

Board Office Use: Legislative File Info.	
File ID Number:	14-1485
Introduction Date:	08/13/2014
Enactment Number:	14-1444
Enactment Date:	8-13-14



Memo

To: Board of Education

From: GARY YEE, EdD, ACTING SUPERINTENDENT; By: MARIA SANTOS, Deputy Superintendent

Board Meeting Date: 08/13/2014

Subject: Professional Service Contract

Contractor: Be the Change Consulting, LLC of Oakland , CA

Services for: 922-FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS

Board Action Requested and Recommendation: Ratification by the Board of Education of a Professional Services Contract between the District and Be the Change Consulting, LLC, Oakland , CA, for the latter to provide: Be the Change Consulting will facilitate 7-8 monthly learning communities for program staff of 9 – 14 middle school after school and summer programs. Participants will receive Building Intentional Communities curriculum, professional development, and pedagogical training on creating a strong youth leadership development program during after school and summer program hours that is aligned to college and career readiness, character development, and violence prevention outcomes. Be The Change will provided tailored curriculum design and development for middle-school age youth aligned to college and career readiness, social emotional learning targets, and 21st Century skills. Be The Change will also provide on-site coaching to targeted sites to support the application of learning community content, and strengthen the facilitation skills of after school staff members. Be The Change will work closely with

Background:
(A one paragraph explanation of why the consultant's services are needed.)

The OUSD After School Programs Office will utilize the services of Be The Change Consulting in order to strengthen the quality of middle school after school and summer programming. Be The Change will provide 9 – 14 participating middle school sites with professional development and Building Intentional Communities curriculum. The Building Intentional Communities curriculum has been highly successful in OUSD's elementary and high school programs. The curriculum builds student leadership skills, fosters students' social and emotional learning skills, supports college and career readiness, and promotes positive school culture and climate. Be the Change Consulting will help middle school programs improve their program design and integrate curriculum and program content that meet the unique developmental needs of middle school age youth. Be The Change Consulting staff have expertise in youth development and expanded learning programming, and have worked with the OUSD After School Programs Office for the past four years.

Discussion:
(QUANTIFY what is being purchased.)

Be the Change Consulting will facilitate 7-8 monthly learning communities for program staff of 9 – 14 middle school after school and summer programs. Participants will receive Building Intentional Communities curriculum, professional development, and pedagogical training on creating a strong youth leadership development program during after school and summer program hours that is aligned to college and career readiness, character development, and violence prevention outcomes. Be The Change will provided tailored curriculum design and development for middle-school age youth aligned to college and career readiness, social emotional learning targets, and 21st Century skills. Be The Change will also provide on-site coaching to targeted sites to support the application of learning community content, and strengthen the facilitation skills of after school staff members. Be The Change will work closely with the OUSD After School Programs Office to align the Building Intentional Communities learning community with the youth development quality standards that guide the work of OUSD after school programs.

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OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Fiscal Impact: Funding resources below not to exceed \$20,000.00

\$835.05 MEDICAL ADMINI ACTIVIT

\$3,635.61 T IV 21ST CENTURY COM LEARNING

\$4,000.00 General Purpose-Unrestricted

\$5,529.34 General Purpose-Unrestricted

\$6,000.00 General Purpose-Unrestricted

Attachments: Professional Services Contract including Scope of Work

Waiver Summary

Resume / Statement of Qualifications

EPLS Search Results Page

Insurance Certification (if no Waiver was granted)

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

PROFESSIONAL SERVICES CONTRACT 2013-2014

Be the Change Consulting, LLC

This Agreement is entered into between _____ (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 12/16/2013, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$84,100.00 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$84,100.00, whichever is later. The work shall be completed no later than 06/30/2014.

- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Twenty Thousand Dollars (\$20,000.00) [per fiscal year], at an hourly billing rate not to exceed _____ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: No Reimbursements

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* NONE which shall not exceed a total cost of \$0.00.

5. CONTRACTOR Qualifications / Performance of Services:

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

OUSD Representative:

Name: CURTISS SARIKEY
Site /Dept.: 922-FAMILY, SCHOOL AND COMMUNITY PARTNERSHIP
Address: 746 Grand Avenue
Oakland, CA 94610
Phone: 510-273-1575

CONTRACTOR:

Name: Tanya Mayo
Title: Owner
Address: 3237 Monterey Blvd
Oakland, CA 94602
Phone: 415-722-0508

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

23. **Conflict of Interest:** CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

24. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List. (<https://www.epls.gov/eplis/search.do>)

25. **Litigation:** This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement. If litigation is initiated, the prevailing party shall be entitled to reasonable attorney's fees and costs.

26. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

27. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

28. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

29. **Signature Authority:** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

30. **Contract Contingent on Governing Board Approval:** OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

OAKLAND UNIFIED SCHOOL DISTRICT

CONTRACTOR

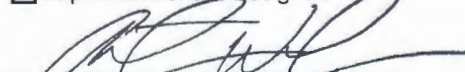
MARIA SANTOS

05/16/2014

President, Board of Education

Date

Superintendent or Designee



Secretary, Board of Education

8-14-14
Date

Tanya Mayo

06/10/2014

Contractor eSignature

Date

Tanya Mayo, Owner

Print Name, Title

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

- 1. Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

Be the Change Consulting will facilitate 7-8 monthly learning communities for program staff of 9 – 14 middle school after school and summer programs between December 2013 – June 2014. Participants will receive Building Intentional Communities curriculum, professional development, and pedagogical training on creating a strong youth leadership development program during after school and summer program hours that is aligned to college and career readiness, character development, and violence prevention outcomes. Be The Change will provided tailored curriculum design and development for middle-school age youth aligned to college and career readiness, social emotional learning targets, and 21st Century skills. Be The Change will also provide on-site coaching to targeted sites to support the application of learning community content, and strengthen the facilitation skills of after school staff members. Be The Change will work closely with the OUSD After School Programs Office to align the Building Intentional Communities learning community with the youth development quality standards that guide the work of OUSD after school programs.

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

As a result of this middle school Building Intentional Communities project, at least 9 OUSD after school and summer programs will have stronger program design and instructional quality that supports the social & emotional learning and college & career readiness of participating students. This project will impact at least 900 students participating in OUSD after school and summer programs. These students will have increased engagement in the school community (including improved school day attendance), improved relationships with peers and caring adults, and increased opportunities to practice leadership skills that will be an important foundation for later youth work internship opportunities. This project supports OUSD's Social and Emotional Learning change strategy, and supports the district's Voluntary Resolution Plan to transform school culture and climate.

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract:
(Check all that apply.)

- | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Ensure a high quality instructional core | <input checked="" type="checkbox"/> Prepare students for success in college and careers |
| <input checked="" type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools |
| <input type="checkbox"/> Create equitable opportunities for learning | <input type="checkbox"/> Accountable for quality |
| <input type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- Action Item included in Board Approved CSSSP:** (no additional documentation required)

– Item Number(s): Not Applicable
Private School or
OUSD Department

- Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.

1. Relevant page of CSSSP with action item highlighted. Page must include header with the word "Modified", modification date, school site name, both principal and school site council chair initials and date.
2. Meeting announcement for meeting in which the CSSSP modification was approved.
3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
4. Sign-in sheet for meeting in which the CSSSP modification was approved.

ContractsOnline: Contract Waiver Summary

Site Number-Name: 922-FAMILY, SCHOOL AND COMMUNI

Principal / Department Head: CURTISS SARIKEY

Contractor Name: Tanya Mayo

Business Name: Be the Change Consulting, LLC

Contract Type: Standard

Anticipated Start Date: 12/16/2013

Contract End Date: 06/30/2014

Rate Type: FLAT

Contract Amount: \$20,000.00

Applicable Waivers

Approved by Risk Management

Insurance-Reduction Waiver Status: WAIVED

Waiver-Reduction Type: WAIVED

Other Reduction Amount:

Approval Date: 04/16/2014

Approved by Deputy Superintendent

Billing Waiver Status: Approved

Approval Date: 05/05/2014

Fingerprint Waiver Status: Approved

Approval Date: 05/05/2014

TB Test Waiver Status: Approved

Approval Date: 05/05/2014

BE THE CHANGE CONSULTING



2013-2014 Middle School Building Intentional Communities Pilot

*"Once social change begins it can not be reversed.
You cannot un-educate the person that has learned to read.
You can not humiliate the person who feels pride.
You cannot oppress the people who are not afraid anymore."
-Cesar Chavez*

Be the CH  NGE
consulting

Be the Change Consulting:

Investing in our children, our families, and our future.

2012-2013 Building Intentional Communities Program

“Once social change begins it can not be reversed. You can not un-educate the person that has learned to read. You can not humiliate the person who feels pride. You can not oppress the people who are not afraid anymore.”

