

File ID Number	13-0765
Introduction Date	5-8-13
Enactment Number	13-0777
Enactment Date	5/8/13
By	OS



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

May 8, 2013

To: Board of Education

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

Subject: **District Submitting Grant Proposal**

ACTION REQUESTED:

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

BACKGROUND:

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

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-0765	Yes	Grant	Oakland International High School	Comprehensive After School programming for high school site.	July 1, 2013 - June 30, 2018	California Department of Education, 21st Century After School Safety and Education for Teens (ASSETS) Grant	\$295,000 Annually, Totaling \$1,475,000

DISCUSSION:

The District created a Grant Face Sheet process to:

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

FISCAL IMPACT:

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

- Grants valued at: \$1,475,000.00

RECOMMENDATION:

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

ATTACHMENTS:

Grants Management Face Sheet

21st Century After School Safety and Education for Teens (ASSETs) Program Grant Application

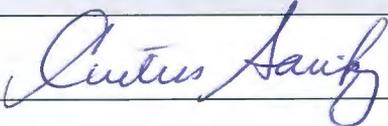
OUSD Grants Management Face Sheet

Title of Grant: 21 st Century After School Safety for Teens (ASSETs) Grant	Funding Cycle Dates: July 1, 2013 – June 30, 2018
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District 746 Grand Avenue Oakland, CA 94610	Grant Amount for Full Funding Cycle: \$250,000 annually for Core \$ 25,000 annually for Equitable Access \$ 20,000 annually for Family Literacy Total Amount = \$1,450,000
Funding Agency: California Department of Education, 21 st Century After School Safety and Education for Teens (ASSETs) Grant Program	Grant Focus: Comprehensive After School programming for high school
List all School(s) or Department(s) to be Served: Oakland International High School	

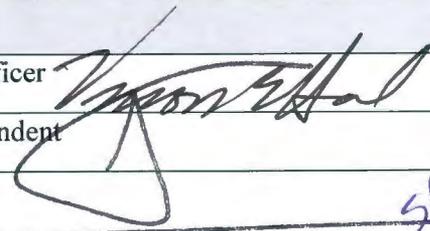
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	After school and summer programs provide opportunities to extend student learning outside of the regular school day, and to reinforce and complement classroom learning. Programs provide academic and enrichment activities that are aligned with school and district goals, and are based on content standards. After school programs work in alignment with the regular high school program to provide additional supports for students, including credit recovery, CAHSEE prep, internships and work readiness activities, and college application support. These extended learning activities ultimately support the district's goals of high school graduation and college/career readiness for all students. Additionally, high school after school programs provide a variety of enrichment and health & wellness programming that support students' physical and social-emotional health, and foster increased student engagement that can support improved school day attendance.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	The After School Programs Office conducts an annual external evaluation of all ASES and 21 st Century after school programs in OUSD. Student attendance data, test scores, and grades, along with survey results from students, parents, teachers, and principals, will be collected and analyzed to determine the impact of after school programming on students' academic performance, social-emotional development, school attendance and school engagement. Formal site visits will be conducted to monitor program quality.
Does the grant require any resources from the school(s) or district? If so, describe.	Yes. This grant will be supported by the After School Programs Office and Family, Schools, and Community Partnerships Dept.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.17% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes. This grant will augment the school district's current 21 st Century ASSETs after school grants at multiple high school sites. Currently Oakland International High School is unfunded. If funded, the school will become part of the existing network of OUSD after school programs that are supported by the OUSD After School Programs Office and FSCP Dept. in partnership with lead agency community based organizations.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students)	No

during the school day to ensure academic attendance continuity.)	
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Julia Ma Julia.Ma@ousd.k12.ca.us After School Programs Office 746 Grand Ave. Oakland, CA 94610 (510) 273-1541

Applicant Obtained Approval Signatures:

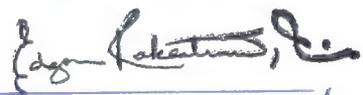
Entity	Name/s	Signature/s	Date
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey, Associate Superintendent of FSCP Dept.		4.18.13

Grant Office Obtained Approval Signatures:

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

David Kakishiba
President, Board of Education

5/9/13


Edgar Rakestraw, Jr., Secretary
Board of Education

5/9/13

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

APPID: 13-04-01-81-ASSETs-216

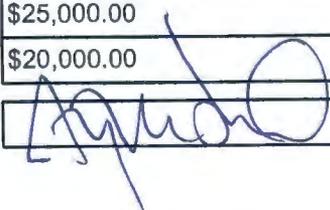
Cover Page

Mail signed original and 3 copies to:

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

Email for questions:
afterschool@cde.ca.gov

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

Agency Name	Oakland Unified
CDS/FEIN	01612590000000
County Name	Alameda
Agency Type	LEA
Name of Authorized Agent	Anthony Smith, Superintendent
Professional Title of Authorized Agent	Superintendent
Address	1025 Second Avenue
City, State, Zip	Oakland, CA 94606-2212
Phone Number	(510) 879-8582
Fax Number	(510) 879-1834
Email Address	tony.smith@ousd.k12.ca.us
Name of Program Contact	Ms. Julia Ma
Professional Title of Program Contact	
Agency Name of Program Contact	Oakland Unified
Address	746 Grand Ave.
City, State, Zip	Oakland, CA 94610
Phone Number	510-273-1541
Fax Number	
Email Address	Julia.Ma@ousd.k12.ca.us
Total Grant Amount Requested	\$295,000.00
Total Equitable Access Amount Requested	\$25,000.00
Total Family Literacy Amount Requested	\$20,000.00
Signature of Authorized Agent	

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

Additional Required Information

APPID: 13-04-01-81-ASSETS-216

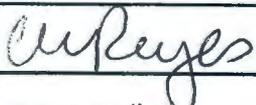
Grant Writer Information	
Agency Name	Oakland Unified School District
Grant Writer Name	Lauren Markham (school district employee)
Address	4521 Webster Street
City, State, Zip	Oakland, CA 94609
Phone Number	510-842-6592
Fax Number	510-597-4294
Email Address	laurenmarkham@oaklandinternational.org
Primary Subcontractor Information (if any)	
Organization Name	East Bay Asian Youth Center
Contact Person(s) Name	Gianna Tran
Address	2025 East 12th Street
City, State, Zip	Oakland, CA 94606
Phone Number	510-533-1092
Fax Number	510-533-6825
Email Address	gianna@ebayc.org
Jointly Submitted Application	
LEA Name	Oakland Unified School District
CBO/Private Entity Name	East Bay Asian Youth Center

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

APPID: 13-04-01-81-ASSETs-216

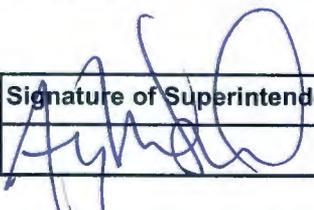
Signature and Approvals

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

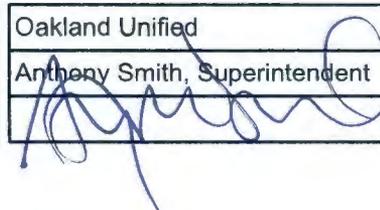
CDS Code	School Name	Name of Principal or Executive Director	Signature of Principal or Executive Director
01612590115667	Oakland International High	Ms. Carmelita Welsh-Reyes, Principal	

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

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

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

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

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

Core Application Narrative

Oakland Unified School District (OUSD) and East Bay Asian Youth Center (EBAYC) are jointly submitting this application for Oakland International High School (OIHS), in collaboration with two other key community partners, Refugee Transitions and Soccer Without Borders. OIHS opened its doors in 2007 to serve 100% recently-arrived immigrant students in an effort to reverse the alarming statistics of English Language Learner “failures” in Oakland. OIHS employs an innovative and time-tested curriculum in which English Language Development (ELD) principles are integrated across the content areas and into every single class, so that students can acquire English and core content simultaneously, earn credits toward graduation, graduate A-G compliant, and prepare for higher education. OIHS is the only school in the District that applies this method. OIHS is applying for 21st CCLC ASSETs funds to provide crucial year-round and extended-day support for this particularly high-need, vulnerable and underserved student population.

1. COMMUNITY NEEDS ASSESSMENT.

The OIHS community’s needs and strengths were measured based on demographics; school-wide academic performance; graduation and “on-track” to graduate rates, dropout rate, A-G requirement completion; 2010 California Healthy Kids Survey (CHKS); OUSD’s 2011-12 Accountability Progress Report; youth and family surveys conducted in fall 2012; and evaluation of existing after-school programs.

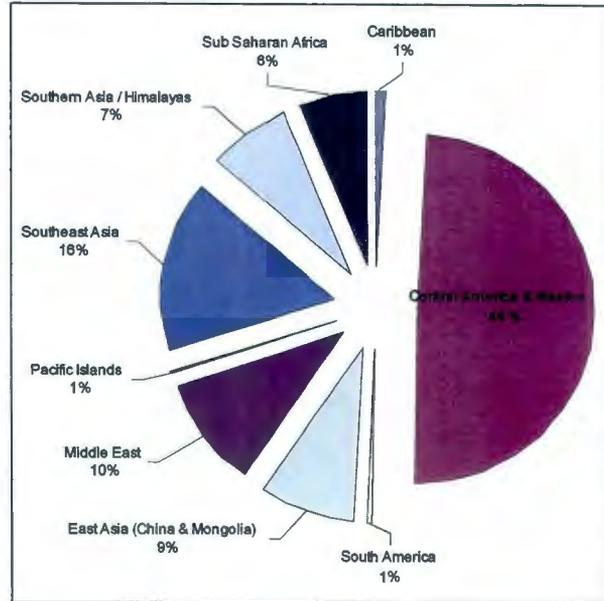


Table 1. Demographics	Students	Latino	African	Asian/PI	Arab/Middle East	FRPM	English Learners
	330	51%	6%	33%	10%	95%	100%

OIHS students come from over 32 countries and speak more than 40 languages. One third of students are refugees and asylees who have escaped some of the world’s most violent and protracted conflicts. Due to war, displacement, poverty, and gender discrimination in their home country, 35.4% of OIHS students attended only 0-6 years of school before beginning at OIHS. While many OIHS students come from Central America, China and Vietnam, over 40% of OIHS students are from emergent and isolated language and cultural groups who speak a language for which there is no accessible translation support. In addition to trauma prior to emigrating to the USA, most OIHS students are now living in highly-stressed inner city neighborhoods where they face multiple severe challenges to navigating their adolescence safely and successfully.

All 330 OIHS students are English Language Learners learning to navigate their new schools and communities, and 95% are from families of color living in poverty. Only 48% live with both parents; 26% live with one parent; and the remaining 26% live with a relative, friend, or in transitional housing. Fully 49% of students report that they have

¹ Stands for students who receive Free and Reduced Price Meals – a proxy for socioeconomic disadvantage.

experienced or witnessed a traumatic event and 23% of our students are undocumented and dealing with fear of deportation. More than 58% of our students report separations from their parents for an extended period of time, and 21.5% for 5+ years, leading to feelings of abandonment and severe family stress. OIHS students need culturally-responsive support and meaningful connection to school.

OIHS is in Year 3 of Program Improvement, and scored in the first decile, with an API score of 409. Due to EL status and limited/interrupted formal education, only 4% of our students are proficient in ELA and 6% in math. Thirty nine percent are truant, and 18% are chronically absent, missing at least 10% of school days. Truancy and chronic absence are correlated with lower achievement and test scores

CHKS results paint a troubling picture of high-risk behavior linked to poor engagement in school, past trauma, and the challenges of adapting to a foreign environment. Only 38% of OIHS students report feeling connected to school and to the

Table 2. Performance	PI	API score/decile	Attendance	Truancy	Limited Formal Education	Below grade level ²		CAHSEE	
						ELA	Math	Passed	Not Passed
	Yr 3	409 / 1	93.03	39%	35.4%	96%	94%	56%	44%

larger Oakland community. Substance use is rampant and gang involvement troubling, often linked to truancy, crime, and dropping out. Of the 41% of students who reported using alcohol or drugs in the past 30 days, 25% occurred on campus. In the past year, 47% of students have experienced sad, hopeless feelings, and 23% have seriously contemplated suicide. Not surprisingly 28% of students report having missed school due to sadness and/or family problems in the past month. However, 71% report high aspirations for themselves—reflecting the drive and resiliency of these youth in spite of their challenging life circumstances.

Table 3. 11 th grade students	
Current alcohol/drug users	41%
Took a gun to school in past year	4%
Took a non-gun weapon to school	12%
Seen weapon at school in past year	41%
Current gang member	5%
High school connectedness	38%
High Community Connectedness	38%
Frequent sad, hopeless feelings	47%
Seriously considered suicide in past year	23%

Deficits in Academic Supports & Enrichment and Locally Available Services

Because they arrived in the USA with limited language/academic skills, OIHS youth urgently need academic assistance and ELD support to succeed in school and graduate. Since nearly all OIHS parents lack English literacy and familiarity with our education system, they struggle to fully support their children’s education – 48% of students reporting that no one at home can help them with their homework. CHKS data indicates high risk behavior that calls for services to promote health and reduce risk-taking, e.g., activities to keep them out of danger while promoting positive relationships with their peers; and opportunities to develop relationships with caring adults.

OIHS has very limited services and academic supports for students. There is a significant gap in culturally and linguistically appropriate ASP academic and family support services to meet the needs of the diverse OIHS student population. Though OIHS has never received state after-school funding, the school has tried to fill this gap by leveraging strong community partnerships and limited resources to implement a small, but successful, after-school tutoring, sports-based leadership and basic

² Students scoring below proficient on the 2011 California Standards Tests in English Language Arts and Math.

enrichment program. Student interest and need has far outstripped program capacity. The after-school tutoring program is heavily relied upon for academic support, but while almost 80% of OIHS students have tried to access this program, it is unable to meet the demand. Some students participate in the current program; however, an additional 98% of students surveyed have indicated interest in other enrichment offerings, including college and career readiness programming, leadership development, and health and wellness programming. The existing ASP provides infrastructure on which to build a more comprehensive program with 21st CCLC funding. Based on current attendance (50 students/day), program wait lists and program interest from student surveys, we expect 139 students to attend regularly.

2. PROGRAM ELEMENTS: OUSD's ASP program will support all students to attend school regularly and to graduate from high school college- and career-ready. ASP is key to realizing OUSD's goal to implement Full Service Community Schools (FSCS) in which the school: 1) provides a coordinated, integrated system of academic and support services; 2) serves as a safe and healthy center of the community; (3) fosters trusting relationships and partnerships; 4) builds the capacity of adults and students to share leadership and decision-making; and 5) tailors approaches and services to the community. ASP programming will be available on OIHS's campus and at the on-campus community partners' offices from the end of the school day until 6:00 pm, on some Saturdays, during some school breaks, and during the summer. Students will have a choice of language development, academic assistance, enrichment, leadership, and physical fitness activities. Activities will align closely with OUSD's Linked Learning pathways³ and state-wide education goals, and will respond to student and family needs, interests, and strengths. Staffing will include school-day teachers and youth development staff selected for their skills in engaging with high-needs ELL youth, trained peer tutors and mentors, and volunteers. Extensive student, family and staff focus groups and surveys identified the following priority programs.

a. Academic assistance will help students build their English skills, focusing on students with interrupted education as well as those who are struggling with skill development and staying on track to graduate. *Tutoring, homework support, and targeted intervention classes* (such as CAHSEE prep, basic math skills, "Survival" English and English Conversation Club) will help students improve their English, be more successful in class, improve their skills and engage with school-day projects and career pathway themes. *CAHSEE and ACT/SAT prep courses* will equip students to succeed in these high stakes exams. *Credit recovery classes* will be offered that meet graduation and college admission requirements. We will recruit students for academic assistance who are particularly behind in English (teacher reports and CELDT scores), their academic achievement (GPA and teacher reports), and their progress toward graduation (credits attained, CAHSEE results and teacher referrals). EBAYC and Refugee Transitions will provide *study hall and academic case management support*, including tutoring, credit recovery, counselor and teacher visits, and broader case management to identify and mitigate non-academic causes of academic challenges. *College prep guidance* will include transcript analysis; advising on college options and financial aid; college tours; and assistance with college and financial aid applications

³ OUSD high schools have career academies and/or pathway programs focused on specific fields. They deliver the curriculum using project-based approaches designed to combine standards-aligned rigor and real-world relevance.

and personal statements. We will encourage and assist students who have enough English and/or who need additional credit to graduate to *enroll in community college classes for dual high school/college credit*. All of the Academic assistance programs will reinforce 21st Century learning skills and complement the regular academic program, supporting students' understanding of school norms, building their ELD, and providing support for school work. Academic Liaisons will be involved in program design and implementation to ensure optimal alignment, and teachers will communicate regularly with ASP staff to share curriculum and develop lessons that can be implemented after school.

b. Enrichment activities attract students due to their relevance and responsiveness to student interests. Integrated with Linked Learning pathways and students' career goals, proposed enrichment activities will include applied, project-based, cooperative learning opportunities that facilitate connections with caring adults, cultural integration into US life and Oakland, and the ability to graduate college- and career-ready. By connecting academics to community life, enrichment activities will: (1) Promote student attachment to school; (2) Support and reinforce school-day career pathway content; (3) Practice 21st Century skills including teamwork, communication via dialogue and presentations, critical and creative thinking for problem solving, technology and project design and execution; and (4) Support English language development.

The OUSD College and Career Readiness Office (CCRO) has designed, tested and implemented our **Career-Related Academic Enrichment Program** that engages youth in weekly community action and project-based classes that teach work, internship, college, and career readiness skills. Qualified ASP students will be placed and supported in internship opportunities connected to a career pathway. Academic enrichment/career exploration activities will provide students hands-on opportunities to create concrete products and develop technical skills in fields of interest, aligned with pathway internship classes in OIHS's school day program and EBAYC programs. Youth will be placed in internships at local elementary ASPs, peer tutoring and peer health educator programs, and STEM-related industry placements supported by the CCRO. **Youth-identified art enrichment opportunities** include culinary arts, music production, sound engineering, photography and journalism, animation and web design.

Youth leadership development will be a key aspect of enrichment programming at OIHS. Our **Cascading Leadership** model both supports youth leadership and 21st century skills, and actively involves youth in the planning, implementation, and ongoing reflection and evaluation of the after-school program. A cohort of 20 students will participate in a summer training program to ready them for meaningful leadership roles in the after-school program. These youth will partner with supportive adults to administer snack, co-facilitate enrichment and physical activity programs, participate in staff meetings, and provide feedback on youth programs. The youth will be supported in their leadership through ongoing after-school training that will continue to develop their 21st Century skills. Students will be paid stipends for their participation in internships in order to ensure equitable access to the programs.

Health and wellness programming. Due to the high prevalence of trauma, high risk behaviors, and inadequate health and wellness services in their home countries, our students have pressing needs for effective health and wellness enrichment:

Youth groups will focus on *pregnancy/STD prevention*. Peer educators will conduct

health education and anti-smoking campaigns. Gender- and culturally/ ethnically-specific groups, interfaith groups, Rites of Passage groups for young men and young women, a student leadership program, and gang prevention/intervention and violence reduction programs will promote youth leadership and healthy development, build community, healthy campus climate, and help reduce violence and risky behaviors.

Students will be referred for **mental health services, and for *primary care and reproductive health services*** at the neighboring Oakland Technical High School TechniClinic. Students will have access to OIHS's Health and Wellness programming, including *individual, group, and family counseling, psychoeducation, clinical consultations and case management. Parent health education* activities will equip parents/guardians to support youth in negotiating difficult terrain, such as drugs, gangs, health and nutrition, and pregnancy/STD prevention. We will also offer *culinary arts, intergenerational gardening* (to involve parents/family members from agrarian backgrounds), and *nutrition classes*. Physical activities (see "e" below) will promote teamwork, goal-setting, positive cross-cultural communication, and physical health. Health and wellness programming will promote attendance by addressing health issues (e.g., chronic illnesses, behavioral health and teen parenting) linked to chronic absenteeism.

