

File ID Number	18-0214
Introduction Date	2/28/18
Enactment Number	18-0318
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: 18-04-01-111-21st-66

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant proposal for OUSD elementary 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 ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
18-0214	Yes	Grant	OUSD Elementary Schools: Acorn Woodland, Elementary, Bridges Elementary, East Oakland Pride Elementary, EnCompass Academy, Franklin Elementary, Futures Elementary, Global Family, Hoover Elementary, Horace Mann Elementary, Lincoln Elementary, Martin Luther King, Jr. Elementary, La Escuelita Elementary, Parker Elementary, Reach Academy, Sankofa Academy, and Think College Now.	Comprehensive After School programming for elementary school sites.	July 1, 2018 - June 30, 2023	California Department of Education, 21st Century Community Learning Centers (21st CCLC) Grant	\$2,054,237.37 Annually, Totaling \$10,271,186.85

DISCUSSION:

The District created a Grant Face Sheet process to:

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

FISCAL IMPACT:

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

- Grants valued at: \$10,271,186.85

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD middle 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 Community Learning Centers (21st CCLC) Program Grant Application



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

Legislative File ID No. 18-0214

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: \$ 10,271,186.85 (\$2,054,237.37 annually)

Approved by: Andrea Bustamante, Sondra Aguilera

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

This is a grant application that was submitted to the California Department of Education, Expanded Learning Department, for 21st Century Community Learning Centers (21st CCLC) Grant funding to support OUSD After School Programs for 16 elementary schools sites for fiscal years 2018-2023.

OUSD Elementary Schools: Acorn Woodland, Elementary, Bridges Elementary, East Oakland Pride Elementary, EnCompass Academy, Franklin Elementary, Futures Elementary, Global Family, Hoover Elementary, Horace Mann Elementary, Lincoln Elementary, Martin Luther King, Jr. Elementary, La Escuelita Elementary, Parker Elementary, Reach Academy, Sankofa Academy, and Think College Now.

Summarize the services this Vendor will be providing.

OUSD is seeking funding for 16 elementary schools, 3 of which have expiring Cohort 8 grants; all 16 schools have existing after school programs and strong partnerships with Community Based Organizations. OUSD's expanded learning programs support our vision that all students will graduate college, pursue a career, and be successful in the community by implementing key district initiatives into the after school and summer program model. OUSD prioritizes and supports high-need students by offering academic assistance to help students succeed in their classes and be ready for middle school while developing 21st Century skills. Students learn to use social emotional skills vital to their success in school and in life. After school programs link students to wraparound supports to address barriers to their full engagement in school and host activities to engage and equip families to support their children's success.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

2) Please check the competitive bid exception relied upon:

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



OUSD Grants Management Face Sheet

Title of Grant: 21 st Century Community Learning Centers (21 st CCLC) Program Grant	Funding Cycle Dates: July 1, 2018 – June 30, 2023
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District c/o Martha Pena, Coordinator, After School Programs 1000 Broadway, Suite 150 Oakland, CA 94607 (510) 879-2885 Martha.Pena@ousd.org	Grant Amount for Full Funding Cycle: \$1,654,237.37 annually for Core \$ 400,000.00 annually for Equitable Access Total = \$2,054,237.37 Annually Total Amount = \$10,271,186.85
Funding Agency: California Department of Education, 21 st Century Community Learning Centers (21 st CCLC) Program Grant	Grant Focus: Comprehensive After School programming for 16 elementary schools.
List all School(s) or Department(s) to be Served: Elementary Schools: Acorn Woodland, Elementary, Bridges Elementary, East Oakland Pride Elementary, EnCompass Academy, Franklin Elementary, Futures Elementary, Global Family, Hoover Elementary, Horace Mann Elementary, Lincoln Elementary, Martin Luther King, Jr. Elementary, La Escuelita Elementary, Parker Elementary, Reach Academy, Sankofa Academy, and Think College Now.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	After school and summer programs provide opportunities to extend student learning outside of the regular school day, and to reinforce and complement classroom learning. Programs provide academic and enrichment activities that are aligned with school and district goals, and are based on content standards. After school programs work in alignment with the regular elementary school program to provide additional supports for students. Additionally, elementary school after school programs provide a variety of enrichment and health & wellness programming that support students' physical and social-emotional health, and foster increased student engagement that can support improved school day attendance.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.59% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The After School Programs Office conducts an annual external evaluation of all ASES and 21 st Century after school programs in OUSD. Student attendance data, test scores, and grades, along with survey results from students, parents, teachers, and principals, will be collected and analyzed to determine the impact of after school programming on students' academic performance, social-emotional development, school attendance and school engagement. Formal site visits will be conducted to monitor program quality.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes. This grant will be supported by the After School Programs Office and Community Schools and Student Services (CSSS) Dept.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.59% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes. This grant will augment the school district's current 21 st Century Community Learning Centers (21 st CCLC) after school program grants at 16 elementary school sites. These existing after school programs are supported by the OUSD After School Programs Office and CSSS Dept. in partnership with lead agency community based organizations.

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

Applicant Obtained Approval Signatures:

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

Grant Office Obtained Approval Signatures:

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



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Elementary Schools

21st Century Learning Community Grant

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

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

Application ID: 18-04-01-111-21st-66

Cover Page

Mail or hand deliver signed original to:

Expanded Learning Division
21st Century Grant Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

Email questions to:
expandedlearning@cde.ca.gov

Agency Name	Oakland Unified
County-District Code/Federal Employer Identification Number	01612590000000
County Name	Alameda
Agency Type	LEA
Superintendent Name	Kyla Johnson-Trammell
Superintendent Professional Title	Superintendent
Superintendent Address	1000 Broadway, Suite 680
Superintendent City, State, Zip Code	Oakland, CA, 94607-4099
Superintendent Telephone Number	(510) 879-8200
Superintendent E-mail Address	kyla.johnson@ousd.org
Co-Applicant Name	Gianna Tran
Co-Applicant Professional Title	Agency 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
Co-Applicant Name	Johanna Masis
Co-Applicant Professional Title	Program Director
Co-Applicant FEIN	81-0565800
Co-Applicant Agency	Oakland Leaf Foundation
Co-Applicant Address	PO Box 10308
Co-Applicant City, State, Zip Code	Oakland, CA, 94610
Co-Applicant Telephone Number	510-564-4334 Ext.
Co-Applicant E-mail Address	johanna.masis@oaklandleaf.org
Co-Applicant Name	Kourtney Andrada
Co-Applicant Professional Title	Director of School Based Programs
Co-Applicant FEIN	94-1558073
Co-Applicant Agency	Girls Inc. of Alameda County

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

Application ID: 18-04-01-111-21st-66

Cover Page

Co-Applicant Address	510 16th St.
Co-Applicant City, State, Zip Code	Oakland, CA, 94612-1520
Co-Applicant Telephone Number	510-357-5515 Ext.
Co-Applicant E-mail Address	kandrada@girlsinc-alameda.org
Co-Applicant Name	Marisa Ramirez
Co-Applicant Professional Title	Agency Director
Co-Applicant FEIN	94-2346815
Co-Applicant Agency	Bay Area Community Resources
Co-Applicant Address	3219 Pierce Street
Co-Applicant City, State, Zip Code	Richmond, CA, 94804-5910
Co-Applicant Telephone Number	510-559-3025 Ext.
Co-Applicant E-mail Address	mramirez@bacr.org
Total Core Amount Requested	\$1,654,237.37
Total Equitable Access Amount Requested	\$400,000.00

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 <i>[Signature]</i>	Superintendent Signature: <i>[Signature]</i>
	Date: 1-24-18
President, Board of Education Signature <i>[Signature]</i>	Co-Applicant Signature: <i>[Signature]</i>
	Date: 01/12/2018
Co-Applicant Signature	Co-Applicant Signature: <i>[Signature]</i>
	Date: 1-12-18
Co-Applicant Signature	Co-Applicant Signature: <i>[Signature]</i>
	Date: 1-16-2018
Co-Applicant Signature	Co-Applicant Signature: <i>[Signature]</i>
	Date: 1-12-18

















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

Application ID: 18-04-01-111-21st-66

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
01612590100792	Think College Now	Allison Henkel, Principal	
01612590102988	EnCompass Academy Elementary	Minh-Tram Nguyen, Principal	
01612590110239	Reach Academy	Natasha Flint-Moore, Principal	
01612590110254	Sankofa Academy	Deitra Atkins, Principal	
01612590115576	Futures Elementary	Shelley McCray, Principal	
01612590115584	Global Family	Dante Ruiz, Principal	
01612590115600	East Oakland Pride Elementary	Michelle Grant, Principal	
01612596001820	Franklin Elementary	Ingrid Seyer-Ochi, Principal	
01612596001929	Horace Mann Elementary	Patricia Sheehan, Principal	
01612596002018	Lincoln Elementary	Ivanna Huthman, Principal	
01612596002075	Bridges Academy	Anita Iverson-Cornelo, Principal	
01612596002091	Parker Elementary	Koy Hill, Principal	
01612596002273	ACORN Woodland Elementary	Leroy Gaines, Principal	
01612596057046	Hoover Elementary	Ashley Martin, Principal	
01612596072235	Martin Luther King, Jr. Elementary	Roma Groves-Waters, Executive Principal	
01612596096523	La Escuelita Elementary	Jeffrey Franey, 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.

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

Application ID: 18-04-01-111-21st-66

Signatures and Approvals

County-District-School Code	School District Name	Name of Superintendent	Signature of Superintendent
0161259000000	Oakland Unified	Kyla Johnson-Trammell, Superintendent	

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

Application ID: 18-04-01-111-21st-66

Award Calculator

County-District-School Code	School Name	School Type (E/M)	Program Type	Days of Operation	Students Served	Amount Requested
01612590100792	Think College Now	E	After School Base	180	30	\$40,500.00
01612590100792	Think College Now	E	After School Supplemental	N/A	N/A	\$49,005.00
01612590100792	Think College Now	E	Equitable Access	N/A	N/A	\$25,000.00
01612590102988	EnCompass Academy Elementary	E	After School Base	180	40	\$54,000.00
01612590102988	EnCompass Academy Elementary	E	After School Supplemental	N/A	N/A	\$53,055.00
01612590102988	EnCompass Academy Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612590110239	Reach Academy	E	After School Base	180	40	\$54,000.00
01612590110239	Reach Academy	E	After School Supplemental	N/A	N/A	\$53,055.00
01612590110239	Reach Academy	E	Equitable Access	N/A	N/A	\$25,000.00
01612590110254	Sankofa Academy	M	After School Base	180	40	\$54,000.00
01612590110254	Sankofa Academy	M	After School Supplemental	N/A	N/A	\$64,815.84
01612590110254	Sankofa Academy	M	Equitable Access	N/A	N/A	\$25,000.00
01612590115576	Futures Elementary	E	After School Base	180	20	\$27,000.00
01612590115576	Futures Elementary	E	After School Supplemental	N/A	N/A	\$44,955.00
01612590115576	Futures Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612590115584	Global Family	E	After School Base	180	40	\$54,000.00
01612590115584	Global Family	E	After School Supplemental	N/A	N/A	\$53,055.00
01612590115584	Global Family	E	Equitable Access	N/A	N/A	\$25,000.00
01612590115600	East Oakland Pride Elementary	E	After School Base	180	20	\$27,000.00
01612590115600	East Oakland Pride Elementary	E	After School Supplemental	N/A	N/A	\$44,955.00
01612590115600	East Oakland Pride Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596001820	Franklin Elementary	E	After School Base	180	20	\$27,000.00
01612596001820	Franklin Elementary	E	After School Supplemental	N/A	N/A	\$59,991.84

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

Application ID: 18-04-01-111-21st-66

Award Calculator

01612596001820	Franklin Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596001929	Horace Mann Elementary	E	After School Base	180	20	\$27,000.00
01612596001929	Horace Mann Elementary	E	After School Supplemental	N/A	N/A	\$44,955.00
01612596001929	Horace Mann Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596002018	Lincoln Elementary	E	After School Base	180	20	\$27,000.00
01612596002018	Lincoln Elementary	E	After School Supplemental	N/A	N/A	\$74,156.61
01612596002018	Lincoln Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596002075	Bridges Academy	E	After School Base	180	40	\$54,000.00
01612596002075	Bridges Academy	E	After School Supplemental	N/A	N/A	\$53,055.00
01612596002075	Bridges Academy	E	Equitable Access	N/A	N/A	\$25,000.00
01612596002091	Parker Elementary	M	After School Base	180	40	\$54,000.00
01612596002091	Parker Elementary	M	After School Supplemental	N/A	N/A	\$65,340.00
01612596002091	Parker Elementary	M	Equitable Access	N/A	N/A	\$25,000.00
01612596002273	ACORN Woodland Elementary	E	After School Base	180	40	\$54,000.00
01612596002273	ACORN Woodland Elementary	E	After School Supplemental	N/A	N/A	\$53,055.00
01612596002273	ACORN Woodland Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596057046	Hoover Elementary	E	After School Base	180	40	\$54,000.00
01612596057046	Hoover Elementary	E	After School Supplemental	N/A	N/A	\$31,428.08
01612596057046	Hoover Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596072235	Martin Luther King, Jr. Elementary	E	After School Base	180	83	\$112,050.00
01612596072235	Martin Luther King, Jr. Elementary	E	After School Supplemental	N/A	N/A	\$70,470.00
01612596072235	Martin Luther King, Jr. Elementary	E	Equitable Access	N/A	N/A	\$25,000.00
01612596096523	La Escuelita Elementary	M	After School Base	180	40	\$54,000.00
01612596096523	La Escuelita Elementary	M	After School Supplemental	N/A	N/A	\$65,340.00
01612596096523	La Escuelita Elementary	M	Equitable Access	N/A	N/A	\$25,000.00
Total						\$2,054,237.37

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

Application ID: 18-04-01-111-21st-66

Core Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Certificated Teacher Extended Contracts- math or ELA academic interventions	\$40,327.00
Classified Personnel Salaries	2000	OUSD ASPO admin staff salaries Custodial Staffing; SSO; Site Coordinator Summer	\$251,251.89
Employee Benefits	3000	Employee Benefits for Certificated Teachers on Extended Contract/ on Extra Time/ Employee Salaries	\$90,591.19
Books and Supplies	4000	Supplies Field Trips Contributions for BIC curriculum	\$332,960.64
Services & Other Operating Expenditures	5000	Evaluation and other professional services contracts, and training/technical assistance costs	\$379,305.32
Subcontracts and Agreements	5100	Literacy/Math/Enrichment Instructors and Contractors, CQI training translators	\$505,079.53
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$54,721.80
			\$1,654,237.37

Note: Core includes After School Base, After School Summer, Before School Base, and Before School Summer.

