

File ID Number	18-0210
Introduction Date	2/28/18
Enactment Number	18-0317
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-73

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting 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.

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
18-0210	Yes	Grant	OUSD Middle Schools: Bret Harte Middle, Edna Brewer Middle, Elmhurst Community Prep, Coliseum College Preparatory Academy, Greenleaf Elementary (Middle), Life Academy, Montera Middle, Madison Park Academy 6-12, Oakland School of Language (SOL) Dual Language Middle, Roosevelt Middle, and United For Success Academy and Urban Promise Academy.	Comprehensive After School programming for middle school sites.	July 1, 2018 - June 30, 2023	California Department of Education, 21st Century Community Learning Centers (21st CCLC) Grant	\$2,032,949.12 Annually, Totaling \$10,164,745.60

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: \$10,164,745.60

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. 18-0210

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: \$ 10,164,745.00 (2,032,949.12 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 12 middle schools sites for fiscal years 2018-2023.

OUSD Middle Schools: Bret Harte Middle, Edna Brewer Middle, Elmhurst Community Prep, Coliseum College Preparatory Academy, Greenleaf Elementary (Middle), Life Academy, Montera Middle, Madison Park Academy 6-12, Oakland School of Language (SOL) Dual Language Middle, Roosevelt Middle, and United For Success Academy and Urban Promise Academy.

Summarize the services this Vendor will be providing.

OUSD is seeking funding for 12 OUSD middle schools, 9 of which have expiring Cohort 8 grants; all 12 schools have existing after school programs. OUSD programs support our vision that all students will graduate ready for college, careers, and life in the community by extending key district initiatives into after school and summer program models. OUSD prioritizes and supports high-need students by offering academic assistance to help students succeed in their classes and be ready for high school. Project-based arts programs, STEM classes, sports, service learning, and other enrichment activities allow students to explore their interests, express themselves, while developing academic and 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.

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: \$1,732,949.12 annually for Core \$ 300,000.00 annually for Equitable Access Total = \$2,032,949.12 Annually Total Amount = \$10,164,745.60
Funding Agency: California Department of Education, 21 st Century Community Learning Centers (21 st CCLC) Program Grant	Grant Focus: Comprehensive After School programming for 12 middle schools.
List all School(s) or Department(s) to be Served: OUSD Middle Schools: Bret Harte Middle, Edna Brewer Middle, Elmhurst Community Prep, Coliseum College Preparatory Academy, Greenleaf Elementary (Middle), Life Academy, Montera Middle, Madison Park Academy 6-12, Oakland School of Language (SOL) Dual Language Middle, Roosevelt Middle, and United For Success Academy and Urban Promise Academy.	


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 middle school program to provide additional supports for students. Additionally, middle 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.

<p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(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.)</p>	<p>Yes. This grant will augment the school district's current 21st Century Community Learning Centers (21st CCLC) after school program grants at 12 middle 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>
<p>Will the proposed program take students out of the classroom for any portion of the school day?</p> <p>(OUSD 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?</p> <p>(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 (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		2/6/18

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
<p><i>Asma Ing</i></p> <p>President Board of Education</p> <p></p> <p>Superintendent</p>	Kyla Johnson-Trammell		



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Middle 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. FRPM Worksheet and Confirmation Email
10. Private Schools Certification
11. *Funding Priority Certification Form*
12. Federal Funding Accountability and Transparency Act Sub-award Reporting Form (FFATA)
13. *Core Grant Narrative (Not attached, uploaded in FFAST)*
14. *Equitable Access Grant Narrative (Not attached, uploaded in FFAST)*
15. Written agreements w Key Partners

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

Application ID: 18-04-01-111-21st-73

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	Josefina Alvarado Mena
Co-Applicant Professional Title	Agency Director
Co-Applicant FEIN	20-4535835
Co-Applicant Agency	Safe Passages
Co-Applicant Address	250 Frank H. Ogawa Plaza, Suite 6306
Co-Applicant City, State, Zip Code	Oakland, CA, 94612-4099
Co-Applicant Telephone Number	510-238-4458 Ext.
Co-Applicant E-mail Address	jalvarado@safepassages.org
Co-Applicant Name	Marisa Ramirez
Co-Applicant Professional Title	Agency Director
Co-Applicant FEIN	94-2346815
Co-Applicant Agency	Bay Area Community Resources

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

Application ID: 18-04-01-111-21st-73

Cover Page

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	\$1,732,949.12
Total Equitable Access Amount Requested	\$300,000.00

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 <i>[Signature]</i>	Co-Applicant Signature: <i>[Signature]</i>
	Date: 01/22/2018
Co-Applicant Signature	Co-Applicant Signature: <i>[Signature]</i>
	Date: 1/12/18
Co-Applicant Signature	Co-Applicant Signature: <i>[Signature]</i>
	Date: 1-12-18









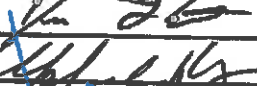



**21st Century Community Learning Centers
Grant Application**

Application ID: 18-04-01-111-21st-73

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
01612590112763	United for Success Academy	Nicole Pierce, Principal	
01612590112789	Elmhurst Community Prep	Kilian Betlach, Principal	
01612590112797	Coliseum College Prep Academy	Amy Carozza, Principal	
01612590115618	Greenleaf Elementary	Romy Trigg-Smith, Principal	
01612590130575	LIFE Academy	Aryn Bowman, Principal	
01612590135210	Oakland SOL (School of Language) Dual Language Middle	Dr. Katherine Carter, Principal	
01612596056998	Bret Harte Middle	<input checked="" type="checkbox"/> Bianca D'Allesandro, Principal	
01612596057061	Edna Brewer Middle	Aubrey Lane, Principal	
01612596057079	Montera Middle	Darren Avent, Principal	
01612596057087	Roosevelt Middle	Clifford Hong, Principal	
01612596066450	Madison Park Academy 6-12	Lucinda Taylor, Principal	
01612596118657	Urban Promise Academy	Claire Fisher, Principal	

School District Approval

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

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

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

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

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

Application ID: 18-04-01-111-21st-73

Award Calculator

County-District-School Code	School Name	School Type (E/M)	Program Type	Days of Operation	Students Served	Amount Requested
01612590112763	United for Success Academy	M	After School Base	180	40	\$54,000.00
01612590112763	United for Success Academy	M	After School Supplemental	N/A	N/A	\$65,340.00
01612590112763	United for Success Academy	M	Equitable Access	N/A	N/A	\$25,000.00
01612590112789	Elmhurst Community Prep	M	After School Base	180	30	\$40,500.00
01612590112789	Elmhurst Community Prep	M	After School Supplemental	N/A	N/A	\$61,290.00
01612590112789	Elmhurst Community Prep	M	Equitable Access	N/A	N/A	\$25,000.00
01612590112797	Coliseum College Prep Academy	M	After School Base	30	180	\$40,500.00
01612590112797	Coliseum College Prep Academy	M	After School Supplemental	N/A	N/A	\$61,290.00
01612590112797	Coliseum College Prep Academy	M	Equitable Access	N/A	N/A	\$25,000.00
01612590115618	Greenleaf Elementary	M	After School Base	180	83	\$112,050.00
01612590115618	Greenleaf Elementary	M	After School Supplemental	N/A	N/A	\$33,615.00
01612590115618	Greenleaf Elementary	M	Equitable Access	N/A	N/A	\$25,000.00
01612590130575	LIFE Academy	M	After School Base	180	80	\$108,000.00
01612590130575	LIFE Academy	M	After School Supplemental	N/A	N/A	\$81,490.86
01612590130575	LIFE Academy	M	Equitable Access	N/A	N/A	\$25,000.00
01612590135210	Oakland SOL (School of Language) Dual Language Middle	M	After School Base	180	50	\$67,500.00
01612590135210	Oakland SOL (School of Language) Dual Language Middle	M	After School Supplemental	N/A	N/A	\$20,250.00
01612590135210	Oakland SOL (School of Language) Dual Language Middle	M	Equitable Access	N/A	N/A	\$25,000.00
01612596056998	Bret Harte Middle	M	After School Base	180	40	\$54,000.00
01612596056998	Bret Harte Middle	M	After School Supplemental	N/A	N/A	\$65,340.00
01612596056998	Bret Harte Middle	M	Equitable Access	N/A	N/A	\$25,000.00
01612596057061	Edna Brewer Middle	M	After School Base	180	80	\$108,000.00

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

Application ID: 18-04-01-111-21st-73

Award Calculator

01612596057061	Edna Brewer Middle	M	After School Supplemental	N/A	N/A	\$81,540.00
01612596057061	Edna Brewer Middle	M	Equitable Access	N/A	N/A	\$25,000.00
01612596057079	Montera Middle	M	After School Base	180	111	\$149,850.00
01612596057079	Montera Middle	M	After School Supplemental	N/A	N/A	\$44,955.00
01612596057079	Montera Middle	M	Equitable Access	N/A	N/A	\$25,000.00
01612596057087	Roosevelt Middle	M	After School Base	180	111	\$149,850.00
01612596057087	Roosevelt Middle	M	After School Supplemental	N/A	N/A	\$127,108.23
01612596057087	Roosevelt Middle	M	Equitable Access	N/A	N/A	\$25,000.00
01612596066450	Madison Park Academy 6-12	M	After School Base	180	40	\$54,000.00
01612596066450	Madison Park Academy 6-12	M	After School Supplemental	N/A	N/A	\$36,874.67
01612596066450	Madison Park Academy 6-12	M	Equitable Access	N/A	N/A	\$25,000.00
01612596118657	Urban Promise Academy	M	After School Base	180	40	\$54,000.00
01612596118657	Urban Promise Academy	M	After School Supplemental	N/A	N/A	\$61,605.36
01612596118657	Urban Promise Academy	M	Equitable Access	N/A	N/A	\$25,000.00
Total						\$2,032,949.12

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

Application ID: 18-04-01-111-21st-73

Core Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Certified Teacher Extended Contracts; Quality Support Coach/Academic Liaison	\$41,972.00
Classified Personnel Salaries	2000	SSO; Site Coordinator; OUSD ASPO admin staff salaries; Custodial Staffing	\$247,660.01
Employee Benefits	3000	Employee Benefits for Certificated Teachers; Employee Benefits for Classified Staff, Employee Benefits for Salaried Employees	\$91,426.60
Books and Supplies	4000	District professional development; field trips; program materials; supplies; equipment; custodial supplies	\$283,690.12
Services & Other Operating Expenditures	5000	Evaluation and other professional services contracts, and training/technical assistance costs	\$526,540.55
Subcontracts and Agreements	5100	Program Instructor; Coaches; ASP Instructor; College readiness facilitator; Cycles of Change; Dance Instructor; Enrichment Facilitator; Family Liaison	\$482,095.38
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$59,564.46
			\$1,732,949.12

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-73

Equitable Access Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	OUSD ASPO admin staff salaries Custodial Staffing	\$24,709.61
Employee Benefits	3000	Employee Benefits for Salaried Employees	\$10,378.04
Books and Supplies	4000	District professional development; Field Trips; Program Materials; Supplies; Custodial Supplies	\$24,040.62
Services & Other Operating Expenditures	5000	Evaluation and other professional services contracts, and training/technical assistance costs	\$226,586.02
Subcontracts and Agreements	5100	Program Instructor; ASP Instructor; College/career readiness facilitator; Cycles of Change; Enrichment Facilitators; Family Liaison. First \$25K of each si	\$0.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$14,285.71
			\$300,000.00

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 Middle Schools Budget Narrative

Core Budget

CERTIFICATED PERSONNEL

- **Certificated Teacher Extended Contracts.** Provide academic interventions after school in ELA, Math (4 schools) and lead band (1 school). \$26.61/hr = \$12,972.00
- **Quality Support Coaches/Academic Liaisons (4 ASPs, all summer programs) = \$29,000.00**

CLASSIFIED PERSONNEL

- **Site Coordinators (summer programs).** Oversee program's day to day operations; supervise summer program staff, liaise with site administrators; coordinate with partners; manage data collection. \$70,000.00
- **School Safety Officer (1 ASP and summer programs).** Supports positive student behavior, ensures safety of students and staff. Helps manage conflicts before they escalate, secures the campus in emergencies = \$34,925.00
- **OUSD After School Program Office administrative staff salaries.** Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$85,711.00
- **Custodial Staffing.** Maintain school site, provide additional adult support in emergency situations = \$57,024.01

BENEFITS

- Employee Benefits for Certificated Teachers on Extended Contract (benefits at 20%) = \$8,394.40
- Employee Benefits for Classified Staff on Extra Time/Overtime (benefits at 22%) = \$23,083.50
- Employee Benefits for Salaried Employees (benefits at 42%) = \$59,948.70

BOOKS AND SUPPLIES

- ASP staff professional development on district PD days (Bridging the Bay conference, Youth Work Methods trainings). (2 sites) Conference entry fees and stipends = \$800.00
- Field Trips. Transportation and entrance fee costs to local cultural venues, workplaces, colleges, to support students' enrichment, college & career awareness, readiness, and planning (7 sites) = \$14,606.87
- Program Materials. For programming and family engagement; cost of printing materials in English and Spanish (1 site) = \$1,875.70
- Equipment (summer programs). Recreational and sports equipment = \$19,000.00
- Curriculum materials (summer programs) = \$19,086.00
- Field Trips (summer programs). Transportation and entrance fee costs to local cultural venues, workplaces, colleges, to support students' enrichment, college & career awareness, readiness, and planning = \$98,324.43
- Supplies, for academic assistance, hands-on enrichment activities, family events (summer programs) = \$121,000.00
- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASPs = \$8,997.12

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs = \$21,478.17
- First \$25,000 of each subcontractor is included in this section

CONTRACTED SERVICES

- Academic coaches (4): Provide academic support and lead sports, recreation, and health & wellness programs. (1 site) (\$16.63 + 17% benefits) = \$72,171.00
- ASP Instructor. Provide academic tutoring, assistance with schoolwork. (3 sites). \$17.00-\$18.00/hr + 25% fringe = \$31,715.89