Summer programming will include the district's only summer *credit-based English Language Development classes* for ELLs, as well as *CAHSEE Prep classes*. The program will provide *transitions to high school support* for ELL middle schoolers focusing on academic and study skills, and *mentoring by 12th grade student leaders* to prepare them for their new school. Summer enrichment and wellness activities will include *soccer, gardening, job preparation, outdoor education and work-based learning opportunities* in conjunction with EBAYC's city-wide programs.

c. Family literacy and educational services. All OIHS families are recent immigrants with limited English proficiency and a lack of familiarity with the educational system and/or how to navigate it on their children's behalf. OIHS parents are unable to fully support their children's education, and only 22.8% of adult family members speak enough English to communicate with teachers. Due to limited literacy and formal education and economic pressures that require long working hours away from home, parents are hard-pressed to help their children with schoolwork. Nor do most parents have the "college knowledge" to provide the guidance students need to succeed academically and to pursue post-secondary education. In our fall 2011 survey, 100% of parents surveyed said they needed training to *understand grading and transcripts, talk to teachers at school, and be involved in their child's school*. Most respondents requested workshops about: *helping their child with homework; graduation and preparation for college; advocating for their child's needs*. Through our community partnerships, OIHS has offered two years of successful (but limited) family ESL classes in our new Family Learning Center (which grew out of requests from families for a dedicated space for adult learning). All family members surveyed requested expanded *ESL and computer classes*, and weekly family gatherings (e.g., cooking and handcrafts) encouraging families from diverse backgrounds to build relationships, practice English, and discuss their successes and challenges as immigrant parents in Oakland. Unfortunately OUSD's Adult & Career Education program has suffered drastic cutbacks, and ASP is thus, crucial to addressing these needs. We will apply for the optional Family Literacy grant to offer ex-

panded ESL and computer classes, parent gatherings and family workshops to equip parents of ASSETs students to understand/support their children's education.

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

e. Daily physical activities will include but are not limited to: an extensive program of men's and women's interscholastic soccer (Soccer Without Borders); men's basketball; women's volleyball; hip hop and cultural dance; biking; aquatic sports; and an outdoor club. These activities promote physical wellness and cross-cultural relationship-building and cooperation, personal responsibility, positive communication and a sense of success outside of the classroom. Our staff will be trained to integrate the California After-school Physical Activity guidelines into our programming.

3. COLLABORATION AND PARTNERSHIPS. OUSD is jointly submitting this application with EBAYC, which will serve as the "lead agency" for the ASP program at OIHS. Additional key collaborative partners include Refugee Transitions and Soccer Without Borders with longstanding partnerships with OIHS and deep roots in the Oakland immigrant and refugee communities. Refugee Transitions has served Bay Area immigrant communities, supporting English Language Development and cultural adaptation since 1982, and Soccer Without Borders uses soccer as a vehicle for positive change, providing underserved youth a toolkit to overcome obstacles to growth, inclusion and personal success. Both agencies have worked with OIHS since it opened its doors in 2007. EBAYC is a trusted Oakland institution in the city's low-income communities. Founded in 1976 to serve the immigrants from Southeast Asia, EBAYC has strong expertise working with immigrant, ELL youth and families, and it has a strong track record as an ASP lead agency at two other OUSD high schools. OIHS will leverage Refugee Transitions, Soccer Without Borders and EBAYC's strong presence in the community and extensive program experience to benefit our youth and families.

Table 4.	Oakland International High School ASP – Secondary Partners
Academic assistance	Refugee Transitions, UC Berkeley ACES Program, Gooru/EdNovo, OTX West
Enrichment & college/career prep	180 Degrees Program, Community Health for Asian Americans (CHAA), OUSD Refugee Program, OUSD College & Career Readiness
Health & wellness	Soccer Without Borders, Asian Community Mental Health Services, CHAA, Bay Area Wilderness Training, Inner City Outings, Oakland Tech TechniClinic.

EBAYC will collaborate with the OUSD After-School Program Office (ASPO), the Principal, the Community School (CS) Program Manager, teachers, extensive existing community partners (Table 4), and Coordination of Service Team (COST) at OIHS. EBAYC will also work closely with students, parents, and other service providers to develop, implement and sustain programming, train staff, and connect youth to needed supports. EBAYC, Refugee Transitions, and Soccer Without Borders will contribute substantial in-kind resources and is committed to helping to sustain ASP in the years ahead through grant-writing and resource development efforts.

Coordination with federal, state, local programs.

We will coordinate with several federal, state, and local programs. OUSD uses USDA monies to provide nutritious after-school snacks; other 21st CCLC and state after school funding (ASES) to support the school district's ASPO infrastructure and professional development for after-school staff; and Title III and Office of Refugee

Resettlement funds for summer ELL learning activities and transition supports for 9th graders. Our ASP program will also leverage state, county and private funding streams that support medical and mental health services for youth, including MediCal. The Oakland Fund for Children and Youth (OFCY) has funded our fledgling ASP for several years, supporting tutoring, mentoring and soccer-based wellness programming. We will continue to partner with OFCY to sustain ASP.

We will also engage other existing resources at the district/city level, such as, OUSD's ELL office and the Refugee Program to integrate curricular, cultural and linguistic support for our students. By partnering with OUSD's Transitional Students and Families Unit, we will leverage cultural, financial and referral support for refugee, asylee, migrant, foster and homeless students. OUSD's CCRO has developed Linked Learning pathways that connect in-school, after-school, and work-based learning to more deeply engage students in secondary and post-secondary learning – leveraging general fund and foundation funding. Our ASP enrichment and internships will articulate with OIHS academies and pathways. We will deepen our partnership with the nearby Oakland Tech TechniClinic for coordinated health services, and by joining our COST team, ASP staff will be able to access behavioral health resources.

We will continue to leverage family foundation and Kaiser grants for the Community Garden and Wellness program. We anticipate that the Zellerbach and San Francisco Foundations will continue to support FSCS at OIHS, including the Community School (CS) Manager position and family engagement activities. In collaboration with its international parent organization, The Internationals Network for Public Schools, OIHS has developed effective and culturally-responsive curricula and best practices for working with ELLs, which we will continue to share with ASP staff.

Collaborative process. There are many levels of collaboration in OUSD ASPs. At the district level, OUSD has led a broad-based collaboration to support Oakland high school youth and families since 2007 with 14 experienced community that lead after-school programs at 75 school sites districtwide. EBAYC, is an integral part of this collaborative that meets monthly with these partners to facilitate peer learning, coordination, and collaboration. Various district departments share information and resources with community partners at these meetings to facilitate alignment of ASP efforts with OUSD's strategic plan, priorities, and initiatives for student achievement. ASPO and other after-school representatives participate in OUSD's FSCS Implementation Task Force, and participate in the Oakland Community After-school Alliance.⁴ OUSD engages in collaborative planning with the City of Oakland's OFCY, and with the Oakland School Police Department to leverage resources for safety.

After school is integrated into OIHS' Community Schools Site Strategic Plan (CSSSP). OIHS leadership will update the CSSSP by bringing together key stakeholders including EBAYC and other service providers, lead teachers, parent leaders in our SSC and Community Advisory Committee (CAC), and Student Leadership Team to reflect on school data and refine the CSSSP. These stakeholders meet four times during the winter/spring to ensure that the ASP program will be aligned with the school day, leverage school resources, and be well-coordinated with other school and community efforts to support the needs of OIHS youth and families.

To ensure smooth coordination and effective collaboration between the various ASP

⁴ 20+ organizations that provide youth services and advocate for funding and policies on behalf of Oakland youth.

service providers, EBAYC will work with the CS Manager to convene service providers in monthly meetings to align programs with the school day, address service gaps and cultural competency, and engage student populations not being served. OIHS collaborates with health care, businesses, non-profits, government agencies, Parks and Recreation, and other schools to provide supportive programs and work-place internships for students. We work with community colleges to offer dual enrollment.

Ongoing communication with school day program. The ASP SC will be at OIHS full time to collaborate regularly with the Principal & CS Manager; meet with teachers to identify student referrals and discuss student needs; participate in the school's Instructional and After-School Leadership Teams; participate in staff meetings and professional development opportunities, and participate in the Coordination of Services Team (COST). The COST brings together school staff and key service providers monthly to connect the highest-need students to support services, including after-school, and physical and mental health supports. (See CSSSP above) The CS Manager will meet weekly with ASP SC to review data, align in- and after-school programming, manage site logistics, resolve problems together, identify students needing assistance, and connect students and families with appropriate supports. A faculty member will serve as Academic Liaison (AL) with the ASP. As instructional leader for the ASP, the AL will communicate regularly with the Principal and school-day teachers to align after-school activities with state standards, school goals, school-day curricula and activities, and Linked Learning; use student data and teacher input to develop appropriate interventions and organize students into effective learning groups; and provide coaching and training for ASP staff to build their capacity to deliver high-quality academic support.

Commitments to operating program at safe, accessible location. OUSD and EBAYC will operate the ASP programs on the handicapped accessible OIHS campus and Community Partners Offices. The ASP will have access to OIHS classrooms, multi-purpose rooms, the library, the Family Learning Center, computer labs, multi-purpose room and playing fields. EBAYC will ensure that all activities will be supervised by a trained adult who fulfills requirements for TB clearance, fingerprint clearance, and Instructional Aide minimum qualifications.

4. YOUTH INVOLVEMENT AND LEADERSHIP. ASPs are a district-wide vehicle for youth leadership, offering opportunities often unavailable to students during the school day. Rather than simply providing services to students, our schools, lead agencies and partners engage youth in many ways to shape the program. This helps to engage and retain youth; gives youth a sense of ownership of the after-school space; promotes the vibrancy and effectiveness of programming; and actively develops youth leadership for the benefit of youth themselves, our schools and communities.

Involvement of high school students in program design. OIHS's Student Leadership Team (SLT – see below), along with teachers and staff, evaluated potential program partners. Students set the following priorities for a lead agency: experience with ELLs; experience providing engaging and supportive programs at other diverse high schools; quality staff; and opportunities for youth to take part in program design. After narrowing the field down to two potential lead agencies, OIHS staff and two student representatives conducted site visits to ASPs run by both agencies. Both students reported that EBAYC's program was the strongest and best fit for OIHS. They cited enthusiastic students, exciting program offerings, welcoming adults and

opportunities for student leadership as the most important features of EBAYC's program which led OIHS to choose EBAYC as our lead agency.

To help design the ASP at OIHS, we conducted youth surveys, student and family focus groups, and held an in-depth planning session with our CAC which includes six OIHS students. Youth prioritized the following: sports, dance, additional English classes/support, homework assistance, academic tutoring, writing tutorials/support, performing arts, music, multimedia projects/skill classes, computer classes, fine arts, job skills training, fitness/workout classes, and swimming lessons. Along with the CS Manager, community partners and ASP staff, youth suggested ways to engage historically uninvolved youth at OIHS, which will inform a youth-centered strategy for program enrollment.

Students also solicited family and community input on ASP and family literacy program design. Four students co-led a focus group with 22 OIHS family members regarding program offerings. They explained the concept of ASPs (a new concept to many immigrant families) and solicited ideas about programs that would benefit students/families in school and life. These students took leadership roles as young professionals and community organizers as they facilitated input on an important issue.

OIHS will expand its CAC (comprised of students, staff, program partners, family members, neighbors and immigrant community leaders) to help steer OIHS development. This body will continue to be instrumental in providing input for ASP program design with students serving as primary leaders.

Plan for ongoing meaningful youth involvement. Students participating on our SLT and CAC will continue to conduct surveys, lead focus groups and provide direct feedback to OIHS and EBAYC staff to evaluate and inform the existing ASP. Youth interested in joining the SLT will be required to submit an application and be endorsed by a teacher and their peers. They will be expected to fully participate in a school year leadership training program, a summer leadership institute in which they plan the ASP program for the coming year. To remain active, they will need to maintain school attendance, positive relationships with peers, and at least a 2.0 GPA.

Youth will help manage OIHS ASP activities and learning opportunities. Students will interview and approve activity providers and will help train new program staff and volunteers, providing insight into student needs, backgrounds and strengths. Youth will distribute snacks and help take attendance. Some will have on-site internships and thereby help ensure the program runs smoothly. They will be trained and deployed as peer tutors, peer health educators, and college advisors; some will tutor in elementary and middle school programs, or as mentors in transition programs for rising 9th graders. Youth will lead warm-ups prior to physical activities, co-coach athletics, co-design and co-lead ASP clubs and activities, and organize community-wide events (e.g., the International Festival, Exhibition Night and Back to School Night).

Youth will be surveyed annually to evaluate the impact of the ASP's impact on academic skills and success, connections to peers, adults, and school, self-confidence, and peaceful conflict resolution. Student leaders will distribute these surveys and help other students complete them (as needed, allowing all students to be heard, even those with limited literacy). Findings will inform the evaluator's recommendations and guide strategies for program improvement.

Opportunities for relationship building between youth and adults and

meaningful program participation. ASP youth will build relationships with caring adult staff and volunteers via tutoring and enrichment activities, sports teams, internships, gang- and pregnancy-prevention activities, and cultural groups. They will work side-by-side with adults to run programs; provide tutoring, advising, and mentoring; design performances; coach teams; organize school-wide events, and undertake community service projects. All of these opportunities will promote positive youth-adult connections and will offer youth the opportunity to, alongside supportive adults, use their voices to implement change in their school community. ASP activities will be designed and evaluated based on youth development best practices embodied in the Youth Program Quality Assessment (YPQA) tool⁵ and Learning in After-School and Summer (LIAS) principles, and will provide youth with safe, supportive, and engaging learning experiences that promote meaningful engagement. The OUSD ASPO will provide trainings for ASP staff to build capacity to engage youth effectively.

5. PROGRAM ADMINISTRATION OUSD's ASPO oversees 21st CCLC and ASES out-of-school-time programs at 75 schools. ASPO staff include a District Afterschool Coordinator and four Program Managers, including one focused specifically on supporting ASSETs ASPs. The ASPO has developed program design guidelines and a comprehensive program of professional development and technical assistance for ASP site staff. We collaborate with other OUSD departments and community partners to maximize resources for the ASPs. We have built an infrastructure for program oversight, evaluation, and reporting. EBAYC has extensive experience leading youth development programs and has strong managerial, professional development, and programmatic resources. Working with the ASPO, school leadership, and peer lead agencies, EBAYC will be responsible for program staffing, budgeting, managing daily operations, engaging youth as participants and leaders, and data collection and compliance requirements.

Informing the community. We will use several strategies to keep youth, parents, and the school community informed about ASP. The SC will work with the OIHS Principal, CS Manager and EBAYC staff to publicize the program and engage students and parents. School newsletters, translated into major languages, will inform families about ASP. The COST team and school staff will refer students, and participants will be program ambassadors and make presentations in leadership classes, clubs, assemblies, and informal settings. School-wide performances, art displays etc. will help attract participants. OUSD ASP evaluation results will be shared annually with the Board of Education and City Council, and posted on the school district's and city's websites. The district Transitional Students and Family Unit will share program information with new refugee and asylee families who enter OUSD.

Safe environment. To make ASP safe physically and emotionally, all staff, providers and volunteers will be fingerprinted and cleared through the DOJ and FBI, and oriented by the SC before working with students. Staff will be trained in rules of conduct, conflict management, crisis response, CPR/first aid, mandated reporting, and the site Emergency Plan. Staff will be trained in a restorative justice framework and positive discipline and will integrate a social-emotional learning and bullying prevention program.

⁵ The YPQA tool is a research-validated instrument developed by the David P. Weikart Center for Youth Program Quality to assess the quality of youth programs. OUSD and City of Oakland adopted the YPQA tool in 2010 to evaluate the quality of after-school and youth development programs citywide, and to promote continuous program improvement.

Conflict mediation training, peer mediators, and men's and women's groups will promote student dialogue and a sense of community, healthy communication, and non-violence. A School Security Officer (SSO) and custodial staff are on-hand to monitor access to the campus and secure the facilities. ASP, SSO, and custodial staff will use walkie talkies as a means to alert each other and to keep students safe in case of an emergency at the program site or in the neighborhood. We will also partner with the OUSD School Police Department to ensure ASP safety and strengthen communication when a violent incident occurs in the surrounding neighborhood. Finally, OUSD Health Services will provide school nursing support to ASP to ensure that students with chronic health conditions such as asthma or diabetes are able to participate safely.

Staff development. The OUSD ASPO uses surveys, site visits, annual evaluation results, student outcome data and YPQA data to assess staff strengths and needs, identify professional development (PD) topics, and develop annual Quality Action Plans to guide program improvement and staff capacity building. The ASPO convenes a 3-day training institute each August for SCs and lead agency directors to review policies and procedures and provide training on youth development quality standards. The High School ASP Manager convenes the SCs monthly for PD including peer learning sessions.⁶ SCs have access to a number of trainings and Professional Learning Communities (PLCs) throughout the year, facilitated by ASPO staff and partners, including Partnership for Children and Youth, ACOE Region 4 After-School Office, and Be the Change Consulting. SCs and Academic Liaisons collaborate to do regular observations and assessments of youth development staffers' organization, planning, and delivery of activities, identify areas for PD, and deliver coaching and training.⁷ Youth development staff will be trained to integrate a restorative justice framework into ASP, to promote positive ASP culture and climate. EBAYC and partners will train staff/volunteers on policies, procedures, legal requirements, best practices, and other relevant skills.

Program staffing. OUSD's High School ASSETs Manager supports ASP programs at the district level. A **Site Coordinator (SC)**, hired by EBAYC, will manage OIHS daily operations, supervise staff/volunteers, coordinate with other providers, interface with school staff, participate on the COST, and communicate with parents. The SC will have a B.A. in a field related to youth development or education, experience managing youth programs, and be bilingual. The SC will receive dual support and supervision from the OIHS CS Manager and Principal, and from the EBAYC Deputy Director. The Principal will assign a certificated staff to serve as **Academic Liaison** who will help align ASP' academic assistance and enrichment components with standards, school goals, Linked Learning programs, and students' learning needs; coach and train ASP staff; and liaise with school staff. Academic assistance and enrichment activities will be led by school-day **teachers on extended contract, youth development workers** employed by EBAYC and other partners, and trained youth mentors. All ASP staff who supervise students will meet OUSD's minimum requirements for instructional aides, and will supervise students in a student-to-staff ratio of 20:1. Both OUSD and

⁶ On topics such as program management, aligning academic supports and college-/career-related programming to District goals, project-based learning, behavior guidance, safety practices; youth engagement, voice, leadership, community building, and rites of passage programming; crisis response, family engagement and community resources.

⁷ In areas such as lesson/activity planning, aligning academic help with students' learning needs, youth development practices, teaching strategies, classroom management, building intentional communities, and cultural competency.

EBAYC will recruit staff who are ethnically and cultural diverse, bilingual, representative of the immigrant students/families they serve, and with skills to connect with high-risk youth. To promote retention, OUSD and EBAYC offer professional growth through training and career ladders with increased responsibility and rewards.

Equitable access. Since the ASP is on the OIHS campus, accessibility and safety getting to the program are not issues. Our use of ethnically diverse and culturally/linguistically representative staff will help make programs accessible to all racial/ethnic groups, and we will conduct targeted outreach to typically under-engaged students. We partner with OUSD's Transitional Students and Families Unit to engage newcomer, migrant, homeless and foster families and to overcome language and cultural barriers to participation. OIHS has determined that the largest challenges to accessing school-day and ASP programs are related to trauma, and so we continue to leverage district and country programs and foundation funds to offer culturally-responsive behavioral health services. ASPO is working with OUSD's Behavioral Health Unit to integrate a behavioral Response to Intervention model into ASPs so tiered levels of social/ emotional support are available to students to mitigate barriers to participation. For students whose chronic health conditions are barriers to program participation, we are working with OUSD Health Services to ensure that school nurses are available in the after-school hours to support these students. Finally, OIHS partners effectively with the Programs for Exceptional Children Department to ensure that students with special needs can fully participate in school-day and after-school programming. Despite district resources that we will leverage to support equitable access, the tremendous needs of OIHS students require that we provide additional supports beyond what the core AS-SETs grant can address, including expanded mental health support, and special staffing and other accommodations for students experiencing trauma induced behavioral issues, learning difficulties and physical conditions that are barriers to full access to the ASP program. We are seeking the optional Equitable Access grant to meet these additional needs. OIHS students travel to school by public transportation from a multitude of neighborhoods across the city. The Equitable Access funds will also enable us to provide bus vouchers to facilitate student transportation home, and fund additional time of a SSO to ensure that students are safe when they leave at the end of the program.