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

Application ID: 18-04-01-111-21st-66

Equitable Access Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Certificated Teacher Extended Contracts- math or ELA academic interventions	\$9,579.60
Classified Personnel Salaries	2000	OUSD ASPO admin staff salaries Custodial Staffing	\$32,373.88
Employee Benefits	3000	Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) Employee Benefits for Salaried Employees (benefits at 42%)	\$15,512.95
Books and Supplies	4000	Bus tickets for students District professional development on district PD days Field Trips Custodial Supplies	\$11,224.69
Services & Other Operating Expenditures	5000	Evaluation and other professional services contracts, and training/technical assistance costs Up to \$25,000 of Subcontracts and Agreements x four subcont	\$312,261.27
Subcontracts and Agreements	5100	College/career readiness facilitator, Family Liaison, Language Translation Consultants, Literacy academic instructors, coordinators and specialists, Math	\$0.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$19,047.61
			\$400,000.00

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 Elementary Schools Budget Narrative

Core Budget

CERTIFICATED PERSONNEL

- **Certificated Teacher Extended Contracts. 16hrs/week x 36 weeks x \$26.61/hr = \$15,327.00**
- **Quality Support Coaches/Academic Liaisons (summer program) = \$25,000.00**

CLASSIFIED PERSONNEL

- **Site Coordinators (summer programs) Oversee program's day to day operations; supervise summer program staff, liaison with site administrator; coordinate with partners; manage data collection. At several sites TBD = \$85,000.00**
- **School Safety Officer (summer programs). Support positive student behavior, ensure safety of students and staff. Helps manage conflicts before they escalate, secure the campus in emergencies = \$30,000.00**
- **OUSD After School Program Office administrative staff salaries (ASP and summer). Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$81,817.95**
- **Custodial Staffing (ASP and summer). Maintain school site, provide additional adult support in emergency situations = \$54,433.94**

BENEFITS

- Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) = \$8,065.40
- Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%) = \$25,300.00
- Employee Benefits for Salaried Employees (benefits at 42%) = \$57,225.79

BOOKS AND SUPPLIES

- Bus tickets for students at Parker (6-8th grades) supports college and career readiness, college visits, job site observations, and transport safely to/from school = \$1,000.00
- ASP staff professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings (6 sites), entry fees and stipends = \$3,000.00
- Field Trips and Exploration and Events (5 sites), transportation costs and entry fees for educational trips, such as Chabot Space & Science, Exploratorium, Museum of Modern Art, and local workplaces and colleges, to support students' college & career awareness and planning = \$12,672.17
- Materials and supplies for Light's On, Winter Showcase, Spring Carnival events = \$1,700.00
- Supplies and materials (for summer programs), including for literacy, math, STEM, and enrichment activities = \$146,000
- Curriculum materials (for summer programs), workbooks, literature, software = \$25,000
- Field trips (for summer programs), educational trips, such as Chabot Space & Science, Exploratorium, Museum of Modern Art, and local workplaces and colleges, to support students' college & career awareness and planning = \$110,000
- Equipment (for summer programs); recreational and sports equipment = \$25,000
- Custodial Supplies (ASP and summer programs), Cleaning supplies, toilet paper, soap, paper towels, etc. used in programs = \$8,588.47

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs (16 sites) = \$20,502.62
- First \$25,000 of each subcontractor is included in this section

CONTRACTED SERVICES

- Academic Instructors/ Sports Coaches. Provide academic support and lead sports, recreation, and health & wellness programs. 2 sites $\$17/\text{hr} \times 22 \text{ hrs}/\text{wk} \times 37 \text{ wks} + 25\% \text{ fringe} = \$34,092.52$
- After school Instructor/Sports Coach. Provide academic support and lead sports, recreation, and health & wellness programs. 1 site. $\$17/\text{hr} \times 22 \text{ hrs}/\text{wk} \times 37 \text{ wks} + 25\% \text{ fringe} = \$17,298$, of which $\$10,496.52$ will come from this grant.
- Destiny Arts Center, leads martial arts/dance classes, 2 times per week (3 sites) = $\$19,500$
- Enrichment Facilitators (3), lead groups of students in variety of enrichment activities 2 to 3 times per week = $\$3,097.52$
- Literacy academic instructors, provide academic support to youth (10 sites). $17/\text{hr} \times 22 \text{ hrs}/\text{wk} \times 37 \text{ wks} + 25\% \text{ fringe} = \$245,323.36$
- Literacy Coordinator. Supports ASP literacy instructors, provides literature guides, literacy instruction (2 sites) = $\$423.34$
- Math academic instructors, provide math instruction and tutoring for high-risk students daily (1 site) $17/\text{hr} \times 22 \text{ hrs}/\text{wk} \times 37 \text{ wks} + 25\% \text{ fringe} = \$17,298$
- Math/STEM instructors, lead math and science learning activities to groups of ASP students daily (6 sites) $17/\text{hr} \times 22 \text{ hrs}/\text{wk} \times 37 \text{ wks} + 25\% \text{ fringe} = \$90,390$
- Nexlore. Visual arts activities 2 times per week (1 site) = $\$6,500$
- Performing & Visual Arts instructors, versatile instructors teach visual and/or performing arts daily (3 sites) $\$17.00/\text{hr} + 25\% \text{ Fringe} = \$48,890.52$
- Playwell TEKnologies. Teach hands-on STEM learning activities. (1 site) = $\$6,500$
- Prescott Circus. Instruction in circus and performing arts 2 times per week (2 sites) = $\$10,000$
- Program Instructors. Provide academic and enrichment support to high-risk youth = $\$43,949.95$
- Program Managers. Supervise a group of site coordinators for an ASP Lead Agency (2 sites) = $\$1,712.48$
- ASP Lead Agency staff benefits = $\$17,885.73$
- Quality Support Coordinator. Align ASP academic support and other activities with school day curriculum, Common Core, students needs; train and coach staff (1 site). $\$23.79 \times 32 \text{ hrs}/\text{wk} \times 52 \text{ wks} + 25\% \text{ fringe} = \$49,482$, of which $\$21,578.59$ will come from this grant.
- Restorative Justice Lead Facilitator (1 staff $\$20/\text{hr} \times 25 \text{ hrs}/\text{wk} \times 40 \text{ wks} + 13.95\% \text{ Fringe Benefits}$) (1 site) = $\$23,097.38$
- ReEvolution Farms. Provides theater arts and storytelling, 2 x per week (2 sites) = $\$4,000$
- Staff time to participate in Continuous Quality Improvement trainings and meetings (3 sites) = $\$1,800.00$
- Site Coordinators (summer programs) = $\$65,000.00$

- Enrichment Activity Facilitators (summer programs) = \$164,800.00
- Literacy instructors (summer programs) = \$4,165.10
- Math instructors (summer programs) = \$4,150.00
- ASP Lead Agency administrative costs = \$19,231.21

Equitable Access Budget

CERTIFICATED PERSONNEL

- **Certificated Teacher Extended Contracts.** Provide ELA, English language, Math academic intervention. \$26.61/hr = \$9,579.60

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 = \$19,783.85
- **Custodial Staffing.** Maintain school site, provide additional adult support in emergency situations = \$12,590.03

BENEFITS

- **Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%)** = \$1,915.92
- **Employee Benefits for Salaried Employees (benefits at 42%)** = \$13,597.03

BOOKS AND SUPPLIES

- **Bus tickets and other transportation costs, entry fees for students (7 sites) for field trips, job site observations, college visits, to support students' college & career awareness and planning** = \$7,500.88
- **ASP staff professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings) (4 sites)** = \$2,000.00

- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASPs (16 sites) = \$1,723.81

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs, (16 sites) = \$4,957.60
- First \$25,000 of each subcontractor is included in this section

CONTRACTED SERVICES

- College/career readiness facilitator. Provides workshops and coordinates work-based learning activities (guest speakers, field trips) to promote students' college and career exploration (1 site) = \$11,875
- Family Liaison (bilingual). Recruitment outreach to families; leads workshops to build parent capacity to support their children's education. Translates at meetings, family events (1 site) = \$20,876.17
- Language Translation Consultants, to support immigrant families (3 sites) = \$9,429.51
- ASP Lead Agency staff benefits (rate:15.5%) (4 sites) = \$10,937.84
- Literacy Academic Instructors. Provide targeted literacy and English language skills supports to high-need students (9 sites) = \$156,987.00
- Literacy Coordinators. Train, coach, and support ASP Literacy instructors, provide curriculum, and instruction to students (4 sites) = \$24,536.66
- Literacy Specialists. Provide targeted literacy skills support to high-need students (4 sites) = \$18,500
- Math/STEM instructor. Provide math/science instruction and activities (1 site)= \$900.00
- Program Assistants. Support Site Coordinator, input attendance, snack count, connect with parents (2 sites) = \$7,976.74
- Program Instructors. Provide academic and enrichment support to high-risk youth (4 sites) = \$11,711.68
- Program Manager. Supervise a group of site coordinators for Lead Agency; provide training, coaching; collaborate in ASP program planning. (4 sites) = \$19,553.40
- ReEvolution Farms, Provides theater arts and storytelling programming (1 site) = \$1,000
- Staff time to participate in Continuous Quality Improvement trainings and meetings (required) (6 sites) = \$7,503.48
- Youth Worker Stipends. Provided to older students to serve as peer tutors (1 site). 16 youth x ~\$345 = \$5,516.17

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

Application ID: 18-04-01-111-21st-66

**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, 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: 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]).

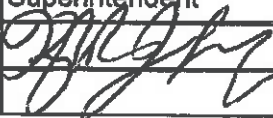
Yes

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

Application ID: 18-04-01-111-21st-66

**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: 18-04-01-111-21st-66

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 align="center">Yes</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>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 this application propose year-round expanded learning programming at the school, including programs that complement ASES or 21st CCLC funded programs? (EC Section 8484.8[e][3]).</p>	<p align="center">Yes</p>
<p>Does this application replace the school's expiring Cohort 8 21st CCLC grants if the program has satisfactorily met grant requirements? (EC Section 8484.8[e][7]).</p>	<p align="center">Yes</p>

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

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

Please read before completing this form.

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

1. Name of entity receiving award Oakland Unified School District

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

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

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

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

Name	Compensation Total
1.	\$

2. _____

_____ \$

3. _____

_____ \$

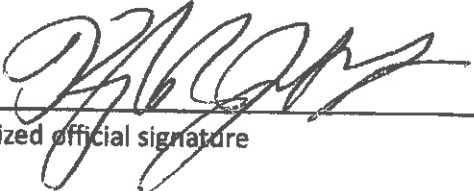
4. _____

_____ \$

5. _____

_____ \$

I certify that the above information is true and accurate.



Authorized official signature

1-24-18

Date

Kyla Johnson

Authorized official printed name

Superintendent

Title

Print Application

Pin No: 41342 - OUSD K-6 expanded learning programs: Preparing students for middle school, college, careers, and community success. - SUBMITTED

Application Overview

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

Submitting Organization: Oakland Unified School District

Submitting Organization: Expanded Learning Office

Division:

Project Title: OUSD K-6 expanded learning programs: Preparing students for middle school, college, careers, and community success.

Project Description: OUSD is seeking funding for 16 elementary schools, 3 of which have expiring Cohort 8 grants; all 16 schools have existing after-school programs and strong partnerships with Community Based Organizations. OUSD's expanded learning programs support our vision that all students will graduate college, pursue a career, and be successful in the community by implementing key district initiatives into the after-school and summer program model. OUSD prioritizes and supports high-need students by offering academic assistance to help students succeed in their classes and be ready for middle school while developing 21st Century skills. Students learn to use social and emotional skills vital to their success in school and in life. After school programs link students to wraparound supports to address barriers to their full engagement in school, and host activities to engage and equip families to support their children's success.

Water System ID:

District Office:

APPLICANT DETAILS

Applicant Organization: Oakland Unified School District

Applicant Organization: Expanded Learning Office

Division:

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

Address:

PROJECT LOCATION

Latitude : **Longitude:**

Watershed:

County:
Responsible
Regional Water
Board:

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

Applicant Information

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

Person Submitting Information

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

Pre Submission Attachment Title	Phase	Submission Period	Date & Time
Budget Narrative	PHASE1	PRE SUBMISSION	1/25/2018 4:42:57 PM
Core Grant Budget from ASSIST	PHASE1	PRE SUBMISSION	1/25/2018 4:43:05 PM
Equitable Access Budget	PHASE1	PRE SUBMISSION	1/25/2018 4:43:12 PM
Written Agreements	PHASE1	PRE SUBMISSION	1/25/2018 4:43:24 PM

Download all Pre Submission Attachments 

Questionnaire - Phase 1

21st CCLC Elementary and Middle School 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 with co-applicants Bay Area Community Resources (BACR), East

Bay Asian Youth Center (EBAYC), Girls Incorporated of Alameda County (Girls Inc.), and Oakland Leaf

ASSIST Grant Application ID Number

Answer: 18-04-01-111-21st-66

FEIN/CD Number (from the ASSIST Cover Page)

Answer: 0161259

1 - Safe and Supportive Environment

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

Answer: OUSD and our lead agency partners will operate 21st Century after school and summer programs ON CAMPUS at the 16 elementary schools in this application. Students will participate in programming at their school sites; thus, safe travel is not an issue. In needs assessment surveys conducted in Fall 2017, the vast majority of students and parents indicated they prefer after school and summer activities to take place on school sites. OUSD students consistently assert they feel safer in the ASP at their schools than at other points during the day.

All After School Program (ASP) staff on-site wear staff identification badges and program t-shirts or vests. Staff take daily attendance when students arrive and when they depart the program. Staff have ready access to first aid kits and all students' emergency contact information. All staff are trained in CPR/First Aid. In addition, at each school, custodial staff are on hand to monitor access to the campus and lockdown and secure the facility in the event of an emergency situation. ASP and custodial staff use walkie-talkies as a communication system and a means to alert each other and facilitate measures to keep students safe in case of an emergency on campus or in the neighborhood.

Our ASPs partner with OUSD Police Services to ensure after school safety and strengthen communication systems when a violent incident occurs in neighborhoods surrounding the school campuses. OUSD Health Services provides school nursing support to ASPs to ensure students with chronic conditions such as asthma or diabetes are able to participate safely.

Should a group of students travel off campus on a field trip, safety procedures are clearly laid out and followed. Attendance will be taken upon departure and arrival at the destination. At all times, program staff will carry students' emergency contact, emergency health information, family permission slips, a first aid kit, and any necessary medication needed by individual students.

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: Each OUSD ASP has an After School Safety Plan that is part of the School Site Safety Plan. Each year, the ASP Site Coordinator (SC) meets with the Principal or Assistant Principal to review the Site Safety Plan and discuss and refine the After School Safety Plan. The latter includes an emergency plan, emergency procedures, family reunification plans, and contact information for emergency responders. Once the After School Safety Plan has been approved by the Principal or Assistant 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. Site Coordinators 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 their 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. SCs will, in turn, train line staff in these areas. ASP staff will also participate in safety-related trainings for regular school day staff.

Each semester, SCs will conduct an emergency preparedness self-evaluation and remedy any shortcomings identified. This will include: ensuring program staff are familiar with emergency

protocols; emergency evacuation routes and protocols are posted in all classrooms and other program areas; fire extinguishers available, charged, and visible, and potential hazards on playgrounds or other areas are documented and reported to school leadership and facilities personnel.

Each ASP will hold regular emergency drills (fire drills, lockdowns, lockouts) for staff and students at least twice per 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 their agency director who will mobilize agency crisis intervention supports.

OUSD's ASPO will support sites to develop and practice safety procedures and plans to ensure 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 Program Operations Manual, posted on our Site Coordinators' 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 Dept. The Manual includes 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: Many Oakland families grapple with multiple challenges that have a direct impact on students' ability to attend school, be ready to learn, and get along with their peers and adults at school (please see "need" information presented in section 8.1). As part of OUSD's Full Service Community Schools model, OUSD has invested heavily in providing students with an array of developmental, social-emotional, and physical supports that extend into our ASPs. OUSD selects our ASP lead agencies based on their expertise, commitment to, and experience in supporting Oakland youths' healthy development. Each agency hires staff who are reflective of our students' backgrounds and familiar with the conditions and challenges faced by youth in multicultural, urban communities.

ASP staff receive training from OUSD and their own agencies to understand and address the developmental and social-emotional needs of students of all ages and the unique needs of Oakland youth. This includes training in cultural competency, trauma-informed services, and common experiences and needs among students. Staff are trained in rules of conduct, conflict management, crisis response, CPR/first aid, mandated reporting, the site Emergency Plan, and positive practices to create a safe, supportive environment.

Program staff intentionally design activities to promote a sense of community and positive relationships for youth with their peers and adults. Staff are assigned to the same group of students from day to day, to promote supportive adult-student relationships and opportunities for 1:1 support and mentoring. Staff model positive behavior by demonstrating respect, listening to students, and conveying positive expectations. Academic support and enrichment activities further encourage positive communication and cooperation by giving youth regular opportunities to work in pairs and small groups.

ASP staff are trained to integrate Positive Behavioral Interventions & Supports, restorative justice approaches, and bullying prevention into programming. For instance, staff use PBIS approaches to help students meet behavior expectations by giving them immediate and frequent feedback that is positive and encouraging. Staff are also trained in the Social Emotional Learning (SEL) standards OUSD has adopted (self-management, self-awareness, social awareness, relationship skills, responsible decision making) and how to integrate and promote SEL in all activities and

interactions with youth. Staff intentionally teach teamwork, sharing, communication, perseverance, leadership, peaceful conflict resolution, and other pro-social skills as part of academic assistance and enrichment activities, and give youth daily opportunities to reflect on the social-emotional skills they have demonstrated.

External evaluations consistently award high marks (4.6+ on a 1-5 scale) to our elementary school ASPs in the domains of safe and supportive environment. Across sites, 80+% of students report feeling safe and supported in the program. The vast majority of students say that because of the program, they communicate better, get along better with others, developed a sense of mastery and more self-confidence.