- Literacy skills instructors. Provide tutoring in English language arts and English language skills and assistance with school work, to individual students and small groups needing assistance = \$243,936.00
- Math/ STEM instructors. Provide tutoring, academic assistance, and lead math and science enrichment activities for ASP students.(2 sites) = \$33,471.39
- STEM instructors. Lead hands-on, project-based STEM learning activities. \$48,917.05
- College/career readiness facilitators. (3 sites) Lead internship prep workshops and coordinate college/career-related field trips. \$16.-\$17 /hr x 5 hrs/wk x 30 weeks + 25% fringe \$28,180.92
- Dance Instructor. (1 site) \$20/hr x 3 hrs/wk x 36 weeks= \$2,160 + 25% Fringe = \$2,700
- Enrichment Facilitators. Lead groups of students in a variety of enrichment activities 2 to 3 times per week (3 sites). \$54,971.52
- Family Liaison. Recruitment outreach to families; lead family workshops; follow-up with families when students' attendance lapses. Provide translation at meetings. Connect families to needed resources. (1 site) = \$17,178.00
- Arts program contractor (1 site) = \$6,000.00
- Benefits for ASP lead agency staff = \$4,191.19
- Program Assistant. Support Site Coordinator, input attendance, snack count, connect with parents (1 site) = \$8,314.00
- Program Manager -Supervise Site Coordinator; provide training, coaching; collaborate in ASP program planning, CQI. \$7,000 + 25% Fringe = \$8,750
- Restorative Justice Facilitator. Integrate restorative practices into ASP, lead restorative justice circles. (1 site) = \$5,887.50
- Site Coordinators (5 sites). Manage ASPs from day to day; supervise ASP staff; liaise with school day; collaboratively plan ASP; coordinate partner service providers; manage data collection; lead site CQI process. \$160,740.00
- Staff time to participate in Continuous Quality Improvement trainings and meetings. (4 sites). \$4,577.75
- Cycles of Change. Bicycle building, maintenance, repair, bike-riding program (1 site) = \$8,700.00
- Today's Future Sound. Provide hip hop music and culture program in ASP (1 site). = \$5,000
- Media Enterprise Alliance. Provide media arts training program to students in ASP (1 site). = \$9,280.00
- Techbridge Girls. Provide year-long STEM-learning program (1 site). = \$8000.00
- Site Coordinators (summer programs) = \$52,062.38
- Literacy instructors (summer programs) = \$5,000.00
- Math instructors (summer programs) = \$5,000.00
- Enrichment program facilitators (summer programs) = \$143,000.00
- ASP Lead agency Administrative Costs = \$17,907.38

Equitable Access Budget

CERTIFICATED PERSONNEL

None

CLASSIFIED PERSONNEL

- OUSD After School Program Office administrative staff salaries. Provide oversight, professional development, coaching; coordinate with lead agencies and partners; set ASP policies for OUSD; support program sustainability = \$14,837.89
- Custodial Staffing. Maintain school site, provide additional adult support in emergency situations = \$9,871.73

BENEFITS

- Employee Benefits for Salaried Employees (benefits at 42%) = \$10,378.04

BOOKS AND SUPPLIES

- District professional development on district PD days (Bridging the Bay conference and Youth Work Methods trainings), entry fee and stipend to attend annual event (5 sites) = \$2,500.00
- Field Trips. Transportation and entrance fee costs to local cultural venues, workplaces, colleges, to support students' enrichment, college & career awareness, readiness, and planning (7 sites) = \$18,857.23
- Program Materials. For program activities, family events; cost of printing materials in English and Spanish = \$2,000.00
- Custodial Supplies. Cleaning supplies, toilet paper, soap, paper towels, etc. used in ASP = \$683.39

SERVICES & OTHER OPERATING EXPENDITURES

- Evaluation, CitySpan data system, and other professional services contracts, and training/technical assistance costs = \$3,718.20
- First \$25,000 of each subcontractor is included in this section

CONTRACTED SERVICES

- ELL/Literacy Instructors. Provide intensive support in English language arts/literacy and English proficiency (6 sites). \$84,477.50
- College/career readiness facilitator. Expand students' access to relevant, engaging activities and related college/career options, including work-based learning activities, field trips; and orient students about OUSD high school career pathway programs to help them choose their high school. (3 sites) = \$9,108.17
- Cycles of Change. Bicycle building, maintenance, repair, bike-riding program (1 site) 3,500.00
- Enrichment Facilitators. Lead high-interest enrichment activities to attract high-risk students to participate in ASPs. \$11,962.50
- Family Liaisons. Conduct outreach to families, to (1) build awareness of the ASP, its activities and benefits for their children and themselves; (2) encourage students to enroll in the ASP, and parents to take part in program activities; and (3) provide family workshops on topics such as ways to support their children's education, high school choices and requirements, college planning, and resources available at/through the school. (4 sites) = \$46,211.34
- Restorative Justice Facilitator. Integrate restorative practices and restorative circles in the ASP, to create spaces for students who have experienced and caused harm to work together to repair it. \$36,993.17
- Language Translation Consultants. Assist with family outreach and in meetings and family events = \$7,751.17
- Mental Health consultant. Mental health clinician to provide counseling and case management services for students and their families. = 16,849.97
- Parent Leaders. To assist with student recruitment and family engagement. = \$1,014.00
- Site Coordinators. = \$4,000.00
- Alameda County Food Bank. Food assistance. \$1,000.00

ESTIMATED FREE AND REDUCED-PRICE MEALS WORKSHEET

Note: An approved e-mail from the California Department of Education must accompany this worksheet when submitting the hard copy forms. See 21st Century Community Learning Centers Request for Application for more information.

Data Element	Applicant Site for Which Estimated FRPM Percent Is Being Calculated	Feeder School 1 Information	Feeder School 2 Information	Feeder School 3 Information	Feeder School 4 Information	Feeder School 5 Information
CDS Code	162590135210	1612590110247	1612590115576	1612590115204	1612590102988	1612596002190
School Name	Oakland Sol	Manzanita SEED	Futures	Community United	Encompass Academy	Esperanza
Percent of Enrollment at Applicant Site Expected to Come from Feeder School 1*	Not Applicable	18	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Percent of Enrollment at Applicant Site Expected to Come from Feeder School 2*	Not Applicable	Not Applicable	16	Not Applicable	Not Applicable	Not Applicable
Percent of Enrollment at Applicant Site Expected to Come from Feeder School 3*	Not Applicable	Not Applicable	Not Applicable	11	Not Applicable	Not Applicable
Percent of Enrollment at Applicant Site Expected to Come from Feeder School 4*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	7	Not Applicable
Percent of Enrollment at Applicant Site Expected to Come from Feeder School 5*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	7
Feeder School FRPM Percent from CALPADS Fiscal Year 2016-17	Not Applicable	64.70	96.30	95.90	90.50	92.00
Calculated FRPM Percent for Applicant Site	85.39%	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

*Data entered in the Percent of Enrollment field should be whole numbers, without decimals or percent

1/11/2018, 4:11:11 PM
Hi Martha,

Based on the information provided below, the CDE approves your request to use the FRPM Worksheet for the feeder schools identified for Oakland Sol.

Thank you,
Lisa

From: Martha Pena [mailto:martha.pena@ousd.org]

Sent: Thursday, January 11, 2018 4:11 PM

To: Expanded Learning <ExpandedLearning@cde.ca.gov>

Subject: Estimated FRPM Worksheet Preapproval

Greetings,

My name is Martha Pena, Oakland Unified School District Coordinator for After School programs. I hope this email finds you well.

I'm writing for pre-approval to submit an Estimated FRPM Worksheet for a new district school, Oakland Sol (site 217). Oakland Sol opened it's doors fall 2017. As a result, there is no Community United, Encompass Academy, and Esperanza Elementary. Estimated FRPM for this school site is 85% based on the FRPM from its feeder schools. Please feel free to re

Thank you for your time,

Martha

Martha Peña

Coordinator, Expanded Learning Programs

Community Schools & Student Services

Oakland Unified School District

www.ousd.org

<http://www.ousd.org/summerlearning>

martha.pena@ousd.org

510.879.2885

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

Application ID: 18-04-01-111-21st-73

**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]).

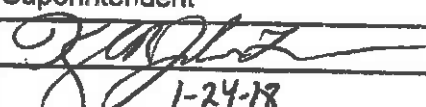
Yes

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

Application ID: 18-04-01-111-21st-73

**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-73

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: 41320 - OUSD middle school after school programs: Preparing students for high 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

Submitting Organization: Expanded Learning Office

Organization:

Division:

Project Title: OUSD middle school after school programs: Preparing students for high school, college, careers, and community success.

Project Description: OUSD is seeking funding for 12 middle schools, 9 of which have expiring Cohort 8 grants; all 12 schools have existing after-school programs. OUSD programs support our vision that all students will graduate ready for college, careers, and life in the community by extending key district initiatives into after school and summer program models. OUSD prioritizes and supports high-need students by offering academic assistance to help students succeed in their classes and be ready for high school. Project-based arts programs, STEM classes, sports, service learning, and other enrichment activities allow students to explore their interests, express themselves, while developing academic and 21st Century skills. Students learn to use social and emotional skills vital to their success in school and in life. ASPs 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:

Applicant Organization: Expanded Learning Office

Applicant Organization:

Division:

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

Applicant 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 Fax:
Submitter Email: julia.ma@ousd.org

Pre Submission Attachment Title	Phase	Submission Period	Date & Time
Budget Narrative	PHASE1	PRE SUBMISSION	1/25/2018 5:07:32 PM
Core Grant Budget from ASSIST	PHASE1	PRE SUBMISSION	1/25/2018 5:07:41 PM
Equitable Access Budget	PHASE1	PRE SUBMISSION	1/25/2018 5:07:55 PM
Written Agreements	PHASE1	PRE SUBMISSION	1/25/2018 5:12:50 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 and co-applicants Bay Area Community Resources, East Bay Asian Youth Center, and Safe Passages.

ASSIST Grant Application ID Number

Answer: Application ID: 18-04-01-111-21st-73

FEIN/CD Number (from the ASSIST Cover Page)

Answer: 01612590000000

1 - Safe and Supportive Environment

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

Answer: OUSD is committed to providing safe spaces to operate after-school programs (ASPs) during the school year and in the summer that support students to be college, career, and community ready. ASPs are key components of OUSD's overarching Full Service Community Schools (FSCS) strategy to promote students' success. In the FSCS model, schools provide rigorous academic programs for students, while serving as service hubs. Schools partner with community service providers to give students and their families access to needed services on-site, such as after-school programs, health and mental health care, and other supports.

OUSD and our lead agency partners will operate ASPs ON CAMPUS at the 12 schools in this application. Students will participate in after-school and summer programming at their school sites; thus, safe travel is not an issue. In needs assessment surveys conducted in Fall 2017, students and parents overwhelmingly indicated they prefer program activities to happen at school sites. Students consistently assert they feel safer in the ASP at their schools than at other points during the day.

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

At the school campuses, programs will have access to classrooms, libraries, computer labs, performance spaces, offices and family resource centers, playgrounds, athletic fields and gyms, and the school-based health centers and/or Family Resources Centers that exist at some sites.

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: Our ASPs prioritize ensuring students' safety. Each OUSD ASP has an After School Safety Plan that is part of the School Site Safety Plan. Each year, the After-School Site Coordinator (SC) meets with the Principal or Assistant Principal (AP) and Site Coordinator 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 AP, 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.

SCs 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 agencies.

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 then train line staff in these areas. ASP staff will also participate in safety-related trainings for school day staff.

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

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; there are fire extinguishers available, charged, and visible; and potential hazards on playgrounds or elsewhere are documented and reported to school leadership and facilities personnel.

Each ASP will hold emergency drills (fire/disaster drills, lockdowns, lockouts) for staff and students at least two times 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 or AP, 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 submitted to the district office within 24 hours of any serious incident. Our Program Operations Manual, posted on our SC website, includes detailed safety procedure guidelines. It provides notification protocols for emergency/crisis incidents at schools; protocols for staff to follow in the event of student injuries, threats of physical harm, lockdowns and lockouts, suspected child abuse, endangerment, or sex crimes, and allegations of weapons on campus; information about bullying and its prevention; guidance on situations for which it is mandatory to call 911 and notify the OUSD Police 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 (see details in sections 2 and 8 below). 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 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 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 (PBIS), restorative justice approaches, and bullying prevention into programming. For example, 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 activities and interactions with youth. Staff intentionally teach teamwork, sharing, communication, perseverance, leadership, peaceful conflict resolution, and other pro-social skills as part of program activities, and give youth daily opportunities to reflect on the social-emotional skills they have demonstrated.

External evaluations consistently award high marks (4.6+ on a 1-5 scale) to our middle 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 and diabetes. Our ASPs also partner with OUSD's Behavioral Health unit and external partners to give students access to needed health services. Six of the 12 target schools have on-site health centers that treat health and behavioral health conditions to help maximize student attendance, engagement in school, and learning. The other 6 have partners that provide on-site mental health care and linkages to medical care. Each SC will participate 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.

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: OUSD's ASPs are designed to help ensure our students are on track to be ready for and graduate from high school, ready for college, pursue a career, and succeed in the community. Underlying this overall goal, and ASPs' role in achieving it, are many students' poor outcomes. 56% of OUSD rising 9th graders are not ready for high school - based on academic, attendance, and behavioral factors. Only 21% and 32% of students at the target schools are proficient in Math and Language Arts, respectively, meaning the vast majority are not ready for high school. 54% of OUSD 9th graders fail at least one class, putting them at risk for dropping out. OUSD's dropout rate is 20%, more than twice as high as in Alameda County and California. Our 65% graduation rate is far below the 86% county- and 84% statewide rates.

All 12 target schools serve a very high-need population. 82% of the 6,030 students at the schools receive F/R-priced meals, 28% are English Learners, 93% are students of color. 12% of students are chronically absent, missing more than 10% of school days, putting them at risk of school failure.

Social, emotional, and behavioral challenges are widespread among OUSD students. In the 2016-17 California Healthy Kids Survey, 33% of middle schoolers reported they had been harassed or bullied in the past year, 19% had been in a fight, 16% had seen a gun, knife, or other weapon at school, 24% had been chronically sad or hopeless, and 9% had used alcohol or drugs in the past month. 17% of students indicated their living situation was other than "a home with one or more parents or guardian"; 8% lived in "a home with more than one family." 5% of students said they were gang members. 50% of students said they were home after school without an adult at least once a week; 20% said this was the case daily. At the same time, students lack developmental assets that can help them overcome barriers to success they face. Only 19% of middle schoolers say they have a high degree of meaningful participation in school. Just 44% of 8th graders have a strong sense of connectedness to school, 34% have a high degree of academic motivation, and 32% a caring adult relationships at school.