Plan to attract students needing support. Twice a year, OUSD provides OIHS and our ASPO "early warning lists" of students who are at high risk of dropping out or other negative outcomes based on factors such as chronic absence, failing grades, and credit deficits. OIHS has detailed and daily-updated data on student behavior and office referrals. The SC will work with the OIHS staff and COST Team to connect high-risk students to ASP supports. In line with district targets, we will prioritize students with attendance below 95%. The SC will also work with the school to inform youth/families of academic and other supports available through ASP and EBAYC, during registration for school, back-to-school night, newsletters, cultural nights and parent-teacher conferences. In order to have the requisite GPA to be on athletic teams, youth often opt to participate in tutoring and homework assistance. Youth leaders in the program will actively reach out to their peers to attract additional high-need students to the program.

Access to technology. Students will use school computer labs for credit recovery, CAHSEE prep, and enrichment in areas such as digital arts, digital recording, web de-

sign, and animation. They will have access to online credit recovery classes, Kudor career exploration software, and technology for animation, sound & video engineering.

6. SUSTAINABILITY PLAN. The proposed 21st Century funding will leverage considerable federal, state, and local resources. During the grant period, OUSD's After-school Programs Office, OIHS, EBAYC, and other partner agencies will seek resources to support the program beyond the 2013-2018 funding cycle. As our Letter of Agreement details, OUSD will contribute at least \$355,000/year in matching resources to help implement this ASP program. These resources derive from district General Funds; state ASP funding and professional development; USDA funding (for snacks); Title 1 (summer learning); Title III immigrant funds (for summer learning and partial funding of the CS Manager), state and foundation funding for family support and social-emotional learning; and county and state funding streams (e.g., MediCal, County Measure A) for health services. Maximizing these funding streams and coordinating/integrating the services they support is part of our Full Service Community School (FSCS) strategic plan and our long-term sustainability strategy.

The ASPO has a team of staff devoted to coordinating and sustaining the district's comprehensive out-of-school-time programs. A major success of these efforts has been the district's ability to leverage grants from the OFCY in its strategy areas of Out-of-School-Time, Older Youth, Summer, and Wellness & Healthy Transitions. These city funded programs are expected to continue and are viable sources for sustaining and expanding components of the ASP. Since 2010, the ASPO and our partners in the Oakland Community After-school Alliance launched the Oakland After-school Sustainability Initiative to align resource development and sustain out-of-school-time programs.

OUSD's innovative FSCS vision offers opportunities to increase the sustainability of ASP. The new OUSD strategic plan has captured national attention and is attracting foundation, corporate, and government support for new educational models that address the comprehensive needs of students and families. For instance, the selection of OUSD as one of eight urban school districts to participate in the Collaborative for Academic, Social, and Emotional Learning national initiative will bring resources to OUSD to support student learning of essential 21st Century skills (e.g., social, cross cultural skills; leadership, responsibility, and initiative). As a FSCS district, OUSD is integrating across departments in order to maximize benefits for students while controlling costs.

OUSD and the City of Oakland jointly invest \$115,000 annually in an independent evaluation of our out-of-school-time programs. The evaluation is a vehicle to make data-driven, stakeholder-informed program improvements, and to document the programs' design, reach, impact, and value to our students, families, schools, and city as a whole. By documenting and publicizing the program's outcomes, we build a strong case for local stakeholders and other funders to help sustain and expand OUSD ASPs.

Partner contributions. OUSD, our ASP lead agencies, and other partners bring significant resources to the program for the benefit of Oakland youth and their families. The Memorandum of Understanding and Letters of Agreement detail the contributions partner agencies will make to OUSD ASPs' planning, programming, staffing, staff training, volunteer recruitment, data gathering, evaluation, and sustainability. Key in-kind contributions are as follows: East Bay Asian Youth Center (\$15,000/year); Refugee Transitions (\$13,000/year); and Soccer Without Borders (\$93,500). These agencies have a strong track record in obtaining public and private funding to support their

services. The attached MOU indicates these partners are committed to assisting OUSD in seeking resources to sustain our ASP program after the 2013-2018 funding period.

7. CAPACITY FOR EFFECTIVE EVALUATION. OUSD evaluates our ASP programs in collaboration with OFCY and an independent evaluator. Our evaluation team includes the evaluator and our ASPO staff. We coordinate data collection with our lead agency SC and Director and the Research, Assessment, and Data Office. Our evaluation team developed a Theory of Action (See Figure 2 Below) based on literature that emphasizes the links between regular participation, high quality programming, and positive student outcomes.⁸ We hypothesize that students who participate regularly in high

Figure 2. Theory of Change



quality programs demonstrate the greatest intermediate improvements in key outcomes, including school engagement, social skills development, academic skills and behaviors. In the longer term we hypothesize that participation improves academic performance, credit

acquisition, matriculation to and success in high school.

We collect data for continuous quality improvement and to meet CDE data requirements for ASSETs grantees, guided by four evaluation questions: What progress have Oakland ASP programs made toward target enrollment and daily attendance rates? In what ways are ASP programs providing high quality services? What changes in behavior, attitude, and skills are observed among ASP participants? What changes in academic performance are observed among ASP participants? We should note that since 2010-11, we have used the YPQA to drive ASP program evaluation, site-based continuous program improvement, and professional development. The YPQA is a nationally tested, research-based observation tool that sets a high standard for program quality based on best practices for youth development programming.

Data collection. The ASPO and evaluator host an evaluation orientation each August for SCs, to provide an overview of the evaluation Theory of Change, data collection plan and site visit process, and stakeholder survey plan. Our procedure for gathering and reporting evaluation data is as follows. SCs are responsible for documenting their program outputs, enrollment, and attendance. At each site, staff enroll youth into ASP and record daily participation in specific activities using pre-set rosters in the CitySpan data system, which is linked to OUSD's Edusoft student data system. This enables us to document attendance, unduplicated numbers of youth served, the youth retention rate, to match participation records with school attendance and performance records (e.g., on CST and CELDT assessments, class grades, course credits), correlate the degree of participation (dosage) with particular outcomes, and compare participants' performance on these indicators with non-participants. Staff also document menus of activities, and

⁸ Smith C, Devaney T, Sugar S. Quality and Accountability in the Out-of-School Time Sector. *New Directions for Youth development*, Number 121, Spring 2009.

staffing levels. The evaluator will analyze these data and complete required CDE and federal 21st Century CCLC reports within the mandated time frames.

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

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

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

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

8. PER STUDENT COST JUSTIFICATION. N/A: The 21st Century ASP grant for the OIHS program does not exceed \$10 per student per day.

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

APPID: 13-04-01-81-ASSETS-216

Award Calculator

CDS Code	School Name	School Type	Program Type	Days of Operation	Students Served	Amount Requested
01612590115667	Oakland International High	H	Family Literacy	0	0	\$20,000.00
01612590115667	Oakland International High	H	Equitable Access	0	0	\$25,000.00
01612590115667	Oakland International High	H	After School Base	0	0	\$250,000.00
					Total:	\$295,000.00

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

APPID: 13-04-01-81-ASSETS-216

CORE Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000	Academic Liaison/Coach, certificated teachers on extended contract for CAHSEE prep and academic support	\$30,681.00
Classified Personnel Salaries	2000	School Security Officer, Custodial, portion of Community School Manager and ASPO Program Manager time for training, technical assistance and program overs	\$26,380.00
Employee Benefits	3000	Estimated at 25%	\$14,265.00
Books and Supplies	4000	walkie talkies, pens/paper, chart paper, technology	\$3,174.00
Services & Other Operating Expenditures	5000	student internship stipends, transportation for sports teams	\$13,800.00
Subcontracts and Agreements	5100	Lead agency Program Director, Site Coordinator, Program Assistant, academic tutor, sports/wellness director, health provider, enrichment providers, agency	\$157,285.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$4,415.00
Total Amount Requested			\$250,000.00

Core Budget Narrative

1000 Certificated Personnel

Academic Liaison/Coach. Training and coaching support on academic supports; 1 Liaison/Coach x 133 hrs x \$30.12/hr = **\$4,006**.

Certificated Teacher Extended Contracts. English and Algebra Credit Recovery during summer months. In-kind match from College and Career Readiness Office and Refugee & Asylee Student Assistance Program totalling \$50,000.

Certificated Teacher Extended Contracts. CAHSEE prep, academic support, enrichment. 3 teachers X 240 hours X \$23.16/hr = **\$16,675**.

Internship Teacher. Placement, supervision, and support of student interns; 1 Internship teacher (0.20 FTE) x \$50,000 annual salary = **\$10,000**

2000 Classified Personnel

School Security Officer. 1 Officer x 2 hrs/day x 180 days x \$18/hr = **\$6,480**
(additional SSO time provided in-kind by school)

Custodian. 1.25 hrs/day X 180 days X \$20/hr (overtime rate) = **\$4,500**

OUSD ASPO High School Program Manager: Training, coaching, technical assistance, and site monitoring; 0.15 FTE x \$90,000 annual salary = **\$11,700**

OIHS Community Schools Manager. On-site support and daily supervision of ASP staff and partnership development; .05 FTE X \$74,000 (salary) = **\$3,700**

3000 Fringe/Benefits

Fringe/Benefits Certificated. 25% x Subtotal Certificated = **\$7,670**

Fringe/Benefits Classified. 25% x Subtotal Classified = **\$6,595**

4000 Books and Supplies

Supplies. Pens & pencils, art supplies, chart paper, whiteboard markers, copier paper, walkie-talkies, equipment for technology-based enrichment, etc. = **\$3,174**

5000 Services and Other Operating

Student Stipends. Paid internships aligned with College and Career Readiness programming; \$150 stipend X 80 youth = **\$12,000**

Sports Transportation. Fuel, BART and bus passes for sports teams: **\$1,800**

5100 Subcontracts and Agreements

Subcontracts with East Bay Asian Youth Center (Lead Agency), Refugee Transitions, Soccer Without Borders to cover the following program expenses:

Program Director (EBAYC). Training, coaching, supervision for Site Coordinator and direct service ASP staff; lead agency liaison with OUSD. \$65.99/hr x 4hrs/wk x 40wks including benefits = **\$10,558**

Site Coordinator (EBAYC). Oversees all program operation, staff and contractor supervision, program compliance and program development; \$42.96 x 40 hrs/wk x 40 wks including benefits = **\$68,736**

Program Assistant (EBAYC). Attendance, outreach, and student progress monitoring; \$34.09/hr x 6hrs/wk x 40wks including benefits = **\$8,182**

Lead Academic Tutor/Mentor (Refugee Transitions): .25 FTE X \$60,000 (salary and benefits) = \$15,000

Sports & Wellness Program Director (Soccer Without Borders). Oversees all sports, "soccer school", academic case management for sports teams, coaching. Annual Salary of \$30,000 x 0.60FTE = **\$18,000**

Sports Program Coaches (Soccer w/o Borders): 1.5 coaches X \$6,800 = **\$10,200**

Health and Wellness Provider. Facilitates activities in gardening, cooking, physical activity, pregnancy/STD prevention, gang prevention, and cultural and faith groups; \$20/hr x 12hrs/wk x 34 wks including benefits = **\$8,160**

Arts and Enrichment Providers. Provide programming in visual art, dance, music production, sound engineering, photography, journalism and web design.

2 providers X \$20/hr x 10hrs/wk x 34wks including benefits = **\$13,600**

EBAYC Lead Agency Administrative Expenses. @ 4% of total contract = **\$4,849**

7000 Indirect Costs

5% X Direct Costs (excluding 5100 Subcontracts) = \$4,415

Total Costs. \$250,000

Collaborative partner contributions. As detailed in the MOU and LOAs included in this proposal, **OUSD** will contribute at least **\$355,000/year in matching resources** to help implement ASSETS, including fiscal and programmatic oversight, training and curriculum, in-kind summer instructors, additional support services, etc. Collaborative partners will contribute a total of **\$705,500** of in-kind, including: **EBAYC** will contribute **\$15,000** for professional development, linkages to case management and employment services, and resource development efforts; **Refugee Transitions** will contribute **\$14,000** for administrative support; outreach, fundraising and school/program awareness efforts; professional development; supplies and program materials; and volunteers and volunteer management; and **Soccer Without Borders** will contribute **\$93,500** for staffing for Academic Coordinators and coaches; fundraising; in-kind membership in Albany/Berkeley Soccer Club; donated sports supplies; volunteer coaching, transportation coordination and academic tutoring.

Additional in-kind contributions (detailed in LOAs) from other community partners include: **\$50,000** for curriculum development support from EdNovo/Gooru; **\$74,000** in mentoring from Oakland City Church/the 180 Degrees Program; **\$45,000** in computer technology equipment from OTX-West; **\$10,000** in outdoor education and training from Bay Area Wilderness Training; **\$8,000** in volunteer and logistical support for outdoor education from Inner City Outings; **\$107,000** in mental health services from Asian Community Mental Health Services; **\$217,000** in technology and continuing education funding (CAHSEE prep and college counseling) from the Association for Continuing Education Foundation; **\$10,000** in student volunteer support and faculty training from UC Berkeley's ACES program; **\$25,000** in gardening programming and health navigation resources from Community Health for Asian Americans (CHAA); **\$37,000** in cultural support for newly arrived refugees from the International Rescue Committee (IRC).

Statement Regarding Consultation with Private Schools

Oakland Unified School District (OUSD) is applying to the California Department of Education for 21st Century After School and Enrichment for Teens (ASSETS) funding for Oakland International High School. We understand that, as part of the application process, we are required to consult with private schools in our enrollment area to determine their interest in participating in the program in some way.

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

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

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

Since no other private schools in Oakland have pursued our offer to consult with us regarding our ASSETS application, we do not foresee integrating private school youth into our ASSETS program.

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

Outcome Measures Based upon Individual Program Focus

APPID: 13-04-01-81-ASSETS-216

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

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

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

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

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

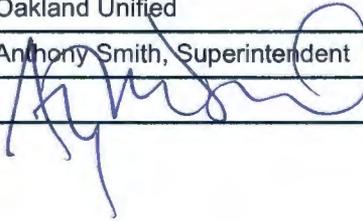
**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-ASSETS-216

Disqualification Form

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

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

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

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

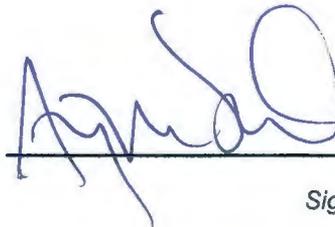
APPID: 13-04-01-81-ASSETS-216

**After School Safety and Enrichment for Teens
Certified Assurances**

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

CERTIFIED ASSURANCES	
On behalf of the applicant agency, the Authorized Agent is to sign at the bottom of each page acknowledging understanding of and agreement with each Certified Assurance.	
Program Elements	
1	The program will target students who attend schools eligible for Title I schoolwide programs. If the program will serve a private school, at least 40 percent of the students are from low-income families.
2	The program will include an academic assistance element to include at least one of the following: preparation for the CAHSEE, tutoring, homework assistance, or college preparation, including information about the Cal Grant Program.
3	The program will provide academic assistance that is aligned with the regular academic programs of the pupils.
4	The program will include an enrichment element that may include, but need not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology training, physical fitness, and recreation activities.
5	The program will provide access to, and availability of, computers and technology.
6	The program will provide a snack that conforms to the nutrition standards in the EC, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
7	The program will provide opportunities for physical activity.
8	The program will include a family literacy component.

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

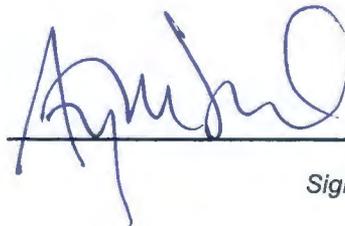
21st Century Community Learning Centers Program
Grant Application

APPID: 13-04-01-81-ASSETS-216

After School Safety and Enrichment for Teens
Certified Assurances

Core Application Narrative (Program Plan)	
9	Students were involved in the design of the program.
10	Students' preferences for program activities was assessed.
11	The program was planned through a collaborative process that included parents, students, representatives of participating schools, governmental agencies, including city and county parks and recreation departments, community organizations, law enforcement, and, if appropriate, the private sector.
12	Partners to this application assume responsibility for the quality of the program.
13	The community was given notice of the intent to submit this application, and the application and any waiver request will be available for public review after submission of the application.
14	The program will target students and the families of such students who attend schools eligible for schoolwide programs in which not less than 40 percent of the students are from low-income families.
15	The program was developed and will be carried out in active collaboration with the schools the students attend.
Program Operations	
16	The program will take place in a safe and easily accessible facility.
17	A program operated off school grounds must provide safe transportation to participating students and be at least as available and accessible as similar programs conducted on school sites.
18	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.
19	The program will operate for a minimum of 15 hours per week.

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

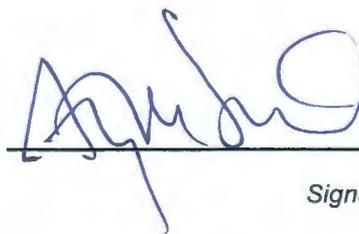
**21st Century Community Learning Centers Program
Grant Application**

APPID: 13-04-01-81-ASSETS-216

**After School Safety and Enrichment for Teens
Certified Assurances**

Attendance and Evaluation Measures	
20	The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE, and provide all required information on a timely basis.
21	The program will annually provide participating students' regular school day attendance.
22	The program will semiannually provide participating after school students' program attendance.
23	The program will provide STAR test results.
24	The program will provide student achievement on the CAHSEE for participating students.
25	The program will use standardized procedures and tools to collect indicators from outcome measures per EC Section 8484.
26	The program will annually submit Accountability Progress Report (APR) data using the Profile and Performance Information Collection System (PPICS).
Fiscal Issues	
27	All fiscal reporting and auditing standards required by the CDE will be followed.
28	Any agency receiving 21st CCLC funds will use the funds to supplement, and not supplant, other federal, state, and local public funds expended to provide programs and activities authorized under this part and other similar programs.
Private School Consultation	
29	The applicant must conduct timely and meaningful consultation with appropriate private school officials in the service area of the schools to be served during the design and development of the programs described in this application.

I acknowledge understanding of and agreement with Certified Assurances



Signature of Authorized Agent

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

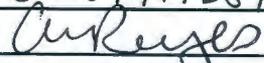
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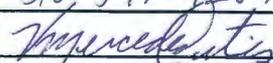
**Collaborative Signatures
Representative Sampling (only) of Stakeholders**

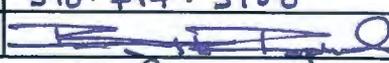
Every 21st CCLC Program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youths, and representatives of participating schools and sites; e.g., classroom teachers, custodial staff, support staff, etc., governmental agencies, such as city and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

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

Name of Collaborative Member:	Lauren Markham
Professional Title of Collaborative Member:	Community School Manager, OHS
Address:	4521 Webster St.
City, State, Postal Code:	Oakland, CA 94609
Phone Number:	617.699.5114
Signature and Date:	 11/12/12

Name of Collaborative Member:	Carmelita Reyes
Professional Title of Collaborative Member:	Principal, OHS
Address:	4521 Webster St.
City, State, Postal Code:	Oakland, CA 94609
Phone Number:	510.597.4287.
Signature and Date:	

Name of Collaborative Member:	Vilma Ortiz
Professional Title of Collaborative Member:	Secretary, OHS
Address:	4521 Webster St.
City, State, Postal Code:	Oakland, CA 94609
Phone Number:	510-597-4287 xx500
Signature and Date:	 11/13/12

Name of Collaborative Member:	Blythe Raphael
Professional Title of Collaborative Member:	East Bay Refugee Forum Coordinator
Address:	40 CCB 433 Jefferson St.
City, State, Postal Code:	Oakland, CA 94607
Phone Number:	510.717.3100
Signature and Date:	 11.13.2012

Attach additional sheets, if necessary.