-Cesar Chavez

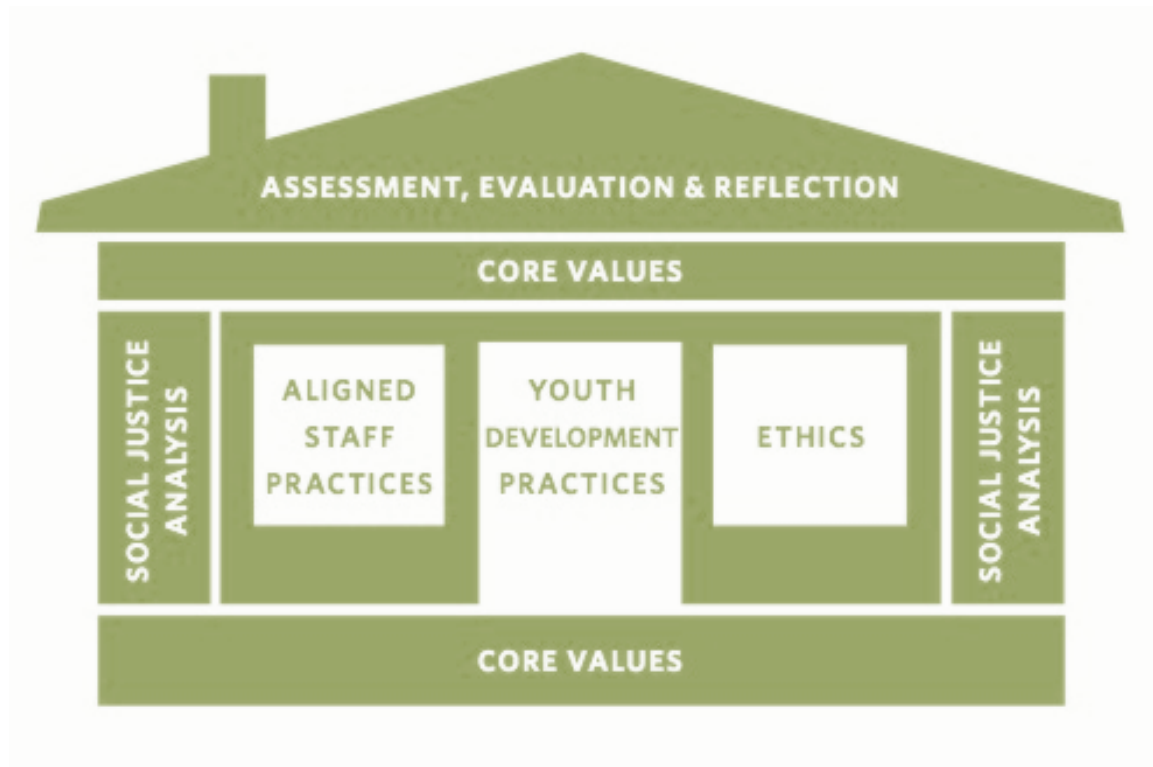
Our Philosophy:

Be the Change Consulting specializes in connecting youth development theory and community organizing models to education reform. We create unique and tailored learning experiences for practitioners in both school day and after school settings through experiential learning, hands-on coaching, dynamic facilitation, and reflective action research.

Overview:

In the 2013-2014 school year Be the Change Consulting will offer a Leaders of Today Cohort for the 9 middle schools who received 21st Century Funding. Participating schools will be asked to send 1 staff person to attend a 3-hour monthly learning community, where they will receive curriculum, professional development, and pedagogical training on creating a strong leadership development program during afterschool hours that is aligned to college and career readiness, character development, and violence prevention outcomes. This series, while uniquely designed and tailored for middle school students, will reflect the Building Intentional Communities Model. This series is a curriculum and professional development project for middle school sites to strengthen 21st Century supplemental programming. The monthly learning communities and curriculum will support 21st Century supplemental program implementation for summer 2014, and other programming on non-school days over the course of this school year.

What is the Building Intentional Communities Model?



The Building Intentional Communities Model is a house that consists of the elements we have found to be most vital in building a strong program where youth can thrive. Building an intentional community starts with the things you can control and design according to your vision and values. We believe that programs that dedicate energy and creativity towards building a stable house will be in the best positions to have an outward influence. Otherwise, outside factors will impact the program with each wave of change.

The base of the building is **core values**. An organization with a strong foundation of core values that resonate with the community, are culturally relevant, and are powerfully, inspirationally expressed will be better positioned to move flexibly when external factors stress the system.