These realities demonstrate a need for high-quality after-school and summer programs, which can help keep children safe, support their learning, and strengthen their developmental assets, to help improve their engagement and success in school. If it weren't for such programs at their

schools, students and families would not have access to needed out-of-school-time support. There is a shortage of such programs in Oakland, and few families can afford existing fee-based programs.

At each site, the ASP lead agency collaborates with school leadership and other partners to align after-school and summer programs with the school's efforts to address student, family, and community needs, and to recruit students who most need extra support. Each ASP will provide: **ACADEMIC SUPPORTS**, including homework help, tutoring, academic interventions provided by credentialed teachers, and language instruction for ELLs, to help students master academic content during school and be high school and, ultimately, **COLLEGE READY**.

ENRICHMENT PROGRAMS, including STEM and Math Engineering Science Achievement (MESA) activities, career exploration, and athletics, visual and performing arts to foster students' self-expression and creativity, service learning, life skills/character education groups, gardening, nutrition education, and cooking. Activities will use a project-based learning approach in which students explore interests, collaborate with peers, and learn skills to promote their **CAREER and COMMUNITY READINESS**.

PARENT ENGAGEMENT to strengthen the school's partnership with families while enlisting and equipping parents to optimally support their children's success.

WRAPAROUND SUPPORTS, such as linkages to health and behavioral health care available at and through the target schools.

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

Answer: OUSD defines student success through our Graduate Profile, which names a set of skills and habits of mind we want for all OUSD graduates. Our middle school ASPs support the Graduate Profile by providing students supports to master core academic skills, and many opportunities to practice essential social-emotional and 21st Century skills, and develop career awareness and interests so they are able to create a post-high school plan in the coming years.

ASP Program Managers and Site Coordinators review Early Warning lists and grades each marking period with school leaders and Quality Support Coaches (academic liaisons between the school day and ASP), and design academic supports for struggling students. Programs recruit and enroll these students, who receive daily academic support via homework help/tutoring and/or credentialed-teacher-led small group intervention classes, focusing on ELA and Math skills. ASP and school staff collaborate to customize support for each student so it addresses their individual needs. Newcomers and other English Learners have opportunities in the ASPs to practice conversational and academic language to accelerate their English proficiency.

Students take an array of enrichment classes that promote their academic, social-emotional and other 21st Century skills. Some programs provided by partner agencies (such as Girls Inc. and Oakland Lacrosse Club) include individualized tutoring and SEL support.

To smooth transitions to high school, ASPs familiarize students and their families with OUSD's high school options, including the career pathway programs, and requirements for high school graduation and college-going.

Our program evaluation last year found that middle school ASP participants had better school attendance and were less likely to be chronically absent than non-participants. Over 70% of participants reported the program helped them finish their school work, improve their study schools, set goals, and get ready for high 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. School leaders, QSCs, and ASP Site Coordinators use academic outcome and other data to determine which activities to offer in ASPs, which content-area teachers to hire to support students' academic needs, and areas of professional development (PD) for ASP staff. They review Early Warning data after each marking period to identify all 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 (CHKS) 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 Behavioral Interventions and Supports. CHKS data provide ASP staff information to help guide ways in which the program aligns and integrates with the mental health offerings at the school. 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, trauma-informed services, and youth suicide prevention.

Lastly, our ASPs collect and utilize student feedback through the CQI process. On an ongoing basis, programs survey youth about their experiences in specific classes, and every May, participants 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 PD. This feedback loop allows ASPs to learn from and be responsive to students' 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 academic skills (English language, language arts, math, science) essential for their success in school and life, through tutoring, academic intervention, and project-based enrichment activities. All students will have at least 4 hours of academic skills support per week. In addition, we require all middle school ASPs to offer STEM programming. Sites partner with the California School-Age Consortium's "Science Action Club" program, the UC San Francisco chapter of Mathematics Engineering Science Achievement (MESA), Girls Inc. of Alameda County, and/or TechBridge Girls to engage students in fun, educational, hands-on STEM projects with real-world applications. These, as well as arts (e.g., visual, spoken word, multimedia, dance, music performance), and other enrichment activities will promote students' innovation skills such as creativity, critical thinking, and problem solving that are at a premium in today's world.

The ASPs will also promote the development of life skills (social and cross-cultural skills, communication, initiative, leadership) essential for navigating today's complex life and work environments. Several schools will partner with Upward Roots to engage groups of students 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, and restorative justice circles, and serving as peer tutors and mentors. Students will also 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. Some sites will convene groups of Latino or African-American boys or girls for weekly discussions related to identity, health, and life skills.

All OUSD middle school ASPs are required to give students opportunities to explore and learn about different careers. For instance, at Edna Brewer, Roosevelt, and Urban Promise Academy, students will participate in weekly workshops, guest speaker presentations, and field trips in which they explore and learn about different careers and college pathways into them. At Greenleaf, students will participate in 10-week "apprenticeships" each semester in professions such as engineers, website designers, lawyers, financial advisors. The curriculum for these activities, created by ASP lead agency Citizen Schools, connects academic and 21st Century skills to careers and real life, and students learn side by side with experts from industry (companies such as Microsoft, United Airlines). They will also learn resume writing and networking skills. Each semester will culminate in an event where students teach back what they learn to teachers, parents, and community members. At Elmhurst Community Prep, local non-profit SPARK will partner with local companies and organizations to provide workplace-based mentorships and workshops for students, to build their awareness of particular careers, networking, and other career readiness skills. Career exploration activities will help equip students to be ready to develop their own post-high-school plan once they are in high school.

4 - Youth Voice and Leadership

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

Answer: OUSD's ASPs offer leadership opportunities unavailable to students during school. Our ASP lead agencies and other partners actively engage youth in planning and implementing their ASPs, developing leadership skills in the process. We intentionally use these opportunities to give students' a voice in shaping activities for them and their families, to strengthen students' sense that they are meaningfully engaged in their education, and to equip students to be on track to be career and community ready when they graduate from high school.

Each ASP program will have a youth leadership team to ensure participants have an ongoing voice in the program. The group will include 10-20 students from the school, selected by their peers in different after-school classes. It will meet weekly as an enrichment class in a designated classroom, the library, or other space on each campus, facilitated by a program staff member, to help plan program rules and behavioral expectations and plan and improve academic support and enrichment activities. They will represent and serve as a conduit of input from their peers in the ASP classes that select them, and report back to their peers on leadership team activities. They will also help us conduct surveys of their peers and families about as part of the program evaluation.

In addition, youth leadership teams will plan and coordinate ASP activities. For instance, they will help plan holiday showcases, celebrations, and fundraising events for the school community each semester. They will also collaboratively plan and carry out service learning projects at their schools and in the surrounding community (please see narrative under the next prompt).

Some members of the youth leadership team will be trained to take part in the self-assessment of their ASP that is a key part of our CQI process. In this role, a cadre of youth leaders, alongside program staff, will conduct observations of various program offerings, co-facilitate a scoring meeting, and participate in developing a Quality Action Plan for program improvement.

Our ASPs also use the Building Intentional Communities model in which students actively help plan policies, shape the program climate, and share in leading activities. They start out as co-creators of the program climate with staff as they identify rules to create an intentional community, build their skills to make group decisions and uphold group agreements, and play increasing leadership roles as the year progresses. From the outset of the program year, youth help take attendance and distribute snacks. By November, they begin taking turns as facilitators of program rituals, such as opening and closing circles and other community-building exercises, group

discussions, and restorative justice circles. Some have on-site internships and help ensure the program runs smoothly.

Students are also trained and deployed as peer tutors and peer interpreters; lead warm-ups prior to physical activities; co-coach sports teams; and choreograph dance performances. Some older youth mentor 6th graders, or students who join the program mid-year. Some go to elementary schools located on the same campus or very near the middle school, to read to and tutor elementary school students. Our ASPs often enlist students to serve as interpreters to help staff communicate with their parents in their home language, if needed.

All sites will give students further opportunities to provide input into and shape their ASPs, including (1) filling out activity evaluations and (2) yearly surveys for the program evaluation, which inform program planning and CQI, and (3) taking part in focus groups to discuss program strengths and weaknesses and make suggestions for program improvements. As noted elsewhere in this narrative, in Fall 2017, hundreds of youth at the target schools filled out surveys to help us assess their needs and interests and inform the design of our ASPs for the coming years.

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

Answer: All students attending the ASPs in this application will be able to make choices on program activities to participate in. Students 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 athletics, arts, or gender-specific learning groups—offered each day in the program, and between different types of sports (e.g., soccer, basketball, volleyball) and arts activities (e.g., graffiti art, creative writing, multimedia, music production, dance), which will vary from school to school. Students will also have opportunities to switch programs every quarter. Program staff will give students opportunities to provide feedback on programs they have participated in or are interested in and use it to improve and/or plan new programs and activities, including field trips, that appeal to students' interests. Our sites have taken into account students' preferences for particular types of ASP and summer activities based on the survey we conducted in Fall 2017 to plan programs and budgets for the coming year.

Students in grades 7 and 8 will have opportunities to engage in service learning projects for their communities. Some sites will implement service learning programs in collaboration with Upward Roots, a local community-based organization. Its "Service Roots Program" is a curriculum-based program designed for ASP. Students address issues affecting their communities, developing critical 21st Century and social-emotional skills such as leadership, empathy, effective communication, critical thinking, problem solving, and collaboration in the process. Groups of 15-20 students will take part in this program over a 10-week period, or longer, each fall and spring. They will meet 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. Typically they will be partnered with a local organization or agency to enhance the impact of their projects, such as Covenant House, St. Vincent de Paul, East Bay SPCA, or the Oakland Police Department. Upward Roots will train ASP site staff on the program curriculum, expectations, and reporting, to equip them to implement the program effectively. Through community service, youth will be empowered as changemakers, contributing directly to addressing problems and inequities in their community, and growing in ways that will help them succeed in and out of school.

In addition to addressing real world problems they identify in their communities, students in the middle school ASPs will have many other opportunities to exercise and develop leadership skills through the program. As noted earlier, each school will have a youth leadership team in which youth selected by their peers will take an active role in planning and implementing program

activities, including community-building activities in the program, and family events such as holiday celebrations and showcases. Some youth will serve as tutors for their peers in the program, or for younger students at nearby elementary schools. Some will help coach athletic programs at their schools. Youth will be trained to co-facilitate restorative justice circles for their peers. Youth will take part in school projects including cleaning up planting, and tending school gardens, or mural projects. Many will serve as interns in roles of responsibility in their after school or summer program, or at the health center or Family Resource Center on their school campus.

5 - Healthy Choices and Behaviors

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

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

***Nutrition.** All students will receive a free nutritional snack each day they attend the program. Some schools will also provide a regular supper for students. Snacks and suppers will support the Wellness Policy to "ensure no OUSD student goes hungry." Snacks, suppers, as well as food and beverages served to students and families during celebrations or other program activities will adhere to the Healthy Food Guidelines stated in the Wellness Policy, which meet or exceed all State and Federal requirements. The programs will provide adequate facilities for students to eat their snacks and meals and ensure clean drinking water is available during the program. All programs will include nutrition education.

***Physical education and physical activity.** Each school program will give students opportunities for physical activity—such as team sports (e.g., soccer, basketball, flag football, volleyball, track, lacrosse), cycling, martial arts, yoga, dance, and conditioning programs—that include regular exercise and promote students' fitness and motor development. These activities will intentionally incorporate a focus on promoting prosocial skills, such as communication, cooperation, and teamwork in the achievement of common goals.

***Comprehensive health education.** The ASPs will include health education—through culinary arts and gardening programs; sports, fitness, and dance activities that address self-care and fitness; yoga and mindfulness programs where students learn about stress, anger, and drug use and their management; life skills groups for boys and groups that engage students in weekly conversations about their lives, relationships, emotions, and health risks such as sexuality and risk, STIs and HIV, and substance use; and career exploration activities and internships related to health care fields.

***Positive school climate.** Providing a safe, orderly, caring, respectful, and equitable learning environment that promotes students' safety and 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 skills and competencies in students via intentional instruction for students on SEL skills, and many opportunities for students to practice and reflect on these skills. The ASPs will include education on bullying and discrimination and measures to prevent them. Community-building activities and restorative justice principles and practices will further contribute to a positive school climate in ASPs, as will parent engagement activities.

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

***Access to and coordination of student health services.** Six of the schools in this application have on-site health centers run by community-based organizations. Two of the schools have on-site Family Resource Centers. Our ASPs will partner with these centers to connect students and their families with needed medical and mental health care, health education, benefits enrollment, and other support services regardless of students' insurance status or ability to pay. All 12 schools partner with mental health care providers; our ASPs will coordinate with them to connect students

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 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 at the target schools. Each site will offer physical activities multiple days each week. They will vary from site to site and include: seasonal team sports (soccer, basketball, flag football, volleyball, track, lacrosse), dance (genres such as Zumba, hip hop, Asian, and Aztec), cycling, and yoga. Sports teams will compete against their peers on site and against teams from other schools in OUSD's middle school sports league. 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 the yoga and dynamic mindfulness program like the one in some of our ASPs, including lower stress levels and greater self-control, school engagement, emotional awareness, and distress tolerance.

Wellness organization partners that will provide services in our ASPs to support students' wellness will include:

*Oakland Lacrosse Club will introduce students at Edna Brewer, Roosevelt, and Urban Promise Academy to lacrosse and the chance to play in a competitive league. It will bring lacrosse players from UC Berkeley to coach students in lacrosse and provide extensive academic assistance along with a 16-week SEL curriculum. Students will also receive healthy snacks, nutrition education, mentoring, college and career exploration (visits to colleges and businesses), communication with parents and teachers about the student's academic progress, and support for 8th grade families in OUSD's open enrollment process, to help students develop habits of mind, heart, and healthy living to equip them to succeed on the field, in the classroom, and in the community.

*Girls Inc.'s program for girls at Elmhurst Community Prep will include a robust healthy living component in which students learn about nutrition and cooking, body image, reproductive health, and engage in sports, yoga, mindfulness, and other fitness and wellness activities.