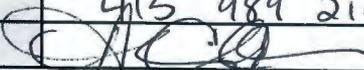
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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Nakachi Clark
Professional Title of Collaborative Member:	Lead Academic Tutor
Address:	670 Market st Ste 718
City, State, Postal Code:	San Francisco, CA 94102
Phone Number:	415 989 2151
Signature and Date:	 11/13/12

Name of Collaborative Member:	Ben Gucciardi
Professional Title of Collaborative Member:	Director, Soccer without borders
Address:	P.O. Box 3443
City, State, Postal Code:	Oakland, CA, 94606
Phone Number:	415 912 7139
Signature and Date:	

Name of Collaborative Member:	Carlos Sierra
Professional Title of Collaborative Member:	Parent
Address:	4820 Melrose Ave
City, State, Postal Code:	Oakland CA 94601
Phone Number:	(510) 485 4417
Signature and Date:	

Name of Collaborative Member:	Olga Vega
Professional Title of Collaborative Member:	Parent
Address:	350 Uemos St Apt 304
City, State, Postal Code:	Oakland CA 94601
Phone Number:	510 715 3410
Signature and Date:	

Attach additional sheets, if necessary.

**21st Century Community Learning Centers Program
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Name of Collaborative Member:	Carlos Corro
Professional Title of Collaborative Member:	180° Program Coordinator
Address:	430 49 th St. Oakland, Ca
City, State, Postal Code:	94609
Phone Number:	510-467-0484
Signature and Date:	<i>Carlos Corro</i> 11/15/12

Name of Collaborative Member:	Ryann Pollock
Professional Title of Collaborative Member:	SDC teacher
Address:	2309 Blake St #203
City, State, Postal Code:	Berkeley, CA 94704
Phone Number:	(510) 323-7584
Signature and Date:	<i>Ryann Pollock</i> 11/15/12

Name of Collaborative Member:	Courtney Courneur
Professional Title of Collaborative Member:	Math Teacher
Address:	690 Mariposa Ave #203
City, State, Postal Code:	Oakland CA 94610
Phone Number:	(248) 376-6088
Signature and Date:	<i>Courtney Courneur</i> 11/15/12

Name of Collaborative Member:	Anthony Johnson
Professional Title of Collaborative Member:	Lead Custodian
Address:	4521 Webster St. Oak
City, State, Postal Code:	Hayward, CA
Phone Number:	510 735-4133
Signature and Date:	<i>Anthony Johnson</i>

Attach additional sheets, if necessary.

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

APPID: 13-04-01-81-ASSETS-216

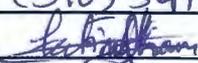
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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	Patience Wilson
Professional Title of Collaborative Member:	Student Leader
Address:	69 Snell Street
City, State, Postal Code:	Oakland, CA 94612
Phone Number:	(510) 355-7911
Signature and Date:	 11/29/12

Name of Collaborative Member:	Marina Anderson
Professional Title of Collaborative Member:	Family/ESL Teacher
Address:	32712 Regents Blvd.
City, State, Postal Code:	Union City, CA 94587
Phone Number:	(510) 396-8043
Signature and Date:	 11/29/12

Name of Collaborative Member:	Fatima Tina Kamara
Professional Title of Collaborative Member:	Student Leader
Address:	407 Perkins St. Apt 201
City, State, Postal Code:	Oakland, CA 94610
Phone Number:	(510) 541-3426
Signature and Date:	 11/29/12

Name of Collaborative Member:	Sailaja Suresh
Professional Title of Collaborative Member:	Academy Director
Address:	1409 Santa Fe Ave.
City, State, Postal Code:	Berkeley CA 94702
Phone Number:	510-277-2896
Signature and Date:	 11/29/12

Attach additional sheets, if necessary.

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

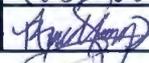
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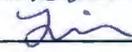
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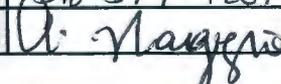
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All applicants must include the signatures of a representative sample of those stakeholders in the proposed 21st CCLC Program. (Maximum of 5 Pages).

Name of Collaborative Member:	LIZA RICHHEIMER
Professional Title of Collaborative Member:	Internship Coordinator
Address:	1043 54 th St.
City, State, Postal Code:	Oakland, CA 94608
Phone Number:	415 225 215
Signature and Date:	 11/29/12

Name of Collaborative Member:	ROCIO POLANCO
Professional Title of Collaborative Member:	student
Address:	2231 23 ave apt 11
City, State, Postal Code:	Oakland, CA 94606
Phone Number:	(415) 321-9593
Signature and Date:	

Name of Collaborative Member:	MEL JIM
Professional Title of Collaborative Member:	student
Address:	2555 South Hill Blvd
City, State, Postal Code:	Oakland, CA
Phone Number:	(510) 408 9144
Signature and Date:	

Name of Collaborative Member:	ANGELA MAGGIO
Professional Title of Collaborative Member:	School Security officer
Address:	4521 Webster St.
City, State, Postal Code:	Oakland, CA 94609
Phone Number:	510.597.4287
Signature and Date:	

Attach additional sheets, if necessary.

Appendix

Table of Contents

Attachments

Pg. 1: Resume, Lauren Markham, Community School Program Manager: Lauren Markham, OIHS's Community School Program Manager, will provide significant support and oversight to the 21st CCLC ASSETs program at Oakland International High School, and will manage equitable access mental health programs, as well as family literacy and support services.

Pg. 2 Oakland International High School Brochure: OIHS's brochure details OIHS's innovative approach, as well as its programs and services.

Pgs 3-4: Oakland International High School 2012-2013 Demographics (2 pages): This document, derived from California Healthy Kids Survey, District Data and student surveys, outlines key aspects of OIHS's student backgrounds, needs and challenges.

Pg. 5: Full Service Community District InfoGraphic: This document, designed by the OUSD's Full Service Community District taskforce, outlines the ideology, methods and outcomes of a Full Service Community District.

Pg. 6. OUSD Refugee & Asylee Student Assistance Program Flyer: OIHS liaises very closely with the district's Refugee & Asylee Student Assistance Program, part of the OUSD Transitional Students and Families Unit, for student and family support, case management, and summer programming.

Pg. 7: Volunteer at Oakland International High School Flyer: OIHS leverages strong community partnerships with local community groups, organizations and colleges/Universities to bring committed volunteers to serve our students, helping with academic tutoring, social/cultural mentoring, and academic skill-building.

Pg. 8: Oakland International High School Leadership & Decision Making Bodies: This document outlines the various input and decision making bodies at Oakland International High School.

Pg. 9: Advisory Committee Overview: This document provides an overview of the membership, mission and purpose of the OIHS Community Advisory Committee.

Pg. 10: Student Services Flowchart: This document outlines available student services provides teachers, school and ASP staff with an understanding of how to refer students for supportive services.

LAUREN E. MARKHAM

• 3382 DWIGHT WAY • OAKLAND, CA 94702 • (617) 699-5114 •

LAUREN.E.MARKHAM@GMAIL.COM**EDUCATION**

- Vermont College of Fine Arts** (June 2008-July 2010) Montpelier, VT
Master of Fine Arts in Writing
- Middlebury College** (February 2002-February 2006) Middlebury, VT
Bachelor of Arts Degree, Magna Cum Laude
- Honors Major in Literary Studies; Minor in Political Science; GPA: 3.6; Deans List/College Scholar
 - Honors Thesis: "Orphaned and Exiled," analyzing the representation of child soldiers in literature from Sub-Saharan Africa
- School for International Training** (February-June 2004) Kampala, Uganda
Development Studies Semester
- Seminars in Field Studies and Development Studies; independent research course on refugee education

PROFESSIONAL EXPERIENCE

- Oakland International High School** (August 2011-June 2012) Oakland, CA
Community School Program Manager
- Supported the programmatic and financial development of new Full Service Community School Initiative
 - Oversees school-based and district-wide support programs for newly arrived refugee youth and families
 - Manages family engagement and outreach programs for newcomer families
- Refugee Transitions** (November 2008-August 2011) San Francisco, CA
Senior Program Coordinator
- Developed and managed educational support programs for newly-arrived refugee youth and adults
 - Conducted advocacy on behalf of refugee communities regarding service access and equity
 - Collected and analyzed data related to program success and community needs
 - Supported paid and volunteer teachers with skill development, services navigation and instructional pedagogy
 - Trained over 350 new volunteers each year on issues of forced migration and related educational challenges
- Oakland Unified School District** (January 2008-August 2011) Oakland, CA
Program Consultant
- Conducted multiple and ongoing needs assessments among refugee communities and stakeholders
 - Designed curriculum and taught monthly parent workshops to newcomer parents on education-related issues
 - Assisted with student placement and family advocacy
 - Wrote introductory handbook for refugee parents on the United States' school system
 - Supported design and implementation of ongoing summer school programs for newcomer youth
- International Rescue Committee** (August 2006-October 2007) Oakland, CA
Caseworker; Resettlement Capacity Builder
- Coordinated services for newly-arrived refugees pre- and post-arrival, responding to ongoing client needs
 - Forged key partnerships with local educational & nonprofit partners (including Oakland International H.S.)
- Aim High** (Summer 2006, 2003) San Francisco, CA
Humanities Teacher
- Developed 5-week Humanities curriculum for diverse population of low-income middle school students

ADDITIONAL

Language Skills: Fluent in oral/written Spanish and oral/written French; some Luganda, some Italian

Oakland International High School

Supporting Newcomer Success in Oakland



Our Approach

All our teachers are trained in the International approach to teach students to improve their speaking, writing, and reading skills in English. We believe that English language acquisition is best fostered in an academic environment in which students participate in **(1) Heterogeneous groups**, **(2) Project based curriculum**, and **(3) English development integrated into all subjects**

Working in small groups, students learn academic content, art, music and technology through exciting, rigorous, hands-on projects while building their English language skills.

At Oakland International, no student is anonymous. Each grade level has only 100 students. Our small size and our team structure allow personalization, growth, and success for our students. In their first two years at Oakland International, students remain with the same team of 4 teachers. In their junior and senior years, seniors will have opportunities for internships and community service in different settings, from businesses to government offices to community organizations.

Programs & Services

OIHS serves students inside and outside the classroom with meaningful systems of support and positive outlets for engagement. Through programs such as our School Wellness & Gardening Program, mental health services, an after school tutoring center, soccer and basketball programs, parent classes & workshops, student leadership teams and internship placement, our school provides **academic, social, emotional & cultural support** to our students and their families.



Commitment to Community

OIHS is committed to integrating family & community services into our school environment. Our **Family Learning Center** offers computer & English classes as well as ongoing family meetings. Our **Community Partners Office** is the on-campus home for OIHS's partner agencies. We want our school to be a welcome place of learning, support and engagement for newcomer parents, family members and community leaders.

The Internationals Network

OIHS is a member of the Internationals Network for Public Schools, a non-profit organization supports 11 New York City schools as well as Oakland International & San Francisco International in California. Supported by the Bill & Melinda Gates Foundation, the network's mission is to provide quality education to recently arrived immigrants by developing and networking small high schools based on the Internationals approach. For more information, visit www.internationalsnps.org.

Student Work

Oakland International High School provides students with a rigorous, multi-media-focused course of study that includes many opportunities to learn English while using traditional and new media. Students at each grade level participate in lab classes where they learn to use programs like the Adobe Creative Suite, Microsoft Office, and open source software like the GIMP and Scribus, among others. In addition, all of our seniors participate in engaging internships to build their college & career readiness skills.

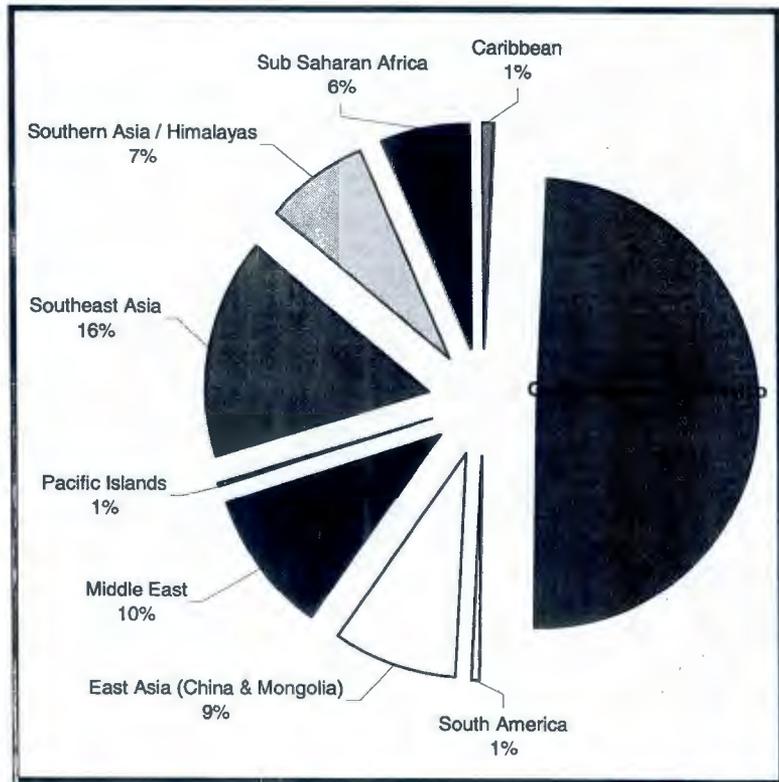


Each Spring, students enroll in **Post Session**: an intensive 3-week PE or Art class that takes students out of the classroom and into the community. Classes have included photography, poetry, urban farming, sailing, internships, camping, rock climbing & ethnic dance.

Oakland International High School 2012-2013 Student Demographics

Home Countries

Afghanistan	1%
Mongolia	1%
Liberia	1%
Guatemala	17%
Honduras	3%
Sri Lanka	1%
El Salvador	14%
Mexico	8%
Nepal / Bhutan	6%
Burma	11%
China	8%
Cuba	1%
Eritrea	2%
Ethiopia	1%
US-born CA & Mexico	6%
Yemen	8%
Vietnam	4%
Other (Brazil, Congo Brazaville, Congo Kinshasa, Colombia, Gabon, Iraq, Jordan, Somalia, Cambodia, Nigeria, Nicaragua)	5%



Grade Levels

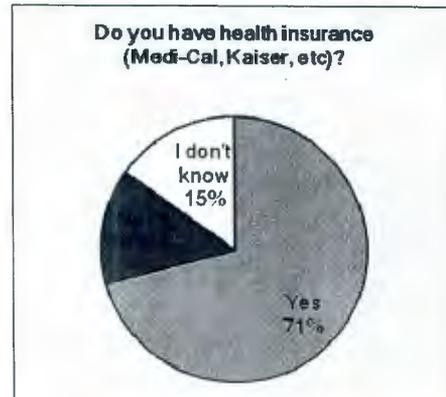
9 th grade	53
10 th grade	102
11 th grade	85
12 th grade	87
Total	327

Additional Demographic Information

- 327 students total: 100% English Language Learners and recent arrivals
- Students come from 30 countries and speak over 40 languages combined
- Many of our students are transnational—meaning they have lived in multiple countries, and may more closely identify with countries other than their original home country.
- Approximately 23.5% of students are undocumented
- Approximately 33% of students are refugees or asylees, who have fled their country due to persecution based on their race, religion, nationality, political opinion or membership in a particular social group. Many of these students were born and raised in refugee camps with limited formal education.
- Approximately 35% of students are SIFE—students with interrupted formal education
- Over 95% of students qualify for free/reduced lunch
- Students come to OIHS from more than 12 Oakland zip codes
- 29% of students have a school commute longer than 45 minutes.
- Because our students are recent arrivals, students continue to enroll in our school all year long (even during the final weeks of school!!)

2011-12 California Healthy Kids Survey Results (11th & 12th graders)	
Current alcohol/drug users	41%
Took a gun to school in past year	4%
Took another weapon to school	12%
Seen weapon at school in past year	41%
Current gang member	5%
High meaningful participation	31%
High school connectedness	38%
High Community Connectedness	38%
Frequent sad, hopeless feelings	47%
Seriously considered suicide in past year	23%
Have high expectations for their futures	71%

CST: Below grade level		Free & Reduced Lunch
ELA	Math	
96%	94%	95%



Data from 11th Grade Survey (Fall 2012)

How many years did you go to school before you came to the U.S.?	Response Percent
For zero (0) years	3.8%
For 1-2 years	7.6%
For 2-4 years	2.5%
For 4-6 years	21.5%
For 7-9 years	22.8%
For more than 9 years	41.8%

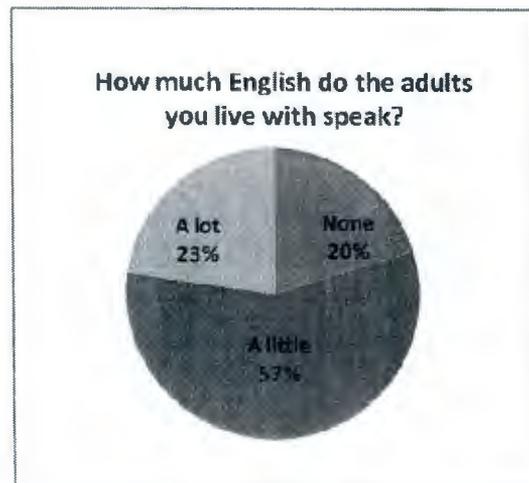
Have you ever lived apart from your parent or parents for a long time?	Response Percent
No. I have always lived with my parents.	41.8%
Yes. We live(d) apart for 0-2 years.	16.5%
Yes. We live(d) apart for 2-5 years.	15.2%
Yes. We live(d) apart for more than 5 years.	21.5%
I have never lived with my parents	5.1%

How long does it take you to get to school?	Response Percent
Less than 15 minutes	19.0%
15-25 minutes	22.8%
25-45 minutes	29.1%
45-60 minutes	22.8%
More than one hour	6.3%

Is paying for bus tickets a problem for your family?	Response Percent
Yes	35.4%
No	29.1%
Sometimes	35.4%

Is there someone at home who can help you with your homework?	Response Percent
There is always someone at home who can help me with my homework	16.5%
There is sometimes someone at home who can help me with my homework	35.4%
There is never someone at home who can help me with my homework	48.1%

Who do you live with in Oakland?	Response Percent
I live with both parents	59.5%
I live with one of my parents	24.1%
I do not live with my parents, but I live with other family members	12.7%
I do not live with family members. I live with friends.	2.5%
I live alone	1.3%



A Full Service Community School in Oakland serves the whole child; it invites the community in and extends its boundaries into the community in order to accelerate academic achievement; it shares responsibility for student, family and community success. Full Service Community Schools:

A Full Service Community School District in Oakland provides and implements the infrastructure and systems to support full service community schools including policies, practices, and funding. The District creates the conditions for schools to:

What would a Full Service Community School and District do for you?

School

Schools become centers of communities and are open, fun and attractive spaces for the community to use before and after the school day.

Relationships and partnerships between school staff, students, families, parents, and community resources based upon the school and community needs, assets and local context.

Adults at the school and in the community create a common vision for the school and community, supported by strong school leadership that meets the needs of the whole child.

The four essential areas of focus are: academic achievement and skill development; health, safety and social services; youth and community development; as well as parent and community engagement.

Schools use data to regularly assess outcomes of academic and support services for diverse communities and develops specific interventions to address the identified inequities in an linguistically and culturally responsive way as identified by the local community and the school.