Oakland youth suffer disproportionately from health conditions such as asthma, diabetes, depression, anxiety, and trauma. Nurses from OUSD Health Services train ASP staff on monitoring and supporting students with chronic conditions including asthma or diabetes. Each SC participates in the school's Coordination of Services Team (COST) to help triage students in the ASP to medical and behavioral health care and other services as needed. All of the target schools have mental health professionals on staff and through partner organizations to provide on-site counseling and case management to students who need them and their families, and support groups for students dealing with similar life challenges.

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?

Answer: Across OUSD and at the 16 elementary schools in this application, OUSD's ASPs support each school's efforts to ensure that all students attend school regularly, master core academic skills and develop expected social-emotional competencies to succeed in middle school and beyond. Underlying these goals, and the ASPs' role in achieving them, are many students' poor outcomes and the challenges they face. Children arrive at school from high-stress family situations due to insecure housing, language barriers and devastatingly poor economic conditions.

All 16 target schools serve a very high-need population. 90% of the 6,272 students at the schools receive F/R-priced meals, 59% are English Learners, and 97% students of color. 18% of students are chronically absent (about 5 students per classroom) - missing more than 10% of school days - putting them at risk of school failure. On state testing, only 31% of students are proficient in English Language Arts and 18% proficient in Math.

Low educational attainment is widespread among families. Across OUSD, 28% of parents are not high school graduates; another 25% did not go beyond high school. Many parents are hard-pressed to have the skills and/or time to help their children with schoolwork.

Many Oakland children wrestle with stress and trauma from realities, such as family instability, pervasive community violence, or recent immigration. Economic insecurity often translates into missed meals, frequent moves, and periods of homelessness. Immigration status puts some parents at risk of arrest and deportation and imposes severe stress on their children. Gun violence and incarceration of family members, all-too-familiar in some neighborhoods, contribute to trauma and a deep sense of loss and insecurity. These stressors make it hard for children to fully engage in school and contribute to other risks.

On the California Healthy Kids Survey, 51% of all OUSD 5th graders said they had been in a fight at school in the past year. 18% said they had smoked marijuana in the past month, 17% had smoked electronic cigarettes, and 8% had drunk alcohol. In addition to needing academic support, our students need help building developmental assets, such as social-emotional and other 21st Century skills, and caring relationships with their peers and adults, to better engage them in school and equip them to reduce their risky behaviors and navigate their youth safely. High-quality ASPs can help promote these assets.

Outside of school, students have few or no options for daily, comprehensive after school or summer programming. Most families at the target schools can't afford fee-based programs, and street violence limits access to some community-based programs.

To meet these needs, programs at the target schools will be open until 6 pm every school day

and five weeks in the summer. With our partners, we will deliver ASP services that are academically enriching and engaging for OUSD students. On the school campuses, programs will have access to classrooms, libraries, computer labs, performance spaces, offices and family resource centers, athletic fields and gyms. Programs will provide a nurturing environment with principles and practices of youth development integrated into all activities. ASPs provide academic assistance, enrichment, and health and wellness promotional activities each day. Activities will be aligned with state standards in core academic subjects and schools' academic goals while responding to students' (and families') needs, interests, and strengths. Our ASPs will prioritize serving students from high-risk groups. These groups include students who are struggling academically; those with poor school attendance or behavior problems at school; long-term ELs; Newcomers; students living in homeless situations; students in foster care; and African-American boys and girls. Each school will engage parents in workshops and other activities to equip them to support their children's success.

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

Answer: The ASPs will prioritize serving students who are struggling to build core academic skills and stay on track with their schoolwork. Each school will offer **HOMEWORK SUPPORT, SKILL BUILDING GUIDANCE, TUTORING, SCIENCE EDUCATION ACTIVITIES, and TARGETED INTERVENTION CLASSES** led by credentialed teachers from the regular school day to help students complete classwork and improve their skills. Students will receive structured, individualized, and small-group guidance to practice and master skills, primarily in language arts and math, and improve their study skills and overall academic performance. ASP lead agency Program Managers and Site Coordinators will review Early Warning lists and grades each marking period with school leaders and Quality Support Coaches (QSC; academic liaisons between the school day and ASP), and design academic supports for struggling students.

At each site, the QSC will play a critical role in supporting ASP program quality. The QSC may be a credentialed teacher from the school faculty or other qualified professional working with the school (for example, a Literacy Specialist or Math Coach). This individual will receive training and guidance on the QSC role from the OUSD ASPO. The QSC will help design after school academic offerings and curriculum, and support alignment of after school activities with school day instruction, the Common Core standards, and school priorities; provide lesson planning support and lesson modeling to ASP staff to strengthen after school instruction; provide training, classroom observations, and coaching support to ASP staff; and help ASPs gather and review data on program quality, make plans for improvement, and receive training and coaching supports aligned to improvement plans.

Daily enrichment activities, such as arts, sports, gardening and nutrition education, will further promote students' academic, social-emotional skills, and other assets, equipping them to fully engage and succeed in school.

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

Answer: OUSD after-school programs are data-driven and utilize a structured feedback loop in which schools and their ASPs collaborate to align programming to students' needs and wants. At each school, the QSC will guide the academic component and help program staff interpret assessments. School leaders, QSCs, and ASP Site Coordinators use academic outcome and other data to determine which activities to offer in ASPs, how to support students' academic needs, and topics for ASP professional development. They review Early Warning data after each marking period to identify at-risk students, and deploy ASP staff to invite these students to participate in the ASP and enroll them in needed academic support activities. ASP lead agencies utilize their school's California Healthy Kids Survey data to gain insight on the site's culture and climate and inform staff PD in areas such as youth development, social and emotional learning (SEL), restorative practices, and integration of Positive Behaviorai

Interventions and Supports. In some ASPs, staff use the Child & Adolescent Needs and Strengths Assessment, the Rapid Assessment for Adolescent Prevention Services, or the Developmental Assets Profile tool to assess students' strengths and areas for other targeted supports, and guide staff training to support students in areas such as SEL, mental health first aid, and trauma-informed services.

Lastly, our ASPs collect and utilize student feedback through the Continuous Quality Improvement (CQI) process. On an ongoing basis, programs survey youth about their experiences in specific classes and, every May, students and parents complete an end-of-year survey that asks them to reflect on the program. Programs use the collected information to guide redesigning of course offerings and inform professional development for the following year. This feedback loop allows ASPs to learn from, and be responsive, to students' and parents' feedback about programs.

3 - Skill Building

1

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

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

Answer: OUSD and our lead agencies design our ASPs so they help build the skills in OUSD's "Graduate Profile." This profile defines college, career, and community readiness in the 21st Century as graduates being academically proficient; civically engaged; essential communicators; socially, emotionally, and physically thriving; culturally disciplined; and having a post-high school plan in hand.

Each ASP will support students to master basic academic skills (literacy, math, English language) essential for their success in school and life, through tutoring, academic intervention classes, homework help sessions, and project-based enrichment classes. All students in the ASPs will have at least 4 hours of academic skills support per week. Sites will offer other academic skill building activities, such as buddy reading, writing exploration, and academic games.

Equally important for enabling students to master 21st Century skills, is the incorporation of STEM learning, which OUSD requires of all our school-based ASPs. OUSD's After School Science Learning Community was created in collaboration with community partner Techbridge (a STEM program of the Chabot Space and Science Center in Oakland). The program builds ASP staff capacity to implement hands-on, project-based, STEM activities (e.g., Water Drop Race, Magnetic Slime, or Fireworks in a Jar), that help students develop science process and inquiry skills, and learn about career opportunities in the sciences. ASPs will use the Techbridge and AfterSchool KidzMath and KidzScience curricula for engaging hands-on, STEM activities aligned with state standards. At MLK Elementary, the "Engineering Math Made Easy" program will consist of weekly walking field trips to the Oakland Parks & Rec. Discovery Center, where students will participate in engineering projects and write journal entries about them. Many of the ASPs will offer computer technology and media classes to further students' 21st Century technology skills. Each ASP will offer arts learning programs that promote students' innovation skills, such as creativity, critical thinking, and social awareness, which are at a premium in today's world. Arts offering will vary from site to site, and include on-site displays, exhibits, and performances of student products - crafts, paintings, murals, dance performances in various genres (e.g., hip hop, Aztec, Asian), plays, poetry recitals, storytelling - in which, students creatively express issues of identity and cultural background for the school community, including families.

Students in the ASPs will have opportunities to develop knowledge of important 21st Century themes, such as self/social awareness and health literacy, through particular enrichment activities. For example, at some sites, Girls Inc. of Alameda County will engage girls in discussions about issues such as body image, media messages, and reproductive health, to promote self-awareness and help them think about, and prepare for their future.

The ASPs will also promote students' development of life skills (social and cross-cultural skills, collaboration, communication, initiative, leadership, problem solving) essential for navigating today's complex life and work environments. Several schools will partner with local CBO, Upward Roots, to engage groups of students in the upper elementary grades in working together to design and carry out service learning projects at their school and in the surrounding community. All sites will provide opportunities for students to exert leadership in their ASP by taking responsibility for helping define program policies, co-leading activities such as opening, closing, restorative justice circles, and serving as peer tutors.

4 - Youth Voice and Leadership

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

Answer: OUSD is committed to youth development and to young people's meaningful involvement in decision-making and opportunities for leadership, which are crucial components in promoting students' sense of belonging to, and engagement in, their ASP. All ASP staff receive extensive training from both the ASPO and their own agencies in in best practices in youth development, including building ASP staffers' capacity to plan and deliver programming that offers opportunities for meaningful youth engagement.

The OUSD ASPO and partnering agencies use the Building Intentional Communities (BIC) model to deepen student voice, choice, and leadership roles in the ASPs. Staff incorporate strategies from BIC training to guide team-building and experiential learning activities in which students have opportunities to express their needs and opinions; get to know each other better; cooperatively plan activities, make choices, reflect on their learning experiences, and solve problems that arise. Staff, with input from students, will develop strategies to infuse the ASP with positive outlets for discussions and disagreement to establish behavior guidance to keep emotions calm, reach agreement, and solve problems.

The BIC model is designed to provide "fading facilitation" over the course of the school year. This means that youth start out as co-creators of the program climate with staff as they identify rules to create an intentional community. Students develop their skills toward upholding group agreements, making group decisions, and playing increasingly significant leadership roles as the year progresses. By December, young people will begin taking turns playing the role of facilitator in ongoing classroom rituals, such as opening circles and other team-building exercises, and lead group discussions. By March, young people will begin a planning process to reflect on the skills they have mastered in the course of the year (perhaps in a gardening program, or an art or theater class), and then identify a way to use those skills to give back to the community. We see that young people hold themselves and each other to higher expectations as they see themselves in an empowered role and fashioning, meaningful contribution to their communities. The following are examples of additional approaches used by our partners to engage youth actively in shaping the programs. GIRLS INC., which leads the programs at four sites, provides meaningful leadership opportunities through roles and responsibilities that build students' sense of capability and motivation. A Leadership Course is offered to 5th grade students, where students organize school-wide events and lead weekly ASP assemblies. OAKLAND LEAF, which leads programs at two sites, incorporates a pathway to support youth leadership and voice. Youth help lead components of their program, such as interning in the ASP office, leading community circles at the start of the program day, emceeding events, and planning and implementing dances. The agency believes that youth are major stakeholders and, when given opportunities to be in leadership roles, youth flourish and take ownership of their ASP. Bay Area Community Resources (BACR), the lead agency at six schools in this application, provides opportunities for its ASP participants to engage in thoughtful planning activities. Through the use of personalized journals, students are given time to individually reflect and plan an approach to an activity, before engaging in the activity itself. This allows participants to tap into their own expertise and gives them practice in creating plans to complete a task.

All sites will give students further opportunities to provide input into and shape their ASPs, including filling out activity evaluations and yearly surveys for the program evaluation, which inform program planning and CQI process, and taking part in focus groups to discuss program strengths and weaknesses and make suggestions for improvements.

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: As part of our commitment to positive youth development, OUSD programs are structured so that students in all grades are able to make choices based on their interests and strengths. We will plan curriculum and activities based upon student feedback to staff. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Students and their families' will be provided program schedules and activity descriptions and, when they sign up for the ASP, will select and rank classes/activities they want to take part in. They will be able to choose between enrichment activities - such as performing arts, visual arts, or gender-specific learning groups - offered daily in the program, and different recreation activities (e.g., soccer, basketball, flag football) and health and wellness activities (e.g., gardening, nutrition, cooking), which will vary from school to school. Students will have opportunities to change enrichment choices every quarter.

We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

ASP staff are trained to assess the quality of the learning environment in ASP by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learn to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies.

ASP staff, school leadership, and ASPO staff will use these sources of student input (along with recommendations from the evaluator) when developing the Site ASP Plan each spring for the subsequent school year, to guide modifications of program activities or for the incorporation of new activities to make the ASP as engaging and beneficial to children as possible.

Data collection and analysis inspired some of our partner agencies to place greater emphasis on service learning to promote elementary school students' leadership, teamwork, and connection to the community. Leadership and service-learning courses are integrated into ASPs for 5th grades students; Students address issues affecting their communities, developing critical 21st Century and social-emotional skills such as leadership, empathy, effective communication, critical thinking, and problem solving in the process. Groups of 10-15 students will take part these activities over a 12-week period, meeting each week for 60-90 minute sessions. Each session will combine engaging skill-building activities with community service project activities. Each group of students will identify an issue or need in their community they are passionate about it and design and implement a youth-led service project to address it.

Examples of projects youth might implement include food or clothing drives for needy families or homeless individuals or neighborhood beautification projects. Some BACR sites will work in collaboration with Upward Roots, a local community-based organization. Its' "Service Roots Program" is a curriculum-based program designed for ASP. Through community service, youth will be empowered as change makers, contributing directly to addressing problems and inequities in their community, and growing in ways that will help them succeed in and out of school.

5 - Healthy Choices and Behaviors

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

Answer: OUSD's Board-approved Wellness Policy serves as the wellness plan for schools across the district. The following healthy practices and program activities in our ASPs will be aligned with the components of the district Wellness Policy.

*Nutrition. All students will receive a free nutritional snack each day they attend the ASP. Some schools will also provide a regular supper for students. The latter will support the Wellness Policy to "ensure no OUSD student goes hungry." Snacks, suppers, as well as any food and beverages served during family 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. Nutrition education will be incorporated into programming at most sites.

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

*Physical education and physical activity. Each school program will give students opportunities for physical activity—such as through, sports, organized recreation activities, soccer, basketball, kickball, lacrosse, golf, dance—that includes regular exercise and conditioning and promotes students' fitness and motor development. These activities will incorporate a focus on promoting prosocial skills – such as communication, cooperation, and team building in the achievement of common goals.

*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 question #1: Safe and Supportive Environment.

All 16 schools partner with mental health care providers. Our ASPs will coordinate with them to connect students and their families to needed counseling, case management, and other behavioral health services. At all sites, the ASP Site Coordinator will take part in Coordination of Service Teams to help connect students to needed health and mental services and to connect families to these and other needed supports.

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

Answer: All students present in the ASP on any day will receive a free nutritional snack that meets CDE after school snack requirements. Some sites will provide hot suppers that follow state and federal healthy food guidelines. Snacks and suppers will be provided by OUSD Nutrition Services, funded through the federal School Lunch and Child and Adult Care Food Programs. Education on healthy eating and cooking practices will be incorporated into gardening, sports, dance, yoga, culinary arts, and life skills programs.

As detailed in section 8.1, poor physical fitness is widespread among OUSD elementary school students. Each site will offer physical activities multiple days each week. In our elementary school ASPs, most physical fitness and recreation activities are led by program staff who have an interest in various fitness abilities as well as their experience in the youth development profession. They will vary from site to site and include: seasonal team and individual sports (soccer, basketball, flag football, kickball, lacrosse, golf) and games (handball, dodgeball, capture the flag) dance (genres such as Zumba, hip hop, Asian, and Aztec), gardening and yoga.

All ASP physical activities will help improve students' fitness and address weight problems to promote their overall health. Moreover, studies have shown links between regular physical activity 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 benefits for youth who take part in yoga and mindfulness programs include lower stress levels and greater self-control, school engagement, emotional awareness, and distress tolerance.