*In Cycles for Change's biking club at Bret Harte and Madison Park, students will learn to assemble and maintain bikes, about the environmental benefits of bike use, and street cycle safety, and go on biking excursions in the school neighborhood.

*SUPREME MMA will provide its jiu jitsu program to students at Bret Harte.

*Bay Area Wilderness Training will engage students at Roosevelt and Madison Park in its outdoor wilderness program. The program will engage students in strenuous community building activities including day excursions (such as kayaking and hiking) and overnight camping trips. Students will explore nature, learn to set up tents and cook outdoors. The program will promote students' science learning, life and leadership skills.

*Oakland Leaf will provide its "Love Cultivating Schoolyards" gardening program at Bret Harte and Roosevelt. Through hands-on gardening activities (planting seeds, growing plants, harvesting fruits & vegetables, picking flowers, studying insects, digging in the earth, and composting), students will learn about science, nature, pollution, and the earth's cycles, complementing their learning during the regular school day.

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

Answer: Our lead agencies recruit staff from the local communities. Many ASP staff are actually alumni of the schools where they work. When hiring and training staff, our lead agencies emphasize the importance of serving as role models, and modeling high expectations, for the youth they will work with. They emphasize modeling good workplace skills (e.g., coming to work daily, on time, neatness) and social skills (e.g., communicating clearly, being positive and respectful), and the importance of contributing to the community. Upon being hired, staff make a commitment to uphold these values.

ASP staff receive extensive training from both the ASPO and their agencies to guide them in modeling and maintaining a healthy lifestyle, culture, and environment in the ASPs. Following the same practices we uphold for youth, staff refrain from eating junk foods or drinking soft drinks or other sugar- or caffeine-containing beverages during the program. In physical activities, staff will exert themselves alongside youth, use positive messages to encourage youth to attempt physical activities, and point out poor sportsmanship exhibited by youth.

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

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

6 - Diversity, Access, and Equity

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

Answer: OUSD's Enrollment Guide, which assists families to learn about our school sites and services within schools, contains information on the after-school programs at each school, including their addresses and hours. The guide is available in multiple languages in print and 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 Spring Orientations for rising 6th graders who have been accepted for the next fall, at school registration in August, and Back to School Night each September. Community School Managers, teachers, counselors, school leaders, and front-office staff share info on the ASP with students and families. SCs are full time at the school site, easily accessible for students/families wanting more info about ASPs.

To help target outreach, each school and its Coordination of Services Team (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 (in Spanish or other language, if appropriate) to let them know about tutoring and other learning activities available on campus after-school and in the summer.

At some sites, ASP SCs partner with school staff/teachers or case managers to conduct home visits to reach out to students/families in need of services—targeting, for example, families of truant students or newcomer students. As needed, we will use translators or students to help interpret in the home language.

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

Answer: We will use multiple strategies to ensure communication reaches our diverse students and families:

Every April, school leaders and after-school program staff will hold early orientation assemblies for incoming 6th graders and families, where they will distribute information about the ASP. Each spring, staff will recruit students already in the program to continue to attend in the coming school year, and conduct targeted outreach to identified students from priority groups. 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 in September.

During the school year, schools will make frequent PA announcements to all classrooms about the program. ASP staff will make presentations to advisory classes and table at lunch to recruit students. 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, interest clubs, and informal chats.

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

As noted, ASP 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; 93% of students at the 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 rallies, closing reflection sessions, and assemblies. Sites also have buddy systems, in which participants support Newcomers or other new youth 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 Side Arts Alliance's graffiti arts program; Today's Future Sound's Hip Hop music and culture (beat making, music production and performance) program, and dance programs in genres including hip hop, Aztec, Asian, 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 identity and cultural background.

Several sites will offer weekly discussion groups for specific student groups, focusing on building

self- and social-awareness and life skills, including Girl's Inc.'s program for girls at Elmhurst Community Prep, gender-specific groups for 7th and 8th grade students at Life Academy, and groups for African-American young men and young women at various sites.

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 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, some 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, paintings, photography, and videos.

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

Answer: OUSD's ASPs have a unique role in supporting English Language Learners (ELLs), Newcomers, and special needs students to be college, career, and community ready. Of the 6,030 students who attend the schools in this application, 1,711 (28% are ELLs), of whom 776 are long-term ELLs (enrolled for at least 6 years without progressing toward English proficiency); 698 (12%) have disabilities; and at least 280 (5%) are Newcomers (who have been in the U.S. for less than 3 years). We will actively reach out to recruit and serve students from these and other high-need groups who may have barriers to participating.

The ASPO, target schools, and ASP lead agencies will partner with OUSD's Transitional Students & Families unit to identify and reach out to Newcomer, refugee, asylee students and families, and students in homeless situations or foster care, to ensure they are aware of the ASPs and encourage students to participate. We will distribute information about the ASPs in multiple languages, via school registration packets, email, newsletters, phone calls, and presentations at family events. Several of the targeted schools (Bret Harte, Roosevelt, and Urban Promise Academy) are designated OUSD placement sites for Newcomers. At these schools, ASP staff and family liaisons will make home visits in which they inform Newcomer students' families about the after-school and summer programs and encourage signing up for them. Sites will allow flexible enrollment for students whose families leave for seasonal work abroad.

The ASPs will provide spaces and supports for Newcomers and other ELLs to improve their English skills. All programs will provide homework help and structured and informal activities through which ELLs can practice their English speaking, reading, and writing skills with the instructor and their peers. Students in the ASPs will have access to academic tutoring in Spanish (and, at some schools, in other common native languages, such as Arabic and Cantonese) to help them access regular school day academic content and improve their conversational skills. All students will have opportunities to learn about post-secondary options and explore career pathways, and linkages to needed services.

Many of OUSD's Newcomer students are refugees, asylees, and/or unaccompanied immigrant youth. Many came to the U.S. fleeing violence, human trafficking, or persecution in their home country. They arrive in the U.S. and Oakland after typically enduring an arduous and traumatic journey. They are likely to require intensive, specialized services to meet their academic, socio-emotional, and mental health needs. If unmet, these needs can be barriers to participation in the after-school and summer programs and to success in school. The programs will connect with such students' case managers and help link students to needed mental health and other services. For Special Education students interested in the program, the SC will work with their resource program specialist and Individualized Educational Plan (IEP) team to recruit students, determine which program activities will be appropriate and beneficial, assign students flexibly to appropriate learning activities and schedules after school and in the summer,

SCs will collaborate with their school's COST and Community School Manager to connect students with disabilities or other special needs and their families to other needed supports and resources.

As students will attend the ASPs at their schools, accessibility is not a barrier. The schools are handicap accessible and regularly maintained. Our ASP lead agencies' use of ethnically diverse and culturally/linguistically representative staff will help programs effectively engage students from diverse racial/ethnic groups and ELLs. In addition, ASP staff will receive training to equip them to work effectively with students with various special needs, students from a variety of racial/ethnic groups, and those who have experienced trauma.

7 - Quality Staff

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

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

Lead agencies frequently grow their own staff from students who used to be in their programs. Many Site Coordinators in our middle school ASPs started as youth development workers in their agencies and have worked in the programs for several years, resulting in strong working relationships with stakeholder groups at their schools.

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, and screen viable candidates to ensure they meet minimum qualifications. (All program staff are required to meet OUSD's minimum requirements for instructional aides. 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).

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

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

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

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 hosted by the program, and end-of-year district-wide appreciation events hosted by OEF.

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

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

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

SCs receive further PD from their agencies on topics such as youth development, curriculum development, program and staff management, and self-care. For example, Bay Area Community Resources, which leads the program at two of the schools in this application, holds a yearly summer institute for SCs, convenes monthly SC team meetings, and provides 1:1 supervision and support for each SC, meeting bi-weekly to discuss site progress, provide PD, and problem-solve site challenges.

OUSD's ASP Managers convene the middle school SCs monthly for peer learning and discussion of best practices, and integration of SEL and 21st Century skills into all aspects of after-school and summer programs. We also provide guidance to SCs on our CQI process (see section #10 below). PD sessions are informed by our CQI data. We provide SCs and program staff with Youth Work Methods workshops on strategies aligned to the YPQA standards. Training topics include Youth Voice and Choice, Ask-Listen-Encourage, Cooperative Learning, and Planning & Reflection. SCs will also receive training in observing and coaching line staff to promote high program quality.

We partner with other OUSD departments including Behavioral Health and SEL units to train ASP staff in areas such as integrating a restorative justice framework into programming, trauma-informed practice, crisis response, and SEL standards. We also provide safety trainings in partnership with OUSD Police Services, and training on college & career readiness with the Linked Learning Office.

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

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

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

solve.

ASPO Managers will convene a variety of professional learning communities (PLCs) monthly to provide ASP staff with ongoing training and curriculum for content-specific program areas. This includes PLCs focused on English Language Learners, STEM, Nutrition and Cooking, and college & career readiness.

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 rate of California's 10 largest cities. While OUSD has made steady gains in student outcomes, most students still struggle, especially in secondary school. 56% of OUSD's entering 9th graders are considered not high school ready - based on failing Math or English or being chronically absent or suspended in 8th grade. Last year, 54% of 9th graders received an "F" or "D" in at least one class, getting off track for graduation right away. 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. While 62% of graduates meet UC/CSU A-G requirements, 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.

To identify the needs of students and families in the target school communities, we used demographic and socioeconomic data; various indicators of academic achievement, high school readiness, dropout risk, and family educational attainment; 2016-17 California Healthy Kids Survey (CHKS) and state Fitness Test findings; and conducted youth and family surveys in fall 2017.

The 12 target schools serve 6,030 students, the vast majority from Oakland's inner city neighborhoods. 93% are students of color, 82% receive F/R meals, 28% are English Learners, and 12% in Special Ed. 280 students are Newcomers who have been in the U.S. less than 3 years.

68% and 78% of students are not proficient in ELA and Math respectively, therefore not ready for a rigorous program of study in high school. 12% are chronically absent, missing at least 10% of school days, a slippery slope to dropping out. Only 14% of the 1,711 ELLs at these schools were reclassified as fluent in English in 2016-17. There are 776 long-term ELLs (6+ years with this designation), a group at high risk for poor outcomes in classes, testing, A-G completion, and graduation.

Low family educational attainment 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. Too often, parents lack the academic/study skills, English literacy, or knowledge to navigate the school system and effectively support their kids' education. Of the 666 students at the target schools we surveyed, the following percentages said their parents can't help with assignments in English (50%), Math (60%), Science (52%), or help them prepare for high school (32%).

The target schools have a shortage of Resource teachers and paraprofessional staff to provide academic assistance to struggling students. Due to a shortage of counseling staff, most students do not receive adequate counseling on high school options and college requirements. Our ASPs are crucial in bridging these gaps.

Many Oakland youth wrestle with stress and trauma from realities such as family instability, pervasive community violence, or recent immigration. These stressors make it hard for them to fully engage in school and contribute to risk taking and other problems. On the CHKS, 33% of all middle schoolers reported having been harassed or bullied at school in the past year, 19% had

been in a fight, 16% had seen a gun, knife, or other weapon at school, 24% had been chronically sad or hopeless, and 9% had used alcohol or drugs in the past month. 17% had a living situation other than "a home with one or more parents or guardian"; 8% lived in "a home with more than one family." 50% said they were home after school without an adult at least once a week; 20% said this was the case daily. 5% said they were gang members, a dire reality often part of an intergenerational family pattern, linked to truancy, crime, dropping out, and putting youths' lives at risk. Moreover, few students have a high degree of resiliency assets that can help them

Question 1 continued:

Answer: overcome challenges they face. For example, just 44% of 8th graders have a strong sense of connectedness to school, 34% a high degree of academic motivation, and 32% have a high level of caring adult relationships at school.

In addition to needing academic support, our 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 teen years safely and successfully. High-quality ASPs can help promote these assets.

Many students also need health-promoting physical activity and nutrition education. Only 21% of OUSD 7th graders are physically fit, well below rates among their peers in the county (34%) and state (31%); 44% are aerobically unfit, and 47% have an unfit body composition, typically meaning they are overweight or obese.

52% of students we surveyed expressed interest in getting help with homework after school, the 3rd highest ranked activity, after field trips to career workplaces (62%) and sports (54%). Other popular choices were visual arts (33%), culinary arts (32%), getting help with school projects (23%), and performing arts (22%).

Of the 259 parents surveyed, the highest numbers were interested in homework help (73%), sports or other physical activities (63%), tutoring in Math or English (51%), arts, dance, or theater classes (43%), enriching activities to learn new skills (42%), computer classes (41%), cooking or nutrition classes (39%), and activities to learn about future careers (38%) for their kids. Many said their kids need opportunities to: learn good SE skills and positive behavior (49%), interact with adult mentors (42%), develop positive relationships with peers (34%), and learn conflict management skills (33%). High numbers of parents said it would help them were the ASP to offer workshops about: high school choices and requirements (36%), how to help their child with homework (36%), and how to advocate for their child's needs (36%).

Outside of school, students at these schools have few options for daily, comprehensive after school programming. Most families can't afford fee-based programs, and community violence limits access to some community-based programs.

In recent focus groups (n=115 OUSD students), students said if it weren't for their school ASP, they would "have nowhere to go" "to get work done" or "for help." They said the ASP was a place to "keep us out of trouble" where they could be "around caring and positive people" and "productive and focused" rather than "doing something negative." Students reported learning in their ASP "how to speak English," "study skills," "how to work as a team," "better communication skills," and "creative problem solving."

All 12 target schools have ASPs that offer vital academic support, enrichment, and other needed services. 9 of the schools have both 21st CCLC and ASES-funding, with both after-school and summer programs. Without 21st CCLC funding, many high-need students would not have access to crucial academic assistance and other learning opportunities. The other 3 schools have ASES-funded ASPs operating at capacity with waiting lists. 21st CCLC funding will enable them to provide vital academic support, enrichment, and other services to 120 students daily afterschool and 300 in the summer who would not get this support otherwise.

Our ASPs will prioritize connecting students from high-risk groups to the academic supports, SEL, STEM, career exploration, and other enrichment/youth development activities detailed in this proposal. These groups include students who are struggling academically, have poor school attendance or behavior problems at school; long-term ELLs; Newcomers; and 8th graders who

aren't high-school ready. Each site will engage parents in workshops and other activities to equip them to support their children's success.