District

become a safe and healthy center of the community

Ensuring that facilities are clean, safe, functional and inviting spaces that are open to the community and integrated into community life.

foster trusting, intentional relationships and partnerships

The District develops, supports and sustains partnerships with key public and private entities, such as, philanthropy, city, county, community based organizations, higher education, business, and community and family representatives.

build the capacity of adults and students to share responsibility for leadership and decision-making

Ongoing support for all types of school leaders to create, implement, and sustain Full Service Community Schools.

offer a coordinated and integrated system of academic and support services

The District's organizational design, systems, policies, operations, and professional development support the development and continuous improvement of responsive, high quality, integrated systems of support.

tailor the specific approach and mix of services to each community through a process of understanding and addressing inequities

Equitably allocating resources to achieve equal outcomes. Facilitate the sharing of relevant data among partners to inform decision-making.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools,
Thriving Students

Refugee & Asylee Student Assistance Program

Supporting successful transitions into life and school in Oakland



OUSD Refugee & Asylee
Student Assistance Program
Family, Schools & Community
Partnerships Department

2111 International Blvd.
Oakland, CA 94606

Open Monday-Friday, 8:30-4:00
Office Hours: Thursday 12:00-3:00,
or by appointment

Phone:

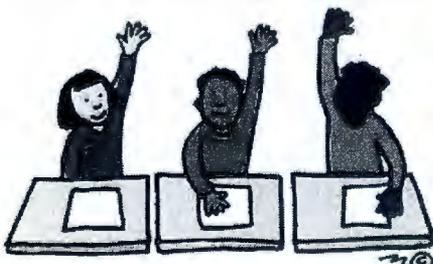
510-434-7775 (main office)

510-842-6592 (program cell)

E-mail:

langan.courtney@ousd.k12.ca.us

laurenmarkham@oaklandinternational.org



*Are you a refugee, asylee or
victim of trafficking ?*

*Do you have children in the
Oakland Unified School District ?*

The Refugee & Asylee
Student Assistance
Program can help you &
your family with:



- School enrollment
- School supplies & dictionaries
- Parent workshops on how to support your children in school
- Summer school enrollment
- After school program placement
- Referrals to tutoring and other services



Languages: The Refugee & Asylee Student Assistance Program staff speak English, Spanish & French, and has translation capacity in Chinese, Vietnamese, Khmer, Nepali, Burmese, Karen, Karenni, Arabic and Tamil.

Volunteer at **Oakland International High School** !

The mission of Oakland International High School is to provide quality alternative education for recently-arrived immigrant students in English language acquisition and in preparation for college.



Building relationships & practicing English with caring adults can make a marked difference in our students' transitions to life & school in Oakland. **Volunteers forge deep relationships with our school, our students & our staff.**

OIHS seeks volunteers for the following three programs:

Volunteer Opportunities:

- ❖ **Volunteer Classroom Assistants:** Classroom assistants support OIHS teachers in the classroom by working one-on-one with high need students (including those with severely limited English who need additional help accessing curriculum, and more advanced students in need of more challenge). *Schedule:* At least one class during the school day (8:20-3:30 M, T, Th, F; 8:20-12:30 W) *Minimum Commitment:* 1 semester (preferred full year)
- ❖ **After School Tutors:** After School Tutors help staff our after-school drop-in tutoring program, run by Refugee Transitions (www.reftrans.org). Nearly 60 students/day come for homework help, English practice & study skill development—as well as for unstructured mentoring with caring community adults. *Schedule:* Mon, Tues, Thurs: 3:00-5:00; Wed. 1:00-3:30) . *Minimum Commitment:* 1 consistent day/week (ex. Every Monday) for an entire semester (strongly preferred for a full year)
- ❖ **Home Based Tutors with Refugee Transitions:** Refugee Transitions (www.reftrans.org) trains, matches and supports volunteers to work one-on-one (or sometimes in pairs) with newly-arrived refugee, asylee & immigrant students in the students' homes. Refugee Transitions works with OIHS to match the most high-need, linguistically, culturally & socially isolated students with a caring adult for academic tutoring, ESL teaching & mentoring. *Schedule:* Flexible, according to student & volunteer availability. *Minimum Commitment:* 2-4 hours/week for 9 months

Steps to Volunteering with O I H S :

1. Complete an application online (www.oaklandinternational.org/2007/09/web-resources.html)
2. Attend a training with Refugee Transitions and/or Oakland International
3. Meet individually with RT/OIHS staff
4. Provide proof of recent negative TB (we can direct you to free clinics)
5. Complete your livescan fingerprints

CONTACT: laurenmarkham@oaklandinternational.org

Oakland International High School Leadership & Decision Making Bodies

Body	Members	Description & Purpose
Teacher Leadership Team	One designated teacher from each team of teachers in the school; Principal; Associate Principal; Community School Program Manager	Plans professional development, casemanages schoolwide issues, sets school policies (curriculum guidelines, school rules & norms); advise on hiring and budget issues; represents their constituency of teachers in this forum
Student Leadership Team	Elected student leaders; self- and teacher-nominated student leaders; two teachers	Organizes events at the school, conducts advocacy for important school and student issues, engages in leadership training
School Site Council	Principal, parents, teachers, students	Makes decisions regarding school funding priorities, provides parent, teacher, student & community input on school-wide funding decisions
Community Advisory Committee	Parents, teachers, students, community volunteers, program partners, ASP staff, neighbors	Provides input on "Full Service Community School" programs, such as extended learning programs, current and future partnerships, and gaps in services; helps leverage community resources to support OIHS students & families
After School Advisory Team (to begin in Fall 2013)	Students, teachers, ASP Staff	Provides feedback & input on extended learning program offerings; evaluates quality; plans for future programming

Oakland International High School Advisory Committee: An Overview

Oakland International High School's Mission:

The mission of Oakland International High School is to provide quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

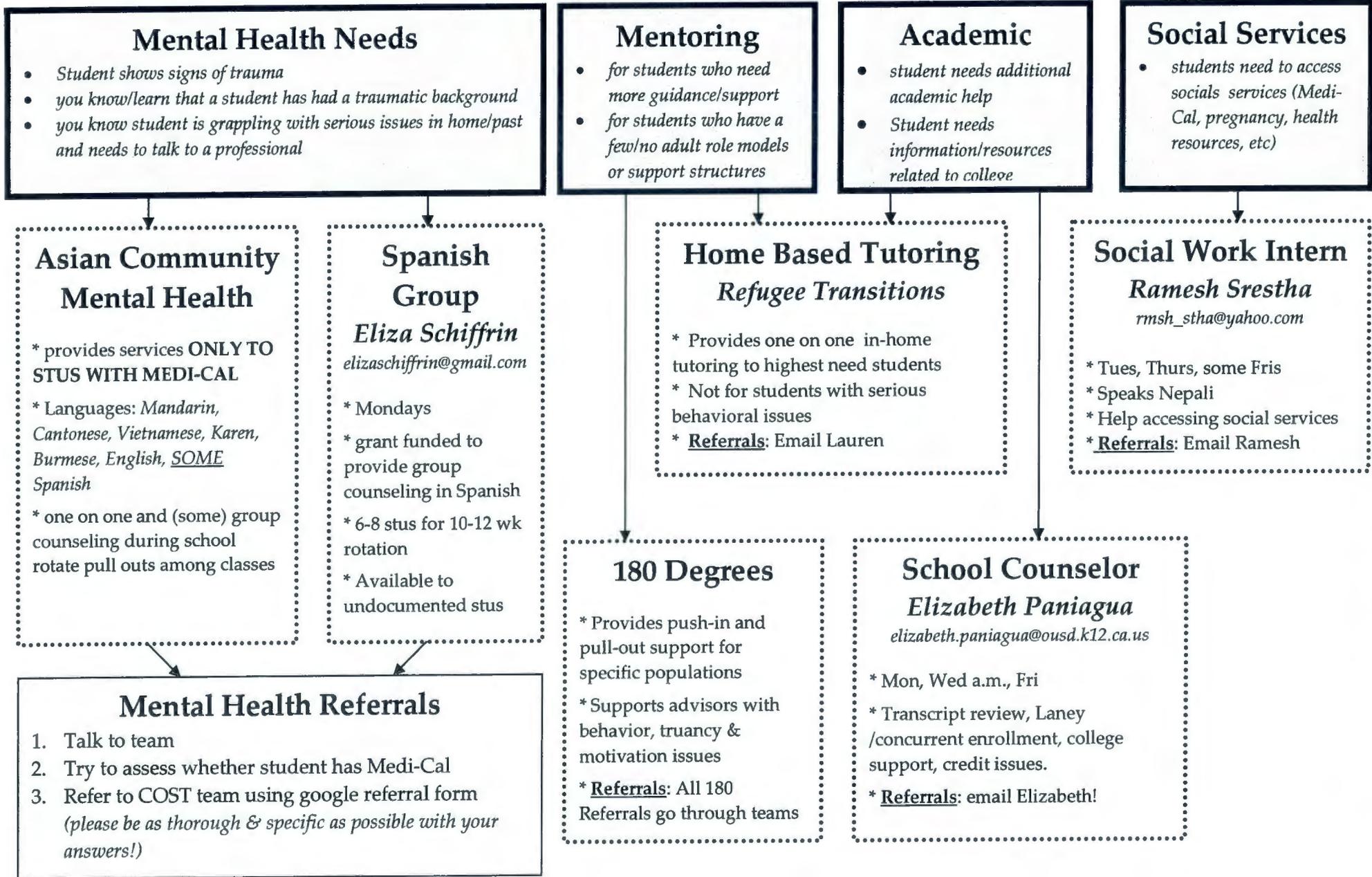
OIHS Advisory Committee Members:

- Come from a **diverse group** of communities, agencies and/or backgrounds
- Serve as representatives from their communities, agencies, clients and families', providing their **perspectives and input** to Oakland International High School
- Help **represent OIHS's mission**, vision and programs to the various communities in which they work and/or represent
- **Bring resources**—in the form of ideas, time, programs, volunteers and funding—to the **OIHS community**
- Work with OIHS staff & other advisory committee members to **support OIHS's mission** and improve upon the school's ability to support the success of OIHS students & families
- Attend bi-monthly advisory committee meetings
- **Increase visibility of OIHS** in the wider Oakland community
- **Support OIHS with a distinct and/or ongoing project that emerges from Advisory Committee Visioning** (such as continuing to improve existing programs, volunteering, developing a new program, grant writing, interpretation, organizing an event, etc.)

The Advisory Committee Will Include:

- Parents/families
- School staff
- Students
- Community Agencies & Partners
- Immigrant community leaders
- Volunteers
- School neighbors
- Local business owners

OIHS Student Services Flowchart



Appendix

Table of Contents

Letter of Agreement

Oakland Unified School District

City of Oakland, Oakland Fund for Children and Youth

Asian Community Mental Health Services

Association of Continuing Education

Bay Area Wilderness Training

Community Health for Asian Americans

Gooru

International Rescue Committee

La Clinica

Oakland City Church

Oakland Technology Exchange West

Sierra Club Inner City Outings, San Francisco Bay Area

University of California, Berkeley (ACES Program)



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT'S OFFICE

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

November 26, 2012

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

Dear Mr. Funk:

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

I am writing this letter to outline our district's commitments to supporting ASSETs program implementation for the 2013-2018 period at Oakland International High School (OIHS). OIHS would be part of a districtwide network of 75 elementary, middle, and high school programs funded by ASES, 21st CCLC, and ASSETs grant dollars. The following details the in-kind resources OUSD will contribute to supporting the Oakland International High School ASSETs program and the districtwide network of OUSD comprehensive after school programs:

- 1) OUSD's After School Programs Office (ASPO), part of the Family, Schools, and Community Partnerships Department (FSCP), will coordinate our overall 21st CCLC program. We will provide an ASPO Coordinator to oversee and coordinate the Program, and liaise with our schools, other OUSD departments, partner agencies, the outside evaluator, and the grantor. We will provide a High School After School Program Manager to provide training, technical assistance, coaching, and program monitoring for ASSETs high school sites. We will provide a Contracts Manager, Technical Skills Assistant, and FSCP Finance Program Manager to support grants management, contracts management, and fiscal monitoring and processing. We will provide a Community School Partnerships Director and Associate Superintendent to support and align the 21st CCLC

program with the district's strategic plan for full service community schools development, and OUSD's new social and emotional learning initiative with the national Collaborative for Academic, Social, and Emotional Learning (CASEL). OUSD will provide over \$45,000 per year in staff time and other Family, Schools, and Community Partnerships Department resources as a match for the 21st CCLC grant.

- 2) OUSD's After School Programs Office will provide a schedule of training workshops to the After School Site Coordinator and activity leaders provided by ASPO staff and our partner lead agencies, and will facilitate a professional learning community for the 21st CCLC program staff each month, to support their work, share information and best practices, and problem solve. Training and related costs which the OUSD After School Programs Office will contribute to this effort are valued at approximately \$15,000 per year.
- 3) OUSD will provide access to facilities at Oakland International High School, including library, classrooms, technology labs, fields, health and wellness center, and other campus spaces as needed to offer activities to students and families.
- 4) Oakland International High School will provide 21st CCLC staff with access to equipment and supplies, including duplication equipment, computers, printers, office supplies, phones, and other supplies for use in the program.
- 5) OIHS school leadership will provide on-site coaching, support, and monitoring of the Site Coordinator and program staff, and participate in monthly collaborative planning meetings with the after school lead agency partner and other collaborative partners to ensure alignment between after school and school day goals, and to ensure that ASSETs academic and enrichment activities support content standards and complement classroom instruction.
- 6) OIHS school leadership will implement the Coordination of Services Team that will foster coordination between after school, other service providers, and school resources in order to meet the holistic needs of students and families and maximize resources.
- 7) OUSD will provide a summer academic program that will complement ASSETs summer programming. The value of OUSD's contribution to the OIHS summer school is approximately \$64,000 per year.
- 8) OUSD's College & Career Readiness Office (CCRO) will provide college and career readiness curriculum and training, Career Pathways staff to coordinate student internships, and ELD summer school planning, coordination, teacher funding & oversight. CCRO staff time and resources are valued at approximately \$18,000 per year.
- 9) OUSD's Leadership, Curriculum, and Instruction Department (LCI) will provide curriculum coaches, a reading specialist, and ELD summer school planning, coordination, teacher funding and oversight in support of the OIHS ASSETs program. The value of LCI's staff time and resources for OIHS is approximately \$30,000 per year.
- 10) The Health and Wellness Unit of OUSD's Family, Schools, and Community Partnerships Department will work closely with OIHS and ASSETs program staff

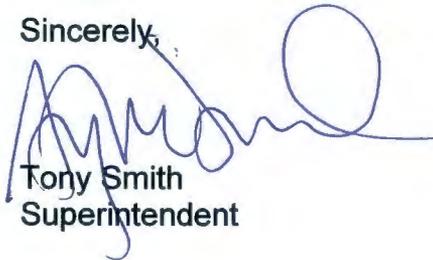
to maximize access for students and their families to health services available at the nearby Oakland Tech School Based Health Center. The value of the school based and school-linked health services provided through the OUSD school-based health center is approximately \$31,000 per year.

- 11) The Refugee & Asylee Student Assistance Program of the OUSD Transitional Students and Families Unit will provide the OIHS ASSETs program with ELD summer school planning, coordination, teacher funding & oversight, summer enrichment funding, bus passes, tutoring program incentives, student case management services, and support for coordination of services at OIHS. The value of this in-kind contribution is approximately \$68,000 per year.
- 12) OUSD's Research, Assessment, and Data (RAD) Department will provide data (i.e. attendance, academic performance) to the ASPO periodically in order to help target recruitment and specific 21st CCLC ASSETs services to the students who most need support. In addition, RAD will provide data on ASSETs students and non-ASSETs students to the ASPO and Evaluator to assist in documenting program attendance, profiling participants, and documenting outcomes, and in undertaking program evaluation. Research, Assessment, and Data Department staff time and resources contributing to the overall 21st CCLC programs are valued at approximately \$10,000 per year.
- 13) OUSD's Financial Services Dept. will provide an Accountant and Fiscal Associate who will work with ASPO staff to monitor grant funds, ensure compliance with all internal fiscal monitoring controls and procedures, and ensure timely completion of quarterly 21st CCLC expenditure reports. The value of OUSD's Fiscal Services Department's resources in support of OUSD's ASSETs programs is valued at approximately \$12,000 per year.
- 14) OUSD's Student and Family Engagement Unit and Family Literacy Program Manager will work closely with ASPO personnel to leverage community resources and provide parent leadership opportunities, family conferences, and family literacy resources that will increase parent participation in the schools; support parents' educational goals; and empower parents to be full partners in their children's education. OUSD in-kind resources in support of 21st CCLC and ASSETs family literacy goals are valued at approximately \$10,000 per year.
- 15) OUSD's Translations Unit will provide translations of program enrollment materials, surveys, and other parent communication in multiple languages to meet the language needs of participating families and provide equitable access. The value of this in-kind contribution is approximately \$8,000 per year.
- 16) OUSD's Behavioral Health Unit, including its violence prevention/positive school climate resources, will help fund a licensed social worker at OIHS, and provide ASSETs program staff with relevant trainings on topics including Restorative Justice, positive behavioral supports, positive school climate, CPS reporting, and violence prevention; and will coordinate crisis response and services of mental health providers, as needed, for OIHS. The value of OUSD's Behavioral Health resources in support of the OIHS program is approximately \$25,000 per year.

- 17) OUSD's Nutrition Services Department will provide nutritious snacks for all students attending the program each day. The value of these snacks is approximately \$19,000 per year.
- 18) OUSD's ASPO and Communications Department will publicize the 21st CCLC program to OUSD students, families, and the community, through the OUSD website, newsletters, and other outreach.
- 19) On an ongoing basis, OUSD will seek funding and other resources to sustain and strengthen the 21st CCLC program during and after the 2013-18 grant period.

Overall, OUSD will contribute over \$355,000 per year in matching resources to the 21st Century Community Learning Center grant being requested in this application, for the duration of the 2013-2018 21st Century grant period.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tony Smith', with a large circular flourish at the end.

Tony Smith
Superintendent

CITY OF OAKLAND



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

Department of Human Services
Children & Youth Services Division

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

November 26, 2012

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

Dear Superintendent Smith,

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

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

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

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

- Collaborate with OUSD in the implementation of the OUSD Strategic Plan, development of full service community schools, and alignment between City of Oakland and school district efforts, in support of Oakland youth and families.
- As aligned with the OFCY Strategic Investment Plan, provide OFCY match funding to OUSD school-based after school programs through a competitive grant application process for lead agency partners. Past annual funding from OFCY to OUSD school based after school programs have totaled approximately \$4 million annually, and an additional \$1.6 million for programs serving high school and older youth, including \$72,000 annually for academic support and enrichment services for newcomer students at Oakland International High School.
- Work in partnership with the OUSD After School Programs Office to provide training and technical assistance to elevate the quality of Oakland after school programs.
- Collaborate with other project partners to help make the project activities and design of the 21st CCLC programs responsive to the needs of participants and the Oakland community.
- Collaborate with the district and its other partners to evaluate key program outcomes, and contribute approximately \$65,000 annually to the annual Oakland After School evaluation project- a shared project of the City of Oakland and Oakland Unified School District.

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

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

Sincerely,



Sandra Taylor
Children and Youth Services Manager



ASIAN COMMUNITY
MENTAL HEALTH SERVICES

310-8TH STREET, SUITE 201, OAKLAND, CA 94607
510.451.6729 FAX 510.268.0202
email@acmhs.org www.acmhs.org

November 26, 2012

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

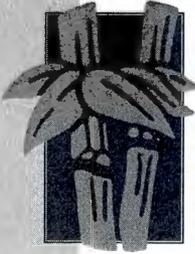
Dear Superintendent Smith,

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

Asian Community Mental Health Services (ACMHS) was established in 1974 to provide comprehensive, culturally appropriate behavioral health care services (addressing mental health issues, psychosocial adjustment, intergenerational conflicts, traumas, violence, drug and alcohol issues, education and immigration/acculturation) for children, adolescents, adults and their families. Our multidisciplinary team includes highly trained Mental Health Specialist, Marriage and Family Therapist, Social Worker, Psychologist, Child Psychiatrist and Family Partners, providing individual/group therapy, case management, crisis intervention, medication support, play therapy, child-parent psychotherapy, family therapy/support and parenting consultation in our office, home, schools and community.

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

- Activity #1: Provide individual and group-based mental health counseling to 40 – 45 OIHS students, in English, Cantonese, Mandarin, Spanish, Burmese, Karen & Vietnamese languages over the course of each school year.
- Activity #2: Support students on caseload to access supportive extended day programming through ASSETS, and support students to navigate school and community based resources.