Many of the OUSD campuses have a garden that is utilized during the day and after school. Gardening contributes in many ways to the health and wellness of youth participants and ASP staff. The activity offers a fitness component, supports good nutrition, and can be developed into project-based, literacy, science, math and visual arts activities. Through hands-on gardening activities (planting seeds, growing plants, harvesting fruits & vegetables, picking flowers, studying insects, digging in the earth, and composting), students in the ASP will learn about science, nature, pollution, and the earth's cycles, complementing their learning during the regular school day. At all elementary school programs run by OAKLAND LEAF, students and staff work together in the school gardens in the agency's "Love Cultivating Schoolyards" gardening program, a mainstay of the organization's focus. GIRLS INC., EBAYC, and some BACR and HIGHER GROUND schools also utilize the school gardens for enrichment activities in ASPs. In the gardens, children cultivate and consume seasonal crops, exposing program participants to new foods, supporting their inquiry and connecting them to the natural world. Studies also show that teachers who work in school garden programs had higher workplace morale and general satisfaction with being a teacher (Skelly & Bradley, Hort Technology 2000).

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

Answer: The OUSD Wellness Policy is incorporated into all aspects of the afterschool program including zero tolerance for junk food. OUSD and our partner agencies provide extensive trainings on health and wellness and recognize that program staff have a positive influence on impressionable youth and support their development toward living a healthy life.

Following the same health guidelines as the youth in the program, staff will eat only healthy foods and refrain from consuming sugar-sweetened drinks while working in ASP. As role models, staff will exhibit a positive attitude around developing good eating habits by tasting unfamiliar produce from the school garden, reading books to students that encourage healthy behaviors, and engaging in physical activities alongside youth. As children prosper from the beneficial activities and nutritious food, they will feel more self-assured about their bodies and gain confidence in their physical abilities. Youth often become ambassadors, taking home, and sharing their knowledge and positive practices with their families.

Our lead agencies choose ASP staff to work in their afterschool programs who are excited to promote physical activities and who will model a positive attitude toward teamwork. Staff will demonstrate their own physical abilities and encourage youth to join games and sports activities, modifying the more difficult activities so that children of all skill levels participate.

ASP lead agencies will support the wellness of ASP program staff by ensuring they have safe and supportive working conditions, engaging them in developing personal wellness plans, and providing support in the event of difficult or crisis situations.

All GIRLS INC. ASP staff (working at 4 of the target schools) will have access to a newly built, Girls Inc. facility and agency resources, which include a gym, yoga classes, a full kitchen, and mindfulness trainings to increase the health and wellness of Girls Inc. staff.

6 - Diversity, Access, and Equity

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

Answer: OUSD's Enrollment Guide, which assists families to learn about our school sites and services within schools, contains information on the after-school programs at each school, including their addresses and hours. The guide is available in multiple languages in print at school sites and electronically on the district website. At each school, school leaders and the ASP SC use newsletters and email blasts, translated into major languages of OUSD families, to inform families about the ASP, its location on campus, activities, and sign-up procedures. School and ASP staff announce and distribute program descriptions and sign-up sheets at school registration in

August, and Back to School Night each fall. School staff and front-office staff share info on the ASP with students and families. In addition, we use school gardens, art displays, performances, and team sports events as vehicles to increase the ASPs' visibility and engage the school community. One of the most potent form of ASP information dissemination is word of mouth; the students and families at our sites are excellent broadcasters in sharing their experience in OUSD ASPs.

14 of the 16 sites in this application have ASES-grant-funded programs with wait lists, some with as many as 80+ students. Funding requested will allow students on the waitlists to be safe and engaged in year-round programming at their school.

To help target outreach, each school and its COST will alert the ASP lead agency about particular students with academic, attendance, or behavioral problems. The SC will call or send a letter home to parents (written in the primary language spoken at home) to let them know about tutoring and other learning activities available on campus after-school and in the summer.

In addition to the multiple approaches we use to notify the families of children enrolled in OUSD, the district sends letters to 44 independent schools in Oakland to inform them of ASP opportunities provided at near public schools.

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

Answer: Each OUSD elementary school ASP serves children from a variety of cultural backgrounds and is open to children from all groups and of all abilities. We will use multiple strategies to ensure communication reaches our diverse students and families:

Every April, school leaders and after-school program staff will hold early orientation assemblies for families of incoming KG students, where they will distribute information about the ASP.

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

Each school will feature the ASP on its website and include a description and registration information in its enrollment package. ASP staff will table during registration days each August to distribute information about the program and recruit participants.

Flyers about the after-school and summer program will be posted in school hallways and classrooms. The ASP lead agency will hold a program orientation every September.

During the school year, schools will make frequent PA announcements to all classrooms about the program. ASP staff and schools will use newsletters and email blasts to inform students and families about the ASP and its offerings. ASPs will hold special assemblies and make lunchtime presentations to showcase work students are doing after school as an outreach and recruitment strategy. ASP participants will serve as program ambassadors by making presentations about it to their peers in classrooms, assemblies, Back to School Night, and informal chats.

School staff who interact with families, including teachers, COST and Student Study Team members, main office staff, Community School Managers, and family liaisons, will inform students and families about the ASP and refer students to it.

COST staff will do 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: Each OUSD school serves youth from many different ethnic and cultural communities; 97% of students at the 16 target schools are students of color. OUSD and our lead agency partners design our ASPs as spaces where students from different backgrounds can come together and build community within and across groups. Each program will create an inclusive environment that promotes, respects, and celebrates the vast diversity of our students and families and our city's communities.

Our ASP lead agencies prioritize hiring staff representative of the diversity of our school communities (in race/ethnicity, language, life experiences, gender identification, etc.) who grew up in or have other first-hand familiarity with the inner city neighborhoods where our students live and go to school. Partners that bring particular activities to the sites are also grassroots local

organizations with staff that reflect Oakland's diversity. This factor helps to create an inclusive environment, and one where students have positive adult role models from similar backgrounds. ASP staff are trained to infuse social-emotional learning into all programming, based on OUSD's adopted SEL standards. These SEL skills strengthen students' and staff members' competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age.

ASPs include daily activities designed to build community across groups, including opening circles, closing reflection sessions, and assemblies. Sites also have buddy systems, in which participants support Newcomers or other youth, new to the program.

ASP arts programs are key venues for students to explore and celebrate their cultural backgrounds. Examples are Attitudinal Healing Connection's "ArtEsteem" visual art program, East Oakland Youth Development's arts enrichment programs, and Destiny Art's dance programs in genres including hip hop, West African, and Zumba. At each school, arts programs will include on-site displays, exhibits, and performances of student products—paintings, murals, Day of the Dead altars, photography presentations, videos, spoken word jams, storytelling, music, dance, or theater performances—for the school community, including families. Some arts programs will extend their work into the nearby community through mural projects and exhibits in local venues, in which students creatively express issues of their family's cultural background.

Another important way we promote diversity and inclusiveness in all of our ASPs is through the restorative justice lens adopted across OUSD schools and integrated into many of our ASPs. The practice of having students lead restorative justice circles is a powerful strategy to resolve conflicts that arise and strengthen relationships between students from different groups. Finally, most of the target sites will host cultural celebrations for families each semester or quarter. These activities will celebrate students' accomplishments and the cultures of the school community. They will include pot lucks in which families bring and share dishes from many culinary

heritages. Some will be linked to and highlight culturally-specific holidays or awareness-building events such as Dia de los Muertos and Black History Month.

Students from various backgrounds will have opportunities to share historical facts they have learned and their artistic creations that celebrate their racial/ethnic background and culture, such as poetry, dance, music, and theatre performances.

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: Our ASPs are open to students of all groups and abilities. The ASPs will support our schools by implementing strategies that accelerate the academic achievement of all students, while ensuring that we prioritize serving, and are closing the opportunity gap for, our African-American, Latino, EL (many of whom are Newcomers to this country), Foster Youth, and Special Education Students. This includes building upon the progress of OUSD's African-American Male Achievement program that prioritizes and customizes support for boys and young men. It also includes the provision of additional resources and supports to some schools to promote the success of our most impacted students that our data shows we need to do more to support in reaching higher academic outcomes.

ASP and schools will ensure that students that are identified in these categories receive an ASP enrollment packet to take home. ASP and school staff will make follow up phone calls if necessary, to ensure that the family understands the importance of the request to enroll in the ASP, and the value of the additional academic support.

The OUSD 2017-20 Local Control Accountability Plan (LCAP) identified the district's greatest need: that of increasing the progress of the 11,303 EL students who make up 31% of the total student enrollment, and 59% of students at the target schools, 89 of whom are classified as "long term ELs". ASPs play an important role in supporting the OUSD's efforts to increase progress, due to the organizational nature of ASPs, which employ staff from multicultural backgrounds, and who are multilingual. Within the ASPs, there is also greater opportunity for EL students to practice and master conversational English, to work in peer-to-peer support teams, to increase the

capacity to build relationships with supportive, adult role models, and to take part in multi-cultural, community events.

To support students with disabilities, the SC is on campus during the school day and is available for impromptu meetings with classroom and resource teachers. The SC attends COST and SST meetings where students with disabilities (as well as students who require additional social and emotional learning support) are discussed. The meetings lay out clear plans and resources for struggling students and, frequently, enrollment in the ASP is identified as an essential resource to supports students' academic and/or other needs. We also proactively recruit students with disabilities to participate in the ASPs. For any special need student interested in the program, the ASPO and SC will work with their IEP team to determine which aspects of the program will be most beneficial.

Other examples of potential barriers to participation include language and understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff communicate with families in their home language and culture. We explain our program in terms that are familiar and safe. Because many families walk to, and from school, we make special early release policy accommodations during the winter months. Sometimes there are greater issues in play like medical, housing, and child care issues. OUSD ASPs are an important resource to help families access supports to address these larger, more systemic issues.

In addition to our request for afterschool and supplemental/summer funding, we are also applying for EQUITABLE ACCESS funding to 1) address safety concerns that are potential barriers to participation, and 2) provide therapeutic activities, boys and girls groups for students with social/emotional/behavioral barriers to participation, and 3) specialized instruction for EL students.

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: OUSD's ASP lead agencies intentionally recruit staff from the local community who reflect Oakland students' and families' diverse ethnic and cultural backgrounds and experiences, and to serve as role models for our students. They seek staff with a passion for working with youth, have skills to connect with and engage high-risk youth, and have skills related to leading arts, sports, or other enrichment programs.

Agencies use their websites, social media, networks, outreach through education-related programs and career centers at nearby colleges, and alumni associations at target schools to recruit staff. OUSD's Talent Development Department supports ASP staff recruitment by sharing available positions through district recruitment outlets, social media, job fairs, and with OUSD's pool of instructional aides. Viable candidates to ensure they meet minimum qualifications (SCs are required to have a B.A. in a field related to education or youth development, and have experience managing youth programs).

Lead agencies frequently grow their own staff from students who were in their ASP programs. Youth development workers can become Site Coordinators through work experience and training. SCs are required to have a B.A. in a field related to education or youth development, and have experience managing youth programs.

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

Current SCs for the ASPs at all of the target schools have had these positions for several years and have strong working relationships with the stakeholder groups at their schools and the ASPO. This longevity speaks to our ASPs' success at retaining key staff.

At each site, the Principal designates a teacher to serve as the Quality Support Coach (QSC) to liaise between ASP staff and teaching staff and to ensure quality academic programs. (see Section 11.2)

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

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

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

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

At the target school ASPs, volunteers will receive training from the QSC in areas such as tutoring strategies, checking for understanding, and doing group work. The Site Coordinator and QSC will periodically observe volunteers in action and problem solve as needed.

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

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

Answer: OUSD's ASPO, our lead agencies, other OUSD units, and outside partners all contribute to continuous professional development (PD) for after-school staff.

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

SCs and other ASP staff members receive further PD from their agencies. For example: BACR provides a 2-week summer institute for new SCs and ongoing training and coaching for ASP staff members. Line staff are trained in youth development principles and practices, learning styles/strategies, and working with English Learners and other underrepresented groups. BACR uses an online training series called "Safe Schools" where SCs and line staff may access up to 30 modules related to after school safety and instruction techniques.

GIRLS INC staff receive 88 hours of PD per year. In addition to two full weeks of orientation, PD includes 2.5 hours of weekly training in areas such as youth development, YPQA, relationship building with students/families, literacy and STEM instruction (with developed curriculum), and behavior management. Sessions are led by experts in their field; for instance, a Literacy Specialist provides in-depth training in the fundamentals of literacy and implementing curriculum components, such as read alouds, word work, developmentally appropriate teaching, and strategies for EL students.

EBAYC trainings for all ASP staff include a beginning of the year youth development kick-off, agency orientation, and sexual harassment training; First-Aid /CPR; and trainings on school-based development. Social-emotional skills development is a major priority for EBAYC ASPs; all site staff receive training throughout the year to deliver OUSD's SEL framework and corresponding learning standards and to embed SEL signature practices in all lessons.

The district's ASP Managers convene elementary school ASP SCs monthly for peer learning and

discussion of best practices and to support our CQI process. We use Youth Work Methods workshops on strategies aligned to the YPQA standards, on topics such as 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. OUSD's Behavioral Health and SEL units and OUSD Police Services train ASP staff in areas such as integrating a restorative justice framework into programming, trauma-informed practice, crisis response, SEL standard, and safety trainings. The ASPO supports ASP staff in participating in outside PD opportunities, such as the Region 4 Bridging the Bay after school conference, Temescal Associates' How Kids Learn annual conference, and Partnership for Children and Youth's Summer Matters conference

Quality Support Coaches participate in an orientation each September, a training in October on the YPQA standards and ASP quality improvement cycle, and monthly learning community meetings to strengthen coaching practices in support of CQI and positive program culture and climate. QSCs train and coach line staff classroom/behavior management, tutoring strategies, and project-based lesson planning. SCs host weekly staff meetings with line staff to reflect on program challenges and accomplishments and problem solve. SCs and QSCs collaborate to make regular observations and assessments of line staff's organization, planning, and delivery of activities. The observations help identify areas for staff development and additional coaching.

8 - Clear Vision, Mission, and Purpose

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

Answer: Oakland, across the Bay from San Francisco, population 420,005, has a 29% childhood poverty rate and the highest crime rates of California's 10 largest cities. While OUSD has made steady gains in student outcomes, most students still struggle.

56% of OUSD's 9th graders are considered not high school ready, based on failing Math or English or being chronically absent or suspended in 8th grade. OUSD's graduation rate is 65%, compared to 84% statewide. Our dropout rate is 20%, more than double that of our county (Alameda) and California. 85% and 62% of 11th graders do not meet standards in Math and Language Arts, respectively, meaning the vast majority of graduates are not ready for college or careers.

OUSD's elementary school ASPs are a crucial resource for early intervention and support for students to improve these outcomes and put them on track for success in school and in life. How needs were identified: OUSD has conducted an in-depth analysis of the 16 target schools, their outcomes, the communities where they are situated, and perceived needs as identified by students, parents, and school staff. We analyzed demographic and student achievement data, California Healthy Kids Survey responses, and California Physical Fitness Test results, to get a full picture of the need for and importance of after-school programming. This needs assessment further includes data from the evaluations of existing ASPs at these schools, which incorporate surveys from students, parents, and teachers, reflect the need for ASPs and their effectiveness, and inform our measures to strengthen the ASPs and increase their reach.

After school and supplemental/summer programs provide a necessary cushion and invaluable resource for OUSD families, many of whom live in neighborhoods devastated by poverty. The 16 targeted schools are located in high-stress neighborhoods throughout Oakland, where in some census tracts (in West and East Oakland), 40+% of children are living in poverty.

90% of the 6,272 students at the target schools receive free-or-reduced-price lunch. 97% are students of color; Latino youth comprise 49% of students, with African American (29%) and Asian youth (13%). The majority of students (59%) have limited English proficiency. In 2016-17, only 12% of English Learners at these schools were reclassified as Fluent English Proficient.

At the schools collectively, only 16% of 3rd graders are proficient in reading. It is well-documented that students who are not at grade-level in reading in 3rd grade are at high-risk for a range of poor outcomes in school and beyond. From site to site, this percentage ranges from 3% to 40%. At Bridges Academy only 3% of 3rd graders proficient in reading, at Global Family 6% and at REACH Academy 7% showed proficiency. It is imperative that we expand services to be able to enroll and provide early intervention to students on the waiting lists for the ASPs. Students' widespread need for academic intervention is further evidenced by the fact that only 18% of students at the target schools are grade-level proficient in Math.