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

Answer: OUSD 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 multiple middle school 21st CCLC grant application 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, along 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. We also met 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, OFCY.

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); *Progress toward graduation.

For career readiness, students will *Develop a variety of new interests and skills; *Become active participants in their communities; *Participate in work-based learning activities.

For community readiness, students will *Experience increased safety during out-of-school-time hours; *Increase positive social interactions with peers and caring adults; *Practice SEL skills; *Have greater health and well-being, and increased levels of physical activity.

Their families will *Increase participation in school-related activities.

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

Answer: 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 ASPs 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, social media outlets). Our lead agencies in turn share this info with their agency networks and partners.

At the site level, Site Coordinators, family liaisons, and Community School Managers 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 incoming 6th graders and their families in the spring before they begin middle school, and during registration week each August. Registration packets include flyers or brochures about the program. At a fall meeting for 6th graders and their parents, SCs distribute information about the ASP and sign up students for it. 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 middle 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 bi-weekly to review student data, guide support for students of concern, identify others needing assistance, and problem solve. The SC will participate in faculty meetings, 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 organizations 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 an RFQ process every 3 years. We seek organizations with a track record leading high-quality ASPs, expertise in youth development; strong fiscal systems, organizational infrastructure, staff recruitment, and 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 funding with 3 CBOs (EBAYC, BACR, Safe Passages). Each is currently lead agency at the schools listed below and has a longstanding partnership with ASPO and years of commitment to the school communities where they lead the ASPs. Many of the partnerships have remained solid through multiple Principal turnovers, and the agencies have deepened their knowledge of the students, families, and Oakland neighborhoods they serve. (We have uploaded in FAAST letters of agreement from these and other partners, detailing their roles, 21st CCLC funding they will receive, and in-kind resources they will contribute.)

EAST BAY ASIAN YOUTH CENTER (EBAYC), based in Oakland's Chinatown and San Antonio neighborhoods, is dedicated to helping youth be safe, smart, and socially responsible. It will lead the ASPs at Edna Brewer, Roosevelt, and Urban Promise. EBAYC serves 1,500 children, youth, and young adults, in after-school and summer 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 \$276,500 in resources per year to the ASPs, derived from grants from Oakland Fund for Children & Youth (OFCY) and other agency resources.

BAY AREA COMMUNITY RESOURCES (BACR) runs 85 school-based ASPs in Oakland and other 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 Elmhurst Community Prep, Madison Park, and Montera. 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 \$58,500/year in staffing, training, volunteer recruitment, program materials, and support programs, such as internship preparation and placement.

SAFE PASSAGES, which leads the ASPs at Coliseum College Prep and United for Success Academy, has partnered with OUSD to provide expanded learning programs since 1999. It works to disrupt the cycle of poverty by engaging youth and families to build and drive a continuum of services that supports student success and community development. Its ASPs serve over 1,000 students and their families annually in eight school communities in Alameda County. In addition to the ASPs, It operates Family Resource Centers at these schools, offering services for families, including case management, public benefits enrollment, food distributions, and family engagement events. It will contribute \$554,320/year in resources to the ASPs, derived mostly from grants from OFCY and AmeriCorps Vista funding.

Other

Question 2 continued:

Answer: lead-agency partners at sites in this application:

ALTERNATIVES IN ACTION (AIA) partners with schools and communities in Oakland through its after-school and summer programs and charter high school, serving over 1,200 youth annually with a staff of 70 adults. It will lead the ASP at LIFE Academy. AIA's vision is to inspire and prepare generations of young adults to succeed and ultimately become contributing adults by providing holistic opportunities and supports grounded in youth leadership. Its youth ASP model incorporates academic support, college preparation, career development, community projects, parent engagement, health and wellness, and cascading leadership. AIA will contribute \$159,000/year in resources to the ASPs, including staffing, staff training and coaching, supplies and materials, and supporting programming, funded by OFCY grants and agency resources. OAKLAND LEAF, which will lead the ASP at Bret Harte Middle School, runs ASPs at 6 OUSD schools and a summer camp, serving over 1,400 students and their families annually. Its programs cultivate community transformation through creative education in 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. It will contribute \$74,759/year in program development, training and coaching, supplies and materials, and supporting programming, from OFCY, foundation grants, and other sources.

CITIZEN SCHOOLS, which will lead the ASP at Greenleaf Middle School, runs ASPs for adolescents in schools in 8 low-income communities in the Bay Area, along with programs in New York, Massachusetts, and North Carolina. Its programs focus on supporting students' academic achievement while building 21st Century and social-emotional skills through real-world learning experiences linked to career pathways. It will contribute \$66,135/year in resources, including agency staff time, training, volunteer recruitment, training, and support, supplies and program materials, and AmeriCorps members serving in the ASP.

One school in this application, Oakland Sol, a new middle school, will select its ASP lead agency for the 2018-2023 period from the ASPO's list of qualified agencies by Spring 2018.

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 helps train their Site Coordinators and provides weekly supervision and onsite coaching. SCs communicate with their manager by email, phone, or on-site as needed. Both take part in the yearly planning process for the ASP with school leadership, OUSD ASPO's Summer Institute, and monthly collaborative meetings for agency directors and for SCs. SCs meet at least biweekly with the Principal to address issues like 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 provi

Question 2 continued:

Answer: der partners. SCs will participate in monthly Coordination of Services Teams and All Partners Meetings on site to share information and coordinate services with other partner agencies. OAKLAND FUND FOR CHILDREN & YOUTH, a city program funded through voter-approved

initiatives since 1996, provides funding for the ASPs at 10 of the 12 target schools, in 3-year grants to ASP lead agencies. OFCY also 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.

Our ASPs will partner with the following local organizations to promote students' college, career, and community readiness.

GIRLS INC. will provide its unique program (combining academic support, healthy living promotion, and leadership development activities) for a cohort of girls each year at Elmhurst Community Prep.

CALIFORNIA SCHOOL-AGE CONSORTIUM will bring its Science Action Club STEM program to students at Edna Brewer, Roosevelt, and Urban Promise Academy, contributing \$10,000/year in staffing, professional development, and STEM teaching kits to the ASPs.

The UC SAN FRANCISCO chapter of MESA will provide STEM learning activities in the ASPs at several schools, contributing \$39,000/year in staffing, training, supplies and materials to the ASPs.

TECHBRIDGE GIRLS will engage Montera students in year-long hands-on STEM learning projects with real-world applications, contributing 90% of programming (valued at \$62,000/year) as in-kind resources.

SPARK will partner with local companies and organizations to provide workplace-based mentorships and workshops for students at Elmhurst, to build their awareness of particular careers, networking, and other career readiness skills.

OAKLAND LEAF will provide its Love Cultivating Schoolyards gardening and STEM learning program to Bret Harte and Roosevelt.

UPWARD ROOTS will engage students at Edna Brewer, Roosevelt, and Urban Promise in youth-planned and -led community service projects, contributing \$28,000/year in staffing, training, coaching, and program support to the ASPs, derived from foundation grants and donations.

TODAY'S FUTURE SOUND will provide its hip hop music and culture program at Montera, contributing \$14,500/year in resources.

MEDIA ENTERPRISE ALLIANCE will provide its media arts training program to students at Madison Park, bringing \$27,500 in resources to this effort.

OAKLAND LACROSSE CLUB will provide its lacrosse program, extensive academic support, SEL curriculum, and field trips to local colleges and businesses, to Edna Brewer, Roosevelt, and Urban Promise, bringing \$90,000-\$180,000/year in resources to these programs.

CYCLES FOR CHANGE will provide its biking club in which students learn about cycling, street cycle safety, and bike maintenance skills, and take bike rides in the school neighborhood, at Bret Harte and Madison Park.

SUPREME MMA will provide its jiu jitsu program to students at Bret Harte.

BAY AREA WILDERNESS TRAINING will provide its outdoor wilderness program to students at Roosevelt, contributing \$30,000/year worth of staff training, outdoor equipment loans, and other resources to the ASP.

ALAMEDA COUNTY FOOD BANK will provide food assistance to families at United for Success Academy.

The ASPs will partner with agencies that run health centers at 6 of the schools: FRED FINCH YOUTH CENTER, NATIVE AMERICAN HEALTH CENTER, LIFELONG MEDICAL CARE, and LA CLINICA DE LA RAZA (3 sites). Each will provide comprehensive health and wellness-promotion services on site. Funding for school-based health and behavioral health services the ASPs leverage derives from the Alameda County Health Care and Behavioral Health Care Services Agencies, City of Oakland Measure Z funding, MediCal-LEA funding accessed by OUSD, and OUSD Programs for Exceptional Children (Special Ed) funding.

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

Answer: 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 career-related 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. The UC San Francisco MESA program and California School-Age Consortium's Science Action Club program are examples of independently funded programs that ASPO learned about, then brokered a connection to several of our target 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 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 Community School Managers, bilingual Family Liaisons, 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, staff at Roosevelt Middle, where 32% of students are Latino and 41% Asian, speak English, Spanish, Cantonese, Vietnamese, and Cambodian. Most staff at Elmhurst Community Prep are African American or Latino, groups that make up 93% 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.

ASP staff and school leaders will co-host quarterly breakfasts for families. Programs will provide family workshops on issues including attendance; engaging your child in conversations about academics; how to use OUSD's student information system; orienting parents to OUSD's high schools, career-pathway programs, and other things to consider when selecting a high school, and the A-G requirements. Some ASPs will connect parents to on-site "Parent University" classes.

The ASPs will bring families together at showcase/celebration nights where students demonstrate their learning, display their projects, and perform (music, dance, theater). They will link families to case management and other resources.

Yearly family surveys, conducted in multiple languages, will elicit parents'/caregivers' priorities for youth and family activities.

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 middle school sites track are aligned with a school's overall goals for improving attendance, improving school climate and culture, increasing 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.

*Course grades—each quarter, to identify students earning low grades (Ds or Fs) who need targeted support after school and monitor whether their grades improve while they are in the ASP.

*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 caring relationship with an adult on campus.

*Participation by family members in the ASP program orientation and 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 yearly student surveys to gather data on these measures, which touch on many assets OUSD sees as fundamental underpinnings of students' college, career, and community readiness. The evaluation analyzes differences in student survey responses by gender, grade, days attended, and race/ethnicity.

*Academic achievement outcomes, 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 for college and career.

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

2

How (i.e., methods, tool, strategy, and frequency) will the program engage in a data-driven continuous quality improvement process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California*. Please visit the [Quality Standards for Expanded](#)

[Learning in California Web page \[2MB\]](#). What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program?

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

Answer: OUSD has been a pioneer in using a data-driven CQI process in partnership with schools, ASP lead agencies, students, families, and our evaluator to lift up the quality of all ASPs. Our Assess-Plan-Improve CQI cycle, developed by the David P. Weikart Center for Youth Program Quality, served as a model for state legislation requiring 21st Century grantees to engage in CQI. OUSD's CQI process incorporates extensive staff PD and a tiered system of support to help 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

Question 2 continued:

Answer: receive 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 professional learning community (PLC) to build their capacity to lead the CQI cycle at their site. They will receive training 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 (CASSPP) in ELA and Math for regular ASP participants and those of all students school-wide.

ASP site teams and school leaders will consider the evaluation findings—and the ASP's potential impact on student academic achievement including 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 CCLC funding to maximize the role of our ASPs in ensuring students are ready for high school and eventually graduate college, career, and community ready. Funding will enable us to augment ASES-funded programs so we can serve more students after-school,

expand enrichment program offerings, and provide summer programming.

OUSD allocates 15% of grant funding for ASPO staff to provide training/technical assistance and CQI support for sites; custodial services; services such as program evaluation and the CitySpan data system; and indirect costs. We will allocate the bulk of 21st CCLC funding to our lead agency partners. This reflects our commitment to the school-community partnership model and respect for lead agencies' expertise in youth development.

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

21st CCLC funding will leverage ASES and OFCY grants, which sites use for core staffing costs and other program expenses. This typically includes full-time Site Coordinators; Quality Support Coaches (liaison with the school day); teachers providing academic interventions after school; line staff, who provide academic and other support to students support their skill building and high school readiness and lead enrichment activities; School Safety Officers on site during program hours; contracted enrichment services to support students' college and career readiness (e.g., STEM programs, career exploration) and community readiness (e.g., arts, educational/support groups, and service learning/leadership activities). Use of 21st CCLC funding will differ from site to site but is typically allocated for additional line staff to provide academic support and enrichment activities, contracts with CBOs providing enrichment activities, and summer 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: OUSD's ASPs share a basic staffing pattern across all sites; specific staff duties may vary 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, and partners with the ASPO in efforts to sustain the program.

AGENCY PROGRAM MANAGERS, employed by the lead agencies that manage the ASPs, typically support a portfolio of 3-7 program sites. They help plan the ASPs, provide 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 day-to-day operations of the program. SCs are full-time staff based at their host school site, co-supervised by their 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 and 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 OUSD staff members (typically a teacher at the same school) 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.

TEACHERS ON EXTENDED-DAY CONTRACT are certificated teachers 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.

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

At some schools, a COLLEGE & CAREER READINESS FACILITATOR will help expand students' access to relevant, engaging work-based learning activities (e.g., guest speakers, field trips, mentorships) that help them learn about college and career options and prepare for their future. 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 ASP 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

Question 2 continued:

Answer: program as needed.

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

At some schools, the COMMUNITY SCHOOL MANAGER collaborates with the SC to coordinate ASP services with other support services at school. The CSM establishes and maintains relationships with community partners; convenes and facilitates the COST; and helps connect students and their families to needed services, among other duties.

At some schools, a PARENT of FAMILY LIAISON conducts outreach to families, plans and lead family workshops and other family activities, and connects families to needed resources.

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

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

The COMPLIANCE & OPERATIONS PROGRAM MANAGER provides training, technical assistance, and program monitoring to ensure ASPs meet 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 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 ASP operations, and coordinates ASP safety work, including safety and emergency preparedness training and technical assistance for ASPs.

