vegetables, much of it California grown, comprise more than half of our total food distribution.

We have been a partner with Oakland International High School since 2014, providing monthly food distribution to OIHS students, families and the surrounding communities, and, this year, partnering on a new youth leadership initiative. For the 2018-2023 grant cycle, ACCFB will take part in OUSD's 21st Century programs at Oakland International High School. In that role, ACCFB will:

1. Provide a monthly after-school food pantry distribution at Oakland International High School, supplying nutritious take-home food for approximately 100 students/month, and engaging student Wellness Ambassadors as leaders in the distribution events.
2. Run a one year student leadership pilot program to optimize the menu of food and personal care items for cultural relevance and usability, while improving the setup, display, administration and marketing of distribution events to maximize participation and student engagement. This program will also include nutrition classes and supplemental food distribution.

We will provide these services in-kind to Oakland International High School/the East Bay Asian Youth Center, leveraging donations from individual and institutional funders. The approximate in-kind cost of the after-school food pantry is \$20,400 per year, and we anticipate continuing this program throughout the 2018-2023 grant cycle. The approximate in-kind one-time cost of the one year student leadership pilot program is \$9,600.

Sincerely,

Amy Donovan  
Chief Financial Officer





January 12, 2018

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

Dear Ms. Johnson-Trammel:

Soccer Without Borders is writing this letter to support OUSD's application to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding for the 2018-2023 grant cycle, and to detail how we will participate in and support the proposed expanded learning program.

Soccer Without Borders is an award-winning 501c3 non-profit organization that uses soccer as a vehicle for positive change, providing newcomer refugee and immigrant youth with a toolkit for growth, inclusion, and personal success. Our holistic, evidence-based model combines soccer practices and games with academic and language support, civic engagement, and cultural exchange activities, while proactively reducing barriers to entry that typically leave newcomers excluded. Together in a welcoming team environment led by a caring mentor-coach, newcomer youth advance academically, develop personally, make healthy lifestyle choices, build social capital, and develop English language skills. The balance and dosage of these activities creates a powerfully influential environment that is focused on the development of the whole person over many years.

Soccer Without Borders has been a partner with Oakland International High School and the OUSD in providing expanded learning programming to students since 2008. For the 2018-2023 grant cycle, Soccer Without Borders will take part in OUSD's 21st Century programs at Oakland International High School. In that role, Soccer Without Borders will:

1. Provide four days a week of soccer, fitness and teambuilding programming after school, four days a week, serving over 150 youth over the course of the school year, and managing five soccer teams (3 boys and 2 girls teams) with additional after school and weekend games. SWB coaches will also support students with academic and career goal setting, health and wellness programming, conflict resolution, personal growth, tutoring, and will maintain close linkages to school day staff and other on-site organizations.
2. Provide five Staff members—including Girls' and Boys' Program Coordinators, and Coach-mentors with a commitment to and track record for hiring staff representative of immigrant students' communities, backgrounds and experiences.
3. Implement, monitor, and evaluate our evidence-based and trauma-informed program model, which is designed to maximize mentoring relationships and provide students with the skills and support they need to advance academically, develop English language skills, build social capital, make healthy choices, and experience personal growth.

Soccer Without Borders will provide these services under a subcontract with the East Bay Asian Youth Center in the amount of approximately \$50,000 per year.

Soccer Without Borders will also contribute the following in-kind resources in providing the above-detailed services in OUSD's 21<sup>st</sup> Century programs:



1. Training and professional development of program staff in English language development, Inclusive coaching, Coaching for Youth Development, Trauma-informed Coaching, and Soccer skill development. The in-kind value of this resource is valued at \$5,000 per year.
2. Recruitment, hiring, management, and oversight of program staff by a veteran director, valued at \$25,500 per year.
3. Recruitment, screening, and training of volunteer assistant coaches (10) to serve as additional adult-mentors and coaches, mobilizing more than 800 hours of volunteer time, valued by Independent Sector at \$19,312.
4. Coaching and playing equipment including cleats, uniforms, cones, balls, pinnies, goals, and other soccer and fitness gear, valued at \$10,000.
5. Monitoring and Evaluation tools (UpActive, FAMILY Framework, rubric), analysis, and support through the Evaluation & Learning Manager at Soccer without Borders, valued at \$4,350.
6. Transportation to off-site games, tournaments, and team trips, including driver background checks and training, and snacks, valued at \$17,480.
7. Administrative infrastructure including general liability insurance, finance and human resource systems, communications and IT systems, etc. valued at \$19,100.

These resources we are contributing to the OUSD 21<sup>st</sup> Century expanded learning program derive from the McKenzie Foundation, The Bustillo Family Foundation, the Oakland Fund for Children and Youth, Coach Across America- Americorps, and the Target Corporation.

Soccer Without Borders total in-kind contribution to the 21<sup>st</sup> Century programs in this application is \$100,742 per year, and we anticipate providing these resources annually throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary McVeigh", written in a cursive style.

Mary McVeigh  
Executive Director



January 19, 2018

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

Dear Ms. Johnson-Trammel:

Refugee Transitions is writing this letter to support OUSD's application to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

Refugee Transitions' mission is to assist newcomer families in becoming self-sufficient in the United States by providing services to help them attain the English language, life, job, and academic skills they need to succeed in their new communities. Our services fall into three program areas: Education, Family Engagement, and Community Leadership. At Oakland International High School, Refugee Transitions: (1) provides support for the after-school tutoring program; (2) matches students with trained volunteers for individualized home-based tutoring/mentoring; (3) runs a youth leadership program for current students/alumni to work as peer or alumni tutors, and gain job and leadership skills in the process.