As noted in section #6, OUSD's highest priority concern is the increasing number of EL students and the district's ability to meet their academic needs. Of the 3,350 ELs at the target schools, 478 are Newcomers who have been in the U.S. less than 3 years. Many are unaccompanied minors and children of migrant families seeking asylum from Central America. Others are refugees from Burma, Yemen, Somalia, and other countries torn by violence. As a group, our EL students are at higher risk for academic failure than OUSD students overall.

Low educational attainment is widespread among students' families: 28% of OUSD parents are not high school graduates, another 25% did not go beyond high school. Too often parents lack the academic/study skills, English literacy, or knowledge to navigate the school system and effectively support their kids' education.

Similar to other large, urban school

Question 1 continued:

Answer: districts, OUSD is plagued by chronic absenteeism – students missing at least 10% of all school days. 18% of all students at the target schools (about 5 students per classroom) are chronically absent. At some schools, this rate is alarmingly high: 33% at Sankofa, 32% at MLK, 26% at Futures, 23% at REACH Academy. Chronic absenteeism in elementary school is largely due to family factors, such as parental substance abuse, unstable housing, or transportation barriers. It is associated with lower achievement in reading and math and dropout risk. Reducing chronic absence (thereby increasing student learning time and achievement) is one of OUSD's highest priorities and our ASPs are a key strategy for achieving this goal. This is another reason why the need to expand the number of students we are able to serve through the ASPs at the target schools is so urgent.

Many students at these schools also need health-promoting physical activity and nutrition education. Only 25% of 5th graders in OUSD are physically fit; 41% are aerobically unfit, and 41% have an unfit body composition, typically meaning they are overweight or obese. ASP physical fitness activities (available for an hour daily at all sites) and nutrition education (at some sites) can help address poor student fitness and risk for obesity.

Other risk factors further highlight the urgent need to expand the ASPs. On the CHKS in Spring 2017, 51% of OUSD 5th graders said they had been in a fight at school in the past year. 18% said they had smoked marijuana in the past month, 17% had smoked electronic cigarettes, and 8% had drunk alcohol. It is well-documented that the 3:00-6:00pm hours represent the greatest risk for school-age children. The fact that many students from these schools are at times home alone after school, coupled with students feeling safer at school than outside of it, demonstrate the important role ASPs can play in keeping children safe during the high-risk afternoon hours. In addition, students need help building developmental assets, such as social-emotional, leadership and other 21st Century skills, and caring relationships with their peers and adults, to better engage them in school and equip them to reduce their risk-taking and navigate their childhood safely and successfully. High-quality ASPs can help promote these assets.

In the past five years, school day services in OUSD to support student achievement and enrichment have eroded substantially. Pupil services ratios have risen from 30:1 to 35:1 – a 17% increase to already untenably high ratios. Our schools have a shortage of Resource teachers and paraprofessional staff for targeted academic assistance to struggling students. And as throughout OUSD, the schools lack resources to provide arts or other enrichment activities during school, or structured physical education for more than one hour per week.

Outside of the school-based ASPs, there are very few comprehensive expanded learning

programs available to Oakland young people after-school or during the summer. School families served by the target schools typically cannot afford fee-based programs that do exist. Not surprisingly, all of the schools in this application have extensive waiting lists for their ASPs. Annual evaluations rank the ASPs at each of target school highly in helping children with homework and improving their academic and study skills; keeping children safe; providing new experiences; promoting children's wellness through nutrition education and exercise; giving students the chance to help others and build relationships with their peers and caring adults; promoting social and decision-making skills; and strengthening children's sense of connection to their school. All of these benefits can help improve children's attendance, engagement in school, and academic achievement. Requested funding will enable us to substantially increase the number of OUSD children who take part in these enriching programs year-round.

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

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

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

The stakeholders we engaged this fall in collaborative meetings to prepare for the submission of our 21st Century CCLC grant application for 16 elementary schools included the OUSD ASP Coordinator, the CBOs that serve as lead agency partners for OUSD ASPs, the Principals of the target schools, the network superintendents who support the PreK-8 networks of schools within OUSD's three regions, and OUSD's Director of Community Schools & Student Services. We also met with other key district department leaders that provide leveraged resources to enhance OUSD ASP services, including in the Health & Wellness and Behavioral Health Departments, SEL Unit, and Linked Learning and Post-Secondary Readiness Offices, and with leadership and parent and student representatives from OUSD's Family and Student Engagement unit. Finally, we engaged leaders and staff from our city partner, Oakland Fund for Children & Youth.

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

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

For college readiness, students will improve *School day attendance; *Academic skills and behaviors, including math, literacy, science, and English fluency (EL students).

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: 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 post our evaluation report and share information on OUSD ASPOs on our district after school webpage and share it out at public meetings via the Oakland Fund for Children & Youth. We have monthly meetings with OFCY and our after school partners to share this information. Additionally, through 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, and social media outlets). Our lead agencies in turn share this info with their agency networks and partners.

At the site level, SCs, family liaisons, and program staff help disseminate information on the ASP mission and vision, alignment with school priorities and goals, and activities to stakeholders. SCs make presentations about the program during teacher professional development days in August; at monthly faculty meetings; periodic meetings of community partners collaborating at the school, and COST meetings.

SCs share information about the program with students and families, at assemblies for all students and during registration week each August. Registration packets include flyers or brochures about the program. At the fall, Back To School events for parents, SCs distribute information about the ASP and sign up students that had not secured a space the previous spring for inclusion in the ASP. SCs and other program staff make presentations about the program in students' classrooms and schoolwide assemblies. The schools and ASPs collaborate to distribute information about the program to school families via school and program newsletters and email blasts.

9 - Collaborative Partnerships

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

Answer: Each ASP lead agency will work closely with school day staff to align, monitor, and improve programming so it engages and assists the schools' neediest students and families. A teacher from the school, serving as Quality Support Coach, will be a critical link to the ASP. The QSP will provide guidance on curriculum articulation, academic assistance for individual students, and ways the ASP can extend student learning in an experiential environment; observe and coach ASP staff, and participate in the CQI process. Use of teachers from the school for targeted intervention classes in the ASP will further this linkage.

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

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

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

2

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

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

Answer: In the spirit of OUSD's Full Service Community Schools vision, OUSD partners with local non-profit community-based organizations (CBOs) to help plan and to operate our ASPs and provide holistic supports and equitable learning opportunities for students and their families. OUSD selects CBOs eligible to lead our ASPs through a Request for Qualifications process every 3 years. We seek organizations with a track record in leading high-quality ASPs, expertise in youth development, a strong base of fiscal systems and organizational infrastructure, a system of staff recruitment and ongoing professional development, a practical vision and plan for program model, design and execution, and a deep commitment to working with the OUSD ASPO on CQI efforts. At each school, the Principal selects a lead agency from the list of qualified agencies. OUSD is co-applying for 21st Century funding with 4 CBOs (BACR, EBAYC, Girls Inc., and Oakland Leaf). Each one is currently the ASP lead agency at the schools listed below. Each agency has longstanding partnerships with OUSD and years of deep commitment to some or all of the school communities where they lead the ASPs. Many of these partnerships have remained solid even through multiple Principal turnovers, and the agencies have deepened their knowledge of the students, families, and Oakland communities and neighborhoods they serve. We are including letters of agreement from each one, detailing their roles, 21st Century CLC funding they will receive, and in-kind resources they will contribute.

BAY AREA COMMUNITY RESOURCES (BACR) runs 85 school-based ASPs (including 25 in Oakland) in communities in 6 Bay Area counties, serving 10,000+ students daily, along with youth leadership, mental health, substance prevention/intervention, and national service programs. It will lead the ASPs at Bridges Academy, Futures, Global Family, Hoover, MLK Jr., and Sankofa. BACR has a 30+ year history of successful after-school and youth program development and management. BACR ASPs, while customized to individual school communities, are designed to promote the successful, holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark on their communities. BACR will contribute \$117,000 in in-kind resources per year to the ASPs, for specialized trainings, volunteer recruitment and other resources, with greater details in our Letter of Support in this application.

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 will lead the ASPs at Franklin, La Escuelita and Lincoln elementary schools. EBAYC serves a racially/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 communicate with and serve families with home languages including Spanish, Cantonese, Vietnamese, Iu-Mien, Khmer, and Tagalog. EBAYC will contribute \$247,500 in in-kind resources per year to the ASPs, derived mostly from grants from Oakland Fund for Children & Youth

(OFCY) and AmeriCorps funding.

GIRLS INC. OF ALAMEDA COUNTY (Girls Inc.) supports girls growing up in Alameda County to feel valued, safe, and prepared to achieve their dreams of college, career, and leadership. Girls Inc. serves as the lead agency at Acom Woodland, East Oakland Pride, Horace Mann, and REACH Academy. It connects girls from underserved communities with access to resources and opportunities, providing more than 20 K-12 programs and counseling services for youth and familie

Question 2 continued:

Answer: s, as well as school-based case management services in English and Spanish across the County. The agency will contribute \$64,690 per year in in-kind resources for program supplies, staff travel, evaluation support and administrative support.

OAKLAND LEAF will lead the ASP at EnCompass and Think College Now, and runs ASPs at a total of six OUSD schools and a summer camp, serving over 1,400 students and their families each year. Its programs cultivate community transformation through creative education in the areas of literacy, STEM, art and culture, health and wellness, and youth leadership with the goal of giving students and their parents the resources they need to become agents of positive change in their community. Oakland Leaf will contribute \$224,986 per year in in-kind resources for staffing, training, volunteer recruitment, community engagement and program materials.

One other lead-agency partner included in this application is HIGHER GROUND NEIGHBORHOOD DEVELOPMENT CORP (HGND), the lead agency at Parker (K-8) and 7 other schools in Oakland. HGND has provided after school, behavioral health services, and Recess Play during the day since 2002. Higher Ground will expand ASP to reach a greater number of upper grade students. Their in-kind contribution is \$42,955 per year.

Each agency will work in close partnership with the school community to design and implement a high-quality ASP for the school's youth and families. The lead agencies 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
Each lead agency has an ASP Program Manager who provides weekly supervision and onsite coaching, and helps train their full-time Site Coordinators (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 such as student recruitment, logistics, and problem solving.

Each program will collaborate with other local partners to provide services to students and families. The SC will have daily check-in meetings on-site with their program staff and service provider partners. SCs will participate in monthly COST and convene All Partners Meetings on site to share information and coordinate services with other partner agencies (where applicable). OAKLAND FUND FOR CHILDREN & YOUTH, a city program funded through voter-approved initiatives since 1996, provides funding for the ASPs at each of the target schools, in the form of 3-year grants to the ASP lead agencies. It also provides funding for several other programs our ASPs will leverage. In addition, OFCY allocates \$50,000 per year for our ASP evaluation conducted by Public Profit, another key OUSD partner, which contributes integrally to our CQI

process. The OUSD ASPO convenes monthly collaborative meetings with OFCY and Public Profit.

Furthermore, some of our ASPs will partner with the following local organizations who will engage students in quality academic and/or enrichment activities (please see letters of agreement):
ATTITUDINAL HEALING CONNECTION (

Question 2 continued:

Answer: AHC) delivers its award-winning art and literacy program, Art Esteem at Hoover in West Oakland and other sites in the SF East Bay. AHC, since its inception in 1995, has developed strong roots in the Oakland community through arts education, workshops, and healing circles.

DESTINY ARTS CENTER has been providing martial arts and dance programs in Oakland schools and at their center since 1988. It provides services at all of the BACR sites in this application, which develop martial arts skills and teach peaceful conflict resolution competencies.

EAST OAKLAND YOUTH DEVELOPMENT CENTER (EOYDC) provides sports and arts enrichment programming at Encompass Academy, through its own resources. EOYDC works with high-risk youth to develop the social and leadership capacities of youth so that they achieve excellence in education, career and service to their communities.

FIRST TEE works with elementary and middle schools students, teaching the core values of youth development through the game of golf. First Tee provides 66 hours of in-kind training and \$26,471 of in-kind resources to support the program at EBAYC's, La Escuelita.

GIRLS INC. OF ALAMEDA COUNTY, as well as being a Lead Agency at several sites, will provide its unique Girls Start program (combining academic support, healthy living promotion, and leadership development activities) for a cohort of girls each year at Encompass and Think College Now.

NEXPLORE will provide enrichment activities at BACR's, Sankofa. Students will engage in visual art 2x per week during the academic year. Hands-on activities allow students to develop a joy in learning art and build upon their strengths and interests.

Play-Well TEKologies teaches engineering, physics, architecture, robotics and critical thinking to kids through building and playing with LEGO. Play-Well brings its services to MLK, a BACR site, leading STEM learning in 90-minute classes, 1x per week.

PRESCOTT CIRCUS' mission is to empower and engage youth through circus and theater arts education. Prescott Circus contracts with BACR to provide classes at MLK and Sankofa. In circus class, youth develop confidence, teamwork, perseverance, artistic talent, and a dedication to working for success. Prescott Circus will provide \$15,700 on in-kind services to the BACR programs.

RE-EVOLUTION FARMS provides improvisational theater and story-telling at several of the BACR sites. At Bridges and Global Family, reEvolution Farms will provide visual and performing arts, gardening and poetry to students. Their in-kind contribution is \$750 for their programs.

STREET SOCCER USA is a national nonprofit that uses the power of soccer to help students at Franklin and Lincoln, by utilizing a unique curriculum that connects soccer skills to life skills. Street Soccer hosts community building events for students and families and delivers after school programming 2x per week, plus soccer tournaments. Their in-kind support is valued at \$4,050 per year.

TECHBRIDGE GIRLS will engage students in fun, educational, hands-on STEM projects with real-world applications at BACR's MLK Jr. Elementary. Techbridge has served over 7,000 girls in 3 programs on the west coast over a 17-year period. They have a proven, data-driven model to excite, educate and equip girls from low-income communities with high-quality STEM programming.

University of California at Berkeley, BUILD (Berkeley United in Literacy Development) Program is one of the largest reading programs in the SF East Bay that brings UCB student mentors into public school ASPs to support students' literacy development. BACR connects UC BUILD mentors to students at MLK and Sankofa.

UPWARD ROOTS is an Oakland-based non-profit organization that will engage students at the following schools in this application, East Oakland Pride, Global Family, Horace Mann, MLK and

Sankofa, in youth-planned and youth-led community service projects. In-kind resources from Upward Roots are \$28,000 per year.

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: Our ASPs and their school sites have many ongoing partnerships to build upon, and are glad to explore possible new partnerships that align to the schools' vision and goals, and to emerging student and family needs. We seek potential partners that have independent funding, to support programs' sustainability. OUSD's Community Partnerships Unit maintains a database to assist us in tracking the breadth of community partners that serve Oakland.

Each year, as part of the ASP planning process, lead agencies and school partners determine which types of activities to offer the next year and select community partners, typically for arts, sports, STEM, health and wellness, and service learning programs. Programs also receive offers from local organizations interested in providing services at the schools.

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

The OUSD After School Program Office (ASPO) actively seeks out external partnerships for our schools. Destiny Arts and several of our partnerships with youth arts agencies are examples of independently funded programs that ASPO learned about, then brokered a connection to several of our target elementary schools, resulting in valuable learning opportunities for youth.

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: Each ASP will actively engage and equip school families to be effective partners in supporting their children's educational success and healthy development. ASP staff will partner with on-site bilingual Family Liaisons and Community School Coordinators, and staff from OUSD's Family Engagement Office to conduct outreach to ASP families.

To facilitate culturally-appropriate outreach, all ASPs will have culturally-aligned staffing. For example, EBAYC staff speak a variety of languages to best serve the families at all of their school sites. Most staff at Hoover are African American or Latino, groups that make up 88% of the schools' enrollment. If needed, the lead agencies will hire interpreters or utilize multi-lingual services from OUSD's Translation Unit.

Phone calls and home visits to families of high-need youth (such as Newcomers and students with special needs) will encourage them to sign up for the ASP and suggest ways parents can support their children's education. Sites will use emails and robocalls to promote parent involvement in ASP and school activities.

Programs will provide family workshops on issues including attendance; engaging your child in conversations about academics; how to use OUSD's student information system; and orienting parents to OUSD's middle schools. Some ASPs will connect parents to on-site "Parent University" classes and other valuable resources.

The ASPs will bring families together at fall orientations; family reading, science or math nights; and celebration nights where students demonstrate their learning, display their arts, STEM, and other projects, and perform (music, dance, theater, poetry). They will link families to case management and other resources.