The third OUSD ASP Program Manager provides programmatic support to ASPs, and strengthens alignment between ASPs and OUSD's school culture/climate work in 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; 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 Spring Orientations for incoming 6th graders, continuing during enrollment week, and by co-hosting (with school leadership) a meeting each fall for students and their parents.

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 in some cases a home visit. SCs will also make calls or home visits when students referred to the ASP for support stop coming regularly, to find out what is going on and broker 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 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. We have brought in a facilitator to train SCs and other program staff at our alternative and continuation high schools on best practices in promoting youth's college and career readiness.

OUSD's SEL Unit trains our ASPO team, SCs and agency managers on the SEL standards OUSD has adopted research-based practices to promote students' SEL. We co-facilitate trainings

with our Behavioral Health Unit on best practices in academic mentoring, trauma-informed pedagogy, and providing wraparound support.

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

Lead agencies provide extensive youth development training and leadership development for their ASP 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 CCLC 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 at least a minimum level of programming (the supports students most need, such as academic assistance activities) when 21st CCLC funds sunset.

As detailed in the letters of agreement, OUSD will contribute at least \$3,740,000 in resources to the ASPs each year, our lead agency partners \$1,189,214/year, and other partners at least \$301,000 each 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 also 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, Community School Manager, staff and parent leaders, at each school will be responsible for sustaining after-school services beyond 21st CCLC funding. They will have support in sustainability planning from OUSD central offices such as the ASPO, PreK-8 regional networks, Linked Learning, and our lead agency partners. These stakeholders will engage in regular conversations on the highest-priority services and potential funding sources. Since 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. Most of the target schools receive ASES funding from CDE. All schools may utilize Title 1 funds for academic support provided by teachers on extended contract. Each school receives a substantial yearly allocation of CDE LCFF/LCAP monies because they serve high numbers of economically disadvantaged, ELL, and foster students. They have flexibility to use this funding to benefit high-need youth. Staff from district offices noted above will work with school leaders and their constituencies to target Title 1

and LCAP funding to help sustain after-school services proven to have a high positive impact on students.

OUSD's lead agency partners contribute considerable resources to the programs, derived from OFCY, foundation grants, and other sources, which will help sustain the ASPs. They will help us identify other funding in place to help sustain services (such as arts, STEM, and career preparation programs contributed by community partners), and to seek new resources to sustain key ASP programs. 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.

OUSD and lead agencies will continue to leverage funding streams that can help sustain after school services at our middle schools. One is OFCY's support for ASPs and other programs that strengthen student engagement in learning and promote youth development. We will also seek to sustain and expand funding from philanthropy, public agencies like Alameda County Health Care Services Agency, and private entities like local health centers such as Summit and Kaiser that are interested in supporting linked learning and career pathways work in our schools.

OUSD will also explore the viability of using parent fees to help sustain some after-school services at some schools.

To sustain the PD and CQI work undertaken by the ASPO, we will continue to (1) seek support from private funders, (2) leverage resources and support from other district departments such as Behavioral Health, Teaching & Learning, and Health & Wellness, and (3) leverage external partnerships with the assistance of our intermediary, Partnership for Children & Youth. We are also investing heavily in lead agency capacity building and in the leadership and training skills of select veteran SCs, so that our after school partners can lead trainings and support for our Oakland After School network should we have to reduce the size of our ASPO team due to reduced grant funding.

By year 3, 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, 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 ASPO and our ASP lead agencies examined data on the students at the 12 schools in this application, and their families, to identify high-need groups that might have barriers to full access to the ASPs.

Of the 6,030 students at these schools, 1,711 (28%) are English Learners. Only 14% of the ELLs at these schools were reclassified as fluent in English in 2016-17. There are 776 long-term ELLs (6+ years with this designation), a group at high risk for poor outcomes in classes, testing, A-G completion, and graduation. 280 students at the schools are Newcomers who have been in the U.S. less than 3 years.

724 of the 6,030 students (12%) receive Special Education services.

We consulted F/R-price lunch data as an indicator of poverty-related barriers to access. 82% of students at these schools receive F/R lunch.

We looked at attendance and disciplinary data, factors that affect students' engagement in school and ability to fully benefit from school programs. 12% of students at the schools (about 4 per classroom) are chronically absent, missing at least 10% of school days. 2% to 14% of students (depending on the school) were suspended from school last year, many of them multiple times. 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 (see below).

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 conducted surveys of students at these schools and their families in which, among other questions, we asked them whether there were particular obstacles they would face in attending or participating fully in an after-school program at their school. Finally, we discussed this question with Site Coordinators and Principals at the target schools.

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 language-related barriers to participating in and benefitting fully in their school's ASP. English Learners need additional support to accelerate their English and language arts/literacy skills development, to be able to take full advantage of learning and enrichment programs available after school and to succeed in school. The ASPs have limited staffing to provide targeted assistance for students' English language and literacy skills. There is an urgent need for greater staffing capacity for this support.

The programs also 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. In our Fall 2017 survey, the following percentages said their parents can't help with assignments in English (50%), Math (60%), Science (52%), or help them prepare for high school (32%). Increasing bilingual outreach would strengthen the ASPs' and schools' partnership with their families, and parents' access to activities to equip them to effectively support their children's education.

Family and housing instability, neighborhood violence, immigration-related problems, and other stressors contribute to absenteeism, behavioral issues, and other barriers to students' school engagement and participation in ASPs. 33% of OUSD middle schoolers report being harassed or bullied at school in the past year, 24% being chronically sad or hopeless, 9% using alcohol or drugs in the past month, and 5% being gang members; just 44% of 8th graders feel strongly connected to school. Well-targeted assistance integrated into ASPs (such as counseling and case management) can help attract students to the ASPs and benefit fully from participating.

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: There are 1,711 English Learners at the target schools. The vast majority score at the intermediate level or below in the California English Language Development Test. While all 711 may need targeted support with their English language and language arts/literacy skills, at least 50% of these students have more urgent needs that can only be partially met with resources available through base and summer/supplemental 21st CCLC funding.

Given the widespread low educational attainment among OUSD parents (28% of whom are not high school graduates) and many parents' own negative experiences during their education (which discourages them from getting involved in school activities), along with the fact that even higher numbers of parents than students have limited English proficiency, at least 1,500 families of students at the target schools might have barriers to access to the program, for both children and parents.

Approximately 720 students at these schools may have barriers to access due to chronic absenteeism, and 500 due to suspensions, with some overlap between these groups. During the 2016-17 school year, at all of the schools collectively, 1,121 students were referred to their school's Coordination of Services Team, typically because of response to attendance, behavioral, or health issues contributing to poor classroom engagement and academic achievement. Many of these students have barriers to participating related to factors such as family or housing instability, immigration-related stress, socio-emotional and health issues, and lack of a strong sense of connection to the school. Such stressors reflect a need for approaches such as trauma-informed services and restorative justice practices to address barriers to students' participating, feeling connected to and engaging effectively, and benefitting fully from the ASPs

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: Each target school and its lead agency identified the strategies they will focus on to facilitate students' and families' full, equitable access to the ASPs.

5 sites will add an ELL/Literacy Instructor to their staff, who will work intensively with a group of 5-10 high-need ELL students each semester to help them progress toward English fluency and proficiency in English language arts/literacy. The instructor will collaborate with faculty in core subjects to look at each student's assessment data and schoolwork and the classroom curricula, to customize and flexibly refine instruction and tutoring for each student. Having access to this personalized support will encourage students needing it to enroll in and come to the ASPs consistently.

3 ASPs will hire a College & Career Readiness Facilitator, who will (1) expand students' access to relevant, engaging activities and related college/career options and prepare for their future, including work-based learning activities (e.g., guest speakers, field trips, mentorships, internships), and (2) orient students about OUSD's high school pathway programs to help them choose their high school.

4 sites will hire a bilingual (English/Spanish) Family Liaison. This position will conduct outreach to families, to (1) build awareness of the ASP, its activities and benefits for their children and themselves; (2) encourage students to enroll in the ASP, and parents to take part in program activities; and (3) provide family workshops on topics such as ways to support their children's education, high school choices and requirements, college planning, and resources available at/through the school.

2 sites will hire a restorative justice facilitator, to help integrate restorative circles in the ASP, to create a space for students who have experienced and caused harm to work together to repair it.

1 site will use funding for a clinician, to ensure students have access to needed counseling or case management services.

Certification And Submission Statement

Please read before signing and submitting application.

I certify under penalty of perjury:

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

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

Submission By: JuliaMa

Submitter Initials: MP

Submission Date: 1/25/2018 5:13:31 PM



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Written Agreements

1. Oakland Unified School District
2. East Bay Asian Youth Center (EBAYC)
3. Bay Area Community Resources
4. Safe Passages
5. Alternatives in Action
6. Oakland Leaf Foundation
7. Citizen Schools
8. UCSF MESA (Mathematics, Engineering, Science Achievement)
9. Upward Roots
10. California School-Age Consortium (CalSAC)
11. Today's Future Sound (TFS)
12. Bay Area Wilderness Training
13. Oakland Lacrosse Club
14. Cycles of Change
15. Techbridge Girls
16. Media Enterprise Alliance



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 middle schools: Elmhurst, Edna Brewer, Bret Harte, United for Success Academy, Roosevelt, Madison Park Academy, Greenleaf, Life, Coliseum College Prep Academy, Urban Promise Academy, Montera, and Oakland Sol. The following details, subject to OUSD Board approval, OUSD in-kind contributions:

- Space for programming and program management in classrooms, gymnasiums, multipurpose rooms, auditoriums, libraries, computer labs, playgrounds, and offices at all 12 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.
- Resources from our College & Career Readiness Department, such as support for program development, work-based learning resources, and school day alignment by Career Pathway Coaches, Work-based Learning Specialist, funded through Oakland’s Measure N funding (2014 College and Career Readiness for All Act) and leveraged philanthropic dollars, valued at over \$300,000/year.
- Training, curriculum, program staffing, work-based learning opportunities, and other leveraged resources aligned to OUSD’s STEM initiatives, valued at over \$1,080,000/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 \$300,000/year.
- Community School Managers at middle school sites to support coordination of services and site-based partnership development, valued at \$324,000/year.
- School-based health centers and school-linked health services providing students with a range of health and wellness services including health screenings, immunizations, diagnosis and treatment of medical conditions, mental health services, dental screenings, health insurance enrollment, and health education, valued at approximately \$1,200,000/year.



OFFICE OF THE SUPERINTENDENT

- Behavioral health services and social and emotional learning (SEL) supports including: case management training, Restorative Justice training and on-site facilitation, crisis response, mental health referrals, support with Coordination of Services Teams, training on trauma-informed pedagogy, and support with implementation of Positive Behavioral Intervention Supports (PBIS), provided by OUSD Behavioral Health Unit and Social and Emotional Learning Unit, valued at over \$324,000/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 \$24,000/year.
- 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 \$18,000/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 \$3,740,000 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



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 Edna Brewer Middle School, Roosevelt Middle School, and Urban Promise Academy. 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 \$332,274 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 Middle School sites.
2. Provide additional OFCY funding valued at \$255,000 per year at Edna Brewer Middle School, Roosevelt Middle School, and Urban Promise Academy.

EBAYC's total in-kind contribution to the 21st Century after-school and summer programs is \$276,500 per year for the next five years.

Sincerely,

David Kakishiba
Executive Director



January 12, 2018

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

Dear Ms. Johnson-Trammel:

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

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

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

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 \$226,247/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 Middle 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 3 sites= \$24,000 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 3 sites= \$9,000 annually.
3. Volunteer recruitment, outreach, support, and training by BACR Administrative Development Assistant valued at \$2,000 year/site x 3 sites = \$6,000 annually.
4. Supplies and program materials, valued at \$2,500 year/site x 3 sites= \$7,500 annually.
5. Supporting programs/funding – such as granting writing for OFCY or other grant opportunities for all middle schools, valued at \$4,000 year/site x 3 sites= \$12,000 annually.

Bay Area Community Resources total in-kind contribution to the 21st Century after-school and summer programs is \$58,500 per year for the next five years.

Sincerely,



Martin Weinstein
Bay Area Community Resources
Chief Executive Director



250 Frank H. Ogawa Plaza,
Suite 6306
Oakland, CA 94612
www.safepassages.org

January 12, 2018

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

Dear Ms. Johnson-Trammel:

SAFE PASSAGES 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.

SAFE PASSAGES disrupts the cycle of poverty by engaging youth and families to build and drive a continuum of services that supports student success and community development. **SAFE PASSAGES** envisions a community where all young people have the opportunity to realize their full potential. Our work is based on the premises that access to educational opportunity, health services, and family support should not be dictated by race or socio-economic status, and that healthy and supported young people are better prepared to learn and succeed. We serve children birth through college and career. Our strategies are designed to improve the lives of vulnerable populations, children exposed to violence, and at-risk youth.

SAFE PASSAGES has been a partner with OUSD in providing expanded learning programming to students since 1999. For the 2018-2023 grant cycle, **SAFE PASSAGES** will serve as site lead agency for OUSD's 21st Century after-school and summer programs at United for Success Middle School and Coliseum College Prep Academy. In that role, **SAFE PASSAGES** 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 to 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.



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@oaksafepassages



@SafePassages

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.

SAFE PASSAGES will provide these services under a subcontract with OUSD in the amount of approximately \$126,079 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, **SAFE PASSAGES** will provide the following in-kind resources in support of OUSD's 21st Century programs:

1. Staff time of high-level agency staff for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$40,320 year/site x 2 sites= \$80,640 annually.



@oaksafepassages



@oaksafepassages



@SafePassages

2. Volunteer recruitment, outreach, support, and training by who Community Engagement and Development Team valued at \$18,200 year/site x 2 sites= \$36,400 annually.
3. Trained AmeriCorps members valued at \$42,000 (including fringe) per member/year x 3 members per site x 2 sites = \$252,000. Training and coaching of the members provided by the AmeriCorps director valued at \$10,640 year/site x 2 sites = \$21,280.
4. Supporting programs leveraged Oakland Fund for Children and Youth funding of \$82,000 per site x 2 sites = \$164,000

SAFE PASSAGES total in-kind contribution to the 21st Century after-school and summer programs is \$554,320 per year for the next five years.

Sincerely,



Josefina Alvarado Mena, Esq.
CEO
SAFE PASSAGES
www.safepassages.org



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@SafePassages



Alternatives in Action
WHERE YOUTH CHOOSE TO LEAD

January 12, 2018

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

Dear Ms. Johnson-Trammel:

Alternatives in Action 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.