Refugee Transitions has been a partner with Oakland International High School and OUSD in providing expanded learning programming to students since the school opened its doors in 2007. For the 2018-2023 grant cycle, Refugee Transitions will take part in OUSD's 21<sup>st</sup> Century programs at Oakland International High School. In that role, Refugee Transitions will:

1. Support a dynamic after-school tutoring program four days a week, coordinating volunteers, managing a peer and alumni tutoring program, and planning supplemental events, supporting students to build English and academic skills and make meaningful connection with caring adults.
2. Provide a part-time staff (Coordinator of Volunteers and Academic Support Programs) and Program Manager to support the after-school tutoring program planning and implementation.
3. Provide a part-time Coordinator and Program Manager to support and train on-site staff, volunteers, and youth leaders.
4. Provide leadership opportunities and training for peer and alumni tutors.

Refugee Transitions will provide these services under a subcontract with the East Bay Asian Youth Center in the amount of approximately \$15,000 per year.

Refugee Transitions will also contribute the following in-kind resources in providing the above-detailed services in OUSD's 21<sup>st</sup> Century programs:



refugee  
transitions

Wellness • Family Engagement • Community Leadership

1. Time for direct service staff co-leading the after-school program 2 days/week, valued at \$15,000 (with benefits) per year.
2. Time of high-level agency staff for program development, monitoring, and coaching. The in-kind value of this resource is estimated at \$10,000 (with benefits) per year.
3. Training/professional development/support for program staff on strategies for training volunteers and youth leaders; onboarding volunteers (using new Salesforce database tools); on time management and on organizational skill building, valued at \$8,000 (with benefits) per year.
4. Time of Refugee Transitions' Associate Manager of Volunteers and Programs to work with teachers and administrators at Oakland International High School to identify youth in need of individualized home-based tutoring and mentoring, and match them with home-based volunteer tutors for weekly instruction, valued at \$12,000 (with benefits) per year.
4. Supplies and program materials, valued at \$450 annually.
5. Stipends for youth leaders and alumni tutors, valued at \$8,000 annually.
6. Agency-wide administrative staff who maintain the website, collect data and measure impact, ensure sustainability, and provide general operating support, valued at \$7,550.

These resources that we are contributing to the OUSD 21<sup>st</sup> Century expanded learning program derive from funding from Clorox Company Foundation, Sills Family Foundation, Oakland Fund for Children and Youth (for home-based tutoring for OIHS students), and OUSD Refugee & Asylee Student Assistance Program.

Refugee Transitions' total in-kind contribution to the 21<sup>st</sup> Century programs in this application is \$46,000 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Laura Vaudreuil  
Executive Director



International Rescue Committee  
Northern California - Oakland  
www.ircusd.org  
440 Grand Ave  
Oakland, CA 94610  
T: (510) 452-8222

January 12, 2018

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

Dear Ms. Johnson-Trammel:

The IRC-Oakland is writing this letter to support OUSD's application to the California Department of Education for 21<sup>st</sup> Century High School ASSETS funding for the 2018-2023 grant cycle and to detail how we will participate in and support the proposed expanded learning program.

The International Rescue Committee provides opportunities for refugees, asylees, victims of human trafficking, survivors of torture, and other immigrants to thrive in America. Each year, thousands of people, forced to flee violence and persecution, are welcomed by the people of the United States into the safety and freedom of America. These individuals have survived against incredible odds. The IRC works with government bodies, civil society actors, and local volunteers to help them translate their past experiences into assets that are valuable to their new communities. In Oakland and other offices across the country, the IRC helps them to rebuild their lives.

The IRC-Oakland has been a partner with Oakland International High School and the OUSD in providing teacher training and planning support since the school opened its doors in 2007, and providing expanded learning programming to students since 2010. For the 2018-2023 grant cycle, The IRC-Oakland anticipates taking part in OUSD's 21st Century programs at Oakland International High School. In that role, The IRC-Oakland's New Roots Program will:

1. Provide a dynamic, interactive weekly session in gardening and cooking for Oakland International Students, incorporating students' cultural backgrounds, traditional foodways, and existing expertise in the planning and implementation of all programs. The program will incorporate student leadership, as well as guest speakers from the community and from OIHS adult family members, offering opportunities for intergenerational collaboration and learning. IRC-Oakland will also offer an internship program in conjunction with weekly cooking and gardening programming. The internship program includes area food and farming field trips, partnership with Alameda County's Garden Mentorship program (interns train and teach elementary school students in gardening and nutrition), youth leadership summits and youth advocacy projects rooted in community food security and nutrition.



International Rescue Committee  
Northern California - Oakland  
www.rescue.org  
440 Grand Ave  
Oakland, CA 94610  
T (510) 452-8222

2. Provide a part time Program Coordinator and part time Program Specialist to oversee, plan, and implement New Roots Programming at OIHS.
3. IRC-Oakland's New Roots program continues to collaborate with local partners including Refugee Transitions, Alameda County Community Food Bank, Alameda County Office of Educations and others while participating in a national community of practice of IRC New Roots programs.

The IRC-Oakland will provide these services in-kind to Oakland International High School/ the East Bay Asian Youth Center, leveraging IRC funding and a contract from the Oakland Unified School District's Refugee & Asylee Student Assistance Program. The approximate in-kind cost of these services that the IRC-Oakland Provides Oakland International's After School Program is \$79,000 per year.

We encourage full support of OUSD's application to the California Department of Education for 21<sup>st</sup> Century High School ASSETS.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Karen Ferguson'.

**Karen Ferguson, PhD**  
**Executive Director, Northern California**  
International Rescue Committee  
440 Grand Avenue, Suite 500 | Oakland, CA 94610  
T 1.510.852.8925