The ASPO and our lead agencies glean much information from annual family surveys we conduct in multiple languages to elicit parents' and/or caregivers' priorities for youth and family activities, and use this input to inform programming.

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: Each OUSD ASP collects and reflects on data on many indicators of student success to help program stakeholders monitor, plan, and continually improve the quality of academic support and enrichment programs for students after school to optimally promote students' college, career, and community readiness. Some measures are determined on a site-by-site basis; others are collected at all sites as part of our ASP evaluation.

When developing its annual ASP Plan, each site selects indicators with which to track student outcomes. This is a collaborative process involving the SC, lead agency ASP Manager, Principal, and QSC (faculty liaison), to ensure the measures are aligned with both the school's priorities and goals for academic achievement and the goals established for the ASP. Generally, the indicators are aligned with a school's overall goals for improving attendance, school climate and culture, and students' academic skills, ensuring equitable access to electives, and strengthening family education. These indicators may include:

*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.

*Student understanding of and completion of homework.

*Pre- and post-results on tests used to determine whether a student needs academic support and is improving—most commonly, students' scores on the Scholastic Reading Inventory (SRI) and Math benchmark assessments.

*Report cards—each quarter, to identify students earning poor reports or grades, who need targeted support after school and monitor whether their grades improve while they are 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.

*Participation by family members in the ASP program orientation and family-centric events.

In addition, the QSC seeks feedback from teachers at the school 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, along with OFCY, 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 and chronic absenteeism—for regular participants in the ASP and students at the school overall. These indicators are 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 annual 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, specifically state SBAC assessment results in English Language Arts and Math, comparing outcomes for regular ASP participants vs. students at the school overall, and EL participants vs. non-EL participants. These indicators reflect whether a student has developed proficiency in the Common Core State Standards, considered indicative of whether she/he is on track to be ready to matriculate to the next grade.

Program evaluation data informs each site's CQI process, professional development plans, and annual 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 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 middle 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 lead agency program managers receive

Question 2 continued:

Answer: Five training on the Youth Program Quality Standards, provided by the Weikart Center, during the ASPO's Summer Institute. Our 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 ASP sites in their CQI work, the ASPO will assign SCs to one of two tiers. New SCs and others who need extra assistance will receive the most intensive support with 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, Principal, and QSC 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 (CAASPP) 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 attendance, homework completion, course grades, and district and state test scores—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: We will allocate 21st Century CLC funding to maximize the role of our ASPs in ensuring students are successful academically and are ready for middle school, on track to eventually graduate college, career, and community ready. Funding will enable us to augment California After School Education & Safety (ASES) grant-funded programs at all 16 sites, thereby serving more students each day and expanding enrichment program offerings for students.

OUSD reserves 15% of each site grant for ASPO staff to provide training/technical assistance for sites, program evaluation and CQI support, custodial services, and indirect costs. OUSD will allocate the bulk of 21st CCLC funding, 85% of the per site request, to our lead agency partners, with the exception of 1 extended contract to an OUSD staff at MLK. This reflects our commitment to the school-community partnership model and our respect for our lead agencies' expertise in youth development.

Each agency works with school leadership to align its yearly budget to the school's improvement priorities and goals for student achievement, within OUSD's overall focus on equipping students to graduate college, career, and community ready.

21st Century CLC funding will leverage ASES and OFCY grants, which sites use to cover core staffing costs and other program expenses. This includes full-time Site Coordinators, responsible for the program's day-to-day operations, partnerships, program quality, and CQI; QSC, who helps design academic assistance and other components so they align with school day priorities and student needs; extended contracts for teachers providing academic intervention after school; line staff (called program leaders, mentors, and program assistants), who provide academic and other support to students support their skill, and lead enrichment activities; and contracted enrichment services, such as STEM programs, performing arts, leadership and community service programming.

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: Oakland Unified School District's after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site.

At each site, a lead agency from the community is responsible for running the ASP and ensuring it reflects youth development quality standards. It manages subcontracted program funds, selects and subcontracts with other service providers from the community, and also partners with the ASPO in efforts to sustain the program.

The most common staffing plan includes a full-time Site Coordinator (under the supervision of the agency Program Director and the school Principal), a Quality Support Coach (QCS), and line staff or youth development workers.

AGENCY PROGRAM MANAGERS are employed full-time by the Lead Agencies that manage the after-school programs. Typically, Agency Directors support a portfolio of 3-7 program sites through a combination of helping plan the ASPs, on-site coaching for the SCs and line staff, workshops, and support in building partnerships with school and community partners. They convene their SCs for monthly supervision/coaching meetings and maintain regular email and phone communication.

SITE COORDINATORS are responsible for the day-to-day operations of the program. SCs are full-time staff that are based at their host school site, co-supervised by his/her Program Manager and the Principal. The SC collaborates with school staff to identify the highest-need students; conducts recruitment outreach to students and families; develops the 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, SST, and School Culture/Climate Committee; collaborates with the Community School Manager and/or Family Liaison to connect students and families to needed support services; collaborates with the Principal, QSC, 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.

QUALITY SUPPORT COACHES are staff members of the District (typically a teacher at the same school site) designated by the Principal to assist the ASP in promoting students' academic achievement. At each site, the QSC 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; observes, coaches, and trains SCs and line staff based on PQA standards; liaises between ASP and school staff; and participates in the CQI process.

LINE STAFF provide the bulk of direct service to youth after school, and are responsible for leading activities and ensuring that youth are safe and supervised during program hours. Line staff provide tutoring, homework help, and lead some enrichment activities, such as arts, sports, and community engagement projects. Program staff positions (typically called program leaders, mentors, or youth development workers) are generally part-time, part-year, hourly jobs often filled by college-age students or other community members. 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.

TEACHERS ON EXTENDED-DAY CONTRACT are certificated teachers, usually from the host school, who plan and lead activities in after school, ranging from academic intervention classes and tutoring to enrichment classes and sports teams.

PRINCIPAL. The school site administrator selects an ASPO-approved lead agency to operate the ASP. He/she collaborates with lead agency staff to design the ASP so it aligns with the school's priorities and goals and students'/families' needs; allocates space for A

Question 2 continued:

Answer: SP activities; facilitates the SC's liaising with school staff, involvement in relevant school-day activities, and access to student data; and meets at least biweekly with the SC to monitor and support the program as needed.

At some schools, the **COMMUNITY SCHOOL MANAGER** will collaborate 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 Coordination of Services Team; and help connect students and their families to needed services, among other duties.

At some schools, a **PARENT** or **FAMILY LIAISON** will conduct outreach to families, plan and lead family workshops and other family activities, and connect families to needed resources.

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

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

Answer: At each school site, the ASP SC will seek to connect with and establish relationships with parents of youth starting with fall orientations for all grade levels, continuing during enrollment week, and by co-hosting (with school leadership) family events, for students and their families throughout the school year.

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

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

SCs and their agency managers will maintain contact with subcontractors and other partners. They will initiate contact with a designated individual via at least bi-weekly check-ins in person, by phone or email, and inform partners when anything relevant to their work at the school occurs. At some sites, the SC will participate in monthly "All Partners Meetings." These meetings are a way for the ASP to get updates from school leaders and find opportunities to collaborate with partners in providing holistic supports for students, such as health care through a neighborhood, school-based clinic, counseling from a mental health partner, or other resources for families. Regular COST meetings will be another vehicle 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: PD and leadership capacity building for ASP managers occur at multiple levels.

At our Oakland After School network level, the ASPO, in collaboration with systems-level partners like Weikart Center and Partnership for Children & Youth, provides many leadership trainings and capacity building opportunities for SCs and agency managers. This includes program quality/leadership training at our Summer Institute and monthly SC meetings. We use training and resources from the National Equity Project and Shifting Norms to deepen SCs leadership skills. Leadership training equips veteran SCs to lead their site CQI work, effectively coach program staff, and impart training and coaching to less experienced SCs.

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

OUSD funds ASP staff to attend the yearly Bridging the Bay regional after school conferences to learn about evolving research and best practices to support their work. ASP leaders and staff from across the San Francisco Bay Area attend the annual event to learn about best practices and network with each other.

Lead agencies provide extensive youth development training and leadership development for their staff, in areas such as facilitation and supervision. This enables many program staff to grow

into SC roles, and SCs into agency manager roles. Some of our lead agency managers have taken part in a Leaders of Color program that explored race, oppression, and the challenges of CBOs working with underserved communities.

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

12 - Sustainability

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

Answer: Along with the state ASES program, 21st Century funding provides critical seed money that enables OUSD to offer comprehensive ASPs that help students graduate college, career, and community ready. We leverage other funding sources to enhance and augment programming. We will rely on these other funds, leveraged resources, and partnerships to sustain a minimum level of programming (the supports students most need, such as academic assistance activities) when 21st Century CLC funds sunset.

As detailed in the letters of agreement, OUSD will contribute at least \$3,103,500 in in-kind resources to the ASPs each year; our lead agency partners a total of \$697,131; and other partners that bring in-kind services to our programs, \$124,971/year. Our lead agencies and other community partners have strong track records obtaining funding to support their services, and are committed to helping OUSD sustain our ASPs.

Maximizing other resources that can contribute to our ASPs will be part of our sustainability plan—including district LCAP funds and funds from Measure N, Oakland's College & Career Readiness for All Act, passed by voters in 2014. Schools may use these resources to sustain programming aligned to OUSD's college, career, and community readiness goals. OUSD may also explore using parent fees to sustain some ASP services.

The ASPO will continue to seek partnerships that can help sustain after school services at our elementary schools, including funding from OFCY, philanthropy, public agencies like Alameda County Health Care Services Agency, and private entities like Summit and Kaiser Medical Centers that are particularly interested in our schools' 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 ASPs.

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

Answer: School Site Councils, including the principal, staff and parent leaders, at each school will be responsible for sustaining after-school services beyond 21st CCLC funding. Since School Site Councils ultimately approve use of various funding streams, they will take part in thinking through which services they want to continue and how to fund them.

Several funding sources may help sustain key ASP services. The schools may utilize Title 1 funds for academic support provided by teachers on extended contract. Each school receives a yearly per pupil funding allocation through Oakland's Measure N as well as a substantial yearly allocation of CDE LCFF/LCAP monies because they serve high numbers of economically disadvantaged, EL, and foster students. The schools have flexibility to use this funding to benefit high-need youth. Staff from district offices mentioned above 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.

A major success has been OUSD's ability to leverage grants from the Oakland Fund for Children & Youth, in the areas of Out-of-School-Time, Summer, and Wellness & Healthy Transitions programs. Every three years, lead agencies submit competitive grant applications to OFCY for ASP at individual schools. Each of the 16 sites has been awarded OFCY funding for the current grant cycle, garnering \$1,280,786 for ASP services per year until 2019. OFCY will continue and will help us sustain and expand components of the ASPs.

OUSD's lead agency partners leverage other funding and resources to support high quality

programs, including private grant dollars, AmeriCorps grants, volunteers, and other in-kind resources. Leveraging additional resources on behalf of the ASPs is an essential function of the lead agency partner because of the reality that the state after school grant dollars alone are inadequate to run a high quality program.

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, each school will begin to develop plans for the program's long-term sustainability. The plans 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 these plans 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, school network superintendents, and school leaders will develop a post-grant-period annual budget for each ASP, including line item costs and specific committed funding sources to cover them.

21st CCLC Elementary and Middle School 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 CCLC 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 CCLC after school grant through this RFA process will be considered for this funding.

1 - Transportation and Access Needs

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

Answer: The OUSD After School Programs Office and our lead agency partners examined data on student enrollment at the target schools to identify high-need groups that might have barriers to full access to the ASPs.

59% of the 6,430 students at the 16 target schools are English Learners (EL). Among them, 478 are newcomer youth who have been in the U.S. for less than 3 years, including 28 who are unaccompanied minors, 70 refugees, and 28 asylees. The target schools collectively serve 708 Special Education students and 36 foster youth. There is considerable overlap among these groups.

We further consulted free-and-reduced-price lunch percentages as an indicator of potential poverty-related barriers to access. 91% of all students at the 16 schools participate in F/R lunch programs.

We consulted district data on chronic absenteeism, and found that 18% of the students in the target schools are chronically absent, higher than the district total of 13%. Sankofa Elementary had the highest and most troubling percentage of chronically absent students at 33%, over one-third of the school population. Martin Luther King, Jr., Elementary, in West Oakland, had the second highest at 31%, and in East Oakland, 26% of students at Futures Elementary were chronically absent. Various factors contribute—such as health and mental health problems, lack of transportation, family and housing instability, inclement weather, and students' feeling disconnected from their school and their peers.

We looked at family educational attainment, which contributes to students' need for added learning time and support. 28% of OUSD parents are not high school graduates; another 25% did

not go beyond high school.

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

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

Answer: Many students at the target schools have economic-related barriers to taking part in and benefiting from the after-school programs. Twelve of the 16 target schools are located in the most impoverished area of the city - East Oakland. Last year in East Oakland there were 1,551 violent crimes, which included 30 homicides, 140 injury shootings, and 874 aggravated assaults. Children must walk to and from school, through dangerous neighborhoods (and in some case gang turfs) in groups, to be safer. Owning a car is a luxury for many and walking is the usual mode of transportation. During the 2016-17 school year, there were such daunting and unprecedented rains (30.75 in.), during the winter and spring seasons (obtained in informal interviews with parents) that parents kept their children home, increasing absenteeism, and as a result, delaying their academic growth.

Family and housing instability, immigration-related problems, and other stressors further contribute to absenteeism, behavioral issues, and other barriers to students' school engagement and participation in ASPs.

Language-related barriers to participation for students and parents are common, as literally hundreds of students at the schools are newcomers to the U.S. who are just learning English, in addition to other English Learners from families whose home language is other than in English. They are in need of additional support to accelerate their English language and English language arts skills development and be able to take full advantage of the learning activities in their school ASPs.

The target schools and ASPs have limited capacity for outreach to families to recruit students to participate in the ASP and receive needed support, or to reach out to re-engage students' whose attendance lapses. At the same time, many parents lack the academic/study skills, English literacy, or knowledge of how to navigate the school system needed to effectively support their kids' education.

3 How many students in the 21st CCLC program are likely to be affected by a lack of access to programs, such as students receiving special education services or ELs?

Answer: 59% of students at the 16 target schools are English Learners. At Bridges Academy, 80% of students are English Learners, and at Global Family the rate is even higher at 85%. Program materials and literature must be distributed in the home languages of the families, where even higher percentages of parents are not proficient in English; such as Spanish, Cantonese, Vietnamese, and Arabic. Academic tutoring and, at some sites, targeted assistance with English language skills, needs to be expanded in the proposed after-school programs. With core funding, services available are insufficient to serve all ELs who need them. We estimate that the core ASPs cannot fully accommodate an average of 40 ELs per site who want to participate. There are 790 Special Education students at the target schools. The vast majority are not meeting grade level standards in core subjects.

During the 2016-17 school year, there were 185 suspensions at the target schools and 568 students were referred to Coordination of Services Teams (COST). Possible causes to seek COST support for students are: need for additional academic support, behavioral/emotional issues, attendance problems, health issues, social adjustment problems, and risk for retention in the same grade level. These problems interfere with school attendance and engagement, are barriers to the students' full, equitable access to our ASPs, and create a need for trauma-informed services to address such barriers. These factors can also discourage students from taking part in after-school programs.

Given widespread low educational attainment among OUSD parents and many parents' own negative experiences during their education (which discourages them from getting involved in school activities), along with the widespread limited English proficiency among parents, at least

1,500 families of students at the target schools might have barriers to access to the program, for both children and parents.