Mission Statement

Founded in 1996 and celebrating its 20th anniversary in 2016, Alternatives in Action's (AIA) mission is to inspire Bay Area youth to express their leadership potential and prepare them for college, career and community life through dynamic educational, skill-building and real world experiences. AIA makes its mission come alive through a range of programs - each founded by youth in partnership with adults - including operating community programs (since 1996); running a pre-school co-led by youth (since 1998); running the country's first youth-designed charter high school - Alternatives in Action High School (since 2001); coordinating comprehensive community school initiatives (since 2007); and establishing career pathways with local government agencies & community colleges (since 2016).

Community Served & Youth Needs

AIA serves and partners with over 1,300 young people annually. The majority of our youth attend one of four schools in Oakland's most impoverished neighborhoods: Life Academy, McClymonds High School, Alternatives in Action High School, and Fremont High School. We also serve children ages 5-13 from neighboring schools through mentoring programs our youth leaders design and implement. Of our participants, 35% are English Language Learners; 60% are Latino and 29% are African-American. 95% of the youth we serve reside in Oakland's "highest stressed" neighborhoods and 88% qualify for Free and Reduced Lunch. Over 85% will be the first in their family to attend college and 44% of students' parents did not graduate from high school. Many young people come to our programs and schools with credit deficiencies, are at risk of being expelled, and/or having demonstrated risky behavior, all of which is compounded by living in low-income communities with limited opportunities and resources.

Alternatives in Action has been a partner with OUSD in providing expanded learning programming to students since 2006. For the 2018-2023 grant cycle, Alternatives in Action will serve as site lead agency for OUSD's 21st Century after-school and summer programs at Life Academy Middle School. In that role, Alternatives in Action 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.

Alternatives in Action will provide these services under a subcontract with OUSD in the amount of approximately \$150,000 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, Alternatives in Action will provide the following in-kind resources in support of OUSD's 21st Century programs:

1. 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 x 1 sites= \$10,000 annually.

2. Specialized training for 21st Century program staff provided by in-house staff, in coaching, youth development, youth voice, coaching skills, data analysis, diversity and inclusion, restorative justice. The in-kind value of this resource is estimated at \$10,000 year/site x 1 sites= \$10,000 annually.
3. Supplies and program materials, valued at \$5,000 year/site x 1 sites= \$5,000 annually.
4. Trained Alternatives in Action Program Assistants who are alumni of our programs and attending college locally. They serve in administrative roles for 15 hour per week totally \$14,000 per year x 1 site = \$14,000 per year.
5. Supporting programs/funding – such as OFCY – totalling \$120,000 per year for 3 years at our sites.

Alternatives in Action total in-kind contribution to the 21st Century after-school and summer programs is \$159,000 per year for the next five years.

Sincerely,



Patricia Murillo
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 Bret Harte Middle School. 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 \$188,159 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 per year 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 per year annually.
3. Supplies and program materials, valued at \$10,000 per year annually.
4. Supporting programs/funding – such as OFCY (\$85,000 per year annually), Foundation grants, individual donations, etc.

Oakland Leaf Foundation's total in-kind contribution to the 21st Century after-school and summer programs is \$74,759 per year for the next five years.

Sincerely,

Odiaka Gonzalez
Executive Director



www.citizenschools.org/california

January 12, 2018

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

Dear Ms. Johnson-Trammel:

Citizen Schools 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.

At Citizen Schools, adolescents work side by side with experts to explore new fields, learn new skills, and build a foundation for their future. We partner with low-income communities that need additional support and resources. Our program supports academic achievement in core subjects like English Language Arts and Mathematics, while building important 21st Century and Social Emotional skills through real-world learning experiences.

Citizen Schools has been a partner with OUSD in providing expanded learning programming to students since 2013. For the 2018-2023 grant cycle, Citizen Schools will serve as site lead agency for OUSD's 21st Century after-school and summer programs at Greenleaf K-8 for grades 6-8. In that role, Citizen Schools 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.

NATIONAL LEADERSHIP PARTNERS





www.citizenschools.org/california

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.

Citizen Schools will provide these services under a subcontract with OUSD in the amount of approximately \$135,275 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.

NATIONAL LEADERSHIP PARTNERS





www.citizenschools.org/california

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

- high-level agency staff, both regional and national, for program development, monitoring, coaching sustainability. The in-kind value of this resource is estimated at \$14,643 year/site x 1 site = \$14,643 annually.
- specialized training for ASSETS program staff provided by regional Program Manager. The in-kind value of this resource is estimated at \$8,429 year/site x 1 site= \$6,429 annually.
- volunteer recruitment, outreach, support, and training by two regional Managers of Corporate Partnerships, and one regional Civic Engagement Coordinator, valued at \$26,858 year/site x 1 site= \$26,858 annually.
- supplies and program materials, valued at \$1,885 year/site x 1 site = \$1,885 annually.
- trained AmeriCorps members serve as Instructional Staff in the Citizen Schools program, providing service to the school during the day and leading the extended-day experience. 3 Teaching Fellows x 8 hours each per week x 34 program weeks x \$20/hr (rate estimated based on price for similar work) valued at \$16,320 year/site x 1 site = \$16,320 annually.
- supporting programs/funding from a variety of Corporate, Foundation, Individual, and Public sources to support specific projects and general operating activities each year.

Citizen Schools total in-kind contribution to the 21st Century after-school and summer programs is \$66,135 per year for the next five years.

Sincerely,


Executive Director

NATIONAL LEADERSHIP PARTNERS





January 12, 2018

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

Dear Ms. Johnson-Trammel:

UCSF MESA (Mathematics, Engineering, Science Achievement) 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.

UCSF MESA is a middle and high school program that strives to expose students to careers in the STEM fields. MESA achieves this by providing a rigorous & relevant project based curriculum, supplemented by statewide competitions to demonstrate their knowledge. In addition, MESA students receive pre-college support, mentorship and career exposure designed to motivate learners to excel in all academic settings and beyond.

UCSF MESA has been a partner with OUSD in providing expanded learning programming to students since 2016. For the 2018-2023 grant cycle, UCSF MESA will take part in OUSD's 21st Century programs at various schools throughout the district. In that role, UCSF MESA will:

1. Provide a program focused on increasing the number of underrepresented students in STEM and higher education. MESA is provided throughout the academic year as either a STEM class during the school day or as part of an afterschool program. MESA curriculum is supplemented with college access workshops and presentations, college field trips and industry guest speakers. We currently serve close to 300 students in Oakland with plans to at least double this number.
2. Assist in the recruitment and training of teachers, in addition to providing our own staff to facilitate workshops and presentations as needed. MESA teachers are provided professional development opportunities as well as support in implementing curricula.
3. Provide yearlong curriculum as well as resources and materials needed to implement it. MESA curriculum is aligned with NGSS and Common Core, and is designed to be rigorous, project based and hands on. Units of the curriculum culminate in projects meant to be judged at local and statewide competitions.

UCSF MESA will provide these services under a subcontract with OUSD and the Lead Agency in the amount of approximately \$35,000 per year.



University of California
San Francisco



MESA *Mathematics
Engineering
Science
Achievement*

And/or

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

1. A dedicated MESA Program Coordinator to support the LEAD Agency and the identified MESA teacher valued at \$30,000 per year.
3. Training/professional development for MESA Teachers and Lead Agency staff in the MESA curriculum. valued at \$1,000 per year.
4. Supplies and program materials, valued at \$8,000 year/ for all sites

These resources we are contributing to the OUSD 21st Century expanded learning program derive from the University of California Center for Science, Education and Outreach.

UCSF MESA total in-kind contribution to the 21st Century programs in this application is \$39,000 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Donald Woodson
Director, UCSF Center for Science,
Education and Outreach



empower one, inspire many

January 10, 2018

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

Dear Ms. Johnson-Trammel:

Upward Roots 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.

Upward Roots was founded to empower underrepresented youth to be leaders and changemakers through youth-led, youth-driven community service. Just 40% of Oakland youth report having the opportunity to meaningfully engage in their communities, yet research shows that when youth do engage, there is a positive correlation to young people's academic progress, personal development, and demonstrated civic attitudes. Upward Roots provides youth with the opportunity to engage meaningfully, think critically, and take action in their school and broader community. Over the course of 10 weeks in the fall and spring, participants meet weekly afterschool to develop critical leadership and 21st Century skills, such as self-awareness, collaboration, communication, problem solving, project planning, and empathy. As part of the program, youth are asked to identify issues they are passionate about in their communities and then design youth-led service projects in support of those needs. Each semester, participants lead their own community service project.

Upward Roots has been a partner with OUSD, schools, and a number of afterschool lead agencies in providing youth-led service learning programming to students afterschool since 2011. For the 2018-2023 grant cycle, Upward Roots will take part in OUSD's 21st Century programs at Edna Brewer Middle School, Roosevelt Middle School, and Urban Promise Academy. In that role, Upward Roots will:

- Provide all materials and supplies necessary for 10-week implementation of its middle school Youth Roots Program during both the fall and spring semesters. Supplies include:
 - Curriculum
 - Handouts to be utilized during Youth Roots program sessions
 - All supplies and materials needed to implement 21st Century skill-building activities outlined in the curriculum
- Train and coach designated Site Leader (school day teacher or East Bay Asian Youth Center youth development specialist/staff member) on curriculum, best practices, effective strategies for successful implementation, expectations, and reporting to empower Site Leader to effectively implement the program.
- Coach and support designated Site Leader in facilitation of the program.
- Assist in the identification of community based organizations to enhance the impact of youth-selected community service project, as appropriate.



empower one, inspire many

- Monitor and evaluate implementation of the program to ensure quality, impact and effectiveness.

Upward Roots will provide these services under a subcontract with East Bay Asian Youth Center Sites in the amount of approximately \$6,000 per year for the three sites.

Upward Roots will also contribute the following estimated in-kind resources in providing the above-detailed services in OUSD's 21st Century programs:

1. time of high-level Upward Roots staff to design, develop, and reiterate the program curriculum; monitor, coach, and support site leaders in implementing the program; monitor and evaluate the programs; support and execute all logistics surrounding youth-led service projects. The in-kind value of this resource is estimated at \$26,000 per year.
2. training/professional development for program staff in (examples of topics), with an estimated in-kind value of \$2,000 per year.

These resources we are contributing to the OUSD 21st Century expanded learning program derive predominantly from grants from the Crescent Porter Hale Foundation and Philanthropy and Community Engagement (PACE) via the California Community Foundation, as well as individual donations.

Upward Roots' total in-kind contribution to the 21st Century programs in this application is estimated at \$28,000 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in blue ink, appearing to read "Elizabeth L. Knight".

Elizabeth L. Knight
Executive Director



Unite. Empower. Transform.

1918 UNIVERSITY AVENUE
SUITE 4B
BERKELEY, CA 94704
PH: 510-444-4622
FAX: 510-444-4623
WWW.CALSAC.ORG

Kyla Johnson-Trammel, Superintendent

Oakland Unified School District
1000 Broadway, Suite 680
Oakland, CA 94607

January 12, 2018

Dear Ms. Johnson-Trammel:

The California School-Age Consortium (CalSAC) 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.

CalSAC trains and supports Science Action Club (SAC), a nationwide STEM program for middle school youth in out-of-school time. Through games, projects, and hands-on activities, youth in SAC use citizen science to explore nature, connect with scientists, and design strategies to protect our planet.

CalSAC has been a partner with OUSD in providing expanded learning programming to students since 2014. For the 2018-2023 grant cycle, (SAC) will take part in OUSD's 21st Century programs at Edna Brewer Middle School, Roosevelt Middle School, and Urban Promise Academy. In that role, CalSAC through SAC will:

1. CalSAC through SAC will provide one or two classes a week operating for 1.5 hours from 4:00 p.m. to 5:30 p.m. with up to 40 students to be served in each session.
2. CalSAC through SAC will provide professional learning experiences and technical assistance which include online and in-person professional development to all SAC instructors at each school site.
3. CalSAC through SAC will provide teaching kits that build scientific skills and foster STEM identities. Kits and training resources make it easy for educators to lead SAC investigations with youth. Each kit includes 12 science investigations plus bonus resources, supplies for 20 youth, and support from a SAC trainer.

CalSAC's total in-kind contribution to the 21st Century programs in this application is \$10,000 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Charnelle Ruff
Program Coordinator



TODAY'S
FUTURE
SOUND

Elliot Gann, Psy.D.
(510) 969-0373

TODAYSFUTURE SOUND.ORG
egann@todaysfuturesound.org

January 12, 2018

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

Dear Ms. Johnson-Trammel:

Today's Future Sound 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.

Today's Future Sound (TFS) uses the power of Hip Hop music and culture to address a lack of culturally responsive educational, therapeutic, and social interventions for underserved youth around the world. Today's Future Sounds (TFS) partners with elementary, middle, and high schools across the globe, bringing in- and after-school arts programming that resonates with today's youth, and meets them where they are - on their headphones.

These after-school workshops, also known as our "FutureBeats" program, range from 1 hour to 2 hours, depending on our partner school's scheduling. The curriculum includes the fundamentals of beat making, elements of DJ-ing and turntable operation, chopping samples, manipulating sounds and effects, recording vocals and live instruments, and performing beats and beat sets live.

FutureBeats instructors represent a diverse group of teaching artists, audio engineers, multi-instrumentalists, vocalists, professional DJ's, computer programmers, sound designers, and music producers. By stressing small group instruction, our instructors provide a safe space for creativity, personal expression, and critical thinking.

The process of creating and performing music is focused on the culturally relevant use of music technology and media arts, including Common Core-aligned STEM/STEAM (Science, Technology, Engineering and Math, and Arts) curriculum development and therapeutic/socio-emotional applications as well as 21st Century skills and competencies. In addition, our curriculum provides a context for world geography, digital literacy, community service, multimedia job pathways, cultural diplomacy, cross-cultural collaboration, and entrepreneurship.

Students not only compose original tracks, they contribute these tracks to a final compilation album with original artwork that students help to conceptualize and make. They are involved in the entire creative process of the album and participate in a culturally responsive form of Project-Based Learning.