The frame of this building is built with a strong **social justice analysis**. This includes cultural competency, staff that can connect to the community, and an understanding of systemic issues and the socioeconomic factors that impact youth.

The doorway into this house is **youth development practices**. Youth development is a theory and framework that guides staff practices and programming from a research-based lens. It provides a great structure to ensure your programs are on track to meet

your organizational mission, and to deliver youth to a healthy, productive adulthood.

One window of this house is **aligned staff practices—behavior** guidance strategies, curriculum, and facilitation techniques.

The other window is opportunities for staff and youth to grapple with real issues of **ethics** and the application of values to challenging scenarios. Young people need to experience the complexities involved in making choices that balance long-term and short-term benefits and consequences. The strongest programs have staff that respond consistently to complicated scenarios, providing the most consistency for youth.

The roof of this house is **assessment, evaluation, and reflection—tools** for ongoing growth and refinement of practice.

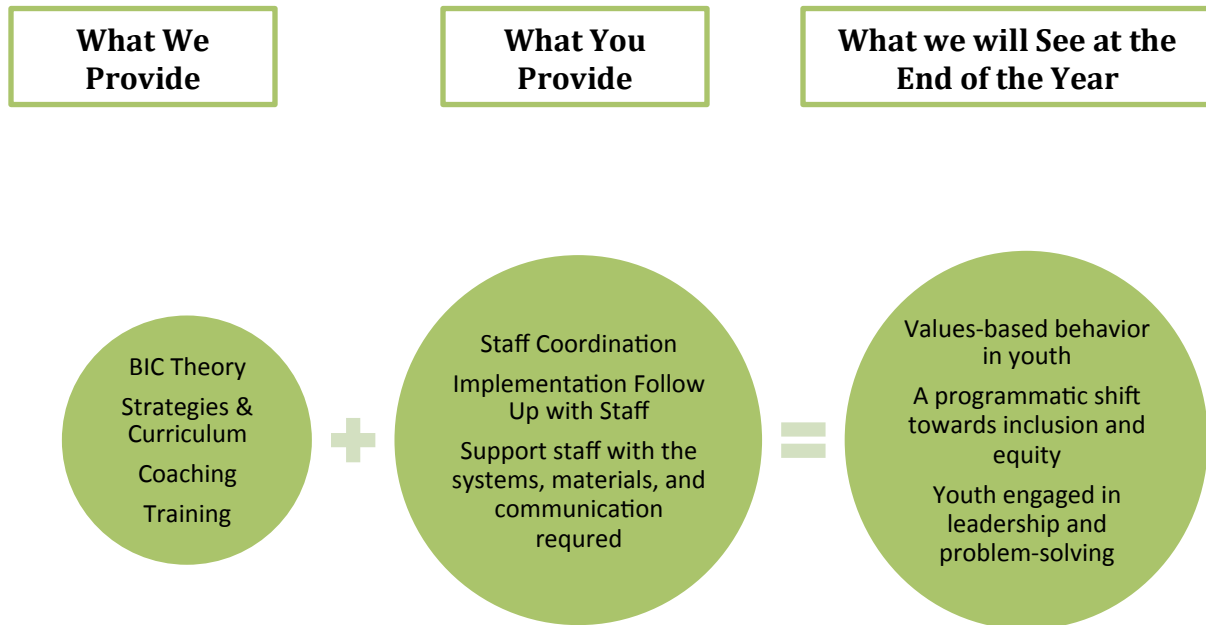
What will this Program Consist of?

The 2012-2014 Middle Schools Building Intentional Communities Initiative is envisioned to be a 3-year arc. Each year we will add curriculum and content to cover another grade. In the pilot year we will offer this class to 6th graders. This is a professional development opportunity valued at \$5,000 per site.

Activity	Description	Frequency
Enrichment Class Learning Community	A monthly 3-hour learning community for staff who run the BIC enrichment class at their sites, facilitated by Be the Change Consulting staff. This monthly session will model the lesson plans to be used in the weekly enrichment class.	Monthly
Weekly Enrichment Class	A bi-weekly class for 6th graders based on BIC curriculum taught by a dedicated staff person from your site. This class will create hands-on project based learning to develop participant’s critical thinking and social emotional skills.	Bi-weekly class offered at your program
Classroom Co-Teaching Sessions	3-5 on-site coaching sessions provided by a BIC classroom coach. The coach will “push-in” to enrichment classes to support the facilitator in bringing the climate builders to life. Some examples may include: making values-based connections, re-direct behavior choices using asset based language, differentiating teaching styles for different learners.	3-5 sessions

What is the role of Coordinators in this Process?