2 - Meeting Program Access Needs

1 How does the plan provide for increased and Equitable Access to the 21st CCLC 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: Several strategies detailed below will help attract youth (and families) who may not participate in the ASPs otherwise and help address factors that contribute to students' absenteeism and disengagement – in the process reducing barriers to full and equitable access, and helping high-need students succeed in school. Depending on the site, OUSD and our ASP lead agency partners will offer the following programs to facilitate students' full and equitable access:

****Targeted academic and English language support and literacy activities for newcomers and other EL students (2 to 5 times per week).**

****Targeted academic support for students with learning disabilities and other special needs (2-5 times per week).**

**** Restorative Justice circles at some of the targeted sites to support community harmony and guide students in coming to agreement to build a fair, inclusive environment (1-2 times/wk).**

**** Sites will use various high-interest programs to help engage students with challenges that negatively affect their regular attendance and full engagement in after school.**

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

**** Transportation support; bus passes for 6-8 grade students, public transportation to field trip destinations.**

**** Increase family outreach and parent workshops, to include training on, for example, the importance of consistent attendance for academic growth, and the consequences of poor literacy skills from K-3rd grade.**

**** Increase access for all students and their families' by adding translation services at COST, IEP, workshops, and other school meetings and family events.**

****Staff at targeted sites will attend professional development trainings in Continuous Quality Improvement (CQI) and attend trainings and conference to learn best practices to promote equitable access and full inclusion.**

Certification And Submission Statement

Please read before signing and submitting application.

I certify under penalty of perjury:

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

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

Submission By: JuliaMa

Submitter Initials: MP

Submission Date: 1/25/2018 4:44:45 PM



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Written Agreements

1. Oakland Unified School District
2. Girls Incorporated of Alameda County
3. Bay Area Community Resources
4. Higher Ground
5. Oakland Leaf Foundation
6. East Bay Asian Youth Center (EBAYC)
7. Play-Well TEKnologies
8. Destiny Arts Center
9. Nexplore USA
10. Prescott Circus Theatre
11. Street Soccer USA
12. The First Tee of the East Bay
13. reEvolution Farms



OFFICE OF THE SUPERINTENDENT

January 22, 2018

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

Dear Mr. Funk:

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

I am writing this letter to outline OUSD's commitments to supporting the 21st Century Community Learning Centers program during the 2018-23 grant cycle at the following OUSD elementary schools: Acorn Woodland, Bridges Academy, Encompass, Futures, Global Family, Hoover, East Oakland Pride (EOP), Lincoln, Horace Mann, Franklin, La Escuelita, Martin Luther King Jr., Parker, REACH Academy, Sankofa, and Think College Now. The following details, subject to OUSD Board approval, OUSD in-kind contributions:

- Space for programming and program management in classrooms, multipurpose rooms, auditoriums, libraries, computer labs, playgrounds, and offices at all 16 schools.
- 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 \$100,000 per/year.
- Training, curriculum, program staffing, and other leveraged resources aligned to OUSD's STEM initiatives, valued at over \$1,530,000/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 \$425,000/year.
- Community School Managers at school sites to support coordination of services and site-based partnership development, valued at \$460,000/year.
- Behavioral health services and social and emotional learning (SEL) supports including: case management training, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit, valued at over \$459,000/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 \$34,000/year.



OFFICE OF THE SUPERINTENDENT

- Health and wellness-related programming support, including curriculum and training for gardening, healthy eating, and physical activity, provided by the OUSD Health and Wellness Unit and OUSD Teaching & Learning Department, valued at approximately \$25,500/year.
- Data sharing and assistance with annual evaluation report by OUSD's Research & Evaluation Office, valued at approximately \$10,000/year.
- Fiscal monitoring and accounting of grant funds and expenditure reporting by OUSD Financial Services Dept., valued at approximately \$25,000/year.
- Training and coordination around after school safety and emergency planning, and management of School Safety Officers by OUSD Police Services, valued at approximately \$25,000/year.
- Additional in-kind resources from OUSD including translation services and communications support provided by our Communications Department, valued at over \$10,000/year.

Overall, through the numerous in-kind resources and leveraged partnerships described above, OUSD will contribute, subject to OUSD Board approval, **at least \$3,103,500 per year** in matching resources throughout the 2018 – 2023 21st Century Community Learning Centers grant period.

We appreciate the Expanded Learning Division's consideration of OUSD's 21st Century Community Learning Centers grant application, and look forward to continued partnership with your division.

Sincerely,

Kyla Johnson-Trammel
Superintendent

Letter of Agreement for 21st Century Community Learning Centers School-Based After School Programming

Girls Incorporated of Alameda County[®] (Girls Inc.) is writing this letter to confirm our role as co-applicant in Oakland Unified School District's proposal to the California Department of Education for 21st Century Community Learning Centers funding as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

Girls Inc. is a local affiliate of the national Girls Incorporated organization with the shared mission of inspiring all girls to be strong, smart, and bold. Girls Inc. of Alameda County is working to alleviate these challenges through a continuum of academic enrichment programs and counseling services that challenge and support girls and young women to explore their potential, develop life skills, pursue college and career success, and expand their sense of what is possible. Our vision is for all girls growing up in Alameda County to feel valued, safe, and prepared to achieve their dreams of college, career, and leadership. To that end, we connect girls from underserved neighborhoods with access to the resources and opportunities they need to navigate gender, economic, and racial barriers, and realize their potential.

The Girls Inc. Literacy Program supports children in making significant academic gains by incorporating the five crucial building blocks of literacy- phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension- at the same time as it supports growth of vital social-emotional skills. Programming is offered five days a week, 13.5 hours a week. The program routine involves a balanced literacy approach, engaging students in a solid hour of literacy instruction daily, with other literacy-based enrichment activities throughout the afternoon. Each lesson plan is developed using research-based pedagogy and proven best practices in literacy to ensure highly effective activities that develop participants' skill, confidence, and interest. In addition, Girls Inc. is unique in providing gender-specific programming for both boys and girls in a culturally and gender responsive environment. This supports students' learning throughout each program component- whether reading books intentionally selected because protagonists are powerful girls or boys of color, or having community-building classroom discussions breaking down stereotypes about race, gender, and education.

Girls Inc. has been a partner with OUSD in providing expanded learning programming to students since 2013 and serving youth in Oakland long before then. For the 2018-2023 grant cycle, Girls Inc. will serve as site lead agency for OUSD's 21st Century after-school programs at Acorn Woodland Elementary School, East Oakland Pride Elementary School, Horace Mann Elementary School and REACH Academy.

Girls Incorporated of Alameda County will fulfill the following responsibilities:

- Serve as the lead agency for the program and provide a Site Coordinator and adequate, qualified staffing to ensure program quality and compliance, and meet the grant required 20:1 student to staff ratio. Girls Inc. may also contract with local agencies for direct services provided to children participating in the program;
- Ensure all hiring criteria and procedures, such as fingerprint clearances, criminal background checks, IA requirement and TB testing are completed with approval for all After School Program staff and volunteers;
- Provide daily, comprehensive After School programming consistent of academic, enrichment, and physical activity/recreational components;
- Operate program from school dismissal time until 6:00pm daily, each day regular school is in session, to fulfill all grant requirements;

- Provide services to families including family events, and sharing of community resources to access health and other community services.
- Be responsible for the timely completion of City Span Attendance;
- Conduct outreach and recruitment, and enroll an adequate number of student participants to fulfill funder requirements;
- Work with OUSD and 21st CCLC After School evaluators to collect and analyze data on student enrollment, student attendance, student academic performance, student satisfaction, and parent satisfaction;
- Manage After School grant funds contracted to Girls Inc. and fulfill fiscal responsibilities as required by OUSD and funders;
- Provide in-kind services to the school site, including professional development for all After School staff, grant writing to sustain programs, securing additional resources to benefit the program and community;
- Become familiar with and abide by State and District policies, requirements, and procedures, including field trip policies;
- Supervise and support the After School staff and volunteers by providing release time to attend monthly meetings and trainings.

Girls Inc. will provide these services under a subcontract with OUSD in the amount of approximately \$79,000 per year for Acorn Woodland Elementary, \$52,000 per year for East Oakland Pride Elementary School, \$52,000 per year for Horace Mann Elementary School, and \$79,000 per year for REACH Academy. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

In addition, Girls Inc. will provide the following in-kind resources in support of OUSD's 21st Century programs:

1. Program supplies and materials. The in-kind value of this resource is estimated at \$900 per 20 students (1 group) x 6 groups = \$5,400 annually.
2. Staff travel and transportation. The in-kind value of this resource is estimated at \$250 per staff member x 6 staff = \$1,500 annually.
3. Evaluation support. The in-kind value of this resource is estimated at \$5,000 per site x 4 sites = \$20,000 annually.
4. Shared costs (Human Resources support; finance support; Senior Management staff support; IT support, etc). The in-kind value of this resource is estimated at \$37,790 annually

Girls Inc.'s total in-kind contribution to the 21st Century after-school is \$64,690 per year for the next five years.

Girls Inc. is aware of their responsibilities fiscally and programmatically for all grant requirements if 21st CCLC funds are awarded. As lead agency Girls Inc. recognizes that it is responsible for ensuring that the terms of contracted services with each school site are fulfilled.

This Letter of Agreement covers the 21st CCLC grant period from July 2018 to June 2023.



Julayne Virgil
Chief Executive Officer, Girls Incorporated of Alameda County

1/18/18
Date



Martha Pena, OUSD After School Program Office

1-22-18
Date



January 12, 2018

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

Dear Ms. Johnson-Trammel:

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

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

Bay Area Community Resources has been a partner with OUSD in providing expanded learning programming to students since 2004. For the 2018-2023 grant cycle, Bay Area Community Resources will serve as site lead agency for OUSD's 21st Century Elementary School after-school and summer programs at **Bridges Academy, Futures Elementary, Global Family, Hoover Elementary, Sankofa Academy, and Martin Luther King Jr. Elementary.**

In that role, Bay Area Community Resources will:

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

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

Bay Area Community Resources will provide these services under a subcontract with OUSD in the amount of approximately \$415,406/year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

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

1. Time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$8,000 year/site x 6 sites= \$48,000 annually.
2. Specialized training for 21st Century program staff provided by in-house staff, in (supervision, mandated reporting, safety, trauma, conflict mediation, youth development, curriculum development, classroom behavior management, etc.). The in-kind value of this resource is estimated at \$3,000 year/site x 6 sites = \$18,000 annually.
3. Volunteer recruitment, outreach, support, and training by BACR Administrative Development Assistant valued at \$2,000 year/site x 6 sites= \$12,000 annually.
4. Supplies and program materials, valued at \$2,500 year/site x 6 sites= \$15,000 annually.
5. Supporting programs/funding – such as granting writing for OFCY or other grant opportunities

for all elementary schools, valued at \$4,000 year/site x 6 sites= \$24,000 annually.

Bay Area Community Resources total in-kind contribution to the 21st Century after-school and summer programs is \$117,000 per year for the next five years.

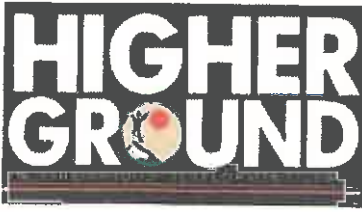
Sincerely,



Martin Weinstein

Bay Area Community Resources

Chief Executive Director



HIGHER GROUND NEIGHBORHOOD DEVELOPMENT CORP.
(510)658-6454
email: higherground_ndc@yahoo.com

January 12, 2018

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

Dear Ms. Johnson-Trammel:

Higher Ground Neighborhood Development Corp.(higher ground) is writing this letter to confirm our role in Oakland Unified School District's proposal to the California Department of Education for 21st Century Community Learning Centers funding as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

Higher Ground Neighborhood Development Corp.(HG) organizational mission is to provide services that address the intellectual development of children by providing an array of youth development services that include cultural enrichment, intellectual development, health and wellness, and out of school time learning.

Higher Ground has been a partner with OUSD in providing expanded learning programming to students since 2001. For the 2018-2023 grant-cycle, Higher Ground will serve as site lead agency for OUSD's 21st Century after-school and summer programs at Parker Elementary. In that role, Higher Ground will:

1. Provide a Site Coordinator for Parker, 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 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 collaborate with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership developments activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager to Parker, 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.



HIGHER GROUND NEIGHBORHOOD DEVELOPMENT CORP.

(510)658-6454

email: higherground_ndc@yahoo.com

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 2018-2023 grant-period.

Higher Ground will provide these services under a subcontract with OUSD in the amount of approximately \$67,855 per year. We agree that the partnership between our agency and the identified 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 at each of the program sites named above.

In addition, Higher Ground will provide the following in-kind resources in support of OUSD's 21st Century programs:

1. Support time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$11,894.68 year/site x 1 sites= \$11,894.68 annually.
2. Specialized training for ASSETS program staff provided by in-house staff, in School Age Program Quality Assessments. The in-kind value of this resource is estimated at \$2,400 year/site x 1 sites= \$ 2,400.00 annually.
3. Volunteer recruitment, outreach, support, and training by our College and Career readiness facilitator, valued at \$23,100 year/site x 1 sites= \$23,100 annually.
4. Supplies and program materials, valued at \$5,560.00 year/site x 1 sites= \$5,560.00 annually.
5. Trained workforce development program: Higher Ground's workforce development programs work with Parker's middle school students and local high school students. Participants engage in 20 workshops over the course of the school year, engage in presentations and guest speakers on and off campus, and participate in 2 college campus visits.

Higher Ground's total in-kind contribution to the 21st Century after-school and summer programs is \$42,955 per year for the next five years this cost covers mandated insurance policies, payroll taxes, and professional accounting and attorney's fees.

Sincerely,

A handwritten signature in blue ink that reads "Amber Blackwell-Lee".

Amber Blackwell-Lee, M.A.
Executive Director



January 12, 2018

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

Dear Ms. Johnson-Trammel:

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

Oakland Leaf Foundation's mission is to cultivate community transformation through creative education. Our approach to youth development and student empowerment emphasizes enrichment activities that focus on: project-based learning, community awareness, cultural literacy, leadership development, social justice and reflection. Our goal is to develop youth with relevant, sustainable skills for them to become creative individuals with healthy habits.

Oakland Leaf Foundation has been a partner with OUSD in providing expanded learning programming to students since 2002. For the 2018-2023 grant cycle, Oakland Leaf Foundation will serve as site lead agency for OUSD's 21st Century after-school and summer programs at Think College Now and EnCompass Academy. In that role, Oakland Leaf Foundation will:

1. Provide a Site Coordinator for each school site, responsible for: overseeing all program activities; supervising line staff; working in partnership with the school leadership on program development and implementation; collaborating with the school's academic liaison (Quality Support Coach) to ensure after school and school day alignment and with regular school day staff and the Coordination of Services Team to connect high-need students to needed supports; coordinate family outreach and family engagement activities; lead the continuous quality improvement process at each site; and collaborating with OUSD units and with other partner agencies involved in providing services.
2. Provide line staff who will lead academic support, enrichment, college/career preparation, and leadership developments activities for students, to support their academic success, social and emotional learning, health, and college, career, and community readiness.
3. Connect students to career exploration and other work-based learning opportunities, to promote their college and career readiness.
4. Host and publicize activities for students' families, in order to engage and equip families to support their children's engagement and success in school.
5. Coordinate with school leadership and other partner agencies to connect students and their families to needed health, behavioral health, and other supports available at and through the school sites.
6. Assign an After School Program Manager who will provide training, technical assistance, and



coaching to the Site Coordinator and direct service staff on youth development principles and practices, social and emotional learning, program quality, program management and operations, effective after school and school day partnerships, and other topics, as needed.

7. Help publicize and promote the OUSD 21st Century program in the school communities.
8. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, and attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
9. Assist OUSD and its other partners in continuously improving the programs, so that they provide maximum benefits to youth and their families.
10. Assist OUSD in seeking funding and other resources to strengthen and sustain the 21st Century programs during and after the 2018-23 grant period.

Oakland Leaf Foundation will provide these services under a subcontract with OUSD in the amount of approximately \$262,953 per year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

In addition, Oakland Leaf Foundation will provide the following in-kind resources in support of OUSD's 21st Century programs:

1. e.g., time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$10,000 year/site for 2 sites= \$20,000 annually.
2. e.g., specialized training for ASSETS program staff provided by in-house staff, in (Building Intentional Communities training and Youth Program Quality Assessment training facilitated by Program Director). The in-kind value of this resource is estimated at \$2,000 year/site for 2 sites = \$4,000 annually.
3. Supplies and program materials, valued at \$10,000 year/site for 2 sites= \$20,000 annually.
4. Supporting programs/funding – such as OFCY (\$72,000 per year per site annually), Foundation grants, individual donations, etc.

Oakland Leaf Foundation's total in-kind contribution to the 21st Century after-school and summer programs is \$224,986 per year for the next five years.

Sincerely,

Odiaka Gonzalez
Executive Director



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 21st Century Community Learning Centers funding as one of OUSD's site lead agencies for its expanded learning programs, and to detail how we will participate in and support the programs.