TFS has been a partner with OUSD in providing expanded learning programming to students since 2012. For the 2018-2023 grant cycle, TFS will take part in OUSD's 21st Century programs at Monterra Middle



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FUTURE
SOUND**

Elliot Gann, Psy.D.
(510) 969-0373

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egann@todaysfuturesound.org

School In that role, TFS will:

1. Provide FutureSound beat making/music production and performance programming for 20 weeks for 2 hours weekly for up to 12 students at a time (or two groups of 10 students, each respectively for 1 hour, serving total of 20 students).
2. At least one TFS Senior Instructors will staff with this with two Junior Instructors, or two senior instructors, potentially accompanied by TFS volunteers and intern/s.
3. TFS will provide all necessary materials, software licenses, hardware, computers, MIDI Controllers, technology, etc., and may supply free software licenses of up to \$2,500 in-kind for site depending on availability of Mac/PC's on-site. TFS instructors will use the standard TFS FutureSounds Common Core-aligned, Project-Based Learning, STEM/STEAM curriculum which includes fundamentals of operation of hardware and software and introduction to music theory.

Today's Future Sound will provide these services under a subcontract with Bay Area Community Resources in the amount of approximately \$5,000 per year.

And

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

1. e.g., time of high-level agency staff for program/curriculum development, monitoring, coaching, and supervision by Dr. Gann, TFS Executive Director and Program Coordinator. The in-kind value of this resource is estimated at \$5,000 per year
2. e.g., Volunteer and intern specialized/skilled staff time in the program, valued at \$4,000 per year.
3. Professional development training/professional development for TFS program staff in Positive Youth Development, Complex/Developmental Trauma, training in newest audio music production software and hardware, techniques, etc., valued at \$5,000 per year.
4. E.g., Supplies and program materials, valued at \$150 year/site x 1 sites= \$500 annually.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from agency funds/annual operating budget, grants and in-kind services on behalf of TFS.

Today's Future Sound total in-kind contribution to the 21st Century programs in this application is \$14,500 per year, and we anticipate providing these resources throughout the 2018-2023 grant cycle.



**TODAY'S
FUTURE
SOUND**

**Elliot Gann, Psy.D.
(510) 969-0373**

TODAYSFUTURE SOUND.ORG
egann@todaysfuturesound.org

Sincerely,

A handwritten signature in blue ink, appearing to read 'EGANN', with a long, sweeping underline that extends to the right.

**Dr. Elliot Gann
Executive Director
Today's Future Sound**



January 12, 2018

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

Dear Ms. Johnson-Trammel:

Bay Area Wilderness Training 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.

Bay Area Wilderness Training's mission is to provide equitable access to outdoor experiences for low-income youth and youth of color. We serve schools, youth agencies, church groups, summer camps, and more from the 10 county Bay Area region. To meet our mission, we provide teachers and youth workers with low-cost outdoor leadership training, trip planning support, field trip grants, and free outdoor equipment loans from our three Bay Area gear libraries - Oakland, Milpitas, and San Francisco. In 2017, we supported camping trips for over 9,000 youth and we have served over 60,000 youth since 1999.

Bay Area Wilderness Training has been a partner with OUSD in providing expanded learning programming to students since at least 2011, but more than likely we have been working with OUSD teachers since 2001. For the 2018-2023 grant cycle, Bay Area Wilderness Training will take part in OUSD's 21st Century programs at Urban Promise Academy, Roosevelt Middle School, and Edna Brewer Middle School. In that role, Bay Area Wilderness Training will:

1. Provide free and low-cost outdoor leadership training for staff at all three schools.
2. Provide free outdoor equipment loans for hundreds of youth to go camping, hiking, and snowshoeing
3. Provide access to trip planning resources and field trip grants to teachers from all three schools

Bay Area Wilderness Training will provide these services under a subcontract with OUSD in the amount of approximately \$30,000 per year.

Bay Area Wilderness Training (BAWT) is a project of the Earth Island Institute a 501(c)3 corporation.

BAWT HQ: 1050 E. 8th Street, Oakland, 94606, BAWT SOUTH BAY: Sobrato Center, 471 Valley Way, bldg. 1, Milpitas, CA 95035

CONTACT INFO: tel: 510-452-BAWT (2298), fax: 510-452-8335, info@bawt.org, www.bawt.org



BAY AREA
WILDERNESS
TRAINING

These resources we are contributing to the OUSD 21st Century expanded learning program derive from our service contract with OUSD and our own fundraising efforts.

Bay Area Wilderness Trainings total in-kind contribution to the 21st Century programs in this application is very difficult to calculate as it depends greatly on the number of trips, youth, and quantity of gear that the three schools borrow for their trips. The value of the gear lending services alone can vary from several hundred to several thousands of dollars per trip. We anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

Aaron Byrd
Program Director,
Bay Area Wilderness Training

Bay Area Wilderness Training (BAWT) is a project of the Earth Island Institute a 501(c)3 corporation.

BAWT HQ: 1050 E. 8th Street, Oakland, 94606, BAWT SOUTH BAY: Sobrato Center, 471 Valley Way, bldg. 1, Milpitas, CA 95035

CONTACT INFO: tel: 510-452-BAWT (2298), fax: 510-452-8335, info@bawt.org, www.bawt.org



Oakland LACROSSE

Jan 12, 2018

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

Dear Ms. Johnson-Trammel:

Oakland Lacrosse Club 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.

About Oakland Lacrosse:

Mission: Through lacrosse we support Oakland Public School students in becoming healthy, confident, and self empowered youth who effectively navigate systems, overcome challenges, and achieve their education and life goals.

We are able to achieve our mission by implementing a holistic approach that includes socioemotional learning, academic support, college and career exploration, and wellness education. Our program is donation based to students from OUSD.

Oakland Lacrosse Club has been a partner with OUSD in providing expanded learning programming to students since (2012). For the 2018-2023 grant cycle, Oakland Lacrosse Club will take part in OUSD's 21st Century programs at Urban Promise Academy, Edna Brewer Middle School and Roosevelt Middle School.

The Oakland Lacrosse Club will provide an eight week curriculum each year at each respective school serving in total sixty students. Students will also have the option to join our year round program which includes:

- Over 100 hours of lacrosse instruction,
- A 16 week curriculum focusing on socioemotional learning
- 6-8 field trips a year to local colleges and businesses
- Academic support, which includes tracking of all players grades
- Support all 8th grade families in the OUSD open enrollment process

By 2020, our goal is to have 200 players in our program from OUSD and about 30% will come from

Urban Promise, Brewer, and Roosevelt. The estimated budget in 2023 will be \$600,000. Therefore, Oakland Lacrosse would be allocating approximately \$180,000 to students from these aforementioned schools.

Oakland Lacrosse Club will contribute the following resources in providing the above-detailed services in OUSD's 21st Century programs:

1. Oakland Lacrosse will dedicate about 50% time of a program coordinator to these schools, which is estimated at about \$25,000.
2. The Oakland Lacrosse will provide six coaches to the respective schools, which is approximately \$5,000 in expenses.
3. Oakland Lacrosse will provide training to all of our coaches which includes a trauma based approach to sports based youth development. This includes training from the Up2US sports based youth development organization along with our own training. The estimated cost is about \$3,000 for six coaches.
4. Oakland Lacrosse will provide equipment for all players which will cost approximately \$200 per player. In total, this would be \$12,000.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from a combination of individual donors as well as grants from US Lacrosse, the Olympic Club, All Stars Helping Kids and Crescent Porter-Hale.

Oakland Lacrosse Club total in-kind contribution over 2017-2018 to 21st Century programs in this application is \$90,000 per year, and we anticipate the resources doubling to 180,000 by 2023.

Sincerely,



Kevin Kelley

Executive Director

415.613.1525

kevin@oaklandlacrosse.org

Cycles of Change

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



1246 23rd Ave, Oakland CA 94606 | www.cyclesofchange.org | 510.842.1006 | The Bikery Community Bike Shop

January 12, 2018

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

Dear Ms. Johnson-Trammel:

Cycles of Change 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.

Cycles of Change works to improve the health and sustainability of our neighborhoods by increasing the use of bicycles as transportation, connecting youth to the extraordinary living systems of our local area and building a diverse community of visionary young leaders. Since 1998, Cycles of Change has provided Bike Clubs, after school earn-a-bike and rides programs, to Oakland youth.

Cycles of Change has been a partner with OUSD in providing expanded learning programming to students since 1998. For the 2018-2023 grant cycle, Cycles of Change will take part in OUSD's 21st Century programs at Madison Park Academy, whom we have partnered with since 2013. In that role, Cycles of Change will:

1. Provide after school programming to a cohort of 10 students (1 day a week x 10 weeks per session) up to 2 sessions per school year at Madison Park Academy
2. Provide no less than 2 Bicycle Mechanic-Educators who will deliver the curriculum and guide the students to successful completion of the program
3. Provide programming that teaches students proper tool useage, understanding the different systems of the bicycle, bike repair skills, and road safety
4. Offer a variety of resources and opportunities for furthering their interests in bicycle riding or repair, including, internships, job training, or community events

We are excited to continue our partnership with Madison Park Academy, and fully support OUSD's application. If you have any further questions regarding our partnership with Madison Park Academy, please do not hesitate to contact me at (510)842-1006, or eugene@cyclesofchange.org. Thank you.

Sincerely,

Eugene Kang
Program Director
Cycles of Change



January 16, 2018

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

Dear Ms. Johnson-Trammel:

Techbridge Girls 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.

Techbridge Girls is an award-winning national nonprofit whose mission is to excite, educate, and equip girls from low-income communities by delivering high quality Science, Technology, Engineering and Math (STEM) programming that empowers a girl to achieve economic mobility and better life chances. Techbridge Girls envisions a world where all girls lead, contribute and thrive in STEM.

Techbridge Girls has been a partner with OUSD in providing expanded learning programming to students since (2000). For the 2018-2023 grant cycle, Techbridge Girls will take part in OUSD's 21st Century programs at Montera Middle School. In that role, Techbridge Girls will:

1. Provide year-long (middle school) after-school STEM enrichment programs for up to 25 students per year; engagement of up to 50 family members and professional development support for partner teachers of each program.
2. Provide STEM curriculum training to all partner teachers at the above listed school along with co-facilitation support for the middle school program.
3. Provide Techbridge Girls STEM curriculum materials including any hands-on activity materials and pre-post evaluations to partner teachers during 2-day teacher training sessions. Be a support system for new teachers.

Techbridge Girls will provide these services under a subcontract with OUSD in the amount of approximately \$8,000 in the 2018-19 school year and will re-negotiate a yearly contract for services for the 2018-2023 grant cycle.

And

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

1. Time of high-level agency staff for program development, monitoring, coaching, sustainability; line staff time in the program; training/professional development for program staff in chemical engineering, software engineering, structural engineering, chemistry and other STEM majors; Supplies and program materials
2. The total value of the above services is at \$70,000 per year for the year-long middle school



Excite, Educate and Equip Girls through STEM

program; Techbridge Girls is providing 90% of the program and services as in-kind resources.

These resources we are contributing to the OUSD 21st Century expanded learning program derive from donations from corporate foundations like Best Buy, Clorox, Lockheed Martin, United Airlines

Techbridge Girls' total in-kind contribution to the 21st Century programs for the 2018-2019 year will be \$62,000 per year, and we anticipate providing the same-level of resources throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in blue ink, appearing to read "Nikole Collins-Puri". The signature is fluid and cursive, with a large initial "N" and "C".

**Nikole Collins-Puri
CEO, Techbridge Girls**

Project-Based Media Arts Education

**Media Enterprise
Alliance** at **KDOL TV**



January 12, 2018

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

Dear Ms. Johnson-Trammel:

Media Enterprise Alliance 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.

Media Enterprise Alliance is a non-profit program fiscally sponsored by the Oakland Public Education Fund which provides high quality media arts and technology training to inner-city Oakland students. Through intensive training in filmmaking, photography, design and other employable skills, MEA prepares low-income youth in Oakland for success in college and for fruitful careers in the media industry.

Media Enterprise Alliance has been a partner with OUSD in providing expanded learning programming to students since 2009. For the 2018-2023 grant cycle, **MEA** will take part in OUSD's 21st Century programs at **Madison Park Academy**. In that role, **MEA** will:

1. Provide in-depth multimedia training to middle school students at Madison Park Academy after school. This year MEA is serving more than 20 students at Madison Park with a semester-long photography class twice a week (4 hours per week). We project to continue this programming in the years to come and expand to serve more students on the school site.
2. Recruit, develop and support a professional teaching artist and teaching assistant to deliver high quality programming on site. MEA's teaching artists come directly from the media industry and have high level professional skills to share with students. They receive professional development and training from MEA that covers topics like classroom management and trauma-informed care.
3. Provide access to MEA's well-developed media arts curriculum and support in delivering high quality lessons to students. The program at Madison Park focuses on DSLR photography, shot composition, visual and audio storytelling, and editing photos into dynamic personal slideshows. MEA will also provide occasional technical support for needs on the school site, such as helping students document school events or creating a school yearbook.
4. Provide technology such as camera equipment and computers for editing for all programming

on site, through MEA's institutional partnership with KDOL-TV, the Oakland Unified School District's educational access TV station.

Media Enterprise Alliance (c/o the Oakland Public Education Fund) will provide these services under a subcontract with **Bay Area Community Resources** in the amount of approximately **\$9,280** per year.

Media Enterprise Alliance will invest additional resources and staff time to support the program at Madison Park. These resources to support the OUSD 21st Century expanded learning program derive from grants from the Oakland Fund for Children and Youth, the Thomas J. Long Foundation, Stulsaft Foundation, the Quest Foundation, and others.

MEA's will also provide significant resources (estimated at \$17,500/year) for production equipment, computers and software through our institutional partnership with KDOL-TV. KDOL-TV's funding for equipment derives from their PEG Franchise Agreement with cable providers and the City of Oakland.

MEA's total in-kind contribution to the 21st Century programs in this application is estimated at \$27,500 per year (including in-kind support from KDOL-TV) and we anticipate providing these resources throughout the 2018-2023 grant cycle.

Sincerely,

A handwritten signature in black ink that reads "Jake Schoneker". The signature is written in a cursive, flowing style.

Jake Schoneker
Executive Director
Media Enterprise Alliance at KDOL-
TV