ASIAN COMMUNITY
MENTAL HEALTH SERVICES

310-8TH STREET, SUITE 201, OAKLAND, CA 94607
510.451.6729 FAX 510.268.0202
email@acmhs.org www.acmhs.org

- Activity #3: Provide individual and group-based mental health counseling to 15-20 OIHS students in English, Cantonese, Mandarin, Spanish, Burmese, Karen & Vietnamese languages during the summer months.
- Activity #4: Participate in weekly Coordination of Services Team (COST) meetings at school in order to ensure appropriate services are being offered to OIHS students.

The annual value of Asian Community Mental Health Services commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately \$107,000.

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

Please contact me at 510-869-6065 and/or yujuc@acmhs.org , if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSET's program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read 'Yujin Chen', written in a cursive style.

Dr. Yujin Chen, PsyD
Director of Children & Youth Clinical Services



ASSOCIATION FOR
CONTINUING EDUCATION

November 14, 2012

164 Main Street
Los Altos, CA 94022
P 650.948.5583
F 650.948.5686

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

>> Dear Superintendent Smith,

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

The Association for Continuing Education is a non-profit organization chartered to provide high-speed Internet access that supports education and continuing education programs for accredited schools in the San Francisco Bay Area. We support Oakland International High School in their continuing education programs for students and their parents.

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

- Provide ongoing funding to Oakland International High School in support of College Counseling and continuing education, including CAHSEE prep and credit recovery, for OIHS students in their "fifth year" of study at the school
- Provide access to the ACE Clear Wireless network and to ACE modem/routers

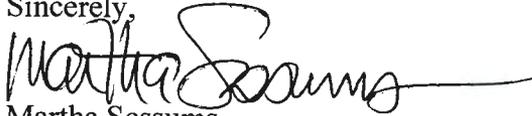
The annual value of the Association for Continuing Education's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately \$217,000 for equipment, Internet access and support of teaching and curriculum for the after school, summer, and family literacy program.

We anticipate providing these resources to the 21st CCLC program at Oakland International High School for the duration of the 2013-2018 21st CCLC grant period, as

our organization's resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland's students and families.

Please contact me at 650.948.5583 or martha@ace4education.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but also for the city of Oakland as a whole.

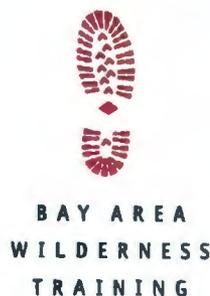
Sincerely,

A handwritten signature in black ink that reads "Martha Sessums". The signature is written in a cursive style with a long horizontal line extending to the right.

Martha Sessums

President

Association for Continuing Education



November 20, 2012

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

Dear Superintendent Smith,

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

Bay Area Wilderness Training (BAWT) a project of Earth Island Institute, was founded with the idea that California's bountiful wilderness areas are a vast - yet untapped - resource for local youth-serving organizations. BAWT promotes the wise use of these national, state and regional parks through our professional wilderness leadership training. Then, we connect the teachers and youth workers to our outdoor gear libraries. That way, youth organizations and schools may outfit their groups for trips of their own - free of charge!

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, 538 Valley Way, bldg. 3, Milpitas, CA 95035

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



**BAY AREA
WILDERNESS
TRAINING**

We believe that well led trips to granite cliffs, isolated beaches and ancient redwoods provide youth with powerful, life changing experiences.

Over that past three years we have worked with a number of OUSD schools including Oakland International. Through our partnership with Oakland International, we have provided leadership and wilderness first aid training for teachers. Additionally, we have supported a trip for 20 students with outdoor clothing, tents, sleeping bags, and other necessary outdoor equipment.

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

- Offer subsidized wilderness leadership and safety trainings to OIHS teachers and after school program providers
- Offer OIHS trainees unlimited access to Bay Area Wilderness Training's gear supply to outfit students for outdoor experiences (such as backpacks, sleeping bags, warm weather gear, tents, stoves, etc)
- Provide logistical support for OIHS outdoor trips

The annual value of BAWT's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is \$10,000.

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

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, 538 Valley Way, bldg. 3, Milpitas, CA 95035

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



**BAY AREA
WILDERNESS
TRAINING**

Please contact me at 510 452 2298 x301 or aaron@bawt.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

Aaron Gilbert

Program Director

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, 538 Valley Way, bldg. 3, Milpitas, CA 95035

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



CHAA OAKLAND
268 Grand Avenue
Oakland, CA 94610
510.835.2777
510.835.0164 fax

CHAA RICHMOND
207 37th Street
Richmond, CA 94805
510.233.7555
510.233.4545 fax

CHAA ANTIOCH
3727 Sunset Lane, Suite 110
Antioch, CA 94509
925.778.1667
925.778.2820 fax

November 9, 2012

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

Dear Superintendent Smith,

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

Community Health for Asian Americans (CHAA) was founded in 1996 as Asian Pacific Psychological Services, and has become a leading provider of services and programs for diverse communities living in the Bay Area. With a special focus on Asian and Pacific Islander communities, CHAA provides a wide array of programs and services, including: adult mental health and school and community-based children's mental health; adolescent alcohol and other drug treatment services; wraparound services for families with children with behavioral health challenges; CalWORKs mental health services; alcohol, tobacco and other drugs prevention; youth development; community engagement; community organizing; HIV testing and prevention; community-based participatory research; and systems change through advocacy and policy development. CHAA staff speak over 20 Asian and Pacific Islander languages and dialects.

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

- Provide a once/week photo voice/photojournalism class after school during the school day and in the summer, reaching more than 12 students and focusing on building confidence, literacy skills, self-expression and developing marketable skills.
- Provide a once/week gardening & nutrition class after school during the school year and in the summer, reaching more than 20 students with a focus on health and wellness,

developing marketable skills, building off indigenous knowledge and supporting a healthy school climate.

- Provide a once/week intergenerational gardening & nutrition class after school during the school year, reaching more than 35 students and family members with a focus on intergenerational bridging, health and wellness, developing marketable skills, building off indigenous knowledge and supporting a healthy school climate.
- Connect OIHS's API families and students to culturally-responsive health navigators to support health care access and insurance enrollment.
- Collaborate with other project partners to help make the project activities and design responsive to the needs of participants; and
- Collaborate with the district and its other partners to evaluate key program outcomes.

The annual value of Community Health for Asian American's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately \$25,000.

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

Please contact me at 510.282.7550 or by email at sean.kirkpatrick@chaaweb.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,



Sean Kirkpatrick
Associate Director

LETTER OF SUPPORT | 2012



November 9, 2012

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

Dear Superintendent Smith,

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

Gooru is a free search engine for 21st century learning that focuses on student engagement in an online environment. Gooru has been working with Oakland International High School to boost CAHSEE scores for struggling English learner students. This summer, students at OIHS spent five weeks practicing basic math skills to pass the California High School Exit Exam (CAHSEE). To engage these students in this challenging material, OIHS teachers used Gooru to deliver fun, interactive math resources into the classroom. The strategy paid off, and soon it wasn't unusual to find the students immersed in an animated game of collecting like terms even into their class break. The students' engagement translated into improved performance: during the five weeks that Gooru worked with students at OIHS, every single student in the class improved their test score by at least 25%.

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

- Support OIHS summer school and school-year teachers in developing, customizing and sharing innovative computer-based curriculum for OIHS students
- Support after school credit recovery classes (with a focus on math) with curriculum development
- Train OIHS teachers, after school providers & program partners on how to use Gooru to access level-appropriate curriculum on the Gooru site, and how to customize it to suit their needs.

The annual value of Gooru's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately \$50,000.00.

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

LETTER OF SUPPORT | 2012



Please contact me at 650-331-0219 if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read "Prasad Ram", with a long horizontal flourish extending to the right.

Prasad Ram
CEO/Founder



International Rescue Committee
122 East 42nd Street
New York, NY 10168-1289
Tel 212.551.3000
Fax 212.551.3179
www.theIRC.org

November 9, 2012

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

Dear Superintendent Smith,

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

Founded in 1933, the IRC is the oldest and largest nonsectarian, voluntary organization providing relief, protection, and resettlement services for refugees and victims of oppression or violent conflict around the globe. The IRC in Oakland is one of 22 resettlement offices in the United States which help refugees re-establish independent, stable, and productive lives in their new home – the United States. IRC has had a longstanding relationship with OIHS, as many refugee youth we work with attend the school. Through this partnership we have been able to ensure that newly arrived refugee families are well equipped to navigate the school system and access programs that ease in their transition to the U.S. education system.

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

- Activity #1: Support newly-arrived refugee families with social services navigation and access during their initial months in the country and at OIHS
- Activity #2: Co-facilitate OIHS's annual teacher professional development on understanding and supporting the cultural assets and challenges of newcomer refugees
- Activity #3: Offer biweekly job readiness and financial literacy class during the annual ELD summer school at OIHS
- Activity #4: Support family and site-based garden and wellness activities, led by IRC garden coordinator.

International Rescue Committee
122 East 42nd Street
New York, NY 10168-1289
Tel 212.551.3000
Fax 212.551.3179
www.theIRC.org



- Activity #5: Serve on OIHS's Community Advisory Committee, to give input on OIHS Full Service Community School & Extended Day Program design

The annual value of the International Rescue Committee's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately **\$37,000.**

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

Please contact me at 510-452-8222 or Hans.vandeweerd@rescue.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Hans Van de Weerd'.

Hans Van de Weerd
Executive Director
The IRC in Northern California



La Clínicasm

**La Clínica
de La Raza**

1515 Fruitvale Ave.
Oakland, CA 94601
Tel 510-535-4000
Fax 510-535-4189

**San Antonio
Neighborhood
Health Center**

1030 International Blvd.
Oakland, CA 94606
Tel 510-238-5400
Fax 510-238-5437

Clínica Alta Vista

1515 Fruitvale Ave.
Oakland, CA 94601
Tel 510-535-6300
Fax 510-535-4019

Family Optical

3060 B. East 9th St.
(Fruitvale Station
Shopping Center)
Oakland, CA 94601
Tel 510-535-4141

La Clínica Pittsburg

335 E. Leland Road
Pittsburg, CA 94565
Tel 925-431-1259
Fax 925-431-1247

La Clínica Vallejo

243 Georgia St., Suite, B
Vallejo, CA 94590
Tel 707-556-8100
Fax 707-556-8107

La Clínica Monument

2100 Monument Blvd., Ste. 8
Pleasant Hill, CA 94523
Tel 925-363-2000
Fax 925-363-2006

www.laclinica.org

A member of
Alameda Health Consortium
California Primary Care Association
National Alliance
for Hispanic Health
National Association of Community
Health Centers
National Council of La Raza
United Way

November 29, 2012

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

Dear Superintendent Smith,

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

The TechniClinic located at Oakland Technical High School campus offers a wide array of medical services to students which include first aid and treatment of minor illness and injuries, diet and nutrition assessments, acne treatment, physical exams/sport physicals, Sexually Transmitted Infection (STI) screening and treatment, family planning services, and immunizations. Registration and insurance enrollment are provided daily on site at the TechniClinic so students can continue to receive confidential health and medical services regardless of ability to pay. We have also extended our hours of operation to accommodate the students of OHIS. The annual value of the TechniClinic commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately 50%. We have opened the doors to allow students of OIHS to have the same array of services and out patient resources when needed.

Sincerely,

Natanya Mitchell
Site Supervisor, TechniClinic
510- 450-5421



OAKLAND CITY CHURCH

430 49th Street -- Oakland, CA 94609

November 9, 2012

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

Dear Superintendent Smith,

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

Oakland City Church, who serves as the Lead Agency for the implementation of the Oakland 180 Project in partnership with 180 Degrees LLC wholeheartedly stand on our mission which is to passionately help youth enhance their lives by accepting personal accountability and to continuously strive toward the goal of achieving their full potential, "one degree" at a time. We utilize comprehensive, research-based and measureable approaches of intense instructional, participatory and interactive character and life skills education that is based upon 180's "Core Values."

We believe that each person has the potential to live a life that is driven by purpose, personal accountability and the confidence that he or she possesses the skills and talents to be successful.

We believe that there are five key elements to frame all successful journeys. These five components encapsulate the core of our mission:

1. Character Education
2. Core Values
3. 21st Century Skills
4. Life Skills

Oakland Technology Exchange West

1680 14th Street Oakland Ca. 94607 Phone: 510-893-4822 Fax 510-893-1205

reusing the past ... building the future



November 9, 2012

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

Dear Superintendent Smith,

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

OTXWest is a large scale computer refurbishing nonprofit serving Oakland Schools and students. We provide high quality, very low cost computers to schools in Oakland. Our showcase client is Oakland International High School where we have recently installed approximately 200 Windows 7 Professional, Core 2, Dell Computers. These computers were all built to the specific specifications of Oakland International High School. We know that computer access is critical to the students served by OIHS, as they are all new immigrants, new to technology, without access to computers other than at school.

We also provide **free** home computers and basic family training to all OIHS students and their parents. Most students at OIHS don't have the means nor the background to acquire a computer. We provide the basic training, the computer and free tech support. OIHS goes further with the computer labs we have built to provide further parent and family technology training and support.

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

- Provide technical assistance to setup and maintain computer labs at OIHS
- Offer onsite and offsite computer literacy training to OIHS students and parents, after which a family can receive a free computer for their home.
- Provide advice as a member of their California Partnership Academy board.

The annual value of OTX West's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School varies. Our free home computers to

Oakland Technology Exchange West

1680 14th Street Oakland Ca. 94607 Phone: 510-893-4822 Fax 510-893-1205

reusing the past... building the future



approximately 100 students per year has a value of \$35,000. The computers we recently installed on the OIHS campus saved the school over \$100,000. (This will not have to be repeated every year.). The tech support we provide saves the school approximately \$10,000 per year.

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

Please contact me at 510-469-4164 or bruce@otxwest.org if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bruce Buckelew', with a long horizontal line extending to the right.

Bruce Buckelew

Director, Oakland Technology Exchange – West

OTXWest is a project of the Marcus Foster Education Fund Fed ID# 23-7357906



Tony Smith

November 20, 2012

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

Dear Superintendent Smith,

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

San Francisco Bay Inner City Outings is an all-volunteer organization that plans and leads outdoor trips, including hiking, car camping, snow camping and backpacking. Working with teachers from OIHS our leaders have conducted backpacking trips in locations such as Tilden Park and Pt. Reyes. We have also provided volunteers, transportation and equipment. The goal of our program is to promote interpersonal skills and self-esteem by involving participants in teamwork, teaching them self-reliance outside an urban setting, and introducing them to the beauty of the natural world.

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

- Provide logistical and planning support including food, transportation and equipment for safe OIHS outdoor trips. We plan on a total of four outings in each school year.

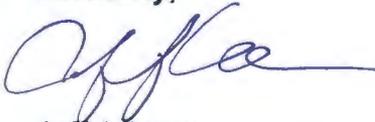
- Provide leaders trained and certified by the Sierra Club in outdoor recreation and wilderness first aid to work with OIHS teachers and after school program staff leading outdoor trips with OIHS students. We also provide additional volunteers in various roles on each outing.

The annual value of Inner City Outing's commitment to the Oakland Unified School District's 21st CCLC program at Oakland International High School is approximately \$8000.00

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

Please contact me at jeffadams451@gmail.com if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSETs program. I am confident that funding of this proposal will yield a dramatic return, not only for the students and their families, but for the city of Oakland as a whole.

Sincerely,



Jeff Adams
Chair, San Francisco Bay Inner City Outings



CENTER FOR THE TEACHING AND
STUDY OF AMERICAN CULTURES
120 WHEELER HALL #1050
BERKELEY, CALIFORNIA 94720-1050

victoriarobbi@berkeley.edu
510-642-2264

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

16th November

RE: The application of Oakland International High School for the 21st Century Community Learning Center ASSET Fund

Dear Superintendent Smith,

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

As Director of the American Cultures Engaged Scholarship (ACES) program at UC Berkeley I have been delighted to support the superb work of OIHS and its enhanced student learning programs. The ACES program at UC Berkeley was devised two years ago to support the development of university-community partnerships in an environment of mutual benefit, supporting the learning and critical engagement of UC Berkeley students, the research interests of faculty and the immediate and long-term interests of community partners. The ACES program has been very fortunate in its' direct involvement with OIHS, and the effects of this partnership on all those involved has been dramatic and substantially positive. It is with pleasure that we look forward to not only continuing the relationships we already have with OIHS, but fostering further initiatives in their after school program. The most effective way to relay the direct impact and value of this relationship is to engage the evaluation of the faculty teaching the UC Berkeley course and the partnership with OIHS. Below are the words of Professor Brian Powers, from The Department of Sociology.

“Over two semesters, OIHS has welcomed motivated learners from two Sociology courses as mentors and tutors in their innovative instructional program for English learners. As a teacher and sociologist who values on the ground learning opportunities for students, the openness of OIHS to my students has been heartening. I have been delighted that my hopes for my students’ experiences in service learning coincided so well with the programmatic goals of OIHS to help their students develop their English language skills through regular interaction with proficient English speakers from the community, in this case, UC Berkeley. Carmelita Reyes and Lauren Markham eagerly grasped the nature of my instructional goals in the lecture classes at Cal and identified ways that my students could fully contribute to their programs and students’ development while meeting course requirements. I was impressed with the careful vetting and training OIHS provided my students about the unique features of their instructional model and on the hands-on way they could help OIHS students master subject area curricula, study skills, and English language skills.

My students’ work in Berkeley sociology has been enriched in ways that exceeded my expectations for their work at OIHS. Abstract course concepts have come alive through direct experience. Challenges of assimilation, cross-cultural adjustment, academic achievement, multiculturalism that we read about academically are daily met and handled creatively and effectively at OIHS, with important lessons for my students. Staff and administrators have regularly reassured us of the value of our students’ placement with their program and inquired about ways to make their experience as classroom or after school program volunteers more fulfilling. Students have taken to heart the dedication of the OIHS staff as educational innovators and advocates for young people from abroad and in unsettled transitions. For students considering professional careers in education or immigration and other social service fields, OIHS has been a focal point for discussion in defining goals for professional attainment.

I have been excited at the openness of OIHS to learn from our students at their site. Staff attend Berkeley students’ presentations to classes on campus on their discoveries in the community and appreciate the insights and questions that my students have formulated for OIHS from their work. I have been thrilled with OIHS openness to being studied whenever I have raised the possibility of conducting my own sociological research about schooling and social change at their school.

I am about to organize a third wave of course based volunteers for OIHS in the coming spring. It heartens me when I ask for clearance to continue our partnership by assigning new students to serve and learn at OIHS that I am asked about other classes and faculty on campus that might be interested learning about the school and forging partnerships of their own. Our partnership has been ideal and led us to appreciate the integrity and professionalism of OIHS as it deepens its place in the community and enlarges its own service mix.”

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

- Activity #1: Liaise with OIHS to place undergraduate volunteers in OIHS’s school day and after school programs, to work one on one and in small groups with newly-arrived students to build their language capacity and academic skills
- Activity #2: Provide curricular support and training to undergraduate students prior to and during their placement at OIHS

The annual value of the ACES commitment to the Oakland Unified School District’s 21st CCLC program at Oakland International High School is approximately **\$10,000 in direct student and faculty support**. This does not however include the staffing of the ACES program, which is itself considerable.

We anticipate providing these resources to the 21st CCLC program at Oakland International High School for the duration of the 2013-2018 21st CCLC grant period, as our organization’s resources will allow, and will work together with OUSD to sustain vital resources and services for Oakland’s students and families.

Please contact me at victoriarobbi@berkeley.edu and/or 510-642-2264 if I can further clarify our commitment to the proposed OUSD 21st Century Community Learning Center ASSET’s program. I am confident

that funding of this proposal will yield a dramatic return, not only for our students and their families, but for the city of Oakland as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read "Victoria Robinson". The signature is fluid and cursive, with a prominent initial "V" and "R".