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 La Escuelita Elementary School, Franklin Elementary School, and Lincoln Elementary 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.



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 \$157,183 per year. We agree that the partnership between our agency and each of the identified schools will be reviewed annually. The exact subcontracting amount will be determined each year based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at each of the program sites named above.

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

1. High-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$21,500 per year at all EBAYC Elementary School sites.
2. Provide additional OFCY funding valued at \$216,000 per year at La Escuelita Elementary School, Franklin Elementary School, and Lincoln Elementary School.

EBAYC's total in-kind contribution to the 21st Century after-school and summer programs is \$247,500 per year for the next five years.

Sincerely,

David Kakishiba
Executive Director



Lauren Yee
Alameda County Area Manager
Play-Well TEKnologies

510-227-9378
415-460-5108
Lauren@play-well.org

January 16, 2018

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

Dear Ms. Johnson-Trammel:

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

Play-Well teaches engineering, physics, architecture, robotics, and critical thinking to kids through building and playing with LEGO. When kids are at play, they explore the world. When kids create, they express themselves. And when kids build, they solve problems. These hands-on enrichment programs are engineer-designed to help kids explore endless creative possibilities with the guidance of an experienced Play-Well instructor, and over 20,000 pieces of LEGO.

At Play-Well TEKnologies we strive to:

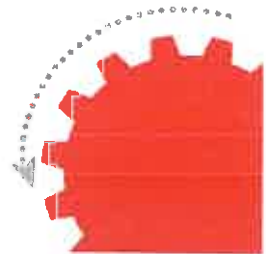
- Build problem-solving skills
- Provide an opportunity for creative expression
- Foster a greater appreciation of how things work
- Encourage the qualities of inquisitiveness, self reliance, and self confidence in children

We do this in the context of fun-filled engineering and architectural projects, activities that both the children and the instructors enjoy!

Play-Well TEKnologies has been a partner with OUSD in providing expanded learning programming to students through BACR since 2013 and additional other school sites before then. For the 2018-2023 grant cycle, Play-Well TEKnologies will take part in OUSD's 21st Century programs at MLK/Lafayette Elementary. In that role, Play-Well TEKnologies will:

1. Lead after school enrichment programs focusing on STEM learning through play to 16 students per course, through recurring 90-minute class meeting times. We will build different projects each week, teach students piece names & concepts, and provide a space for them to

LEGO-Inspired Engineering Programs for Kids K - 8th





Lauren Yee
Alameda County Area Manager
Play-Well TEKnologies

510-227-9378
415-460-5108
Lauren@play-well.org

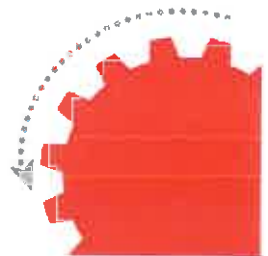
experiment, play, and learn.

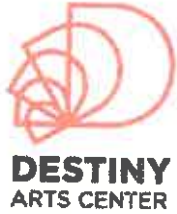
2. Provide trained, background checked, and TB tested instructor staff to cover our specific programs scheduled. These staff work for us year round and have 30-40 hours of training before they are in the classroom leading students.
3. Provide a STEM focused curriculum plan that is different for each season's course, that is created around the abilities and personalities of the group we are working with for that particular season.
4. Bring LEGO materials to and from the site each week.

Play-Well TEKnologies will provide these services under a subcontract with Bay Area Community Resources in the amount of approximately \$6,500.00 per year.

Sincerely,

Lauren Yee
Alameda County Area Manager





January 12, 2018

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

Dear Ms. Johnson-Trammel:

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

Destiny Arts inspires and ignites social change through the arts. When we are successful, young people grow up to live meaningful, connected, and secure lives in an inclusive society. As a leading creative youth development organization that equally values mastery of movement arts, inclusive communities, and cultivating advocates for peace, Destiny Arts Center:

- Delivers programs that develop peaceful, powerful, creative youth and communities.
- Creates a welcoming culture of inclusion, and
- Trains expert, diverse teaching artists.

Destiny Arts Center has been a partner with OUSD in providing expanded learning programming to students since 1988. For the 2018-2023 grant cycle, Destiny Arts Center will take part in OUSD's 21st Century programs at Bridges Academy, Global Family School, MLK Elementary. In that role, Destiny Arts Center will:

1. Provide year-round creative youth development classes through movement arts. Students will meet with a professional Teaching Artist (TA) one to two times a week to build community, learn from their artistic expertise, express their own creativity and reflect on themselves, their community and how they make an impact on the world. Destiny Arts Center and its partners strive to serve youth in the greater Oakland area, ages 3 – 24. We serve over one thousand students a year at our North Oakland based site and over two thousand young people in our school and community programs for a total of over three thousand young people served annually.
2. Provide highly experienced Teaching Artists, who live and thrive in the communities we serve. Our teaching artist are continually trained to develop their social emotional learning teaching practices, through the facilitation of our Creative Youth Development Framework.

3. Provide our own proven creative youth development framework, which covers the elements to a successful Destiny class. The pieces of our framework include:

- **Opening Circle:** Allows time to check-in, meditate, listen and be heard. It sets the tone for the class.
- **Sharing Artistic Expertise:** Teaching Artist share the history and technique of their art form.
- **Engaging in Creative Process:** Empowers youth to express themselves creatively and improve their own practice
- **Closing Circle:** Provides time to reflect on the day's learning, process experiences and feelings and provide feedback and appreciation
- **Culminating Performance:** Gives students to the chance to work toward a final presentation, which showcases their hard work and creativity.

Destiny Arts Center will provide these services under a subcontract with Bay Area Community Resources in the amount of approximately \$19,500 per year.

Sincerely,


Archana Nagraj
Executive Director



January 12, 2018

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

Dear Ms. Johnson-Trammel:

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

Our mission at Nexplore is to foster a sincere Joy of Learning through enrichment opportunities that inspire every child to explore whatever passion drives them to learn. Our team is comprised of talented educators, innovators, and community leaders passionate about enhancing the experience of education for children. We believe our pedagogy produces students who are excited about learning and practice positive life skills in the ways they play & work. Nexplore strategies stoke inner fires that glow over lifetimes through diverse, young peer groups. Nexplore currently offers 6 unique programs that can be implemented as afterschool programs, in-house field trips, and summer camps.

Nexplore USA partnered with OUSD in 2017 at multiple sites to provide critical expanded learning programming to students. Nexplore currently offers our renown Games program along with Capoeira, Zumba, Art, Science & Finance classes. For the 2018-2023 grant cycle, Nexplore USA will take part in OUSD's 21st Century programs at Sankofa Academy. In that role, Nexplore will provide an Art class twice a week afterschool on Tuesdays & Thursdays. Students grades 1st to 8th will be served with lessons and projects to take home each week. Nexplore will provide one instructor at 4:15 on both days for one hour, open for up to 15 students. Nexplore Art is an interactive art program that explores fundamental art concepts such as color mixing, drawing, shading, texture and more. Throughout the course, students will make fun, creative and age-appropriate projects using different media such as acrylic paint, water color, charcoal and oil pastels. Hands-on activities allow students to develop a joy in learning art, enhance their creativity and build upon their own strengths and interests

Nexplore will provide these services under a subcontract with Bay Area Community Resources in the amount of approximately \$12,000 per year.

Sincerely,



Doris Larea
Nexplore CEO



Prescott Circus Theatre
800 Pine St. #10
Oakland, CA 94607
510-967-0355 www.prescottcircus.org

January 12, 2018

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

Dear Ms. Johnson-Trammel,

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

Through circus and theatre arts education, the mission of Prescott Circus Theatre is to empower and engage youth as they develop confidence, teamwork, perseverance, artistic talent, and a dedication to working for success. PCT provides professional training, unique curriculum, and a safe environment for Oakland youth, ages 8 - 17, from underserved communities. After school programs are delivered by a team of professional teaching artists, youth workers, and educators to promote skill mastery, physical activity, positive relationships with peers and adults, and opportunities to shine for the community. Students learn and develop a variety of physical circus and performing arts skills and participate in the process of developing and putting on an original theater production.

Prescott Circus Theatre has been a partner with OUSD in providing expanded learning programming to students since 1984. For the 2018-2023 grant cycle, Prescott Circus Theatre will take part in OUSD's 21st Century programs at Martin Luther King Elementary and Sankofa Academy. In that role, Prescott Circus Theatre will:

1. Provide circus and theater arts education afterschool programming for 20 children at each school (total 40), one to two days per week, two hours each class, for as many as 30 weeks per year.
2. Program will be provided by:
 - 1 – 2 core professional teaching artists responsible for program design and delivery
 - 1 site coordinator / youth worker responsible for daily support, program logistics, and serve as liaison between artists, Prescott Circus, and the host school and families
 - 1-2 visiting guest artists to provide additional instruction in speciality skills
3. Provide circus and theater arts scaffold instruction in a variety of physical circus and performing arts skills where students will fully participate in the process of developing and putting on an original theater production. Teaching artists apply best practices in creative youth development and culturally responsive pedagogy to support students' development in areas of leadership, responsibility, positive

communication with peers, self-awareness, and confidence. Students will have opportunities to perform in the community with real world audiences and perform culminating shows for their own families and school communities.

4. Prescott Circus Theatre will provide

- Equipment, props, costumes, and makeup
- Recruitment / registration information, family communications, performance flyers
- Coordination for field trips and other performance opportunities
- Ongoing communication with subcontracting agency
- Full compliance with OUSD and afterschool insurance and staff qualifications requirements

Prescott Circus Theatre will provide these services under a subcontract with Bay Area Community Resources in the amount of approximately \$10,000 per year (\$7,000 for Sankofa Academy and \$3,000 for Martin Luther King).

In addition, Prescott Circus Theatre will contribute the following in-kind resources, totaling \$15,700, in providing the above-detailed services in OUSD's 21st Century programs:

1. Time of high-level agency staff for program development, monitoring, coaching, long term sustainability. The in-kind value of this resource is estimated at \$1,000 per year.
2. Professional resident and guest teaching artists' time for planning, training and providing direct program services, valued at \$13,500 per year.
3. Program materials and associated costs including insurance valued at \$1,200 per year.

These resources derive from support from the California Arts Council, City of Oakland Cultural Funding Program, Walter and Elise Haas Fund, and individual contributions. We anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,



David Hunt
Executive / Artistic Director
510-967-0355
dhunt@prescottcircus.org



January 12, 2018

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

Dear Ms. Johnson-Trammel:

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

Street Soccer USA is a national non-profit organization that uses the power of soccer to help people of all ages and backgrounds discover their strengths and take positive steps forward in their lives. Their unique curriculum connects soccer skills to life skills, giving players the tools they need to unlock the promise in themselves. By hosting community-based events, connecting with community partners, and showing up for practices and games, they create the space for their players to cultivate trusting relationships, connect to local social services, and develop the skills and confidence to succeed.

Street Soccer USA has been a partner with OUSD in providing expanded learning programming to students since the Spring of 2016. For the 2018-2023 grant cycle, Street Soccer will take part in OUSD's 21st Century programs at Lincoln Elementary School and Franklin Elementary School. In that role, Street Soccer will:

1. Deliver after-school programming via ninety minute sessions, twice per week for three seasons (Fall, Spring, Summer). Each session will engage a group of up to twenty Lincoln Elementary School and Franklin Elementary School Students; each season this group of students can change, thus allowing SSUSA's program to be available to up to 60 youth per year.
2. Host community building events, tournaments, and activities which extend the opportunity for Franklin Elementary School's and Lincoln Elementary School's SSUSA players and their families to play and celebrate soccer with youth and families from across the SF Bay Area.
3. Provide additional resources and curriculum for SSUSA youth and families to take home and try on their own.
4. Place trained staff/coaches/volunteers who have completed thorough screening check (including Livescan Fingerprints & CA DOJ Criminal Background Check and any other EBAYC screening requirements) to deliver the SSUSA Skills-Based Curriculum to Lincoln Elementary School and Franklin Elementary School youth and families.
5. Supply additional soccer equipment to ensure that EBAYC sites have sufficient gear necessary for participation in SSUSA programs.
6. Provide access for Lincoln Elementary School and Franklin Elementary School staff to attend SSUSA's Youth Methodology Trainings, Trauma informed coaches training, and coaches workshops.

Street Soccer USA will provide these services under a subcontract with EBAYC in the amount of approximately \$5,500 per site each year.

Street Soccer USA will also contribute the following in-kind resources in providing the following services in OUSD's 21st Century programs:

For more information, please visit www.streetsoccerusa.org
Street Soccer USA 115 East 13th Street New York, NY 10003 Ph: 212.400.7000



1. Program supervision by SSUSA Program Mangers, National Programs Manager, and leadership team; valued at \$1250 per site each year
2. Continuous coach development trainings on Youth Methodology, Trauma Informed Practices, and Sports Based Youth Development; supplemented by monitoring and evaluations of coaches in the field, valued at \$550 per year.
3. Soccer equipment and apparel valued at \$500 per site each year.

The resources SSUSA contributes to the OUSD 21st Century expanded learning program derive from SSUSA's Corporate Partners, Local & National Grant opportunities, Local Colleges and Universities, Social Enterprise.

Street Soccer USA's total in-kind contribution to the 21st Century programs in this application is \$4500 or more per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Lawrence Cann

A handwritten signature in black ink, appearing to read "Lawrence Cann".

Executive Director





January 10, 2018

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

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Dear Ms. Johnson-Trammel:

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

At The First Tee of the East Bay, our mission is to positively impact the lives of young people by providing educational programs that teach valuable life skills, instill core values, and promote healthy choices through the game of golf. Using curriculum developed by experts in the field of positive youth development through sports, our trained coaches lead participants through weekly lessons focused on The First Tee Core Values: honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy, and judgment.

The First Tee of the East Bay has been a partner with OUSD in providing expanded learning programming to students since 2014. For the 2018-2023 grant cycle, The First Tee of the East Bay will take part in OUSD's 21st Century programs at La Escuelita School. In that role, The First Tee of the East Bay will:

1. Transport 15 students each week for each 8-week cycle (2 8-week cycles in each calendar year) to our affiliate golf course where they will experience and learn a TFTEB Life Skills, Healthy Habits and Golf Skills.
2. Provide all staffing for each class and maintain a 4-1 coach to student ratio.
3. Provide each student with his or her own golf clubs, Life Skills book.
4. Guide and empower each student to embody each our Nine Core Values.

The First Tee of the East Bay will contribute the following in-kind resources in providing the above-detailed services in OUSD's 21st Century programs:

1. Provide 66 hours of training and professional development in child development, behavioral management and intervention, sports psychology, and youth empowerment, training/professional development for program staff.
2. Provide 31 sets of golf clubs, golf equipment, uniforms, life skills books, and healthy snacks.
3. All together TFTEB will contribute approximately \$26,471.00 in in-kind resources annually.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from individuals, board members, corporations and foundations.

The First Tee of the East Bay total in-kind contribution to the 21st Century programs in this application is \$26,471.00 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,


April Kenyon
Executive Director

reEvolution Farms
4421 Webster St
Oakland, CA 94609

January 14, 2018

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

Dear Ms. Johnson-Trammel:

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

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

reEvolution Farms been a partner with OUSD in providing expanded learning programming to students since 2014. For the 2018-2023 grant cycle, reEvolution Farms will take part in OUSD's 21st Century programs at Bridges Elementary and Global Family School.

In that role, reEvolution Farms will:

1. Provide master artists, who are also teaching artists, to come into the school to teach music, dance, theater, spoken word, circus arts, poetry, art and gardening, or visual arts, depending on what the students' and the schools' needs and interests are. The teaching artist will come to each after school program (Bridges and Global Family) 1/week for 2 hours to teach 20 students in each class for 12 weeks. So for the 2 schools, the program would reach approximately 40 students/school x 2 schools = 80 students.

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

reEvolution Farms will provide these services under a subcontract with OUSD in the amount of approximately \$2500/school x 2 schools = \$5000 per year.

AND

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

1. Education Director for program development, coaching, curriculum development, classroom management, sustainability and staff training. The in-kind value of this resource is estimated at \$500 per year. Art supplies, gardening supplies and percussive instruments donated and valued at \$250 per year.

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

reEvolution Farms total in-kind contribution to the 21st Century programs in this application is \$750 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,



Nicolas Sher, Executive Director
reEvolution Farms