Be the Change Consulting has worked with many afterschool programs to improve programming, instill values, shift staff facilitation, and apply new curriculum to ultimate transform organizational climate. And one thing we have learned for sure- we can't do it without you! The coordinators are the nucleus of the entire project – we need you to knit the various pieces and components together at your sites between our sessions with you. We also need you to let us know if something isn't working, or if you are having trouble juggling priorities. We know that if we are successful in our partnership we will see dramatic and concrete results at the end of the year.



What Coordinators & Site Directors need to Ensure:

There are a few criteria to ensure your program is a good fit for this model. Ask yourself these questions.

- Can you dedicate 1 staff to teach a Leaders of Today elective class year-round
 - This person should be your highest level facilitator on staff. The BIC content is facilitation-driven, and does not work for staff who are still struggling with classroom management. While the BIC supports will help with some classroom management, we need to work with people who have a basic level of competency. This means:
 - We cannot work with Americorps
 - We cannot work with brand new staff
- Can you send these two dedicated staff to a monthly learning community that meets for 3-4 hours off-site?
 - How will you pay for this person's time to attend the monthly 3-hour trainings held from 9:30-1:00
 - How will you ensure this person attends every monthly session
 - How will you ensure this person follows up with scheduling with their classroom coach?
- Can you set aside \$200 in your program supplies budget to ensure your staff have the materials they need to replicate the activities we offer

9-Part Elective Training Series	Breakdown	Qty	Total
Design meetings with key Middle School coordinators, line staff & OUSD district Liaison	300	3	900
1 facilitator @ \$950 for 8 days	950	8	7600
On-going learning community session design	950	8	7600
Coordination - outreach to participants, phone calls for participants who miss a session, materials coordination (planning, shopping, packaging, distribution)	250	8	2000
Handouts & Materials (\$200/session)	200	10	2000
Curriculum Toolbox (25 people * \$155/participant) (Includes: Purple box, turquoise box, green box, black box + binder)	250	25	6250
Coaching and Co-teaching sessions (22 coaching sessions * \$200/session)	200	22	4400
Tailored Curriculum Design and Development for middle-school age aligned to College and career readiness, workforce development, social emotional learning targets, and 21st century skills (36 activities * \$150/activity)	36	150	5,400
Training Hospitality	156	8	1250
Space	200	8	In-kind (OUSD Match)
Total Investment			\$37,400

Funding Sources:

OUSD Programs Office: \$20,000

Middle School Site Allocation: \$12,000

Be the Change In-Kind: \$5,400

Evaluation Findings

The Building Intentional Communities program model is closely aligned to YPQA outcomes and will support your afterschool program to develop an intentional program design that deepens the core values of your program, will support the alignment of your staff's facilitation and classroom management techniques, and will ultimately create a more cohesive learning environment. The 12 elementary after-school programs who participated in the process last year had an extremely good experience and have seen some real shifts in both program practices, the quality of youth interactions, and ability of youth to make critical connections to the world around them.

This program will create a positive shift in the following YPQA indicators at your site. The staff teams that do the most diligent job of integrating programmatic systems and structures will see higher shifts than others.

Staff Behavior Indicators

YPQA Score Changes in
Participating Intensive
schools from the 11-12
School Year

Staff support accomplishments in non-evaluative language	+1.5
Staff create a positive emotional climate is created with mutual respect, teamwork, inclusiveness	+1.3
Staff explain activities clearly and provide examples	+1.3
Staff ask open-ended questions	+1.3
Staff tone of voice	+1.0
Appropriate amount of time are provided for experiential learning and reflection	+0.9
Staff smile and friendly gestures	+0.7
Materials and supplies ready	+0.7
Enough material & supplies	+0.7
No evidence of bias - mutual respect and inclusion is promoted	+0.3
Staff offer structured opportunities to get to know each other	+0.3
Staff offer structured, public opportunities to acknowledge achievements	+0.3
Staff offer support to youth despite errors or failure	+0.3

Youth Behavior Indicators

YPQA Score Changes in
Participating Intensive
schools from the 11-12
School Year

Youth exhibit Inclusive relationships by welcoming newcomers and disrupting cliques	+1.3
Youth hold each other to the rules, use "ownership language" and engage in program rituals	+1.3
Youth have multiple opportunities to practice active listening, contribute ideas to group,	+1.3
Youth have opportunities to mentor each other	+1.2
Youth are continuously encouraged to try new skills	+0.6
Youth have opportunities to play leadership roles within groups	+0.4
Youth display no evidence of bias - mutual respect and inclusion is promoted	+0.3

Staff Biographies

Sangita Kumar and Tanya Mayo will serve as the lead trainers and coaches in this initiative.