Victoria Robinson (Director, The American Cultures Center)

Memorandum of Understanding

Oakland Unified School District

East Bay Asian Youth Center

Refugee Transitions

Soccer Without Borders



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

SUPERINTENDENT'S OFFICE

1025 Second Ave. - Oakland, CA 94606

Phone: (510) 879-8200

Fax: (510) 879-8800

**Memorandum of Understanding
2013 - 2018
Oakland Unified School District
For the High School After School Program at**

Oakland International High School

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is by and between the **OAKLAND UNIFIED SCHOOL DISTRICT** ("Oakland Unified") on behalf of Oakland International High School and East Bay Asian Youth Center, Refugee Transitions, and Soccer Without Borders ("Partners").

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

RECITALS

- A. Oakland Unified and East Bay Asian Youth Center, Refugee Transitions, and Soccer Without Borders intend to collaborate to jointly deliver high-quality 21st Century Community Learning Center (CLC) at Oakland International High School.

The goals of the CLC are:

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

Oakland Unified, East Bay Asian Youth Center, Refugee Transitions, and Soccer Without

Borders have engaged the school community, affected youth, and community organizations in a comprehensive planning process which has resulted in the program design being proposed for the After School Program at Oakland International High School. This process of organizational collaboration and engagement with the community and the affected youth will continue for the life of the program. We the undersigned hereby commit to collaborative decision making and planning on behalf of youth and families in our community.

- B. Oakland Unified, East Bay Asian Youth Center, Refugee Transitions, and Soccer Without Borders have made good faith efforts to reach out to private schools in our enrollment areas to ensure equitable access to students in those schools.
- C. The purpose of this MOU is to support Oakland Unified's application for 21st Century High School ASSET's grant funding for the after school program beginning in the 2013-14 school year. Specifically, this MOU describes the paid services that will be provided by East Bay Asian Youth Center, Refugee Transitions, and Soccer Without Borders in the delivery of CLC services, and the voluntary commitments from these Partners not intended to be reimbursed by 21st Century CLC Program funds. This MOU additionally describes the commitments of the Oakland Unified School District in this application.
- D. The parties to this MOU intend that the Partners will assist Oakland Unified to maximize the funding resources available to support and sustain the CLC.

NOW, THEREFORE, the parties agree as follows:

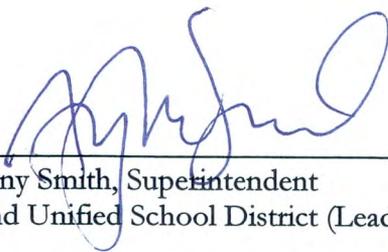
- A. Program Support. Oakland Unified shall provide adequate space at Oakland International High School for the CLC.
- B. Management Services by Partner. East Bay Asian Youth Center, Refugee Transitions, and Soccer Without Borders will provide management and human resources services to the CLC during the entire Term of this MOU.
- C. Training and Planning. Oakland Unified will invite selected Partners' staff members to participate in relevant in-service training and will invite them to participate in those planning activities as are reasonably determined by Oakland Unified to be relevant to the work of the Partners' staff members.
- D. Consultation, Advice and Assistance. East Bay Asian Youth Center, Refugee Transitions, and Soccer Without Borders will provide consultation, advice and assistance to the CLC and Oakland Unified in maximizing other revenue sources which could support the CLC on a sustainable basis.
- E. Collaboration and Governance. Oakland Unified, East Bay Asian Youth Center, Refugee Transitions, Soccer Without Borders, and Oakland International High School will participate in a collaborative governance process that includes the voices of youth, families, and other community stakeholders. We will meet regularly as a collaborative to maximize our effectiveness by coordinating efforts and leveraging resources. We will utilize a rigorous evaluation to inform our collaborative about program achievements and challenges, and we will make data-driven decisions about program improvement.

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

NOW THEREFORE, the Parties Further Agree as follows:

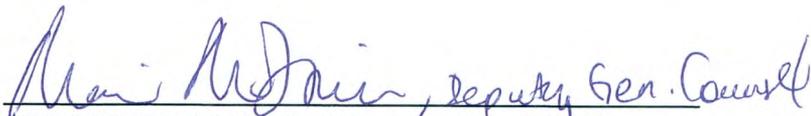
Oakland Unified will provide the following resources in support of the CLC:

1. Through its After School Programs Office and Family, Schools, and Community Partnerships Department, OUSD will leverage resources from other District departments (i.e. Leadership, Curriculum, and Instruction Dept., College and Career Readiness Office, Behavioral Health Unit) and from community partners (i.e. Region IV Training and Technical Assistance, Alameda County Public Health, Oakland Fund for Children and Youth) to support the goals of the CLC and successful program implementation.
2. Through its After School Programs Office and Family, Schools, and Community Partnerships Dept., OUSD will provide coaching, staff development, technical assistance, curriculum, and operational resources to support high quality youth development programming, program compliance, after school and school day alignment, and coordination of services in support of Oakland's Full Service Community Schools.
3. School Leadership at Oakland International High will support training, technical assistance, and supervision of after school program staff, and will collaborate in after school program planning to ensure alignment of after school programs with school day activities and school goals and priorities for student achievement.
4. School Leadership at Oakland International High will provide an operational foundation for the CLC, including office and activity facilities, assistance recruiting an academic liaison, assistance with student recruitment, and faculty and staff resources; and will support sustainability of the CLC by leveraging grant writing, school resources and development of community partnerships.
5. Through its After School Programs Office, OUSD will provide management, fiscal oversight, and support of the CLC collaborative and agency partnerships.
6. Through its After School Programs Office, OUSD will provide ongoing oversight to ensure that the Oakland International High after school program meets after school program attendance targets.
7. Through its After School Program Office and Research and Assessment Department, OUSD will coordinate formative and summative evaluation of the CLC.
8. OUSD will provide access to and training on student data systems.
9. OUSD will support sustainability of the CLC by leveraging grant writing and district resources, and developing additional community partnerships.



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

Date: 11-27-12



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

Date: 11/27/12

Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

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

1. Provide a Site Coordinator for each site, responsible for overseeing all program activities, supervising staff, working in partnership with the school Site Administrator on program development and implementation, collaborating with the school's Academic Liaison to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide academic mentors, enrichment instructors, sports coaches, and youth development leaders who will lead academic and enrichment activities for students, including tutoring, homework assistance, arts, sports and fitness programming, and youth leadership activities.
3. Provide coaching, technical assistance, and training to the Site Coordinators and direct service staff on topics including program quality, program operations, effective after school and school day partnership, and other topics, as needed.
4. Provide tutoring, homework assistance, CAHSEE/SAT/ACT prep, and college advising to students.
5. Provide an Internship Coordinator at each site, and provide paid and unpaid internship and linked learning opportunities for students in partnership with local community colleges, businesses, and OUSD's College and Career Readiness Office.
6. Provide transition support to students entering high school for 9th grade, and students exiting high school in 12th grade.
7. Provide peer tutoring and other leadership development training for students.
8. Provide Case Managers to access and provide additional social and emotional supports to students.
9. Provide students and parents with college readiness activities including college and financial aid application support, transcript review, information sessions on A-G and high school graduation requirements, and field trips to local community colleges and universities.
10. Provide parent workshops on topics responsive to families' needs, including adolescent development, school data, college and career readiness, job skills training, financial literacy, and computer literacy
11. Coordinate parent volunteer opportunities, connect families to community resources, facilitate parent involvement in the schools, and coordinate family literacy activities and events.
12. Help publicize and promote the OUSD 21st Century ASSETs program in the school

communities and in the larger Oakland and Bay Area community.

13. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
14. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st Century ASSETs program, so that it provides maximum benefits to youth and their families.
15. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st Century ASSETs program during and after the 2012-17 grant period.

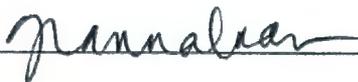
EBAYC will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$135,743 per year. We agree that the partnership between EBAYC and the schools identified in this Partner Page will be reviewed annually. The exact subcontracting amount with each school will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership.

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

1. Provide additional professional development and trainings such as youth development, conflict resolution, violence prevention. The in-kind value of this resource is estimated at \$5,000 annually.
2. Linkages to other case management and employment programs in the community.
3. Support program sustainability through grant writing and fundraising efforts by EBAYC's Development Director. The in-kind value of this resource is estimated at \$10,000 annually.

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

Signed: _____



Name: Gianna Tran

Title: Deputy Executive Director

Date: November 15, 2012

Organization: East Bay Asian Youth Center

Address: 2025 East 12th Oakland, California 94606

Phone Number: (510) 533-1092

Refugee Transitions Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Refugee Transitions has been a partner with OUSD in providing after-school programming to Oakland International High School students since the school's first year of operation in 2007, and also served on the school's community planning board before the school opened in 2006. While the East Bay Agency for Children and Youth (EBAYC) will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center program at Oakland International High School, **Refugee Transitions** will serve as a key operational and planning partner. In this role, **Refugee Transitions** will provide the following services:

1. Provide a Lead Academic tutor to oversee after school tutoring program, peer tutoring program, volunteer coordination and training, and home-based tutor matches for OIHS students. This Lead Academic Tutor will conduct monthly trainings for Peer Tutors, will liaise regularly with EBAYC Site Coordinator for the 21st CCLC program, will collect daily attendance, and will attend monthly ASP partner meetings. He/She will also collaborate with the school's Academic Liaison and ASP Site Coordinator to ensure after school and school day alignment, and collaborating with OUSD and with other partner agencies involved in providing services.
2. Provide tutors and mentors to support with homework assistance, English Language Development, academic tutoring and cultural mentoring. All tutors/mentors will be screened and well-trained on working with English Language learners and young people. Provide academic support and enrichment offerings through partnerships with other community organizations.
3. Provide leadership development training for peer tutor students.
4. Provide home-based tutoring and family support.
5. Provide volunteers to lead youth development and academic activities.
6. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.
7. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance; administer stakeholder surveys and collect other data, as needed, for the program evaluation and CDE reporting.
8. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC program, so that it provides maximum benefits to youth and their families.
9. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2012-17 grant period.

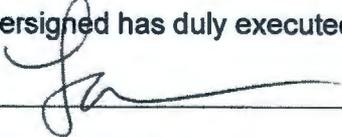
Refugee Transitions will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$15,000 per year. We agree that

the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site.

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

1. The Executive Director will manage funds, pay contractors, and provide fiscal oversight and Human Resource support. The in-kind value of this resource is estimated at \$2,000 annually.
2. The agency's Executive Director, Director of Strategic Development, Public Relations & Development Associate, and Board of Directors will support program sustainability through grant-writing and fundraising efforts. Further, Refugee Transitions will build awareness of Oakland International High School and its students through newsletters, blogs and the agency's website. The in-kind value of this resource is estimated at \$3,000 annually.
3. Additional professional development for staff and volunteers such as techniques for teaching English to speakers of other languages. The in-kind value of this resource is estimated at \$1,000 annually.
4. Provide additional supplies and program materials. The in-kind value of this resource is estimated at \$500 annually.
5. Provide volunteers to 21st CCLC programs to support with academic and enrichment activities. The in-kind value of this resource is estimated at \$7,500 annually.

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

Signed: 

Name: Laura Vaudreuil

Title: Executive Director

Date: 11/26/12

Organization: Refugee Transitions

Address: 870 Market Street, Suite 718

San Francisco, CA 94102

Phone Number: 415-989-2151

Soccer Without Borders Partner Signature Page

NOW THEREFORE, the Parties Further Agree as follows:

Soccer Without Borders has been a partner with the OUSD in providing after-school programming to students at Oakland International High School since the school's first year of operation in 2007. While the East Bay Agency for Children and Youth (EBAYC) will serve as site lead agency for the Oakland Unified School District's 21st Century Community Learning Center program at Oakland International High School, Soccer Without Borders will serve as a key operational and planning partner. In this role, Soccer Without Borders will provide the following services:

1. Provide a Program Director to oversee SWB's soccer, health & wellness activities for three OIHS teams (2 mens and 1 womens) and drop-in practices, serving more than 160 OIHS youth, as well as to manage the soccer program's Soccer Academy. **(60%FTE, \$30,000 salary = \$18,000).**
2. Provide two part/time Coach Across America/Americorps coaches to OIHS girls and boys soccer teams, who will run weekly practices, coordinate weekend games, plan and deliver off-field educational work sessions covering such topics as nutrition, goal-setting and conflict resolution; and who will coordinate transportation to and from games and special events. These stipended coaches, with leveraged funding from Americorps, will earn **\$10,200/year** of ASSETs funding.
3. Hold 5 practices/week during school year, for 32 weeks of school.
4. Coordinate weekly competitive games as part of the Alameda/Contra Costa Youth Soccer League, as well as periodic friendly games and state-wide tournaments. (Total of 80 games/year)
5. Hold weekly "Soccer School" session for boys team, providing academic checkins, team tutoring, and individual mentoring/goal-setting sessions, linking team participation with academic success.
6. Hold annual camping trip for each team, rewarding players for highest attendance, dedication and positive behavior. (3 trips/year)
7. Coordinate all Soccer & Off-field educational programming with school day staff and ASSETs Program Coordinator, ensuring streamlining of services.
8. Provide transport for weekly games, special events, tournaments, and team retreats. **(\$1,800)**
9. Help publicize and promote the OUSD 21st CCLC program in the school communities and in the larger Oakland and Bay Area community.
10. Participate in the Oakland After School Evaluation project and collect data on program activities, enrollment, attendance; administer stakeholder

surveys and collect other data, as needed, for the program evaluation and CDE reporting.

11. Assist OUSD and its other partners in continuously monitoring and improving the OUSD 21st CCLC program, so that it provides maximum benefits to youth and their families.
12. Assist OUSD in seeking funding and other resources to sustain and strengthen the OUSD 21st CCLC program during and after the 2012-17 grant period.

Soccer Without Borders will provide these services under a subcontract with Oakland Unified School District in the amount of approximately \$30,000 per year. We agree that the exact subcontracting amount will be determined annually based on a comprehensive after school program and budget planning process our agency engages in with school site leadership at the program site.

In addition, Soccer Without Borders will provide the following in-kind resources in support of OUSD's 21st Century Community Learning Center program:

1. SWB will also provide an Academic Coordinator (\$13,000 stipend), 2 Part time coaches (\$2,000 stipend/coach), 1 AmeriCorps Coach (\$3500/Stipend) funded through a combination of funds from the Oakland Fund for Children & Youth, Americorps, Philanthropic Ventures, FIFA, and organizational fundraising. The in-kind value of human resources not funded by ASSETs dedicated to OIHS programming is estimated at \$17,500 annually.
2. Support program sustainability through grantwriting and fundraising efforts by Program Director, Executive Director and Marketing & Fundraising Associate. This includes OFCY and other local grants and grant reporting, soliciting equipment and donations, etc. The in-kind value of this resource is estimated at \$5,000 annually.
3. Leverage partnership with Albany/Berkeley Soccer Club to cover in-kind tournament and league registration fees for all three teams , for a total donated value of \$12,000/year.
4. Provide additional supplies and program materials, including donated cleats, shin guards, uniforms, soccer balls, cones and goals. The in-kind value of this resource is estimated at \$14,000/year
5. Provide 12 volunteers to support soccer and educational activities, for a total of 2,160 volunteer hours/year. The in-kind value of this resource is estimated at \$43,000 (at a rate of \$20/volunteer hour).
6. Provide transportation to program youth to all games, special events, and team retreats. The in-kind value of this resource is estimated at

\$2,000/year (For a total of \$3,800/year, \$1,800 paid from ASSETs funds).

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

Signed: Ben Gucciardi

Name: Ben Gucciardi

Title: **Founding Director**

Date: 11/20/2012

Organization: Soccer Without Borders

Address: PO Box 3443, Oakland, CA 94609

Phone Number: 510.859.4874

Equitable Access Application Narrative

1. Need to increase access to 21st Century ASSETs program. As noted in our core narrative, Oakland International High School experiences high rates of truancy and chronic absenteeism. There is a close correlation, in OUSD and nationally, between attendance on the one hand and academic achievement and graduation on the other. The more frequently students miss school, the lower their scores on achievement tests tend to be, and the more likely they are to drop out of school.

Many of the most common contributors to attendance problems are related to the poverty, violence and past trauma that plague OIHS families. 95% of OIHS students participate in the free-and-reduced-price lunch program – a proxy for low income or poverty. Children and youth living in poverty often face barriers to attending school regularly such as unstable housing; poor transportation; chronic illnesses; high rates of teen parenting; community violence that can make the trip to and from school unsafe; as well as violence-related trauma, anxiety, bereavement, and other mental health barriers. They also often lack health, mental health, and safety supports that help ensure that they go to school and are able to focus on their academic success.¹

100% of OIHS students are recently-arrived immigrants who have left their homes due to economic and/or political strife in their home countries. 33% are refugees or asylees who come to OIHS after fleeing some of the world's most violent and protracted conflicts (in Burma, Iraq, Afghanistan and Sri Lanka, to name only a few). 23.5% of OIHS students are undocumented and face daily fear of deportation. 5% of OIHS students self-identify as gang members, yet many more face pressures to join gangs. 41% of students have been separated from their parents for more than two years due to family migration. This family fracturing leads to feelings of abandonment and family tensions among OIHS students. Our current mental health providers cite both family separation and trauma in their home countries (such as fleeing war, witnessing a murder, or physical or sexual abuse) as the primary challenges for students at OIHS.

Nationwide, an estimated 20% of children and adolescents suffer from mental health problems that result in moderate to severe functional impairments and less than 50% of those with a mental illness receive adequate (if any) services, especially those of minority status.² At OIHS, due to the high rate of violent crime in their communities and in their pasts, as well as economic insecurity and the stresses of cultural adaptation in a new country, we estimate even higher rates of emotional distress among our students.³ These emotional and behavioral challenges severely limit OIHS students' abilities to succeed in school and participate in after school and summer activities.

OUSD has made it a district-wide priority to improve student attendance – since this is crucial for improving student achievement, graduation rates, and readiness for post-secondary education and careers. Our core ASSETs narrative highlights strategies we plan to use to interest and engage students, enlist and equip them to help plan and implement activities; strengthen their sense of meaningful participation in and connection

¹ Wing J. Chronic Absence in Oakland Schools. OUSD Research, Assessment & Data Office. November 9, 2011.

² Hurwitz L, Weston K. "Using Coordinated School Health to Promote Mental Health for All Students," National Assembly on School-Based Health Care, July, 2010.

³ In the 2010 California Healthy Kids Survey, 26% of 9th graders at Castlemont Business & Information Technology High said they had seriously considered attempting suicide during the past 12 months – suggesting that many students are suffering from depression, which can make it difficult for them to engage fully in school or even attend regularly.

to their school, along with their academic skills and social/emotional/behavioral assets; and remove barriers to attendance both during the regular school day and in ASSETs.

We propose to utilize Equitable Access funding to strengthen student support-counseling services at OIHS by integrating mental health and other support services into ASSETs programs. Given the fact that OIHS students speak over 40 languages, identifying and coordinating culturally and linguistically appropriate mental health providers for our students is a significant challenge. So far, we have relied exclusively on county funding through our mental health partner and provider, Asian Community Mental Health Services, which only provides services for students in select languages who have Medi-Cal. This has left a significant gap in services for OIHS’s most high-need and traumatized students: namely, undocumented students and non-Asian students who have experienced severe trauma but do not speak one of the languages offered by ACMHS and/or do not qualify for Medi-Cal.

Equitable Access funding would allow OIHS to address this severe inequity in mental health services for OIHS’s most high-need students. With Equitable Access funds, we would be able to contract outside providers through community mental health agencies to offer culturally responsive counseling in multiple languages and free of charge—regardless of their insurance or immigration status. These efforts will help remove barriers for high-need students to attend and fully participate in ASSETs as well as in the regular school day, and in turn promote their success in high school and beyond.

2. Assessment of equitable access needs, strengths, and resources. We consulted F/R-priced lunch percentages for OIHS students as an indicator of poverty-related barriers to access and 2011 California Healthy Kids Survey findings on factors such as youth gang involvement and suicidality. We consulted a report from OUSD’s Research, Assessment & Data Office on chronic absence in our schools, their correlation with indicators of student achievement and graduation rates, contributors to chronic absence, and strategies for interrupting it. We reviewed surveys and focus group outcomes of students at OIHS schools and their parents conducted in the Fall of 2012; and an inventory of health and other support services available at OIHS. We concluded that for many OIHS students, access to ASSETs programs is often compromised among OIHS’s most at-risk students by needs for mental health counseling and physical health services that are not being adequately addressed and in fact affect their attendance in the regular school day, along with their ability to fully engage in their education.

We propose to integrate mental health services and other social/emotional supports into ASSETs and strengthen coordination to ensure that OIHS’s high-need students receive appropriate services. This work will be based on the “Behavioral Response to Intervention” framework OUSD is putting in place district-wide, summarized in the table below. These efforts will help attract such students to ASSETs; identify and

OUSD and ASSETs Behavioral Response to Intervention (RTI) framework	
Tier 1 – <u>Universal supports</u>	Positive social, emotional, and behavioral supports for all students; building intentional communities; restorative justice; adult and peer mentoring
Tier 2 – <u>Early intervention.</u> Targeted for individuals and small groups of students needing added support	e.g., Boys group, Girls group; Behavioral Plans; Mental Health consultation with staff; check-in, check-out mentoring; COST; case management; mental health counseling; gang prevention/intervention
Tier 3 – <u>Intensive supports</u>	Trauma supports in times of crisis; mental health counseling; referrals to intensive individual and family supports as needed

remove barriers for students' participation in and benefit from ASSETs (and the regular school day program); enable these students to develop social, emotional, and behavioral assets and resiliency; and support a positive program environment for all students.

Currently available resources. OUSD, EBAYC and OIHS's mental health provider Asian Community Mental Health Services (ACMHS) bring substantial resources to integrate mental health services and related supports into ASSETs. (1) ACMHS offers daily on-site counseling at OIHS for students with Medi-Cal. ACMHS providers liaise with the OIHS Community School (CS Manager) to manage referrals and connect their students to important social services, including health services at nearby TechniClinic. (2) OIHS will have a Coordination of Service Team through which service providers coordinate services for high-need youth struggling with attendance, academic, behavioral, health, or other issues. School staff, the ASSETs Site Coordinator, and partner mental health provider staff will participate on this multidisciplinary team. (3) Our After School Program Office, working with OUSD Behavioral Health Services, will train ASSETs youth development staff to integrate a restorative justice framework into ASSETs. 4) OUSD was chosen as one of eight school districts nationally to participate in the Collaborative for Social, Academic, and Emotional Learning (CASEL). These resources support a healthy school climate and violence reduction through intentional community building that equip youth with healthy communication, conflict solving, cross-cultural and leadership skills.

Needed resources. We need to address key gaps to integrate mental health and other supports into the OIHS ASSETs program in order to reduce barriers to access. 1) Cuts in MediCal, in funding for mental health services for Special Ed students, and lack of funding for mental health services for undocumented youth (non-MediCal eligible), means more and more students lack access to these services. 2) Urgent need for additional non-Asian language counselors at OIHS (particularly in Arabic and Spanish) 3) Needs for gang prevention/intervention services at OIHS (there are currently no structured services). 4) ASP staff need training and support in managing difficult behaviors, responding to crises, and ensuring students' physical, social, and emotional safety. In addition, due to the culturally diverse, traumatized and high-need nature of OIHS students, OIHS ASSETs programs will require added resources 5) to ensure student safety in and around campus during program time, and 6) to identify student mental health "warning signs", even across language barriers, and make appropriate referrals.

Use of Equitable Access grant. To attract and assist students who have barriers to accessing ASSETs programs, we will use funding to integrate Behavioral RTI tiered supports into ASSETs as follows: 1) Expand mental health and case management, linkages to school-based counseling services, and other referrals for youth. 2) Strengthen referral networks between ASSETs, COSTs, mental health providers, health and other providers. 3) Provide professional development to ASSETs staff in areas such as managing difficult behaviors, vicarious trauma, restorative justice, and cultural competency.

Record keeping, fiscal audit, annual budget reporting. OUSD's After School Programs Office will allocate and track the use of equitable access funds. ASPO will require site lead agency Youth Uprising to maintain accurate records of any such expenditures and provide documentation on a bimonthly basis. OUSD conducts an annual fiscal audit which covers all district programs, including ASSETs. The district's ASP Coordinator will be responsible for creating an annual report that breaks out the use of equitable access grant funds, and will provide this report to CDE as required.

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

Equitable Access Grant Budget

APPID: 13-04-01-81-ASSETS-216

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	Custodial, portion of ASPO Program Manager and Community School Manager for direct program support	\$5,829.00
Employee Benefits	3000	Estimated at 25%	\$1,457.00
Books and Supplies	4000	office supplies, copier supplies, paper, etc.	\$343.53
Services & Other Operating Expenditures	5000	Mental health consultants	\$16,180.00
Subcontracts and Agreements	5100		\$0.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$1,190.47
Total Amount Requested			\$25,000.00

Equitable Access Budget Narrative

2000 Classified Personnel

Custodian. 1 custodian x 0.20 hrs/day x 180 days x \$20/hour extra time rate = **\$560**

ASPO Program Manager. Link program with OUSD Behavioral Health Unit, social and emotional learning supports, and mental health services and trainings. .025 FTE of \$88,951 annual salary = **\$1,569**

Community School Program Manager (CS). Manages all community partnerships, family programs, student services, and extended learning programs at OIHS; will oversee ASSETs programming, support ASP Coordinator, and manage all mental health providers and Equitable Access services at OIHS: 0.05FTE x \$74,000 annual salary = **\$3,700.00**

3000 Fringe/Benefits— Including medical, retirement, worker's comp, etc.

Fringe/Benefits Classified. 25% x Subtotal Classified = **\$1,457**

4000 Books and Supplies

Office Supplies, copier supplies, paper towels, etc. = **\$344**

5000 Services and Other Operating

Mental Health Providers. 4 Licensed and supervised Mental Health consultants (1 Arabic speaker, 2 Spanish speakers) to provide counseling services 3 full-time days per week for 33 weeks. \$4,045 agency fee covers stipend plus supervision for each consultant. \$4,045 X 4 mental health consultants = **\$16,180**.

7000 Indirect Costs— 5% x Direct Costs not including Subcontracts = \$1,190

Total Costs—\$25,000

Other sources of funding used to support these services. OUSD utilizes Medi-Cal to support existing mental health services and case management. As noted in OUSD's Letter of Agreement, the proposed ASSETs programs will leverage at least \$25,000 per year from the OUSD Behavioral Health Unit for mental health support services at OIHS. Asian Community Mental Health Services will leverage funding from county Medi-Cal funds to offer counseling to Medi-Cal eligible students. EBAYC will make student referrals to the OIHS partner clinic, the Oakland Tech Techniclinic, for health services and screening. In addition, funding for OUSD from the Collaborative for Academic, Social, and Emotional Learning (CASEL) initiative will support staff training to incorporate social and emotional learning into ASSETs programming.

How direct grant and other resources will be used to support access to ASSETs. Direct grant funding will be used to integrate aspects of the Behavioral Response to Intervention (RTI) framework into ASSETs by expanding case management services overseen by the CS Manager; offering counseling services to non-MediCal students from a variety of languages; and connecting students to gang prevention/intervention services, community services referrals, and targeted academic supports. The aforementioned matching funding for mental health and health services will be used for early intervention and intensive supports services for ASSETs students and families in order to promote equitable access.

Other funding sought to provide equitable access but not received. OUSD has historically been unable to access philanthropic and other private funding to support the services identified in this proposal. District and other public funds have been inadequate to address the needs for increased mental health services for students.

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

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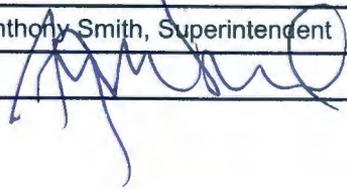
Equitable Access Grant Assurances

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

- The program will maintain adequate, accurate fiscal records.

- The funds will be expended only for those services and supports for which the Equitable Access grant was funded.

- Grant funds are awarded only if all other sources of funds for the intended purposes are unavailable or insufficient and that these Equitable Access grant funds may be withheld in subsequent years if expended for purposes other than as awarded.

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

Family Literacy Application Narrative

1. Community assessment.

We assessed our community's needs and strengths related to family literacy as part of our overall needs assessment for the OIHS ASSETs program, as well as our ongoing initiative to increase family support as part of our Full Service Community Schools initiative. We have used the 2011-2012 Accountability Progress Report for OUSD; findings from student, family and community surveys and focus groups; OIHS Community Advisory Committee asset mapping; input from the OUSD Meaningful Student Engagement Coordinator and members of the student Leadership Club; input from district and agency partners, who have proven expertise working with Oakland's immigrant communities. We concluded that because all of the parents/caregivers of our students are new to this country, lack English language skills, and are unfamiliar with the U.S. education system, **100% of OIHS parents/caregivers have significant barriers to fully supporting their children academically, socially, and economically**, and that targeted efforts are needed to build their capacity to provide this support while also meeting families' needs.

2. Need for family literacy services.

OIHS families face many barriers to supporting their children's success. In assessing the need for family literacy services, we want to highlight the fact that 100% of OIHS families are immigrants with limited English proficiency, and only 22.8% of adult family members speak enough English to communicate on a basic level or higher with teachers. Over 40% of OIHS families speak a language that is not one of the OUSD or county "official" languages, meaning the families lack access to translation. Due to limited literacy skills and formal education as well as economic pressures that keep them working long hours away from home, parents are hard-pressed to help their children with schoolwork. Only 17% of students report that they have access to consistent homework help at home, and over 95% of students expressed that their parents are unable to help them access college information or guidance.

Many OIHS families have low educational attainment. A full 56% of parents are not high school graduates, while another 30% have not gone beyond high school, largely due to lack of educational opportunity in their home countries. Many parents are not literate even in their home languages, some of which are not written. Unfamiliar with the U.S. educational system, OIHS parents face significant barriers to navigating the OUSD and advocating on their children's behalf. Since they never attended U.S. schools, and many attended limited formal school in their home countries, OIHS parents express: being intimidated by local officials and institutions; confusion about school norms and expectations; and feelings of shame about their inability to support their children. 95% of families are socioeconomically disadvantaged, living near or below the poverty line.

OIHS students and their families arrive in a foreign city and are required to navigate a complicated bureaucratic educational system with diminishing supports (e.g., health care, mental health, interpretation, housing and safety resources) to support their transition. Due to limited English skills, immigrant families often rely upon their youth for interpretation and navigation of key services (like school, healthcare facilities and social services). The family responsibilities that fall on OIHS students often detract from their abilities to focus on school, and adversely impact their attendance.

In focus groups for OIHS's 2011-12 Full Service Community School strategic planning process, parents expressed urgency to become better equipped to be involved in

and share responsibility at the schools, e.g. taking classes to help them understand, support, and advocate for their children's education. They also called for more school outreach to parents, increased opportunities for cross-cultural relationship building with families from other cultures, and increased opportunities to volunteer at their children's schools. This input facilitated the opening of OIHS's Family Learning Center (see details, below) and the initiation of a limited ESL class for parents/guardians.

Our Fall 2012 family surveys and focus groups also prioritized the educational needs of OIHS adult family members as follows: ESL classes; ongoing workshops on understanding school information (e.g., reading report cards and transcripts, helping children with homework; communicating with teachers, "college knowledge" and school rules); computer classes for parents; opportunities to get to know families from other cultures; structured opportunities to be involved in school (such as volunteering and setting up cultural events); and job skills training, career exploration and resume writing.

Shrinking resources available for family literacy services. OUSD's Adult & Career Education Department, the primary source of family literacy programs in our district, has experienced drastic cuts in funding. In the past three years, its allocation from OUSD's general funds has been reduced from \$11.7 million to less than \$1 million. Because of these cuts, Adult & Career Ed has put most of its adult programs (e.g., Parenting Education and Career and Technical Education) on hold. Services are currently limited to GED preparation classes and a small Family Literacy Program for families of young children. It is supported by district general funds (\$250,000, a reduction from \$950,000 last year), along with limited resources from CBET, Workforce Investment Act Title II, and 231 Adult Education funding. The district lacks funding for even the highest priority family literacy services needed to meet high school parents' challenges.

3. Proposed family literacy services and activities.

We propose to use family literacy funding to achieve two goals: 1) *To build the capacity of parents/caregivers of OIHS students to support their children's success in school while building parent leadership and engagement opportunities at the school;* and 2) *To give parents opportunities to advance their own skills (English language, computer, job preparation, etc.) and thereby be better able to promote their family's self-sufficiency and advancement.* Our plan will go hand-in-hand with our district's and OIHS' commitment to ensure that all students attend school regularly, graduate from high school, and are ready for college and careers when they graduate. It also aligns with the district's and OIHS' priority to include families as key partners in their children's education. With ASSETs Family Literacy Funding, OIHS proposes to fund the following:

Family Education Programs: We will also use family literacy grant funding to co-fund 4 days/week of adult education classes for parents/guardians in areas responsive to their needs – with a particular emphasis on ESL, computer literacy, parenting skills, school communication, job search, and monthly parent workshops on the U.S. education system. Family literacy grant funding will be used to contract culturally competent and skilled instructors from longtime OIHS partner agency, Refugee Transitions, to teach these ongoing weekly classes (costs off-set by family foundations). OIHS will also leverage community partners to facilitate family groups (such as cooking and weaving).

Parent Leadership: To engage parents as active members in their children's education, encourage active participation in school, and include parents as key partners in the school's decision making, OIHS will invest in a program of parent leadership.

OIHS will engage a core group of culturally and linguistically representative parents/family members who will receive small stipends to: (1) Attend, co-facilitate and outreach for evening parent workshops at OIHS, educating their peer parent groups about U.S./OIHS school norms and the importance of attendance; (2) Act as stipended volunteers in both ASSETs programming and, with leveraged funding from foundations, as volunteers during the school day; (3) Serve on OIHS Community Advisory Committee, providing input on Full Service Community School and extended day program efficacy and planning; (4) Join the OUSD's existing Parent Collaborative, made up of parents involved in our out-of-school-time programs. It is convened and facilitated by staff in OUSD's Student and Family Engagement unit; and (5) Work with the CS Manager to organize an annual Professional Development for teachers in the form of a parent-led "Community Walk" through the neighborhoods, cultural centers and homes of diverse cultural groups at OIHS so that families can take the lead on educating OIHS teachers about the assets and challenges of their communities.

Integration with Full Service Community School Initiative: To provide logistical support, training and overall program management of the various aspects of OIHS's ASSETs Family Literacy Program, and to ensure that it aligns with the district's Full Service Community District vision, OIHS will fund 10%FTE of the CS Manager's position to dedicate her time toward parent outreach, engagement and empowerment, and to overseeing all Family Learning Center programs. (Note that the CS Manager position is new at OIHS which received grant funding for the 2012-2013 school year only. ASSETs Family Literacy funding would allow the CS Manager to have an ongoing focus on family involvement over the course of the next five years, allowing time to solidify a strong family engagement program and plan for additional funding from sources).

The OIHS CS Manager has facilitated immigrant parent workshops for over six years and has a proven track record in family organizing. The CS Manager will work with family partners to organize and lead workshops on topics that focus on building the capacity of parents/caregivers to navigate OUSD/OIHS – e.g., understanding their parental rights and responsibilities in U.S. schools, graduation requirements and opportunities after high school, so they can better support their children's education. The CS Manager will reach out to families about parenting classes, workshops and special family events at the school, with special emphasis on attracting traditionally under-engaged families. She will also serve as the primary point person for all Family Literacy providers.

Resources to be leveraged. As noted, OUSD has a Parent Collaborative which we will leverage and augment in training and deploying family leaders to volunteer in the OIHS ASSETs program. We will also use the dedicated OIHS Family Learning Center for family literacy activities. OUSD's Translations Unit will provide translations of all parent communication related to family literacy services in multiple languages. With funding from the Zellerbach Foundation, Refugee Transitions will provide matching funds for parent/family instruction in both ESL and computer literacy.

OIHS and EBAYC will also link parents/caregivers to appropriate resources available through key community partners and services, including health care, mental health and job resources. With a fully-funded social work intern from San Francisco State, families will receive on-site support for service navigation. Through its new partnership with the Oakland Technical High School's TechniClinic, OIHS can refer families to the clinic to apply for health insurance.

**21st Century Community Learning Centers Program
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Family Literacy Grant Budget

Series Description	Series Category	Description	Requested Budget
Certificated Personnel Salaries	1000		\$0.00
Classified Personnel Salaries	2000	Custodial, ASPO Program Manager, Community School Manager for coordination, training, program oversight	\$9,091.00
Employee Benefits	3000	Estimated at 25%	\$2,273.00
Books and Supplies	4000	Paper supplies	\$83.62
Services & Other Operating Expenditures	5000	ESL and computer instructors; parent leadership stipends	\$7,600.00
Subcontracts and Agreements	5100		\$0.00
Capital Outlay	6000		\$0.00
Indirect Costs	7000		\$952.38
Total Amount Requested			\$20,000.00

Family Literacy Budget Narrative

2000 Classified Personnel:

Custodian. Support campus accessibility and safety during family literacy events and activities. 0.15 hrs/day x 180 days x \$20 average extra time rate = **\$445.00**;

ASPO Program Manager. Link program with OUSD Family Engagement unit; provide trainings and resources for staff on parent leadership and engagement. 0.01 FTE of High School Program Manager annual salary of \$88,951 = **\$1,246.00**

OIHS Community School Manager. Manage all Family Learning Center & family outreach/education/empowerment programs at OIHS, 10% FTE X \$74,000 = **\$7,400**.

3000 Fringe/Benefits— Including medical, retirement, worker's comp, etc.

Fringe/Benefits Classified. 25% x Subtotal Classified = **\$2,273**

4000 Books and Supplies

Office supplies. Supplies for Family Learning Center = **\$84**;

5000 Services and Other Operating

Consultants. Teachers from Refugee Transitions to facilitate weekly ESL & computer classes, with a focus on parent education and job skills training, 2.5 hours/day x 2 days/week x 33 weeks x \$40/hour = **\$6,600**

Parent/Caregiver Leader Stipends: Parent leaders will co-facilitate parent workshops, conduct outreach, volunteer in the ASP, and serve on OIHS Community Advisory Committee. \$100/semester x 2 semesters x 5 parent leaders - **\$1,000**

7000 Indirect Costs

5% x Direct Costs not including Subcontracts = **\$952**

Total Costs = \$20,000

Other sources of funding used to support these services. OUSD's Student and Family Engagement Unit and Family Literacy Program Manager will contribute approximately \$10,000 per year in in-kind resources to support family literacy at OIHS. Our College & Career Readiness Office will provide resources for parent education on college and career readiness. OIHS is submitting renewal grant applications to the San Francisco Foundation and Zellerbach Foundation. These funds would allow the CS Manager to dedicate additional time to supporting Family Literacy activities at OIHS, allow us to offer 4 (instead of 2) days of parent/family classes, and provide additional support for the Family Learning Center. Other sources of funding applicant sought but not received. OIHS will re-apply for funding from the San Francisco Foundation for family support services for the 2013-2014 funding cycle. How funding will be used to support access to family literacy services. Direct grant funding will allow us to fund 10% of OIHS's CS Manager time to directly support family literacy activities and programs of OIHS; stipend 5 representative parent/caregiver leaders (at \$100/semester) for leadership roles in the program; provide supplies for Family Learning Center (such as notebooks, pencils and teacher materials); and fund 2 days/week of ESL & Computer Literacy classes for OIHS families, with a curricular focus on communicating with school and job readiness. The CS Manager will participate on the OIHS COST team and identify families in need of family literacy and support services. OIHS will publicize family literacy services to parents/guardians; coordinate family literacy activities; provide workshops responsive to families' needs; facilitate parent involvement in the school; recruit parents for volunteer opportunities in ASSETs; and help connect families to resources at school and in the community.

**21st Century Community Learning Centers Program
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Family Literacy Grant Assurances

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

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

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