Sangita Kumar is a results-based organizational development consultant and a skilled trainer dedicated to the empowerment of individuals and our communities. Her work over the past 10 years has allowed her to interact with a wide variety of organizations in business and non-profit sectors in the US and internationally.

Sangita's experience with these organizations ranges from coaching, staffing, professional development, strategic planning, program design, program management and mentoring. After 7 years of direct service in grassroots organizations and after-school programs, Sangita became a trainer and youth development specialist for the Community Network for Youth Development. In this role she developed expertise creating positive learning environments for afterschool professionals, studying the areas of youth development, behavior management, curriculum design, and youth empowerment. She has designed and led over 300 training workshops and specializes in applying youth development theory in program design and programmatic quality improvements. Her combination of business management skills and passion for learning and change allow her to move flexibly and efficiently amongst diverse organizations. In 2010 Sangita completed a Masters Degree in Organizational Development and became a Certified Life Coach. In 2010 Sangita also completed a 2-year certification program in Somatics and Trauma- a body-mind approach to analyzing the impacts of systemic racism, poverty and class on human relationships. Currently Sangita is an instructor at San Francisco State University in the Child and Adolescent Youth Department, where she teaches a core course on Applied Youth Development.



Tanya Mayo has spent the last two decades in the nonprofit field as an educator, administrator and capacity-builder. Her most recent position as Director of Capacity Building at San Francisco's Department of Children, Youth and their Families (DCYF), was a unique opportunity to draw from her vast experience in training, non-profit systems and youth development. Tanya excels in supporting leaders, building individual donor programs and strengthening organizations through consulting, coaching, training and facilitation. She has a rich background in

multicultural education and art with over ten years of teaching experience, deep-rooted work with diverse populations, and knowledge in organizational capacity building including strategic planning, program development, staff development, board retention and fundraising. As an engaging, interactive trainer Tanya has been responsible for the development and management of several training programs and leadership initiatives, including the Roots Fellowship, a leadership program for DCYF Executive Directors and a

Youth Worker 101 series that introduced new workers into the non-profit sector.

Both professionally and personally Tanya is committed to empowering youth and grassroots communities having worked with numerous groups and organizations including; GSA Network, San Francisco Unified School District, Loco Bloco Drum and Dance Ensemble, The Girls After School Academy, The Dept. of Public Health, and the S.F. Woman's Building.



Candice L. Wicks, M.A.Ed., has been a social justice educator and non-profit administrator for fourteen years. She has a bachelor's degree in Sociology from UC Berkeley and a master's degree in Education with an emphasis in Social Justice and Equity from San Francisco State University. She has worked at multiple levels of the after school program world including as a tutor, coordinator and regional manager. Candice has taught high school English and History at ARISE high school and is very sensitive to the needs of schools, teachers and students. She has extensive experience as a trainer and facilitator working with the University of San Francisco's TEAMS Americorps teaching credential program and the Revitalizing Education and Learning Program (REAL). With REAL, Candice modeled and developed social justice/youth led service learning curriculum for teachers. She is currently a Senior Associate for Be the Change Consulting.



Maliyah Coye is an artist, social change agent, and skilled trainer. She is interested in assessing the interpersonal impact that systems of oppression create on relationships, and exploring ways for groups and communities to heal from these impacts. She graduated from San Francisco State University with a bachelor's degree in Women's and Gender Studies, where her coursework helped her understand how systems of oppression relate to education. Over the past 10 years Maliyah has worked in the non-profit sector where principles of youth development and anti-oppression frameworks have driven her work. Maliyah's experience includes 4 years as a trainer at Health Initiatives For Youth (HIFY), where she designed and facilitated workshops for youth that addressed issues of mental, physical, and reproductive health. Maliyah's weaves her background in performing arts, drumming, and dancing to create art with young people that engages their whole bodies, minds, and hearts to find creative expression in and out of classroom settings. Maliyah's personal and professional life has been rooted in social change, creative expression, and the empowerment of people who have been historically disenfranchised.